

ACADEMIC

PROGRAM

REVIEW



THE DEPARTMENT OF HUMANITIES

The University of Tennessee at Chattanooga

Undergraduate Programs

Academic Years: 2013-2018

University of Tennessee at Chattanooga
Humanities Program Review, 2018-19
Self-Study: Undergraduate Program, B.A.

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PREFACE

Introduction

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 Studies.

Additionally, a number of interdisciplinary minors, including Asian Studies, Africana Studies, Humanities, International Studies, Latin American Studies, and Women's Studies, are associated with the program. The author of the last External Program Review, Dr. Jesse Swan, wrote a summary description of the function and value of the Humanities Program which is still quite applicable (Appendix D, pp. 4-5):

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.

There are at present two coordinators for the three tracks, appointed by the Dean of the College of Arts and Sciences. Dr. Carl Springer (Modern and Classical Languages and Literature) coordinates two of the three tracks: Humanities: Liberal Arts (1440) and Humanities: International Studies (1441). The third track, Humanities: Women's Studies (1442), is coordinated and advised by Dr. Marcia Noe (English). Dr. Marcia Noe, Professor of English and

Coordinator of Women's Studies, teaches courses in American Literature and Women's Studies. She is the author of *Susan Glaspell: Voice from the Heartland* and over twenty other publications on this Pulitzer Prize-winning playwright. In 1993 she was Fulbright Senior Lecturer-Researcher at the Federal University of Minas Gerais in Belo Horizonte, Brazil; with Junia C.M. Alves, she has edited a collection of essays on the Brazilian theatre troupe Grupo Galpao (Editora Newton Paiva, 2006). She is a senior editor of *The Dictionary of Midwestern Literature*, volumes 1 and 2, editor of the journal *MidAmerica*, and chairs the editorial committee of the Society for the Study of Midwestern Literature, which gave her the MidAmerica Award for distinguished contributions to the study of midwestern literature in 2003. She has supervised over 27 student conference presentations and supervised or co-authored over 27 student publications. In 2004 she won the UTC College of Arts and Sciences Outstanding Teacher award and is an elected member of UTC's Council of Scholars and Alpha Society. She sits on the corporate board of The Society for the Study of Midwestern Literature, and on the boards of Girls Inc. of Chattanooga and the League of Women Voters of Chattanooga.

Dr. Carl Springer, Coordinator of Humanities: Liberal Arts and Humanities: International Studies for the last two of the five academic years under review, 2016-17 and 2017-18, is SunTrust Chair of Excellence in the Humanities and also Professor in the Department of Modern and Classical Languages and Literature (MCLL). He has his PhD in Classics from the University of Wisconsin-Madison. Springer has authored numerous books and articles on the Christian Latin poets of Late Antiquity, including Ambrose, Proba, and Sedulius. His latest scholarship focuses on the influence of the classics on the Reformation, in particular, Martin Luther. His most recent book, *Cicero in Heaven: The Roman Rhetor and Luther's Reformation*, was published by E.J. Brill in 2017. In support of his research he has received grants and awards from the National Endowment

for the Humanities, the American Philosophical Society, the Andrew W. Mellon Foundation, and others. He was a Fulbright Research Fellow in Belgium and also received a fellowship from the Alexander von Humboldt Foundation. Prior to coming to UTC, Dr. Springer served in a number of administrative roles, including Chair of the Department of Foreign Languages at Illinois State and Associate Dean at Southern Illinois University Edwardsville, where he directed the Bachelor in Liberal Studies program as well as the Interdisciplinary Minor Program in Classical Studies.

Dr. Bryan Hampton served as coordinator of Humanities: Liberal Arts and Humanities: International Studies during the first three of the academic years under review (2013-14, 2014-15, and 2015-16). He is currently James D. Kennedy Distinguished Teaching Professor in the Department of English. He has teaching and research interests in the cross-currents of early modern literature, politics, and religion. He regularly teaches courses on Milton and Shakespeare, along with a number of seminars examining the literature of the Bible, the devotional poetry of John Donne and George Herbert, and Renaissance epic. He has published in *Studies in English Literature*, *The Upstart Crow*, and *Milton Studies*, and has written several articles for edited volumes on Milton's prose and poetry. Professor Hampton has been honored with awards for outstanding teaching from both the College of Arts and Sciences at UTC and from the University of Tennessee National Alumni Association, and currently serves as the Associate Chair of the English Department. His book, *Fleshly Tabernacles: Milton and the Incarnational Poetics of Revolutionary England* (University of Notre Dame Press, 2012) examines how Milton's radical theology of the Incarnation informs his poetics, hermeneutics, and politics.

Recent Trends and Changes in Response to Previous Program Review

The Humanities Program was externally reviewed in 2007-08 and again in 2012-13. The last external reviewer's report and our own Self-Study can be found in Appendices D and E. One noticeable trend in the Humanities program as a whole is that in the last 15 years or so there has been a dramatic increase in the number of majors, a fact noted in the last program review.

Since the last program review, especially during the last two years, there have been some significant changes in the administration of the Liberal Arts and International Studies tracks, as coordination passed in Fall 2016 from Dr. Bryan Hampton to Dr. Carl Springer, who currently holds the Chair of Excellence in the Humanities and is Professor of Classics in the MCLL Department. This development responds in part to the final recommendation of the last Program Review's Self-Study: "8. *Develop, as much as possible, a more hands-on relationship between the Program and its majors and the Chair of Excellence in Humanities*" (Appendix E, pp. 64-65). Two of the three tracks in the Humanities Program: International Studies and Liberal Arts, are now in the process of becoming fully integrated into the departments of MCLL and Philosophy and Religion respectively.

The Chair of both of these departments, Dr. Joshua Davies, with the assistance of the department's administrative specialist, has assumed greater administrative oversight for both programs, especially during the Summer session, when the coordinator may not be present. As of Fall 2018, faculty in Philosophy and Religion have assumed mentoring and advising responsibilities for Humanities: Liberal Arts majors, while faculty in MCLL continue to mentor and advise Humanities: International Studies majors as they have since 2016.

It is hoped that "housing" majors in Humanities: Liberal Arts and Humanities: International Studies within appropriate departments will enable them to interact more often and

more closely with faculty closely aligned to their interests and thereby become more fully integrated into the intellectual and social life of the University. This seems to us far preferable to the previous system where a single faculty coordinator was responsible for all aspects of coordinating the program *and* mentoring and/or advising single-handedly all of the Liberal Arts and Humanities students (currently nearly 60) in consultation with a faculty advisory board whose members had no advising or mentoring responsibilities for Humanities students.

It is also hoped that as a result of this recent development there will be greater administrative and clerical support for the International Studies and Liberal Arts tracks in the future. This could help to address the recommendations made in the previous program review's external report, namely that the program "obtain dedicated clerical staff" and that the University "obtain a dedicated space for Humanities students and faculty that can be recognizable to the entire campus" (Appendix D, p. 12).

Several important changes to the Humanities Program curriculum have also been made in recent years, including the development of an Internship course in Women's Studies and the implementation of a Senior Capstone Seminar for Liberal Arts and International Studies majors. The significance of these curricular developments will be discussed below. We believe that all of these recent changes should help to increase student satisfaction with the program and improve retention.

N.B. This report was authored mainly by Carl Springer with significant input from Marcia Noe, Bryan Hampton, and OPEIR (Office of Planning, Evaluation, and Institutional Research) staff members. Where relevant, language from the previous program review Self-Study has been used, with adaptations (e.g. descriptions of the curriculum).

PART 1: LEARNING OBJECTIVES (OUTCOMES)

Program Outcomes Goals Statements

The following statement found on the University's website for the Humanities Program

<https://www.utc.edu/humanities/index.php>) describes the general mission, vision, and goals for the program in inspirational terms, and it is worth repeating here:

The humanities traditionally encompass those disciplines that treat human culture, experience, and perception as an object of study while simultaneously treating the person as a knowing subject, and that pierce to the core of culture and the human condition.

These disciplines include the traditional liberal arts such as philosophy, music, art, literature, religion, ethics, and history; increasingly, the humanities have widened so as to include disciplines such as political science, law, archaeology, and anthropology. These disciplines, often overlooked or undervalued in the Age of Technology and Information, seek to reawaken the wonder of human accomplishment, to sharpen the intellect and to fire the imagination, and to reflect on the perennial questions of human existence: What is the nature of beauty? How does a culture define, express, or represent ultimate reality? What constitutes a just action or society? How do human beings across time and cultures understand happiness or suffering, grapple with notions of good and evil, debate political questions, or interpret and articulate the kaleidoscope of human experience in an incandescent universe?

The nineteenth-century English philosopher John Stuart Mill argues that the undergraduate college ought not to be a place of "professional education." Instead, he surmises that universities ought to be places that encourage students to become "capable and cultivated human beings." This may sound outdated, naïve, or perhaps hopelessly idealistic to our postmodern ears, for most students entering college are groomed to pursue an avenue of specialization. But Mill objects that human beings are human beings "before they are lawyers or physicians, or merchants, or manufacturers." Consequently, Mill reasons that "if you make them capable and sensible" human beings, a goal achieved in part through a strong humanities curriculum, then "they will make themselves capable and sensible lawyers or physicians."

But can someone be a successful and competent lawyer without studying the humanities? Yes. Can someone thrive in business or medicine without the liberal arts? Undoubtedly. But as Mortimer Adler clarifies, we ought not to confuse "the goodness of the operation" with the "goodness of the operator." How well someone performs a specialization does not equate with how well a person understands the depths of the self, or contemplates the complexities and contradictions, or beauties and terrors, of the world around them.

Potentially, the study of the humanities cultivates that "philosophic habit of mind" of which John Henry Newman speaks—something radically different from an Internet and Information Age which values speed and instant gratification. On the contrary, the humanities typically require slow, sustained deliberation on the fundamental questions of our (or any) age.

The description of Humanities: Women's Studies on the University's website

<https://www.utc.edu/womens-studies/> sets forth its mission, vision, and goals in a clear and powerful fashion:

For women in the United States today, it is the best of times and the worst of times. One hundred years ago, only 4% of college-age women were enrolled in some form of higher education; today nearly 60% of that age group attend college. Many more careers are open to women today, yet they still earn 20% less on average than men do, and American women rank 67th in world leadership. For women who work outside the home, finding affordable, high-quality day care and health care for children, adequate maternity leave, and a harassment-free work environment can be difficult.

We need women's studies now as much as we did in 1970, when the first women's studies major was established at San Diego State College. UTC's 30-hour program and 18-hour minor in women's studies are designed to equip our students to understand problems such as those described above that are rooted deeply in patriarchy, analyze them from the perspective of several disciplines, and develop research-based solutions.

The interdisciplinary women's studies programs combine courses that explore how power relations are gendered and complicated by issues of race, class and sexual orientation from the disciplinary perspectives of history, literary studies, rhetoric, political science, economics, criminal justice, sociology, anthropology, philosophy, religious studies, psychology, communication, and foreign languages as we teach our students to think analytically, read critically, argue cogently, and speak eloquently about gender-related issues across the disciplines. The senior seminar that caps the program offers opportunities for leadership training, service learning, and understanding the global dimensions of feminism.

From the beginning, the goal of women's studies was not merely to study women's position in the world but to change it," writes Marilyn Jacoby Boxer in *When Women Ask the Questions* (13). In giving our students the tools to understand and value women's experiences and achievements as well as to critique existing patriarchal social structures, we aim to equip and empower them to effect such change.

We offer an undergraduate major in Humanities with a concentration in Women's Studies and minor that examine how gender, ethnicity, and class intersect in society and culture from multiple perspectives across the arts and sciences.

- We critically examine the intellectual, artistic, material, and spiritual contributions of women throughout history from a variety of cultures.
- We empower our students with the theories and concepts needed to understand how gendered power dynamics operate.
- We investigate the connection between Southern contexts and national and global women's issues.
- We provide opportunities for service learning and community engagement from a feminist perspective.

These general statements of mission and vision and goals for all three major tracks align well with the University's Strategic Plan and its specific goals. The Humanities Program helps to meet the following institutional Strategic Plan (ISP) goals:

- 1.a.All undergraduates will complete an internship, practicum, service project, research project, senior capstone, honors thesis, or international experience.
- 1.f.Ensure engagement in learning connected to academics, athletics, extracurricular activities and student development programs through coordination and integration of these experiences.
- 1.g.Create an environment that encourages intellectual and cultural engagement through the liberal and fine arts.
- 2.a.Increase participation by students, faculty and staff in scholarship and creative activities that

impact the community through partnerships with business and industry, government and non-profit agencies.

2.b. Establish mechanisms to encourage, implement and assess faculty, staff and student entrepreneurial activities.

4.c. Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.

The Humanities Program, with its emphasis on the liberal arts, international studies, and women's studies, meshes very nicely with the College of Arts and Sciences Strategic

Plan:

- provide an environment for intellectual curiosity and a foundation for life-long learning, thinking, reflection, and growth
- equip students with transferrable skills—critical thinking, communication, and complex problem solving skills—that are needed to adapt and succeed in a rapidly evolving world
- advance cultural and intellectual diversity (*e.g.*, studying competing theories as well as intellectual advancements within and beyond Western traditions)
advance new knowledge through research (theoretical and applied) and creative activities

Specific CAS goals that the Humanities Program meets include the following (the goal from the ISP that most closely aligns with the CAS goal is provided in parentheses):

1a. Promote a liberal education and broadly communicate the value of such an educational experience. (ISP 1g)

1b. Actively recruit and retain undergraduate and graduate students; increase degree completion rates. (ISP Goal 3a)

1e. Increase opportunities and preparation for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)

2a. Provide undergraduate and graduate programs that offer a framework for personal and professional growth and that expose students to the scope and range of human achievement in the arts and sciences. (ISP 1c, 1g)

2c. Increase student participation in research and creative activities under faculty guidance. (ISP 1b, 2a)

2e. Participate in and/or sponsor campus and community activities that promote cultural engagement and highlight achievements in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.

3c. Increase opportunities for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)

3d. Offer educational opportunities that promote an awareness of and an appreciation of divergent world views.

3e. Showcase and promote multidisciplinary and interdisciplinary research, teaching, and creative activities.

4a. Increase student involvement in experiential learning, research, creative endeavors, internships, senior capstone projects, practica, and service. (ISP 1)

Specific Program Outcomes/Goals

Specific program outcomes and goals are listed below:

Humanities: Liberal Arts (1440)

- Liberal Arts majors will design a curriculum of study that treats human culture, experience and perception as an object of study while treating the person as a knowing subject.
- Liberal Arts majors will design a Program Rationale that will provide some over-arching rubric for organizing the coursework, such as an underlying theme, a set of questions, a particular culture or region of the world, or time period; and, the Program Rationale will include a list of potential courses with a short statement about how those courses might serve the student's interests.
- Liberal Arts majors will complete significant upper-level work (21 hours) in the traditional disciplines of the liberal arts, and their curriculum of study will be interdisciplinary by including at least three different departments.
- Liberal Arts majors will complete and turn in a major research-oriented essay or project for evaluation by the Faculty Board for Humanities. The essay/project represents some of the student's driving interests in the concentration. (Beginning with the 2016-17 catalogue, all students who declared Humanities: Liberal Arts or Humanities: International Studies as their major will instead complete a one-credit senior capstone seminar (HUM 4960) before graduation.)

Humanities: International Studies (1441)

- International Studies majors will design a curriculum of study that treats human culture, experience and perception as an object of study while treating the person as a knowing

subject.

- International Studies majors will design a Program Rationale that will provide some overarching rubric for organizing the coursework, such as an underlying theme, a set of questions, a particular culture or region of the world, or time period; and, the Program Rationale will include a list of potential courses with a short statement about how those courses might serve the student's interests.
- International Studies majors will complete significant upper-level work (21 hours) in those disciplines with a global emphasis, and their curriculum of study will be interdisciplinary by including at least three different departments.
- International Studies majors will complete and turn in a major research-oriented essay or project for evaluation by the Faculty Board for Humanities. The essay/project represents some of the student's driving interests in the concentration. (Beginning with the 2016-17 catalogue, all students who declared Humanities: International Studies as their major will instead complete a one-credit senior capstone seminar (HUM 4960) before graduation.)
- International Studies majors will have an extended encounter with a foreign culture, either through exposure to international students on the UTC campus and the Office of International Exchange, or through personal travel, or through academic foreign exchange.

Humanities: Women's Studies (1442)

- Students will be able to explain what patriarchy is and the ways in which it impacts individuals and society.
- Students will be able to articulate what gender is and how it is socially constructed.
- Students will be able to analyze how oppression is intersectional.

Results of Institutional Survey

In a 2017 National Survey of Student Engagement (NSSE) administered by the University, students were asked to evaluate their experiences with UTC, their particular College, and their individual departments, by responding to a series of questions with an answer on a scale of one to seven. It appears that only five Humanities majors completed the survey, and so it is difficult to know how reliable these data are, given the low percentage of respondents (6.7% of Program majors), and it is also difficult to know how to respond to the data without fuller participation from more students in the majors. It would be unwise to assume that five students represent fairly the viewpoints of nearly seventy others who did not respond to the survey. All of the results from the NSSE survey can be perused in Appendix A.

This said, it does appear that the students in question gave particularly low marks for how well they believed that the major prepared them for job skills and real world problem-solving. There is a growing perception nation-wide that the Humanities have little or no usefulness for job preparation, so it is perhaps not surprising to find the same perception even among our students. We have begun to address this problem in three ways:

1. The University's commitment to providing "Career Maps" for all majors should help to improve this apparent problem in the future. For a draft career map prepared for Humanities majors, see Appendix H.

2. Career workshops for Humanities majors sponsored by the SunTrust Chair of Excellence in the Humanities have been hosted in each of the last two years. The first, entitled "International Studies, the Liberal Arts, and Jobs," was held in 2017. It featured guest panelists Anna Savary, UTC's English as a Second Language Coordinator, who has worked in France, Italy, and Poland; Tim Ryan, a manager at OneAmerica in Indianapolis, who has degrees in Art

and English and has worked extensively in publishing; and David Pleins, a Professor of Religion at Santa Clara University in California, many of whose students have gone on to work in Silicon Valley (see Appendix I). In Spring 2018, the SunTrust Chair also sponsored a session entitled “Foreign Languages, the World and You.” Guest panelists included: Sara DeYoung, a Clinical Social Worker in Chattanooga; Eric Kruger, a cross-cultural management consultant who speaks 5 languages and has worked in 42 states and 11 countries; and Chelsea Markham Lyle, an attorney, Office of Immigrant Services, Catholic Charities of East Tennessee. Panelists presented students with compelling testimonies about their own experiences, obstacles and successes, as they used their educational background in the humanities and languages to help themselves and others find meaningful careers in this country and elsewhere.

3. Finally, faculty advisors/mentors for majors in International Studies and Liberal Arts have begun to distribute and to discuss with advisees the following page providing information and resources for careers related to these two areas of study:

**Career Opportunities in the Humanities: Liberal Arts and International Studies
Information and Resources**

CNN Money: “Liberal Arts Majors Can Get High Paying Jobs, Too”

<http://money.cnn.com/2017/06/02/pf/college/liberal-arts-majors-salary/index.html>

AACU: 74% of employees recommend a liberal arts education for students aiming for “success in today’s global economy”:

<https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>

“Top 25 percent of History and English majors earn more than average majors in Science and Math.”

https://www.washingtonpost.com/posteverything/wp/2016/09/02/meet-the-parents-who-wont-let-their-children-study-literature/?utm_term=.f59d674e566d

“Don’t go to school for finance – liberal arts is the future.” Mark Cuban.

<http://www.businessinsider.com/mark-cuban-liberal-arts-is-the-future-2017-2>

Wall Street Journal: “Liberal arts majors have the skills to translate their studies of history, philosophy and politics into impressive career trajectories.”

<https://www.wsj.com/articles/the-liberal-arts-are-marketable-1504549779>

What can students do with an international studies degree?

<http://www.txstate.edu/internationalstudies/careersinis/whatcanidowithanisdegree-.html>

“Ten Highest Paying Liberal Arts Degree Jobs”

<http://www.collegeranker.com/liberal-arts-degree-jobs/>

Chronicle of Higher Education: “How Humanities Can Help Fix the World”

<http://www.chronicle.com/article/How-Humanities-Can-Help-Fix/237955>

New York Times: “Don’t panic, liberal arts majors. The tech world wants you.”

<https://www.nytimes.com/2017/08/21/books/review/you-can-do-anything-george-anders-liberal-arts-education.html>

Some heartening statistics about students who study abroad.

<http://studyabroad.ucmerced.edu/study-abroad-statistics/statistics-study-abroad>

Such efforts build on the long term goal articulated in the Program’s last Self-Study (Appendix E, p. 63): “2. *Expand efforts to collect information on scholarships or internships in the humanities, graduate programs in the humanities, as well as career materials that would suit the major.*” Persistent misconceptions can be hard to correct quickly, to be sure, but it is hoped that over time by collecting current job information and making sure that our majors understand it, we will be able to help them to appreciate how really useful their study of the Humanities at UTC can be for their futures.

Placement of Students in Occupations Related to Major

Listed below are some of the Humanities majors who have graduated from UTC in the last several years. Information as to their educational or occupational status was gathered from sources such as Facebook or Linked In, or by anecdotal information from professors who have maintained contact with the students:

- Locksley Henley: Spoleto Festival USA, Charleston.
- Abigail Alter: Research Assistant at UTC for Dr. Zibin Guo.
- Mcallister Draper: Enrolled in a seminary or preparing to do so (anecdotal).
- Lydia Fogo: Learning, Growth and Management Intern at TVA.

- Ja'Lisa Little: MBA program at UTC with focus on marketing.
- Allison Cate: Pursuing MA in Middle Eastern Studies at University of Texas Austin.
- Megan Friant: Account Manager at Remington Industries.
- Savannah Ownby: Farm Intern at Whisper Hill Farm and Environmental Educator for NYS Office of Parks, Recreation and Historic Preservation.
- Maya Abram: Operations Intern at Walmart 2017.
- Alexandra Callen: Whole Foods Market in Newport Beach, CA.
- Leah Russell: Broker Program Associate at Lima One Capital, LLC in Greenville, SC.
- Selena Chavez: Internship with UTC Eum Young Kim.
- Megan Corcoran: Marketing Manager with Aramark.
- Abdiel Vallejo: Pursuing MFA at Savannah College of Art and Design.
- Katelynn Brooks: Account Manager, Rocky Tops.
- Caroline Slemph: Real Estate Marketing and Transaction Coordinator.
- Candace Berge: Sales Rep and Business Developer, Riverside Transport Inc.

Women's Studies alumni:

- Erin Ashton is working as a Victim Advocate and plans to go to law school in the fall of 2019.
- Kaitlin Cottle is a second-year law student at the University of Virginia. During the summer of 2018, she worked in Washington, DC for the American Bar Association's Rule of Law Initiative.
- Blake Harris earned an MFA in Theatre Direction from the California Institute of the Art in 2017. During the summer of 2018, he directed Sarah Treem's *When We Were Young and Unafraid* for the Lee Strasberg Institute in Los Angeles.
- Anne Brettell earned an MFA in creative writing and an MA in Library and Information Science from the University of Alabama in 2014 and is a full-time

instructor there in the Department of English.

- Karla Evans is an Academic Records Specialist in UTC's Records Office.
- Emily Quinn is Associate Director of UTC's Disability Resource Center.
- Emily Hurst is teaching eighth grade literature at Soddy-Daisy Middle School in Hamilton County, Tennessee. Future plans include graduate school in Children's Literature.
- Catherine Connor Anderson earned an MA in counseling with an emphasis in human sexuality and is a Licensed Mental Health Therapist for Presbyterian Medical Services at Valley Community Health in Espanola, New Mexico.
- Sania Khan is a Baby University Specialist at Baby University in Chattanooga and serves on the Justice and Education Committees for the Mayor's Council for Women
- Carla Fulgham earned an MA in Library and Information Science from the University of Mississippi in 2018 and is working as a librarian there.
- Chassey Foster is an English Language Arts 7 and Agricultural Science teacher at Ivy Academy in Hamilton County, Tennessee.
- Rachel Davis Young is a second-year doctoral student in sociology at the University of Kentucky. Her current research focuses on sugar arrangements in which younger women enter into romantic relationships with older men for money or gifts.
- Christina Gaines is a Patient Services Specialist at USHealthWorks, an occupational health and urgent care clinic.
- Fendall Fulton is Office Manager for the James A. Henry YMCA in Chattanooga and plans to enroll in an online program in library and information science in the fall of 2019.
- Jennifer Sika is teaching seventh and eighth grade social studies at an inner city school in New Orleans. She plans to attend law school in the fall of 2019.
- Megan Coleman is a Public Services Specialist for the UTC Library.
- Colleen Mahn taught for two years outside of Busan, South Korea, and is now teaching in Hanoi, Vietnam. Future plans include graduate school in English or Education.

The Women's Studies semi-annual newsletter (Appendix G) is an effective medium for helping to keep students and faculty informed and to stay in touch with alumni. While it is true that we do not have current information for all alumni, and while some of the specific information provided here may not be completely up to date, many recent alumni of the Humanities program do appear to be gainfully employed or in post-baccalaureate institutions of higher learning pursuing advanced degrees. In some but not all cases it also appears that the kind of careers upon which they have embarked may be directly or indirectly related to the kinds of learning outcomes that the Humanities Program was supposed to have provided them. The University is in the process of starting to gather alumni data using the First Destination Survey. Alumni are asked questions about where they are employed and whether their jobs have some connection with the major. Insufficient Humanities graduates have participated in the survey as of now, but this should be a helpful tool in the near future.

Assessment and Recommendations

It would seem that the Humanities Program could use a better kind of assessment of student engagement than NSSE is able to provide for this particular program. For the last program review only one student responded. It is difficult to know how to respond to a survey with such low and quite possibly unrepresentative participation. Perhaps some sort of exit interview (mentioned in the last External Review; Appendix D, p. 7) could be conducted in the Senior Capstone Seminar which majors could fill out within the context of a course in which they are already in the process of reflecting about the program of study which they are close to completing. Such an informal assessment instrument, supplementing the NSSE survey, would likely be more consistent, accurate, and helpful. As it is, since we have no idea not only of

whether the particular NSSE respondents in 2017 were speaking for more students than themselves, but also which track of the Humanities Program they might have represented, or at which stage of their academic career they might have found themselves (both first-year students and seniors take the NSSE) it is difficult and even dangerous to try to respond to such uncertain responses in specific ways.

This said, the Coordinator of Humanities International Studies and Liberal Arts regularly meets not only with the MCLL assessment coordinator (annually) to discuss assessment outcomes, but also with other faculty advisor/mentors informally in order to use what we have learned about student performances in order to help aid in the University's quest for continuous improvement. We do take seriously the issue of whether or not majoring in the Humanities can lead students to a fulfilling career. Certainly we could do more to address just that question. It may well be that it is more difficult for Humanities majors to find good jobs immediately upon graduation than a student who has undertaken a more specific program of study designed to lead to a very specific job upon graduation (e.g. Nursing). Humanities majors may need to think more creatively about what they will be doing for a living once they graduate, and they may require more resources and resourcefulness if they are to be viable on the job market. Certainly, faculty in the Humanities Program should be able to help prepare them for these eventualities. Good faculty advising and mentoring is central to the success of this program, and we expect that this will improve for Humanities Liberal Arts and International Studies majors, once individual faculty in MCLL and Philosophy and Religion have thoroughly familiarized themselves with this unique program and begin to work more closely over time with individual advisees. An alumni newsletter along the lines of the one created by Women's Studies might be useful for the other Humanities tracks as well.

We recommend making Career Maps widely available to all Humanities majors, continuing to offer workshops on career options, providing students with useful and current information about career possibilities and dispelling myths, and letting them know about how successful previous students in the program have been after graduation. To this end, in response to the recommendations of the last Self-Study (Appendix E, p. 63): “1. *Continue to work on alumni tracking;*” we recommend that the Humanities Program continue to do even more to track alumni and keep in touch with them, including those still in the Chattanooga area who might be interested in participating in social activities where appropriate or would be willing to speak with current students about their own experiences after graduation from UTC. The University’s Alumni Office could also serve as a useful resource for the Humanities Program Coordinators in the future.

PART 2: CURRICULUM

Description of Program Curriculum

All majors in the Humanities earn a BA degree (similar to a BS except that it also requires four semesters of a foreign language). Students in Humanities: Liberal Arts and Humanities: International Studies must complete a total of 45 hours in an approved program of study in addition to fulfilling all General Education and University Graduation requirements. Thirty of these hours must be successfully completed in 3000-4000 level coursework. Students must maintain a grade point of average of 2.0. within their approved course of study. In tracks 1440 and 1441 (Humanities: Liberal Arts and Humanities: International Studies, respectively), the students’ coursework must be related to the culture of a time and place, unified by a set of

questions or interests, or to a major idea or theme lending itself to analysis through the disciplines of the humanities. A focus on human experience as revealed in the religious, intellectual, artistic, linguistic, and social actions which characterize the chosen area of study is encouraged. Each student's curriculum is individually designed to reflect their circumstances and interests. Students majoring in Humanities: Liberal Arts will pursue substantial coursework in the traditional liberal arts, with at least 21 hours drawn from 3000-4000 level courses in Art, Communication, English, History, Humanities, MCLL, Music, Philosophy, Religion, and Theater. Students interested in Humanities: International Studies will pursue substantial coursework with a global emphasis, with 21 hours drawn from 3000-4000 level courses in Anthropology, MCLL, Political Science, and Religion. In both tracks no more than 18 hours can be applied towards the major from any one department. Students may be awarded up to 15 hours of credit for independent study or travel.

By the end of the sophomore year, students should develop and submit a Program Rationale that outlines their unified interests in their area of concentration. When a student applies for graduation, the student and faculty advisor or Coordinator fill out a Program of Study that indicates to the Registrar which credits are to be applied towards the Humanities major requirements. Before that, preferably during the sophomore year, the student more clearly defines his or her focus of study, and drafts a Program Rationale that delineates how their course of study will be unified, concentrating on any aspect of culture relating to a compelling theory or theme, a particular epoch or place, or a provocative line of inquiry. In many cases, students submit a rough draft of the document to the faculty advisor or Coordinator for these concentrations, who then offers suggestions for revisions in order that they may gain a sharper vision for the aims of the curriculum of study. Students who switch to a Humanities major late in

their studies, for instance as a junior or senior, must still submit a Program Rationale, although this comes with the added challenge of looking backwards at the work that has been completed and unifying their course of study under some governing rubric.

The major in Humanities: Women Studies requires a total of 30 hours with three required courses: WSTU 2000 (Introduction to Women's Studies), either WSTU 4810 (Feminist Literary Criticism) or WSTU 4830 (Feminist Theory), and WSTU 4960 (Senior Seminar). The remaining 21 hours must be approved as appropriate to the major, with at least one course selected from the humanities group, and one from social sciences. The Women's Studies Senior Seminar offers partial course credit opportunities for students in the Women's Studies concentration to gain experience with Chattanooga agencies that serve women and girls through its service learning placements, and the Women's Studies Internship offers expanded such opportunities for full course credit.

In addition to majors, there are also multiple minors that fall under the Interdisciplinary Studies category. These minors have separate faculty coordinators/advisors and include the following: Asian Studies; Africana Studies; Humanities; International Studies; Latin American Studies, and Women's Studies. Each of these minors requires at least 18 hours of study, and each has its own core of required courses that must be completed for the minor. The Women's Studies minor requirements consist of 18 hours of approved WSTU courses. Introduction to Women's Studies (WSTU 200) is required. At least 8 hours must be at the 3000 – 4000 level. No more than two courses (6 hours) in a single academic department can be applied toward the minor. The humanities minor requires 24 hours of course work, chosen from at least 3 different departments, in order to sufficiently develop the thematic focus required of the major. A Program Rationale is also required that outlines their proposed program of study and delineates the students' interests

and develops a unifying thematic or theoretical line of inquiry that focuses on human experience as revealed in the humanistic disciplines. A maximum of 6 hours may be taken as independent study and/or study abroad, and students must maintain a 2.0 GPA in all courses attempted for the minor.

Catalog

For full catalog descriptions of the three tracks in the Humanities Program, see the following links:

http://catalog.utc.edu/preview_program.php?catoid=23&pooid=4048&hl=%22humanities%22&returnto=search

http://catalog.utc.edu/preview_program.php?catoid=23&pooid=4047&hl=%22international+studies%22&returnto=search

http://catalog.utc.edu/preview_program.php?catoid=23&pooid=4049&hl=%22women%26%23039%3Bs+studies%22&returnto=search

Courses and Syllabi

Because of the interdisciplinary nature of the Humanities program and our desire to ensure that its curricula remain as flexible as possible (one of its chief attractions, we suspect, to many students), quite a few of the courses taken by majors and counted towards their interdisciplinary coursework in the major do not “belong” to the Humanities programs per se, but rather they belong to the departments of Art, Communication, English, MCLL, History, Music, Philosophy, Religion, and Theater (Liberal Arts majors) and Anthropology, MCLL, History, Political Science, and Religion (International Studies majors), while others are cross-listed with other

departments. A large number of the College of Arts and Sciences courses listed in the undergraduate catalog, could be counted towards majors in the Humanities.

This said, there is also a variety of courses, some cross-listed, that appear in the 2018-19 University Catalog under the category of Humanities and Women's Studies. We have listed them below with titles, credit hours, and course descriptions only:

HUM 1999r Special Projects (1-4): Individual and group studies.

HUM 2520 African-American Literature (3): Readings will be largely fiction with supportive critical works and some poetry and drama to examine the development of African-American literature from the 1850s to the present. Figures may include Harper, Chestnutt, Washington, DuBois, Hurston, Wright, Ellison, Brooks, Baldwin, Walker, and Morrison.

HUM 2540 The Romantic Experience (3): An interdisciplinary survey of "Romanticism" in European civilization, ca. 1789 to 1918, addressing and analyzing some of the main historical, philosophical, and aesthetic forces involved in this broad cultural experience.

HUM 3000 The Vietnam Conflict: Then and Now (3): An introduction to the Vietnam War, its development, its meaning, and its impact on the social, political, economic, and cultural identities of the U.S. and Vietnam.

HUM 3110 Music of the World (3): An introduction to the folk and ethnic music of various world cultures. Consideration of how musical styles relate to social, cultural and aesthetic practices and attitudes.

HUM 3230 African-American Slave Narrative (3): Study of slave narratives and subsequent literature influenced by them.

HUM 3850r International Fiction (3): A study of works by fiction writers from the international community, exclusive of works from and about the British Isles, Canada and the United States.

HUM 3970 Music, the Arts, and Ideas (3): A comparison of musics and musical values in Africa, Indonesia, India, Europe, and among various indigenous peoples; an exploration of the role of art in various societies and other aesthetic issues relating to the arts. Essay exams, papers. S

HUM 4830 Feminist Theory (3): A history of feminist theory from the eighteenth century to the present. Extensive reading, papers.

HUM 4900 Senior Educational Experience (3): Thesis; oral and written presentation of progress required. The complete project will be presented for approval to the Faculty Board for the Humanities in the student's final semester.

HUM 4995r Departmental Thesis (1-3).

HUM 4997r Research (1-9).

HUM 4998r Individual Studies (1-9).

HUM 4999r Group Studies (1-9). On demand.

HUM 4960 Senior Capstone Project (1).

WSTU 1999r Special Projects (1-9). Individual or group projects.

WSTU 2000 Introduction to Women's Studies (3). An examination of human experience from a feminist perspective. An exploration of the ways in which women have been defined and have defined themselves. A multi-disciplinary teaching context with focus on women's self identity, women's identity in families, and women's identity in society.

WSTU 2020 Women's Issues in South Asia (3). A survey of contemporary issues for women in South Asia.

WSTU 2950 Violence Against Women (3). Examines a variety of forms of violence against women in the United States including domestic violence, sexual assault, sexual harassment and pornography. Explores how violence against women has been minimized in society and how the criminal justice system has rarely developed effective ways to address these types of crimes.

WSTU 3010 French Women Writers in Translation (3). Contributions of French women writers to the social, economic and political institutions of French culture. Readings from literary selections in several genres. Topics studied are gender roles, systems of authority, masculine/feminine representations of reality, and the concept of "feminine" writing.

WSTU 3020 Latin American Women Writers in Translation (3). Latin American culture. Readings from literary selections in several genres. Topics will include gender roles, systems of authority, masculine/feminine representations of reality, and the concept of "feminine" writing.

WSTU 3070 Gender and Society (3). Analysis of how ideas about gender are socially constructed and the importance of women-centered theories on this approach; the interplay of gender and various social structures including education, religion, politics, family, health, work and sexuality.

WSTU 3180 Gender, Crime, and Criminal Justice (3). This course is intended to provide an overview of women's involvement in the criminal justice system as offenders, victims and professionals. Considerable attention will be given to women as victims of crime, the social system and the criminal justice process.

WSTU 3210 American Women Writers (3). A survey of American women writers of the 20th century.

WSTU 3240 Race, Gender, and the Media (3). Examines U.S. mass media construction of race, ethnicity, gender, and sexuality within an historical context and investigates the role of women and minority groups in U.S. media industries.

WSTU 3360 Women in Politics (3). An examination of the role and status of women in the American political system. Special emphasis given to the impact of selected public policies upon women.

WSTU 3420 Gender, Sex, and Society (3).

An examination of shifting perceptions of gender and sexuality over the course of United States history. Topics include ideas about interracial romance, sex censorship, the eugenics movement, the development of LGBT identities, shifting marital and familial norms and the development of feminist thought.

WSTU 3450 British Women Writers (3). A survey of British women writers with an eye to traditions, themes, and styles.

WSTU 4020 Theater and Feminism (3). Readings, discussion and writing about a wide variety of plays by modern feminist playwrights.

WSTU 4150 European Women's History to 1800 (3). A survey of the history of European women in the medieval and early modern eras. Topics covered will include pre-modern ideas about gender and women; women's role in and relationship to religion; women's work; women's position within the household; the effect of class, marital status, and urban vs. rural residence on women; the emergence of women's rights; and the effect of historical changes such as the Reformation and capitalism on the condition of women.

WSTU 4170 Women in the Economy (3). The role of women in the U.S. economy. An economic analysis of women's labor force participation, discrimination against women in the labor market, women's paid and unpaid work, the child care industry, and female poverty.

WSTU 4310 Gender and Law (3). An examination of the development of the legal definitions of gender in the United States, specifically centering on the tensions that occur in a democratic system when disenfranchised groups seek power, with attention to the role that the law and legal structures play in the pursuit of equality.

WSTU 4430 African Womanism (3). A study of Africana Womanism and African American and African women writers' works representative of that ideology. Attention is given to the historical and cultural contexts that shaped this ideology, and to comparable ideologies such as Feminism and Black Feminism.

WSTU 4450r Major American Figures (3). A reading course in the works of a major American writer or writers. Writers to be studied will be specified in the schedule of classes.

WSTU 4500 Fiction, Fashion and Feminism (3). An examination of how garments, styles, and fabric function in literary texts.

WSTU 4510 Psychology of Women (3). Analysis of empirical data and theoretical viewpoints concerning the psychological development of women. Psychological effects of sex roles, achievement motivation, and abilities of women; models of socialization practices, personality development, and stages of adjustment.

WSTU 4550r Topics in Women's Studies (3). Specific topics, themes and subjects related to women's studies.

WSTU 4710 Feminist Literary Criticism (3). The history, theory and practice of feminist literary criticism studied in cultural context.

WSTU 4830 Feminist Theory (3). A history of feminist theory from the eighteenth century to the present. Extensive reading, papers.

WSTU 4850 Women's Rhetoric (3). A theoretical, historical, and, primarily, rhetorical examination of women's discourse through the study of speeches, essays, and other rhetorical artifacts. Special attention will be given to the ways women have used traditional rhetorical strategies and how they have subverted this tradition and/or brought strategies from private life to bear on public discourses.

WSTU 4885 Queer Theory (3). A theoretical, historical, and textual look at the intersection of discourses of sexuality and literary and rhetorical analysis. Emphasis will be placed on

understanding a broad history and narrative of queer politics and culture.

WSTU 4950 Women's Studies Internship.

120-150 hours of hands-on experience with an appropriate company agency or nonprofit. Students must apply for the internship during the semester prior to that of the intended internship experience.

WSTU 4960 Senior Seminar (3). Senior seminar for women's studies majors that comprises directed readings, presentations, and discussions that will inform a supervised research paper or a service learning project appropriate to the student's area of interest and experience.

WSTU 4995r Departmental Thesis (1-3).

WSTU 4997r Research (1-9).

WSTU 4998r Individual Studies (1-9).

WSTU 4999r Group Studies (1-9).

In Appendix C we have appended sample syllabi which will give the reader a more detailed sense of how exactly these courses may match up with the desired learning goals for the program. Quite a few new courses have been added to the curriculum since the last program review, many of them in Women's Studies (3420, 4310, 4430, 4500, 4885, 4950). A number of these reflect the latest scholarly trends in the discipline, such as gender studies and queer theory. New courses include not only specific topic courses but also a senior capstone seminar in HUM and an internship course in Women's Studies. Even though not every course is offered every semester, the sheer number and variety of these courses, in addition to courses offered by other departments as mentioned above, virtually guarantees that students majoring in the Humanities will have little difficulty in finding courses that will help them to stay on track for graduation purposes.

As a quick glance at the Department Overview in Appendix A suggests ("course enrollment offered in past two years"), there have been far fewer HUM courses offered than WSTU courses in recent years. In an effort to correct this discrepancy, a new course has been proposed (Fall, 2018) for a selected topics in the Humanities (analogous to WSTU 4550r: Topics

in Women's Studies) to be offered in the future, which, it is hoped, should prove more attractive to teach for faculty who wish to explore innovative or timely topics and avoid the time-consuming curricular approval process required for individual topic-specific courses each time a new one is offered. An upper-level internship course for Humanities majors is also being prepared for submission at the present time.

SACSCOC Outcomes Data

The following represents outcomes data for Humanities: International Studies and Humanities:

Liberal Arts majors for 2014-15, 2015-16, 2016-17, and 2017-18:

2014-2015 Outcomes

Outcome: Capstone - International Studies 1441 -- 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.

In the final semester of study, the student 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 the disciplines around the unifying theme. This bibliography serves as a précis of their studies, and an account of the interactions among their chosen disciplines.

In 2014-15 this outcome for International Studies was tied to a capstone project that required students to submit both a reflective essay and an annotated bibliography as they commented on how their reading during the major and in their classes has impacted and tied together their initial interests in the degree, as articulated by their Program Rationale. This idea was drawn up with the Faculty Board in Humanities, which included Dr. Gregory O'Dea, Dr. Gavin Townsend, Dr. Victoria Steinberg, and Mr. Hugh Prevost.

A representative from the Records Office clarified that the Humanities Program cannot implement such a requirement unless the capstone is a required part of their progress to degree.

Outcome: Capstone – Liberal Arts 1440 -- 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.

In the final semester of study, the student 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 the disciplines around the unifying theme. This bibliography serves as a précis of their studies, and an account of the interactions among their chosen disciplines.

In 2014-15 this outcome for Liberal Arts was tied to a capstone project that required students to submit both a reflective essay and an annotated bibliography as they commented on how their reading during the major and in their classes has impacted and tied together their initial interests in the degree, as articulated by their Program Rationale. This idea was drawn up with the Faculty Board in Humanities, which included Dr. Gregory O'Dea, Dr. Gavin Townsend, Dr. Victoria Steinberg, and Mr. Hugh Prevost.

A representative from the Records Office clarified that the Humanities Program cannot implement such a requirement unless the capstone is a required part of their progress to degree.

Outcome: Critical Thinking – International Studies 1441 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

Number of Graduating Students in the International Track: 8

Argument Score - 81%

Research Score - 72%

Concepts Score - 72%

Critical Thinking Score - 72%

Outcome: Critical Thinking – Liberal Arts 1441 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

Number of Graduating Students in the International Track: 3

2015-2016 Outcomes

Outcome: Critical Thinking – International Studies 1441 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

Number of Graduating Students in the International Track: 7

Outcome: Critical Thinking – Liberal Arts 1441 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

Number of Graduating Students in the International Track: 1

2016-2017 Outcomes

Outcome: Articulate a unifying idea or theme - International Studies 1441 -- Students will be able to articulate a unifying idea or cultural theme that integrates at least three approved disciplines in International Studies

100% of students who turned in a rationale articulated a unifying idea or theme.

Outcome: Articulate a unifying idea or theme – Liberal Arts 1440 -- Students will be able to articulate a unifying idea or theme that integrates at least three approved disciplines in the traditional Liberal Arts.

100% of students who turned in a rationale articulated a unifying idea or theme.

Outcome: Capstone - International Studies 1441 -- 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.

100% of students who turned in a paper met the established goal. 40% of students exceeded expectations.

Outcome: Capstone – Liberal Arts 1440 -- 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.

100% of students who turned in the paper met the projected goal.

Outcome: Critical Thinking – International Studies 1441 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

100% of students who turned in the paper met the projected goal.

Outcome: Critical Thinking – Liberal Arts 1440 -- Students will apply critical thinking to problem solving and research with special emphasis on analysis, synthesis, and interpretation.

100% of students who turned in the paper met the projected goal.

2017-2018 Outcomes

Outcome: Capstone - International Studies 1441 -- 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.

75% of International Study and Liberal Arts students met the goal.

Outcome: Capstone – Liberal Arts 1440 -- 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.

75% of students met the goal.

For a sample reflective essay and annotated bibliography submitted in Spring of 2018, see Appendix C.

Recent assessment data for Women's Studies follows:

2015-2016 Outcomes

Outcome: Analyze how oppression is intersectional

Fall 2015

During this semester, three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of how oppression is intersectional. A total of 80 students completed the course over three sections. Of those 80, 40 exceeded expectations, 31 met expectations, 8 needed improvement, and 1 was unsatisfactory.

Spring 2016

During this semester, three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of how oppression is intersectional. A total of 85 student completed the course over three sections. Of those 85, 51 exceeded expectations, 30 met expectations, 3 needed improvement, and no students were unsatisfactory.

Outcome: Articulate gender and how it is socially constructed

Fall 2015

During this semester, three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of how gender is socially constructed. A total of 80 students completed the course (over three sections). Of those 80, 42 exceeded expectations, 29 met expectations, and 9 needed improvement.

Spring 2016

During this semester, three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of how gender is socially constructed. A total of 85 students completed the course over three sections. Of those 85, 49 exceeded expectations, 28 met expectations, and 5 needed improvement

Outcome: Explain Patriarchy and its impacts

Fall 2015

During this semester three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of patriarchy and its impact. A total of 80 students completed the course (over three sections). Of those 80, 45 exceeded expectations, 29 met expectations, and 6 needed improvement.

Spring 2016

During this semester three sections of WSTU 2000 were offered. A comprehensive final exam was given and we developed a question to determine the students' understanding of patriarchy and its impact. A total of 85 students completed the course over three sections. Of those 85, 38 exceeded expectations, 41 met expectations, and 2 needed improvement.

2016-2017 OutcomesOutcome: Analyze how oppression is intersectional

A total of 83 students were assessed at the end of the Fall 2016 semester in WSTU 2000. Of these 83, 48 exceeded expectations, 24 met expectations, 9 needed improvement and 2 were unsatisfactory.

A total of 78 students were assessed at the end of the Spring 2017 semester in WSTU 2000. Of these 78, 43 exceeded expectations, 30 met expectations, 1 needed improvement, and 4 were unsatisfactory.

Outcome: Articulate gender and how it is socially constructed

83 students were assessed at the end of Fall semester 2016. Of these 83, 41 exceeded expectations, 24 met expectations, 5 needed improvement and three were unsatisfactory.

A total of 78 students were assessed at the end of Spring semester 2017 in WSTU 2000. Of these 78, 45 exceeded expectations, 25 met expectations, 6 needed improvement, and 2 were unsatisfactory.

Outcome: Explain Patriarchy and its impacts

83 students were assessed in WSTU 2000 at the end of the Fall 2016 semester. Of these 83, 46 exceeded expectations, 27 met expectations, 9 needed improvement and 1 was unsatisfactory.

78 students were assessed at the end of the Spring 2017 semester in WSTU 2000. Of these 78, 45 exceeded expectations, 31 met expectations, 2 needed improvement, and none were unsatisfactory.

2017-2018 Outcomes

Outcome: Analyze how oppression is intersectional

Seventy-nine students in the fall 2017 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. Of these 79, for the first learning outcome (intersectionality) 42 exceeded expectations, 29 met expectations, 6 needed improvement, and 2 were unsatisfactory.

Seventy-five students in the spring 2018 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. Of these 79, for the first learning outcome (intersectionality), 41 exceeded expectations, 26 met expectations, 7 needed improvement and 1 was unsatisfactory.

Outcome: Articulate gender and how it is socially constructed

Seventy-nine students in the fall 2017 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. Of these 79, 53 exceeded expectations for the second learning outcome (social construction of gender), 18 met expectations, 6 needed improvement, and 2 were unsatisfactory.

Seventy-five student in the spring 2018 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. Of these 75, for the second learning outcome (social construction of gender), 39 exceeded expectations, 28 met expectations, 7 needed improvement, and 1 was unsatisfactory.

Outcome: Explain Patriarchy and its impacts

Seventy-nine students in the fall 2017 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. For the third learning outcome (what is patriarchy), of these 79, 54 exceeded expectations, 24 met expectations, 1 was unsatisfactory, and none needed improvement.

Seventy-five students in the spring 2018 sections of WSTU 2000 (Introduction to Women's Studies) were assessed. For the third learning outcome (what is patriarchy?), 40 exceeded expectations, 28 met expectations, 6 needed improvement and 1 was unsatisfactory.

Curriculum Implementation/Review/Revision

The Humanities programs follow the general university procedures for implementing and revising curriculum: <https://www.utc.edu/faculty-senate/pdfs/undergrad-curriculum-guidelines-2016-old-sharepoint.pdf>. Not surprisingly, given the interdisciplinarity and individuality of our curriculum, the majority of the courses taken by our majors, especially those in Humanities:

Liberal Arts or Humanities: International Studies, are housed in departments such as English, History, Political Science, etc. Naturally, these courses are implemented, reviewed, and revised within their respective departments following their usual procedures.

An important course designed exclusively for Humanities majors that has been put in place since the last program review is a one-credit senior capstone seminar (HUM 4960). Beginning with the 2016-17 catalogue, all students who declared Humanities: Liberal Arts or Humanities: International Studies as their majors must now complete a one-credit senior capstone seminar (HUM 4960) before graduation, instead of submitting a research-oriented essay submitted to a 3000-4000 level course as before. This is an improvement not only for individual student self-assessment but also for program assessment in many ways, not least because it is now a program requirement that is part of a class requirement. Rather than simply submitting for assessment a research paper completed in a separate disciplinary class, the Senior Capstone Seminar gives students the opportunity to reflect on the intellectual progress they have made during the course of this self-designed interdisciplinary curriculum. The catalog description of the course indicates that students enrolled in the class 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.” As for learning outcomes, one syllabus for HUM 4960 indicates to students that by the end of the semester they should have:

- Learned how to think, read, speak, and write more comfortably and effectively at the college level on an independent basis with your instructor.

- Learned to take advantage of different disciplinary perspectives and scholarly methodologies to write a capstone essay in which you explain how you have been able to integrate them in light of your Rationale statement.
- Learned how to reflect more deeply and critically about the texts you have read throughout the course of your college career that helped to shape your academic program.

The learning outcomes for this Senior Capstone Seminar would seem to accord quite well with the learning outcomes for the program in general. The fact that there is now a Senior Capstone Seminar for all three tracks in the Humanities should also address some of the concerns raised in the previous program review regarding exit interviews (Appendix D, p. 7), since the Senior Capstone Seminar will give our programs a guaranteed time and place to survey students in a way that may be much more helpful and authentic than the NSSE surveys when it comes to providing real and representative feedback from students regarding their learning experiences at UTC, the results of which faculty can then use to improve student learning in the future.

Another concern raised in previous program reviews is that the Humanities programs may lack the sense of identity that students in traditional majors enjoy more fully. Students majoring in the Humanities: Liberal Arts and Humanities: International Studies have traditionally had few opportunities to interact with each other within or outside of classroom settings. One way to address this is to try to gather these students together informally outside the classroom. Another way is to adopt already existing curricula to fulfill this need. Beginning in the Fall of 2018, new freshmen and transfer students who intend to major in MCLL and Humanities are enrolled in a general education course, “World Cinema” (MCLL, MLNG

1500R), where it is hoped that they will begin to form a community of learners who benefit from each other's intellectual curiosity and perhaps even friendship. Students may continue to interact with each other in and out of classes until they graduate from UTC and possibly beyond that.

General Education

The required Senior Capstone Seminar should ensure that Humanities students at the end of their academic career at UTC have a chance to demonstrate how far they have come in terms of developing their oral and written skills beyond the coursework done in General Education classes on which most students concentrate during their first two years. It should also afford them the opportunity to take some time at the end of what has probably been a busy four years to reflect self-consciously about the interdisciplinarity of all of the knowledge that they have been gaining since beginning their studies at UTC. Humanities students must have a minor (many even take a second major in a specific discipline) and the reflective essay is a good opportunity for mature students to try to see how all of their educational experiences in general education, disciplinary course work, and interdisciplinary studies can be integrated and unified. The opportunity to look back at specific texts (books and articles) that have helped to shape their voyage of intellectual self-discovery and annotate them critically certainly would lead many students to include and reexamine significant texts encountered in general education courses. The practice in communication skills, especially reading and writing, at a higher level will afford seniors the opportunity to build upon their experiences as freshmen in General Education courses that emphasized these skills.

One of the major concerns about the curriculum registered by the last external program reviewer concerned the question of greater "unity" in the Humanities Program's curricula (even

as he acknowledged that it was essential not to compromise the flexibility that makes the Program uniquely attractive to students who are seeking just that). Professor Swan observes: “Something, however, should be done, to provide some obvious and apparent unity to the Program, in all of its tracks of the major and in the minors” (Appendix D, p. 7). The requirement (now being phased in) of a common senior seminar for all Humanities majors, in all three tracks, goes some way to addressing those concerns.

Educational Opportunities for Students beyond the Traditional Classroom Setting

Many opportunities exist for Humanities majors to expand their intellectual horizons beyond the traditional classroom setting, including individualized research, service learning and/or internships, and study abroad. In the last years, a large number of students have availed themselves of this opportunity.

Individualized research is an important way in which undergraduate students (typically advanced students) work more closely with individual professors as they learn how to conduct scholarly research. Such opportunities can be very important especially for students who are planning to undertake post-baccalaureate study. Individualized research for Humanities usually takes place in HUM 4998 in the form of independent study with an individual professor.

Undergraduate students may also work with faculty on research projects which may be presented at a scholarly meeting or published. Topics researched by Humanities majors typically range quite widely: e.g., Ministry and the Arts in Romania; Catholicism and Buddhism in Vietnam; Christian, Muslim, and Animistic Relations in Indonesia; The Legacy of the Reformation in Switzerland; History of the Latin Language. On occasion, students join with faculty in presenting and publicizing the work they have done together. Women’s studies majors Fendall Fulton and

Kaitlin Cottle researched and co-authored an article with Marcia Noe: "The Tea Gown in Edith Wharton's 'The Other Two.'" (*Explicator* 74.4 [Winter 2016]: 259-63). Rachel Davis researched and co-authored an article with Marcia Noe and Brittain Whiteside-Galloway: "Performative Fashion in the Short Fiction of Kate Chopin" (*Midwestern Miscellany* 42.2 [Fall 2014]: 19-31). Mackenzie Butera researched and co-authored an article with Marcia Noe: "Cather's *O Pioneers!* and Veblen's *The Theory of the Leisure Class*" (forthcoming, *Explicator*). Rachel Davis assisted Michelle Deardorff with research for her book *Pregnancy Discrimination and the American Worker* (Palgrave, 2015). Kaitlin Cottle presented a talk based on her research on gender fluidity, "A Self-Made Man: Masculinity in the Autobiography of Lucy Ann Lobell," at the Southeastern Women's Studies Association conference in March of 2015.

Service-learning has been an important way in which UTC students have been able to work cooperatively with community members in conjunction with their course work. This has become increasingly important in recent years. During Dr. Bryan Hampton's tenure as program coordinator, many students participated in student-learning projects, including one as far away as an orphanage in Nepal. Women Studies' service learning opportunities in the last five years have included the following:

- Girls Inc. of Chattanooga: Ashley Pendergrass and Jennifer Sika
- Baby University: Michelle Suarez and Natalie Holbrook
- The Women's Fund of Greater Chattanooga: Rachel Davis, Elizabeth Warren, Connor Anderson and Mackenzie Butera
- The Step Ahead Foundation: Kimberly Smith, Anna B. Brown, and Kayla Harris
- The Hunter Museum of Art: Anne Brettell, Carla Fulgham, and Megan Coleman
- Brainerd High School: Stacey Bradley
- The Family Justice Center: Olivia Brown
- The Partnership for Families, Children, and Adults: Samantha Maragnano and Rachel Hofer
- Hamilton County Courts: Colleen Mahn
- Signal Centers: Kaitlin Cottle

Internships are another form of teaching that take place outside the traditional classroom and it is becoming more commonly accepted as one of the most effective ways to get hands-on experiences in the work-force while still in college. Sometimes these opportunities (often unpaid) turn into exciting and long-term jobs. Humanities majors have done a number of internships in the last five years with local, regional, and global entities, including: the Bridges Refugee Resettlement, Velo Coffee Roasters, Olsen Law Firm, a marketing agency in Dubai, Association for Visual Arts in Chattanooga, International Office at UTC, UTC Library (archivist), TVA, PetCloud (Social Media) Community Engagement for the City of Chattanooga (Community Engagement), Walmart (Operations Intern), Chattanooga Times Free Press, Meeting House in Red Bank (Youth Ministry), Metropolitan Ministries, an organization that aids the homeless and indigent in Chattanooga, and the Chattanooga School of Language (designing and organizing cultural-themed public events).

Study abroad can be an important part of any student's undergraduate experience. It is especially valuable for those students who are majoring in International Studies. Here is a list (not complete) of Humanities majors who studied abroad in Fall 2017, Spring 2018, Summer 2018, along with those who are studying abroad in Fall 2018 and/or Spring 2019:

Student Name	Study abroad location	When	
Mae Stuart	France	Fall 2017	CISabroad
Heather Dietrich	Guatemala	Spring 2018	IDEAS
Britany Green	Mexico	Spring 2018	SOL Education Abroad
Paige Anctil	Hungary	Spring 2018	Faculty Led Trip (History)
Amy Gugliemino	Hungary	Spring 2018	Faculty Led Trip (History)
Jessica Neill	Hungary	Spring 2018	Faculty Led Trip (History)
Tanisha Colquitt	Spain	Summer 2018	Faculty Led Trip (Spanish)
Cynthia Eckert	Spain	Summer 2018	Faculty Led Trip (Spanish)
Camden Eckler	Spain	Summer 2018	Faculty Led Trip (Spanish)
William Patterson	China	Summer 2018	Faculty Led Trip (Anthropology)
Rowan Green	Spain	Summer 2018	EF Language

Student Name	Study abroad location	When	
Bailey Davidson	Spain	Fall 2018-Spring 2019	ISA
Elisa Rhodes	Finland	Fall 2018-Spring 2019	Direct Enroll: Univ. of Oulu
Jared Steiman	Mexico	Fall 2018	SIT Study Abroad/Mexico: Migration, Borders, and Transnational Communities
Katherine Wilkes	France	Fall 2018	CISabroad

Recently there has been discussion about permitting BA students to substitute a study-abroad experience for the second-year of the foreign language requirement. Such a curricular change, if approved and adopted, might lead to more Humanities students choosing to study abroad in the future.

It is important to recognize the achievements and potential of students, and the Humanities Program has been for years responsible for administering the North Callahan Undergraduate Essay Contest, typically awarded in the spring semester. The prize is given to an undergraduate “whose exceptionally fine essay addresses a subject related to the Humanities (art, music, philosophy, religion, rhetoric/literature, history, theater, or

interdisciplinary studies that combine these disciplines). The best paper receives a \$1000 award, which comes from an endowment established by the late Dr. North Callahan, distinguished Professor Emeritus of History (New York University). A Humanities: International Studies major, Allison Cate, won the prize in 2017 with an essay on “Iranian Women and the State: Women’s Rights and Restrictions Under the Pahlavi Monarchy and Ayatollah Khomeini’s Islamic Republic.” Allison is currently in a Middle Eastern Studies graduate program at the University of Texas-Austin. The SunTrust chair has also begun to give out a book award for the best Humanities: Liberal Arts graduate, an award that is recognized along with other departmental awards and honors, at the annual Spring Banquet put on by the MCLL Department. Each year Women's Studies nominates an eligible student for the Student Government Outstanding Senior award in Women's Studies. Past recipients include Lauren Shepard, Kaitlin Cottle, Sania Khan, and Rachel Davis. Eligible Women's Studies majors can also compete for the Felicia Sturzer Scholarship in Women's Studies: past recipients include Kaitlin Cottle, Sania Khan, Rachel Davis, and Mackenzie Butera.

Assessment and Recommendations

In general, it must be said that the curriculum that is available for Humanities majors is broad and rich, widely diverse, and up to date. The assessment data suggest that the great majority of students served by the Humanities Program meet or even exceed expectations in a variety of learning outcomes.

There are an impressive number of courses available for Humanities majors that seek to understand the perspectives of underrepresented groups (e.g. courses such as African-American Literature), or burning contemporary issues such as those surrounding matters of identity,

gender, and sexuality, or that address cultural questions from a global perspective, to say nothing of more traditional and still valuable courses, often in disciplinary departments such as English, History, Philosophy and Religion, etc., that may serve best the needs of Liberal Arts students, especially those who have a historical bent.

The individualized curricula for Humanities majors, especially those in the Liberal Arts and International Studies tracks are extremely flexible, by design. The requirement of a Senior Capstone Seminar (being phased in as a requirement for all students) should help to make these curricula somewhat more unified by the year 2020 without detracting too much from one of the obvious strengths of the program, its flexibility. Specific courses that have been added in Women's Studies appear to be of great relevance and interest in light of contemporary social circumstances. The development of a Selected Topics course for students in the other two tracks should help to give faculty the flexibility to offer more timely or interdisciplinary courses. A general education course designed to include incoming majors in Humanities: Liberal Arts and International Studies may help them to form a learning community early on in their academic career which could be helpful for all sorts of reasons, including retention.

Finally, we are impressed by the number and variety of educational opportunities that have been offered to Humanities majors in recent years (individualized research, service learning, internships, and study abroad), and how many of our students have availed themselves of these opportunities. We recommend that the Program and the University continue to find ways to promote and support financially those invaluable but sometimes expensive educational experiences (especially study abroad) that might not be possible for some of our students without such support. This last would respond to the goal articulated in the last self-study: 4. *Find ways that the Program, and the concentration in International Studies in particular, can promote the*

university's Strategic Plan to encourage international study or travel abroad for UTC students, as well as the university's emphasis on service-learning (Appendix E, p. 64).

PART 3: STUDENT EXPERIENCE

Student Evaluation

The Humanities Program follows UTC policy governing student evaluations of faculty and courses. The process is done entirely electronically, and the University has a system for reminding students in a timely and repeated way at the end of each semester to fill out the evaluations for the classes they are currently taking. Faculty, too, may encourage their students to do so as well. For more details about the process, please visit the website:

<https://www.utc.edu/planning-evaluation-institutional-research/course-learning-evaluation/index.php>

There are seven statements about faculty instruction that all students in the University are asked to respond to:

The instructor is willing to help students.
The instructor encourages students to be actively engaged in learning the content of this course.
The instructor provides timely feedback on assignments and exams.
The instructor includes activities and assignments that help students learn the content of this course.
The instructor clearly communicates expectations of students for this class.
The instructor expects high quality work from students.
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.

Each of the seven statements is then responded to with one of the following eight options:

“completely agree; mostly agree; slightly agree; neither agree nor disagree, slightly disagree, mostly disagree, completely disagree, unable to judge.” It is not clear how many students there were who responded to these statement in Fall 2017 in the data collected in OPEIR Department Overview Fall 2013-Summer 2018 (Appendix A: “Student Rating of Faculty”), but it seems likely that there were more students in Humanities classes who responded to this evaluation instrument than the five who responded to the NSSE survey. In any event, these results are as satisfying as the NSSE survey of student satisfaction may have been disappointing. For each of the categories, students in Humanities classes said they “completely agreed” with the statements in question at a rate higher than the College of Arts and Sciences and University averages. The range was from a high of 84% responding “completely agree” to the first statement (“the instructor is willing to help students”) to a low of 68% responding “completely agree” to the

third statement about “timely feedback.” Even so, 68% as a response to this statement was still higher than the CAS or University average.

Student Enrichment Opportunities

A unique feature of the Humanities Program is its historic commitment to sponsoring “public lectures, panel discussions, and student-centered programs” of broad interest not only to our Humanities majors but to the university community in general, as well as to the larger community beyond the university walls. A representative but by no means complete listing of such enrichment opportunities for students and others sponsored by the Humanities Program in the last five years follows:

1. UTC Lecture in the Humanities (2013): Kenneth Jones (Baylor University), "Violence and Sentiment in History: Trojans, Greeks, Stormtroopers, and Mafiosi."

2. Kennedy Lecture in Shakespeare:

--Sarah Beckwith (Duke University), “*Hamlet’s Ethics*,” Spring 2016.

--Leah Marcus (Vanderbilt University), “*King Lear* and the Death of the World,” Spring 2015.

--James Shapiro (Columbia University), “Shakespeare in America,” Spring 2014

3. “Actors from the London Stage” (a visiting troupe of 5 actors from England)
-*A Midsummer Night’s Dream* in 2016

Measure for Measure in 2017 (<http://shakespeare.nd.edu/actors-from-the-london-stage/>).

Included workshops, panel discussion, class discussion in addition to performances of plays.

4. *Awake and Engaged* (on-campus film documentary series)

Citizens not Subjects

Host: Tiffany Mitchell

Queen of the Sun

Host: Catherine Meeks

Crude: The Real Price of Oil

Host: Andrew Najberg

Gasland

Host: M. Jaynes

Dive!: The Film

Host: M. Jaynes

No Impact Man

Host: Tiffany Mitchell

Back to Bosnia

Host: Andrew Najberg

Green Fire: Aldo Leopold and a Land Ethic for Our time.

Host: Jim Pfitzer

The Devil Came on Horseback

Host: Tiffany Mitchell

The Last Mountain

Host: Sara Coffman

Good Fortune

Host: Andrew Najberg

The Coca Cola Case

Host: Tiffany Mitchel

I Am

Host: M. Jaynes

Play Again

Host: Sara Coffman

Ethos

HOST: M. Jaynes

5. Annual C.S. Lewis Lecture

The Humanities Program and the SunTrust Chair of Excellence in the Humanities has helped to sponsor the annual C.S. Lewis Lecture, begun at UTC over 30 years

ago. C.S. Lewis was a professor of English literature who cared deeply about philosophical and theological issues and became a well-known Christian apologist as well as a writer of books for children. Recent speakers have included Dr. Justin Dyer, Dr. John Stackhouse, and Dr. Michael Ward. For more details see <http://www.lewisutlecture.com/downloads/>

6. Humanities colloquia, 2014-2016.

These broad interdisciplinary colloquia were discontinued after the third one in 2016. The program for the second one follows:

INTERDISCIPLINARY HUMANITIES SECOND ANNUAL COLLOQUIUM:
Pain: A Joint Exploration in the Humanities and Sciences

Sponsored by: College of Arts and Sciences, Honors College, Modern and Classical Languages, Philosophy and Religion, Sun Trust Chair of Humanities, Humanities Program

Session 1: Cross-Cultural Responses to Pain

Thursday February 18th, 11:00am-12:00pm, UC Ocoee

Dr. Zibin Guo, <Zibin-Guo@utc.edu> [Sociology, Anthropology, and Geography] "Pain Expression in the Social and Cultural Context"
Dr. Ethan Mills <ethan-mills@utc.edu> [Philosophy and Religion] "Pain, Suffering, and Happiness in Buddhist Philosophy"

Session 2: Nursing Breast Cancer Survival with Narrative

Wednesday March 9th, 12:00pm-1:00pm, UC Raccoon Mountain

Kelli Hand, DNP, RN <Kelli-Hand@utc.edu> [Nursing]
Madonna Kemp, M.A. <Madonna-Kemp@utc.edu> [English]

Session 3: On the Performance and Regulation of Pain

Wednesday March 23rd, 11:00am-12:00pm, UC Signal Mountain

Dr. Jessica Auchter <Jessica-Auchter@utc.edu> [Political Science and Public Service] "Memorializing Pain and Bodily Trauma"
Dr. Andrew McCarthy <Andrew-McCarthy@utc.edu> [English] "Good Grief: Pleasurable Pain in Shakespeare's Tragedies"

Session 4: Teaching Pain

Friday April 1st, 11:00am-12:00pm, UC Signal Mountain

Dr. Jeffrey Skoblow, [Invited Speaker from Southern Illinois University, Edwardsville]

Dr. Carl Springer <carl-springer@utc.edu> [Modern and Classical Languages, Sun Trust Chair]

7. “The Reformation: 500 Years and Counting” November 1, 2017

Organized by Aaron Shaheen, the panel featured speakers from campus (Ralph Hood, Michelle White, Carl Springer), in addition to clergypersons from the Chattanooga area, who joined to speak about the long-term effects of the Reformation from a variety of perspectives.

Women’s Studies offers a variety of cultural events, activities and projects to enable students to make connections between what they learn in the classroom and gender-related cultural and social issues in the wider world. The Women’s Studies Speaker Series has offered a platform for Women’s Studies faculty to engage students in current issues in their disciplines by presenting their research at weekly talks on such topics as the Mommy Wars, Pregnancy Discrimination, The War on Women and the 2012 Elections, Your Body is a Battleground, and Gender Bias in Textbooks. The Program has sponsored or co-sponsored guest lecturers such as Dr. Augustine Fuentes (“Birds Do It; Bees Do It”), Dr. Jacqueline Jones Royster (Civil War Women and Nation-building), Chief Joyce Dugan of the Eastern Band of Cherokee Indians (Women’s Leadership in the Cherokee Tribe), Dr. Kathy Weeks (Gender and Employment), Dr. Chris Kilmartin (Gendered Expectations about Masculinity), and Carol J. Adams (The Sexual Politics of Meat). Musical and theatrical events sponsored or co-sponsored by the Women’s Studies Program include *Legendary Latinas: Tres Vidas*, *The Rocky Horror Show*, and *Crooked*. More recently, themed weeks that combine lectures, film showings, and panel discussions include Lemonade Week (focusing on Beyonce’s feminism) and Black Panther Week (focusing on representation in comics).

Service-learning and civic engagement play a major role in the Women’s Studies Program. After receiving a grant to develop an activist-enhanced classroom, the Introduction to Women’s Studies faculty, in collaboration with the Partnership for Families, Children, and

Adults, offered five sexual assault hotline training sessions for students in the Introduction to Women's Studies classes. The Introduction to Women's Studies students also organized and implemented a Day of Service for the Partnership. Women's Studies students volunteered at Revving up the Vote, a joint project of the Women's Studies Program and the League of Women Voters of Chattanooga; over 100 students registered to vote and received information about the 2016 candidates for Tennessee state offices. Students in the Women and Textiles class, in partnership with area funeral homes, made bereavement clothing for infants. The annual Take Back the Night event is co-sponsored by Women's Studies and involves numerous student volunteers.

It seems clear that a wide range of diverse curricular and co-curricular opportunities exist for a Humanities student population whose own diversity compares favorably with that of the University student body in general. According to the OPEIR statistics for Fall of 2017 (see Appendix A: "Diversity"), the percentage of Humanities majors identified as female is over 70%, compared to the University average of 56.1%. The percentage of Humanities majors identified as "African-American" is 12.5%, compared to the University average of 10% for "Black, Non-Hispanic." The percentage of Humanities majors identified as Hispanic is 6.25%, compared to the University average of 4.2%. The percentage of Humanities majors identified as "multiple races" is 6.25%, compared to the University average of 4% for "two or more races." For University student demographics, see <https://www.utc.edu/planning-evaluation-institutional-research/pdfs/factbook/fact-summary-17-18.pdf>

Academic Support Services/Advising

Every declared major in Humanities: International Studies is assigned now to a faculty/advisor in MCLL with all majors in Humanities: Liberal Arts assigned to a faculty/advisor in Philosophy and Religion. Prior to fall 2016 Dr. Hampton was the principle advisor for all of the majors in these two tracks. Given the growth of the Humanities program in recent years with a large number of majors in Liberal Arts and International Studies, after Dr. Hampton stepped down as coordinator of these two tracks, it seemed wisest to distribute the advising load for majors (and minors) across a range of competent faculty advisors instead of expecting one faculty member not only to advise as many as 50 to 60 students a semester but also to act as an administrator of the Program as well, with responsibilities for recruitment, scheduling, assessment, program review, etc., and only limited release time from teaching. Every student in Humanities: Women's Studies has been and still is assigned to Dr. Marcia Noe as principle advisor. The number of students in this track is usually small enough that the workload is still manageable for one advisor to handle.

According to the last self-study (Appendix E, p. 42), both Dr. Hampton and Dr. Noe attended advising training sessions offered through the English Department. Faculty in the MCLL Department have also participated in University-wide training for advisors as well as departmental sessions. As faculty in Philosophy and Religion assume advising duties for Liberal Arts students they too are receiving training. A faculty member in the MCLL Department is currently assigned to assist Humanities: International Studies minors.

UTC offers a convenient and efficient computerized program (MyMocsDegree) that clearly delineates individual students' academic progress. The program is regularly consulted by students and advisors alike as they prepare for advising sessions and is often used during the

actual advisement process as well. Using an assigned, individualized identification (UTC ID), students log in to MyMocsDegree and are able to track the classes and credit hours they need to graduate as well as specific requirements that need to be met, including General Education requirements, major-specific classes, minor coursework, and general university graduation requirements such as the foreign language requirement for the BA or the 39 senior-level hours required of all students. While there are few specific required major classes for students majoring in Humanities 1440 and 1441, each student does follow in general a plan of study that has been laid out in the rationales which students ideally have completed before the beginning of their junior year. This is a road-map of sorts which helps to guide students and advisors as they proceed to select courses. In their last semester, when students apply for graduation, the Records Office usually sends out a request for an official Program of Study. This document lists each of the 15 courses (45 hours) that have been taken in accordance with each student's individual Rationale. After receiving this document, signed by both the faculty advisor and the student, the Records Office proceeds to complete a degree check and, as appropriate, clears the student for graduation.

The advisement period itself usually occurs after the schedule for the next semester has been published and before registration for classes actually begins, although some students continue to change their schedule before classes actually begin, and they often seek advisors' input before so doing. Of course, faculty advisors do much more than just give advice about curricula, although that is perhaps their most important function. They also mentor students, asking them to think about their academic progress in light of their Rationale, inquiring as to their future plans, whether post-graduate academic work or careers, and giving general advice,

such as the importance of maintaining a strong GPA, finding the right balance of work and play and study, and recommending the University's counseling services where appropriate.

As indicated in the last self-study (Appendix E, p. 49), the University also relies on our "Clear Path to Graduation" to help students make sure that they are meeting or anticipating meeting requirements for the major, semester by semester. "Clear Path to Graduation" can also be helpful to administrators to make sure that courses are being offered in a timely fashion so that students can make satisfactory progress to graduation. Even majors in the Liberal Arts and International Studies, whose curricular tracks have relatively few specific course requirements, can find it helpful to have their progress through the curriculum to graduation mapped out in a visual way. Links to "Clear Path to Graduation" templates for all three Humanities tracks are included below:

- International Studies: <https://www.utc.edu/advisement/pdfs/clear-paths/clear-paths-2017-2018/cas-humanities-internationalstudies-ba-2017.pdf>
- Liberal Arts: <https://www.utc.edu/advisement/pdfs/clear-paths/clear-paths-2017-2018/cas-humanities-liberalarts-ba-2017.pdf>
- Women's Studies: <https://www.utc.edu/advisement/pdfs/clear-paths/clear-paths-2017-2018/cas-humanities-womensstudies-ba-2017.pdf>

Assessment and Recommendations

Strong student evaluations confirm what we already thought we knew about how students view their educational experiences in the Humanities Program. The Humanities courses that students took in fall of 2017 are rated very highly indeed, in terms of how well the instructors and the classes more than met students' academic needs and expectations. To judge from the student

evaluations it appears that a large percentage of student respondents do believe that they are being engaged actively by faculty who encourage and help them to master the subjects which they are learning in these courses. Humanities students will encounter dedicated faculty not only in the classroom but also as advisors and mentors, as they meet with students regularly outside the classroom to help them chart their path through their majors and think about possible careers and life in general after graduation.

The Humanities Program's historic involvement in helping to provide high quality lectures, panel discussions, colloquia, and other public events centering around the Humanities is impressive to us and something that certainly needs to be continued. That there is every reason to think that such extra-curricular programming will continue is evident from events underway in fall 2018 or in the planning stages. The poet Ed Hirsch, for instance, gave a public talk and a poetry reading in September and there is an ambitious state-wide interdisciplinary commemoration of the end of WWI that is underway at the time of this writing. The event will be of interest to many both within and beyond the fields associated with the Humanities. The C.S. Lewis Annual Lecture in spring of 2019 will feature Jamie Quatro, whose fiction has been reviewed in the *New York Times*, *The New Yorker*, and *The Atlantic Monthly*. Her first book, *I Want to Show You More* was an NPR book of the year (2013). These and, no doubt, other 2018-19 events are being supported in various ways by the SunTrust Chair of Excellence in the Humanities, the MCLL Department and Philosophy and Religion and are being advertised widely to Humanities students and others.

Something to be considered is whether the Lecture in the Humanities or the Colloquium in the Humanities, both now discontinued, should be reconstituted in the future. These represent a unique opportunity for faculty and students majoring in the Humanities to interact outside of

class in a more relaxed setting, and it is a shame to see any such opportunity discontinued permanently. Increased funding might very well be needed to continue sustaining the level of programming such as this in the future.

The advising work load for the Humanities: Liberal Arts and International Studies tracks is now distributed more equitably among a larger number of faculty, which is a good thing. One overloaded advisor may find it difficult to give each student the time, energy, and attention they deserve. On the other hand, it is important for there to be a level of consistency from advisor to advisor, as much as that is humanly possible, especially since the Humanities curricula can be much more complex than those of students majoring in more traditional disciplines. To that end, we recommend strongly that faculty who advise Humanities majors, and who have not done so before, attend advising workshops, both those put on by the University and those that also may be offered at the departmental level, on a regular basis until they are quite familiar (and comfortable) with this unique program and its requirements.

PART 4: FACULTY

Faculty Credentials, Preparation, and Experience

It is important to note from the outset that even though the Humanities Program has faculty that are associated with it, there are no faculty that actually hold tenure or even appointments in the Program. Even those faculty who frequently or regularly participate in the Program, including the coordinators themselves, have their tenure-home in academic departments such as English, History, MCLL, etc. To speak, therefore, of such questions as Humanities faculty credentials, preparation, and experience, workload and service, scholarly activity, productivity, quality, diversity, and evaluation system is somewhat misleading not only because there are no faculty

technically who “belong” to the program, but also because those faculty who have taught in the program may not teach in the program in the future, while other faculty who are not currently teaching courses may end up teaching lots of Humanities or Women’s studies courses in the future. Another difficulty in addressing the question of the Program’s faculty, is that so many Liberal Arts and International Studies majors take the great majority of their major coursework in traditional departmental courses taught by faculty who rarely if ever teach a course that is listed or cross-listed as HUM or WSTU. In fact, therefore, it could be said that these faculty, too, are part of the Humanities Program. If so, we might have to conclude that the great majority of the faculty of CAS are Humanities faculty insofar as they, too, teach courses that students use to fill their major requirements for these interdisciplinary degrees. This is the nature of the beast, if you will, but it is not really a problem (other than for measurement purposes), because it is simply a function of the way in which this University (and many others) have designed these interdisciplinary programs to work for the benefit of students who are interested in designing their own interdisciplinary majors.

With this important caveat in mind, we can perhaps speak about the faculty who happened to teach courses listed or cross-listed under the title of HUM or WSTU during the last two academic years as a way of getting at the question of who the faculty are who teach *some* of the major classes (by no means all or even the majority of courses) that were taken by our Humanities majors in the last two years.

The great majority of these faculty hold terminal degrees in the fields related to the courses which they have taught. Their degrees come from some of the most prestigious universities, including Berkeley, Yale, University of Wisconsin-Madison, Princeton, Chicago, York, etc. The experience of most of the faculty who were involved in teaching these courses is

considerable: 12 of the faculty listed below are full professors with another 7 at the Associate Professor level. Of the 7 lecturers, 5 are classified as “senior lecturers.” On what it means in terms of credentialing and career development to be a “full professor” or “associate professor” at UTC, see the Faculty Handbook, chapter 3: <https://www.utc.edu/faculty-senate/handbook.php>. Regardless of rank, all UTC faculty, of course, must meet minimum requirements for training and preparation as designated by SACSCOC. For more details on this see: <https://www.utc.edu/academic-affairs/sacs-information.php>.

There were over 30 faculty listed as involved in instruction of HUM and WSTU courses in the last two academic years (2016-17 and 2017-18). The range of their disciplines is impressive, and they represent a large number of diverse departments: Communication, English, History, MCLL, Political Science, Philosophy and Religion, Psychology, and Social, Cultural, and Justice Studies. Those faculty whose academic profiles can be found on the departmental websites are listed below, along with their title, department affiliation, degree, and their degree-granting institution. These profiles demonstrate pretty clearly the relevant background, expertise, and academic experience of each instructor in a fairly succinct fashion. Links to many of the full CVs are also available at the sites as well. See Appendix B for more details.

James Arnett, UC Foundation Assistant Professor, English, PhD CUNY

<https://www.utc.edu/english/profiles/literature-faculty/bbb333.php>

Jessica Auchter, UC Foundation Assistant Professor, Political Science, PhD Arizona State

<https://www.utc.edu/honors-college/brock-scholars/profiles/xf128.php>

Thomas Balazs, Associate Professor, English, PhD University of Chicago

<https://www.utc.edu/english/profiles/creative-writing-faculty/xgt233.php>

Earl Braggs, Herman H. Battle Professor of African American Studies, English, MFA Vermont

College of Norwich University <https://www.utc.edu/english/profiles/creative-writing-faculty/vjh694.php>

Ann Buggey, Senior Lecturer, English, MFA, University of Memphis
<https://www.utc.edu/english/profiles/lecturers/rnj115.php>

Libby Byers, Full time lecturer, Psychology, MS, University of Tennessee Chattanooga
<https://www.utc.edu/psychology/profiles/faculty/byers.php>

Allison Cansler, Assistant Director, Center for Women and Gender Equity, Masters, University of Alabama
<https://www.utc.edu/center-women-gender-equity/profiles/jkn141.php>

Joshua Davies, Associate Professor of Classics and Department Chair, Modern and Classical Languages, PhD, University of California Berkeley
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/ybw159.php>

Helen Eigenberg, Professor of Criminal Justice Social, Cultural, and Justice Studies, Ph.D. Sam Houston State University
<https://www.utc.edu/social-cultural-justice-studies/profiles/criminal-justice/rdv236.php>

Elizabeth Gailey, Associate Professor, Communications, PhD University of Tennessee Knoxville
<https://www.utc.edu/communication/profiles/nnr811.php>

Jose-Luis Gastanaga, Associate Professor of Spanish, Modern and Classical Languages, PhD, Princeton
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/wjf243.php>

Richard Jackson, UTNAA Professor, English, PhD, Yale
<https://www.utc.edu/english/profiles/creative-writing-faculty/mhb117.php>

Michael Jaynes, Senior Lecturer, English, EDD, UTC
<https://www.utc.edu/english/profiles/lecturers/wyv854.php>

Immaculate Kizza, UC Foundation Professor, English, PhD, University of Toledo
<https://www.utc.edu/english/profiles/literature-faculty/zbg819.php>

William Kuby, UC Foundation Associate Professor, History, PhD University of Pennsylvania
<https://www.utc.edu/history/profiles/faculty/cwj332.php>

Spring Kurtz, Senior Lecturer, English, MFA, San Diego State
<https://www.utc.edu/english/profiles/lecturers/djv211.php>

Terri Le Moyne UC Foundation Associate Professor of Sociology Social, Cultural, and Justice Studies Ph.D. University of Maryland
<https://www.utc.edu/social-cultural-justice-studies/sociology/profiles/bds798.php>

Sheena Monds, Senior Lecturer, English, MA, University of Tennessee Knoxville
<https://www.utc.edu/english/profiles/lecturers/mfw647.php>

Marcia Noe, Professor and Director of Women's Studies, English, PhD, University of Iowa
<https://www.utc.edu/english/profiles/literature-faculty/xgs922.php>

Heather Palmer, Associate Professor, English, PhD, Georgia State
<https://www.utc.edu/english/profiles/rhetoric-and-professional-writing-faculty/wsb786.php>

Tracye Pool, Senior Lecturer, English, MA, UTC
<https://www.utc.edu/english/profiles/lecturers/hyj626.php>

Lynn Purkey, UC Foundation Professor of Spanish, Modern and Classical Languages, PhD, University of California Berkeley
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/mpf368.php>

Kate Rogers, Assistant Professor, Psychology, PhD, University of British Columbia
<https://www.utc.edu/psychology/profiles/faculty/rogers.php>

Carl Springer, SunTrust Chair of Excellence in the Humanities and Professor of Classics, Modern and Classical Languages, PhD, University of Wisconsin-Madison
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/Int321.php>

Tamara Welsh, UC Foundation Professor, Philosophy, PhD, SUNY Stony Brook
<https://www.utc.edu/philosophy-religion/profiles/faculty/mbk766.php>

Oren Whightesell, Lecturer, English, PhD, Illinois State University
<https://www.utc.edu/english/profiles/lecturers/abc124.php>

Michelle White, UC Foundation Professor, History, PhD, York University
<https://www.utc.edu/history/profiles/faculty/cwj332.php>

Alexandra Zelin, Assistant Professor, Psychology, PhD, University of Akron
<https://www.utc.edu/psychology/profiles/faculty/zelin.php>

Faculty Workload/Faculty Service

The question of workload for faculty is determined at the departmental level and does not fall under the Humanities Program's direct purview. In recent years, there has been a University-wide discussion of this question in general and a link is provided here that should help provide a fuller understanding of the issues involved: <https://www.utc.edu/faculty-senate/pdfs/4-21-2016-workload-discussion.pdf>. The teaching load for probationary and tenured faculty at UTC is, like many of the CAS departments, 3/3 (three courses in the fall and three courses in the spring),

although there is considerable variation depending upon class size, number of credit hours per class, release time for extra service, additional administrative responsibilities, etc. Faculty workloads at UTC in general are not so very different, we suspect, from those of other comparable institutions of higher learning.

Like many other universities, it is not uncommon at UTC to try not to burden new assistant professors with major service assignments as they gradually become acclimatized to teaching our students and launching a research agenda. At the Associate Professor level and beyond, however, it is quite possible that an individual professor might be asked to take up a specially demanding and important service assignment, for example, chairing a special committee on a controversial issue. As the Faculty Handbook <https://www.utc.edu/faculty-senate/handbook.php> notes: “Lesser participation in one area should be counterbalanced by greater participation in others” (p. 25). Some faculty are more dedicated to pursuing scholarly interests than others. Others volunteer to take on service responsibilities that are of vital importance for the University. All faculty at UTC are dedicated to teaching their students in the best way possible. We are a university that has traditionally prided itself on the strong emphasis we put on high quality teaching.

As of this writing there are 58 primary and secondary majors in Humanities: Liberal Arts and Humanities: International Studies, far too many, in our judgment, for a single faculty member to advise and mentor in addition to carrying out all the other duties associated with coordination. We have distributed responsibilities for advising and mentoring majors in Liberal Arts and Interdisciplinary Studies much more broadly across faculty in MCLL and Philosophy and Religion in part to achieve a more equitable and manageable work load. As more students begin to enroll in the Senior Capstone Seminar (currently taught off load) or internships, the

question of faculty workload for those involved in teaching courses like these in the Humanities Program is likely to become more of an issue.

Faculty Scholarship

UTC pre-tenure and tenured faculty are expected to be actively engaged in scholarship even as they are expected to be effective teachers. As a glance at the faculty profiles above will quickly demonstrate, faculty who have taught courses listed under WSTU and HUM in the last two years have produced an impressive number of books, scholarly articles in peer-reviewed outlets, and given presentations at conferences and meetings in this country and abroad. Not all faculty are as productive in the area of scholarship as others. Full-time instructors who are not on the tenure-track, for instance, have only minimal expectations for scholarly productivity, although they are expected to remain current in their disciplinary field. Faculty on the tenure-line at UTC must meet expectations for scholarly activity at the departmental level and above if they are to be retained, tenured, and promoted.

Faculty Diversity

There have been three coordinators, in the last five years, including two males for Humanities: Liberal Arts and Humanities: International Studies (Hampton for 2013-16 and Springer (2016-18) and one female for Women's Studies (Noe) for 2013-18. If one looks at the faculty who taught courses listed and cross-listed under HUM and WSTU in the last two years, it would appear that of the 31 faculty names listed, 11 were male and 20 female.

Faculty Development Opportunities

The University, College of Arts and Sciences, and departments whose faculty teach Humanities students have a wide variety of development opportunities, whether it be for travel to participate in scholarly conferences or to initiate new research programs or to discover new pedagogical approaches involving instructional technology such as the Blackboard system (used by all faculty on campus to supplement and enhance course delivery), syllabi preparation, on-line instruction, and many other workshops and training sessions such as those outlined at <https://www.utc.edu/walker-center-teaching-learning/faculty-development/funding-opportunities.php> and below in Part 5. The Humanities Program itself has done some faculty development recently especially in the area of advising for faculty who may teach/advise Humanities majors, but mostly relies on the relatively robust programming and funding already available on campus designed to help all faculty develop as teachers and scholars. It is likely that faculty who teach in the Humanities Program find most of these development activities quite easily adaptable to teaching Humanities classes.

Faculty Evaluations

The Humanities Program does not itself assign faculty to teach or evaluate their teaching even when their courses are listed as HUM or WSTU. Instead these activities are done by the heads of the departments in which these faculty are tenured. The head of each department reviews and evaluates faculty performance in the areas of teaching, research, and service, including how well they have taught courses that happen to fall under the WSTU or HUM heading. Student evaluations are considered when making these evaluations, although they are not the exclusive criteria used for judgment. The evaluation process is standardized across the University for all

faculty in all departments in an annual process called Evaluations and Development by Objectives (EDO). In consultation with their department heads, faculty establish individual objectives for the academic year in three areas: 1.) Instructional and Advisement Activities, 2.) Research, Scholarly, and Creative Activities, and 3.) Professional Service Activities. Some of the objectives may be completely new initiatives while others might involve finishing up longer-term projects. Once faculty have had a chance later in the academic year to review the progress they have made toward meeting their objectives, the department head evaluates their performance, assigning them one of four categories: “Exceeds Expectations for Rank (Department Head recommends to the Dean), Meets Expectations for Rank, Needs Improvement for Rank, and Unsatisfactory for Rank.” The entire process, including possibilities for faculty appeal are laid out in Chapter 3.2 of the Faculty Handbook: the Faculty Handbook <https://www.utc.edu/faculty-senate/handbook.php>.

Faculty Quality

Anecdotal evidence suggests that the faculty who offer to teach courses for the Humanities program are scholars dedicated to their disciplines and fine teachers. In instances where they volunteer to teach courses like an independent study or a Senior Capstone Seminar, or supervise a student internship, above and beyond their normal course load, it is clear that they are intrinsically motivated to participate in the Program. A number of these faculty (e.g. Braggs, Hampton, Jackson, Kizza, Noe, White) have received university awards and commendations for teaching or service, while others have been recognized by receiving prestigious grants, being asked to serve on external committees or boards, or garnering other awards from colleagues within their discipline beyond UTC (e.g., Braggs, Jackson, Noe, Springer, White).

Assessment and Recommendations

As an institution UTC has long prided itself on its outstanding teaching, and it would seem that faculty who teach courses listed under HUM and WSTU are no exception to this rule. There is a strong consistent cohort of faculty, including veterans of the classroom and award-winning teachers and researchers, who continue to be involved in instructing Humanities students. It is clear that there are quite a number of faculty across a variety of departments who have the specialized background and expertise relevant for the Humanities courses they teach. At the departmental and university level there appears to be a wide variety of regular workshops and individualized support to help instructors make the most of their time with students, especially as they learn to use instructional technology more effectively and take fuller advantage of our course management software (Blackboard). Student evaluations seem to confirm emphatically our impression that faculty are quite effective in teaching Humanities courses.

Class sizes are determined by the departmental chairs of the faculty who are teaching the Humanities class in question. Most of the 3000-4000 level cross-listed courses in the Program do seem to be small enough to facilitate extensive discussion and collaboration, as appropriate.

While a large cadre of dedicated faculty regularly associate themselves with Women's Studies courses and programming, there has been in the past far less involvement of faculty with the Humanities: Liberal Arts and Humanities: International Studies, only a faculty advisory board with little or no direct contact with Humanities students in that role and the Coordinator. This has changed. There are now a larger number of faculty directly involved with these two tracks, not only as instructors but also as advisors and mentors. One noticeable trend in the Humanities program as a whole is that in the last 15 years or so there has been a dramatic

increase in the number of majors, a fact noted in the last program review. It is hoped that by “housing” these two tracks within the MCLL and Philosophy and Religion Departments, where there are a large number of faculty with expertise and interest in the liberal arts (Philosophy and Religion) and international studies (MCLL), students will be able to have more frequent and meaningful interactions with faculty who share their disciplinary interests. It makes sense, for instance, for faculty who have experience leading study-abroad trips to advise International Studies majors.

As advising responsibilities are spread among a variety of faculty to ease the burden on any one individual faculty, it will be important to continue to provide adequate training and assistance as faculty in MCLL and Philosophy and Religion adjust to curricula that may be unfamiliar to them. The issue of work load is also likely to come up. One recommendation is that if faculty are not only to add more students to their advising load but also to teach one-semester senior capstone seminars, supervise internships, and offer individualized research to Humanities students off load, it will be essential in maintaining the quality of the Humanities Program to develop a system of rewards (financial or release time or both).

Part 5: LEARNING RESOURCES

Equipment and Facilities

The previous external review identified a “serious problem that continues to be covered up by the goodwill and efforts of the Director of the Humanities Program” (Appendix D, p. 10). The reviewer went on to explain: “Most importantly, the program needs to follow through with the

recommendation of the last review to “secure a Humanities Program Room on campus, to function as a.) a Program Office, to keep files and all materials relevant to this program; b.) to develop and display new advertizing material; c.) a meeting place for Humanities students, a place on campus they can call home, and a place where the Executive Committee can meet; and d.) an advising center for this program, with appropriate written materials and a computer (perhaps a working, used computer that was recently handed in by a faculty member who just received a new computer).”

The projected transfer of the departments in which the current coordinators have tenure, English (State Office Building) and MCLL and Philosophy and Religion (Brock Hall and State Office Building) to the renovated Lupton Library should help to address these concerns by making it possible for all of the tracks of the Humanities Program to be in one building and for more space to be assigned to activities associated with all three tracks once the library renovations have been completed.

In the last Self-Study, it was noted that some faculty were interested in “teaching spaces that are more conducive to group dynamics and discussion” (Appendix E, p. 42). The external reviewer observed:

There is also an apparent need for better, more diversified classroom space, for the varied, interdisciplinary courses of the Program. I visited one class session while on campus, and it was more distressed than I expected it to be. It was, indeed, perfectly usable, especially by a resourceful professor, yet there were many up-to-date features absent. The issue of classroom space, I understand, is a campus-wide issue, and no doubt it will have to be addressed at such a level, rather than at this level of an interdisciplinary program review (Appendix D, p. 11).

If classrooms are set up with individual desks lined up in rows or with chairs at tables that are difficult to move, it can be indeed be very hard to facilitate genuine discussion or create a strong group dynamic among the students. While the question of modernized classroom space was something of an issue in the previous Self-Study, with the advent of more on-line classes and the recent availability (2016-17) of the capacious State Office Building to say nothing of the potential for the former Lupton Library once it has been renovated, there should be plenty of classroom space in the future, even if enrollments continue to rise as they have in recent years.

It is standard now for most classrooms used for the instruction of Humanities courses to come nicely equipped with smart podiums and projection systems. The IT staff are generally available to assist by phone and sometimes even in person when technological problems do arise.

Library and Learning Resources Support

The UTC Library prepared a report in conjunction with this program review in Summer of 2018.

The following is quoted directly from the Library report. It begins with a general

overview, before going on to address resources that are especially relevant for students

and faculty in the Humanities:

Personnel, Budget, and General Overview

The UTC Library has 21 faculty librarians, 14 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2018 was approximately \$4.1 million.

UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and provides students, faculty, and staff with access to state-of-the-art technology, spaces, and services. The Library boasts access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Furthermore, both group and individual instruction and consultation are provided to students, faculty, and staff at service points throughout the Library including, [Library Instruction](#), Information Commons, [Studio](#), [Special Collections](#), and the [Writing and Communication Center](#). Finally, co-located in the Library are important student and faculty service points including [The Center for Advisement that offers advising, supplemental instruction, and tutoring](#) and the [Walker Center for Teaching and Learning](#) providing UTC Faculty with instruction and consultation in the areas of teaching, learning, and technology integration.

Databases, Serials, and Ongoing Expenditures

The Library makes available 103,530 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. In 2017-2018, the library spent \$1,212,145 toward ongoing serial and database subscriptions.

The majority of journal content is current and online via journal packages from publishers including Ovid, Springer/Nature, Elsevier, Wiley, Taylor and Francis, Sage, Duke, and Oxford University Press. These packages provide access to online journal content across the many disciplines associated with the humanities. Journals can be discovered via the Library's [online discovery system](#) or via the [Journals A-Z search](#) feature.

A review of current Library database subscriptions finds a variety of online resources to meet the research needs of students and scholars in the humanities. A listing of pertinent resources by discipline can be found via subject guides on the UTC Library website: [Anthropology](#), [Art](#), [English](#), [History](#), [Modern and Classical Languages and Literature](#), [Law](#), [Music](#), [Philosophy](#), [Political Science](#), [Religion](#), [Theatre and Speech](#), and [Women's Studies](#). In addition, the Library makes available numerous multidisciplinary databases such as [ProQuest Central](#), [Academic OneFile](#), [Web of Science](#), and [Omnifile Full Text Mega Edition](#) to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

The Library's print and electronic book collection consists of 727,541 unique titles. The Library's collection of physical A/V consists of 23,012 items of which, 3412 are appropriate to the study of the humanities. Additionally, the library provides access to over 150,000 streaming music and video files through various service providers like Alexander Street Press, Sage, Kanopy, and Naxos Music. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. In 2017-2018, the Library expended \$169,000 towards the acquisition of monographs and A/V materials.

Interlibrary Loan and Course Reserves

The Library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library. Patrons can submit and track progress of requests, receive email notification of materials that have arrived, and obtain articles electronically through the electronic ILL management system, ILLiad. The Library also participates in a nationwide program, Rapid ILL, that expedites article delivery to the patron. In 2017-2018, 6,284 ILL borrowing and document delivery requests were filled for the UTC community; of those, 1,864 were filled for faculty and students in disciplines related to the humanities.

The Library offers a well-utilized Course Reserve service for faculty and students allowing faculty to place high-demand materials on reserve to ensure they are available to students. In 2017-2018, 337 items were placed on reserve for 115 humanities-related courses. In addition to course reserves, the Library also offers a scanning service for faculty--ensuring access to high-quality and accessible scans of materials related to research and courses.

Circulation of Physical Materials

The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2017-2018, monographs and audio-visual materials circulated 19,955 times. In addition, the Library circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, and more), and group study rooms to patrons. Last year, these items circulated 78,626 times.

Research and Instructional Services

The Library boasts a busy, well-respected, and growing instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on topics ranging from preparing powerful presentations to improving skills with

Microsoft Office, Adobe, and statistical software. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. Workshops are open to any UTC student, faculty, or staff member and are developed and taught by skilled librarians and technology trainers.

Instruction

The [Library Instruction](#) Team develops and teaches both general and course-specific instructional sessions tailored to specific research needs or library resources. Partnering with UTC Faculty, the Instruction Team teaches students information seeking and evaluation skills necessary to be effective 21st Century researchers. In 2017-2018, Instruction Librarians taught 364 instruction sessions and workshops that reached 11,506 participants across all academic disciplines. Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. Over the past year, Instruction Librarians participated in 299 individual research consultations.

Studio

The [UTC Library Studio](#) provides a creative space for the campus community to learn innovative technology and media creation. Located on the 3rd floor, the space provides access to 24 work stations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the space circulates cameras and other production equipment for students to use as they put their projects together. Last year, these items circulated 9,212 times.

The Studio is staffed by expert Librarians and Staff who provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully-staffed service point to answer point-of-need questions. In addition to the instructional sessions mentioned below, the Studio taught 25 workshops covering everything from 3D Modeling and Photography to Brainstorming for Creative Assignments and Audio Editing. These workshops were attended by 200 participants.

In 2017-2018, the Studio taught 205 classes across campus that reached 3537 students. The Studio also conducted 114 one-on-one appointments.

Writing and Communication Center

The [Writing & Communication Center](#) (WCC) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are for writers to leave with improved confidence and a plan for revising their work. 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, they also offer workshops, a library of writers' resources, and a supportive environment for working independently. In 2017-2018, the WCC conducted a total of 2737 individual consultations and 99 workshops and presentations.

Information Commons

The Information Commons provides students, faculty, staff, and community users with the tools and services needed to complete assignments and research. The Information Commons is open 92 hours per week and fields over 12,000 research questions by phone, chat, e-mail, and in-person each year. Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of 142 Windows and 36 Macintosh computers loaded with [tons of software](#), scan important documents, or simply print out an assignment. Comfortable open seating at tables and loungers also makes the Information Commons a popular spot to complete work within the Library.

Special Collections

[Special Collections](#) acquires, preserves, and provides open access to rich and inclusive cultural heritage resources that document Chattanooga, the state of Tennessee, and the South as well as the history of the University.

In 2017-2018, Special Collections' staff conducted 13 instructional sessions that reached 233 UTC students in disciplines associated with the humanities; in particular, Art and History courses. Most of these sessions focus on the use of specific collections or primary-source materials available through Special Collections.

Departmental Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication, collection development, and general support. Librarians are matched with departments based on educational background, work experience, and subject expertise. Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching classes, maintaining subject guides, creating course guides, meeting with students and faculty, and more. The following liaisons support humanities disciplines:

- Anthropology: [Brittany Richardson](#)
- Art: [Emily Thompson](#)
- English: [Brittany Richardson](#)
- History: [Elisabeth Ferguson](#)
- Modern and Classical Languages and Literature: [Brittany Richardson](#)
- Music: [Natalie Haber](#)
- Philosophy and Religion: [Lane Wilkinson](#)
- Theatre and Speech: [Natalie Haber](#)
- Women's Studies: [Brittany Richardson](#)

Classrooms, Meeting Spaces, and Instructional/Learning Technologies

As previously mentioned, the UTC Library maintains a state of the art facility that provides students, faculty, and staff with access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Each room is equipped slightly differently, but all have access to overhead projection, podiums with Windows computers and HDMI cables for use with laptops, and white boards. All study rooms contain LCD monitors (HDMI and other cables are available for check out) and whiteboards to aid in group assignments and quiet study. Classrooms contain desktop or laptop computers, presentation podiums, and built in speakers. Conference rooms are set up for hosting and attending online events. Outside of these reservable spaces, students, faculty, and staff have access to a computer lounge with 142 Windows and 36 Macintosh computers and the Studio where high-spec PC's and Macs are available. Printers, b&w and color, as well as scanners and micro format readers are available at various points throughout the Library. Additionally, students, faculty, and staff can check out Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and an assortment of cables, chargers, and computer accessories at either the main check-out desk or the Studio.

All computers in the Library (including circulating laptops) are loaded with a variety of programs needed by students across the University. A current list of software loaded on Library computers can be found here: <https://www.utc.edu/library/services/technology/computers-software.php>

Assessment and Recommendations

It appears that former concerns about space for the Humanities program have the potential to be addressed in connection with the move of the departments of English and MCLL and Philosophy and Religion to the former, soon to be renovated Lupton Library. All too often, given the understandable concern about departmental space considerations and faculty offices, it can happen that the needs of interdisciplinary programs such as the Humanities are overlooked or ignored. Women's Studies has always had a dedicated space on campus, even when the Program comprised only a minor, and has one today in the State Building. Women's Studies will need dedicated space in the Lupton Building when renovations on that building are complete. It is hoped that in all of the considerable effort that must be expended in order to make such a move possible the Humanities Program is not forgotten in the process. We certainly hope that "space" issues will no longer be a pressing problem once the move to the renovated Lupton Library has been completed and it is time to write the next Humanities program review.

The new library is a splendid building with excellent facilities and space and equipment which students from all over campus, including Humanities majors, often take advantage of in a variety of ways, including studying together, getting coffee, or simply socializing. The resources available for faculty and student research are also impressive, especially those that are able to be accessed electronically. It is highly recommended that faculty who teach in the Humanities Program find ways to help their students use these resources as fully as possible. When doing research for a paper, for instance, Humanities students could be required to consult with a librarian specialist in the Humanities area as they explore the best ways to access relevant and peer reviewed scholarship. Depending

on the type of class in question and the subject of study, for instance, a class trip to Special Collections has the potential to “jump-start” the process of scholarly discovery that can make an otherwise dull research assignment (e.g. the issue of women’s suffrage in Chattanooga in the years leading up to 1920) come alive.

PART 6: SUPPORT

Operational Budget

The budget for the Humanities: Liberal Arts and Humanities and International Studies is: \$3,000 (Coordinator’s stipend) with around \$3,500 for programming and other expenses. The Women’s Studies Program receives an annual total of \$6,000 from the Dean’s Office. The Gift Fund for Women’s Studies is currently about \$6,000. The Humanities Gift Fund is at about \$1,800 at the time of this writing. The North Callahan Honors Prize Fund is currently at \$19,000.

In the past, most of the clerical work for the Humanities Program was performed directly by the two coordinators themselves, with occasional help from an administrative assistant in the English Department. Beginning in Fall 2016, the administrative assistant in the MCLL and Philosophy and Religion Departments has begun to assume most of the clerical work needed to support Humanities: Liberal Arts and Humanities: International Studies. It is hoped that this new arrangement may help somewhat to address concerns about adequate clerical support raised in the last program review (see Appendix E, p. 11).

Enrollment, Graduation, and Retention

Between Fall 2013 and Fall 2017, major enrollment in Humanities: Liberal Arts, Humanities: International Studies, and Humanities: Women’s Studies has averaged 68 primary and secondary

majors per year (for average number of majors per year (48) during the five years covered in the last program review, see Appendix E, p. 8). The peak number of majors was in Fall of 2016 when there were 77 primary and secondary majors enrolled. The number of single and double majors enrolled in all three Humanities tracks for each of the last five Fall semesters follows: Fall 2013: 62; Fall 2014: 64; Fall 2015: 64; Fall 2016: 77; Fall 2017: 74.

During 2013-14 the average number of degrees awarded in the Humanities per year was 15.6 (compared to the previous program review when the average number was 8; Appendix E, p. 8). The peak number of graduates was in 2016-17 when 21 Humanities majors graduated. For complete enrollment and degrees awarded figures see the data collected by UTC's Office of Planning, Evaluation, and Institutional Research (OPEIR): <https://www.utc.edu/planning-evaluation-institutional-research/dashboards/enrollment.php> and <https://www.utc.edu/planning-evaluation-institutional-research/dashboards/degrees.php> (N.B.: the Humanities majors are accessed by clicking on the Interdisciplinary Department).

Undergraduate retention rates within the major have improved considerably over the last years. According to the last program self-study they were as low as "18% - 20% in 2002 and 2003" (Appendix E, p. 8). According to the same document, the retention rate for Fall of 2010 was 51.2%. Between Fall 2012 and Fall 2016, by contrast, retention rates for Humanities majors have increased, ranging from a low of 53.7% (2013) to a high of 65.6% (2015) with an average of just over 60% for these five years, slightly lower than the average retention rate for the same period for all CAS majors (around 63%). For complete details, see <https://www.utc.edu/planning-evaluation-institutional-research/dashboards/retention.php>

Responsiveness

The transition of Humanities: Liberal Arts and Humanities: International Studies to the MCLL and Philosophy and Religion Department means that there have been some changes that have had to be made fairly quickly in the last two years. Effective communication is critical to keep students and others informed about all aspects of the Program. A new brochure was developed that is now used for recruitment purposes (Appendix F). Copies are distributed at various recruitment events, both on and off campus. A copy is also available on a bulletin board directly outside the Department Office and also by request. For most events that we sponsor, efforts are made to advertise them widely using campus electronic resources; see <https://www.utc.edu/communications-marketing/index.php>. We also use more immediate and traditional means of communicating with majors, including direct e-mail messages, word of mouth, and posters. For a copy of the Women's Studies Brochure, see Appendix J. The Women's Studies Newsletter, produced on a semi-annual basis, communicates very well with faculty, students, and alumni (see Appendix G). Women's Studies also has a dedicated webpage on the UTC site and communicates with Women's Studies current students, alumni, faculty, and community supporters about activities, events, job opportunities, scholarship opportunities, internships and program events and activities via email distribution lists and mailouts. While some minimal changes have been made to the website for Humanities: Liberal Arts and Humanities: International Studies, it needs to be updated in light of recent changes.

The Center for Advisement, <https://www.utc.edu/center-advisement/index.php>, has one professional advisor, currently Brian Tucker, <https://www.utc.edu/center-advisement/profiles/kqp389.php>, who works closely with freshmen and transfer students interested in majoring in Humanities by advising and directing them. Mr. Tucker works directly

with the Coordinators and Department Chairs as needed to ensure a smooth transition for all students as they move from their general education coursework to the point where they will receive advisement in the major by assigned faculty.

Assessment and Recommendations

The Humanities Program has done a great deal to try to meet the sixth goal of the last Self-Study:

6. A continuing effort by the Coordinators to promote the disciplines through sponsoring on campus events, displaying information at booths on Freshman Friday each semester, or through advising transfer students. The Humanities are regularly represented at recruitment events, with information readily made available to students and sometimes parents and other members of the student's family. The Program Coordinators, the Chair of the MCLL and Philosophy and Religion Department, as well as the Chair of the English Department, are also regularly available at such events and by appointment to help students understand Humanities majors and minors and make informed decisions. Women's Studies promotes its academic programs each year in the fall at Blue and Gold Day (for visiting prospective UTC students) and in the spring at the Majors Fair (for current UTC students). Women's Studies also staffs tables that offer brochures, newsletters and other promotional literature for the Program and its events at Take Back the Night each fall, as well as at musical events, lectures, panel discussions, and other events and activities sponsored or co-sponsored by the Women's Studies Program. Dr. Noe routinely visits Women's Studies classes each semester to tell students about the Program and its activities. Posters and flyers promoting events and activities that Women's Studies sponsors or co-sponsors are posted around campus and distributed through Women's Studies courses.

The close working relationship with the Center for Advisement has helped, no doubt, in raising retention rates. Efforts to publicize the program and help entering students in every academic way possible must certainly be continued and even enhanced where possible in the future.

One disciplinary area that the external reviewer recommended in the last program review suggested that the Program pursue more seriously in the future is Digital Humanities (see Appendix D, p. 8). To our knowledge, this has occurred only insofar as faculty in departments that participate in the Humanities Program have themselves become interested in pursuing this disciplinary trend or new faculty have been hired who have gained expertise or are taking an interest in this field. Certainly the very nature of the interdisciplinary program itself means that students who have interests in creatively combining the Humanities with STEM disciplines can relatively easily do so, and when appropriate, they are encouraged to do so. It is possible that in the future team-teaching opportunities might be pursued, pairing, for instance, a History instructor with a computer scientist to explore ways in which digital approaches to analyzing the past can be helpful for student research. Or, a future hiring line in English or MCLL might become available for which a candidate with an expertise and interest in, let us say, corpus linguistics might apply and be considered.

We recommend that the third goal articulated in the last Self-Study continue to be explored further: 3. *Continue working to build a stronger identity within and between the Humanities: Liberal Arts (1440), Humanities: International Studies (1441), and Humanities: Women's Studies (1442)*. As the last Self-Study went on to acknowledge, "It seems improbable that departmental identity will derive from a shared curriculum between the three tracks" (Appendix E, pp. 63-64). Perhaps greater cooperation among the three tracks could happen more

often in the area of extra-curricular programming, for example, if all three tracks of the Program were to sponsor jointly a guest speaker or artist who would appeal to students in all the tracks. To this end we recommend that a separate coordinator be appointed for each one of the three tracks (currently there are only two such coordinators) with comparable support from the Dean's office in terms of release time and budget. If there were a coordinator responsible for each of the three tracks, for instance, a faculty member from English for Women's Studies, a faculty member from MCLL for International Studies, and a faculty member from Philosophy and Religion for Liberal Arts, the three distinct tracks might be better represented and more opportunities might be able to be pursued for cooperative ventures.

We also recommend that the Program continue to work on the fifth goal of the last Self-Study: "5. *Find ways to draw students towards the Humanities minor, as well as to the other minors which fall under the Department of Interdisciplinary Studies*" (Appendix E, p. 65). There is currently a faculty advisor in the MCLL Department assigned to the Liberal Arts and International Studies Minors. It would be advantageous for the University to ensure that there is always a specific faculty in appropriate academic departments with expertise and interest in each of the specific disciplinary minors to be assigned to coordinate, promote, update, and advise students in these minors.

Finally, in light of the understandable emphasis that THEC and the University put on the number of majors enrolled and graduating from UTC, it is important to make sure that students who are taught and advised by departmental faculty be "counted" in some way towards the productivity of the department in question, since a department's viability is measured to a great extent by the numbers of their majors. If departments do not receive "credit" for the Humanities majors upon whom they expend such time and effort, it is possible that these students will be

regarded by faculty as of somewhat less importance than the majors for whom the faculty's department is being held directly responsible and for whom they are given credit, if you will. The unique curricula of the Humanities Program do need to be kept separate from disciplinary majors, for obvious reasons, but from an administrative perspective, it may help the Humanities Program in all sorts of ways if its majors are seen as "belonging" to an entire group of faculty and directly "counted" as a matter of record towards departmental productivity.

Department Overview: Humanities Program Fall 2013 - Summer 2018

Facts, Figures, and Trends prepared by the Office of Planning, Evaluation, & Institutional Research (OPEIR)

TABLE OF CONTENTS	LOCATION (directly links to website or worksheet)	TABLE or WORKSHEET NAME	SOURCE
STUDENT INFORMATION			
Enrollment Trends	Departmental Profiles page	Major Enrollment	OPEIR; Degree and Major Summary
Degrees Awarded	Departmental Profiles page	Degrees Awarded	OPEIR; Degrees Awarded Summary
Student Retention Rates	Departmental Profiles page	Departmental Retention	OPEIR; Departmental Retention
Major Field Test Results	Assessment page	Major Field Tests	OPEIR
Student Survey Results - Satisfaction with UTC (NSSE)	NSSE Results Worksheet	NSSE Results	National Survey of Student Engagement (NSSE)
CURRICULUM INFORMATION			
Course Enrollment offered in Past Two Years	Course Enrollment Worksheet	Course Enrollment	OPEIR; Teaching Load Summary
Majors Involvement in Research Projects			Collected by department. Please compile and add to self study.
Student Survey Results - Curriculum (NSSE)	NSSE Results Worksheet	NSSE Results	National Survey of Student Engagement (NSSE)
FACULTY INFORMATION			
Student Ratings of Faculty	Student Rating of Faculty Worksheet	Student Rating of Faculty	OPEIR; Online Evaluations
Internal (UC Foundation) Support	Internal Support Worksheet	UC Foundation	Faculty Records, Partnerships & Sponsored Programs, Walker Center for Teaching and Learning, Quality Enhancement Plan
External Grants	ORSP Reports	External Grant Funding	Office of Partnerships and Sponsored Programs
Student Credit Hour Production per Faculty FTE (no adjuncts)	Departmental Profiles page	SCH per Full-Time FTE Faculty	OPEIR; SCH Per Full-Time FTE Faculty
Student Credit Hour Production per Faculty FTE (including adjuncts)	Departmental Profiles page	SCH per FTE Faculty (Adjunct incl)	OPEIR; SCH Per FTE Faculty (Adjunct Incl)
Student Survey Results - Faculty Involvement (NSSE)	NSSE Results Worksheet	NSSE Results	National Survey of Student Engagement (NSSE)
DIVERSITY			
Faculty: Gender and Ethnicity	Diversity Worksheet	Diversity	OPEIR; IPEDS Human Resources Report
Student Majors: Gender and Ethnicity	Diversity Worksheet	Diversity	OPEIR; Degree and Major Summary
Student Survey Results - Cultural Experience at UTC (NSSE)	NSSE Results Worksheet	NSSE Results	National Survey of Student Engagement (NSSE)
RESOURCES			
Library Holdings of Materials relevant to Program	Library Usage Statistics	Library	Lupton Library
Journal List	Library Wiki Link	Library	Lupton Library
Expenditures per Full-Time Faculty member	Expenditure Worksheet	Expenditures	OPEIR
Expenditures per Major	Expenditure Worksheet	Expenditures	OPEIR
Expenditures per SCH	Expenditure Worksheet	Expenditures	OPEIR

Student Survey Results (NSSE) 2017

QUESTION/STATEMENT	RESPONSE OPTIONS	PERCENTAGES			VALID N: (DEPT.)*
		UTC	COLLEGE	DEPT.	
SATISFACTION WITH UTC					
1. How would you evaluate your entire educational experience at this institution?	Poor	2.8	2.0	0.0	5
	Fair	11.9	13.3	40.0	
	Good	49.7	47.6	20.0	
	Excellent	35.5	37.1	40.0	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.6	3.2	0.0	5
	Probably no	11.0	11.6	40.0	
	Probably yes	41.5	44.6	20.0	
	Definitely yes	42.8	40.6	40.0	
CURRICULUM					
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	11.4	12.9	60.0	5
	Sometimes	27.1	29.0	20.0	
	Quite a bit	35.3	35.5	20.0	
	Very much	26.2	22.6	0.0	
2. Institution contributed in developing clear and effective speaking skills.	Very little	8.8	8.8	20.0	5
	Sometimes	31.7	30.5	60.0	
	Quite a bit	38.3	40.6	20.0	
	Very much	21.1	20.1	0.0	
3. Institution contributed in developing clear and effective writing skills.	Very little	6.3	6.5	40.0	5
	Sometimes	25.7	21.9	20.0	
	Quite a bit	43.0	44.1	40.0	
	Very much	25.0	27.5	0.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	9.7	8.9	100.0	4
	Sometimes	32.2	34.4	0.0	
	Quite a bit	33.3	31.6	0.0	
	Very much	24.9	25.1	0.0	
5. Institution contributed to thinking critically and analytically.	Very little	2.7	2.4	0.0	5
	Sometimes	16.3	17.3	40.0	
	Quite a bit	42.1	40.7	60.0	
	Very much	38.9	39.5	0.0	
6. Institution contributed to working effectively with others.	Very little	6.0	5.6	0.0	5
	Sometimes	25.0	28.5	80.0	
	Quite a bit	40.4	39.8	20.0	
	Very much	28.5	26.1	0.0	
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	12.5	13.3	20.0	5
	Sometimes	27.3	27.3	40.0	
	Quite a bit	35.9	34.5	40.0	
	Very much	24.3	24.9	0.0	
8. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).	Very little	14.4	14.5	40.0	5
	Sometimes	30.3	31.3	20.0	
	Quite a bit	37.7	39.4	20.0	
	Very much	17.6	14.9	20.0	
9. Institution contributed to being an informed and active citizen.	Very little	13.8	10.8	20.0	5
	Sometimes	31.5	31.7	80.0	
	Quite a bit	32.3	32.9	0.0	
	Very much	22.4	24.5	0.0	
FACULTY INVOLVEMENT					
1. Quality of interactions with faculty members.	1	1.1	0.8	0.0	5
	2	2.3	1.2	0.0	
	3	4.9	6.9	20.0	
	4	15.8	13.3	0.0	
	5	26.6	24.6	60.0	
	6	26.0	27.0	0.0	
	7	23.3	26.2	20.0	
2. Talked about career plans with a faculty member or advisor.	Never	12.5	10.9	40.0	5
	Sometimes	38.7	41.9	40.0	
	Often	29.4	29.0	0.0	
	Very Often	19.4	18.1	20.0	
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	41.4	38.5	40.0	5
	Sometimes	31.5	32.8	60.0	
	Often	17.3	19.0	0.0	
	Very Often	9.8	9.7	0.0	
4. Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	26.1	24.9	60.0	5
	Sometimes	41.6	42.2	20.0	
	Often	22.0	22.1	0.0	
	Very often	10.2	10.8	20.0	
CULTURAL EXPERIENCE AT UTC					
1. Had discussions with students of a different race or ethnicity than your own.	Never	3.0	3.6	0.0	5
	Sometimes	23.6	19.0	20.0	
	Often	34.3	35.1	40.0	
	Very often	39.1	42.3	40.0	
2. Had discussions with students from different economic background other than your own.	Never	2.2	2.0	0.0	5
	Sometimes	21.7	19.4	40.0	
	Often	39.4	38.1	40.0	
	Very often	36.8	40.5	20.0	
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	4.1	2.4	0.0	5
	Sometimes	23.0	20.6	20.0	
	Often	35.6	37.9	60.0	
	Very often	37.3	39.1	20.0	
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	3.7	3.2	0.0	5
	Sometimes	21.9	19.7	20.0	
	Often	33.0	30.9	60.0	
	Very often	41.4	46.2	20.0	

*Valid N = the number of majors answering the question on the NSSE 2017

**Not enough evaluations completed to analyze data

Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

Course Enrollment* offered in Past Two Years

COURSE INFORMATION			ACADEMIC YEAR 2016-2017			ACADEMIC YEAR 2017-2018			
NO.	TITLE	CREDIT HOURS	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING	
HUM									
2520	African-American Literature	3					9		
4960	Senior Capstone Project	1					1	3	
4998	Individual Studies	3			1		1		
	Individual Studies: Humanities Interns	9						1	
4999	Poetry Workshop	3		1			2		
	Group Studies: His of Lat Lang	3						1	
	Group Studies: His of Lat Lang	9			3				
USTU									
1250	First Year Studies: UTC Experience	1	20	676			132		
1252	MINDSET: Soaring	1			63			92	
1254	Fnd of Peer Tutor Training	1		17	10		10	1	
1300	Exploring Majors	2		31	73		20	98	
1999	Writing for College Success	3	3						
	Business LLC	1		23	22		24	22	
	Mosaic 1	1		10	10		12	12	
	Mosaic 2	1		13	13		8	8	
	Mosaic 3	1		7	7		12	10	
	Mosaic 4	1		7	7		5	4	
	Mosaic 5	1		4	2		5	6	
	ASPIRE	1					20	18	
	Mosaic: Mentorship & Leadership	1					17	12	
	Special Projects	1					76		
	Spcl Top: Ment & Lead	1						10	
	3110	Science Concepts & Perspectives	3				6	35	
	3200	Soc Stud Top Concepts & Persp	3				11	38	
	3400	Concepts of Lang Literacy	3				11	30	
4998	Individual Studies	1		6			6		
4999	Poetry Workshop	3		1					
WSTU									
2000	Intro to Women's Studies	3		85	90		86	88	
2950	Violence Against Women	3					5		
3070	Gender and Society	3					5		
4430	Africana Womanism	3					10		
4450	Chopin, Cather, Jewett	3			11				
4510	Psychology of Women	3					12		
4550	Ecofeminism	3		17				23	
	Fiction, Fashion and Feminism	3		14			9		
	Imagining Hispanic Women	3		10					
	African American Women	3			3				
	Top in Wom's Stud: Amer Mascul	3			20				
	Sexuality & Society	3				4			
	Holy Women & Her	3						4	
	Tri Am Woman	3						5	
	Culture Change Ambassador	1					3		
	Gender and Global Violence	3					6		
	Queer American History	3					4		
	Women in Comics and Graph Novels	3					12		
	Women and Textiles	3			12			17	
	4830	Feminist Theory	3					11	
4885	Queer Theory	3					4		
4960	Senior Seminar	3			5			4	
4995	Departmental Thesis	3		1	1			1	
4999	Poetry Workshop	3		1					

* Collected from the Teaching Load Summary each semester.

Internal (UC Foundation) Support¹

NAME OF AWARD/GRANT	DEPT. AWARDS	TOTAL AWARDS	DEPT. AWARDS AS % OF TOTAL AWARDS
Student SEARCH Grant (joint faculty/student grants) (formerly PSRA) (AY13-14 through AY17-18)	0	130	0.00%
Faculty Development and Research Grants ² (FY13-14 through FY17-18)	1	258	0.39%
Faculty Sabbaticals and Study Leaves (AY13-14 through AY17-18)	0	31	0.00%
Faculty Summer Fellowships (Sum13 - Sum18)	0	65	0.00%
QEP Grant Awards (AY13-14 through AY17-18)	5	92	5.43%
QEP Faculty Awards (AY13-14 through AY17-18)	0	10	0.00%

¹Unable to break apart undergraduate from graduate

² Combined totals of Faculty Development and Research Grants

AY - Academic Year (August through May)

FY - Fiscal Year (July through June)

Gender and Ethnicity

Undergraduate Major Enrollment¹

	Female	Male
Multiple Races	3	
Not Indicated	2	1
American Indian		
Asian		
Hispanic	3	1
Native Hawaiian or Other Pacific Islander		
African American	6	
White	34	10
Total	48	12

Faculty

	Female	Male
Multiple Races		
Unknown		
American Indian		
Asian		
Hispanic		
African American		
White		1
Total	0	1

¹ This is a combined total across Humanities, Women's Study, and University Studies.

Expenditures

	2013-14*	2014-15*	2015-16*	2016-17*	2017-18*
Actual Expenditures ²	\$8,770	\$6,954	\$0	\$14,534	\$14,485
Fall Adjunct Salaries ²	\$0	\$0	\$0	\$0	\$0
Spring Adjunct Salaries ²	\$0	\$0	\$0	\$0	\$0
FT Faculty FTE ²	0.5	0.5	0.5	0.0	0.0
Total Major Enrollment	62	64	64	77	73
Fall SCH ³	69 ⁴	1,242	1,243	1,208	1,208
Spring SCH ³	502	573	540	713	1,252
Expenditures per FT Faculty FTE	\$17,540	\$13,908	\$0	#DIV/0!	#DIV/0!
Expenditures per Student Major	\$141	\$109	\$0	\$189	\$198
Expenditures per SCH	\$7	\$4	\$0	\$8	\$6

*FY data is July 1 - June 30

²data contains total department (graduate and undergraduate) results

³Starting in 2014-15 the Fall and Spring SCH include subject code HUM, USTU, and WSTU

⁴In Fall 2013 there were no USTU or WSTU subject codes taught in Humanities.

Student Rating of Faculty

Fall 2017

Humanities

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	84	9	3	1	1		1	
The instructor encourages students to be actively engaged in learning the content of this course.	82	10	3	2	1	1	1	1
The instructor provides timely feedback on assignments and exams.	68	15	8	4	2	2	1	2
The instructor includes activities and assignments that help students learn the content of this course.	76	13	5	1	2		2	
The instructor clearly communicates expectations of students for this class.	77	10	5	2	4		1	1
The instructor expects high quality work from students.	80	11	3	2	2	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	77	11	2	4	2	2	2	2

College of Arts & Sciences

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	71	15	6	2	2	1	2	1
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	7	3	2	2	2	1
The instructor provides timely feedback on assignments and exams.	63	17	8	3	3	2	3	1
The instructor includes activities and assignments that help students learn the content of this course.	62	16	10	4	3	2	3	1
The instructor clearly communicates expectations of students for this class.	65	16	7	3	3	2	3	1
The instructor expects high quality work from students.	73	16	5	3	1	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	7	4	3	2	5	2

Total University

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	71	15	6	3	2	1	2	1
The instructor encourages students to be actively engaged in learning the content of this course.	68	16	8	3	2	2	2	1
The instructor provides timely feedback on assignments and exams.	62	17	8	3	3	2	3	2
The instructor includes activities and assignments that help students learn the content of this course.	62	16	10	4	3	2	3	2
The instructor clearly communicates expectations of students for this class.	65	16	8	3	3	2	3	1
The instructor expects high quality work from students.	72	16	6	3	1	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	64	15	7	4	3	3	4	2

Appendix B: Faculty Profiles

(some include links to full vitae)

James Arnett, UC Foundation Assistant Professor, English, PhD CUNY
<https://www.utc.edu/english/profiles/literature-faculty/bbb333.php> (includes link to full vita).

Jessica Auchter, UC Foundation Assistant Professor, Political Science, PhD Arizona State
<https://www.utc.edu/honors-college/brock-scholars/profiles/xf128.php>

Thomas Balazs, Associate Professor, English, PhD University of Chicago
<https://www.utc.edu/english/profiles/creative-writing-faculty/xgt233.php>

Earl Braggs, Herman H. Battle Professor of African American Studies, English, MFA Vermont College of Norwich University
<https://www.utc.edu/english/profiles/creative-writing-faculty/vjh694.php>

Ann Buggey, Senior Lecturer, English, MFA, University of Memphis
<https://www.utc.edu/english/profiles/lecturers/rnj115.php>

Libby Byers, Full time lecturer, Psychology, MS, University of Tennessee Chattanooga
<https://www.utc.edu/psychology/profiles/faculty/byers.php> (includes link to full vita).

Allison Cansler, Assistant Director, Center for Women and Gender Equity, Masters, University of Alabama
<https://www.utc.edu/center-women-gender-equity/profiles/jkn141.php>

Joshua Davies, Associate Professor of Classics and Department Chair, Modern and Classical Languages, PhD, University of California Berkeley
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/ybw159.php>

Helen Eigenberg, Professor of Criminal Justice Social, Cultural, and Justice Studies, Ph.D. Sam Houston State University
<https://www.utc.edu/social-cultural-justice-studies/profiles/criminal-justice/rdv236.php>

Elizabeth Gailey, Associate Professor, Communications, PhD University of Tennessee Knoxville
<https://www.utc.edu/communication/profiles/nnr811.php>

Jose-Luis Gastanaga, Associate Professor of Spanish, Modern and Classical Languages, PhD, Princeton
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/wjf243.php>

Bryan Hampton, Associate Department Head and Dorothy and James D. Kennedy Distinguished Teaching Professor, English, Ph.D., Northwestern University
<https://www.utc.edu/english/profiles/literature-faculty/dpk971.php>

Richard Jackson, UTNAA Professor, English, PhD, Yale
<https://www.utc.edu/english/profiles/creative-writing-faculty/mhb117.php> (includes link to full vita).

Michael Jaynes, Senior Lecturer, English, EDD, UTC
<https://www.utc.edu/english/profiles/lecturers/wyv854.php>

Immaculate Kizza, UC Foundation Professor, English, PhD, University of Toledo
<https://www.utc.edu/english/profiles/literature-faculty/zbg819.php>

William Kuby, UC Foundation Associate Professor, History, PhD University of Pennsylvania
<https://www.utc.edu/history/profiles/faculty/cwj332.php>

Spring Kurtz, Senior Lecturer, English, MFA, San Diego State
<https://www.utc.edu/english/profiles/lecturers/djv211.php> (includes link to full vita).

Terri Le Moyne UC Foundation Associate Professor of Sociology Social, Cultural, and Justice Studies Ph.D. University of Maryland <https://www.utc.edu/social-cultural-justice-studies/sociology/profiles/bds798.php>

Sheena Monds, Senior Lecturer, English, MA, University of Tennessee Knoxville
<https://www.utc.edu/english/profiles/lecturers/mfw647.php>

Marcia Noe, Professor and Director of Women's Studies, English, PhD, University of Iowa
<https://www.utc.edu/english/profiles/literature-faculty/xgs922.php>

Heather Palmer, Associate Professor, English, PhD, Georgia State
<https://www.utc.edu/english/profiles/rhetoric-and-professional-writing-faculty/wsb786.php>

Tracye Pool, Senior Lecturer, English, MA, UTC
<https://www.utc.edu/english/profiles/lecturers/hyj626.php>

Lynn Purkey, UC Foundation Professor of Spanish, Modern and Classical Languages, PhD, University of California Berkeley <https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/mpf368.php>

Kate Rogers, Assistant Professor, Psychology, PhD, University of British Columbia
<https://www.utc.edu/psychology/profiles/faculty/rogers.php> (includes link to full vita).

Carl Springer, SunTrust Chair of Excellence in the Humanities and Professor of Classics, Modern and Classical Languages, PhD, University of Wisconsin-Madison
<https://www.utc.edu/modern-classical-languages-literatures/profiles/faculty/lnt321.php> (includes link to full vita).

Tamara Welsh, UC Foundation Professor, Philosophy, PhD, SUNY Stony Brook
<https://www.utc.edu/philosophy-religion/profiles/faculty/mbk766.php>

Oren Whightesell, Lecturer, English, PhD, Illinois State University
<https://www.utc.edu/english/profiles/lecturers/abc124.php>

Michelle White, UC Foundation Professor, History, PhD, York University
<https://www.utc.edu/history/profiles/faculty/cwj332.php>

Alexandra Zelin, Assistant Professor, Psychology, PhD, University of Akron
<https://www.utc.edu/psychology/profiles/faculty/zelin.php> (includes link to full vita)

APPENDIX C:

Sample Syllabi and Student Work

- 1. Introduction to Women's and Gender Studies (WSTU 2000)**
- 2. Psychology of Women (WSTU 4510)**
- 3. Humor (HUM 4999)**
- 4. Senior Capstone Seminar (WSTU 4960)**
- 5. Sample Student Work for Senior Capstone Seminar (HUM 4960)**

Introduction to Women's & Gender Studies

Fall 2017
WSTU2000.02
CN# 46675
Intro to Women's Studies
Credit: 3 hours
Class Time: TR, 3:05-4:20
Classroom: Fletcher 201
Instructor: Sheena M. Monds
Phone: Off: (423)425-2549 Cell:(904) 352-3783
Email: Sheena-Monds@utc.edu
Office: 410 Library, 4th Floor
Office Hours: MW 2-4pm, TR-By appointment.
Please schedule all appointments with me in advance.



One is not born, but rather becomes, a woman. -Simone De Beauvoir, France, 1949

Feminist politics aims to end domination, to free us to be who we are - to live lives where we love justice, where we can live in peace.. – bell hooks

The first problem for all of us, men and women, is not to learn, but to unlearn. -Gloria Steinem

I do not wish them to have power over men, but over themselves. -Mary Wollstonecraft

There is no original or primary gender; gender is a kind of imitation from which there is no original.- Judith Butler

Women are not inherently passive or peaceful. We're not inherently anything but human. - Robin Morgan

A natural response is to change the word feminist to a word with fewer stigmas attached. But inevitably the same thing will happen to that magical word. Part of the radical connotation of feminism is not due to the word, but to the action. The act of a woman standing up for herself is radical, whether she calls herself a feminist or not. ~ Paula Kamen,

It takes years as a woman to unlearn what you have been taught to be sorry for.- Amy Poehler

It is not that women are really smaller-minded, weaker-minded, more timid and vacillating, but that whosoever, man or woman, lives always in a small, dark place, is always guarded, protected, directed and restrained, will become inevitably narrowed and weakened by it. ~ Charlotte Perkins Gilman

I write for those women who do not speak, for those who do not have a voice because they were so terrified, because we are taught to respect fear more than ourselves. We've been taught that silence would save us, but it won't." Audre Lorde

To be a feminist, in any authentic sense of the term, is to want for all people, female and male, liberation from sexist roles patterns, domination, and oppression- bell hooks

When men are oppressed, it's a tragedy. When women are oppressed, it's tradition.- Letty Cottin Pogrebin

The true focus of revolutionary change is never merely that oppressive situation that we seek to escape, but that piece of the oppressor which is planted deep within each of us.-Audre Lorde

The problem with gender is that it prescribes how we should be, rather than recognizing how we are.- Chimamanda Adichie

Men are taught to apologize for their weaknesses, women for their strengths. ~Lois Wyse

Feminism expects a man to be ethical, emotionally present, & accountable to his values in his actions with women as well as with other men. Feminism loves men enough to expect them to act more honorably & actually believes them capable of doing so.-Kimmel

My feminism will be intersectional or it will be bullshit. – Flavia Dzodan

General Course Description: An examination of human experience from a feminist, sociological perspective. An exploration of the ways in which women have been defined and have defined themselves. A multi-disciplinary teaching context with focus on women's self-identity, women's identity in families, and women's identity in society.

General Education Statement: This course fulfills a general education requirement in the Behavioral and Social Sciences.

Key Outcomes for Behavioral and Social Sciences Courses:

1. Students will be able to recognize, describe, and explain social institutions, structures, values, and processes, with special reference to the complexities of today's diverse "global village."
2. Students will be aware of the relationship between individuals and society as it affects personal behavior, group and family relations, and community life.
3. Students will understand and apply the methods of the behavioral and social sciences (including observation, hypothesis development, measurement and data collection, evaluation of evidence) to study social phenomena.
4. Students will cultivate an awareness of and an ability to discuss the major concepts, models, and issues of one or more behavioral/social science disciplines.

Key Outcomes WSTU2000

1. Students will be able to explain what patriarchy is and the ways in which it impacts individuals and society.
2. Students will be able to articulate what gender is and how it is socially constructed.
3. Students will be able to analyze how oppression is intersectional.


Texts and Materials:

1. **Recommended:** Shaw, Susan and Janet Lee (2014)
Women's Voices, Feminist Visions: Classic and Contemporary Readings (6th Edition) ,McGraw Hill.
2. **Required:** Valenti, Jessica (2014) *Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*, 2nd Edition- Berkley: Seal Press

3. **Electronic Readings** In addition to the required texts, you will need access to our course Blackboard/UTOnline website as well as money on your MocsCard for printing electronic sources.

Extended Description: The primary objective of this course is to develop a critical lens through which to understand the social forces that shape us as gendered individuals. This course aims to sharpen your critical awareness of how gender operates in institutional and cultural contexts as well as in your own lives and experiences. To do this, *Intro to Women's and Gender Studies* draws on feminist ideas and scholarship in developing historical, theoretical, and cross-cultural frameworks for the comparative study of women and gender.

Additionally, this course employs an interdisciplinary set of tools for analyzing women's experiences and studies the ways that sex and gender are manifest in social, cultural, political, and personal contexts. Rooted in a feminist, sociological framework, Women's and Gender Studies courses are designed to:



Women's and Gender Studies is about
being and acting in the world
with critical awareness.

- introduce students to some of the theories, frameworks, and concepts feminist and gender scholars have developed.
- hone students' ability to analyze experience through an intersectional, feminist, sociological lens and better equip students to critically analyze social constructs of gender in the world around them.
- increase awareness of the history, experience, and contributions of women as half the world's population.
- develop tools for both the critical analysis of gender in society and for creating positive social change in his/her/their respective fields of study as well as social environments.
- provide an intersectional framework for discussing and understanding systems of oppression.
- explore research and data in the social and behavioral sciences; specifically, research related to the social construction of gender, identity, and experience.

What exactly is Women's/ Gender Studies? Women's and Gender studies is an interdisciplinary field of study devoted to topics concerning women, gender, sociology, and feminism. Specifically, this course focuses on the ways society creates, patterns, and rewards our understanding of gender and seeks to examine the multiple ways these gendered, social arrangements impact our everyday life, experiences, and power relations. Our examination of gender will be informed by the following:

- ***A Sociological Framework:*** WGS is rooted in a sociological framework that closely examines how society influences our understandings and perception of gender. We examine how this, in turn, influences identity and social practices. We pay special focus on the power relationships that follow from the established gender order in a given society, as well as how this changes over time.
- ***Feminist Theory:*** WGS tied to feminist theory (the analysis of gender as a site of difference and inequity), and aims to understand the nature of gender inequality

by examining our gendered experiences. At the core of feminist sociology is a critical examination of patriarchy (the historical dominance of men and masculinity within most societies) and the systematic oppression of women.

- ***An Intersectional Approach:*** WGS is also concerned with how gender intersects with multiple categories of identity such as race, ethnicity, social class, age, and sexuality and takes an intersectional approach to understanding our different experiences of privilege and oppression. Intersectionality describes the simultaneous, multiple, overlapping, and contradictory systems of power that shape our lives, experiences, social status, and political options.
- ***A Focus on Social Activism and Service Learning:*** WGS takes a feminist pedagogical strategy, which incorporates academic study with the practice of making your learning a tool for social action, activism and change.

Is this a course only about women?



While we will often begin our discussion in the context of women's lives and experiences, it will become increasingly clear that our discussions intersect with other aspects of identity, experience, and culture. Women's lives are not separate from men's lives, and therefore, it important to explore how our experiences intersect in important ways. This course will concentrate on the experiences of women within the context of the United States. However, on occasion, we will broaden our scope to focus on discussions of gender and identity from a global perspective.

In addition, this course not only considers differences between women and men, but also explores differences among women and among men. Despite our tendencies to group all men and women's experiences together, there is no single, monolithic female identity or woman's experience. Likewise, there is no single, uniform, male identity or masculine experience. Our lives are complex and complicated by intersecting aspects of our identity. This course seeks to explore this complexity and takes an intersectional approach to our discussion and exploration of gender. The readings and discussion will be designed to examine ideas about race, class, sexuality and other aspects of identity in addition to gender. Together we will discuss the relationships among these categories and will analyze how the intersections between these identity categories shape our experiences.

This course also seeks to move beyond binary concepts of gender expression and identity to explore the experiences of those who do not fit firmly or comfortably within these binary categories. Gender is best understood as fluid and is not confined by the restrictive boundaries or social expectations we have come to associate with male and female bodies. We are a complex and varied lot, after all, and often as different as we are alike. This course will include an examination of identity and experience outside of the binary categorizations of gender and sexuality.

Does this course only explore a "feminist" perspective?

There is no **single way** to understand the controversial issues touched on in this course. Disagreement and debate are not only present in society at large, but are an important part of the theory and practice of Women's Studies. Throughout the course, it is important to keep in mind that there is no such thing as **"THE"** feminist perspective; feminists are a diverse and complex group, and as such, they hold differing opinions on many of the issues, debates, and concepts we will explore in this course. The goal is to expose you to different feminist tools and frameworks for understanding and analyzing social phenomena, and to help you develop a more critically-informed perspective on the issues. In other words, while feminism is

our lens for analyzing many of the issues we explore in class, feminism is umbrella term for a variety of perspectives, worldviews, and approaches.

Key Learning Objectives:

1. To identify how gender roles are established, perpetuated, and maintained at both the micro (individual) and macro (societal) levels.
2. To identify how individuals are affected by gender roles.
3. To identify how social institutions are affected by gender roles and how these institutions affect the experiences of individual men and women.
4. To discuss how gender intersects with other types of stratification systems in society such as those based on age, class, race, and sexual orientation.
5. To give students an awareness of and appreciation for the diversity of identities among women and men, and provide students with and appreciation of their own situated reality.
6. To develop and demonstrate an understanding of how feminism and women's studies intersect with politics, culture, pop culture, film studies, economics, health and reproductive concerns, and globalization.
7. To examine a range of issues that affect everyday lives of women including the historical, social, psychological, economical, cultural, and political factors that shape women's experiences.
8. To develop a language for discussing important issues, controversies, and movements effecting women's lives.
9. To engage students in applying behavioral and social science research methods (including observation, hypothesis development, measurement and data collection, evaluation evidence) to study social phenomena.
10. Develop and demonstrate competence in the research and information-gathering practices.

Course Format & Pedagogy: Understanding the world from the point of view of women is something very new for most of you. It is a slow and gradual process that, much like learning to walk, can only be accomplished once you learn the steps. Each step is crucial. Further, each step is cumulative; each day builds on the previous day. As a result, I have designed this course to foster daily, active learning on your part—all assignment—reading, daily, written, group, discussion—will ask you to engage with the topics we are exploring in class. You will find, therefore, that rather than having heavily weighted assignments due only once or twice during the term, the workload in this course will be smaller but continuous, with a wider variety of evaluative activities. The largest chunk of the course is devoted to discussion and analysis of common texts and ideas. While I will use lecture at the start of every unit to introduce key concepts, ideas, theories, and terminology, the majority of our classes will center on discussion, the sharing of ideas and experiences, and collaboration with your classmates. Therefore, your attendance and regular, active engagement/participation are required to succeed in this course.

Discussion/ Mutual Respect:

Because there is no single, authoritative perspective or opinion on the issues we discuss, this class will be based on a discourse of mutual respect that will allow us to explore opinions that might challenge or contradict each other. That's okay. This course isn't about finding one, definitive answer; it's about examining women's experiences and the multiple perspectives and opinions that attempt to shape and categorize that experience. As the instructor, I will respect your views even when they are different from my own. I will also do my best to create an environment conducive to a discussion of many different issues, viewpoints, and beliefs.

Speaking without fear of repercussions is the only way that we can ensure that we have "real", productive, and engaging discussions about the things that really matter. Perhaps one of the most important things I do, in this course, is to work to ensure everyone's voice/opinion is heard. Whether comments appear to originate from the Right, the Left, the Center, or some other place way out on the periphery, I encourage students to speak out; everyone's comments can help us reach new, refined, and deeper understandings of what and why we believe what we do.

The classroom is a space where we must each "claim our education" and endeavor to learn with and from each other. Everyone brings a unique set of experiences and knowledge to the conversation. One of the premises of Women's Studies is that "the personal is political" - living and learning are inseparable. The ideas and issues we discuss will often have direct bearing on our day-to-day lives and personal philosophies. Therefore, it is imperative that we are brave enough to tell the truth and courageous enough to revise and adapt our opinions in the light of new information or awareness. As long as students are respectful in their communication, they are urged to share their opinions and beliefs in my courses

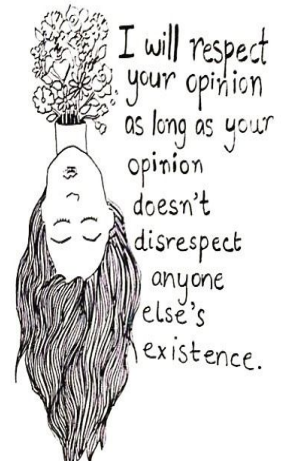
Participation & Active Engagement: I am a firm believer that you will get out of this course what you put into it. For this reason, your active involvement and participation is vitally necessary. Somewhere along the way, many students come into my classes under the assumption that "an education" is something that you RECEIVE. In my experience, this couldn't be farther from the truth.

An education is not something you receive; it is not a vast treasure trove of knowledge bequeathed to you by your professors and administrators. It is not a body of facts that you must jot down, highlight, memorize, and regurgitate. It is not something that you can hope to passively acquire by coming to class, listening to a professor, taking notes, or cramming for a test in hopes of an A. Rather, an education is (or should be) an active undertaking. A real education involves you getting your hands dirty, digging in and becoming active participants rather than passive recipients of an education. This means, that you must be willing to take responsibility for your own education, to see this whole process as something that you are ultimately responsible for taking something away from.

Real education is always an interactive process, always a live exchange of ideas, opinions, experiments, innovations, and research. Real education is more than memorizing textbooks; it's conducting your own experiments, engaging with the voices and perspectives of scholars, digging laboriously through library databases and dusty bookshelves to find the answers to the questions that matter to you. Real education is examining or reexamining every opinion, worldview, and belief, if only to (in the famous words of Walt Whitman) "dismiss whatever insults your own soul." Being a scholar means that you recognize that your textbooks and professors can only take you so far—that they can only show you the entrance to paths, not the paths themselves.

If you wish to succeed in my class, in fact, if you wish to do more than succeed, if you wish to thrive and truly get something from this whole experience, then you must actively claim your education. It is my greatest hope, that you will leave here with much more than a set of definitions, theories, key concepts, or research methodologies. It is my hope that you will leave here with a new mindset, a new approach to your own education. Education is a dirty, hands-on business, one that requires your active engagement all times. I expect this from you. **I will accept nothing less.**

For this reason, participation is crucial to your success in this class. You owe it to yourself, your classmates, as well as to me, to be prepared for each class, to read the material, to engage in thoughtful analysis, criticism, and discussion. I expect you to take your own opinions as well as the opinions of your



peers seriously. Thus, participation means more than just showing up to class. I expect students to come prepared to participate actively in class: this includes completing assigned readings and reading responses PRIOR to class so you can meaningfully contribute to our discussions. Class will not merely consist of a recapitulation of assigned readings: we use class readings as a point of departure for further exploration.

Class participation also includes helping yourself and others learn by asking questions, asking someone to speak louder, using appropriate terminology in your responses, challenging or extending the ideas of others, giving thorough and thoughtful critiques of your peers' ideas and experiences, and listening actively to what others say in class. Additionally, I expect you to bring the materials (assigned texts, daily assignments, discussion questions, notes) necessary to be actively involved in class. If the assigned reading is from Blackboard, **I expect you to have it printed, read, and annotated prior to class.** If a reading is from an assigned text, I expect you to have the text with you.

	Exemplary (A)	Proficient (B)	Developing (c)	Unacceptable (D or Below)
Frequency of Participation in Class	Student arrives on time and attends the majority of classes (zero to one absence). Student initiates contributions more than once in each class discussion.	Student arrives on time and attends most classes (two to three absences). Student initiates contributions once in each class discussion.	Student is occasionally late and misses four to five classes. Student initiates contributions at least in half of class discussions.	Student is consistently late or frequently absent. Student does not initiate contribution and needs instructor to solicit input.
Quality of Comments	Student is always well-prepared for class discussions and has completed assigned reading and assignments. Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.	Student is often prepared for class discussions and has completed assigned reading and assignments. Comments mostly insightful and constructive; frequently uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Student is sometimes prepared for class discussions and has completed assigned readings and assignments at least half of the time. Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Student is not prepared for class discussions and has not completed assigned readings and assignments. Comments are uninformative and lack appropriate terminology. Heavy reliance on anecdote, opinion, and personal taste (e.g., "I like/love it," "I don't like/hate it," or "It's bad").
Listening Skills	Student listens attentively when others present materials and perspectives, as indicated by comments that build on others' remarks (i.e. student hears what others say and contributes to the dialogue). Student does not use cell phone or laptop during class.	Student is mostly attentive when others present ideas and materials, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder of the focus of discussion. Student does not use cell phone or laptop during class.	Student is often inattentive and needs reminder of focus of discussion. Occasionally makes comments that are not related to topic or disruptive comments while others are speaking. Uses cell phone or laptop during most classes.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion or is disengaged. Consistent cell phone or laptop use during class.

Varieties of Course Work:

In addition to individual reading & reflective writing, you will engage in a variety of other activities such as service learning, field research, documentary viewings, lectures, and campus initiatives. See a detailed listing of key assignments provided below.

Daily Assignments/Reading Quizzes/Discussion Board-Daily assignments are assigned throughout the unit. Reading quizzes happen at least once a week. Discussion board assignments are at my discretion. I will announce these assignments in class and through Announcements on BB.

Class Discussion/ Participation: Participation in this course involves both *in-class discussions* and *online contributions* to the course *Facebook page*. You are required to come to class prepared to actively engage with your peers in a thoughtful discussion and dialogue about the issues and concepts we explore

throughout the course. Your participation in class discussions on a weekly basis is the only way to ensure full participation. *See Participation Rubric.*

Discussion Board & Facebook Responses: Most people learn more, think more clearly, and retain more when they interact with new concepts and find ways to connect course material to their personal lives or lived experiences. With this in mind, our class will be breaking away from traditional journal entries or reading summaries that simply ask you to record or summarize your reactions to readings. Instead you will be asked to post weekly to the course Discussion Board and/or Facebook to help you focus your thoughts on the texts/topics of the week and thus improve class discussion. You can share your opinions, voice your concerns, or share other kinds of content (videos, articles, images, blogs, etc.) that seem relevant or related to our class discussion. Your contributions to the course discussion board and Facebook help to demonstrate your engagement and thoughtful interaction with the topics we are exploring in class.

Research and Activism Project : The Research Project in this course will give you a chance to actively engage with voices, topics, concepts, and issues we have explored in this class. You will be asked to apply the methods of the behavioral and social sciences (including observation, hypothesis development, measurement and data collection, evaluation of evidence) to study social phenomena impacting the lives of women in the United States or in a larger global context. It is my hope that this exploration will sharpen your critical awareness of how gender operates in historical, institutional and cultural contexts as well as in the lived experiences of individuals.

Unit Tests: Unit tests will be at my discretion and will cover assigned course readings, lectures, key terms, and application of concepts and theories. Tests will always be announced in class, and I will distribute study guides prior to the scheduled test. Unit Tests will be conducted through Blackboard. While we will often have exams during our scheduled class time, occasionally, we will have exams outside of our normal class time in order to give students more time to complete the exam. I will reserve a computer lab for testing purposes.

Service Learning: In the classroom, you will learn theories and methods of analyzing women's roles in history and contemporary society and explore the importance of activism on behalf of women. With Service Learning, I am asking you to take that knowledge into the community and learn, with the help of community & campus groups/organizations, how to make social change. Keep in mind that you will be asked to account for involvement at the end of the semester in the form of a service log and short, reflective essay (w/documentation) based on that involvement/partnership. See Service Learning Tab on Blackboard for more information.

Comprehensive Final Assessment: At the end of the course, you will complete a final assessment that consists of three comprehensive essay questions that are meant to gauge your comprehension and mastery of WSTU learning outcomes:

- Students will be able to explain what patriarchy is and the ways in which it impacts individuals and society.
- Students will be able to articulate what gender is and how it is socially constructed.
- Students will be able to analyze how oppression is intersectional.

Extra Credit Lectures/Events: You can attend up to 3 events related to the Women's Studies program or the UTC Women's Center for extra credit in this course. Events can include a lecture, talk, event, or performance that is offered on campus and that relates to women's issues. If it is an event outside of the Women's Studies Program or the Women's Center, please approve it with me ahead of time. I will post opportunities on Blackboard as well as announce them regularly in class. You are also encouraged to announce any upcoming events I might have missed to the class. **Keep in mind that you submit a short, 1-page write up of the event on Blackboard under the Extra Credit Tab to receive credit.**

Grading Scale

Grade	Points
A	90.0-100.0
B	80.0-89.9
C	70.0-79.9
D	60.0-69.9
F	0.0-59.9

Grade Distribution

Daily Assignments (Quizzes, Discussion Board)	(20%)
Participation (In-class Discussions, Attendance, Participation Grades, and Facebook Contributions)	(10%)
Group Research Project and Presentation	(10 %)
Unit Tests	(50 %)
Service Learning/Activism (Campus or Community)	(10%)
Course Total:	1000 points
Extra Credit: Lectures/WMSU events	30-40 points

Course Policies and Classroom Management

Course Site: Blackboard/UTCLearn will be actively used in this class. All adjustments to the syllabus and course schedule as well as all course supplemental materials will be posted here. Daily assignments are often submitted through our course website. Discussion boards will be utilized as a space for you to continue our class discussions. You will need to check our website regularly, preferably after each class session and prior to the next. During the course of the semester, I will be in contact with the class via Announcements to update you our course schedule.

Course Schedule: The course schedule for this class will be discussed in class, will be updated daily via Announcements on Blackboard, and will also be posted on our Course UTC Learn page. Inevitably, changes to the course schedule will occur. I will not only announce changes to the course schedule in class, but also post changes to the course schedule online. **It is your responsibility to note those changes and be ready for class with the day's assignment, even if you were absent when I announced the change.** It is always better to be on the side of caution and to check our course site daily for any changes to the course schedule. I also suggest exchanging contact information with at least one other person in the class, so that if you are absent or confused about what is due, you can contact them to clarify. If you cannot find the information on Blackboard or from your classmate, then you may contact me as a last resort to clarify what you missed.

Attendance: Your regular attendance and participation are vital to your success in this class. Failing to regularly attend scheduled class sessions comes with penalty. Regular attendance not only impacts your participation grade in this course, but also impacts your final grade. You are expected to attend all f2f sessions on time. In most instances, missing more than two weeks' worth of classes (4 class sessions) will deduct one letter grade from your final grade. Consistent absences and tardies destroy your academic ethos and could result in a failing grade in this course. **Also, if you are more than 10 minutes late to a class or leave class more than 10 mins early you will be marked absent. Keep in mind:** In-class assignments and participation grades cannot be made up in the event of an absence.

The only exception to the above rule is in the case of excused absences. Examples of excused absences include: required attendance at university competitions and events, legal proceedings, religious holidays, death or major illness in your immediate family, illness excused by a doctor, and required participation in military duties. **You are responsible for telling me in advance** and providing written evidence (such as an official note from a coach, legal official, or doctor) to substantiate an excused absence as soon as you return to class.

As reading and/or daily assignments may be given in class, **it is your responsibility** to contact one of your classmates if you miss a class in order to see if an assignment was given. During the first week of class, exchange contact information with one or more of your classmates to insure that you will have a contact if the need to miss class should arise.

Late Assignments: Unless otherwise specified, all assignments will be submitted on blackboard or handed in at beginning of class on the day they are due. Failure to turn in a daily assignment on time will result in a point deduction for that assignment. **I will not accept emailed assignments unless approved with me prior to the due date.** While an extension can be granted in certain instances, it must be approved with me at least 24 hours prior to the due date. I am usually willing to work with you as much as possible with due dates and am flexible with extensions as long as we have discussed this prior to the due date.

Missed Reading Quizzes: You must be present in class (and for the duration of class) to participate in a reading quiz. You are not permitted to come to class, take the quiz, and then, leave. Doing so will result in a voided quiz. Reading quizzes are announced in advance and cannot be made up in the event of an absence, unless otherwise approved by me. In most cases, reading quizzes can only be made up in the case of an excused absence (see explanation above).

Emergencies: If you have any kind of emergency that is preventing you from attending regularly or getting your coursework done, please talk to me sooner rather than later. I am generally flexible and willing to give extensions when students keep me informed about illnesses or other problems. I am generally *not* flexible if a student disappears for several classes with no explanation and then wants to make arrangements for turning assignments. Call me at home (850) 212-2402 (preferably before 10 p.m.) if the emergency arises outside office hours.

Academic Honesty: Fundamental to the work you do in this class is the expectation that will make choices that reflect integrity, honesty, and responsible behavior. Honesty is the foundation of good academic work. Whether you are working on an exam, project or paper, daily assignment, or other course work you should avoid engaging in plagiarism, unauthorized collaboration, cheating, or facilitating academic dishonesty.

Academic honesty requires that you do not consult outside material or notes on tests or exams. Your work and responses will be closely monitored. If you are found cheating on an exam, you will receive a failing grade on the exam and you will be reported for academic dishonesty. More than one instance of cheating will result in a failing grade for the class.

Additionally, plagiarism and unethical collaboration will not be tolerated in this class. I expect your work to be your own. Whether it be a formal response/paper or an information discussion board post, I expect your work to be your own and to give credit to work borrowed from others. Documentation is required when you quote, paraphrase, or summarize the words or ideas of other writers in your own writing. If you are ever uncertain about how or whether to document material, consult your teacher before turning in the written work. Students caught plagiarizing will receive a 0 on the plagiarized assignment. A repeat offense will result in an automatic NC.

ADA Statement: If you are a student with a disability (i.e., physical, learning, psychiatric, vision, hearing etc.) and think that you might need special assistance or accommodations in this class or any other class, please call the Office for Students with Disabilities at 425-4006, go to the office 102 Frist Hall, or see <http://www.utc.edu/OSD/>.

Counseling and Career Planning: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

UTC email: To enhance student services, the University will use your UTC email address for communications. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000

Cell Phones and Other Devices: While I do realize that cell phones are integral part of our daily lives, cell phone use of any type is not tolerated in this classroom. (And yes, this includes texting, tweeting, facebooking, etc!) Fiddling with your cell phone, tablet, or laptop means you are not fully engaged in our class discussion and thus not participating. The first time I catch up on your cell phone or other device, I will kindly warn you about my participation policy. Any repeat offenses result in a deduction from your final participation grade. Habitual offenders could be marked absent!

When in doubt, ask questions! I am always willing to schedule a time to meet with you outside of class to discuss any questions or concerns you may have about the course, Blackboard, or particular assignments. I also check my email regularly, so feel free to contact me with any questions. However, please allow me 24 hours to respond to any email requests.

Psychology of Women
Spring 2018

Psychology/Women's Studies 4510, CRN# 27003 (PSY) 26716 (WSTU), 3 credit hours

Instructor: Libby M. Byers, M.S.

Email and Phone Number: Libby-Byers@utc.edu/ 423-425-2237

Office Hours and Location: Tuesday and Thursdays 12:30-2:30 p.m. State Office Building #375

Course Meeting Days, Times, and Location: TR 10:50-12:05, **EMCS 211**

Course Catalog Description: Analysis of empirical data and theoretical viewpoints concerning the psychological development of women. Psychological effects of sex roles, achievement motivation, and abilities of women; models of socialization practices, personality development, and stages of adjustment. Credit not allowed in both PSY 4510 and WSTU 4510

Course Pre/Co Requisites: Pre-requisite of 6 hours in psychology

Course Student Learning Outcomes: Click here to enter text.

- Gain knowledge of psychology of women as a field within psychology and study the various theories, concepts and empirical evidence that highlight women's issues.
- Increase comprehension of psychology of women through defining and discussing the concepts and themes of the core subject matter.
- Apply knowledge of the field of psychology of women by directly using problem solving techniques, and critical thinking to make concepts relevant to real life.
- Analyze specific issues within this field such as: women's health and wellness, workplace environment, societal factors; as well as cause and effect relationships, and supporting evidence in order to help students tie together and differentiate the many concepts within psychology of women.

Required Course Materials: Text: Matlin, M.W. (2012). *The psychology of women*. (7th ed.). Belmont, CA: Cengage/Wadsworth

Course Calendar/Schedule:

COURSE SCHEDULE

January 9	Introduction to course/ Chapter 1- Introduction to Psychology of Women
January 11	Chapter 1- Introduction to Psychology of Women
January 16	Chapter 2 – Gender Stereotypes and Other Gender Biases
January 18	Chapter 2 - continued
January 23	Chapter 2 - continued
January 25	Chapter 3-Infancy and Childhood
January 30	Chapter 3- continued
February 1	Chapter 4- Adolescence
February 6	Chapter 4- continued
February 8	Exam #1
February 13	Activism Project
February 15	Chapter 5-Gender Comparisons in Cognitive Abilities and Attitudes
February 20	Chapter 5 – continued
February 22	Chapter 6 Gender Comparisons in Social and Personality Characteristics
February 27	Chapter 7- Women and Work
March 1	Chapter 7 - continued

March 6	Exam #2
March 8	Project Meetings/Meet in Library Studio
March 13	Spring Break – No Class
March 15	Spring Break – No Class
March 20	Chapter 8- Love and Relationship
March 22	Chapter 8- continued
March 27	Chapter 9- Sexuality/Chattanooga Cares Educator
March 29	Chapter 9-continued/Chattanooga Cares Educator
April 3	Chapter 10-Pregnancy, Childbirth and Motherhood
April 5	Chapter 10-Pregnancy, Childbirth and Motherhood
April 10	Submit research paper on blackboard/ Project Meetings/Meet in Library Studio
April 12	Chapter 12- Women and Psychological Disorders
April 17	Chapter 12-continued
April 19	Exam #3

Final Exam Project Presentations: Tuesday May 1st 10:30-12:30

Course Assessments and Requirements:

Grading:

Participation	50 Points
Assignments/ In-class Assignments (10)	100 Points
Final/Project	200 Points
Exams (3) 100 points each	300 Points
Total	650 Points

Course Grading: Criteria for assigning grades are as follows:

<u>Grade</u>	<u>Total Points</u>	<u>% of Possible Points</u>
A	585-650	90%-100%
B	520-584	80%-89.9%
C	455-519	70%-79.9%
D	390-454	60%-69.9%
F	0-389	0%-59.9%

Course Attendance Policy: Attendance will be taken during the term and will influence your grade if you miss more than 2 classes. For each absence after the first 2, **regardless of any excuse you might have including those having to do with University sponsored activities**, you will lose one point. For example, if you miss six classes, you will lose three points on the 650-point scale of this course. The purpose of this procedure is to prompt you into coming to class, and it is based on the assumption that consistent class attendance will help you make as good a grade as you possibly can. *Click here to enter text. Required for face-to-face and hybrid courses.*

Course Participation/Contribution: Participation and contributions are imperative in this course. It is important that you take part in discussions and give your full participation during in-class activities. You will receive participation points for each class. If you do not attend, discuss, or participate; you will not receive the points.

Assignments/In-class Assignments: There will be a combination of assignments throughout the course. Some will be posted on blackboard and must be typed and brought to class on the specified due date

unless otherwise stated. Other assignments will be completed in class as a way to apply newly learned concepts from the course. I do not accept late assignments. If you miss a class, it is your responsibility to check UTC Learn/blackboard for upcoming assignments.

Late/Missing Work Policy: I DO NOT accept late assignments or assignments that are completed during class, unless otherwise stated. If you are absent due to illness, I will accept your assignment through e-mail as long as you send it prior to class time. I will only allow this two times throughout the semester.**

General Considerations:

In another attempt to be fair to serious students, we also have had to establish a number of rules concerning class behavior. **Please do not talk or write notes to each other in class, nor get up and leave the class once the lecture has begun. Please do not text or talk on your cell phone during class. Please do not have ear buds or any other headphones in your ears during class. No listening to any electronic device during class.** Remember that a certain percentage of your exam will cover the lecture material, and it is difficult to concentrate on the lectures when these distractions occur. If you know that you must leave the class after the lecture begins, you should make arrangements with the lecturer before the class begins. **Students who repeatedly violate these rules of class behavior may be counted absent even though they are in attendance.** Remember that absences can have a negative impact on your grade if you get too many of them. In the past, some students have complained about the disturbing behaviors of other nearby students. For that reason, we will work hard to ensure that the classroom environment promotes your efforts to learn. These days, part of maintaining a productive class environment also requires some basic rules about the use of electronics. Please turn off your cell phones during the class. You should also remember that coming to class should be an opportunity for you to learn the lecture material. This means that “texting” during class and the use of computers for any purpose other than taking notes is incompatible with course objectives. Especially if your use of electronics becomes a distraction to the instructor and thus potentially to other students, you may be asked to stop such activities.

Also, **during tests, absolutely no electronics** can be used. In other words, you cannot listen to music during tests, nor use computers or cell phones in any way. If your phone rings or vibrates during an exam you will receive a zero.

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.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Veterans Service Statement: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or a veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator [Veteran Student Program and Services](#) directly at 423-425-2277. THANK YOU FOR YOUR SERVICE.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Honor Code Pledge: (from the [UTC Student Handbook](#))

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 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.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

HUMOR

Fall 2018

HUM 4999-49768; face to face; 3 credit hours

Instructor: Carl P.E. Springer

Email and Phone Number: carl-springer@utc.edu; 423-425-4114

Office Hours and Location: W 10-12 and by appointment; Brock Hall 208b

Course Meeting Days, Times, and Location: 2-4:30 W Holt Hall 230

Course Catalog Description: On demand. Prerequisite: coordinator and department head approval. Department may have additional prerequisite requirements.

Description of Course: In this seminar we will be studying theories of humor from Aristotle and Cicero to Bakhtin and Freud and exploring practical applications from around the world. Not only the comedies of Aristophanes and Moliere, in other words, but Monty Python, South Park, and cute puppy videos will provide us with the texts that we study in this class. We will examine a variety of comic techniques such as irony, repetition, and puns as well as literary genres that rely heavily on humor such as satire, jokes, sitcoms, etc. and learn how to evaluate them. In addition, we will consider how humor may be related to religion, ethnicity, gender, age, and culture.

Course Pre/Co Requisites: See above.

Course Student Learning Outcomes: By the end of this course you will have:

- Learned how to think, read, speak, and write more comfortably and effectively at the college level within a specific community of learners (your classmates and me) on a topic rich with possible significance (humor).
- Learned to take advantage of different disciplinary perspectives and scholarly methodologies to approach an interdisciplinary topic (humor) with important applicability to cultures around the world.
- Learned to understand the leading theories on humor from Aristotle to Bakhtin (first part of course) and possibly develop your own.
- Learned how to reflect more deeply and critically about the uses and abuses of humor within various rhetorical settings and international contexts and how to evaluate specific examples (second part of course).

Required Course Materials: Henri Bergson, *Laughter: An Essay on the Meaning of the Comic* and John Morreall, *Comic Relief: A Comprehensive Philosophy of Humor*. Both available at the UTC Bookstore. Other materials will be supplied by the instructor via Blackboard.

Technology Requirements for Course: Blackboard.

Technology Skills Required for Course: Must be able to use Blackboard.

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.

Course Grading Policy: There will be a total of 10 quizzes (reading responses, short analytical essays, etc.) offered at 25 points each and a final paper worth 150 points (10-12 pages in length, not including

bibliography), in which you will explore some aspect of humor. The remaining 100 points will be based on the quality of your weekly participation in class (50 points) and your presentation (50 points). The total number of points for the course, therefore, is 500. 450 or more (90%) is an A, 400 (80%) a B, 350 (70%) a C, and 300 (60%) is a D.

Instructor Grading and Feedback Response Time: As swiftly as possible.

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: You will be permitted one absence over the course of the semester. Please plan to use these judiciously and sparingly (i.e., only if absolutely necessary).

Policy for Late/Missing Work: Make-ups of quizzes or extensions on the final paper will be offered only if you present me with a good excuse well beforehand.

Course Participation/Contribution: Since we'll only be meeting once a week, it is very important that you try to attend every period. So, don't skip class, even if you are not prepared! Simply tell me ahead of time and I will be understanding -- as long as you don't make a practice of it. Don't get me wrong, though, *preparation* is very important for *intelligent and informed participation* in class. Your thoroughness in preparing for each class will, I predict, be directly reflected in your performance on quizzes as well as the final paper. This is a seminar and over the course of the semester I will be keenly observing how serious you are about participating in the classroom learning experience, paying special attention to the common courtesies and the spirit of intellectual cooperation you demonstrate to your instructor and fellow students. I will add up to 10 points to the final total (at the end of the semester) if I feel that you have made a substantial contribution in the classroom. This can make a difference in your grade!

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule (tentative; we may proceed either more slowly or more quickly depending upon contingencies and circumstances):

- 1: Aug. 22: Introduction to course and overview: parameters, procedures, and goals of a seminar in general and this one in particular. Main themes, expectations, assignments.
- 2: Aug. 29: The Problem of humor. Overview of traditional theories. Psychology of Humor. Morreall, Chapt. 1-2.
- 3: Sept. 5: Evolution of Humor. Morreall, Chapt. 3. Bergson on laughter.
- 4: Sept. 12: Bergson concluded. Social corrective. Incongruity. Technology and the post-human. Repetition; "the rule of three." Select presentation.
- 5: Sept. 19: Laughter and "showing one's fangs." Superiority theory. Hobbes. Class distinctions and role reversals. Bakhtin and Carnevale.
- 6: Sept. 26: Freud and jokes. The role of the unconscious; civilization and its discontents. Humor as release. "Freudian slips." The foil and the butt.

7: Oct.3: Is laughter contagious? Physiology of humor. Galen's four humors. Why do we groan at puns? Physical humor. Timing. Geniality theory.

8: Oct. 10: Aesthetics of Humor, Morreall, Chapter 4. Outline of paper due.

9: Oct. 17: Comedy. Political humor; organized chaos, and the manic. Aristophanes, the Marx Brothers, Monty Python. Shakespeare's fools. Clowns. Presentations begin.

10. Oct. 24: Comedy of manners. Stereotypes and formulas. Terence. Moliere. Sit-coms. "King of the Hill," Telenovelas, etc.

11: Oct. 31: Irony, satire, parody. Juvenal, Horace, Don Quixote, Jonathan Swift, *The Onion*. "Stand-up" and skit comedy.

12: Nov. 7: Transgressive humor. Gender, race, and ethnic identity. Disabilities and other taboos. National and generational differences? Lenny Bruce. Richard Pryor. Joan Rivers. "South Park." Morreall, Chapter 5.

13: Nov. 14: Animals and humor. Aesop's Fables. Educational purposes? Disney and happy endings. You-tube puppies. Morreall, Chapter 6.

14: Nov. 28: Death, other serious issues, and humor. Too soon for laughter? The limits of humor. Woody Allen. Andy Kaufmann. "Life is Beautiful." Morreall, Chapter 7.

Final papers due to me on the date of the final exam for this course in final exams week, submitted electronically on Blackboard.

Specific weekly reading assignments for the seminar will be made in class the week before and will usually be available on Blackboard

There is an attendance policy for this course that will be implemented without exception or excuse. Please read this policy on page 4 of this syllabus.

Schedule of Assignments

Spring 2018

- JAN 8** **Read:** Introduction (Gill and Scharff)
Discuss: Service learning projects: update and status report
- JAN 15** Service Learning
- JAN 22** Service Learning
- JAN 29** Service Learning
- FEB 5** White Paper conferences (individual appointments: bring all work done on your paper to date)
Due: Signed Service Learning Log (5 pts.)
- FEB 12** **Due: Service Learning White Paper (25 points possible)**
Due: Service Learning White Paper (5 points possible)
Write: Reflection paper on Service Learning Presentations
- FEB 19** **Due:** Journal entry on “Introduction” and “The Contradictions of Successful Femininity: Third-Wave Feminism, Postfeminism, and “New Femininities” (Gill and Scharff)
- FEB 26** **Due:** Journal entry on “Introduction,” and “The Corridors of Empower” (Zeisler)
- MAR 5** **Due:** Journal entry on “Empowering Down” and “Epilogue: The End of Feel-Good Feminism” (Zeisler)
Video: Season four, episode 7 of *Sex and the City*
- MAR 19** **Due:** Journal Entry on “Are you Sexy, Flirty, or a Slut? Exploring ‘Sexualization’ and How Teen Girls Perform/Negotiate Digital Sexual Identity on Social Networking Sites” (Gill and Scharff) and “The Cyberbubble” (Sax)
- MAR 26** **Due:** Journal entry on “Through the Looking Glass? Female Agency and Sexual Subjectification Online” (Gill and Scharff) and “The Limits of Cross-Cultural Analogy: Muslim Veiling and ‘Western’ Fashion and Beauty Practices” (Gill and Scharff)
Field Trip: Candidate Forum at Orchard Knob Baptist Church, followed by dinner out
- APR 2** **Due:** Feminist Issues conferences (individual appointments: bring all work done on your paper to
- APR 9** Journal entry on “Do These Underpants Make Me Look Feminist” (Zeisler) and “The Right to Be Beautiful: Postfeminist Identity and Consumer Beauty Advertising” (Gill and Scharff)
Write: Reflection paper on “empowering” ads/fashion shoots in magazines for women
- APR 16** **Due:** Journal entry on “Creeping Beauty” (Zeisler) and “Pregnant Beauty: Maternal Femininities under Neoliberalism” (Gill and Scharff)
Film: *The Beauty Myth* (Naomi Wolf)
Write: Reflection paper on *The Beauty Myth*
- APR 23** **Due: Feminist Issues Paper (25 points possible)**

Due: Feminist Issues Paper Presentation (5 points possible)

Write: Reflection paper on Feminist Issues Presentations

APR 30

All revisions due in Dr. Noe's office by 5:30 p.m. Revisions must be accompanied by the original graded draft and comment/grade sheet (if provided) to be considered for a higher grade. **No work of any kind will be accepted after this date.**

LEARNING OUTCOMES

Our senior seminar work this semester will have four main objectives:

1. To research and answer key questions related to contemporary feminist issues.
2. To complete a gender-related service learning project that incorporates hands-on experience with current gender-related issues.
3. To develop a white paper that develops a research-based rationale and advocates for a policy related to the student's service learning experience.
4. To become further acquainted with issues of global feminism.

REQUIRED TEXTS

Zeisler, Andi. *We Were Feminists Once*. New York: Public Affairs, 2016.

Gill, Rosalind, and Christina Scharff, eds. *New Femininities: Postfeminism, Neoliberalism and Subjectivity*. New York: Palgrave Martin, 2011.

Sax, Leonard. *Girls on the Edge: The Four Factors Driving the New Crisis for Girls*. NY: Basic Books, 2010.

NOTE: Bring this syllabus and the assigned course texts and handouts to every class.

RECOMMENDED TEXTS

Beard, Mary. *Women & Power: A Manifesto*. London: Liveright, 2017.

Mukhopadhyay, Samhita, and Kate Harding, eds. *Nasty Women: Feminism, Resistance, and Revolution in Trump's America*. NY: Picador, 2017.

EVALUATION

Weekly Work	35 points	A=100-90 points
White Paper*	25 points	B=80-89 points
White Paper Prs.	5 points	C=70-79 points
4 th Wave Paper*	25 points	D=60-69 points
4 th Wave Presen.	5 points	F=Fewer than 60 points
Signed Service Learning Log*	5 points	

***You must have completed the White Paper, the Feminist Issues paper, and the Signed Service Learning Log to pass this course, regardless of how many points you may have accumulated from other assignments.**

Service Learning Project/ Log (5 points possible):

You will complete a 30-40 hour service learning project with a community agency that serves women and girls. You should keep a daily log in which you record and reflect on your service learning experience, relating it to the material you are reading for this course. Use this log in conjunction with your research on your White Paper topic. Submit your service-learning log, which must be signed by your service learning supervisor to be considered for a grade on **February 5**.

Weekly Work (35 points possible @ 5 points per assignment)

I will count your 7 highest weekly work grades toward your final grade.

Journal Entries

Write a five-page handwritten (or a two-page double-spaced typewritten with no extra spaces) journal entry for each class meeting based on the reading(s) to be covered in class that week. Each journal entry will be worth a maximum of 5 points.

1. You should respond to the assigned readings each week with at least five pages (handwritten) of notes or two double-spaced typewritten pages **with no extra spaces** in your journal. Occasionally, specific directions will be given for your weekly journal writing. If not, you should summarize the assigned article and analyze and evaluate the argument the author is making. **Journal entries of less than five pages (handwritten) or two pages (typewritten) will not receive full credit, nor will entries that do not discuss all of the readings assigned for that date.**
2. Either type your journal entries or use a blue or black pen.
3. **Handwrite** your name, the date and the name of the assigned reading (s) **across the top** of the first page of your journal entry each week.
4. Get a **folder** for your journal entries; never turn in loose sheets of paper.
5. **Use no outside sources for your journal entries** unless you are specifically directed to do so. Everything in your journal entry should come out of your own head. If you use outside sources in any journal entry, it will be considered plagiarism, and you should expect to fail the course and be taken to Honor Court.
6. Journals will be collected every week at the beginning of class. **No late journals will be accepted.** Do not leave your journal in the English Department office or outside my office if you are not going to be in class; your journal will be returned to you ungraded. Do not send your journal to class with someone if you are not going to be in class; your journal will be returned ungraded. **You must be in class, and your journal must be in class to receive journal credit for the week.** After I grade journals, I will put them outside my office in the Senior Seminar bin so that you may pick up your journals before the next class meeting. If you fall behind, concentrate on being up to date in your journal rather than on making up journal entries. Your journal entry must be complete and ready to hand in at the beginning of the class period. Journal entries written during the class period will not be accepted.

In-class Writing, Bonus points, Extra Credit Points

If we view a film, attend an outside event, or participate in other activities besides service learning, papers, and readings assignments from our texts, you will write a **one-page (minimum)** reflection paper that contains summary, analysis and evaluation for a maximum of **5 points possible per paper** that will be **applied to the Weekly Work category only.**

Papers (50 points possible @ 25 points possible per paper)

Feminist Issues Paper (25 points possible)

You will research and write a **15-20 page paper** that answers one of the following questions:

1. Is there such a thing as 4th Wave Feminism? If so, what are its components? If not, how do we account for the prevalence of this term? Is there more to 4th Wave Feminism than individual women who monetize their sexuality for private gain and/or exercise choice via material consumption (e.g. shopping)? Are we commodifying ourselves or empowering ourselves when we monetize our sexuality or engage in freedom of choice via material consumption (e.g., shopping)? Is female exercise of agency and female display of power and strength sufficient evidence of feminism? What solutions, if any, does 4th Wave Feminism offer for the gender-related problems we face today?
2. Is there a role for men in 4th Wave feminism? What are the arguments of those who say there is a role for men? What are the arguments of those who say there is not? What side do you come down on and why?
3. What is marketplace feminism? Is it part of 4th Wave Feminism? Is it part of postfeminism? Is it really feminism? Has feminism become commodified? Who are its

proponents and what are their arguments for marketplace feminism? Who are its critics and what are their arguments against marketplace feminism? Does marketplace feminism's emphasis on female agency, individualism, choice, and freedom occlude larger systems of patriarchal oppression that actually limit female agency, individualism, choice, and freedom? If so, what are these systems and how does marketplace feminism work to erase them?

4. What is postfeminism? Is it the same thing as 4th Wave Feminism? Is it a real thing, or just something that is a creation of the media? What is its positive and/or negative cultural impact? Does post feminism offer any solutions to the gender-related problems we face today?
5. Is feminism cool again? Has feminism, as Zeisler says, been rebranded as "something cooler and more relevant to young women than they perceived it to be"? (72). If so, why? What are the social/cultural elements that made it cool? If not, why not? Is the new, cool feminism a good thing or a bad thing? Does it offer any solutions to the gender-related problems we face today?
6. How does popular culture inform cultural attitudes and ideas about gender? Do representations of female agency, power, and emancipation in popular culture empower women in real life? Does reality TV promote postfeminist views and values? What makes a popular culture text (film, TV show) feminist? Postfeminist? 4th wave feminist? Antifeminist?
7. What is the relationship between fashion and feminism in today's culture? Does fashion undermine or enable the achievement of contemporary feminist goals?
8. What role do social media play in shaping cultural attitudes and ideas about gender? Do social media enable postfeminism? 4th wave feminism? A backlash against feminism? What effect does celebrity culture fueled by social media such as Twitter and Instagram have on the gender-related problems we face today?
9. Does a backlash against feminism operate in today's culture? If so, what are the factors that have caused this backlash? If not, why is the backlash against feminism a prevalent idea?

10. Everything old is new again? Choose an issue that was big during second-wave feminism, such as

reproductive rights, equal pay, glass ceiling, etc. What kinds of arguments were made in the '70s and '80s for the feminist position on this issue and how well did these arguments/persuasive strategies work? How much progress has been made on this issue since then? What are the reasons for this progress or lack thereof? What kinds of arguments/rhetorical strategies are currently being used to support the feminist position on this issue? How effective have they been and why is this the case?

11. Is there a girl crisis in the United States today? Is the US today "a girl destroying place," as Mary Pipher asserts in *Reviving Ophelia*? (44). What are the cultural threats to young girls today? Are there any solutions to be found? Is the "girl crisis" a contemporary phenomenon, or have there been "girl crises" in earlier centuries? How far back in time can you trace the "girl crisis"?

12. What major issues define transnational (global) feminism and what can be done to assure third-world women and girls of basic human rights?

Follow all of the guidelines listed below for the White Paper except guideline #2 when you research and write your Feminist Issues Paper. These guidelines will be used in a rubric when I evaluate your paper.

White Paper (25 points possible)

You will write a **15-20 page** White Paper, selecting your topic in January and changing it only after discussion with your professor. Use the following guidelines as you develop your White Paper. Your White Paper will be evaluated according to a rubric based on the guidelines below:

- 1 Your White Paper must assert, develop, and support a **thesis** that argues for a public policy related to your service learning project. Your audience will be the decision maker(s)
- 2 Early in your White Paper, you should develop a context for your thesis that includes the following components: **a global component, a historical component, a contemporary component** (drawn from your service learning experience, and **a scholarly component** (drawn from your research in relevant books and articles).
- 3 Your paper should consist primarily of **your own analysis and evaluation of the sources you use in your paper, as well as your experiences in your service learning project**. Be very careful to **cite the sources of all information in your essay that come from some place other than your own head**. Also, be sure to put quotation marks around any information that you are quoting word-for-word from some outside source. **Failure to cite sources or to put quotation marks around information that comes from any place except your own head is plagiarism and will be dealt with according to the plagiarism policy articulated in this syllabus**. When citing sources, use MLA or APA documentation style.
- 4 You must use **at least 10 quality print sources**. You will be evaluated not only on the quantity of your sources but on their quality and pertinence to your project. Your sources must be **peer-reviewed journals or university press or trade books**. **Do not** cite Wikipedia, self-published books or articles, study guides or notes or any source that ends in “for Students” or “Notes.” You may use material from any women’s studies course text (including the ones for this class) or notes from any Women’s Studies class lecture (including this class) you have taken previously or are taking concurrently. If you find relevant quality information on websites, you may use them as sources **in addition to** the 10 quality print sources specified above.
- 5 Your paper should be **10-20 double-spaced page in 12 point Times New Roman** typeface. **Double-space throughout with no extra spaces**, including inset quotations, notes, and work cited. Use margins no larger than **1 and 1/4 inches on all sides**. Papers must be typewritten or computer-generated; no handwritten essays will be accepted.
- 6 **Proofread your paper carefully** before you turn it in to eliminate major sentence errors such as fragments and comma splices, punctuation and usage errors, infelicitous word choice; you will lose a significant number of points for a paper full of these errors.
- 7 **Keep a copy** of your paper on thumb drive; if it goes missing, you are responsible for supplying a replacement.
- 8 Include a cover sheet with your name, the date, the title of your paper, and your best phone number.
- 9 Put your paper in some kind of folder that is not your journal folder. Do not encase each individual sheet in plastic or put the essay in a plastic report cover with a detachable spine. **No electronic submissions, drafts or revisions, will be accepted.**
- 10 Turn in your paper on or before **Monday, February 12**. Your paper will be graded and returned to you with suggestions for revision. You may then choose to revise it to try to achieve a higher grade. If you choose to do so, you must submit your revised paper, together with the graded first draft and the comments/grade rubric (if supplied), **no later than Monday, May 3 at 5:30 p.m.**
11. I am happy to meet with you to discuss your White Paper as often as you would like. Please do not submit electronic drafts. Bring a hard copy of any draft you wish to discuss to my office for your conference with me.

Presentations (10 points possible @ 5 points per presentation)

White Paper Presentation (5 points possible) Using a visual you have developed to focus attention on the main points in your White Paper, you will present to the class the main argument and supporting points of your White Paper. You may use PowerPoint or Prezzi. but you are not required to do so; your visual could be a handout, a poster or some other visual you construct. Writing on the white board or showing a video or film does not fulfill your requirement for a visual; the visual must be something that you make, write, or develop yourself.

Feminist Issues Presentation (5 points possible)

Using a visual you have developed to focus attention on the main points in your Feminist Issues Paper, you will present to the class the main argument and supporting points of your paper. You may use Power Point or Prezzi, but you are not required to do so; your visual could be a handout, a poster or some other visual you construct. Writing on the white board or showing a video or film does not fulfill your requirement for a visual; the visual must be something that you make, write, or develop yourself.

COURSE INFORMATION

This is WSTU 4960, section 0 CRN 22283 Women's Studies Senior Seminar, a 3-credit, face-to-face course that meets every Monday night in room 260 of the former State Office Building from 5:30-8:00 and is taught by Professor Marcia Noe, whose contact information appears below under "Office Hours." The prerequisite is senior standing and approval of Dr. Noe.

FEEDBACK RESPONSE RATE

I will make every effort to return graded work no later than one week from the date on which it was submitted.

OFFICE HOURS

My office is Room 256 in the former Tennessee State Office Building, and my office hours will be from 3:00-4:00 on Thursdays. I can also meet with you before or after our class or at other times by appointment. I am usually in my office or in the Women's Studies office (room 260 of the former State Office Building) every afternoon. Call me at 266-9316 (home) 423-364-9127 (cell) or 425-4692 (office) if you have a question or a problem. Don't hesitate to call me at home, particularly if you have a time-sensitive question or need; if there is no answer, leave a message. You can also reach me at marcia-noe@utc.edu

PLAGIARISM

Students involved in plagiarism or any type of academic dishonesty on any assignment can expect to fail the course, regardless of whether they were giving or receiving help. Please be aware that when you registered for classes, you became subject to the rule and regulations of the following Honor Code:

"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 will exert every effort to insure 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."

ATTENDANCE

For every absence after the first, students can expect to have five (5) points deducted from their grade. **Students who miss more than four classes can expect to fail the course, regardless of their point total.** Do not ask permission to arrive late or leave early; students arriving after 5:30 or before 8:00 will lose 2 points.

MAKE-UP WORK/LATE WORK POLICY

No make-up weekly work will be accepted for any reason. If you find that you are unable to submit assignments on time, you should consider applying in writing for an Incomplete, explaining the extenuating circumstances that are causing this problem. **White Papers submitted after February 12 and/or Feminist Issues papers submitted after April 23 will be docked 12 points per paper.**

INCOMPLETES

If you believe you need an Incomplete, you must request it in writing, stating the reason(s) for the Incomplete. Requests for Incompletes will not be granted to student who have not been attending class regularly and/or doing passing work in the course.

INCLEMENT WEATHER

Regardless of weather conditions, this class will meet unless the University is officially closed or class is officially canceled. If class is not officially canceled, class will be held, attendance will be taken, and assignments will be due. If the University is officially closed or class is officially canceled, whatever was assigned for the canceled class will be due at the very next class meeting, in addition to whatever was assigned for that next class.

ELECTRONIC COMMUNICATION

I enjoy receiving and responding to e-mails from my students. However, **I do not accept work submitted electronically.** I will be happy to schedule as many conferences as you would like to review work in progress or graded work, or you may drop by my office for that purpose. I plan to establish an e-mail address book for the class so that I can communicate with you quickly and easily regarding changes in assignments, class cancellations, or other matters about which you need to know. If you do not provide your private e-mail address, I will use your UTC

e-mail address (firstname-lastname@mocs.utc.edu) and you will be responsible for checking this e-mail address regularly in order to be fully informed about our course.

COURSE LEARNING EVALUATIONS

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

ADA STATEMENT

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or stop by the DRC in the University Center.

COUNSELING CENTER

If you find that issues such as personal problems, career indecision, or study and time management difficulties are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or stop by the office in room 338 of the University Center.

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

HUM 4960
Humanities Senior Capstone: Reflective Essay
Rebecca Biancofiore

Years ago my college journey began at a small, private, liberal arts school called Loras College, located in Dubuque, Iowa. My education up to this point had been a little atypical. From the third grade onward I had been homeschooled, and this style of schooling gave me the flexibility to form my own, self-directed relationship to learning. My mother's approach toward my education took the watchmaker model. She would set up my curriculum at the beginning of the year, purchasing books and writing out a weekly syllabus, and hand it off to me to accomplish things as I saw fit. This meant that sometimes I followed her syllabus, and other times I threw myself into whatever captured my interest, concentrating on one area of studying at a time. This approach worked well, and provided some lasting life skills. It taught me how to balance a work load, as well as the undesirable effects of procrastination. It gave me the freedom to explore my own interests, and I learned organically, driven by a genuine love for learning. Having the freedom to drop everything and immerse myself into a topic I was interested in is something that has proved to be an invaluable skill for research, academic writing, and test preparation. I learned that everything is worth learning about, and I gained a respect for all disciplines, even those I wasn't naturally drawn to, like the sciences. My mother's guiding principle for education was a Yeats quote that reads, "Education is not the filling of a bucket, but the lighting of a fire." She took this attitude to heart, and it's an accurate description of the orientation to learning she gave me.

When I arrived at college, I was predictably both nervous and excited. Perhaps unlike the typical college freshman, I was more apprehensive about sitting in an actual classroom with other students than I was about leaving home for the first time. Deep down I had a slight gnawing fear that I wouldn't measure up. I was mostly afraid that my trivium-based classical education, with its focus on the humanities, would leave me on a different page than my peers. This fear actually turned out to be true, but in a positive way. All freshmen were assigned to a three-credit course called Modes of Inquiry. This served as a college

crash course, focusing on argumentative writing, critical reading, constructive classroom dialogue, public speaking, and group projects. Each year a new book was chosen, with the requirement that all freshmen read it and submit an essay before classes began. The year I entered school, the book selected was *The Working Poor*, by David Shipler. Having read the book and submitted my essay, I was nervous to have a professor read my writing and hoped it would compare to the essays of my peers, who had spent years receiving grades and feedback on their work. During our first class session, after introductory remarks about the variety of excellent essays received, the professor announced that one essay stood above the rest, and that she was going to read some of it as an example of strong, clear writing and critical thought. She read the entire first page and closing paragraph of the essay I had been so nervous about, and I felt a wave of relief and pride sweep over me.

From then onward, my time at school was positive on an academic level. I liked and was liked by my professors, and I received positive and encouraging feedback on all of the work I completed. My initial enrollment at Loras lasted two years. During that time I was enrolled in the Honors Program and settled into a double major in English Literature and International Studies, with an overlapping concentration in Postcolonial Studies. My classes were led by fantastic professors, and because I was at a liberal arts school I read widely. During this time I was exposed to a whole new range of writers, thinkers and texts. Some that stand out in my memory are Socrates, Rousseau, Marx, Feuerbach, David Hume, Franz Fanon, Slavoj Zizek, Brian Friel, James Joyce, Voltaire, Goethe, Annie Dillard, Willa Cather, William Dean Howells, Louise Erdrich, Samuel Johnson, Aphra Ben, and the *Baghavad Gita*. These are listed in no particular order; they're the names that jump out at me when I think back to this time, either because I loved the texts themselves, or grew to love them through lecture and discussion, or dove into them for written analysis and had the pleasure of charting on paper my deepening understanding of them.

Above all the rest, three writers stand out that truly altered how I think about both literature and the world. During a Literary Criticism course I was introduced to all three, and learned to write using their critical concepts. The first is Edward Said and his literature on postcolonialism. Although I previously had thought about literature on a critical level, I was unaware that there was established literature serving

as a guide for ways to formally look at the dynamics at play in a text. He also offered a more formal introduction to concepts I already knew a little about, especially related to ideas of cultural identity and otherness. The second influential figure is Adrienne Rich. Upon first reading Rich's feminist criticism I was struck by the depth of her arguments and shocked that some of her observations had never occurred to me before. I was a personal fan of very few women writers, and I didn't have a valid reason for why that was. Rich made me aware of the fact that what constitutes good literature has historically been dictated almost exclusively by men, and those women who experienced literary success did so by carefully navigating their writing in a manner that could pass scrutiny by the literary status quo. Her observations have had a lasting influence on how I read both male and female writers. They have made me more aware of how female characters are portrayed in literature, and have left me with an appreciation for revisionary approaches by women. The third individual is Helene Cixous. Her injunction to women to write themselves and their own bodily experiences was an entirely new and thrilling concept to me. Although she is considered a literary critic, her writing reads like poetry, and I regularly return to her piece "The Laugh of the Medusa," both for inspiration and for the pleasure of rereading her.

Despite the wonderful texts and people I came into contact with during this time, I was simultaneously growing severely disillusioned with the academic approach to education. My first semester flew by with no problems and good grades, but I increasingly felt as though I was in the wrong place. It didn't take long to grow tired of the classroom setting, the fast-paced schedule, the lack of personal time, the mountain of work and looming deadlines. For the first time, I began to see education as work rather than fun, and I slowly began to dread it. Eventually my enjoyment of what I was learning was overshadowed by the system in which I was learning it. As my natural enthusiasm was lost, I also began to struggle with writer's block. I would sit and stare at a blank computer screen, unable to wrangle my thoughts and turn them into something coherent. This was the first time I had to consciously think about the writing process; it had always been a source of enjoyment, with words naturally flowing out onto the page. Forcing that to happen seemed impossible, and I felt as though a switch had been flipped that I didn't know how to turn back on. My advisor shared with me his own, similar struggles in graduate

school, and recommended I read the work of Peter Elbow in order to understand the underlying dynamics interlocking writer's block, procrastination, and perfectionism. Although I found his words to be illuminating, I struggled to transfer his insights into changed behavior. Gradually I stopped showing up to my classes and even failed to turn in papers, and my grades began to reflect those actions. After struggling with these issues throughout my sophomore year I finally dropped out, much to the disappointment of my parents and professors.

Going to work at a local café, my intention was to save money while getting back in touch with my love of learning at my own pace. I wanted to read, write, and travel. Things didn't work out the way I envisioned, but I wouldn't trade those life experiences for anything. It made me realize how fortunate my life had been. Working in food service while attempting to pay for my own rent, utilities, and groceries was a jarringly new experience for me. My expectation was that it would be easy, and I was surprised to learn that it wasn't. The decision to drop out was probably one of the best things I've ever done for myself. It brought me down a life path I hadn't anticipated. It allowed me to live a new lifestyle; not one likely to be termed educational, but it was a different kind of education that I gained from that period of my life. Although I love and have learned much from literature, I think how I lived and the people I met ultimately turned out to be even more important toward my becoming a more well-rounded, compassionate human being than I ever could have learned to be from books alone.

After a year, I realized that my new life path wasn't going to take me anywhere I wanted to go. The decision to return to school lasted through one semester and a summer class. I had hoped my time away was what I needed to successfully take on school again, but I picked back up right where I left off. As soon as I started I regretted it; I didn't want to sit through the classes, and struggled with producing anything when it came time for papers. During an independent study over the summer with my old International Studies advisor, I examined how Cape Verdean diaspora used music as a medium to form a unified cultural identity. The final project was left up to me, and I struggled with what to present and how to present it. This time my desperation with why I was unable to succeed at school drove me to begin researching creativity, which led to the discovery of Frank Barron, the first person to officially study the

dynamics of creativity in individuals. Reading about him led me to the work of two men who were influenced by him, and both of them had a profound and lasting influence on my understanding of education and why I was experiencing these problems.

The first of these two is Alfonso Montuori. His observations on the creative process, the need for an emphasis on process over product, and the problems inherent in higher education's emphasis on specialization are all some of the key issues with which I was struggling. The overarching sensation was that of being expected to fit into a mold that I couldn't make myself fit into. His writings gave me a new way of understanding my academic struggles. Embracing his insights, they became a framework for how to approach the academic process with a new way of seeing it. Gradually I was able to recognize when I was inadvertently struggling under this old paradigm, and he provided a roadmap for how to get unstuck when I was feeling boxed into a corner with an assignment or paper.

The second individual is Stephen Nachmanovitch. His writings have helped me relax and jump into the flow of writing when stuck. In the realm of public speaking and presentations they've helped me to take a more natural approach to my topic matter; while I used to feel that I needed to have a written speech memorized in order to present well, I've learned to take a more casual approach, trusting that knowledge of my subject matter and an outline will provide the framework for what I need to say. The rest comes down to being able to relax, with the knowledge that speaker and speech will unite smoothly in the moment if I trust the process without worrying or overanalyzing it.

Despite my relief at discovering the work of these two men, I was not able to effect any great change on my academic performance. At the time they helped me more on an emotional level, because it made me understand my own behavior. Before reading them I truly didn't understand why I was struggling in these ways. After attempting to begin the next fall semester, I promptly dropped out again. In retrospect I am again glad I did so. After continuing to work restaurant jobs for another two years, I was finally ready to make a change and moved down to Chattanooga, Tennessee to be near my parents, who had relocated here years earlier. This move led to a year of working at Barnes & Noble with the understanding that I would move into a management position. For a while I was content with that

arrangement; the management salary was decent, and I was around books all day. Once my son was born, I realized I wanted more than what a future in retail could offer me. His birth changed my orientation; I wanted more, and wanted to be able to provide more for him. When my maternity leave ended I stepped down to a part time position and enrolled in the University of Tennessee at Chattanooga.

The process of transferring credits placed me in the Humanities department rather than my former double major track, and I think the interdisciplinary, self-chosen nature of UTC's Humanities program is a part of why I have excelled here. Because in the past I tended to avoid general education courses in favor of upper-level literature classes, much of my time at UTC has been spent fulfilling the Gen-Ed requirements. This course of study has actually proved to be far more fun than I anticipated. I've explored a wide range of new disciplines here, most of which I had never encountered in a college classroom before. I've taken courses in Archaeology, Biological Anthropology, Theatre, Classical Mythology, World History, Statistics, Engineering, Philosophy, and Latin. Furthermore, I've thoroughly enjoyed my time here, and my old problems with academia didn't reappear this time. There are probably a few reasons for this. A part of that has to do with the more interdisciplinary course of study offered by the Humanities program. It's more in keeping with the style of learning I grew up with, and I don't feel boxed into one discipline. Much of what I read years earlier had time to ferment, and I think I was putting less pressure on myself to succeed; I returned to school with the goal of simply passing my classes in order to get the degree, and have ended up with an A in every class taken. I also think that I finally spent enough time out of school, so now when I go to class it's a pleasure to be in a learning environment, away from the worlds of retail and food service, and given a break from the demanding responsibilities of parenthood. My college journey was an initially exciting prospect that became negative for me due to how I perceived and interacted with it, and in returning to school at UTC it has finally come full circle to an enjoyable process again. Although my time at UTC has only spanned three semesters, I'm certainly grateful for the time I've spent here, and for the professors and texts I've been able to interact with during this period. Formal learning is something that has become fun again, and after so many years and attempts it's rewarding to finally be receiving my degree. It took nine years instead of four, but I choose to see it as

having taken the scenic route – it took a little longer to get to the destination, but I ended up seeing (and learning) a lot more along the way.

Humanities Senior Capstone: Annotated Bibliography
Rebecca Biancofiore

Alfonso Montuori is a professor of Transformative Studies at the California Institute for Integral Studies. His writings focus on creativity and transdisciplinary approaches to education. He speaks of how the “architecture of the university” and the “architecture of Western thought” mirror one another, and how both, as products of Enlightenment Era thinking, attempt to arrive at truth through a process of identification and classification. This results in increasingly specialized, and thus separate, disciplines of study and ways of thinking. Regarding education in particular, Montuori is a huge proponent of transdisciplinarity. He speaks of the need for recognizing, on both a personal and an institutional level, the fact that all academic work is an inherently creative process, based on an individual’s choices and omissions in all elements of a project, including subject matter, sources cited, organization, and structure. He stresses the need for recognition of the fact that no work can be based on objectivity, but is the unique culmination of an individual’s experiences and perceptions. Because of this, he emphasizes the need to bring the individual into the work, integrating the observer into the observed. He also discusses the fact that academic work is often viewed as a finished product that obscures the creative process that went into its creation, while in fact the process itself is actually the most important element of what is produced. This process is where learning and personal transformation occur.

Stephen Nachmanovitch’s book *Free Play* addresses the topic of improvisation and the creative process. He speaks of all of life as improvisation, from even the simplest actions made on a daily basis, such as holding a conversation, to larger creative endeavors. At its core, improvisation is play; it is the ability to release the need to control the process and instead enter into a flow state while having fun with the subject matter. Understanding that most of what we do is an act of improvisation makes this unconscious process conscious, and by growing aware of it the doer is enabled to let go and let things

flow. Rather than a doer and a thing being done, the actor and action become a combined process, shaping one another. The implications of this mentality in an academic setting allow for the element of play to enter in and guide academic requirements in a spirit of enjoyable inquiry, from researching and writing to public speaking and class discussion.

Adrienne Rich's article "When We Dead Awaken: Writing as Re-Vision" calls attention to the extent to which literary tradition, from mythology onward, has been directed by men. As a product of patriarchy, it must be reexamined by both women and men. This is because Western literary tradition has been influenced by the masculine perspective such an extent that the contribution of women writers has historically fallen into similar modes of expression, in keeping with established literary conventions. She stresses the need for women writers to examine the assumptions they hold in their approach to what constitutes worthwhile writing, with particular attention to tacit attitudes and modes of expression. The title's reference to "Re-Vision" serves as a call to enter in to existing narratives and "write back" as women, in an attempt at claiming agency and responding to fictional female figures who often appear as nothing more than products of the male gaze.

Helene Cixous's article "The Laugh of the Medusa" speaks of how women have been alienated from writing and literature in the same way they have been alienated from their own bodies and sexuality – as a result of a culture dominated by masculine values, and in which men hold a position of hegemony. The piece is addressed to women, and serves as a clarion call to pick up the pen and overturn the existing unbalance. She addresses the need for uniquely feminine writing to accurately reflect female experience. What Cixous has to say is insightful and refreshing in substance, but even more compelling is her writing itself. It sings like poetry, and the urgency and force of her message rings out in every sentence. Her use of the image of Medusa is itself an act of revision – she takes the traditional view of Medusa as a monster and recasts her as a symbol of a woman seeking liberation, whose laugh crumbles existing structures, clearing space for new ones.

Edward Said's *Culture and Imperialism* is a book of essays which traces out and expands upon the views he first laid out in his book *Orientalism*, which is considered the foundational text of

postcolonial studies. In the essays he explores the power dynamics that exist between colonizer and colonized, with a special focus paid to the issue of identity, both cultural and personal. Said's insights on the concept of "the Other" and the issues confronted by colonized peoples paved the way for further postcolonial critics. This body of literature has culminated in notions of cultural identity in postcolonial settings as fluctuating between nativism, assimilation, and finding a path of hybridity between the two extremes. Postcolonial analysis in both literature and politics springs from the observations first laid down by Said, and his insights continue to be deeply relevant to global political situations today, as well as to the literature that springs from them.

Peter Elbow's article "Illiteracy at Oxford and Harvard: Reflections on the Inability to Write" traces out the struggles he experienced with writing in his younger years. He first tells the story of his increasing inability to produce academic writing, which ultimately culminated in his dropping out of a Ph.D. program at Harvard. He then offers a retrospective reinterpretation of the dynamics at play behind his difficulties, which at the time he wasn't consciously aware of. His conclusion is that good writing is a synthesis of two traits, compliance and resistance. A certain level of compliance is necessary to write, ranging from adherence to the basics of grammar and sentence formation, to broader academic expectations of assignments, requirements within those assignments, and deadlines. At the same time, a healthy element of resistance should be present in any writer or student, as this speaks to the individual's sense of autonomy and independent thought. Elbow speaks at length of the various ways in which these two competing elements can conflict, resulting in disfunction. The assessment he offers of his own writing issues is that he was so good at compliance – being a good student – that he unconsciously began resisting, and was ultimately left unable to produce anything. His conclusion is that writers need to become conscious of these drives at play, in order to find healthy forms of resistance that enable them to maintain autonomy while coming to a healthy relationship with the structural necessity of compliance.

APPENDIX D:

External Review
Humanities Program of
The University of Tennessee at Chattanooga

by
Jesse G. Swan
Professor of English
Former Director of Humanities
University of Northern Iowa
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Spring 2013

Among the great pleasures I have had reviewing the remarkable Humanities Program at the University of Tennessee at Chattanooga is the chief delight: visiting with the faculty, administration, and staff, most notably Interim Provost and Senior Vice Chancellor for Academic Affairs Mary Tanner and Director of Humanities Bryan Hampton. While I could praise the warm friendliness of the English Department Chair, Dr. Joe Wilferth, or the exceptional transparency and energy of the Dean of the Lupton Library, Dr. Theresa Liedtka, and while I could also highlight the easy helpfulness of the Coordinator of the Humanities Program Women's Studies track, Dr. Marcia Noe, or the amazing gifts for communication of the Director of Planning, Evaluation, and Research, Dr. Dick Gruetzmacher, and while all of this would be to say nothing of the rightly renowned, cordial, obviously talented and expansively knowledgeable Dean of the College of Arts & Sciences, Dr. Jeff Elwell, the singular grace of Dr. Tanner and the extended hospitality of Dr. Hampton must be foremost in any list of the high qualities of my visit.

I will commence this review by first discussing the impressive previous external review. After outlining what was recommended, what seems to have been done and not done, and providing a qualitative assessment of the program's implementation or rejection of the recommendations, I will provide a summary of my main recommendations. These main recommendations are complemented in the body of the review with other, smaller recommendations, and the chief of these, with the main recommendations, are reiterated in the conclusion. The body of the review follows that recommended by the document provided me by Dr. Gruetzmacher, "Guidelines for External Reviewer's Narrative Report: Undergraduate Program," and the conclusion is the same as Part 6 of the guidelines for the narrative report, "Summary Recommendations."

1. Previous External Review and Assessment of the Implementation of Its Recommendations

The previous external review is a model of clear-sighted appreciation of what is genuinely of academic value in the Humanities Program and at UTC, while providing cogent and collegial advice for further enhancement of the program and what this can provide students and their increased chances for successful, ethical, beautiful and humane lives in a democratic society that is increasingly global. The main recommendations for enhancement were as follows:

1. develop a sharper identity and intellectual justification for the Humanities program, by
 - a. articulating more fully the nature of the humanities and the humanities major, and the advantages of studying in this program
 - b. carefully distinguishing between the three tracks for this major
2. develop a set of learning outcomes that are expected of your graduates
3. develop appropriate structure for the three tracks, by
 - a. identifying and clarifying the key types of foci around which a program rationale can be developed by students
 - b. creating categories of courses around the types of learning outcomes you would like to see in your graduates

4. include the Director of the Humanities Program in at least some conversations the Dean of the College of Arts and Sciences has with his heads during the year, especially when he talks about the budget and strategic planning for the college, including discussion of college advertizing and student recruitment.
5. continue to promote visibility of the program on campus, by
 - a. advertizing – posters on campus and at local high schools, an article or two in the school newspaper, an article in the town newspaper before the annual lecture or panel discussion
 - b. cross-listing more courses with the Humanities number (this would include talking with more faculty about the advantages of cross-listing their courses)
 - c. developing a second annual lecture
 - d. co-sponsoring events with other programs and departments across campus
 - e. panel discussions on hot topics
6. develop student community (and faculty involvement), by instituting
 - a. Jr.-Sr. Humanities Seminar
 - b. Humanities Club
 - c. Executive Student Committee
 - d. social events to which students and interested faculty are invited
7. increase the program annual budget to \$6000, to allow for
 - a. co-sponsoring events on campus with other departments
 - b. a second annual lecture

- c. advertizing
 - d. social events
8. secure a Humanities Program Room on campus, to function as a
- a. Program Office, to keep files and all materials relevant to this program, to develop and display new advertizing material
 - b. meeting place for Humanities Students, a place on campus they can call home, and a place where the Executive Committee can meet
 - c. advising center for this program, with appropriate written materials and a computer (perhaps a working, used computer that was recently handed in by a faculty member who just received a new computer)

All of these recommendations have been addressed, with 1, 2, 3, and 5 being especially well developed. Although the self-study indicates that “the Program’s budget appears to be satisfactory,” the increase in the budget for the Program has largely been in one of the three tracks, and the one track that does not identify itself as strongly as a Humanities track as the other two. Further, it appears that the Director of Humanities has not been integrated into college level conversations to the degree recommended (recommendation 4), nor has there been established a good, clear, and comfortable space for Humanities students and faculty to identify as their own (recommendation 8).

2. Current Review’s Main Recommendations

As discussed during my exit interview with Dr. Tanner, Dr. Elwell, Dr. Hampton, and Dr. Gruetzmacher, major recommendations involving university-level and college-level decisions are outlined here, while recommendations that can be done only at the program level are simply detailed in the body of the review, with some of the most important of those reiterated, with these main recommendations, in the conclusion of this report, labelled, “Summary Recommendations.”

1. For the **Provost** to decide: 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.

If the provost were to capitalize on the Humanities Program in this way, significant enhancements would need to be made to the space and staffing of the Program, according to the increase in students this change would be expected to bring. There are already at UTC many good services for students who are struggling, and these would become more readily attached to Humanities, as right now, most students in the Program are already well adapted to university life.

2. For the **Dean** to decide: Everyone is quite justifiably happy and even proud of the Humanities Program as it is currently developed and operating. With the exception of my recommending some adjustment (increase) in budget and facilities (see the body of the review), which would have to be supplied by the Dean, if the faculty and the Dean wish simply to have the Program to continue as is for another five years or so, then nothing further need be done, and all should be very pleased – I know that I admire the program as is and already have been speaking about it to others in the US as well as in the UK.

If, on the other hand, the faculty and the Dean feel that growing the Program, either in number of majors or in its programming and cultural contributions to college life, then budget and other resources, including staff, need to be supplied. A Humanities Program often contributes more to programming and cultural life of a college than it does to granting degrees, since all of the arts and sciences are served by the imaginative, interdisciplinary, creative, and global qualities of the Humanities, even as each discipline pursues a specific aspect of humane learning. As an important scientist has observed, "It is not enough to teach a man a specialty. Through it he may become a kind of useful machine, but not a harmoniously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and of the morally good.....He must learn to understand the motives of human beings, their illusions and their sufferings, in order to acquire a proper relationship to individual fellow men and to the community. These precious things are conveyed to the younger generation through personal contact with those who teach, not--or at least not in the main--through text books. It is this that primarily constitutes and preserves culture. This is what I have in mind when I recommend the "humanities" as important, not just dry specialized knowledge in the fields of history and philosophy. Overemphasis on the competitive system and premature specialization on the ground of immediate usefulness kill the spirit on which all cultural life depends, specialized knowledge included" (Albert Einstein, *New York Times*, 1952). Through programming and other efforts developing the cultural life of the college, a Humanities Program can help all specialized majors lessen the mechanization of their lives and increase the humane, creative, and beautiful experience of them.

3. Body of Review

Part 1: Program Outcomes

How would you rank this program with similar ones in the state, region, and nation?

The previous external reviewer said that the program at UTC is not common, which certainly can be true in many ways, yet, really, the sort of program that it means to be is not uncommon. This may be a result of some of the advancements made since the last review. That said, there are certain particular features of the program at UTC and of UTC that would make it difficult to accurately compare and contrast the program to other like programs at similar universities. For example, UTC is in many ways similar to the University of Northern Iowa (UNI), but the fact that UTC is part of a system that includes the flagship UTK and in a state with many public universities makes UTC very different from UNI, which is an independent university from the flagship universities in the state, and which is in a state with only three public universities. While one flagship in Iowa has the medical and law schools as well as the doctoral programs in the arts and sciences, and while the land grant university has the agricultural and technological undergraduate and graduate programs, UNI is the single public university offering a liberal arts college education for all of its students. Tennessee has several universities variously in the liberal arts tradition, with UTC being, in my estimation, to be at the top. Still, being attached to the research campus as UTC is and having many other public universities in the state creates significant differences between UTC and UNI, even as both are of comparable size and both are also regional, comprehensive universities.

Notwithstanding these observations, there are many B.A. Humanities programs in the country, and UTC's compares very favorably to most of these. Those that are plainly more prestigious are those that are richer and at universities of considerably higher prestige, such as the B. A. Humanities Program of Yale College. Even with such programs, however, UTC's curriculum and outcome expectations are remarkably similar, different in minor ways owing to local traditions or exigencies. Compared to public, comprehensive universities, UTC's program might best be compared to that at San Jose State University (SJSU). I direct attention to that program, particularly as it has a Humanities Program and a Humanities Honors Program, because in considering SJSU, UTC can see how good its program already is as well as begin to imagine how it can grow in the college and / or be brought into contributing to university's increasing efforts to retain students and to keep students on track to a timely graduation. UTC would not do exactly what SJSU does, yet it could adapt much that it does, if it were to choose to move in one or both of the directions recommended as possibilities for growing the Humanities Program or increasing its contribution to university-wide efforts.

In all cases, the program as it now stands, and especially as it stands poised to do more, if there is a desire for such, is of the highest quality.

Are the intended program and learning outcomes clearly identified?

The mission statement is superb, especially in being a model of the articulation of humane values. The questions the program poses for its students and the quotation of Alfred, Lord Tennyson are particularly elegant and effective features of the mission statement. In response to the last review, the Director has done much work in moving from having no board of faculty advisors and no elaborate set of articulated outcomes. I cannot overstate how impressive the development in these areas is, especially in the resourcefulness, tact, and leadership such represents. All three tracks are to be commended for the articulation of outcomes, and the Liberal Arts track and the International Studies track are to be commended for the additional institution of a work-intensive and, because of such intensity, substantive assessment procedure, a procedure that should provide faculty with rich material for considering possible alterations to the program. The evaluation of the substantial research-oriented essay is especially amazing for being attached to the sort of exceptionally detailed rubric. This assessment procedure is already being enhanced further, with the projected inclusion of a creative project option to the extensive research-oriented essay. This represents the best practice of rubric uses, but, again because of the work-intensive nature of it, it is not typically used, particularly in programs funded at the level that UTC's Humanities Program is funded.

No documentation about the execution of the outcome assessment exercise was provided, so no comment on the execution can be provided. Student opportunities seem adequate, according to NSSE responses and the opportunities reported in the self-study, and the listing of alumni activities indicates some indication of good success in appropriate occupations. With the resources available to the program, these indicators are enough, and, indeed, demanding more – other than reports on the results of the impressive assessment exercises for the Liberal Arts and International Studies tracks – would be unwarranted, unfairly burdensome, and likely of value incommensurate to the demands of production.

The program has increased its identity, both in its program articulation and in its programming and other kinds of presence on campus, in response to criticism from the previous reviewer. These are of an appropriate and adequate nature. I would recommend a continued effort at enhancing the program's identity through establishing a space dedicated for the program's students and faculty – a comfortable, welcoming place for the interdisciplinary scholars that are the faculty and students of the program to develop rewarding relationships – and through continued programming, such as participation in Freshman Friday and sponsorship of events, such as lectures and films.

Which criteria does the department use to evaluate sufficient achievement of intended program outcomes? Are the criteria appropriate for such evaluation and / or for the program?

The goals, as articulated on pages 5 to 7 of the self-study, are well articulated and appropriate. The high degree of advisor participation at every step of the way likely ensures that program outcomes are achieved, and the research-essay assessment should provide program-wide information. No actual degree

plans and rationales were provided, however, so I cannot evaluate their actual apparent appropriateness or effectiveness.

Does the department make use of evaluation information and / or information obtained from student, alumni, and employer surveys and / or data from institutional research to strengthen the program?

Valuable NSSE data are provided in the self-study as is a set of responses from an alumni survey. The previous reviewer reported that a new “exit interview” for graduating seniors would soon be instituted, and that this interview would be done by the Director, but I did not find this in the self-study report (perhaps it was integrated into the alumni report, or perhaps the effort was abandoned?). No obvious use of these data is registered in the self-study, yet in conversations and interviews during my campus visit, it is clear that especially the Director draws on these data in considering alterations to recommend to the Humanities Faculty Board of Advisors.

Part 2: Curriculum

Is the current curriculum appropriate to the level and purpose of the program? Is it adequate to enable students to develop the skills and attain the outcomes needed for graduates of this program? Does it reflect the current standards, practices, and issues in the discipline?

Flexibility and capitalizing on existing resources in terms of existing faculty and courses in programs across campus are the hallmarks and, indeed, exceptionally valuable features of Humanities Programs at regional, comprehensive universities, particularly those serving mostly the citizens of a given state, and UTC's is exceptionally good at this. Accordingly, this flexibility should not be compromised, even as there could well be gain realized by providing some better and more apparent unity to the Program, among its tracks and among its major and minors. Currently, there is no obvious unity, and with the Women's Studies track, there does not seem to be any relation to the other two tracks. There could be an easy unifying requirement, such as requiring all Humanities Program students to take, in addition to whatever they have taken in categories 4 and 5 of the General Education Curriculum, 6 more hours in an area different from that which they earned GE credit. For example, if a student fulfilled her GE requirements for category 4 with 6 hours of Fine Arts and her requirements for category 5 with Option B, she would have to take 6 hours from Humanities in category 4 and / or from category 5 Option A. Such a requirement of Humanities Program students would unite the Program by requiring all to have more basic college-level Humanities education than other students on campus. There are other ways to achieve unity that are easy and at hand; I simply offer this one, to provide an idea of the sort of thing that could be done. Something, however, should be done, to provide some obvious and apparent unity to the Program, in all of its tracks of the major and in the minors.

Beyond the need for some enhancement to fundamental unity, in the various tracks of the major and the minor, the curriculum is more than adequate and, indeed, is a nice model for the best employment of existing resources across campus to offer students highly individualized and meaningful college educations.

Does the department regularly review and revise curriculum content and organization to ensure that it is appropriate and that it prepares students to meet the specified learning outcomes? Will the department need to update the curriculum and / or develop new or alternative offerings in the near future?

It appears to do so, mostly through the leadership of the Director and then the work of the Humanities Faculty Advisory Board. Certainly changes have been made since the last review and reports of further changes are registered in the self-study and were discussed during my visit, but no details of how this process has transpired or will do so in the future is provided, so I cannot assess or comment upon these further.

It does appear that the Program will need to update the curriculum, if it is to follow recommendations of this report and to follow through with its own forecasts.

Is the curriculum content appropriate for UTC? Are the core and advanced courses appropriately balanced? Does the curriculum ensure the development of appropriate skills in the following areas: General Education, Critical Thinking Skills, Research Strategies and Skills, Written and Oral Communications, and Computer and Technology-Related Skills?

I was provided with syllabi from four selected courses (with two syllabi from the same course). Each syllabus is cogent and appropriate to the specific Humanities discipline, and as representatives of all the courses Humanities majors take at UTC, they are very fine. Still, it is impossible to evaluate fully the development of skills and knowledge among Humanities majors from these limited documents, or with other documents provided. The Director and the Board of Faculty Advisors for Humanities are responsible for ensuring this, and I have a high degree of confidence that they do.

Certainly as outlined in the program, the curriculum is ideal and could well develop all the skills and knowledge appropriate to a major or minor in Humanities.

One item that appears to be entirely absent, and which surprises me, given that this is Chattanooga: There appears to be no meaningful engagement of and offerings in the overabundant contemporary field of Digital Humanities. Chattanooga is famous for being a leader in providing the highest speed broadband digital service available, and for always being the first, or among the very first, to advance in this service. This puts UTC in the enviable position of being able to offer the most advanced digitally-enhanced and oriented curricula in the country, and Digital Humanities is the simplest, most immediately ready, and relatively inexpensive means of moving into digital work broadly with the greatest impact. I recommend enhancing as much as possible activities involving Digital Humanities.

Do students have adequate opportunities to participate in research, practica / field experiences / internships, or other experiences that allow students to apply learning outside the classroom and / or expose students to professional and career opportunities appropriate to the discipline?

From the responses on the survey of alumni, it appears that the answer is yes, and, in view of the administrative structure of the Program, further opportunities in the area would require a significant addition to the administrative assistance of the program, something that does not appear to me to be needed at this time. If other developments of the Program are pursued, then this area will be developed along with those, as appropriate and obvious.

Does the department clearly outline program requirements and offer courses regularly to ensure timely completion of the Program?

Each track is clearly outlined, and because the requirements are of categories of subjects, modes, and approaches, and because the program draws on existing courses from all the Humanities disciplines on campus, there is an abundance of courses regularly offered for students to complete their programs in a timely manner.

Part 3: Teaching and Learning Environment

Are the department's instructional practices consistent with the standards of the discipline?

The Program draws on the departmental faculty from all of the Humanities disciplines, and all of these appear to meet the best practices of each of the various departments. Reference to the various departmental program reviews would need to be made to confirm this. It is the standard of the interdisciplinary Humanities Program to proceed by drawing on the disciplines across campus and to rely upon each discipline's department to assure best practices for each discipline.

There is little indication that students are integral to the consideration of reviewing the curriculum, course schedules, and teaching methods, except with the latter, as through student questionnaires concerning their opinions or experiences with courses (sometimes called student course evaluations). I found little in the documentation or during my visit that attention is given to representing the perspectives and experiences of those from underrepresented groups, yet I do imagine this happens, particularly with the Women's Studies part of the program, but even with the other two. Still, in the documentation, I find little that directly and immediately indicates this, beyond presentations by Auchter, Cox (if we stretch it), Steinberg, Welsh, Dykes, and The Core Ensemble. I have not been able to make a study of all the faculty listed as contributing to the program by way of teaching classes, yet I presume these would provide some underrepresented perspectives and experiences. More attention to this area, including in the next self-study, is recommended.

Does the department provide adequate curricular and career advising by well-informed faculty or professional staff? What changes / improvements are needed to make advising more effective?

The highly competent Director provides much of the direct advising, while overseeing the advising activities of other areas, such as the Women's Studies track, ably advised by Dr. Marcia Noe, and some of the concentration areas of the minor. Further, the Director appears to maintain a rich database of resources to draw upon in referring students to ideal opportunities for them, given their interests and preparation.

Are the library holdings current and adequate to meet student needs for class projects and research?

UTC administration, in this case particularly the Dean of the Lupton Library, really must be particularly commended. The digital resources Dean Theresa Liedtka has secured for the Humanities faculty and students approaches that which one expects of a research 1 university. Of course, the more traditional holdings have the usual limitations expected of a regional, comprehensive university, with perhaps some slightly lower degree of breadth in journal holdings, but even here this is somewhat made up by some of the online subscriptions. But the research worthy databases, such as the Early English Books Online, are always held by research 1 universities and the best liberal arts colleges. Dean Liedtka has been exceptionally adept at negotiating advantageous and often special arrangements for these databases, and learning about these arrangements during our interview was both impressive and inspirational. This resource is well above expectations and UTC students are in a privileged position because of it.

What curricular and / or extracurricular activities does the department offer towards exposure to diversity? Do these activities provide adequate opportunities for students to be exposed to the perspective of underrepresented groups?

There is not very much apparent in the self-study or that was found during my visit to suggest this. See the second paragraph of this part (Part 3) above.

What procedures are in place to ensure and document that the department provides students with regular opportunities to evaluate the quality and effectiveness of teaching?

These appear to be the normal means of student questionnaires and access to the faculty, administration, and grievance process. Beyond this, the Humanities Program in particular appears to provide individual consultations with each of its students which in part treats student experiences with the teaching of their classes, but these consultations do not appear to be documented, nor should they be, if they are to continue to be as effective as they appear to be.

Part 4: Faculty

Is the faculty adequate in number to meet the needs of the program with reasonable and efficient teaching loads and / or credit hour productions? Are the regular to adjunct faculty ratios appropriate for the program?

The Program has no faculty of its own; even its Director is a faculty member of the English Department. To raise the institutional investment in the Program, it would be advisable to devise some means of providing faculty time attached to the Program. Some Humanities Programs, for example, have a portion of faculty appointments assigned to them, so that, for instance, a tenured Associate Professor of History might have 75% of his appointment for the year attached to the History Department and 25% attached to the Humanities Program. The University of Kansas Humanities and Western Civilization Program does something like this (although it also has faculty mostly and entirely dedicated to the Program).

Noteworthy about the faculty who have been teaching in the Program (usually by cross-listing their discipline-specific courses) is that the vast majority – fully 2/3rds – of the faculty are tenured. Of the remaining, 6 are non-tenure eligible, while 3 are tenure-track. While not reducing the number of tenured faculty teaching in Humanities (indeed, increasing the number even further would be advantageous, especially for students), increasing tenure-track participation is recommended. This is recommended further by working with the Dean to include valuing interdisciplinary contributions of potential new hires as the searches are underway. Indeed, it may be advantageous to everyone to have Humanities an integral component of several disciplinary new hires. For example, if there were a need for some additional coverage in a discipline but without rising to the level of needing a whole faculty line, adding to it some Humanities Program teaching could make for a good, solid and complete faculty line. This would also bring new faculty into interdisciplinary teaching and thinking and perhaps publishing

from the earliest periods of the career creating the groundwork for some potentially superb contributions years later as a mature professor, both of his or her discipline and of the Humanities more broadly.

With respect to ethnicity, gender, and academic background, is faculty diversity appropriate for the program?

Mostly, this cannot be determined adequately with the material provided or the people met during the campus visit. That said, it is remarkable that as far as gender, there is an imbalance of over two-to-one, with men being the minority. In terms of other forms of diversity, it appears that there could be better representation of people distinguished by ethnicity, transgender identity, sexuality, social and economic class, nationality, veteran status, and disability, among other qualities. The faculty teaching Humanities appears to be remarkably homogenous, but I did not meet many of the faculty members, and certain identities may be represented by the people, if not by the self-study report.

Are faculty competencies / credentials appropriate to the level of the program, and do they at least meet the SACS qualifications? Do faculty specialties correspond to the needs of the program? How might the program address needs for additional / different qualifications / expertise?

The self-study affirms that “All faculty meet the requirements for training and preparation for SACS.” The qualifications for all of the faculty are very good to superb, many faculty with superior graduate educations, strong publications, and estimable national reputations for their scholarship.

Are faculty engaged in scholarly, creative, professional association, and service activities that enhance instructional expertise in their areas of specialty?

Some faculty engage in these activities more than others, but all to a level minimally expected of a university such as UTC, with its resources for support for professional association and service activities. That said, the Coordinator of the Women’s Studies track of the Humanities Program appears to receive extensive support in this area and does very good work with it, work that both enhances the programming of the university at large as well as the teaching of her classes.

Does the program use a faculty evaluation system to improve teaching, scholarly and creative activities, and service? Does the system include information from teaching evaluations or student, alumni, and employer surveys? Are the faculty evaluation procedures adequate and successfully used?

These systems are at the departmental level of each faculty member contributing to the Humanities Program. The Humanities Program does not appear to be involved in the system, even as it might be, but that would take some significant operational development to work out and then to implement. The current system of relying on the various Humanities disciplines represented by departments seems to be working well as is.

In addition to the system of departmental heads evaluating departmental faculty, the faculty contributing to the Humanities Program have been, effectively, evaluated in other ways and been awarded important university awards for teaching and service or impressive recognition in their individual fields. Remarkable in regards to the extra recognition are the following: Baker, Braggs, Covino, Hampton, Jackson, Harman, Kizza, Miles, Noe, Sturzer, and White.

Part 5: Support

Does the program regularly evaluate its equipment and facilities and pursue necessary improvements?

Yes, but this has yielded little enhancements to date. This is a serious problem that continues to be covered up by the goodwill and efforts of the Director of the Humanities Program.

Most importantly, the program needs to follow through with the recommendation of the last review to “secure a Humanities Program Room on campus, to function as a.) a Program Office, to keep files and all materials relevant to this program; b.) to develop and display new advertizing material; c.) a meeting place for Humanities Students, a place on campus they can call home, and a place where the Executive Committee can meet; and d.) an advising center for this program, with appropriate written materials and a computer (perhaps a working, used computer that was recently handed in by a faculty member who just received a new computer).” The self-study reports the desire of the Humanities Faculty Board of Advisors and the Director of the Humanities Program to meet this important recommendation. There is a hope – and this reviewer thinks that the Dean should see about making it more than a hope –

that this recommendation may be realized “with the addition of the new library in Fall 2013, and the renovation of the old library space.”

There is also an apparent need for better, more diversified classroom space, for the varied, interdisciplinary courses of the Program. I visited one class session while on campus, and it was more distressed than I expected it to be. It was, indeed, perfectly usable, especially by a resourceful professor, yet there were many up-to-date features absent. The issue of classroom space, I understand, is a campus-wide issue, and no doubt it will have to be addressed at such a level, rather than at this level of an interdisciplinary program review.

There is a serious need for dedicated clerical support for the Program. Currently, clerical work is conducted by the Director of the Program and the Coordinator of the Women’s Studies track, with some occasional help from a secretary in the English Department. Dedicated clerical support is easily and commonly provided by splitting a secretary’s time between two programs. Some method needs to be devised, to provide the program the clerical support it needs.

Is the program’s operating budget consistent with the needs of the program?

With the program as is, the most pressing need is the dedication of about 15 hours of clerical support per week. If decisions are made to grow the program or to use the program for university efforts in retention and timely graduation, then commensurate budget increases would need to be made.

Does the program have a history of enrollment and graduation rates sufficient to sustain high quality and cost-effectiveness?

Because a Humanities Program such as that at UTC is really an administrative feat – the administration provides conditions to maximize the utilization of already existing resources, in terms of faculty already teaching and courses already being taught – the enrollment could be zero and still be cost-effective. The fact that the enrollment is so healthy and that the graduation rates are so impressive only makes the cost-effectiveness all the more marvelous. Of course, no individual discipline could be operated like this, but an interdisciplinary program such as Humanities works well, when the administration realizes that it is the administration that makes the fuller use of faculty and courses possible.

4. Conclusion

Part 6: Summary Recommendations

Overall, what are your impressions of the program?

Under the direction of Dr. Hampton, the program is a model of such programs across the country, with the added distinction of having touches of the more elite programs, while providing all the needs of students of a regional, comprehensive university, serving primarily the citizens of Tennessee.

What goals would you suggest the program set for the next five years? How can the program work to achieve these goals over the next five years?

The two large, major recommendations to be decided by the Provost and the Dean

1. For the **Provost** to decide: 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.

If the provost were to capitalize on the Humanities Program in this way, significant enhancements would need to be made to the space and staffing of the Program, according to the increase in students this

change would be expected to bring. There are already at UTC many good services for students who are struggling, and these would become more readily attached to Humanities, as right now, most students in the Program are already well adapted to university life.

2. For the **Dean** to decide: Everyone is quite justifiably happy and even proud of the Humanities Program as it is currently developed and operating. With the exception of my recommending some adjustment (increase) in budget and facilities (see the body of the review), which would have to be supplied by the Dean, if the faculty and the Dean wish simply to have the Program to continue as is for another five years or so, then nothing further need be done, and all should be very pleased – I know that I admire the program as is and already have been speaking about it to others in the US as well as in the UK.

If, on the other hand, the faculty and the Dean feel that growing the Program, either in number of majors or in its programming and cultural contributions to college life, then budget and other resources, including staff, need to be supplied. A Humanities Program often contributes more to programming and cultural life of a college than it does to granting degrees, since all of the arts and sciences are served by the imaginative, interdisciplinary, creative, and global qualities of the Humanities, even as each discipline pursues a specific aspect of humane learning. As an important scientist has observed, "It is not enough to teach a man a specialty. Through it he may become a kind of useful machine, but not a harmoniously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and of the morally good.....He must learn to understand the motives of human beings, their illusions and their sufferings, in order to acquire a proper relationship to individual fellow men and to the community. These precious things are conveyed to the younger generation through personal contact with those who teach, not--or at least not in the main--through text books. It is this that primarily constitutes and preserves culture. This is what I have in mind when I recommend the "humanities" as important, not just dry specialized knowledge in the fields of history and philosophy. Overemphasis on the competitive system and premature specialization on the ground of immediate usefulness kill the spirit on which all cultural life depends, specialized knowledge included" (Albert Einstein, *New York Times*, 1952). Through programming and other efforts developing the cultural life of the college, a Humanities Program can help all specialized majors lessen the mechanization of their lives and increase the humane, creative, and beautiful experience of them.

The smaller recommendations to be executed by the Program

For the Program to continue its high quality and exceptionally valuable work and contributions to UTC, executing especially the following recommendations, but also the others left embedded in the body of the report, would serve the students and faculty.

1. Obtain dedicated clerical staff. 15 hours of clerical assistance is recommended.
2. Form a more obvious and meaningful common curricular identity for the major and the minor.
3. Obtain a dedicated space for Humanities students and faculty that can be recognizable to the entire campus.
4. Engage increasingly, in the curriculum and in programming, with Digital Humanities.

Once again, I find the Humanities Program at UTC to be among the best among regional, comprehensive universities in the country and that it, indeed, compares favorably even with the most prestigious such programs in the country. The Director must be acknowledged as being the *sine qua non* reason for this, yet everyone involved materially contributes and should all be proud of the masterful achievement that is the Program. I also find UTC and, indeed, Chattanooga to be academically impressive and culturally graceful. I am grateful to have had the opportunity to come to know such a fine Program, accomplished and upwardly mobile university, and lovely city.

APPENDIX E: LAST SELF STUDY

**The University of Tennessee at Chattanooga
Humanities Program Review, 2012-2013
Self-Study: Undergraduate Program, B.A.**

Preface and History

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

Presently, the Program is administered by two coordinators, who are appointed by the Dean of Arts and Sciences, as well as an interdisciplinary Faculty Advisory Board. The major itself has three separate tracks: Humanities: Liberal Arts (1440) and Humanities: International Studies (1441), and Humanities: Women's Studies (1442). Tracks 1440 and 1441, coordinated and advised by Dr. Bryan Hampton (English), have some contours in place that require substantial upper-level hours in appropriate courses for the particular concentration, but students are also granted some freedom to choose their own curriculum of study based on their interests. Track 1442, coordinated and advised by Dr. Marcia Noe (English), provides a more structured approach to the discipline of Women's Studies. Additionally, there are a number of interdisciplinary studies minors that fall under the auspices of the program, each of which has a separate coordinator. These include Asian Studies, Africana Studies, Humanities, International Studies, Latin American Studies, and Women's Studies.

Currently, Dr. Wilfred M. McClay holds the SunTrust Bank Chair of Excellence in Humanities at the University of Tennessee at Chattanooga, where he is also Professor of History, since 1999. He has also taught at Georgetown University, Tulane University, Johns Hopkins University, and the University of Dallas, and is currently a Senior Scholar at the Woodrow Wilson International Center for Scholars in Washington, DC, a Senior Fellow at the Ethics and Public Policy Center in Washington, DC, and a member of the Society of Scholars at the James Madison Program of Princeton University. He was appointed in 2002 to the National Council on the Humanities, the advisory board for the National Endowment for the Humanities. His book *The Masterless: Self and Society in Modern America* (North Carolina, 1994) won the 1995 Merle Curti Award of the Organization of American Historians for the best book in American intellectual history published in the years 1993 and 1994. Among his other books are *The Student's Guide to U.S. History* (ISI Books, 2001), and *Religion Returns to the Public Square: Faith and Policy in America* (Woodrow Wilson Center/Johns Hopkins University Press, 2003). He is currently at work on a biographical study of the American sociologist David Riesman under contract to Farrar, Straus & Giroux, and is

editing two collection of essays, one called *Figures in the Carpet: Finding the Human Person in the American Past*, which features sixteen essays by American historians on changing American understandings of self and person, and a collection of his own essays entitled *Pieces of a Dream: Historical and Critical Essays*.

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

The Humanities Program was externally reviewed in 2007-2008, the first time since its inception. The reviewer's report can be found in Appendix E. In the last five years, the University's administrators, the Program's coordinators, and its Faculty Board of Advisors have sought to address the reviewer's findings and suggestions. We are eager to find ways to improve upon its existing strengths, and to assess critically its relative weaknesses for the sake of setting future goals and meeting the ever-changing needs of our students, as we prepare them for a future career, and a life enriched by their study of the Humanities.

Part I: Program Outcomes

A. Mission Statement

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

A few lines from Alfred, Lord Tennyson’s poem “Ulysses” appropriately captures the spirit of the Program:

I am part of all that I have met;
Yet all experience is an arch wherethrough
Gleams that untraveled world whose margin fades
Forever and forever when I move.

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

B. Program Outcomes and Criteria

In the Program's first external review, the reviewer recommended that "the director, in consultation with the faculty advisory board, develop a set of learning outcomes for students in the Humanities program." Since 2009-10, the Humanities Program has participated in the SACS reaccreditation process by developing, implementing, and adjusting a set of clearly articulated outcomes.

Humanities: Liberal Arts (1440)

- Liberal Arts majors will design a curriculum of study that treats human culture, experience and perception as an object of study while treating the person as a knowing subject.
- Liberal Arts majors will design a Program Rationale that will provide some over-arching rubric for organizing the coursework, such as an underlying theme, a set of questions, a particular culture or region of the world, or time period; and, the Program Rationale will include a list of potential courses with a short statement about how those courses might serve the student's interests.
- Liberal Arts majors will complete significant upper-level work (21/45 hours) in the traditional disciplines of the liberal arts, and their curriculum of study will be interdisciplinary by including at least three different departments.
- Liberal Arts majors will complete and turn in a major research-oriented essay or project for evaluation by the Faculty Board for Humanities. The essay/project represents some of the student's driving interests in the concentration.

Humanities: International Studies (1441)

- International Studies majors will design a curriculum of study that treats human culture, experience and perception as an object of study while treating the person as a knowing subject.
- International Studies majors will design a Program Rationale that will provide some over-arching rubric for organizing the coursework, such as an underlying theme, a set of questions, a particular culture or region of the world, or time period; and, the Program Rationale will include a list of potential courses with a short statement about how those courses might serve the student's interests.
- International Studies majors will complete significant upper-level work (21/45 hours) in those disciplines

with a global emphasis, and their curriculum of study will be interdisciplinary by including at least three different departments.

- International Studies majors will complete and turn in a major research-oriented essay or project for evaluation by the Faculty Board for Humanities. The essay/project represents some of the student's driving interests in the concentration.
- International Studies majors will have an extended encounter with a foreign culture, either through exposure to international students on the UTC campus and the Office of International Exchange, or through personal travel, or through academic foreign exchange.

Humanities: Women's Studies (1442)

- Women's Studies majors will complete successfully at least three Women's Studies approved courses from different disciplinary perspectives that focus on patriarchy or gender.
- Women's Studies majors will complete successfully a service-learning or a mentoring project serving women or girls that is embedded in their Senior Seminar.
- Women's Studies majors will demonstrate an understanding of what patriarchy is and how it impacts the lives of women and girls.

Both the 1440 and 1441 tracks require students to submit a substantial research-oriented essay that has been completed for a representative class at the 3000-4000 level. This essay is evaluated by one of the six members of the Faculty Board of Humanities, who score the essay (5: Excellent; 4: Good; 3: Satisfactory; 2: Unsatisfactory; 1: Failure) according to the following rubric:

I. Evaluation of the Argument

Excellent (5): The essay has a consistent and clear statement of intent: an argument is formulated, well-supported by logic and evidence, and sustained throughout the essay, according to the rules of rhetoric and consistent with the expectations of a junior/senior-level project in the discipline for which it was written.

Good (4): The essay has a fairly clear statement of intent: an argument is formulated and supported according to the rules of rhetoric, but may not be consistently sustained throughout the essay; and, the essay is generally consistent with the expectations of a junior/senior-level project in the discipline for which it was written.

Satisfactory (3): The essay's statement of intent is present but vague: an argument is not well-defined according to

the rules of rhetoric; it is supported sporadically or with lapses in logic; it is not sustained throughout the essay; and, the essay sometimes meets with the expectations of a junior/senior-level project in the discipline for which it was written.

Unsatisfactory (2): The essay's statement of intent is not present: an argument is not well-defined or supported according to the rules of rhetoric; it has serious errors in logic; it is not sustained throughout the essay; and, the essay rarely conforms with the expectations of a junior/senior-level project in the discipline for which it was written.

Failure (1): The essay's statement of intent is not present: an argument is not defined or supported at all according to the rules of rhetoric; it has serious errors in logic and the evaluation of evidence; it is not sustained throughout the essay; and, the essay does not conform with the expectations of a junior/senior-level project in the discipline for which it was written.

II. Evaluation of Research

Excellent (5): The research used to support the argument appears to be up-to-date and appropriate to the discipline for which the essay was written; primary data and secondary materials by respected authorities have been included and correctly documented according to major style-book; conflicting viewpoints or assessments of the current research are present in the essay; and, the student clearly articulates a merited conclusion as a result.

Good (4): The research used to support the argument appears to be mostly up-to-date and appropriate to the discipline for which the essay was written; primary data and secondary materials by respected authorities are present, but the essay may at times lean too heavily upon them without critical assessment or incorporation; the essay demonstrates fairly consistent and correct documentation according to major style-book; conflicting viewpoints or assessments of the current research are sporadically present in the essay; and, the student's conclusions based on the research are merited.

Satisfactory (3): The research used to support the argument may not represent up-to-date standards, but is appropriate to the discipline for which the essay was written; primary data is present but secondary materials are sparse or of questionable authority; the essay relies too heavily upon secondary materials without critical assessment; the essay demonstrates inconsistent or incorrect documentation according to major style-book; conflicting viewpoints or assessments of the current research are sporadically present in the essay; and, the student's conclusions based on the research are permissible, but not without error.

Unsatisfactory (2): The research used to support the argument is does not represent up-to-date standards, and/or is appropriate to the discipline for which the essay was written; primary data may be present, but secondary materials are not incorporated or of questionable authority; the essay relies too heavily upon secondary materials without critical assessment or original thinking; the essay demonstrates serious errors in documentation according to major style-book; conflicting viewpoints or assessments of the current research are not present in the essay; and, the student's conclusions based on the research are of questionable merit due to some errors in logic and/or flawed data.

Failure (1): The research used to support the argument does not represent up-to-date standards, irrelevant, and/or is not appropriate to the discipline for which the essay was written; primary data may be present, but with serious errors, and secondary materials are not incorporated or of questionable authority; the essay demonstrates no original thinking and makes no discernible contribution; the essay consistently demonstrates serious errors in documentation according to major style-book; conflicting viewpoints or assessments of the current research are not present in the essay; and, the student's conclusions based on the research are not permissible due to serious errors in logic and the interpretation of data.

III. Evaluation of Central Concepts

Excellent (5): The student's essay demonstrates a mastery of the central concepts that are being addressed; it continues the scholarly conversation on the topic in a meaningful way; and, it includes an awareness of critical terms

or case studies that are relevant to the discipline for which the essay was written.

Good (4): The student's essay demonstrates a good command of the central concepts that are being addressed; it makes an attempt to continue the scholarly conversation on the topic; and, it includes an awareness of critical terms or case studies that are relevant to the discipline for which the essay was written.

Satisfactory (3): The student's essay demonstrates an adequate use of the central concepts that are being addressed; it makes an attempt to continue the scholarly conversation on the topic, but with mixed success; and, its use of critical terms or case studies, that are relevant to the discipline for which the essay was written, is inconsistent or vague.

Unsatisfactory (2): The student's essay does not demonstrate an adequate use of the central concepts that are being addressed; it makes little or no attempt to continue the scholarly conversation on the topic; and, its use of critical terms or case studies are sometimes irrelevant or out-dated to the discipline for which the essay was written.

Failure (1): The student's essay does not demonstrate an adequate use of the central concepts that are being addressed; it makes no attempt to continue the scholarly conversation on the topic; and, its use of critical terms or case studies are irrelevant or out-dated to the discipline for which the essay was written.

IV. Evaluation of Critical-Thinking (defined according to Bloom's taxonomy application)

Excellent (5): The essay consistently demonstrates the student's ability to master the progression from lower-ordered thinking skills (knowledge-comprehension-application) to higher-ordered thinking skills (analysis-synthesis-evaluation).

Good (4): The essay demonstrates the student's ability to go beyond lower-ordered thinking skills (knowledge-comprehension-application) and to progress to higher-ordered thinking skills (analysis-synthesis-evaluation), though it may be inconsistently executed.

Satisfactory (3): The essay demonstrates the student's ability to go beyond lower-ordered thinking skills (knowledge-comprehension-application) and to progress to higher-ordered thinking skills (analysis-synthesis-evaluation), though the essay tends to favor lower-ordered thinking.

Unsatisfactory (2): The essay does not demonstrate the student's ability to go beyond lower-ordered thinking skills (knowledge-comprehension-application) and to progress to higher-ordered thinking skills (analysis-synthesis-evaluation). The essay heavily favors lower-ordered thinking.

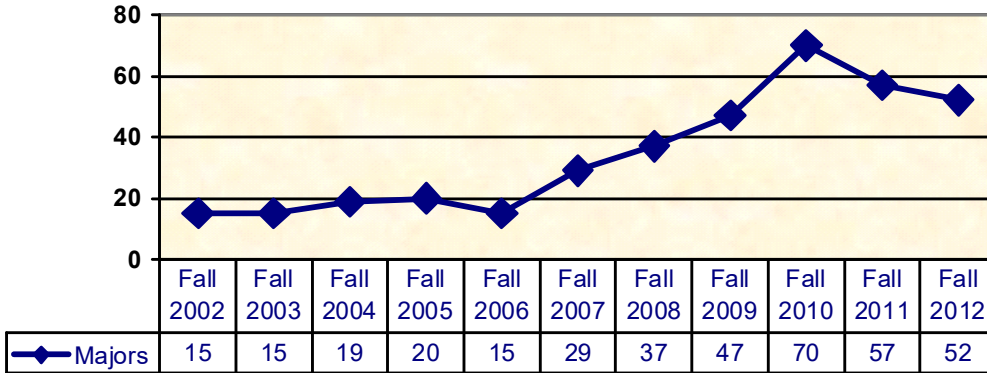
Failure (1): The essay does not demonstrate the student's ability to go beyond lower-ordered thinking skills (knowledge-comprehension-application) and to progress to higher-ordered thinking skills (analysis-synthesis-evaluation). The essay demonstrates only lower-ordered thinking, and does not manage to master even these.

Beginning in AY 2013-2014, the student artifact will be expanded to include a possible creative project instead of the traditional research-oriented essay, and the Faculty Board will be discussing appropriate criteria for its evaluation.

C. Enrollment and Matriculation

Between the academic years 2007-2012, major enrollment with combined numbers from the Humanities: Liberal Arts (1400), Humanities: International Studies (1441), and Humanities: Women’s Studies, has averaged 48. Peak enrollment occurred in 2010 with 70 student majors. Between the academic years 2007-2011, the average number of degrees awarded per year, with combined numbers from all three B.A. tracks, is 8. Below are the enrollment trends for the last ten years (Figure 1), as well as the number of degrees awarded (Figure 2).

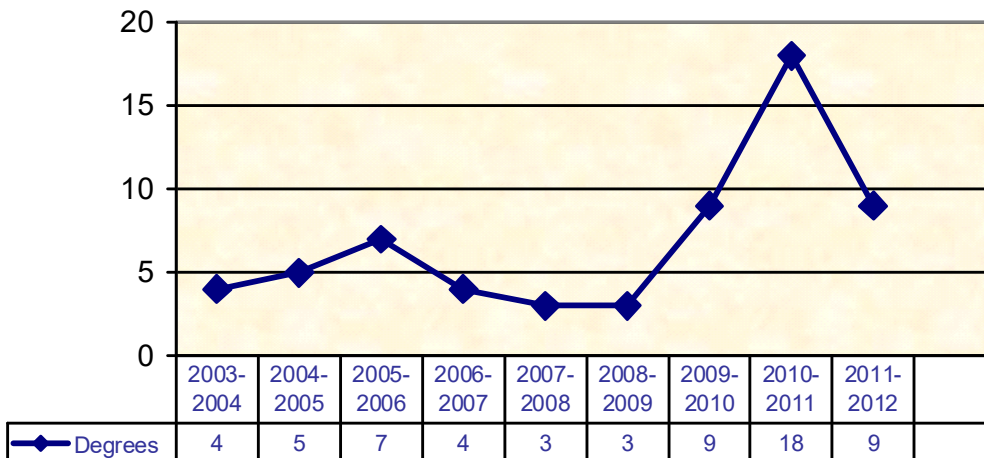
FIGURE 1: ENROLLMENT TRENDS



As anticipated, the number of degrees awarded in Humanities has steadily climbed since 2008-2009.

FIGURE 2: DEGREES AWARDED

Undergraduate retention rates within the major have fluctuated, from as low as 18% - 20% in 2002 and



2003 to as high as 58% in 2005, with the latter figure matching college and university-wide statistics. The most

recent figure from the fall of 2010 indicates that 51.2% returned to the major in Humanities. Several factors may contribute to the fluctuation, not the least of which is university-wide retention issues. In the fall of 2009, the College of Arts and Sciences reported 3763 majors within its various departments. The following fall, the College reported an increase in total majors to 3919; 63.7% of students returned to their major in the College, 12.1% migrated to other majors, and 24.2% did not return to UTC. One other significant cause might be attributed to the nature of the degree itself. Many students at freshman or sophomore level, who are uncertain about their career choices, may declare the Humanities: Liberal Arts major until their principle focus emerges.

In a 2012 Student Satisfaction Survey, administered by the UTC Office of Planning, Evaluation, and Institutional Research, students were asked several questions about their overall experience at UTC, their major, the curriculum, and perceived faculty involvement. Answers were given with respect to UTC, their particular College, and their individual departments. Only one Humanities student appears to have completed the survey, and thus reasonable inferences made based on the data are limited. Below are the results:

Student Survey Results (NSSE)					
QUESTION/STATEMENT	RESPONSE OPTIONS	PERCENTAGES			VALID N: (DEPT .)*
		UT C	COLLE GE	DEPT. **	
SATISFACTION WITH UTC					
1. How would you evaluate your entire educational experience at this institution?	Poor	2.4	2.7	0.0	1
	Fair	13.6	14.8	0.0	
	Good	53.5	51.2	100.0	
	Excellent	30.4	31.3	0.0	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.7	5.4	0.0	1
	Probably no	14.2	14.7	0.0	
	Probably yes	42.7	41.5	0.0	
	Definitely yes	38.3	38.4	100.0	
CURRICULUM					

1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	8.1	10.7	0.0	1
	Sometimes	25.5	28.9	100.0	
	Quite a bit	36.9	37.2	0.0	
	Very much	29.5	23.3	0.0	
2. Institution contributed in developing clear and effective speaking skills.	Very little	9.4	9.9	0.0	1
	Sometimes	24.1	22.5	100.0	
	Quite a bit	36.1	37.2	0.0	
	Very much	30.4	34.4	0.0	
3. Institution contributed in developing clear and effective writing skills.	Very little	4.6	4.3	0.0	1
	Sometimes	20.4	20.0	100.0	
	Quite a bit	37.0	36.4	0.0	
	Very much	38.0	40.3	0.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	12.9	13.1	0.0	1
	Sometimes	31.9	33.7	100.0	
	Quite a bit	34.6	34.9	0.0	
	Very much	20.6	18.3	0.0	
5. Institution contributes to you acquiring a broad general education.	Very little	4.6	6.0	0.0	1
	Sometimes	15.9	13.1	0.0	
	Quite a bit	42.7	40.1	0.0	
	Very much	36.8	40.9	100.0	
FACULTY INVOLVEMENT					
1. Quality of relationships with faculty members.	1	1.9	2.7	0.0	1
	2	2.0	1.2	0.0	
	3	3.9	2.3	0.0	
	4	14.3	13.9	0.0	
	5	26.0	29.0	0.0	
	6	31.1	29.3	100.0	

	7	20.8	21.6	0.0	
2. Talked about career plans with a faculty member or advisor.	Never	17.4	14.9	100.0	1
	Sometimes	43.0	43.5	0.0	
	Often	24.5	24.3	0.0	
	Very Often	15.1	17.3	0.0	
3. Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	7.8	7.8	0.0	1
	Fair	18.6	17.8	0.0	
	Good	46.1	44.6	0.0	
	Excellent	27.5	29.8	100.0	
4. Discussed ideas from your readings or classes with faculty members outside of class.	Never	34.5	32.7	100.0	1
	Sometimes	40.7	42.8	0.0	
	Often	15.1	16.0	0.0	
	Very often	9.6	8.5	0.0	
CULTURAL EXPERIENCE AT UTC					
1. Had serious conversations with students of a different race or ethnicity than your own.	Never	13.7	12.4	100.0	1
	Sometimes	32.2	30.2	0.0	
	Often	26.1	26.0	0.0	
	Very often	28.0	31.4	0.0	
2. Institution encourages contact among students from different economic, social, and racial or ethnic backgrounds.	Never	17.5	18.8	0.0	1
	Sometimes	36.4	36.3	100.0	
	Often	27.9	27.8	0.0	
	Very often	18.2	17.1	0.0	
3. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.	Never	10.8	8.2	0.0	1
	Sometimes	33.4	27.0	0.0	
	Often	27.4	31.6	0.0	

	Very often	28. 5	33.2	100.0	
4. Institution contributed to your ability to understand people of other racial and ethnic backgrounds.	Never	16. 5	17.4	0.0	1
	Sometimes	34. 1	27.4	0.0	
	Often	31. 9	35.7	0.0	
	Very often	17. 4	19.4	100.0	

***Valid N** = the number of majors answering the question on the NSSE 2012

**Not enough evaluations completed to analyze data

Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

Within the major, the student reported high marks for overall satisfaction, the general breadth of course work, the quality of academic advising, and their exposure to other cultures. Lower marks within the major were reported by the student for how well the major prepared them for job skills, real world problem-solving, and sharpening writing/speaking skills. Two figures that are difficult to reconcile are the reported high rating (6/7) given to faculty relationships with regard to the student major, and a low score (“Never”) given for “Talked about career plans with a faculty member or advisor.” The student thus felt as if the institution and the major did not sufficiently address real-world scenarios and job-related skills.

D. Alumni Report

Many of the Program’s alumni and current students have joined the UTC Humanities Facebook page, which is our primary tool for keeping students connected and staying in touch with graduates. Graduating seniors also submit a Program Exit Review which asks students to address questions such as the following: What do you expect to be doing at this time next year? What would you like to be doing five years from now? How has your program of study helped prepare you for this endeavor, and how has it failed to provide sufficient training or background? If you plan further study, please indicate where and in which program and concentration. If you have accepted full-time employment to begin in the near future, please give details. Do you plan to stay in this area to pursue your career, or do you anticipate relocation?

The following student-majors have graduated from UTC in the last 5 years; their present locations and occupations are listed, as compiled by their given status on Facebook, or by anecdotal information from professors who have maintained contact.

Amy Barger (1441): worked at CEIP Andrade, Pontedeum, Spain; currently an English teacher in training at Memphis Teacher Residency

Robert Bass (1441): resided in Chattanooga and performed locally in live theater and music venues; currently working and residing in New York, NY.

Lindsay Baugh (1441): unknown

Emily Bland (1441): unknown

Anne Brettell (1442): enrolled in the MFA program at the University of Alabama and is also enrolled in the School of Library Science

Katharine Clem (1440): works as an administrative assistant at the Public Education Foundation of Chattanooga, a non-profit organization that provides training and resources to public school teachers and administrators in Hamilton County

Chelsea Cooper (1440): pursuing M.D. at University of Tennessee Health Science Center, Memphis, TN

Cole Davis (1440): unknown

Taryn Ferguson (1441): unknown

Zachary Flowers (1441): pursuing internship with the First Presbyterian Church in Berkeley, CA

Chassey Foster (1442): accepted a position after graduation at Blue Monarch, a women's rehabilitation center located near Nashville; currently pursuing M.Ed. in Special Education at UTC

Carla Fulgham (1442): has applied for a job as Program Coordinator for Girls, Inc. of Chattanooga

Charlotte Greene (1440): Payroll Coordinator and VMS Administrator for System One Services

in Butler County, PA

Monika Groppe (1441): worked for a non-profit artistic group in Chattanooga; started UTC's first Sustainability Garden; intends to enroll in UTC's Doctorate of Physical Therapy program in 2013

Timothy Harris (1442): works as an administrative assistant for the Women's Fund of the Greater Community Foundation of Chattanooga and Resident Director of Theatre for the New South; recently directed a version of Euripides' classical tragedy *Medea* for the Allied Arts of Chattanooga

Jonathan Hoffman (1440): currently employed as an Application Developer for Blue Cross Blue Shield of TN in Chattanooga

Emily Hurst (1442): a consultant with the Writing Center at UTC; pursuing an M.Ed. from Vanderbilt University

Abigail Hyde (1441): on staff with Campus Crusade for Christ at UTC

Mark Kehoe (1441): unknown

Jessica Kitchens (1441): earning a certificate in teaching Therapeutic Yoga in and around Chattanooga

Julia Johnson (1441): unknown

Lindsey McNutt (1440): employed at Aldi, Inc. for TN

Whitney Meredith (1441): pursuing MS in Criminal Justice at UTC

Heaven Morgan (1440): unknown

Sarah Nelson (1440): double-majored in Humanities and Math; lives in Lexington, KY

Christopher Norwood (1440): unknown

Jonathan Parker (1441): unknown

Rachel Pentecost (1440): currently employed with Advanced Photographic Solutions in Cleveland, TN; plans on enrolling in a graduate program in counseling next fall

Ancey Philip (1441): enrolled in a graduate program in epidemiology at Boston University

Christianna Rice (1441): lives in Denver, CO and employed at Touchstone Medical Imaging

Michelle Richards (1440): currently employed as a server at St. John's Meeting Place in

Chattanooga; has passed her level two certification for becoming a sommelier, and is preparing for her level three certification

Nathan Quinn (1440): researching current graduate programs in History

Heather Scholes (1441): currently employed as Communications Coordinator at 4Kids for West Central Florida

Lauren Shepard (1442): pursuing a graduate degree in the School of Library and Information Science at Indiana University (Bloomington)

Jessica Sloat (1440): resides in Chattanooga

Ryan Shanahan (1441): currently employed as an assistant at a local law firm, and preparing to take the LSAT for admission to law school.

Samantha Stanley (1440): pursuing an M.A. in English: Rhetoric & Writing at UTC

Natalie Talbott (1440): pursuing M.D. at University of Memphis

Alyssa White (1442): currently attending law school and working as a paralegal for LegalAid

Shana Wolstein (1440): earned M.F.A in Poetry from Western Michigan University; currently serves as the Managing Editor of *Reading Horizons* at Western Michigan University

Summary

With regard to program outcomes, the previous reviewer recommended “that the director, in consultation with the faculty advisory board, clarify *the identity of the Humanities Program*, what it is about, and why it is beneficial to students. This would help faculty and students to have a sharper idea of what Humanities courses and Humanities students have in common, and so it would also help build community among those who have interest in the Humanities. Moreover, it would help students tell themselves, their parents, representatives of graduate programs, and prospective employers what they are doing in this program and why it is worth while.” To those ends, the Humanities Program has made progress in defining its identity and goals to its majors.

One suggestion that the previous reviewer made was to form a Humanities Club and/or student-led Executive Committee that might serve to increase the major’s visibility and enhance its identity. The latter was attempted during the AY 2008-2009, but there was insufficient interest among the students to carry through with it;

now that the numbers of majors has increased significantly since then, it would be beneficial to revisit this suggestion.

The Program has increased its visibility and identity on campus in other ways (see II.F below) and seems to have been most successful in attracting majors through word of mouth and through sponsoring booths at Freshman Friday, which caters to prospective students and their parents. Given our rising numbers of majors, it is obvious that so many of our students value the freedom to determine their own course of study. Moreover, the Program has made progress in articulating the benefits and skills of a humanities-centered education, as well as in publishing possible career paths open to graduating students. Since the last program review, much of this information has been made available to students on the Program's website: www.utc.edu/humanities.

Based on the most current information available, our alumni from the Program appear to be gainfully employed despite this trying economy, and many of them have entered or are preparing to enter graduate programs. This is a good indicator that our majors feel confident in the education they received at UTC in general, as well as the concentration in particular. The recent upward trends in the number of students graduating in Liberal Arts, International Studies, or Women's Studies also is a healthy indicator of the Program's continuing success attracting and retaining majors—important factors to consider, now that the Tennessee-system's state funding is tied to the number of graduating students rather than the number of students enrolling. Women's Studies hosts a number of events that attract students from different disciplines and provides information about vocations in venues such as Career Day.

Part II: Curriculum Assessment

Most of the curriculum listed in the UTC catalogue under the HUM rubric is derived from other departments; that is, the courses in the HUM rubric are “borrowed” or “cross-listed” from courses offered in other home departments. Curriculum content and organization is reviewed regularly within home departments. There are opportunities for Departmental Honors theses, independent study, and research and service-related projects, as described below.

A. Major and Related Courses

Students earning a major in the Humanities at UTC can pursue a B.A. in Humanities: Liberal Arts (1440), Humanities: International Studies (1441), or Humanities: Women’s Studies (1442). In all cases, the student must complete the General Education and University Graduation requirements, in addition to 45 hours in an approved program of study, with 39 of those hours successfully completed in 3000-4000 level coursework. Students must maintain a minimum 2.0 G.P.A. within their approved course of study. In tracks 1440 and 1441, the student’s coursework must be related to the culture of a time and place, unified by a set of questions or interests, or to a major idea or theme lending itself to analysis through the disciplines of the humanities. A focus on human experience as revealed in the religious, intellectual, artistic, linguistic, and social actions which characterize the chosen area of study is encouraged. Moreover, the student’s curriculum is contoured for the appropriate concentration.

In the previous external review report, the reviewer recommended that the “director, in consultation with the faculty advisory board, work out more structure for the major” to prevent it from becoming amorphous. To that end, the Program requires that those students in Humanities: Liberal Arts will pursue substantial coursework in the traditional liberal arts, with at least 21/45 hours drawn from 3000-4000 level courses in Art, Communication, English, History, Humanities, Modern and Classical Language & Literature, Music, Philosophy, Religion, and Theater. Students interested in Humanities: International Studies will pursue substantial coursework with a global emphasis, with 21/45 hours drawn from 3000-4000 level courses in Anthropology, Modern and Classical Language & Literature, Political Science, and Religion. In both tracks no more than 18 hours can be applied towards the major from any one department, and the Faculty Board for the Humanities may award up to 15 hours of credit for independent study or travel. By the end of the sophomore year, students must develop and submit a Program

Rationale (see II.G below) that outlines their unified interests in their concentration.

Beginning in AY 2008-2009, the new concentration in Women's Studies emerged, coordinated by Dr. Marcia Noe (English). The major requires 30 hours with three required courses: WSTU 2000 (Introduction to Women's Studies), either WSTU 4810 (Feminist Literary Criticism) or WSTU 4830 (Feminist Theory), and WSTU 4960 (Senior Seminar). The remaining 21 hours must be approved as appropriate to the major, with at least one course selected from the humanities group, and one from social sciences.

B. Minors in the Program

The Humanities Program offers several minors that fall under the Interdisciplinary Studies category. These minors have separate faculty coordinators and include the following: Asian Studies (Bryan Hampton, English), Africana Studies (Vic Bumphus, Criminal Justice), International Studies (Bryan Hampton, English), Latin American Studies (Aaron Althouse, History), and Women's Studies (Marcia Noe, English). Each of these minors requires 18 hours of study, and each has its own core of required courses that must be completed for the minor.

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

The chart below tracks the number of graduates in each minor for the last 5 years.

	FY 08	FY 09	FY 10	FY 11	FY 12
Asian Studies 4518	0	1	0	0	0

Africana Studies 4522	2	4	0	2	0
Humanities 4577	0	2	3	2	4
International Studies 4595	0	1	0	1	2
Latin American Studies 4615	0	0	0	1	0
Women's Studies 4680	10	5	6	9	3

C. Program of Study / Program Rationale

In consultation with the Program Coordinator, and with the approval of the Faculty Board, the Humanities major in Liberal Arts and International Studies allows the student to design their own interdisciplinary curriculum of study, following the completion of the General Education requirements for the standard B.A. at UTC. When a student files for graduation candidacy, the Coordinator fills out a Program of Study that confirms to the Registrar the courses and credits to be applied towards the major requirements.

During the sophomore year, however, the student more clearly defines his or her focus of study, and must draft a Program Rationale that delineates how their course of study will be unified, concentrating on any aspect of culture relating to a compelling theory or theme, a particular epoch or place, or a provocative line of inquiry. In many cases, students submit a rough draft of the document to the Coordinator for these concentrations, who then offers suggestions for revisions in order that they may gain a sharper vision for the aims of the curriculum of study. Students who switch to a Humanities major late in their studies, for instance as a junior or senior, must still submit a Program Rationale, although this comes with the added challenge of looking backwards at the work that has been completed and unifying their course of study under some governing rubric.

D. Range of Course Offerings

In the 2012-2013 undergraduate catalogue, the Humanities Program lists 47 courses, 35 of which have

specific content, while the remaining courses include special projects, individual and group study, and departmental honors. For the most part, the courses that are officially “on the books” are courses offered through other departments, as the Humanities Program cannot be considered a true “department” with its own faculty and department chair. These “official” courses primarily belong to their home rubric (e.g., ENGL or PHIL), but at the time of registration, they are cross-listed under the HUM rubric as well. Cross-listing under the HUM or WSTU rubric may attract a wider array of students simply because the course becomes more visible to students. The previous external reviewer’s report suggested “that more courses in various departments around campus be cross-listed as Humanities courses.” This recommendation has been met with some success. Between the three concentrations, and with particular regard to Women’s Studies, we have cross-listed courses in Anthropology, Criminal Justice, Communications, English, History, Music, Modern & Classical Languages, Philosophy, Political Science, Sociology, Religion, and Theater and Speech.

The following courses are listed under the HUM rubric in the 2012-2013 catalogue, followed by the credit hours earned for completing the course. Because these courses originate in other departments, these courses are automatically cross-listed when they are taught, and the description of the course is taken from the home rubric.

HUM 1999r Special Projects (1-4): Individual and group studies. On demand.

HUM 2300 Contemporary Francophone African Cinema (3): An overview of recent African films from former French colonies with attention to issues of identity, heritage, and former colonial status. See Modern Languages 2300 and Theatre and Speech 2300.

HUM 2520 African-American Literature (3): Readings will be largely fiction with supportive critical works and some poetry and drama to examine the development of African-American literature from the 1850s to the present. Figures may include Harper, Chestnut, Washington, DuBois, Hurston, Wright, Ellison, Brooks, Baldwin, Walker, and Morrison. Spring semester. See English 2520.

HUM 2540 The Romantic Experience (3): An interdisciplinary survey of “Romanticism” in European civilization,

ca. 1789 to 1918, addressing and analyzing some of the main historical, philosophical, and aesthetic forces involved in this broad cultural experience. On demand. See English 2540.

HUM 3000 The Vietnam Conflict: Then and Now (3): An introduction to the Vietnam War, its development, its meaning, and its impact on the social, political, economic, and cultural identities of the U.S. and Vietnam.

HUM 3110 Music of the World (3): An introduction to the folk and ethnic music of various world cultures. Consideration of how musical styles relate to social, cultural and aesthetic practices and attitudes. Spring semester. See Anthropology 3110 or Music 3110.

HUM 3230 African-American Slave Narrative (3): Study of slave narratives and subsequent literature influenced by them. On demand. See English 3230.

HUM 3850r International Fiction (3): A study of works by fiction writers from the international community, exclusive of works from and about the British Isles, Canada and the United States. Content may vary. See English 3850r.

HUM 3970 Music, the Arts, and Ideas (3): A comparison of musics and musical values in Africa, Indonesia, India, Europe, and among various indigenous peoples; an exploration of the role of art in various societies and other aesthetic issues relating to the arts. Essay exams, papers. See Music 3970.

HUM 4830 Feminist Theory (3): A history of feminist theory from the eighteenth century to the present. Extensive reading, papers. See Philosophy 4830 or Women's Studies 4830.

HUM 4900 Senior Educational Experience (3): Thesis; oral and written presentation of progress required. The complete project will be presented for approval to the Faculty Board for the Humanities in the student's final semester. On demand.

HUM 4995r Departmental Honors (1-3 per term, 4 hours for the two terms): On demand. See Departmental Honors.

HUM 4997r Research (1-4): On demand.

HUM 4998r Individual Studies (1-4): On demand.

HUM 4999r Group Studies (1-4). On demand.

Women's Studies offers a diverse curriculum from courses that are cross-listed from many different departments; in addition to offerings in special topics, departmental honors, individual studies, and group studies, the concentration offers several courses of its own. These include WSTU 2000 Introduction to Women's Studies, WSTU 2020 Women's Issues in South Asia, WSTU 4550r Topics in Women's Studies, and WSTU 4960 Senior Seminar. Below are the courses listed and cross-listed in Women's Studies.

WSTU 1999r Special Projects (1-9). Individual or group projects. On demand. Prerequisite: department head approval.

WSTU 2000 Introduction to Women's Studies (3). An examination of human experience from a feminist perspective. An exploration of the ways in which women have been defined and have defined themselves. A multi-disciplinary teaching context with focus on women's self identity, women's identity in families, and women's identity in society. Prerequisite: ENGL 1010 or ENGL 1011 or UHON 1010 or department head approval.

WSTU 2020 Women's Issues in South Asia (3). A survey of contemporary issues for women in South Asia. On demand.

WSTU 2950 Violence Against Women (3). Examines a variety of forms of violence against women in the United

States including domestic violence, sexual assault, sexual harassment and pornography. Explores how violence against women has been minimized in society and how the criminal justice system has rarely developed effective ways to address these types of crimes. May be registered as CRMJ 2950. Credit not allowed in both CRMJ 2950 and WSTU 2950.

WSTU 3010 French Women Writers in Translation (3). Contributions of French women writers to the social, economic and political institutions of French culture. Readings from literary selections in several genres. Topics studied are gender roles, systems of authority, masculine/feminine representations of reality, and the concept of “feminine” writing. On demand. Prerequisite: ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 or UHON 1020 or department head approval. No foreign language credit. May be registered as MLNG 3010. Credit not allowed in both MLNG 3010 and WSTU 3010.

WSTU 3020 Latin American Women Writers in Translation (3). Latin American culture. Readings from literary selections in several genres. Topics will include gender roles, systems of authority, masculine/feminine representations of reality, and the concept of “feminine” writing. On demand. Prerequisite: ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 or UHON 1020 or department head approval. No foreign language credit. May be registered as MLNG 3020. Credit not allowed in both MLNG 3020 and WSTU 3020.

WSTU 3040 Gender in the Workplace (3). The impact of gender in the workplace. A close study of cultural factors as they pertain to modern attitudes, beliefs, and practices concerning working men and women. Prerequisite: ENGL 1020 or department head approval. May be registered as PANM 3040. Credit not allowed in both PANM 3040 and WSTU 3040.

WSTU 3050 Sex and Gender (3). Evolutionary and cross-cultural analysis of formation of sex and gender in human societies, with special focus on the relative status of women, and the development of masculine and feminine differences in communication and activities. Prerequisite: ANTH 1520 or ANTH 2070 or ANTH 2080 or ANTH 2100, or department head approval. May be registered as ANTH 3050. Credit not allowed in both ANTH 3050 and

WSTU 3050.

WSTU 3070 Gender and Society (3). Analysis of how ideas about gender are socially constructed and the importance of women-centered theories on this approach; the interplay of gender and various social structures including education, religion, politics, family, health, work and sexuality. Prerequisite: SOC 1510 with a minimum grade of C or department head approval. May be registered as SOC 3070. Credit not allowed in both SOC 3070 and WSTU 3070.

WSTU 3180 Gender, Crime, and Criminal Justice (3). This course is intended to provide an overview of women's involvement in the criminal justice system as offenders, victims and professionals. Considerable attention will be given to women as victims of crime, the social system and the criminal justice process. On demand. Prerequisite: CRMJ 1000 or CRMJ 1100 or completion of social science general education requirement or department head approval. May be registered as CRMJ 3180. Credit not allowed in both CRMJ 3180 and WSTU 3180.

WSTU 3210 American Women Writers (3). A survey of American women writers of the 20th century. On demand. Prerequisite: ENGL 1020 or department head approval. May be registered as ENGL 3210. Credit not allowed in both ENGL 3210 and WSTU 3210.

WSTU 3240 Race, Gender, and the Media (3). Examines U.S. mass media construction of race, ethnicity, gender, and sexuality within an historical context and investigates the role of women and minority groups in U.S. media industries. On demand. Lecture 3 hours. Prerequisite: junior standing or department head approval. May be registered as COMM 3240. Credit not allowed in both COMM 3240 and WSTU 3240.

WSTU 3360 Women in Politics (3). An examination of the role and status of women in the American political system. Special emphasis given to the impact of selected public policies upon women. On demand. May be registered as POLS 3360. Credit not allowed in both POLS 3360 and WSTU 3360.

WSTU 3660 Goddess Traditions (3). A cross-cultural survey of major goddess traditions of wide geographic distribution, this course addresses implications of what it means to talk about deities using female terminologies and associations. The seminar format involves reading, discussion, writing, and original research. May be registered as REL 3660. Credit not allowed in both REL 3660 and WSTU 3660.

WSTU 4020 Theater and Feminism (3). Readings, discussion and writing about a wide variety of plays by modern feminist playwrights. On demand. Prerequisite: ENGL 1020 or UHON 1020 or department head approval. May be registered as ENGL 4020 or THSP 4020. Credit allowed in only one of the three courses.

WSTU 4120 Classical Women (3). A survey of the history of women and their representation from the heroic age and Homer to the Roman Empire of the 2nd century AD. Evidence from legal texts and literature along with epigraphic, numismatic and artistic depictions of women will be considered from several key periods, including 5th century Athens and Rome during the late Republic and early Empire. May be registered as CLAS 4120 or HIST 4120. Credit allowed in only one of the three courses.

WSTU 4150 European Women's History to 1800 (3). A survey of the history of European women in the medieval and early modern eras. Topics covered will include pre-modern ideas about gender and women; women's role in and relationship to religion; women's work; women's position within the household; the effect of class, marital status, and urban vs. rural residence on women; the emergence of women's rights; and the effect of historical changes such as the Reformation and capitalism on the condition of women. May be registered as HIST 4150. Credit not allowed in both HIST 4150 and WSTU 4150.

WSTU 4170 Women in the Economy (3). The role of women in the U.S. economy. An economic analysis of women's labor force participation, discrimination against women in the labor market, women's paid and unpaid work, the child care industry, and female poverty. On demand. Prerequisites: ECON 1010, ECON 1020 or department head approval. May be registered as ECON 4170. Credit not allowed in both WSTU 4170 and ECON 4170.

WSTU 4340 Politics of Child Care (3). An examination of child care policy in the United States and its implications for public policy making in general. Prerequisite: POLS 2000. May be registered as POLS 4340. Credit not allowed in both POLS 4340 and WSTU 4340.

WSTU 4420 African Americans Women's History (3). Survey concentrating on the central themes in African American Women's history. Course includes such topics as gender roles in Africa, the slave experience, feminism, and popular culture. May be registered as HIST 4420. Credit not allowed in both WSTU 4420 and HIST 4420.

WSTU 4450r Major American Figures (3). A reading course in the works of a major American writer or writers. Writers to be studied will be specified in the schedule of classes. On demand. Maximum credit 6 hours for the degree. May be registered as English 4270r only when the content focuses on female authors.

WSTU 4510 Psychology of Women (3). Analysis of empirical data and theoretical viewpoints concerning the psychological development of women. Psychological effects of sex roles, achievement motivation, and abilities of women; models of socialization practices, personality development, and stages of adjustment. Fall semester. Prerequisite: 6 hours of psychology and junior standing or department head approval. May be registered as PSY 4510. Credit not allowed in both PSY 4510 and WSTU 4510.

WSTU 4550r Topics in Women's Studies (3). Specific topics, themes and subjects related to women's studies. On demand. Prerequisite: ENGL 1010 or ENGL 1011 or UHON 1010 or department head approval.

WSTU 4810 Feminist Literary Criticism (3). The history, theory and practice of feminist literary criticism studied in cultural context. Prerequisite: ENGL 1010 or ENGL 1011 or UHON 1010 or department head approval.

WSTU 4830 Feminist Theory (3). A history of feminist theory from the eighteenth century to the present. Extensive reading, papers. Maybe registered as HUM 4830 or PHIL 4830. Credit allowed in only one of the three courses.

WSTU 4850 Women's Rhetoric (3). A theoretical, historical, and, primarily, rhetorical examination of women's discourse through the study of speeches, essays, and other rhetorical artifacts. Special attention will be given to the ways women have used traditional rhetorical strategies and how they have subverted this tradition and/or brought strategies from private life to bear on public discourses. On demand. Prerequisites: ENGL 1020 and ENGL 2050, or department head approval. May be registered as ENGL 4850. Credit not allowed in both ENGL 4850 and WSTU 4850.

WSTU 4960 Senior Seminar (3). Senior seminar for women's studies majors that comprises directed readings, presentations, and discussions that will inform a supervised research paper or a service learning project appropriate to the student's area of interest and experience. Prerequisite: senior standing and approval of coordinator or department head approval.

WSTU 4995r Departmental Thesis (1-3). Every semester. Requires University Honors approval. Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

WSTU 4997r Research (1-9). Every semester. Prerequisite: department head approval. Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

WSTU 4998r Individual Studies (1-9). Every semester. Prerequisite: department head approval. Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.

WSTU 4999r Group Studies (1-9). On demand. Prerequisite: department head approval. Department may have additional prerequisite requirements.

Additionally, in the last two years we have been experimenting with some interdisciplinary courses that are cross-listed as HUM 1999r/ENGL 1999r. Faculty members in English submit proposals and sample syllabi that are considered by Dr. Hampton in consultation with the department head of English, Dr. Joe Wilferth. These courses have been topic-oriented classes, and include the following: “Appalacia: People, Place, and Protests,” “Greek Myth and the Hero in the 20th Century,” “The Nature(s) of the South,” and “Celts and Kells: Irish Culture and Mythology.” One course, “Artifact and Artifice: The Cult of St. Thomas Becket,” was scheduled for the Fall of 2012 and had over 10 students enrolled, but the course had to be cancelled because the faculty member was needed to teach a staple ENGL course for General Education hours. So far in this trial period, the Program has relied on faculty in English for such courses, but there is perhaps room for inviting other departments to develop such courses and cross-list them with HUM, if their faculty are available to teach them. Faculty in other departments may want to consider developing and teaching such interdisciplinary, topic-driven courses in addition to their normal course load, if only for the prospect of earning extra money (under a new formula, \$3000) by the addition of the course overload. Another challenge has been answering how a HUM 1999r/ENGL 1999r course will “count,” especially for those students who enroll in such a class who may be outside the major. General Education currently has a category “Humanities and Fine Arts” which requires students to take 6 hours (at least 3 of those in Fine Arts) from a list of courses, but it is restrictive about which classes count for General Education credit in the category. Fortunately, General Education has been undergoing a transformation during the last two years, and early indications of the new requirements appear to be less restrictive, and may actually encourage a proliferation of such courses. The Humanities Program could play a pivotal role in serving the university in this capacity.

In 2012 the Office of Planning, Evaluation, and Institutional Research conducted a Student Survey which assessed student satisfaction with their curriculum of study. Below are the results of the survey, with only one student major representing the Humanities Program. The highest ranking recorded by the student major occurred in response to Question 5 regarding the breadth of education. Hopefully all of our student majors would agree with this one student, since the goal of the major is to give students a chance to integrate many courses from different disciplines.

FIGURE 6: STUDENT SURVEY RESULTS (CURRICULUM)

Question/Statement	Response Options	Percentages			Valid N: Dept*
		UTC	College	Dept	
1. Institution contributes to you acquiring job or work related knowledge and skills	Very Little	8.1	10.7	0.0	1
	Some	25.5	28.7	100.0	
	Quite a bit	36.9	37.2	0.0	
	Very much	29.5	23.3	0.0	
2. Institution contributed in developing clear and effective speaking skills.	Very Little	9.4	9.9	0.0	1
	Some	24.1	22.5	100.0	
	Quite a bit	37.8	34.2	0.0	
	Very much	30.4	34.4	0.0	
3. Institution contributed in developing clear and effective writing skills.	Very Little	4.6	4.3	0.0	1
	Some	20.4	20.0	100.0	
	Quite a bit	37.0	36.4	0.0	
	Very much	38.0	40.3	0.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very Little	12.9	13.1	0.0	1
	Some	31.9	33.7	100.0	
	Quite a bit	34.6	34.9	0.0	
	Very much	20.6	18.3	0.0	
5. Institution contributes to you acquiring a broad general education.	Very Little	4.6	6.0	0.0	1
	Some	15.9	13.1	0.0	
	Quite a bit	42.7	40.1	0.0	
	Very much	36.8	40.9	100.0	

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

- ❖ Source: 2012 National Survey of Student Engagement, Evaluation Office of Planning, Evaluation and Institutional Research.

E. Research and Service-Related Opportunities for Students

For undergraduates, opportunities for individual research consist primarily of signing up for independent study with faculty members via HUM 4998. Such study is officially registered in advance, and the faculty member and the student enter into a formal contract in which the area of study and the intended results of that study are clearly spelled out. Occasionally, undergraduate students and faculty may work together on research projects intended for publication.

As an institution, UTC has identified service-learning as a vital component in student education and in building partnerships in the community. The University of Tennessee at Chattanooga was named to the 2009

President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. The Humanities Program has been instrumental in providing academic credit to our students serving in this capacity. In recent years, many students have registered for service-learning projects under the HUM 4998 rubric, and in most of these cases the professor of record is Dr. Bryan Hampton. In addition to a supervisor's evaluation of the student's performance and/or a log of the student's volunteer hours, the student is often required to complete a few academic assignments for their grade for the course. These might include a photographic journal, a series of short book reviews that are relevant to the topic, a 10-12 page research-oriented essay, and formal reflective essay on the experience. Since 2007, the following HUM 4998 sections have been centered around service-learning:

Fall 2012

Service Learning: Camp Vesper Point

Summer 2012

Golden Age of Steam Documentary

Spring 2012:

Instruction of Production Design for Film
 ESL, Religion, and Culture in Dominican Republic
 Service Ministry in Belize
 Service at Bridges Resettlement
 The House Ministry in Belize
 Service Learning at Chatt Bethlehem Center
 Missions Service Project in Greece

Fall 2011:

Shadowing Medical Interpreters
 If I Had A Hammer: Appalachian Service Project
 Internship: The House Ministry
 Starlight Children's Charity (AUS)
 Intership w/ Sen Corker

Sum 2011:

Creativity & the Arts: Young Girls in Chattanooga
 Childhood Arts/Culture: Vietnam
 Vietnamese Orphanage

Spring 2011:

Bridges Refugee Settlement Chattanooga
Leadership Development: The House Ministry

Fall 2010:

College Ministry Internship
Young Life Internship

Sum 2010:

Conservation & Cultural Immersion: New Zealand

Spring 2010:

Christian Children’s Ministry Internship: First Presbyterian

Sum 2009:

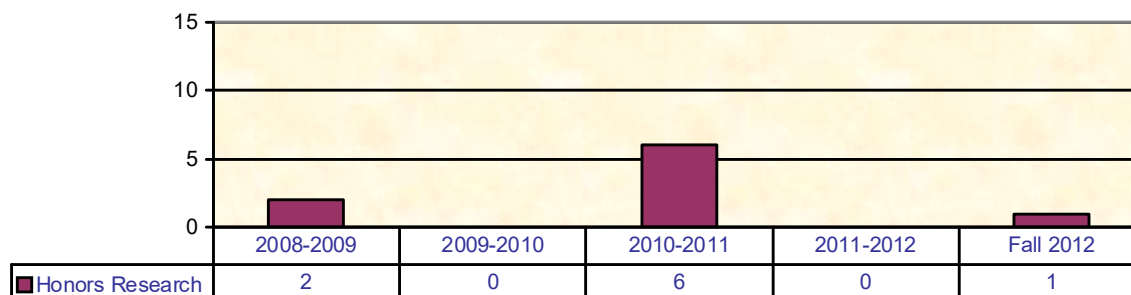
City of Refuge: Tijuana Orphanage

Spring 2007:

Guatemala Teaching I: Orphanage
Guatemala Teaching II: Orphanage

Also offered to eligible students, under the rubric HUM 4995r, is Departmental Honors. The high academic standards of eligibility for this program result in low numbers of “DHON” students each year. Approval of student candidacy for Honors, and of proposed projects, is granted by the Faculty Senate on recommendation by the university-wide Departmental Honors Committee. Below are the figures for students involved in research projects with faculty and/or DHON projects.

FIGURE 7: HUMANITIES MAJORS INVOLVED IN RESEARCH PROJECTS



Additionally, majors and non-majors have participated in foreign travel or travel abroad study programs. Since 2007, Humanities majors in the International Studies concentration have studied in or traveled abroad in Australia, Belize, Burma, Chile, China, Czech Republic, Dominican Republic, Ghana, Greece, Guatemala, Iceland, Japan, Morocco, New Zealand, Rwanda, Thailand, Wales, and Vietnam. In cases where the transfer of credit to UTC's curriculum is not obvious, and to alleviate the need for the student's having to submit a formal academic petition to the university, the Humanities Program extends credit under the HUM 4999 rubric if the student can demonstrate that the demands for the course are appropriate for an upper-level course. Several students choose to participate in internships, and if the work is appropriate, they may receive Humanities credit. These have included: working for a U.S. Senator in his Chattanooga office; training with college ministry groups on campus for future careers in the ministry; or securing competitive internships with The Washington Center, which provides diverse, highly motivated interns to thousands of organizations in government, business and the non-profit sector. All students who have participated in these service-related courses would agree that the value of such experiences far exceeds what they accomplish in the standard classroom.

F. List of Events Sponsored by the Humanities Program

In the previous external review report, the reviewer recommended that the "director, in consultation with the faculty advisory board, seek to increase visibility for the program on campus." One suggested avenue was to "co-sponsor events (lectures, films and the like) with other departments and programs." The Humanities Program has vigorously sought to accomplish this by maintaining a presence on campus through its sponsorship of several public lectures and panel discussions, both originating in the department and outside the department, through its sponsorship of the North Callahan Undergraduate Essay Contest, and through its sponsorship of a student-centered documentary film series.

Since 2007, the Humanities Program has sponsored the UTC Lecture in the Humanities, a public lecture delivered by a speaker whose work demonstrates the value, vibrancy, and malleability of a Humanities education. These have included the following:

- Dr. Robert K. Carlson (Casper College & Wyoming Catholic College), “What is the Real Crisis in the Humanities?”
- Dr. Scott Huelin (Valparaiso), “The Hermeneutics of Hospitality”
- Dr. Gavin Townsend (UTC), “Architecture of Imperial Power: The American Renaissance and the Hunter Mansion in Chattanooga”
- Dr. Clifton Cleveland (UTC/UT-Erlanger Hospital), “Imaging and Imagination: Technological and Literary Probes into Illness”
- Dr. Wilfred McClay (UTC), “The Burden of the Humanities”
- Dr. Jewel Spears Brooker (Eckerd College), “The Discordant Self: Mind and Body in T.S. Eliot’s Poetry”
- Anticipated for Spring 2013, Dr. Kenneth Jones (Baylor University), a lecture on Homer

Since 2010, the Humanities Program has also contributed sponsorship to the annual C.S. Lewis Lecture, begun at UTC in 1983. Over the years, the Committee has sought scholars whose work accords with the spirit of C.S. Lewis’s own vocation as a teacher devoted to the care of his pupils’ minds and souls, as well as his legacy as literary critic, children’s author, Christian apologist, and popular philosopher and theologian. Recent speakers have included the following:

- Dr. Mark Noll (Notre Dame)
- Dr. Timothy George (Beeson Divinity School, Samford University)
- Dr. Peter Kreeft (Boston College)
- Dr. Ralph C. Wood (Baylor University)

The Program also hosts and administers the North Callahan Undergraduate Essay Contest every spring semester. The North Callahan Essay Prize is awarded each year to an undergraduate whose exceptionally fine essay addresses a subject related to the traditional disciplines in the Humanities (art, music, philosophy, religion, rhetoric/literature, history, or interdisciplinary studies that combine these disciplines). Essay submissions are evaluated by an interdisciplinary committee of professors. The prize carries a \$1000 award, funded by an

endowment established by the late Dr. North Callahan, distinguished Professor Emeritus of History (New York University), author of seventeen books, and alumnus of The University of Chattanooga. In recent years, the following students have been awarded the prize:

- Tiffany Pascal, “The Alchemical Garden of a Pious Man: Bosche’s Art”
- Chelsea Cooper, “On Emptiness and Nonseparability: The Use of Different Languages for Similar Concepts”
- Megan Dale, “Nancy Drew, Girl Detective: The Paradoxical Nature of Femininity in the 1950s”

The Women’s Studies program has an active presence on campus through several events. It hosts and sponsors an interdisciplinary lecture series throughout the academic year, delivered by faculty at UTC and elsewhere. These include the following:

Spring 2012

- Dr. Catherine Brekus, “Sara Osborn’s World: The Rise of Evangelical Christianity in Early America”
- Dr. Sharon Redhawk-Love, Dr. Helen Eigenberg, Dr. Tammy Garland, Karen McGuffie, J.D., Sara Peters, “Injustices Against Women”
- Dr. Carrie Baker, “Social Change from the Grassroots: The Women’s Movement against Sexual Harassment”
- Dr. Marcia Noe and Emily Hurst, “One Girl Reporter, a Rope, a Canary, a One-Act Play, and the *Stanford Law Review*”

Women’s History Month (Mar 2012)

- Screening and discussion: *You Don’t Know Dick: Courageous Hearts of Transsexual Men*, hosted by film director Candace Schermerhorn
- Screening and discussion: *The Naked Option: 600 Courageous Women, 700 Hostages, 5 Million Barrels of Oil, 1 Uprising*, hosted by film director Candace Schermerhorn

- Panel discussion: “The Balancing Game: A Panel Discussion on Meeting the Demands of Work and Family,” moderated by Bea Lurie of Girls, Inc.
- Dr. Carrie Baker, “Social Change from the Grassroots: The Women’s Movement against Sexual Harassment”

Fall 2012

- Dr. Marcia Noe, “Are the Mommy Wars Real?: Seeds of the Mommy Wars in Mid-Twentieth Century Women’s Literature”
- Patrick Sweetman and Dr. Ralph Covino, “Euripides’ War on Women: Blake Harris’s Production of *Medea*”
- Dr. Jessica Auchter, “Re-imagining the Burqa: Furkhunda Zahra Naderi’s Campaign for Afghan Parliament”
- Michael Jaynes, “Porn in the USA: A White Male Feminist Perspective”
- Dr. Stephanie Bellar, “The War on Women and the 2012 Elections”

Fall 2011

- Dr. Kit Rushing, “Journal of a Georgia Woman”
- Dr. Joanie Sompayrac & Dr. Fran Bender, “Teaching & Learning at UTC”
- Laura Herron, “The Modern History of Women’s Athletics at UTC”
- Panel discussion: Cara Vandergriff, Blake Harris, Nora Ketron, Carla Fulgham, and Lauren Shepard, “Student and Recent Alumnae Discuss Women’s Studies and Life After College”
- Dr. Steve Cox, “Emma Bell Miles: Struggles of an Early 20th Century Appalachian Woman”

Spring 2010

- Dr. Shela Van Ness, “Women in Correctional Facilities: A Sociologist’s Perspective”
- Dr. Victoria Steinberg, “Cocteau and Queer Theory”
- Dr. Ralph Covino, “Criminality and the Liberated Women of the Late Roman Republic”

- Dr. Sara Jorgensen, “American Women Missionaries and Social Reform in 19th Century Southern Africa”
- Dr. Lorraine Evans, “Technology, Community and Sex-Work: An Analysis of Internet Postings by British Escorts”
- Dr. Bonnie Morris, “Revenge of the Women’s Studies Professor”
- Dr. Lisa Cothran, “The F Word and the B Word: Feminists, Feminist Orientation and the Use of Sexual Epithets”
- Dr. Michelle White, “Catherine Who? The Often Overlooked Queen Consort of King Charles II”

Career Day Panel Discussion (Mar 2009)

- Cathy Allshouse, Attorney at Southeast Tennessee Legal Services
- Elaine Bradway, Expansion Office Director of the Sexual Assault Center of NW Georgia
- Missy Crutchfield, Department of Education, Arts and Culture – City of Chattanooga
- Sandra Hollett, The Partnership for Families, Children and Adults
- Bea Lurie, Girls Inc.
- Sara Peters, Director of UTC Women’s Center
- Rhonda Seeber, Communication Manager of the Department of Parks and Recreation

Women’s History Month (Feb 2008)

- Dr. Leigh Johnson, “Why Gender is so Troublesome”
- Dr. Michelle White, “The European Witch Craze”
- Dr. Heather Palmer, “The Postmodern Body”
- Dr. Elizabeth Gailey, “Cosmetic Surgery Shows”
- Dr. Talia Welsh, “The Politics of Fat”
- Dr. Marcia Noe, “Edith Wharton”

Fall Kickoff Month for the Minor: Exploring Gender (Oct 2008)

- Dr. Stephanie Dykes, “What Becomes a Woman? Transsexual Perspectives”

- Michael Jaynes, “Meat and Porn: An EcoFeminist Perspective on Connected Cruelty”
- Film screening: *Frida* (2002)
- The Core Ensemble, “Legendary Latinas: Tres Vidas,” a musical show featuring actress/singer Karina Barros portraying Mexican artist Frida Kahlo, Salvadoran activist Rufina Amaya, and Argentinian poet Alfonsina Storni

Finally, the Humanities Program is an active sponsor of *Awake and Engaged*, a campus organization that screens activist-based and socially conscious documentary films with the aim of fostering a renewed interest in some of the pressing political and social issues confronting students. Since the fall of 2011, these films have included the following:

- *Gasland* (2010)
- *Dive!* (2010)
- *No Impact Man* (2009)
- *Back to Bosnia* (2005)
- *Green Fire: Aldo Leopold and a Land Ethic for Our Time* (2010)
- *The Devil Came on Horseback* (2007)
- *The Last Mountain* (2011)
- *Good Fortune* (2010)
- UTC Student-Made Doc Film Contest (*approx. 15 students participating, along with workshops*)
- *Surfwise* (2008)
- *Greenwashers* (2010)
- *The Coca-Cola Case* (2009)

G. Assessment of Our Curriculum

How effective is the present curriculum in preparing students for future work or further study? The question is difficult to address in some ways, given the fact that the majors and minors select their own course of study in order to pursue their own interests and future work. The Program Rationale requires the students to

deliberate on what they hope to gain by their own course of study. For many, their concentrations prepare them for study towards advanced degrees, including masters, doctoral, J.D., and M.D. programs. Other majors have opted to pursue non-academic careers in dance, museum work, education, ESL, national defense, international business or not-for-profit work, creative writing, or the ministry.

The report submitted by the external reviewer five years ago praised the Program's "open-ended structure" because "it gives students almost complete freedom to take courses across the university." The danger, however, is "that the program could slide into the category of the 'no-major major' that offers little focus, encourages little depth in intellectual development, and has little integrity (integration)." Thus, the recommendation was to "find an adequate balance between freedom and order" by tightening up on the Program Rationale for majors in Liberal Arts (1440) and International Studies (1441) so that students are required to organize their coursework around a historical period, a theme, or a set of questions across disciplines. This suggestion has been implemented with great success.

Recent graduates in Liberal Arts (1440) have pursued interests that are wide-ranging, and ones that are most practical to their anticipated vocations. For instance, Michelle Richards wanted to pursue a focus in wine and hospitality management, but no such program existed at UTC. To that end, she set up several HUM 4998 Independent Studies sections including Italian Wine and Culture, or Tennessee Wineries: Behind the Scenes, and she developed a full wine education program for her coworkers at a local Italian restaurant (Alleia). These independent studies, along with her business minor, has spurred her thinking about owning her own winery some day. Kris Jones, a film instructor at Chattanooga State, is currently pursuing his interests in the development and practices of the American film industry. He has taken courses such as COMM 3550 Documentary I: History, Theory, and Practice, ENGL 4999 Theory of the Western Film, INTD 3200 History of Design, THSP 1430 Basic Design in Theater, as well as some HUM 4998 Independent Studies sections that include completing commissioned work on a documentary on the Golden Age of Steam, and a course he designed and implemented at Chattanooga State on the Instruction of Production Design for Film. Chelsea Cooper was a Biology pre-med major who felt as if her education in the hard sciences could be impacted by thinking about health through other disciplines such as philosophy, psychology, and religion. Thus, she built her curriculum on courses such as PHIL 0325 Biomedical Ethics, PHIL 0442 Philosophy of Mind, PSY 0470 Physiological Psychology, PSY 0470 Psychology of Religion, and REL 3170 Buddhism.

Recent graduates in International Studies (1441) have organized their coursework around a particular area of the world. In his Program Rationale, Zack Flowers, for instance, expressed an interest in “how the past has shaped third world countries,” and pursued courses such as ECON 4040 International Economics and HIST 3850 National History of Africa. These courses, in turn, helped him “understand the culture of the Haitian refugee district of Barahona in the Dominican Republic” that he visited during spring break. As an aspiring political science professor, and double major in International Studies and Political Science, Kathleen McAuliff designed her curriculum around the culture and history of East Asia, taking courses such as HIST 3640 Modern Japan, HIST 3610 Traditional China: History and Culture, HIST 3620 Traditional Japan: History and Culture, POLS 3460 Comparative Politics: China. Additionally, she studied on exchange with Portland State University and abroad at Toyo University, taking courses in language, Asian philosophy, Asian Art History, and the Japanese economy. Ancy Philip was a chemistry minor and wanted a humanities education to broaden her interests as she moves towards an eventual career in medicine or dentistry, anticipating future travels to undeveloped countries to provide patient care. Her curriculum of study included SOC 0365 Medicine and Disease: A Cross-Cultural Perspective, REL 0320 Religions of India, POLS 3140 Contemporary Political Ideas. Christopher Hollis is a veteran who spent many years abroad, and has returned to school to pursue his interests in European politics and national identities, with a view towards working in a government agency, a multi-national corporation, or a non-profit agency. To that end, he has organized his courses around HIST 3260 Europe in the Twentieth Century, HIST 4010 Nationalism & Ethnic Identity in Europe, POLS 3430 Comparative Government and Politics, language preparation in German, and a minor in Geography.

Summary

Since the reviewer’s last report, the Humanities Program has become a more visible entity on campus through its sponsorship of public lectures, panel discussions, and student-centered programs such as the documentary film screenings, and maintains an active presence through the events sponsored by Women’s Studies. The reviewer also suggested increasing visibility of the Program by organizing “perhaps once a semester, panel presentations (with faculty and students presenting) on hot-topic issues of burning interest to students.” As a regular practice, this has not yet emerged in the Liberal Arts or International Studies tracks, but Women’s Studies has featured several panel discussions since the major and minor were first added.

The implementation of the reviewer's recommendations about the curriculum has been paying off, and increasingly, students are researching their own career paths and thinking teleologically as they try to match their curriculum of study with the demands, skills, and theoretical knowledge that will serve them best in a future career. Not all student Program Rationales are as creative or integrative as those above, but the Program is improving in its ability to help students think through their interests during advising sessions, and in requiring some students to submit revisions to their Program Rationale if appropriate.

The Program has also given more shape to the concentrations in both Liberal Arts and International Studies, by requiring substantial work (21/45 concentration hours) at the upper level in the appropriate disciplines for the concentration, but without compromising the strengths of the Program's freedom and flexibility.

More difficult to address has been the reviewer's recommendation that the three concentrations share a common core of classes in order to enhance a sense of shared curricular identity among the student-majors, particularly by adding a Junior-Senior seminar that all majors must take before graduation. Reaching such a curricular goal has not been achieved, and likely will be further complicated by recent talk of a new program in interdisciplinary Leadership Studies, which would begin as a minor under Humanities, but would progress towards becoming a major. The best solution to creating a shared sense of identity perhaps will not be through the curriculum, but through other avenues. The UTC Humanities Facebook page has helped majors in different concentrations identify each other and build community. Women's Studies does have three common courses required of their majors, and hosts events and lectures scattered throughout the academic year that pull together its majors. Further, a large proportion of International Studies majors have travelled together to foreign countries to serve on short-term mission projects for their churches or campus ministry groups to which they belong, and they have received academic credit for their work through HUM 4998 Independent Study.

Part III: Teaching and Learning Environment

UTC has long prided itself on its tradition of excellent teaching, and those faculty whose courses are regularly cross-listed with the Humanities rubric prove the rule. Strong teaching is encouraged through home departments in a number of ways: by supporting faculty who are accepted as Teaching, Learning, and Technology Faculty Fellows, by encouraging attendance at the annual Instructional Excellence Retreat, by supporting Faculty Development and Instructional Excellence grant applications aimed at improving one's teaching, and by offering teaching workshops on such topics as designing effective writing assignments, teaching well with technology, and making the most out of our course management software (Blackboard).

To achieve excellence in teaching and student learning, faculty whose courses are cross-listed under humanities engage in a number of effective practices. They design courses according to best practices in the field; offer opportunities for students to work with each other, local faculty, and professionals in the field, as for instance, in the noted Meacham Writer's Workshop, where creative writing students meet with prominent national writers in a workshop atmosphere; or through other campus events: the annual UTC Lecture in the Humanities, delivered every spring semester by an outside speaker whose life and work reflects the spirit of the humanistic disciplines; regular campus lectures sponsored by the Philosophy Club, on topics as wide-ranging as David Hume's skepticism or the ethics of belief and democracy; or, the Take Five Lecture Series, which features a series of one-hour lectures and 45 minute panel discussions by five English professors on five separate novels. Moreover, many courses seek to understand the perspectives of underrepresented groups, as for instance in courses such as African-American Literature, African-American Slave Narrative Tradition, Music of the World, Cross-Cultural Perspectives on Disease, or various movements in Feminist Theory. Professors also devote a good deal of attention to careful advising; regularly review and lobby for library resources need for their area of study; and reflect on the feedback received from each semester's course evaluations, making adjustments as needed to accommodate student needs.

Along with the wide variety of courses taught in the Program comes a range of instructional practices. Rarely will an observer see only one instructional method at work in any given meeting of a course in the Program. For some, traditional lecturing has given way to shorter "mini-lectures" that set the stage for discussing an assigned text or provide important background material before beginning a writing project. Many faculty encourage discussion by posing provocative discussion questions, asking students to open class with a brief written response to

readings, or setting up short-term group learning projects to help students better understand a course text or concept. In some courses, students create presentations to illustrate how they have applied important course concepts.

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

Home departments of participating faculty focus on student learning by working to keep class sizes manageable. Most professional and departmental organizations have recommendations for student-teacher ratios, and home departments are careful to place appropriate caps for their courses. Cross-listed classes are generally 3000-4000 level seminars, and average 10-20 students.

A. Student Advising

All students in Humanities: Liberal Arts and Humanities: International Studies are assigned to Dr. Hampton as their principle advisor; all Humanities: Women's Studies majors are assigned to Dr. Marcia Noe as their principle advisor. Both have attended advising training sessions through their home department of English. Students with more than one major are often assigned to the appropriate departmental faculty.

Each semester the University's Office of Registration provides computer-generated profiles (MyMocsDegree) of each student's academic progress that are consulted during advising. When students log in with their assigned identification number, MocsDegree allows students to track precisely the classes/hours they need to graduate; these include the courses which satisfy the General Education hours, as well as major-specific classes. Since Humanities 1440 and 1441 have no required courses after General Education, and each student is pursuing a course of study that is particular to their interests, the Program Rationale, which the student has ideally drafted by the end of the sophomore year, serves as a road-map for them to consult when selecting classes. When the student files for graduation status, Records sends the Coordinator a request for an official Program of Study; this document

lists the 45 hours to be counted towards the concentration, based on the Program Rationale. From this document, which is signed by both the Coordinator and the student, the graduation specialist in Records is able to complete the degree check.

Students schedule appointments to meet with the Coordinator during the advisement period outlined by the University's academic calendar. The strength of having one advisor is obvious; from their entrance into the program until their graduation, students get consistent attention from one person that knows their needs and goals well. At the end of the sophomore year, majors develop the Program Rationale with the Coordinator to determine their course of study, so that their courses are tailor-made to achieve their academic goals. In addition to advising, the Coordinator also provides or directs students towards information about graduate or professional school opportunities and careers.

B. Library Holdings

Library Personnel, Budget and Facilities

The Library engages 17 faculty librarians and 13 support staff specialists to support the UTC community. The total Library budget for 2011-2012 was approximately 2.9 million dollars. The library building is 116,349 square feet; has a book shelving capacity of 500,000 volumes; and a seating capacity of 675 readers. The building was first occupied in 1974 and is typically open over 92 hours a week. The campus is currently in the building phase of a new library with an anticipated opening date of Fall 2013.

Library Collections

As of June 2012 the Library's monograph collection consists of 327,178 unique titles, of which 173,978 are books supporting the humanities including titles in such areas as: history, literature, music, theater, art, religion, and philosophy. The Library's collection of audiovisual material consists of 21,211 unique titles of which over 9,300 support research and study in the humanities. In regards to support for one-time expenditures, each year a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. The 2011-2012 allocation for one-time expenditures to support Interdisciplinary Studies: Humanities is \$1,250 from a total allocation of \$195,550 across all academic departments. Overall, one-time purchases in the humanities account for over fifty percent of the one-time purchases budget.

As of June 2012, the Library, through subscriptions to full-text resources, databases, journal packages, and individual journals makes available close to 25,000 serial titles, including open access titles. Of those, over 13,000 titles are direct subscriptions in digital, print, and microfilm. For example, a sample title list of close to 100 literature subscriptions are attached. A full list of humanities titles can be compiled upon request. All electronic subscriptions are accessible 24/7 from any internet connection.

The primary discovery tools used to identify journal articles and other materials in the area of the humanities are: *ArtStor* (full-text image collection), *Humanities Full Text*, *Art Index*, *Camio* (full-text image collection), *MLA International Bibliography*, *Historical Abstracts*, *America History & Life*, *Philosopher's Index*, and more. In addition the Library subscribes to multidisciplinary databases such as *Academic One File*, *OmniFile Full Text*, *Project Muse*, *JSTOR*, *PsycInfo*, *PsycArticles*, *ABI-Inform*, and other useful titles. In 2011-2012 the Library paid \$1,051,024 for direct subscriptions, journal packages, and databases.

Library Services

The Library has a robust and well-respected Library Instruction program. Last year our Instruction Team taught 367 courses and reached 5,965 students. Library faculty work closely with discipline faculty to design instruction sessions tailored to course and assignment objectives. The Library did not conduct any classes for Interdisciplinary Studies: Humanities.

The Library has created research guides that provide students easy access to relevant databases, journals, electronic books, and helpful information, including citing sources. Numerous guides would be useful to students studying the humanities including history, music, theater, philosophy, etc. For example, here is a link to the English guide: <http://guides.lib.utc.edu/english>.

The Library has a Library Liaison Program where a librarian is assigned to each academic department to enhance communication, collection development, and general support for students and faculty. The Library Liaison to Interdisciplinary Studies Department is Andrea Schurr. Professor Schurr has worked with faculty in the department in support of resources and services for the Department.

The Library has friendly borrowing policies and allows semester-long borrowing of monographs for students, and year-long borrowing for faculty members. In 2011-2012 total monograph and audio-visual circulation was 32,201.

The Library offers free interlibrary loan (ILL) service to students and faculty who need to acquire materials that are not owned by the Library. The electronic ILL management system, ILLiad, allows patrons to submit and track the progress of requests, receive email notification of arrival dates, and receive articles electronically. The Library also participates in a program called Rapid ILL which expedites the delivery of the requests to the patron. Last year 21,429 interlibrary loan borrowing requests were filled for the UTC community of scholars, of those, 60 were faculty or students in Interdisciplinary Studies: Humanities.

The Library's Reference Desk is open 80 hours per week to assist faculty and students with research queries. Last year the Reference Desk fielded 16,097 questions and consultations. In addition to physical assistance, the Library offers online reference services in the form of real-time instant messaging assistance and an email reference service. One on one research consultations are available to any students seeking in-depth assistance. In the past 2 years the Library conducted 18 one-on-one appointments for students taking classes in the humanities. The Library also staffs information desks on the 2nd and 3rd floors to provide assistance in the use of the print periodical and circulating book collections.

The Library offers a well utilized Course Reserve service for faculty and students so that faculty may place high demand materials on electronic or print reserves to ensure they are available to students. Last year 3 faculty members teaching Humanities courses made materials available via Course Reserves for 3 classes.

In addition to the services described above the Library makes 60 laptop computers, other equipment (cameras, calculators, e-book readers, and more), and group study rooms available to students. Last year the laptops and other equipment circulated 40,749 times, while our 12 group study rooms were checked out 6,351 times.

**Interdisciplinary Studies: Humanities
Subscriptions, Sample List, Literature Focus
August 2012**

Title	Format
American literary history	Web
American literary realism: 1870-1910	Web
American literary scholarship	Web
American literary scholarship	Web
American literature	Web
Boundary 2	Web
Chaucer review	Web
Children's literature	Web

Children's literature association quarterly	Web
Children's literature: the great excluded (irregular)	Web
Classroom notes plus (NCTE package)	Web
College composition and communication (NCTE package)	Web
College English (NCTE package)	Web
College literature	Web
Comparative literature	Web
Comparative literature studies	Web
Contemporary literature	Web
Diacritics	Web
Early American literature	Web
Eighteenth century fiction	Web
ELH	Web
Emily Dickinson journal	Web
English education (NCTE package)	Web
English journal (NCTE package)	Web
English leadership quarterly (NCTE package)	Web
English literary renaissance	Web
English studies: a journal of English language and literature	Web
ESQ	Web
Essays in criticism	Web
Fourth genre	Web
Hemingway review	Web
Henry james review	Web
James joyce quarterly	Web
Journal of modern literature	Web
Journal of narrative theory: JNT	Web
Joyce studies annual	Web
Language arts (NCTE package)	Web
Legacy	Web
Lion and the unicorn	Web
Literature and medicine	Web
Manoa	Web
MFS: modern fiction studies	Web
Milton quarterly	Web
Missouri review	Web
Narrative	Web
NCTE (National council of teachers of english-all journals)	Web
New German critique	Web
New literary history	Web
Novel	Web
Orbis Litterarum	Web

Pedagogy	Web
Pedagogy	Web
Philosophy and literature	Web
Poetics	Web
Poetics today	Web
Prooftexts	Web
Red cedar review	Web
Research in the teaching of English (NCTE package)	Web
Review of English studies	Web
Rhetoric & public affairs	Web
Rhetoric society quarterly	Web
River teeth: a journal of nonfiction narrative	Web
School talk (NCTE package)	Web
SEL: studies in English literature	Web
Shakespeare quarterly	Web
SHAW: the annual of Bernard Shaw studies	Web
Southern literary journal	Web
Studies in American Indian literature	Web
Talking points (NCTE package)	Web
Teaching English in the two year college (NCTE package)	Web
Tolkien studies	Web
Tulsa studies in women's literature	Web
Victorian poetry	Web
Victorian studies	Web
Voices from the middle (NCTE package)	Web
World Englishes	Web
Year's work in critical and cultural theory	Web
Year's work in English studies	Web
Children's literature review (irregular)	Ref
Contemporary literary criticism (irregular)	Ref
Short story index	Ref
Twentieth-century literary criticism (irregular)	Ref
Writer's market	Ref
Literature resource center	e-resource
Best American short stories	3rd floor
Milton studies	3rd floor
New stories from the south	3rd floor
Renaissance drama	3rd floor
Shakespeare survey (irregular)	3rd floor
English language notes	2nd floor
Genre	2nd floor

JAC: journal of advanced composition	2nd floor
Journal of commonwealth and postcolonial studies	2nd floor
Literature and belief	2nd floor
Scriblerian and the Kit-Cats	2nd floor
Southern poetry review	2nd floor
Word	2nd floor

2012 FALL SEMESTER HOURS

Book Stacks, Circulation Desk, and Audiovisual Desk Hours

Monday-Thursday	7:45 a.m.---12:00 a.m.
Friday	7:45 a.m.---5:00 p.m.
Saturday	1:00 p.m.---5:00 p.m.
Sunday	2:00 p.m.---12:00 a.m.

Reference Desk Hours

Monday-Thursday	7:45 a.m.---12:00 a.m.
Friday	7:45 a.m.---5:30 p.m.
Saturday	1:00 p.m.---5:00 p.m.
Sunday	3:00 p.m.---12:00 a.m.

Summary

The funding model has changed for Tennessee higher education with the passage of the Complete College Act of Tennessee (CCTA), so that state funding is tied to the number of graduates from an institution rather than to the number of enrolled students. Faculty contact with students, particularly students in their respective majors, play a crucial part in helping the administration identify, support, and keep track of our students. As a result, the institution and every department at UTC have been forced to think more aggressively about retention, and to address the issue of student retention partially through the role of advising in two ways: the Clear Path to Graduation, and a Departmental Retention Plan.

The Clear Path to Graduation is an advising tool that helps students map out requirements for the major, and delineates which semesters such requirements should be met. Clear Path to Graduation is used to help assure that courses are offered regularly to ensure that students can make timely progress to graduation and thereby help UTC succeed with CCTA. This presents unique challenges to students in Liberal Arts and International Studies especially, whose concentrations have no particular class requirements, but instead require 21/45 hours from appropriate departments, listed above in II.A. The Clear Path to Graduation templates for all tracks are included in Appendix D.

The Retention Plan requires the incorporation of the three broad strategies, including Facilitating Progression to Graduation, Providing Effective Academic Support for all Students, and Engaging Students in the UTC Community. The Retention Plan is currently being developed.

Part IV: Faculty

The number of faculty who choose to have their courses cross-listed varies from semester to semester, with 100% of the courses offered being taught by regular faculty, either with a lectureship or instructorship, with tenure, or on the tenure-track. Most have the terminal degree in their field. All faculty meet the requirements for training and preparation for SACS. The total number of faculty for the last five years is 27 (19 are women; 8 are men).

Below are faculty profiles as they appear on department websites. Complete curriculum vitae for faculty are included in Appendix B.

A. Faculty Profiles

(I= Instructor; L= Lecturer; TT= Tenure-track; T = Tenured)

Sybil Baker (TT; English): Sybil Baker teaches creative writing, Western humanities, and literature. A Pushcart Prize nominee, she is author of *The Life Plan*, *Talismans*, and *Into This World*. She is a guest faculty member of the City University of Hong Kong's low residency MFA program and the Yale Writers' Conference. She has received Outstanding Teacher and Creative Scholarship Awards from UTC's College of Arts and Sciences, is the co-advisor for UTC's literary magazine *The Sequoya Review*, and is Assistant Director of the Meacham Writers' Workshop. She is also the Fiction Editor for *Drunken Boat*, a journal of art and literature.

Stephanie Bellar (T; Political Science, Public Administration, and Non-Profit Management): For her doctoral dissertation, Dr. Stephanie Bellar specialized in public budgeting, government and the economy, public policy, and the resources, roles, and perspectives of women and minority candidates for city council positions. Since coming to UTC from Texas Tech University her research has focused on issues related to child care, the role of women in public agencies, and public budgeting.

Earl Braggs (T; English): Earl Braggs teaches creative writing, poetry, African American literature, and Russian literature. He is the author of six collections of poetry and a chapbook. His latest book is *Younger Than Neil* (Anhinga Press 2009). Braggs is the recipient of the Anhinga Poetry Prize, the Jack Kerouac Literary Prize, the Gloucester Country College Poetry Prize and the Cleveland State Poetry Prize (unable to accept because he won the Anhinga Prize the same year with the same manuscript). His novel, *Looking for Jack Kerouac*, was a finalist in the James Jones First Novel Contest. His teaching awards include the UTNAA Outstanding Teacher Award and two Student Government Association Outstanding Professor awards.

Libby Byers (I; Psychology): No online profile provided

Lisa Cothran (no longer employed at UTC; Psychology): Research interests include: Multicultural Psychology, Psychology of the Black Experience, Psychology of Women, Social Psychology, Theories of Personality

Ralph Covino (TT; History): Dr Covino teaches courses in the history and culture of the peoples of the ancient Mediterranean world and how they interact with the present for both the History Department and the University Honors Program; he also contributes courses to the Freshman Seminar, Classics, Humanities, and Women's Studies programs. He has received the College of Arts & Sciences' Outstanding Advisor Award (2010), the UTC *Echo's* Funniest Professor Award (2011), and the UT Alumni Association's Outstanding Teacher Award (2012). Active in not just teaching and research but also service and faculty governance, Dr Covino is a graduate of Allied Arts of Greater Chattanooga's Holmberg Arts Leadership Institute and recently completed two years in office as one of the vice-presidents of UTC's Faculty Senate. He is currently the UTC campus representative to the UT Faculty Council, the faculty advisory body to University of Tennessee System President Joseph DiPietro.

Helen Eigenberg (T; Dept. Head Criminal Justice): Research interests: Institutional Corrections; Violence Against Women; Gender and Crime; Women in Academe

Lorraine Evans (TT; Sociology and Anthropology): Dr. Lorraine Evans earned her PhD in Sociology from the University of Georgia in 2006, specializing in Education and Work and Occupations. Her major areas of research include: occupational socialization, particularly for new workers; education policy, such as school choice and teacher education, and how different media - virtual and conventional - operate to influence work understandings. The courses Dr. Evans currently teaches include Introduction to Sociology, Gender and Society, Work and Society.

Elizabeth Gailey (T; Communications): Elizabeth Gailey is a scholar and critic of mainstream media, as well as an independent film maker and social activist. Along with media activism and social change, her teaching and research interests focus on national and transnational media discourses about gender, racial, and sexual identities. Her first documentary, *Girl Fight* (2008), draws attention to the growing problem of in-school violence against girls, and she is currently working on a documentary about talk-radio culture and activism that focuses on the work of Chattanooga talk-show host Jeff Styles. She is the author of *Writing to Death: News Framing of the Right-To-Die Conflict from Quinlan's Coma to Kevorkian's Conviction* and most recently of "Self-Made Women: Cosmetic Surgery Shows and the Construction of Female Psychopathology," published in *Makeover Television: Realities Remodelled*.

Matthew Guy (T; English): Matthew Guy specializes in literary theory and criticism, phenomenology, eighteenth- and nineteenth-century studies, comparative literature, and world literature. His current research examines the works of the philosopher Emmanuel Levinas, revealing the hermeneutics of Levinas's Talmudic readings.

Bryan Hampton (T; English): Bryan Hampton has teaching and research interests in the cross-currents of early modern literature, politics, and religion. He regularly teaches courses on Milton and Shakespeare, along with a number of seminars examining the literature of the Bible, the devotional poetry of John Donne and George Herbert, and Renaissance epic. He has published in *Studies in English Literature*, *The Upstart Crow*, and *Milton Studies*, and has written several articles for edited volumes on Milton's prose and poetry. Professor Hampton has been honored with awards for outstanding teaching from both the College of Arts and Sciences at UTC and from the University of Tennessee National Alumni Association, and currently serves as the coordinator of UTC's interdisciplinary Humanities major. His book, *Fleshly Tabernacles: Milton and the Incarnational Poetics of Revolutionary England* (University of Notre Dame Press, 2012) examines how Milton's radical theology of the Incarnation informs his poetics, hermeneutics, and politics.

William Harman (T; Philosophy and Religion): Dr. William Harman has a Ph.D. from the University of Chicago and served as the Department Head from 2002-2008. He co-edited with Selva J. Raj the book *Dealing with Deities: The Ritual Vow in South Asia* (SUNY Press, 2007) to which he also contributed three essays. Recently, he has published articles on the Hindu Goddess of Fevers, dynamics of personal religious devotion in Hinduism, miracles in Hinduism, the performance of ritual jokes in a joint Muslim/Hindu festival in India, and female martyr (suicide) bombers in the Sri Lankan civil war. In the summer of 2004, he wrote a successful grant to take a group of UTC students to India to study Indian culture and religion. He spent much of 2008 in Canada, India, and Sri Lanka studying the dynamics of the Sri Lankan civil war. He teaches "Religions of India;" "Goddess Traditions;" "Introduction to Religions;" "Satanism, Witchcraft, and Spirit Possession;" and "Religion and Violence." He is a member of the 4-person executive committee directing the Conference for the Study of Religion in India, and currently is writing about terrorism and religious commitment in the international network of the Tamil Tiger militants.

Richard Jackson (T; English): Richard Jackson teaches creative writing, poetry, and humanities in UTC's interdisciplinary honors program, and is a frequent guest lecturer at the MFA writing seminars at Vermont College, University of Iowa Summer Writers' Festival, and the Prague Summer Program. He is the author of ten books of poems including *Resonance* (2010) (Eric Hoffer Award), *Half Lives: Petrarchan Poems* (2004) and *Unauthorized Autobiography: New and Selected Poems* (2003). He has also published two books of translations, *Last Voyage: The Poems of Giovanni Pascoli* from Italian (2010) and Alexandar Persolja's *Journey of the Sun* from Slovene (2008). He is also the author of two critical books, *Acts of Mind: Conversations with American Poets* (Choice Award) and *Dismantling Time in Contemporary Poetry* (Agee Award Winner), and has edited two anthologies of Slovene poetry, as well as the journal *Poetry Miscellany*. His work has been translated into fifteen languages and has appeared in *The Best American Poems*, among other collections. He has been awarded the Order of Freedom Medal by the President of Slovenia for literary and humanitarian work in the Balkans, and has been named a Guggenheim Fellow, Fulbright Fellow, Witter-Bynner Fellow, NEA fellow, NEH Fellow, and has lectured and given readings at dozens of universities and conferences in the U.S. and abroad. In 2009 he won the AWP George Garret National Award for Teaching, Writing and Arts Advocacy, and has had 5 *Pushcart Prize Poem* appearances. He leads a group of writing students to Europe each May.

Immaculate Kizza (T; English): Immaculate Kizza specializes in African literature, the slave narrative tradition, British modernism, and literary analysis; she also teaches African culture and literature in the University's interdisciplinary honors program. Her current research interests include the slave narrative tradition, the African oral tradition, and inter-textual threads in African and African American literatures. In addition to numerous articles on literature, she is the author of *Africa's Indigenous Institutions in Nation Building: Uganda*. She has also been named Outstanding Teacher by The University of Tennessee National Alumni Association.

Sara Knox (I; Criminal Justice): Research interests: Women and Crime; Ethics; Media and Crime

Felicia McGhee-Hilt (L; Communications): Born and raised in Pontiac, Michigan, Felicia McGhee-Hilt graduated from the University of Michigan in 1992 with a Bachelors Degree in Communication. Ms. McGhee-Hilt has more than 13 years of broadcasting experience. Upon graduation, she worked as a news anchor at WQBH Radio in Detroit, Michigan. Less than a year later, she accepted a job as a news reporter at the ABC Affiliate in Montgomery, Alabama. She worked as a morning news anchor at WTOK, the ABC affiliate in Meridian, Mississippi and eventually made her way to WTVC, the ABC affiliate in Chattanooga where she was a reporter/fill-in anchor. She is currently the host and moderator of WTCI's *Tennessee Insider*, the only local primetime public affairs show in Chattanooga. The show airs Fridays at 8:30p.m. and Sundays at 10:30a.m., it can also be seen online at www.wtcitv.org. She has also hosted special reports, such as "One-on-One with the Candidates," a 30-minute special featuring the recent senatorial candidates and provided political commentary for "The News Hour with Jim Lehrer" during the presidential primary. In addition to her on-air work, Ms. McGhee-Hilt is also a doctoral candidate at the University of Tennessee-Knoxville. She is currently working on her dissertation entitled, "Communication in a Social Movement: A Case Study of the Montgomery Bus Boycott." She received her Masters Degree in Public Administration from the University of Tennessee-Chattanooga. Ms. McGhee-Hilt has been teaching in the Communication Department for nine years. Her research interests include framing and civil rights issues. Ms. McGhee-Hilt is also very involved in the community. She has served as a panelist and moderator for numerous events such as; the "Minorities in the Media" panel, moderator of "Racial Profiling in America" panel, and host of the UTC student celebration of the 50th anniversary of the Brown vs. Board of Education decision. She is a member of the National Association of Black Journalists, Alpha Kappa Alpha Sorority and Kappa Alpha Tau.

Lyn Miles (T; Sociology and Anthropology): Dr. Miles is a UC Foundation Professor of Anthropology., She was trained in the evolution of language and cognition and primate behavior at Yale University and the University of Connecticut, where she received the doctorate in anthropology based on her study of chimpanzee sign language conversations. In 1978 she began Project Chantek and raised an orangutan Chantek and taught him sign language and aspects of human culture, including games, rules for social behavior, and making stone tools, arts and crafts, and jewelry. This research has resulted in over 200 publications and papers and two books, *The Mentality of Gorillas and Orangutans* (Cambridge University Press), and *Anthropomorphism, Anecdotes and Animals* (SUNY Press). Her research is featured in two exhibits in the Smithsonian Institution as well as international documentary films on the Discovery Channel, A&E, PBS, Animal Planet, BBC and NHK, and in the *New York Times*, *Washington Post*, *Time Magazine*, and *London Sunday Times Magazine*. She is currently working on a book about Chatek's abilities, as well as a book on how individuals integrate their prior beliefs with learning about human evolution. She has been an Affiliate Scientist at the Yerkes Regional Primate Research Center of Emory University, and has received grants from the National Institutes of Health and the National Science Foundation. She teaches courses in ape language, human evolution, primate behavior, and physical anthropology, and has won a Student Government Association Outstanding Professor Award and a College of Arts and Sciences Research Prize. She is one of the original signers of the Great Ape Project declaration of rights for great apes.

Marcia Noe (T; Coordinator of Women's Studies; English): Marcia Noe teaches courses in American literature and women's studies. She is the author of *Susan Glaspell: Voice from the Heartland* and over twenty other publications on this Pulitzer Prize-winning playwright. In 1993 she was Fulbright Senior Lecturer-Researcher at the Federal University of Minas Gerais in Belo Horizonte, Brazil; with Junia C.M. Alves, she has edited a collection of essays on the Brazilian theatre troupe Grupo Galpao (Editora Newton Paiva, 2006). She is a senior editor of *The Dictionary of Midwestern Literature*, editor of the journal *MidAmerica*, and chairs the editorial committee of the Society for the Study of Midwestern Literature, which gave her the MidAmerica Award for distinguished contributions to the study of midwestern literature in 2003. She has supervised 27 student conference presentations and supervised or co-

authored 27 student publications. In 2004 she won the UTC College of Arts and Sciences Outstanding Teacher award and is an elected member of UTC's Council of Scholars and Alpha Society.

Heather Palmer (T; English): Heather Palmer specializes in Ancient and Modern Rhetorical History and Theory, gender studies, and critical theory. Her most recent work has been published in *Pedagogy* and *Modern Language Studies*. She teaches classes on rhetorics of postmodernism, embodiment, queer theory, and propaganda. Currently, she is working on a project about the function of parrhesia, or free speech, in the history of women's rhetorics from the Delphic Oracles to the Second Sophistic. Her other interests include the arts of improvisation as a model for global ethical communication, and has been invited to speak on this topic at several high profile music festivals, most recently the "Big Ears" festival, featuring Phillip Glass.

Sara Peters (I; Director of UTC Women's Center): Sara Peters has been at UTC since 2005 when she was hired as the Coordinator for Education and Advocacy for the Transformation Project. In 2008 she became the founding Director of the UTC Women's Center. Ms. Peters continues to serve as the primary victim advocate for the UTC campus and is also an adjunct faculty member in the Women's Studies Program and Criminal Justice Department. Ms. Peters earned both her B.A. and M.A. in History from Auburn University. While in graduate school, Ms. Peters served as the graduate assistant to the Women's Studies Program. She specializes in 19th century women's history and violence against women.

Dennis Plaisted (T; Philosophy and Religion): Dennis Plaisted received his Ph.D. in philosophy from the University of California at Santa Barbara and a J.D. from the University of Southern California. He teaches courses in applied ethics, logic and philosophy of religion. His current research focuses primarily on issues in analytic theology, a field in which concepts of philosophy are deployed to analyze religious doctrines. He is presently trying to finish a book that employs the applied ethics notion of appropriation of evil to understand the purity rules of Leviticus. He has also published articles in applied ethics and the philosophy of Leibniz, and is the author of *Leibniz on Purely Extrinsic Denominations* (University of Rochester Press, 2002).

Leila Pratt (T.; Economics): My current research has centered around explaining differences in publication rates among different groups of economists. I have just finished a paper that compares the publication record of male and female economists who received their PhD in 1985. In the near future I will begin comparing the publication record of the 1985 PhD class to the 1991 PhD class. In addition, I am completing research that examines the various factors that contribute to a student successfully completing the principles of economics courses.

Felicia Sturzer (T; Dept. Head, Modern & Classical Languages): In addition to serving as Head of the Department of Foreign Languages and Literatures, Felicia Sturzer specializes in 18th-century French literature, with a focus on the epistolary novel and women writers. She teaches all levels of language and literature courses, has taught women's studies, and is active in the Women's Studies program at UTC, which she helped establish. She has published on Julie de Lespinasse, Marie-Jeanne Riccoboni, Pierre Carlet de Marivaux, and pursues research interests in Enlightenment sociability. She serves on the Editorial Board of *Women in French Studies* and *XVIII-New Perspectives on the Eighteenth Century*. She has served on the Executive Board for the Southeastern American Society for Eighteenth-Century Studies, and was President and Vice-President of the Tennessee chapter of the American Association for Teachers of French.

Shela Van Ness (T; Sociology and Anthropology): Dr. Shela Van Ness earned her MA and Ph.D. degrees in Sociology from Kent State University, with specialties in Corrections, Criminology, Deviant Behavior and Urban Studies. Before coming to UTC, Dr. Van Ness worked in several Ohio correctional institutions doing counseling, management and research projects in habilitation. She is currently engaged in national research and service projects on school violence prevention, and drug/alcohol prevention in partnership with local schools. In the community she is active with the local Endeavors Program for ex-offenders, the Interfaith Homeless Project, Beyond the Bars support group for families of incarcerated persons, the Domestic Violence Coalition, the death penalty abolition movement, and her church.

Thomas Ware (retired; English): Research interests: 19th and 20th century British literature; British transitional period

Tamara Welsh (T; Philosophy and Religion): Research interests: Continental Philosophy; Phenomenology; Philosophy of Psychology; Feminist Theory; Aesthetics

Michelle White (T; History): *UC Foundation* Professor Michelle White holds a *Ph.D.* from York University and joined UTC's History Department in 2001. She teaches World Civilizations II as well as upper-level survey courses on English history, Seminars in History, and Women in European history. In 2007 she received the UT Alumni Association (UTAA) Outstanding Teacher Award as well as the Student Government Association (SGA) Outstanding Professor Award. Dr. White's primary research focuses on Stuart England, principally the roles of queens consort. Among her publications include the monograph *Henrietta Maria and the English Civil Wars* (Aldershot: Ashgate, 2006) as well as a chapter on Henrietta Maria in *Queens and Power in Medieval and Early Modern England* (Lincoln: University of Nebraska Press, 2009). She has reviewed books for *H-Albion*, *The Journal of British Studies*, *The Canadian Journal of History/Annals canadiennes d'histoire* and *The Historian* and has contributed ten biographical entries to *A Biographical Encyclopedia of Early Modern Englishwomen, Exemplary Lives and Memorable Acts, 1500-1650* (Aldershot: Ashgate, forthcoming). Dr. White's most recent research project examines the life of Charles II's queen consort Catherine of Braganza. Her thematic biography *Catherine of Braganza: Charles II's Neglected Queen* (under contract with Palgrave Macmillan) explores issues of diplomatic influence, global trade, and the changing tastes of Restoration England. At the heart of this work is an analysis of a queen whose domestic and foreign influence was much greater than earlier surmised.

B. Faculty Evaluations by Students

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

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

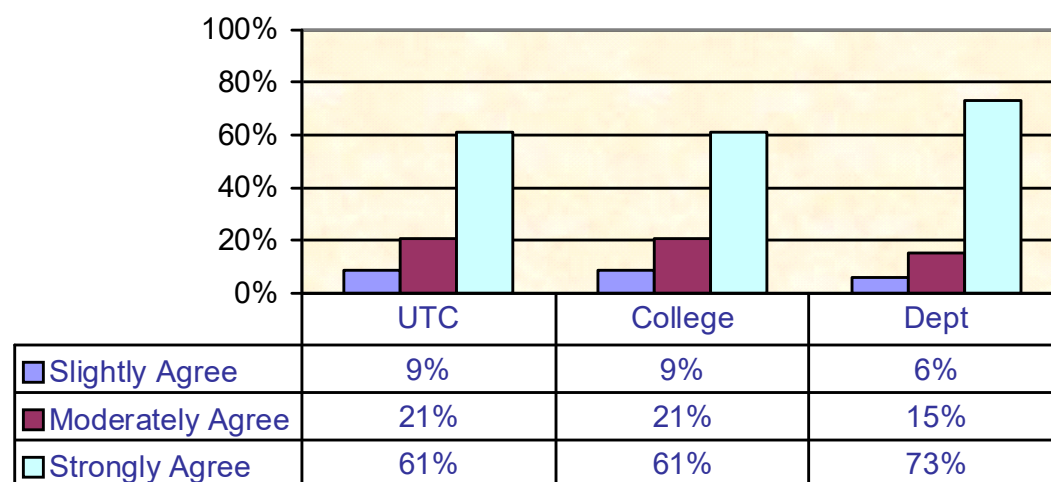
- 1.) The instructor of this class is an effective teacher.
- 2.) My instructor presents the subject matter clearly.
- 3.) My instructor is well prepared for class.
- 4.) My instructor is willing to help students.
- 5.) My instructor grades fairly.

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

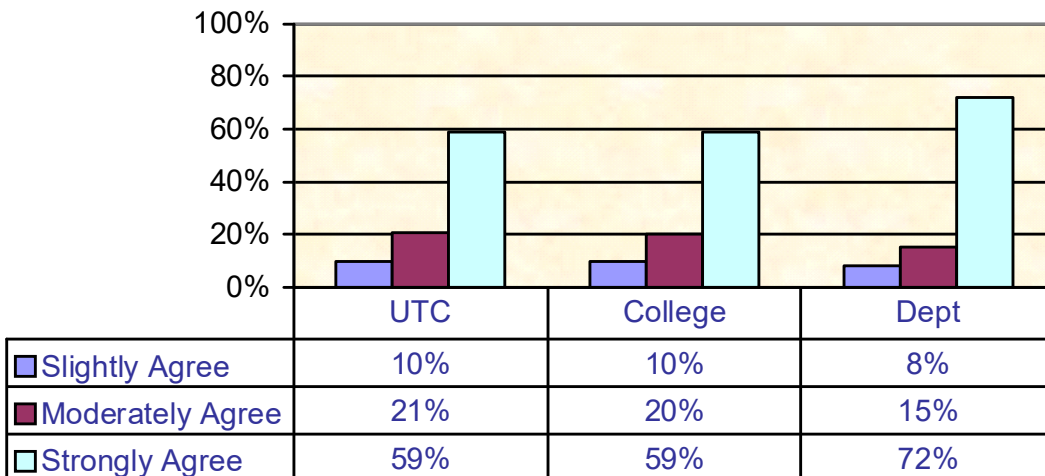
FIGURE 9: STUDENT RATINGS OF FACULTY

❖ Source: Student Evaluation of Faculty, Fall 2011. Office of Planning, Evaluation, and Institutional Research.

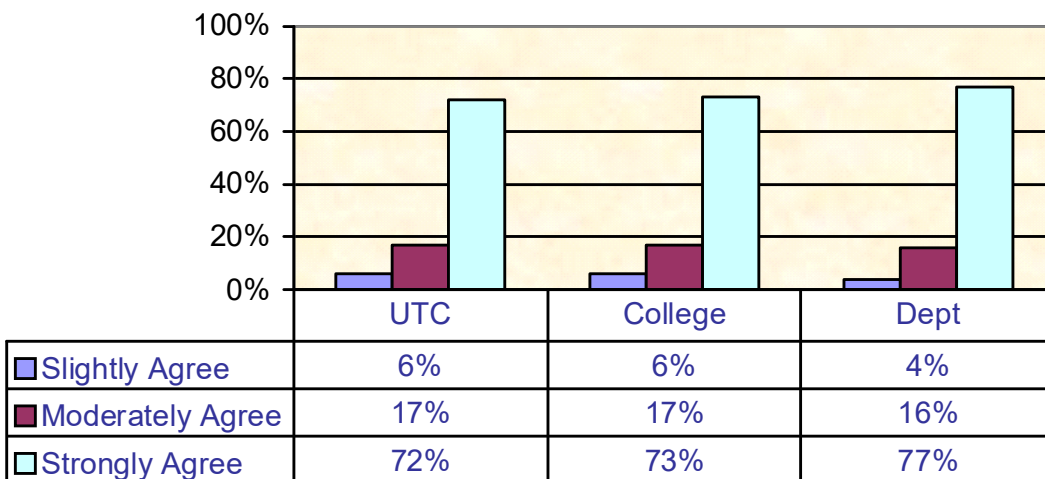
Responses to statement: **The instructor of this class is an effective teacher.**



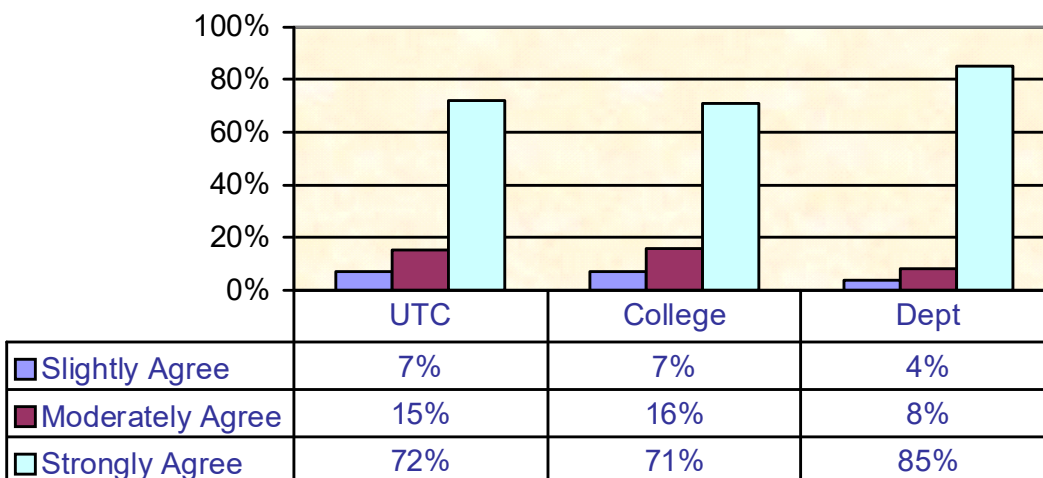
Responses to statement: **My instructor presents the subject matter clearly.**



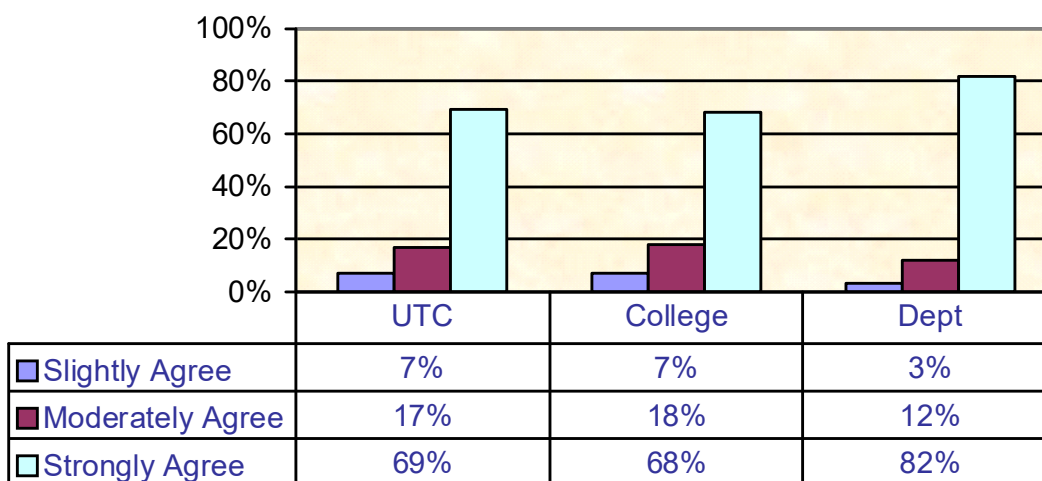
Responses to statement: **My instructor is well-prepared for class.**



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



Responses to statement: **My instructor grades fairly.**



These numbers indicate that faculty members teaching humanities courses meet, and in many cases exceed, the averages for all rated faculty in both the College and the University, bearing testimony to the talent and commitment of our humanities professors.

C. Faculty Evaluations by Department Head

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

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

Faculty who have had their courses cross-listed have performed well in EDOs, as no one (to my knowledge) has received below a “Meets Expectations for Rank.”

Summary

An effective cohort of professors teach the wide-range of cross-listed courses that the Humanities Program offers to its majors. A number of these faculty (Baker, Braggs, Covino, Hampton, Jackson, Kizza, Miles, Noe,

White) have been recognized by the university with significant awards for teaching or service, while others have been recognized with grants, executive committee appointments, or other awards by colleagues within their own fields (Baker, Braggs, Jackson, Harman, Miles, Noe, Sturzer, White). Moreover, students consistently rate participating faculty higher than College or University averages, leading to the conclusion that the Humanities Program draws upon some of UTC's best faculty.

Part V: Support

A. Office Space

In the previous external review, the reviewer recommended that the university “secure a Humanities Program Room on campus, to function as a.) a Program Office, to keep files and all materials relevant to this program; b.) to develop and display new advertizing material; c.) a meeting place for Humanities Students, a place on campus they can call home, and a place where the Executive Committee can meet; and d.) an advising center for this program, with appropriate written materials and a computer (perhaps a working, used computer that was recently handed in by a faculty member who just received a new computer).” Overall, these goals have not been met, but the possibilities for securing such a space may increase with the addition of the new library in Fall 2013, and the renovation of the old library space.

The Humanities Program is currently administered out of the offices of Dr. Bryan Hampton (Liberal Arts and International Studies) and Dr. Marcia Noe (Women’s Studies). These offices are the primary meeting places for planning and student advising. Women’s Studies is also assigned Holt 328D for office and work space and for the student assistant. At this time, this arrangement appears to be satisfactory, but students still have no “home” base.

B. Classroom Space

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

Most faculty whose courses are cross-listed teach in Holt Hall, but some faculty teach in nearby buildings including the Engineering building (EMCS), Grote Hall, and Brock Hall, and occasionally in buildings farther away from Holt, including Hunter Hall or Fletcher Hall. For most faculty, the distance to class is only a minor inconvenience, and most of these classrooms have been suited with smart podiums. The smart podiums and projection systems include a computer with the Office package, Internet access, DVD, CD, and VHS players, and a document camera that we use to project 3-D objects such as work students write in class, photographs, or other texts.

The podiums have transformed teaching for many faculty and made them wish that every classroom on campus had such a luxury. Not all do, of course, but the IT department does offer a mobile “podium cart” that they will bring to any classroom. These carts include all the equipment and internet accessibility of a permanent “smart podium” except the document camera.

Most faculty would agree that UTC has a real need for more diversified teaching spaces. Most classrooms in Holt are outfitted with individual desks arranged in rows—an arrangement that suits lecture-based teaching, but is less useful for more interactive teaching practices. The smart podiums help to invite classroom participation via technology, but the small desks inhibit broad collaboration on texts the students produce. During the summer of 2012, the English Department renovated Holt 229F into a seminar room with a smart-podium and a center desk around which students sit for discussion.

Holt Hall has two computer classrooms, Holt 199 and Holt 399. English is given the priority for use of these classrooms.

Also located in Holt Hall is the University Writing Center, which serves students and faculty across the University. The Writing Center was designed to be a high-tech space, with hardware and software to support most writing assignments given across campus. Despite severe space limitations on campus, the Writing Center expanded in 2002 to twice its size by annexing the classroom space adjacent to it. When the new library is completed in the fall of 2013, the Writing Center will likely have designated space there.

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

C. Clerical Support

Most of the clerical work for the Program is performed by Dr. Hampton and Dr. Noe; in exchange for performing the necessary administrative tasks, the Coordinators are released from one course per semester. Additionally, the Coordinators benefit from the occasional services of Heather Grothe, an administrative secretary in the Department of English with more than 25 years of service to UTC; Women’s Studies also employs student administrative assistants when the need arises.

D. Departmental Budget

No portion of faculty salaries is paid by the Humanities Program, and all faculty whose courses are cross-listed with Humanities is paid by the university through their home departments. When the external review was conducted five years ago, the total allocation for the Humanities Program (then encompassing only a B.A. in Humanities and a B.A. in Humanities: International Studies) in 2006-2007 was \$3493.00; the reviewer recommended that the university “increase the program annual budget to \$6000” in order to cultivate the number of events that Humanities could co-sponsor on campus with other departments, to add a second annual lecture, to increase advertising, and to host social events.

The annual budget has been increased by the university, and we have made great strides to use the money efficiently to implement all of the recommendations from the reviewer. For 2011-2012, the total allocation for the program budget was \$6726.00. The budget for Liberal Arts and International Studies (\$3243.00) is separate from the budget for Women’s Studies (\$3280.00). Additionally, there is a Gift Fund that accrues through private donation. For Liberal Arts and International Studies in 2011-2012, the total Gift Fund was \$1737.30; for Women’s Studies in 2011-2012, the total Gift Fund was \$7878.35, with the majority of those funds raised from the sale of tickets for an event sponsored by Women’s Studies.

The total operating budget is used exclusively for the aims and support of the Program and its students. At this time, the Program’s budget appears to be satisfactory.

Summary

The Humanities Program has grown and flourished in the last five years, despite campus-wide budget cuts since 2009, and has displayed a remarkable efficiency for managing its budget allotment. Finding a dedicated and centralized space on campus for the Program would be beneficial. At this time, the student administrative assistant appears to serve Women’s Studies, in particular, very well for clerical tasks.

Part VI: Conclusion

Achievements and Goals

As this self-study has tried to demonstrate, the Humanities Program continues to serve a vital function in meeting the needs of its majors, by offering students the most flexibility and the most control over their college course of study, with crucial guidance along the way. The range of cross-listed courses that are offered is quite broad, and have been taught by UTC's finest faculty, with a good balance between celebrated veteran and promising junior professors.

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

1. *Continue to work on alumni tracking.* Most departments across campus continue to struggle with adequate means to keep in touch with undergraduate alumni, and this Program is no exception. Social media, such as Facebook, has improved the frequency of contact between the Program and its graduates in the major.

2. *Expand efforts to collect information on scholarships or internships in the humanities, graduate programs in the humanities, as well as career materials that would suit the major.* Students often shy away from majoring in Humanities because it seems so "impractical" in a society driven by information and technology. Collecting career materials that couple information and technology businesses with a strong foundation in the humanities would be a valuable advising tool. Moreover, although this information is available in other places on campus, scholarship information for humanities majors, and professional and graduate programs which require crucial preparation in the liberal arts needs also to be a deep file from which to draw. Inviting recent graduates back to campus, who have secured employment or who have entered advanced degree programs in the Humanities, would prove helpful for helping current majors see the possibilities for careers with a Humanities background.

3. *Continue working to build a stronger identity within and between the Humanities: Liberal Arts (1440), Humanities: International Studies (1441), and Humanities: Women's Studies (1442).* It seems improbable that departmental identity will derive from a shared curriculum between the three tracks, and as stated earlier, another

concentration in Leadership will likely appear soon, making it even more difficult. More can be done within the tracks themselves to build identity, especially with regard to the concentrations in Liberal Arts and International Studies.

4. *Find ways that the Program, and the concentration in International Studies in particular, can promote the university's Strategic Plan to encourage international study or travel abroad for UTC students, as well as the university's emphasis on service-learning.* Current majors have been able to garner significant academic credit at the upper-level for service-related projects abroad. The Program could play a key role in these two areas.

5. *Find ways to draw students towards the Humanities minor, as well as to the other minors which fall under the Department of Interdisciplinary Studies.* Every UTC student graduating with a B.A. must declare a minor. The numbers of students who declare a minor among Asian Studies, Africana Studies, International Studies, Latin American Studies, and Women's Studies tends to be quite low. Better communication and coordination is needed between the separate coordinators for these minors as we strategize how to recruit students to these programs, and a limited internal review of the course requirements for those minors ought to be pursued and reevaluated.

6. *A continuing effort by the Coordinators to promote the disciplines through sponsoring on campus events, displaying information at booths on Freshman Friday each semester, or through advising transfer students.* The Program has made great strides in finding events on campus to lend its support, and doing so increases the visibility of the major. The Office of Planning and Advising has also assigned a point-person to advise and direct freshmen who initially declare a Humanities major. Retaining them within the major means greater coordination and communication between the Program's coordinators and the Office of Planning and Advising.

8. *Develop, as much as possible, a more hands-on relationship between the Program and its majors and the Chair of Excellence in Humanities.* The Chair of Excellence in Humanities is a position that carries with it a heavy burden of responsibility to organizations and foundations outside the university; his schedule is by necessity "packed." But

students can benefit from his influence and his presence. Ideally, the Chair would deliver a lecture once a year, or conduct an informal round-table discussion about the future and relevance of the humanities in the present culture.

INTERNATIONAL STUDIES

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There are lots of exciting career opportunities for students with international studies backgrounds (e.g., government agencies and foreign service careers). You may also be marketable in the legal and business fields, assisting companies in global market restrictions, trade regulations, and human resource policies, or nonprofit organizations that operate on an international level, like A Commitment to Real Impact (CARE), the Peace Corps, and the International Red Cross.

Sources:<http://www.mastersportal.eu/articles/584/what-can-i-become-if-i-study-internationalrelations.html>;<https://www.psychologytoday.com/blog/career-transitions/201302/marketing-and-using-your-foreign-language-skills-work>



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Eighty percent of employers who participated in an online survey conducted by The Associate of American Colleges and Universities agreed that, regardless of a student's major, every college student should become familiar with and acquire knowledge in the liberal arts. According to this survey, a liberal education "helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings." All of these skills definition are essential to thriving in the professional world.

Source: <https://www.aacu.org/press/press-releases/new-report-documents-liberal-arts-disciplines-prepare-graduates-long-term>

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Jose-Luis Gastañaga, Ph.D.

Princeton University
Assistant Professor of Spanish

Matthew Stuckwisch, M.S.

Auburn University
Lecturer of Spanish

Has someone ever told you that if you study liberal arts in college you'll be doomed to a life of poverty for the rest of your life?

Well here's some good news: the average humanities major earns about \$50,000 a year, which means they fit comfortably into the middle class. But if you're really good at the liberal arts, the top 25% of English and History majors earn MORE than the average major in science or math. Now are you rethinking that liberal arts degree?

Source: https://www.washingtonpost.com/posteverything/wp/2016/09/02/meet-the-parents-who-wont-let-their-children-study-literature/?utm_term=.9b877adb0053

Do you want to share the same passion for the Liberal Arts as some great celebrities?

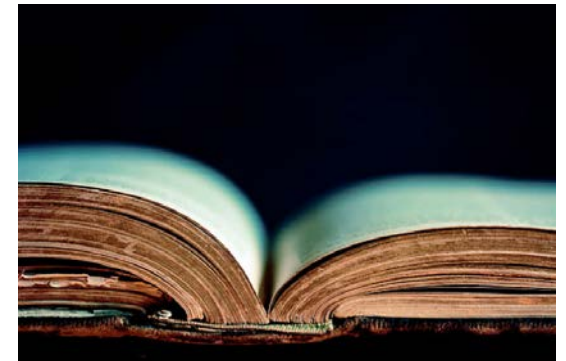
Just ask . . .

- Barack Obama: political science
- Conan O'Brien: English and history
- Oprah Winfrey: speech and drama
- Stephen Colbert: philosophy and theater
- Ted Turner: the classics
- Clarence Thomas: English literature

They will tell you how important a liberal arts education is!

As Steve Jobs once said "technology alone is not enough -- it's technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing."

Source: <http://www.cnn.com/2014/05/06/opinion/liu-liberal-arts-education/>



Information in brochure researched and written by
Laura Coker

WOMEN'S STUDIES NEWSLETTER

Volume 23 Issue 1

Fall 2018

Edited by Rainey Bartram



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October 10, 2018

Dr. Arnett Hosts Black Panther Week at UTC on October 23, 24, and 30, 2018

Dr. **James Arnett**, Assistant Professor of English, organized three events as part of Black Panther Week, which will include other comics as well. A diversity in comic books roundtable on October 23 in the Multicultural Center in the University Center at 5:30 pm. will feature **Dr. Jenn Stewart, Dr. Beth Pearce, Dr. Sarah Einstein, and Dr. Tom Balázs** as guests from UTC's English department. The goal of this event is to discuss things such as representation of disability, race, gender, and sexuality in written and televised comics. On October 24 in the Raccoon Room in the University Center at 5:30 p.m., students from Dr. Arnett's African Science Fiction class will host an event on the history of various Marvel characters that will feature a panel from the Office of Multicultural Affairs. The third event will be a showing of the Black Panther movie, on October 30 in Derthick 201 at 8:00 p.m. Dr. Arnett specializes in western humanities, transnational literature, and women's studies. He currently researches transnational African literature and says his inspiration for these events came from his recent sojourn in Zimbabwe, where he was a Fulbright Fellow for the 2017-18 academic year. He was there when Black Panther was released. "I've seen a new spike in interest in African cultures and futures as a result of the film," said Dr. Arnett., "and a new willingness to understand African futures as something other than blighted and



damned." He called the movie a "cultural milestone" due to the massive interest it sparked upon its release and decided a Black Panther Week would draw lots of attention and be a great opportunity to talk about the representation issues in comic books. Science fiction and comic book lovers who feel alienated by comic book character representation can attend this event to dig deeper into this topic.



Student Spotlight: Natalie Holbrook

Natalie Holbrook is a Women's Studies major with an International Studies minor. She is originally from Tampa, Florida, and attended USF for one year before she transferred to UTC. Natalie said she put twenty cities in a hat to decide where she would attend college. Chattanooga was what she landed on, and she has never looked back.

Natalie said, "I want to major in Women's Studies because I hear everyone say they want to make a difference, but not many end up doing so. I want to be one to make a difference." She wants to be able to educate on the history of the women's movement so the past will not be repeated and progress can be made. The two Women's Studies classes she has enjoyed the most are American Masculinities, taught by **Dr. Michael Jaynes**, and Gender and Contemporary Adolescent Literature taught by **Dr. Beth Pearce**.

Becoming a Women's Studies professor would be her dream job. Natalie hopes to be able to create new Women's Studies classes that aren't offered at many schools, such as one on sex work. She is currently working on creating a syllabus for this class with a Women's Stud-

ies professor from Duke.

Natalie is a hard-working bartender at Basecamp. Between classes and her 45-hour work weeks, she loves any outdoor activity. Hiking, rock climbing, trail biking, and kayaking are some of her favorites. Natalie plans to graduate in the summer of 2019, and hopes to attend UTK's online graduate school program and earn her master's degree in social work.



Alumni Spotlight: Blake Harris

Blake Harris ('11), who earned an MFA in Theatre Directing from the California Institute of the Arts last year, will direct Moliere's *Tartuffe* for the UTC's Theater Company; **performances will be at 7:30 p.m. on November 13, 14, 15, 16, and 17 with a matinee on November 17 at 2:00 p.m.** "This production is set in the 1990s," said Blake. "The audience will experience the play within three temporalities: the eighteenth century, the 1990s, and the present." While at UTC, Blake was a mentor for an academically challenged freshman student as part of the Women's Studies Program's mentoring initiative; he and other mentors presented research that they conducted as part of this program at UTC's Research Day and at the National Women's Studies Association conference. A Women's Studies major and Theatre and Speech minor, Blake directed two fund-raisers for the Women's Studies Program: *The Rocky Horror Show* and Catherine Trieschmann's *Crooked*. At graduation he won the College of Arts and Sciences Outstanding Student in Women's Studies Award. After graduation, Blake was an administrative assistant for the Women's Fund of Greater Chattanooga and was later promoted to coordinator. As founding member and artistic director for the Theatre for the New South here in Chattanooga, he directed twelve plays, including Aeschylus's *Prometheus Bound*, Euripides's *Medea*, and Maria Irene Fornes's *Mud*. Currently based in Los Angeles, Blake directed Sarah Treem's *When We Were Young and Unafraid* for the Lee Strasberg Institute this past summer.



Revving Up the Vote on September 5

Women's Studies partnered with the League of Women Voters of Chattanooga on Wednesday, September 5, 2018, to register voters on campus at the University Center; one hundred new voters were registered. Student volunteers from Women's Studies courses who staffed the information booth inside the University Center were **Kait Sons, Teresa Ledbetter, Heidi Bittenbender, El Taylor, Ashley Ferrell, Hannah Waggoner, Alexis Tyler, Cyara Artaud, Alexandra Vansledright, Bre-Anna Willis, Melissa Lopez, Nolan Vail, Mikayla Dreer, Mikaela Lifford, Kiersten Reagan, Abigail Crews, and Krishanda Upton.** Teresa Garland and Lee Ann Mills from the League of Women Voters of Chattanooga headed up the voter registration process; assisting them were **Jo Coke, Steve Kuhn, Kerry Lansford, Nicola Crisp, Criss Skinner, Susan Feingold, and Julianne O'Neal.**

Revving up the Vote was coordinated by **Dr. Marcia Noe**, Director of the UTC Women's Studies Program, and **Shelby O'Quinn**, UTC Education major; both sit on the board of the League of Women Voters of Chattanooga. "This was an ideal opportunity to create life-long voters by registering students on campus," said Dr. Noe. "We want students to form the habit of voting when young, so they don't wait until they're senior citizens who are worried about their Medicare and Social Security before they get serious about their responsibilities as citizens. Remember, if you don't do politics, politics will do you."



Julianne O'Neal and Teresa Garland



Kait Sons

Attention: If you are

MAJORING or MINORING in Women's Studies, please declare on the Records Office website as soon as possible.



Melissa Lopez and Nolan Vail



Kerry Lansford, Lee Ann Mills, and Nicola Crisp



Teresa Garland and Steve Kuhn



**The University of
Tennessee at Chattanooga**

Women's Studies Program

Department # 2703

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Editorial Information: The Women's Studies Newsletter appears at least once a semester. For more information please contact Dr. Noe at (423) 425-4692 (office) or (423) 266-9316 (home), or email her at Marcia-Noe@utc.edu.
UTC is a comprehensive, community-engaged campus of the University of Tennessee System. UTC is an EEO/AA/Titles VI & IX Section 504/ADA/ADAA institution.



The Department of Modern and Classical Languages and Literature, the Multicultural Center, and the Women's Studies Program are sponsoring this event.

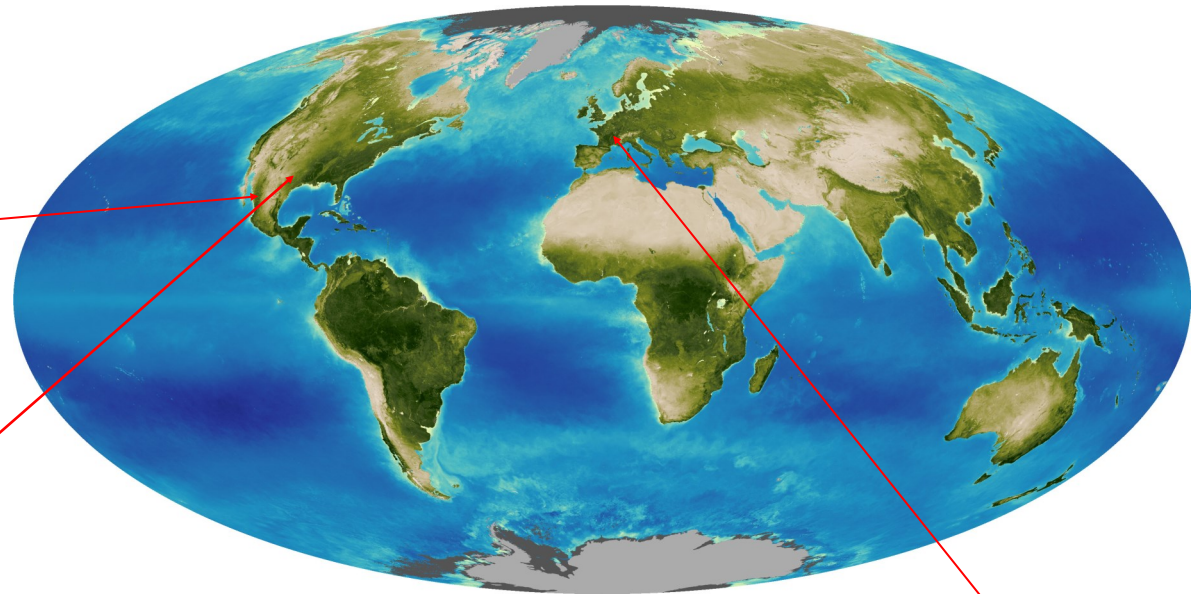
October 10, 2018
7:00 p.m.
Roland W. Hayes Concert Hall
Fine Arts Center
Free Admission!

A Chamber Music Theater work conceived and performed by the **Core Ensemble** is celebrating the lives of three significant Latin women: **Frida Kahlo, Alfonsina Storni, and Rufina Amaya**. Jenyette Vega portrays multiple characters while interacting with the onstage musical trio of cello piano and percussion. Come celebrate Hispanic Heritage Month!

TRES VIDAS

	First Year	Second Year	Third Year	Fourth Year		
Exploration	Review your skill sets, test your beliefs, and get better acquainted with your personality traits. Pursue personal assessment at Career & Student Employment Center . Learn more about other possible areas of interest in General Education courses .	Get to know at least two faculty members whose courses in the Humanities you have enjoyed. Visit their office hours. Talk with them about the Humanities program and career possibilities, including post-graduate studies.	Meet with faculty members in the Humanities program. Attend department functions. Explore career opportunities with possible employers. Explore undergraduate research opportunities: Research Experiences for Undergraduates	Attend department functions. Meet with faculty members to explore post-bacchalaureate academic options. Meet with possible employers to explore post-graduation vocational opportunities.	Professional Development	
Academic Milestones	Finish Rhetoric & Composition I & II. Become familiar with the Course Catalog and Academic Schedule in consultation with your academic advisor to find appropriate (and interesting) General Education courses .	Complete most if not all General Education requirements. Start the first year of a foreign language. (If you have had previous foreign language study you may place at a higher level) Declare a minor.	Complete all General Education Requirements. Finish second year of foreign language study. Begin taking upper level Humanities courses. Begin taking minor courses.	Complete requirements for Humanities major, including 30 upper-level course hours (21 in Humanities departments) and HUM 4960. Finish Minor. Apply for graduation in Fall semester. Complete course summary with faculty advisor.		
Connections	Meet with your advisor on a regular basis in the Center for Advisement . Watch for and accept invitations to participate in departmental functions (e.g. guest speakers, social gatherings), where you can get to know other students and faculty.	Get to know your faculty advisor. Take active steps to get involved in appropriate student organization (e.g. foreign language club). Explore possible study abroad options. Find ways to interact with international students on campus.	Meet with faculty advisor or another faculty member to pursue a specific undergraduate research project. Meet with department chair to find out how to connect with appropriate alumni of the program. Interact with international students on campus.	Meet with faculty advisor and other faculty members to explore graduate school options, if appropriate. Attend Graduate School Fair . Meet with employers to discuss potential career opportunities.		Make full use of connections that you establish at UTC to further your professional development after you graduate, including post-graduate education. These include advisors, faculty, fellow students, and alumni.
Readiness	Learn more about vocational services offered by UTC's Career & Student Employment Center . Find out what skill sets employers are looking for. Incorporate these in your rationale for the Humanities degree. Plan to attend a Part-Time Job Fair .	Consider possible internship opportunities in the larger community. Begin putting together your CV (resume). Explore undergraduate research opportunities; see Research Experiences for Undergraduates .	Present an undergraduate research project or plan to do one the following year. Set up an internship with local or regional private or public entity to be done in summer or following year. Study abroad if part of program.	Present undergraduate research project. Revise your CV (resume). Do an internship. Prepare to take GRE or other pre-professional exam (e.g. LSAT) if you are planning to pursue post-bacchalaureate education.		Be ready to explain how your broad background in the Humanities can offer employers specific skills that they need: communicative skills, critical thinking abilities, cultural competency (including international awareness), and interdisciplinary talents.
Achievement	Make sure you complete 30 credit hours toward BA degree. Meet with advisor twice. Begin rationale for the Humanities degree, including your vocational goals as well as a description of tentative coursework for major and minor.	By the end of this year you should have completed 60 credit hours and have finished most if not all General Education requirements. One year of a foreign language should also be finished at this time. Submit the rationale for Humanities degree.	Complete 90 hours. General Education should be completed. Finish Foreign Language requirement (2 years). Complete some upper-level Humanities courses. Revise Humanities rationale if needed. Minor should be well underway.	Complete 120 hours, including 39 senior hours. Complete all requirements for the major and minor. Attend commencement ceremony in Spring. Join Alumni Association .		

International Studies, the Liberal Arts, and Jobs: an interdisciplinary discussion.



David Pleins
is a Professor
at Santa Clara
University in California.
Many of his students have
gone on to work in
Silicon Valley .

Tim Ryan
is a manager at
OneAmerica in Indianapolis.
He has degrees in Art and Eng-
lish and has worked
extensively in publishing.

Anna Savary, UTC's
English as a Second
Language coordinator,
worked in France,
Italy, and Poland.

Tuesday, March 7, 2017

2:00-4:00 p.m.

Chickamauga Room, University Center

Come and hear a panel of experts talk
about career opportunities for
students majoring in traditional
humanities disciplines.

Enjoy Presentations, Discussions and Free Food!!!

Women's Studies Career Possibilities

- Program Coordinator for a community agency that serves girls
- Volunteer Coordinator for a community agency that serves women and girls
- Coordinator for a foundation that funds advocacy projects for women and girls
- Victim Advocate for a rape crisis center
- Social Service Educator for an agency that serves homeless women and children
- Victim Advocate for a battered women's shelter
- Manager of Teen Programs for a community agency that serves girls
- Health Educator for an agency that provides health care to women and girls
- Operations Coordinator for an after-school writing and mentoring program for girls
- Program Coordinator for an agency that rehabilitates female drug addicts
- Volunteer Manager for an agency that rehabilitates female drug addicts

These are actual jobs in Women's Studies.

The University of Tennessee at Chattanooga is an equal employment opportunity/affirmative action/Title VI/Title IX/Section 504/ADA/ADEA institution. E041002003-003

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Chattanooga, TN, 37403-2598
615 McCallie Avenue
Women's Studies Program, Dept. 20703
The University of Tennessee at Chattanooga



Women's Studies

An Interdisciplinary Major and Minor
in the College of Arts and Sciences



615 McCallie Avenue
Chattanooga, TN 37403-2598
(423) 425-4692
www.utc.edu/womens-studies

Women's Studies Mission Statement

We offer an undergraduate major and minor that examine how gender, ethnicity, sexuality, and class intersect in society and culture from multiple perspectives across the arts and sciences.

- ❖ We critically examine the intellectual, artistic, material, and spiritual contributions of women throughout history from a variety of cultures.
- ❖ We empower our students with the theories and concepts needed to understand how gendered power dynamics operate.
- ❖ We investigate the connection between Southern contexts and national and global women's issues.
- ❖ We provide opportunities for service learning and community engagement from a feminist perspective.

Contact Dr. Marcia Noe at Marcia-Noe@utc.edu or (423)266-9316 for information about UTC's Women's Studies program.

Women's Studies Major Requirements

30 hours approved WSTU courses. Required courses are Introduction to Women's Studies (WSTU 2000), Senior Seminar (WSTU 4960), and either Feminist Literary Criticism (WSTU 4810) or Feminist Theory (WSTU 4830). The remaining 21 hours will be distributed among the following approved Humanities and Social Sciences courses, with at least one course from each category:

Humanities Courses

- ❖ WSTU 3010: French Women Writers in Translation
- ❖ WSTU 3020: Latin American Women Writers in Translation
- ❖ WSTU 3210: American Women Writers
- ❖ WSTU 3420: Gender, Sex, and Society
- ❖ WSTU 3450: British Women Writers
- ❖ WSTU 3660: Goddess Traditions
- ❖ WSTU 4150: European Women's History to 1800
- ❖ WSTU 4450R: Major American Figures
- ❖ WSTU 4550R: Topics in Women's Studies
- ❖ WSTU 4430: Africana Womanism
- ❖ WSTU 4020: Theatre and Feminism
- ❖ WSTU 4810: Feminist Literary Criticism
- ❖ WSTU 4820: Women's Rhetoric

Social Science Courses

- ❖ WSTU 2020: Women's Issues in Southeast Asia
- ❖ WSTU 2220: Women's Health Issues
- ❖ WSTU 2950: Violence Against Women
- ❖ WSTU 3040: Gender in the Workplace
- ❖ WSTU 3070: Gender and Society
- ❖ WSTU 3180: Gender, Crime, and Criminal Justice
- ❖ WSTU 3240: Race, Gender, and the Media
- ❖ WSTU 3360: Women in Politics
- ❖ WSTU 4170: Women in the Economy
- ❖ WSTU 4340: Politics of Child Care
- ❖ WSTU 4510: Psychology of Women

Women's Studies Minor Requirements

18 hours of approved WSTU courses. Introduction to Women's Studies (WSTU 2000) is required. The remaining 15 hours will be distributed among Humanities and Social Science courses listed in this brochure, with at least one course from each category.