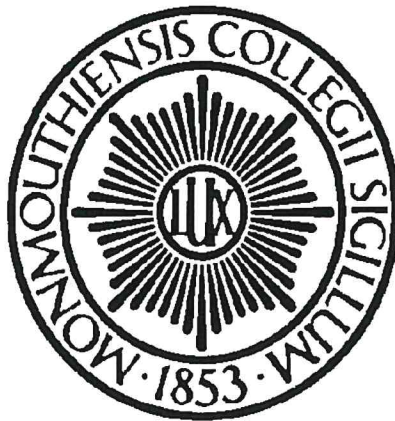


**Report for Planning and Budgeting  
for 1993-December, 1994**

**Department of Classics  
Monmouth College**



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# Report for Planning and Budgeting Department of Classics for 1993-December, 1994

In June, 1994, the department submitted a detailed annual report and ten-year retrospective (Attachment B), which should be read in conjunction with the following.

## **Mission Statement:**

While there are few majors or minors in the Classics Department, a wide variety of student constituencies are served through the department, especially through the general education program. The department views its mission as serving the college at large while, at the same time, meeting the needs of the occasional "serious" student which crosses its threshold.

## **The Academic Year (1993-94) At a Glance:**

FTE:	1.08 FTE
Number of Credit Hours Generated:	31
General Education Credit Hours:	24
Credit Hours for Majors Only:	4
Elective Credit Hours:	3
Number of Students Enrolled:	136
Number of Advisees:	1
Number of Majors Graduating:	0
Number of Minors Graduating:	2
Number of Students Inducted into Eta Sigma Phi:	8
Number of entries in Fox Writing Contest:	354
Number of academic lectures sponsored by the department:	7

For additional, detailed information, please see the 1994 Annual Report and Ten-Year Retrospective.

One major change in the fall semester of 1994-95 should be noted. Virginia Hellenga was hired to teach Elementary Latin 101 during the fall semester in order to release Tom Sienkewicz to teach Freshman Seminar. This was a good arrangement for the college for at least the following three reasons:

- a.) The Classics Department was able to participate in Freshman Seminar for the first time in a number of years.
- b.) The number of departmental advisees increased from 1 to 18.
- c.) The Elementary Latin students had a teacher who is universally praised for her enthusiasm and dedication to helping students learn.

**Program Overview:**

In 1993-94 the Department of Classics generated the following courses:

Fall Semester				
Course #	Title	Hours	Enrollment	
LATN101	Elementary Latin	3	15	
GREK101	Elementary Greek	4	8	
CLAS224	Word Elements	3	29	
CLAS240	Ancient Societies	3	14	
LATN201	Directed Readings	1	4	
GREK201	Directed Readings	1	1	
Spring Semester				
LATN102	Elementary Latin	3	10	
GREK102	Elementary Greek	4	5	
CLAS230	Classical Gods	3	28	
CLAS241	Ancient Olympics	1	4	
LATN201	Directed Readings	1	5	
GREK201	Directed Readings	1	1	
CLAS211	History of Greece	3	13	
		31	136	

## Notes:

28 semester hours taught by Tom Sienkewicz; 3 by Bill Uban.

GREK101/102 were taught as an overload due to student request.

1.) **Elementary Latin (LATN 101/102)**

This course, which fulfills the foreign language requirement, is offered every academic year. Historically, this course has had c. 15 students enrolled. Typically 90+% of students enrolled do so to fulfill their foreign language requirement.

The academic year 1994-95 has seen the highest enrollment in Elementary Latin within memory (20 students in first semester). Data from Classics programs at comparable institutions (see chart in 1994 Annual Report) illustrates the healthy state of these enrollments. The department could easily absorb an additional ten students in this course without adding staff.

2.) **Directed Readings in Latin (LATN 201)**

This course, offered every semester, occasionally serves students wishing to fulfill the foreign language requirement. It is also taken by Classics majors and minors as well as Latin majors and minors. In addition, some students from LATN 102 take this course to complete their experience in Latin. Enrollment in this course averages 5 per semester. There is certainly room for several more students in this course.

3.) **Classical Gods and Heroes (CLAS230), Ancient Societies (CLAS240), History of Rome/Greece (CLAS 211/212) and Ancient Literature (CLAS 210)**

All of these courses fulfill various sophomore and junior general education requirements. Each of these courses is offered at least once a year. They rarely have less than 20 students enrolled. This semester there are 30 students enrolled in CLAS240, the maximum number possible in the Capron Room. Most students in these courses are fulfilling their general education requirement with a sprinkling of Classics/Latin majors and minors.

4.) **Word Elements (CLAS224)**

This is the only three-credit course in the department which does not fulfill a general education requirement. It is taught primarily as an elective, although the course can also fulfill requirements for majors and minors. Offered once a year, the course has averaged c.20 students in the past, but last year enrollment reached maximum capacity for the Capron Room (i.e., 30). A similar enrollment was experienced this fall. In a larger classroom this course could be taught to 40 or 50 students. It would also have respectable enrollments if it were offered every semester, although that would require additional staffing.

5.) **Elementary Greek (GREK101/102)**

This course is of particular interest not only to Classics students but also to students interested in philosophy and religious studies. It also fulfills the foreign language requirement. Unfortunately, this language cannot be offered on a regular basis with present staffing. There is some student interest in this language, as evidenced by the class of eight which took Greek in 1993-94, when the language was taught as an overload. Three of these students have continued on into Directed Readings in Greek (GREK 201) this year. In addition to student interest in Greek, this language has traditionally been a part of the curriculum at Monmouth and is often encouraged for students interested in the ministry. Until Bill Amy's retirement, there was some extra-departmental support for the teaching of Greek at the college.

**1. General Education/Service Function:**

Of the 31 semester hours generated in the department in 1993-94 only 8 were not primarily general education courses. These non-General Education courses are CLAS241 (Ancient Olympics) and CLAS224 (Word Elements) and LATN/GREK201 (Directed Readings). At least 90% of students enrolled in the other courses offered by the department do so to fulfill some requirement in the general education program.

## **2. Major/Minor Programs:**

No courses regularly offered in the department are taught exclusively to majors and minors.

## **3. Strengths**

### **a.) an innovative, nationally-recognized curriculum**

The triad course was designed specifically for Monmouth College and the special mission of Classics at the institution. It works so well that other institutions, including Knox College and Augustana College, have borrowed from it. See the 1994 Annual Report for further information.

### **b.) high visibility among high school Latin programs**

The department is well known to high school teachers in Illinois because of Tom Sienkewicz' involvement in the Illinois Classical Conference. The department and the college have also received broader exposure among high school teachers through the Fox Writing Contest, which typically attracts hundreds of entries from high school students all over the country. At least once every four years the department hosts the Illinois Latin Tournament, which brings several hundred high school students on campus.

#### 4. Weaknesses

a.) **Staffing**

The Classics curriculum is very tight and is more than one FTE can handle.

1.) There is no flex in course offerings and not enough staff to offer courses which should be taught. The department would like to participate regularly in Freshman Seminar but cannot. Elementary Greek should be taught on a regular basis but is not. Tom Sienkewicz has broader scholarly interests, including West Africa, than he can currently share with the college.

2.) The Fox Writing Contest is also beginning to bring additional burden to the staff, which cannot continue to manage this activity without additional support, both from within the department and from the institution at large.

b.) **Technology**

Most, if not all, comparable programs at small liberal arts colleges are already using a powerful interactive computer program called *Perseus* in the classroom. Immediate acquisition of this material is absolutely necessary if the department is to satisfy the needs of students in the upcoming years.

c.) **Type of Student**

While the department is pleased to serve the general student body which has no focused interest in the Classics in general or in the Latin and Greek languages in particular, it is difficult to run a Classics program without some more serious students. The department does not always have a critical mass of advanced Latin students who can serve as the core of the program. While these students do not have to major, or even minor, in Latin, they must have a serious interest in and appreciation for the language and its literature. As the department has argued in other contexts, the major need of the program at the moment is a scholarship-based performance program which would attract a significant number of these students to the college. Such a scholarship program was recently approved by the college.

#### 5. Threats

a.) **General Education**

The department is currently so involved in almost all aspects of the college's general education program that **any** modification would have serious implications on the department's offerings.

b.) **Institutional Emphasis on Majors**

As more and more emphasis is placed upon number of majors to justify programs and budget requests, the department worries that other types of curricular contributions will suffer. The number of Classics majors at Monmouth, or, indeed, at most other

Classics Departments in the United States and abroad, will rarely be large. If Classics is to be judged by the number of majors it produces, then it might as well throw in the cards now. The mission of the Department of Classics and the design of its curriculum is specifically designed to address the needs of the general student rather than the major.

**c.) International and Foreign Language Studies**

Historically the college has tended to view these studies in departmental rather than institutional terms. Yet, in many ways, the Classics program addresses international studies as much as the departments of Government and History do. Similarly, the Department of Classics offers a foreign language program comparable to that in the Modern Foreign Language Department. The department perspective on international and foreign language studies has often been ignored in the past. Modern culture is not likely to encourage inclusion of the Classics in discussions about these areas. The threat that such inclusion will not take place at Monmouth is, therefore, quite real.

**d.) Overwork**

One FTE cannot be expected to run a program like this indefinitely. Teaching 24-30 semester hours every year plus doing all the other things which have to be done in order to make a program like this successful would send any single FTE to an early grave. The only reasonable solution is to increase the FTE in Classics by one.

The status quo simply cannot continue. The current staff cannot do what it has been doing indefinitely. The department is currently working at over capacity in terms of both personnel and room size. Several courses, such as Classical Gods and Heroes or Word Elements, could be offered every semester if there was more staff.

Downsizing the program would have little effect on the department, since the triad program is organized in such a fashion that all aspects of the curriculum complement each other. For example, elimination of the Greek major, which currently draws no students, would not effect course offerings, since no courses are offered which serve only Greek majors. The same can be said for all other courses in the department.

While some courses, especially Word Elements and Classical Gods and Heroes, could be taught to larger numbers of students in a larger classroom context, this is probably not realistic in terms of personnel, who are already working at full capacity. On the other hand, both of these courses are attractive to more students than those who are able to enrol. The department could easily offer both of these courses every semester (and thus double the number of students taking these courses annually), but this would require additional staffing.

A strong case could be made for an additional full FTE in Classics. With such a staffing increase the department would generate at least the following 22 additional credit hours per year: two sections of freshman seminar (8 credit hours), one section of Word Elements (3), one section of Classical Gods and Heroes (3) and Elementary Greek 101/102 (8 credit hours).

A back-up proposal would be to provide the program with support from other FTE. Over the past two decades the department has lost significant support from other departments, including Philosophy, Religious Studies and Psychology. There would be



less need to hire a second full-time Classicist if the college took seriously an effort to hire new staff with inter-departmental interests. What the Classics program really needs is a core of faculty across the college who not only have a commitment to the teaching of Classics on campus, but who also have the expertise to make it happen.

**At minimum, however, the department will request funds to have someone teach Elementary Latin 101 in the fall semester so that Tom Sienkewicz can teach Freshman Seminar.**

## 6. Opportunities

The newly established Latin performance scholarships may bring to the department a larger core of serious Classics students (See attachment A).

## 7. Student Advising

Number of advisees in 1993-94 academic year: 1

Number of advisees in 1994-95 academic year: 18

The increase is directly attributable to participation in Freshman Seminar. Since the number of Classics majors will never be large, the number of advisees in the Classics Department will be proportionally small as long as departmental participation in Freshman Seminar is rare and as long as the advising program is based upon Freshman Seminar and Major Programs. An alternative advising model spreads advising across the faculty with maximum and minimum numbers of advisees allowed per faculty member. The Department of Classics would welcome such an arrangement.

## 8. Scholarship:

Here are some of my scholarly activities in 1993 and 1994.

### **award received:**

Lieutenant Governor's Award for Contributions to Foreign Language Learning, 1993

### **article:**

"*Cleopatra: Sister of the Moon*", in *Masterplots II: Juvenile and Young Adult Biography*, Salem Press (1993) 385-388

### **review essays:**

Miller, J. Hillis. *Ariadne's Thread. Magill's Literary Annual 1993* (Salem Press), 32-35

Calasso, Roberto. *The Marriage of Cadmus and Harmony*. *Magill's Literary Annual 1994* (Salem Press), 508-511

### **conference papers:**

"Rappin' and Homer: Merging the Margins", at joint meeting of the Illinois Classical Conference and the Illinois Council on the Teaching of Foreign Languages, Peoria, Il., 1993.

"Classical Sculpture in Florence", CAMWS, Atlanta, Georgia 1994. Also at Illinois Classical Conference, Chicago, 1994.

### **invited lectures::**

"What is an Epic? A Comparison of the West African *Sunjata* and the Homeric Epics" and "The Epic Hero in the West African *Sunjata* and the Homeric Epics" at a NEH Summer Institute on "Homer and Oral Traditions", University of Arizona at Tucson, June, 1994.

**work in progress:**

*World Mythology: An Annotated Bibliography* for Salem Press.  
Forthcoming in 1996.

*Theories of Myth: An Annotated Bibliography* for Salem Press.  
Forthcoming in 1997.

The *Sunjata*: A Literary Study of a West African Oral Epic in Multiform  
(in manuscript).

editor of *A Festschrift in Honor of Charles Speel*. Forthcoming in 1996.

*Classical Myths in Florence: A Walking Tour*. (in manuscript)

Translation of the Latin passages for an English translation (with  
commentary) of *Histoire naturelle des Animaux, des Plantes, et  
des Minéraux qui entrent dans la Composition de la Thériaque  
d'Andromachus* by Moïse Charas (Paris, 1670). In collaboration  
with Bernardine Paulshock, and Anne W. Sienkewicz.

## 9. Enrollment Management

Since the emphasis of the Department of Classics is not on the number of majors but the number of students served, the question of enrollment management must be directed towards room size and maximum teaching loads.

At the present time almost all of the CLAS courses are enrolled at maximum room capacity, which is 30 for the Capron Classics Room. The only way to increase enrollments would be to find a larger classroom. LATN101/102 could accommodate 10-15 additional students per semester. Perhaps some students with no clear foreign language preference could be fed into Latin by the registrar.

## 10 . Interesting Idea

The participation of individual faculty in the general education program and their interest in other departmental programs would be enhanced if faculty appointments were not made within departments but within the college. Job descriptions could be incorporated into every faculty contract. These descriptions would outline service to individual departments and to the general education program.

At the same time, the process of hiring new faculty should be made less departmental and more institutional. The college currently thinks in terms of full FTE's in hiring and considers staffing requests from individual departments in isolation from each other. Departments or programs should be required to articulate their needs not in terms of full FTE's but in terms of course or curricular needs. All of these requests should then be evaluated together and requests consolidated wherever possible.

Respectfully submitted,

A handwritten signature in cursive script that reads "Thomas J. Sienkewicz".

Thomas J. Sienkewicz  
Minnie Billings Capron Professor of Classics