

**Annual Planning Report**  
**Department of Classics**  
**July, 1995**

**I. SWOTS Analysis**

**A. Strengths:**

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

The triad courses in Classics, Latin, and Greek were designed specifically for Monmouth College and the special mission of Classics at the institution. This curriculum enables a small number of faculty to generate sufficient course variety for majors in Classics, Latin, and Greek.

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

Several factors make the Monmouth College Classics program well known to high school teachers in Illinois and in other parts of the country: 1.) Tom Sienkewicz' involvement in the Illinois Classical Conference (ICC) and in the Classical Association of the Middle West and South (CAMWS); 2.) the Fox Writing Contest, which typically attracts hundreds of entries from high school students all over the country; 3.) departmental hosting, at least once every four years, of the Illinois Latin Tournament, which brings several hundred high school students on campus; and 4.) the recently established Latin Performance Scholarship.

**B. Weaknesses:**

a.) **staffing**

Even with the Triad curriculum, recent staffing changes have made staffing/curriculum ratio in Classics very tight and more difficult to manage. Specifically, the curriculum assumes that Elementary Greek is offered occasionally. This can no longer be done unless Tom Sienkewicz teaches an overload.

b.) **technology**

Most, if not all, comparable programs at small liberal arts colleges are already using in the classroom a powerful interactive computer program called *Perseus*. Monmouth College does not. Because of technological limitations, the department is also unable to introduce into the classroom other computerized teaching tools like *Transparent Language*.

**C. 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 major programs**

The curriculum of the Department of Classics is specifically designed to address equally the needs of general students and majors/minors, yet, in order to justify programs and budget requests, more and more emphasis is being placed at Monmouth upon the number of majors.

c.) **internationalization of the M.C. curriculum**

The growing and legitimate concern to insure that M.C. students develop a

sense of the international and global community often fails to recognize the role Classics can play in such a curriculum. Curricular conversations concerning international and foreign language studies should include the Classics Department.

d.) **funding of Fox Classics Lecture**

Founded in 1985 in order to enhance the modest Classics curriculum and to illustrate links between the Classics and other disciplines, this lecture series has brought a number of excellent lectures on campus. The recent decision to incorporate departmental funds ear-marked for this lectureship into a college-wide lecture budget raises some concern about long-range institutional support for this departmental activity.

## II. Summary of 1994-1995 Issues and Achievements

### A. The Academic Year (1994-95) At a Glance:

FTE:	1.08
Number of Student Hours Generated:	Fall 327.00*#
	Spring 209.00
Number of <b>General Education</b> Student Hours Generated:	Fall 187.00*
	Spring 201.00
Number of Students Enrolled in Classics Courses: Fall	96
	Spring 73&
Number of Students Taught by Classics Staff:	Fall 119*#
	Spring 73&
Number of Advisees:	Fall 18
	Spring 10
Number of 1995 Majors Graduating:	0
Number of 1995 Minors Graduating	1
Entries in Fox Classics Writing Contest:	320
Number of high schools participating	44
Number of states represented	21
Number of lectures sponsored by Classics Dept.:	6
Entries in Ralston Writing Contest:	4
*includes Freshman Seminar	
#also includes Elementary Italian, taught by Sienkewicz through the Modern Foreign Language Department	
&does not include students enrolled in HIST212, cross-listed with CLAS212	

### B. Significant Events

1. Sabbatical. After several years of postponement due to institutional problems, Tom Sienkewicz' sabbatical finally took place in the spring of 1994-1995. The Classics Program could not function without a sabbatical replacement for Sienkewicz, since no one else on the faculty can teach the courses he teaches. The fact that this sabbatical took place at all is a significant achievement for the college. In Sienkewicz' absence the department was well chaired by William L. Urban of the History Department and his courses were taught by Leonard Wencis.

2.) The Latin Performance Scholarship. Establishment of this scholarship promises to attract some serious Latin students to the college. In its emphasis on enrollment in Latin courses rather than in majoring in Classics, this Scholarship is distinctive from recruitment tactics at other institutions. Three students auditioned for the scholarship in its first year. All three were highly qualified and were offered scholarships. Two of these students will attend Monmouth College and at least one of these cited the scholarship as a significant factor in making her college choice. The department hopes that, over the years, these Latin Performance Scholarships, will bring to the college a core of students who will regularly take advanced Latin courses even if they are not majors or minors.

3.) Participation in Freshman Seminar. In the fall of 1994-1995 the college hired Virginia Hellenga to teach Elementary Latin 101 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 in the fall semester. c.) Elementary Latin students had a teacher who is universally praised for her enthusiasm and dedication to helping students learn. The Department is pleased that this arrangement will continue in the academic year 1995-1996.

4.) Elementary Italian. In the fall semester Tom Sienkewicz taught Elementary Italian to six students as an overload. This course was offered **at student request** with the cooperation of the Modern Foreign Language Department and the Curriculum Committee. This course was useful for several reasons: 1.) Three of the six students will participate in an ACM Program in Florence in 1995-1996; 2.) Tom Sienkewicz was able to make use of some of the Italian skills he acquired as director of the ACM Programs in Florence in 1992-1993; 3.) As an ancient language instructor, Tom Sienkewicz gained some first-hand knowledge in teaching a modern foreign language. Interest in Italian illustrates the need for the college to offer a diversified foreign language program.

5.) Classics Lectures. The department sponsored at least six public lectures in 1995-1996. These lectures are offered as part of the department's mission to bring the Classical world to the college community at large. They also enhance the curriculum and expose Classics students to broader perspectives and more diverse points of view than a small staff can generate by itself. These events included a college-wide convocation in September on Roman Costume by Prof. Norma Goldman, with a fashion show modeled by M.C. students. Not only was this a hands-on learning experience for the students, but it also brought the college some positive regional attention in the local media. Another important lecture was the Fox Classics Lecture in March, 1995, on Mussolini's use of Roman imperial symbols and mythology by Prof. Tom Watkins of Western Illinois University. This lecture served well to illustrate a primary goal of the Fox Lecture, namely to demonstrate links between Classical studies and other disciplines. Finally, through the Western Illinois Society of the Archaeological Institute of America, the department sponsored four archaeological lectures, including one by Prof. James DeYoung of the MC Theater Dept.

**6.) Tom Sienkewicz' Professional Activities**

**Manuscript completed:**

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

**Review Essays:**

Tobias' Wolfe's *In Pharaoh's Army*. Forthcoming in *1994 Literary Annual* (Salem Press).

**Papers read at professional meetings:**

"Classical Sculpture in Florence", an illustrated lecture, at the annual meeting of the Illinois Classical Conference in October, 1994

"*Ex mediis rebus*: Beginnings and Endings in the Homeric Poems and the West African *Sunjata*", at the annual meeting of the Classical Association of the Middle West and South, in April 1995

**Work in Progress:**

*Classical Sculpture in Florence: A Walking Tour*, in manuscript

*Theories of Myth: An Annotated Bibliography* for Salem Press, in manuscript

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.

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, in manuscript

**Professional Service at MC:**

coordinator of off-campus studies

campus representative for ACM Florence and London/Florence Programs

faculty secretary, fall 1994

coordinator of Western Illinois Society of the Archaeological Institute of America

**Professional Service outside MC:**

Acting President of the Illinois Classical Conference through October, 1994

Chair of ICC Endowment Committee

State Vice President of the Classical Association of the Middle West and South

Appointed Regional Vice-President of CAMWS in May, 1995.

Discipline Specialist for the Illinois Academic Foreign Languages Content Standards Committee of the Illinois State Board of Education.

**Awards:**

Outstanding CAMWS state vice-president, April, 1995

### III. Plans, Goals, and Initiatives, 1995-2000

The department anticipates no change in its mission to offer a Classics program which serves all the students in the college, not just majors and minors. The small number of majors or minors in the Classics Department will not increase, but a wide variety of student constituencies will be served through the department, especially through the general education program. While the department views its mission as serving the college at large, at the same time, it continues to strive to meet the needs of the occasional "serious" student which crosses its threshold.

The department also plans to continue its traditional outreach to high school teachers and students, especially through involvement in the Illinois Classical Conference and the Classical Association of the Middle West and South. In 1996-1997 the department will probably host the Illinois State Latin Tournament.

The department also would like to continue its support of the Western Illinois Society of the Archaeological Institute of America, which brings several lectures on campus each year. These lectures enhance and support various aspects of the Monmouth curriculum. They also provide some context for students interested in pursuing a career in archaeology. These archaeology lectures are also attended by members of the public, some of whom travel from as far away as Peoria, Macomb, and the Quad Cities.

The department is also eager to continue its participation in the Freshman Seminar program, provided that additional staffing support is available.

Only minor curricular changes are planned in the near future. In the fall of 1995-1996 the department will petition the Curriculum Committee and the Faculty to change Elementary Latin (LATN 101 and 102) from 3-credit to 4 credit courses. Latin is currently the only foreign language offered for three credits at Monmouth College. Several years ago the department introduced the three-credit courses as an experiment. Since Latin is taught primarily for reading rather than speaking skills, it was hoped that the basic foundations of the language could be taught in three rather than four 50-minute periods per week. This has, unfortunately, not proven to be the case. While the two credit increase in the curriculum will make Tom Sienkewicz' teaching schedule less flexible (CLAS241 courses will be offered less frequently, for example), but the four-credit courses can still be taught within the 22-24 teaching load range.

Elementary Greek (GREK101/102) presents more of a concern. This course has been taught at Monmouth College since its founding. Many alumni remember with fondness their Greek classes with Professors Telford, Ralston, and Fox in the 1930's through 1970's. Elementary Greek is of interest not only to Classics students but also to students of philosophy, religious studies, and general humanities. It also fulfills the Monmouth College foreign language requirement. Until Bill Amy's retirement, there was some extra-departmental support for the teaching of Greek at the college. Under the present staffing configuration, however, this language cannot be taught on a regular basis without affecting the rest of the Classics curriculum. Student interest in this language is as evidenced by the class of eight which took

Greek in 1993-94, when Tom Sienkewicz taught the course as an overload. The Department plans to offer Elementary Greek (GREK101/102) in 1996-1997. In order to find the 8 semester hours needed to offer these courses, CLAS210 (Ancient Literature) will not be offered that year. The department will also request that someone be hired in 1996-1997 to teach the second semester of Elementary Latin. If this additional staff support proves impossible, the department will reluctantly have to drop one of its high enrollment courses like Classical Mythology or Word Elements in order to offer Elementary Greek I and II in 1996-1997.

In the next five years the department is eager to increase its use of computerized educational resources in the classroom. The college already owns some excellent Latin resources in software called *Transparent Language* as well as the electronic *American Heritage Dictionary*, but the department can only use this material effectively if it can be brought into the classroom. The department would like access to equipment necessary to use this software in the Capron Classics Room. This activity requires the purchase of the computer hardware listed in Part IV.

If such hardware is purchased, then the department would also like to purchase the *Perseus* computer program mentioned in Part I. Supplementing this program are a variety of laserdisc images. With the ability to use *Perseus* in the classroom, the Monmouth College Classics Department will be on equal technological footing with other ACM schools like Knox, Lawrence, and Beloit, all of which use *Perseus* regularly in teaching contexts.

IV. Projection of Budgetary Implications for 1996-1997.

- A. instructor for Elementary Latin I (LATN101) so that Tom Sienkewicz can teach Freshman Seminar.
- B. instructor for Elementary Latin II (LATN102) so that Tom Sienkewicz can teach Elementary Greek II (GREK102). See Part III for more details.
- C. purchase of computer hardware necessary for computerized instruction in the Capron Classics Room. It is recommended that this equipment be mobile so that it can be used in other classrooms. Such equipment includes:
  - 1.) a MacIntosh computer with monitor and CD-ROM;
  - 2.) equipment to project the computer image onto an overhead projector;
  - 3.) laser-disk player and hook-up to computer;
  - 4.) a cart to move this equipment from room to room

Purchase of a projection screen would not be necessary for use of this equipment in the Capron Classics Room.

In addition, the department would like to purchase the following software:

- 1.) the *Perseus* Classics computer software;
- 2.) a variety of laser-disks with images of Classical artwork, artifacts, and sites

Respectfully submitted,

Thomas J. Sienkewicz  
Minnie Billings Capron Professor of Classics

Dean Julian has requested that the following information be appended to this annual planning report: 1.) a goals statement for each of the majors in the department; and 2.) a strategy for "assessment of student learning outcomes." Since the primary goals of the Classics program are not major and minor oriented, this request for goals statements presents some difficulty. It is more appropriate, I think, to begin with a mission statement for the department. The following is taken out of the department's 1994 Annual Planning Report:

**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.

In order to articulate goals statements from this mission statement, the department must address, first of all, not its major and minor programs, but its involvement in the general education program.

The primary goal of the Classics Department is to expose the Monmouth College student body at large to the issues, ideas, culture, and language of the ancient Greeks and Romans. In order to accomplish this goal, the department offers a variety of courses which are open to all M.C. students, not just majors and minors. Indeed, there is no course offered in the department which is exclusively taught for majors or minors. While some courses require some competency in reading Latin or Greek, this level of proficiency can easily be reached by students who will not be majors or even minors.

A glance at the curriculum offered by the Classics Department illustrates a broad spectrum of courses offered, in language, literature, history, art, sport, urban planning, and other topics. Assignments in Classics courses are designed to take advantage of the unique skills, interests, and background of individual students. Students often have the option of submitting artwork and original writing instead of formal term papers and reports.

In terms of assessing student learning outcomes, the department keeps a file of writing and artwork submitted by students over the years. In Word Elements (CLAS224), learning outcomes are measured through the administration of two identical diagnostic exams, once at the beginning of the course and once at the end. By comparing student performance in these two exams, significant information about individual and group learning outcomes is acquired. A file of these diagnostic exams and statistics on individual and group performances is maintained in the department. Learning outcomes in elementary language courses in Latin and Greek are measured by the incremental nature of class assignments, as students are able to demonstrate more and more sophisticated familiarity with the language.