

**Annual Planning Report
and SWOTS Analysis**

Department of Classics

July 1998

**submitted by
Dr. Thomas J. Sienkewicz, Chair**

Table of Contents

Preface: From SWOTS 97 to SWOTS 98	3
Mission Statement	4
I. SWOTS Analysis (Summary)	5
II. SWOTS Analysis (Details)	6
A. STRENGTHS	6
B. WEAKNESSES	7
C. OPPORTUNITIES	9
D. THREATS	10
III. Summary of 1997-1998 Issues and Achievements	11
A. The Academic Year (1997-98) At a Glance	11
B. Analysis	11
C. Significant Events of 1997-1998 Academic Year	12
D. Professional Activities, 1997-1998	14
IV. Projection of Budgetary Implications for 1999-2000	15
Addendum: The 1.0 FTE Model for V. Projection of Budgetary Implications for 1999-2000	16

Preface: From SWOTS 97 to SWOTS 98

The **strengths** identified in the 97 SWOTS report continue to be valid and appear in an updated form in the 98 SWOTS report. One additional strength has been added for 1998: the new departmental website. While the major **weakness** mentioned in the 97 SWOTS, namely staffing, continues to be a problem and a concern in 1998, the weakness caused by technological limitations has been alleviated to a certain extent by the college's recent acquisition of Perseus software. Of the **threats** listed in the 97 SWOTS, only the concern about Classics periodicals in the Hewes Library is not as critical in 1998 as it was in 1997, but this is probably only a temporary situation and the periodical problem may resurface in a year or two. Among the **opportunities** listed in the 97 SWOTS, no action has yet been taken on the suggestion that CLAS224 Word Elements be offered every semester instead of once a year. While the proposed trip to Rome in the spring of 1998 did not materialize, Tom Sienkewicz was able to arrange a more informal trip to Athens designed especially for graduating seniors and taking place immediately following graduation. The success of this trip has encouraged him to organize a similar trip in the spring of 1999, this time to Turkey. The final opportunity mentioned in the 97 SWOTS was departmental sponsorship of the Illinois State Latin Tournament, which was held at Monmouth College at the end of April. Responses received from teachers and their students indicate that the tournament was a great success, in large part due to the college's excellent and warm hospitality. The 1998 SWOTS builds upon the 1997 opportunities and offers several new ones.

In sum, the status of the department in 1998 remains as vibrant as it was at the end of the 1997 academic year. Enrollments are healthy and the overworked departmental staff is confident that they are providing students with a positive, productive, and challenging curriculum despite severely limited resources. The main concerns of the department are to establish a stronger sense of connection with the rest of the college, to foster a better awareness of and appreciation for the place of Classics in the college curriculum, and to encourage the college to find the inclination and the resources to meet the legitimate needs of the department in

the next millennium.

Mission Statement

The goal of the Classics Department is to inform the Monmouth College student body at large about the issues, ideas, culture, and language of the ancient Greeks and Romans and to illustrate ways in which these civilizations influence and interact with life in the late twentieth century. In order to accomplish these objectives, the department offers a variety of courses which are designed to serve the needs of all Monmouth College 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 competency in reading Latin or Greek, this level of proficiency can easily be reached by students who will not be majors or even minors.

While the department offers a personalized, broad, and rigorous program to meet the specific needs of those who wish to major or minor in Latin, Greek, or Classics, many other students are also served by the department, especially through the general education program. The department views its mission as serving the college at large by addressing the curricular concerns of both the general education student and the occasional Classics major or minor.

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, who are encouraged to submit their course work not only in the form of traditional term papers and written reports but also as oral presentations, artwork, and websites on the internet.

I. SWOTS Analysis (Summary)

A. Strengths:

- 1.) **An innovative, nationally-recognized Classics curriculum**
- 2.) **A flexible, caring, and inclusive curriculum**
- 3.) **Integration of the Classics curriculum into the college's general education program**
- 4.) **Healthy Enrollments**
- 5.) **High Visibility among high school Latin programs**
- 6.) **Departmental Website**

B. Weaknesses:

- 1.) **Staffing**
- 2.) **Large Classes**
- 3.) **Overworked Staff**
- 4.) **Technological Limitations**

C. Opportunities:

- 1.) **Word Elements CLAS224**
- 2.) **Scientific Terminology CLAS250**
- 3.) **Classical Mythology CLAS230**
- 4.) **International Travel Experiences**
- 5.) **North Central Invitation**

D. Threats:

- 1.) **Institutional emphasis on major programs**
- 2.) **Internationalization of the MC curriculum**
- 3.) **Lack of Financial Backing for AIA by the College**

II. SWOTS Analysis (Details)

A. STRENGTHS:

- 1.) **An innovative, nationally-recognized Classics curriculum**
The triad courses in Classics, Latin, and Greek have been designed specifically for Monmouth College and the special mission of Classics within the institution. This curriculum enables a small number of faculty to generate sufficient course variety for majors in Classics, Latin, and Greek while providing a rich selection of courses for all MC students.
- 2.) **A flexible, caring, and inclusive curriculum**
The department has consciously designed a curriculum which de-emphasizes a graduated course program. (Only language courses have prerequisites and these are kept at a bare minimum.) The goal of the department is to offer as many courses as possible which are attractive to and useful for any student enrolled at Monmouth College.
- 3.) **Integration of the Classics curriculum into the college's general education program**
Nearly every course offered by the Classics Department serves not only the needs of majors and minors but also various aspects of the general education program. The only Classics course which fulfills no gen-ed requirement is CLAS224 Word Elements.
- 4.) **Healthy Enrollments**
Courses offered by the Classics Department continue to have solid enrollments. CLAS/HIST240 Ancient Societies and CLAS230 Classical Mythology typically enroll 35 or 40 (depending upon the classroom available). **Either of these courses could be offered twice a year instead of once and still have healthy enrollments.** CLAS210 Ancient Literature tends to attract slightly fewer students (15-20), but this is still a reasonable size for a course of that type. Language classes are thriving. For a school of this size, enrollments in elementary and advanced language classes, especially in Latin, are comparable to those at much larger institutions. The department is particularly encouraged by the projected enrollment of 23 students in Elementary Latin and 13 students in Elementary Greek for the next academic year. A significant number of these students, especially those enrolled in Elementary Greek, have already fulfilled their foreign language requirement and are taking Greek because they have chosen to do so. Enrollments in advanced Latin courses follow a similar pattern of solid enrollments. It should be noted here that the vast majority of students do not enroll in Classics courses because they are majors or minors. Some enroll to fulfill a specific general education requirement, but many choose to take a second or third course because they recognize the value of these courses in their general education experience.
- 5.) **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:
 - a.) Tom Sienkewicz' active involvement in the Illinois Classical

Conference (ICC) and in the Classical Association of the Middle West and South (CAMWS);

- b.) the Fox Writing Contest, which continues to attract hundreds of entries from high school students all over the country;
- c.) departmental hosting, at least once every four years (most recently in April 1998), of the Illinois Latin Tournament, which brings several hundred high school students on campus; and
- d.) the recently established Latin Performance Scholarship.

6.) **Departmental Website**

At the beginning of the 1997-1998 academic year the department began to develop its website at <http://www.monm.edu/academic/classics>. This website includes not only curriculum information, such as course descriptions, but also a wide variety of documents, photographs, and announcements of interest to members of the Monmouth College community and to the general public. In particular, the website is being used for the dissemination of course materials, including syllabi, handouts, and weblinks. The department is quite proud of its website, which it considers to be one of the best departmental websites at Monmouth College.

B. WEAKNESSES:

1.) **Staffing**

The Department of Classics continues to offer its program with insufficient staffing and little curricular support from other departments. In the past ten years staffing changes in other departments have made the staffing/curriculum ratio in Classics very tight and more difficult to manage. Increasing enrollments make it more and more difficult for a single full-time Classicist to maintain the program and to meet student demands and interests with only the support of one additional Classics course offered through the History Department per year and only part-time, year-to-year teaching assistance in elementary Latin.

The department is currently able to offer Elementary Greek 101/102, central courses in the Classics curriculum, only after elaborate negotiation with the administration whenever it is to be scheduled. These courses can be offered in 1998-1999 only because Tom Sienkewicz agreed, in return for the additional staffing necessary to release him from from teaching LATN102, to increase enrollments in CLAS230 Classical Mythology and CLAS240 Ancient Societies and not to offer CLAS210 Ancient Literature.

While such an arrangement enables essential courses to be offered, several disadvantages need to be pointed out: 1.) Larger enrollments in CLAS230 and 240 mean that neither course can be taught in the same way and that many labor-intensive pedagogical aspects of the courses will have to be sacrificed, often to the disadvantage of the students enrolled. 2.) CLAS210 is an important course in the curriculum. While its enrollments are never as high as those in CLAS230 and 240, they are healthy. This course should be offered every year and never sacrificed to offer another course.

The most disturbing aspects of this arrangement, however, are the false assumptions that offering Greek is a luxury rather than a necessity and that the course

will not attract sufficient students to justify its presence in the course schedule. The department considers this language, which has been taught continuously at Monmouth College since its founding in 1853, central to its curriculum. Furthermore, enrollments for 1998-1999 are remarkably healthy. At present thirteen students are enrolled, only three less than in Elementary French. The department strongly believes that **all** the foreign languages currently offered by the college should receive the same level of support and encouragement. Greek should not be a second-class citizen.

2.) **Class Size**

Three courses in particular (Word Elements CLAS224, Classical Mythology CLAS230, and Ancient Societies CLAS230) regularly close registration before the beginning of the semester. Clearly student demand for these courses is greater than the number of seats available. Furthermore, in order to meet student demand for this course and to address other departmental needs (see B1), enrollments in all three courses are often set higher than is pedagogically sound. All three of these courses could and, perhaps should, be offered every semester rather than only once a year in order to meet this student demand and to decrease class size to a more pedagogically appropriate level.

While the department is pleased that Elementary Latin has a projected enrollment of 23 for the fall semester of 1998-1999, there is some concern that a second section of LATN101 will have to be offered if this trend increases. Teaching any foreign language to more than 25 students is pedagogically dishonest if not impossible.

3.) **Overworked Staff**

In order to maintain the program and accomplish the mission of the department, Tom Sienkewicz continues to teach annual overloads of 25-26 semester hours, often in highly-enrolled courses. Enrollments in these courses range from Classical Mythology with 35-40 students to Directed Readings courses in Latin or Greek with 1-10 students. Such an overload is not healthy for the instructor, the institution, or the students and simply cannot continue indefinitely. Increasing demands upon the time and responsibilities of departmental chairs only exacerbate this problem.

4.) **Technological Limitations**

Despite the department's acquisition of Perseus software and the MacIntosh hardware to use it, it remains difficult for faculty to use this technology where it is needed most, namely in the classroom. The Perseus set-up cannot be used in the classroom or by multiple users. What faculty need is the capability of using a computer with wide-screen projection capabilities in the classrooms where Classics courses are taught, especially the Capron Classics Room. The lack of this resource is a specific illustration of the college's tendency to value only those programs with large number of majors (see Threats below). Despite the fact that the Classics Dept. website clearly demonstrates the fact that this department makes use of electronic-based resources in the classroom as much as or more than any other department on campus, all requests for access to appropriate computer equipment in the classroom have been ignored. At the end of the academic year 1997-1998, nearly all classrooms on campus have access to computers with wide-screen projection capabilities except the first floor of Wallace Hall, where Classics courses are taught. The Classics Dept. has been asking for such capabilities even before other departments knew of their existence, yet Classics is the only one which will not be able to use such facilities in 1998-1999.

C. OPPORTUNITIES:**1.) Word Elements CLAS224**

Enrollments in this course have been gradually increasing in recent years, thanks in large part to Education students. In fact, for several years now, registration in this course, which fulfills no general education requirements, closed before freshmen could register, yet this is just the type of course which may suit the curricular needs of freshmen. Typically Monmouth students take this course as seniors when it would be much more beneficial to them as freshmen. In this course students learn word roots, prefixes, and suffixes which enable them to decipher unfamiliar and more challenging words encountered in their other courses. Additional staffing should be provided in order to offer this course every semester.

2.) Scientific Terminology CLAS250

Offered for the first time as a one-credit course in the spring semester of 1997-1998 to c.18 students, mostly from the sciences, Scientific Terminology represents a clear enhancement of the college curriculum. Students enrolled in the course were highly enthusiastic about the material and its value to their study of science and pointed out that many programs in the health sciences have a two-credit course in Medical Terminology as a requirement for admission. For this reason, the department will propose to the Curriculum Committee that Scientific Terminology be added to the permanent curriculum as a two-credit course and that it be offered every year. Such a curricular addition, however, cannot be made without acknowledging the staffing implications involved.

3.) Classical Mythology CLAS230

For many years this has been a very popular course and enrollments have always approached or surpassed the limits of room size and pedagogical methods. Like Word Elements, this course should be taught every semester instead of once a year, provided that the additional staffing can be provided.

4.) International Travel Experiences

For several years members of the department have been experimenting with organized trips to classical lands, with optional academic credit, in order to enhance the curriculum and make it more alive for the students. The success of the trip to Greece in May 1998 encourages the department to plan such opportunities on a more regular basis. A trip to Turkey is being contemplated for the spring of 1999.

5.) North Central Invitation

In January 1998 Tom Sienkewicz was invited by North Central to become a consultant-evaluator. He went through the required training session in March and will participate in his first campus-evaluation (at Hendrix College in Arkansas) in January 1999. This activity promises to be professionally rewarding for Tom Sienkewicz and will provide the faculty with someone who can bring an unique perspective to the evaluation process.

D. THREATS:**1.) 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, the college does not seem to look beyond the number of majors in a department in evaluating programs and budget requests. Majors should be only one factor among many in such decisions. In addition to professional and career preparation via majors and minors departments can make significant contributions to the general education of students and to the general life of the college.

2.) Internationalization of the MC Curriculum

The growing and legitimate concern to insure that MC students develop a sense of the international and global community ignores the role Classics has traditionally played in such a curriculum. Curricular conversations concerning international and foreign language studies do not but should include the Classics Department, which has represented a significant international perspective at Monmouth College for 141 years.

3.) Lack of Financial Backing for AIA by the College

The Western Illinois Society of the Archaeological Institute of America has sponsored a variety of events on campus since its inception in 1985. The 1997-1998 AIA lectures were well attended and often integrated into a variety of courses in art, classics, history, and comparative societies. These lectures are subsidized in large part by memberships in the local society. The national organization, which arranges many of these lectures, has expressed concern in writing about the small number of memberships in the local society. Unless membership increases, this valuable resource may be lost to the college.

III. Summary of 1997-1998 Issues and Achievements**A. The Academic Year (1997-98) At a Glance:**

This summary is based upon data generated by the Office of the Registrar.

FTE:				1.33
Semester Credits Generated:				37.00
Tom Sienkewicz		26 credits		
Virginia Hellenga		8 credits		
William Urban		3 credits		
Number of Registrations:	Fall	Spring	Year	
Sienkewicz	93	104	197	
Hellenga	34	17	51	
Urban		13	13	
Dept. Totals	127	134	261	
Number of Credit Hours Generated:	Fall	Spring	Year	
Sienkewicz	276	258	534	
Hellenga	136	68	204	
Urban		39	39	
Dept. Totals	412	365	777	
Number of Advisees:				39
Hellenga	11			
Sienkewicz	28			
Number of 1997 Majors Graduating:				2 (Classics)
Number of 1997 Minors Graduating				5 (Classics)
				2 (Latin)
Entries in Fox Classics Writing Contest:				429
Number of high schools participating				52
Number of states represented				18
Number of lectures sponsored by Classics Dept.:				7

NOTE: All data includes INTR101, ISSI and HIST cross-listings.

B. Analysis

Tom Sienkewicz's teaching load was increased this year because of the need to offer the methodology course for a prospective Latin teacher. Analysis of enrollment data for the Classics Department is complicated by several factors. Three courses (CLAS211/212 and CLAS240) are

cross-listed in the History Department. Generally, Classics data includes enrollments in these courses. Data for Freshman Seminar and ISSI courses taught by members of the Classics Department are also added.

While the college supports one full-time Classicist, Bill Urban contributes one three-credit course to the program. For several years, the college has hired Virginia Hellenga on a part-time basis to teach Elementary Latin 101 so that Tom Sienkewicz can teach Freshman Seminar in the fall semester. In 1997-1998 she also taught Elementary Latin 102 in the spring so that Tom could teach an ISSI course.

Enrollments in Classical Mythology (CLAS230), Ancient Societies (CLAS240) and Word Elements (CLAS224) are consistently at maximum capacity and both courses usually generate a significant waiting list during registration. Ideally, these courses should be taught both semesters instead of once a year, but the department cannot offer these additional sections without an increase in staffing.

C. Significant Events of 1997-1998 Academic Year

1.) Scientific Terminology.

In the fall of 1997 the department petitioned the Curriculum Committee to teach, on an experimental basis, a one-credit course on Scientific Terminology as a supplement to Word Elements CLAS224. This course was offered for the first time in the spring semester of the academic year 1997-1998.

2. Eta Sigma Phi Convention

In April, 1998 Tom Sienkewicz took five Monmouth College students to Richmond, Virginia, for the National Convention of Eta Sigma Phi, the national Classics honorary society. In attendance were Neil Dahlstrom, Anna Dybis, Zina Lewis, Kathryn Ritter, and Jason Foreman. For many years Monmouth's Gamma Omicron Chapter held the record for the number of continuous years in attendance. Recent budgetary restrictions, however, made this trip more difficult financially. With the help of funds from the Faculty and Institutional Development Committee, the students were able to raise enough money to make the trip this year. Attendance at the national convention is especially important for classics students. Meeting other students with similar interests in the ancient world enables Monmouth students to gain a wider perspective of the place of classical studies in American higher education.

3.) May Trip to Greece

Immediately following graduation, Tom Sienkewicz took four Monmouth College students on a trip to Greece. These students were Neil Dahlstrom, Brad Mandeville, Julie Trent, and Matt Hendon. Neil Dahlstrom's comments on the trip illustrate the importance of such travel as part of departmental activities:

For years and years I have heard people say that you couldn't say enough about traveling overseas, you just had to experience it for yourself. I always took this for granted, but now I have to jump on the bandwagon. I can't think of any better culminating experience to end my days at Monmouth than this trip to Greece. Three years of classical studies could not have prepared me for the feeling I had standing on Mt. Parnassus, imagining the Temple of Apollo and the followers asking for guidance. For me, religion has always posed a problem as to why people become so involved. At that moment, surrounded by mountains and amazing engineering feats, it all made sense. Being at the site 2000 years

later was inspiring, so I can only imagine what it could have been like in its prime.

4.) **Classics Lectures.**

The department sponsored a number of public lectures in 1997-1998. 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. Most notable was the Thirteenth Annual Fox Classics Lecture presented by Dr. Anne Groton of St. Olaf College. Entitled "Goofy Gods & Half-Baked Heroes: Comic Entertainment in the Ancient City," Professor Groton's lecture was designed to complement the themes of this year's Classical Mythology and Ancient Societies courses.

As part of the program for the Illinois Latin Tournament in April, the department also sponsored "The Songs of Sappho: A Multi-media Presentation with Songs, Slides and Commentary" by Dr. Paula Saffire of Butler University in Indiana. This event was attended not only by high school students participating in the Latin Tournament but also by at least one hundred Monmouth College students, especially those enrolled in Tom Sienkewicz' Issues and Ideas course on Mythology and Religion.

During the 1997-1998 academic year the Western Illinois Society of the Archaeological Institute of America sponsored eight events, five of them on the Monmouth College campus. Attendance at these events is typically over forty. Several instructors incorporate these events into their syllabi and either encourage or require students to attend. The topics of these lectures ranged from Mississippian Art in prehistoric Illinois, to Pueblo Art and Archaeology in Southwestern New Mexico, to the excavations at ancient Troy.

5.) **Student Accomplishments.**

The Department of Classics recognizes the importance of honoring student accomplishments and makes special effort throughout the academic year to give students recognition. During the 1997-1998 academic year, the following students were inducted into the Gamma Omicron Chapter of Eta Sigma Phi, the national Classics honorary society, for the excellent work in Latin: 1997-98 Eta Sigma Phi: Mark Angelcyk, Lisa Erickson, Jason Foreman, Melissa Jordan, Zina Lewis, Julie Nutt, Joseph O'Neill, William Wanderer, and Meg Welchans.

Monmouth Elementary Latin students also did well in the National Latin Exam awards. Mark Angelcyk was one of only 637 students out of 114,000 who wrote a perfect exam and received a gold medal, *summa cum laude*. Melissa Jordan earned a silver medal, *maxima cum laude*. Lisa Erickson, Julie Nutt, and Meg Welchans earned *magna cum laude* recognition and Joseph O'Neill and Shannon Ogden *cum laude*.

Mark Angelcyk was the winner of the 1998 Harold J. Ralston Classics Writing Contest for his collections of essays on classical themes. At Honors Convocation Lisa Ericson was awarded an Eta Sigma Phi silver medal for her outstanding work in Latin and senior Neil Dalhstrom was given the Classics Department award for best work in the department.

6.) **Foreign Language Teaching Standards**

Tom Sienkewicz continues to represent the department and the college in the development and implementation of the Illinois State Board of Education foreign language teaching standards. For two years he has worked on an ISBE task force to write draft standards which have gone through a series of revisions, including a major public review during the summer of 1996. These standards were finally approved by the State Board and by the Illinois Legislature in the summer of 1997 and Tom Sienkewicz is now working on the committee

charged with developing teaching models for these standards.

7.) ISSI402: Classical Mythology and Religion

When the college made the transition from trimesters to semesters several years ago, Classical Mythology was redesigned to fulfill the general education requirement in art appreciation instead of issues and ideas. At the same time the department proposed an issues and ideas course entitled "Classical Mythology and Religion." Due to staffing limitations, this course was not taught until 1997-1998. Tom Sienkewicz is very grateful to Dean Arnold not only for suggesting that this course be taught but also for providing the staffing to make it possible. Teaching this course was intellectually challenging and invigorating and Tom Sienkewicz particularly enjoyed the opportunity to work with a class of seniors on topics which could not effectively be addressed in a regular mythology class. He looks forward to the possibility of teaching this class again in the future.

D. Professional Activities, 1997-1998

1. Tom Sienkewicz

Book:

Theories of Myth: An Annotated Guide. Pasadena, Calif.: Salem Press and Scarecrow Press, 1997.

Manuscript Completed:

Adeleye, Gabriel G. and Kofi Acquah-Dadzie *World Dictionary of Foreign Expressions: A Resource for Readers and Writers*, edited by Thomas J. Sienkewicz. To be published by Bolchazy-Carducci Publishers, Chicago, 1999.

Articles:

"On Myths and Sisyphean Tasks," *Monmouth College Faculty Forum* 9 (1997), 1-11.

"All God's Children Need Traveling Shoes," in *Issues and Identities in Literature*, Salem Press (1997) 47-48.

"Angelou, Maya (Marguerite Johnson)" in *Issues and Identities in Literature*, Salem Press (1997) 89-90.

"Angelou, Maya, Poetry of" in *Issues and Identities in Literature*, Salem Press (1997) 90-91.

"I Know Why the Caged Bird Sings," in *Issues and Identities in Literature*, Salem Press (1997) 511.

Book Review:

Lefkowitz, Mary R., and Guy MacLean Rogers, *Black Athena Revisited*. *Magill's Literary Annual 1997* (Salem Press), 114-117. Reprinted as "Critics challenge Bernal's assumptions in *Black Athena Revisited* broadsides" in the *ACL Newsletter* Winter, 1998, pp. 24-27.

Gould, Stephen Jay. *Questioning the Millennium*. *Magill's Literary Annual 1998*.

Papers read at professional meetings:

"*Respice, Circumspice, Prospice*," Illinois Classical Conference, Rockford, Illinois, 1997.

"Latin Teaching Standards," moderator of CPL panel at CAMWS, Charlottesville, Virginia, 1998.

Professional Meetings Attended:

Illinois Classical Conference (ICC), Classical Association of the Middle West and South (CAMWS), American Philological Association (APA), Archaeological Institute of America (AIA), North Central Association.

Current Professional Offices Held:

Chair of ICC Endowment Committee

Out-going member of the APA/ACL Joint Committee on Classical Education

Out-going editor of *ERATO*, a newsletter for ACM/GLCA Classicists and their friends

Chair of the CAMWS Committee for the Promotion of Latin

Member of the foreign language teaching standards team, Illinois State Board of Education

Work in Progress:

Classical Sculpture in Florence: A Walking Tour, in manuscript

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

Professional Service at MC:

faculty secretary, 1994-present
coordinator of Western Illinois Society of the Archaeological Institute of America
member of Information Systems Sub-Committee, 1995-present
member of General Education Task Force, 1996-present
member of the Teaching Technology sub-committee, 1995-1998

2. Virginia Hellenga

"Models of Virtue and Vice in Livy's *Ab Urbe Condita*, Book III," a paper delivered at the Illinois Classical Conference at Rockford College, October 1997. A revised version of this paper appears in the *Monmouth College Faculty Forum* 9 (1997).

IV. Projection of Budgetary Implications for 1999-2000.

Of the department's budgetary requests for 1998-1999, only the long-standing need for Perseus software and appropriate computer hardware was addressed. The following needs remain and will be resubmitted for the next budgetary process.

A. Staffing.

Two models are proposed. The first is preferred.

Model A: 1.0 FTE Model

See Addendum B for details.

Originally proposed for the 1995-1996 budget process.

Model B: Part-Time Assistance Model

Variations of this model have been used for the last three years.

- 1.) instructor for Elementary Latin I (LATN101) so that Tom Sienkewicz can teach Freshman Seminar.
- 2.) instructor for Elementary Latin II (LATN102) so that Tom Sienkewicz can teach Elementary Greek II (GREK102) in the spring semester.
- 3.) instructor to teach CLAS250 Scientific Terminology
- 4.) instructor to teach additional sections of CLAS224 Word Elements and CLAS230 Classical Mythology.

B. Instructional Computer Hardware and Software.

The purchase of computer hardware necessary for computerized instruction in the Capron Classics Room (Wallace 115). The department has been requesting such funding for at least a decade. The need remains and is getting more pressing. 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 as a large screen is already mounted in the Capron Classics Room. In addition, the department would like to purchase a variety of laser-disks with images of Classical artwork, artifacts, and sites

C. Financial Support for the Western Illinois Society of AIA.

Funding to support the continued presence of the Western Illinois Society of the Archaeological Institute of America on the Monmouth College campus is imperative because, as noted under "Threats" D3, the small number of memberships in this society jeopardizes the existence of this organization which brings nationally known speakers on campus at small cost.

The department requests college funding to support \$1000.00 worth of memberships in this society on an on-going basis.

Addendum

The 1.0 FTE Model for V. Projection of Budgetary Implications for 1999-2000.

The Department of Classics requests a full-time position for the 2000-2001 academic year. The purpose of this request is to add the following to the curriculum:

two sections of Freshman Seminar	8 credits	every year
ancient Elementary Greek	8 credits	in even years
Word Elements/Classical Mythology	6 credits	in odd years

Needs filled by this request:

1.) support for Freshman Seminar

Currently Classics can participate in Freshman Seminar only with part-time hire for LATN101. This staffing increase would ensure two sections of Freshman Seminar taught by Classicists every year: one by Tom Sienkewicz and one by a new hire. In years when fewer sections of Freshmen Seminar are needed, these slots could become Comparative Societies or ISSI courses, which Classicists and historians could also teach.

2.) continuing the presence of Greek language courses in the curriculum

Before 1993 the Classics program received significant teaching support from other departments. Traditionally there have been on the faculty people who could and did teach ancient philosophy, ancient history, and ancient Greek. Of these people, only Bill Urban still teaches any classics (History of Greece and History of Rome). With Bill Amy's retirement in 1993 there is no one left on the faculty who can teach Greek except Tom Sienkewicz who is already teaching a full load of courses. Greek is an integral part of any Classics curriculum. At other institutions with Classics programs, this language is typically taught annually, even to very small groups of students. Enrollment in Elementary Greek for 1998-1999 is healthy and comparable to that with enrollment in other foreign languages offered at Monmouth College.

3.) increasing the number of elective courses which are attractive to students by offering additional sections of Word Elements or Classical Mythology every year.

The Classics Department proposes that Scientific Terminology be added to the curriculum and that additional sections of Word Elements or Classical Mythology be offered on a regular basis. Currently both of these courses are offered only once a year and typically close at 30, the capacity of the Capron Room. Word Elements is a popular elective. If both of these courses were offered every semester, they would, most likely, fill every semester.

How this position would be configured:

The college would hire a second Classicist, who would teach Freshman Seminar every year but who would otherwise be full time in Classics.

With 1.5 FTE the Classics Department would be able to maintain the present Classics curriculum, insure that the Greek language is offered every year, and add sections of Word Elements or Classical Mythology.

It would be appropriate in hiring this classicist to seek out someone who could bring special teaching interests in broader areas like comparative mythology, gender studies, ancient philosophy, archaeology, anthropology, or religion. It is not unusual to find classicists well trained in one or more of these fields.

Recent temporary hires in classics are useful models here:

- 1.) Albert Watanabe, a classicist who taught as a sabbatical replacement in 1987-88, is an expert on comparative mythology, and especially the mythologies and religions of India.
- 2.) Deborah Davies, a classicist who taught as a leave replacement in 1992-93, is also a scholar of gender studies, especially the role of women in the ancient Greek and Roman worlds.
- 3.) Leonard Wencis, a classicist who taught as a sabbatical replacement in 1994-95, holds a degree in comparative literature and is able to teach a variety of courses in English, theatre, and world literature.

This arrangement also ensures the regular participation of Classics in Freshman Seminar.

It assumes that the part-time monies used in recent years to hire someone to teach LATN101 in order to release Tom Sienkewicz for Freshman Seminar would no longer be necessary. Furthermore, one additional section of Freshman Seminar is gained by counting the new hire. These two Freshman Seminars (8 semester hours) are divided evenly between classics and history in the description of this position as half-classics, half-history.

Current Annual Classics Offerings

LATN101/102	Elementary Latin	8 credits
LATN201 (2 sections)	Directed Readings	2 credits
GREK201 or CLAS201 (2 sections)	Directed Readings	2 credits
CLAS224	Word Elements	3 credits
CLAS210	Ancient Literature	3 credits
CLAS230	Classical Mythology	3 credits
CLAS240	Ancient Societies	3 credits
TOTAL		24 credits*

INTR101 only offered if replacement for LATN101 is available.

Proposed Annual Offerings

(Additions indicated in bold.)

SIENKEWICZ		
GREK101/102	Elementary Greek	8 credits
LATN201 (2 sections)	Directed Readings	2 credits
HIST240/CLAS240	Ancient Societies	3 credits
CLAS224	Word Elements (spring)	3 credits
CLAS230	Classical Mythology (fall)	3 credits
INTR101	Freshman Seminar	4 credits
GREK201	Directed Readings	1 credit
TOTAL		24 credits

NEW POSITION		
LATN101/102	Elementary Latin	8 credits
CLAS251	Scientific Terminology	2 credits
CLAS210	Ancient Literature	3 credits
CLAS230	Classical Mythology (spring)	3 credits
CLAS224	Word Elements (fall)	3 credits
INTR101	Freshman Seminar	4 credits
GREK201	Directed Readings	1 credit
TOTAL		24 credits

Justification for 1.0 FTE Model:

One FTE cannot be expected to run the Classics Program indefinitely. Teaching 24-30 semester hours every year plus doing all the other things which have to be done in order to make this program 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 Mythology 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 affect 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 Mythology, could be taught to much greater number of students in a larger classroom context, this is probably not realistic in terms of faculty-student interaction and 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 can 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 Mythology (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 which include the classics. 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. It should be noted, however, that the back-up model is not ideal. Tom Sienkewicz came to Monmouth College in large part for the opportunity to teach courses in Latin and Greek, especially at the elementary level. He has already had to pass Elementary Latin on to Virginia Hellenga in order to contribute to Freshman Seminar. If the hire of a classical philosopher or a religious studies professor who could teach New Testament Greek meant that he could not longer teach Elementary Greek either, he would find the situation even more undesirable than the present unbearable one.

FTE: **1.33**

Semester Credits Generated: **37.00**
Tom Sienkewicz 26 credits
Virginia Hellenga 8 credits
William Urban 3 credits

Number of Registrations:	Fall	Spring	Year
Sienkewicz	93	104	197
Hellenga	34	17	51
Urban		13	13
Dept. Totals	127	134	261

Number of Credit Hours Generated:	Fall	Spring	Year
Sienkewicz	276	258	534
Hellenga	136	68	204
Urban		39	39
Dept. Totals	412	365	777

Number of Advisees: **39**
Hellenga 11
Sienkewicz 28

Number of 1997 Majors Graduating: 2 (Classics)
Number of 1997 Minors Graduating 5 (Classics)
2 (Latin)

Entries in Fox Classics Writing Contest: 429
Number of high schools participating 52
Number of states represented 18

Number of lectures sponsored by Classics Dept.: 7

NOTE: All data includes INTR101, ISSI and HIST cross-listings.