

**Interdisciplinary Opportunities Mini-Grants
Proposal Cover Sheet**

Project Title: INT 360A: Culture Wars: Current Debates in Ethics, Aesthetics, and Politics

Institution: Rollins College, 1000 Holt Ave., Winter Park, FL 32789

Faculty/Staff Name: 1) Barry Levis, 2) Susan Libby, 3) Ryan Musgrave

Faculty/Staff Department: 1) History, 2) Art and Art History, 3) Philosophy and Religion

Faculty/Staff Address:

- 1) Department of History, campus box 2762; phone: 407-646-2158; fax: 407-2363; email: blevis@rollins.edu
- 2) Department of Art and Art History, campus box 2676; phone: 407-646-2498; fax: 407-628-6395; email: slibby@rollins.edu
- 3) Department of Philosophy and Religion, campus box 2659; phone: 407-646-2177; fax: 407-646.2517; email: rmusgrave@rollins.edu

Phone: Fax: E-mail: see above

Student(s) Name(s): Year Classification: N/A

Phone: E-mail: N/A

Amount requested: \$8500

Please check the appropriate boxes: curricular proposal co-curricular proposal
 X planning & implementation planning only

Date grant submitted: April 17, 2006

Proposed grant period: May 2006-May 2007

Type of project: redesign, implementation, and institutionalization of an interdisciplinary course/module/teaching and learning opportunity

Signature of faculty/staff submitting proposal

_____ Date _____

_____ Date _____

_____ Date _____

Signature of student submitting proposal _____ N/A _____

Date _____

Name of appropriate dept./div. chair or chief student affairs officer

History: Barry Levis; Gary Williams, co-chair

Art and Art History: Rachel Simmons

Philosophy and Religion: Thomas Cook

Signature of above chair or officer

_____ Date _____

History Department Chair

_____ Date _____

Art/Art History Department Chair

_____ Date _____

Philosophy and Religion Department Chair

Name of Chief Academic Officer

Name ___ Roger Casey, Dean of Faculty _____

Signature of Chief Academic Officer

Name _____ Date _____

For Office use only

Date received _____ By _____

Date sent to review Committee _____

Action _____ Notification sent _____

2. SUMMARY OF PROJECT

Rollins College has recently reached a critical mass of faculty, students, and administrators committed to interdisciplinary projects. President Duncan has called for more interdisciplinary courses as part of our mission to educate students for local and global active citizenship, to help them make sense of world events that require multi-perspective analyses. Our goal with our proposed “INT 360A: Culture Wars: Ethics, Aesthetics, and Politics” pilot course is twofold. First, we seek to revise, implement, and develop an interdisciplinary course experience that interweaves three fields, and that will stand as one model. Second, to create more interdisciplinary opportunities for both students and faculty, we aim to institutionalize two permanent curricular “spaces” in which faculty could offer such courses. To accomplish this, an historian will bring a third disciplinary perspective to a course successfully team-taught by an art historian and a philosopher. The three faculty will spend Summer, Fall, and Winter 2006 revising the course: it will run as an interdisciplinary INT pilot in Spring '07 for all undergraduates, and will run as a First-Year Honors course in Fall '07. Positioning the course in both the INT and Honors degree program, we seek to encourage faculty to try new interdisciplinary projects in either rubric.

One obvious benefit is that the project would productively channel the critical mass of pro-interdisciplinary energy now prevalent. Faculty are already beginning to cluster into collaborative two- or three-person teams around possible course ideas. Specifically, Rollins students stand to gain a good deal from the project. They report building cross-disciplinary collaborative relationships in such courses, both with peers and with the faculty; they describe having a better grasp of their home discipline once they see it in comparison and dialogue with others. And, they say they come to be more focused on the topic at hand as multifaceted,

requiring multiple disciplinary perspectives to be well understood. We hope to institutionalize this sort of integrative, intellectually charged forum and help it become a cornerstone of a Rollins education, enabling more students to graduate with skills to synthesize the dizzying range of perspectives in their communities and the world at large.

3. PROJECT DESCRIPTION

Goals and objectives

We seek to take a successful Art History and Philosophy interdisciplinary experience and integrate the third discipline of History into the course. “Culture Wars: Ethics, Aesthetics, and Politics” (INT 360A) addresses controversies and debates surrounding visual representation having to do with politics, sexuality, religion, race, and/or gender as well as questions of institutional control over visual representation. We take a broad view of visual representation and will deal with traditional art forms as well as popular culture. We will approach these issues from the vantage points of history and politics, aesthetics, and ethics; indeed, our primary aim is to investigate culture wars by linking our three disciplines. Specific cases, include Leni Riefenstahl’s Nazi film, Triumph of the Will and ongoing debates concerning ethics and aesthetics; the destruction of religious objects such as the Bamiyan Buddhas of Afghanistan, reaction against allegedly blasphemous imagery like the recent cartoons of Muhammad published in Denmark, and political control of sexualized imagery such as Robert Mapplethorpe’s homoerotic photographs. Issues of institutional control include instances of censorship and debates concerning the ethics of the British Museum’s refusal to return the Elgin Marbles to Greece. Building on the case studies mentioned above, the course mixes exploration of these concrete cases with theoretical inquiry, requiring students to learn different perspectives on public representation of “hot” topics such as sexuality, race, religion, and gender. At stake in

these culture wars are the ethics and politics of visual representation: What role does representation play in how these issues play out? Should some things not be represented? What political ends are served in making visual or in repression of the visual? What role might the aesthetic play in public response to issues of sexuality, gender, and religion? How does historical context matter to how things signify, and to how we interpret? We want students to be aware of these forces on a global level, to think critically about them, and as students, to learn the roles that academic disciplines can play in the analysis of culture wars.

Through such case studies, students will compare, contrast, and integrate methodologies of Art History, Philosophy, and History. Students will participate in scholarly debates with the three faculty, who will model cross-disciplinary debate for the class. Students will be expected to engage their peers across disciplines and to reflect on both the strengths and limits of their own disciplinary perspective. By analyzing many “culture wars” and the competing values at stake over the term, we hope to create in the latter section of the course something like a laboratory environment in which students identify, choose, and analyze cases the faculty have selected as well as some the students have identified. We hope to foster student scholarship and will encourage them to build interdisciplinary projects that would not be possible within standard disciplinary boundaries. Interdisciplinary student scholarship has the most immediate and relevant application in the Honors Program, discussed further below.

Our project has specific goals and objectives for Rollins faculty, too. We seek to model for colleagues how one such interdisciplinary venture might work, and to encourage them to follow through on the “eureka” moments we faculty have when we can envision our research and teaching areas productively overlapping that of colleagues. We would like to spend Fall 2006 and Spring 2007 encouraging cross-disciplinary dialogue and pedagogical and research projects

among faculty. For Rollins overall, we would like to revive the languishing INT designation for interdisciplinary courses. We believe it can be a useful mechanism for interdisciplinary, collaborative course ideas already rising organically from faculty. Another objective of the project is to tap into current structural revision of the Honors program. The program already aims to become more selective, innovative, and interdisciplinary in its course offerings; we seek to make it an ongoing locus for interdisciplinary courses to emerge from collaborating faculty. All of these steps toward greater interdisciplinarity will contribute to the goals of Rollins QEP (Quality Enhancement Plan) by introducing more students to diverse perspectives and equipping them to better synthesize them.

Background and campus context

At this time, the campus is poised for a major curricular overhaul, organized by the Academic Affairs Committee, to bring the college curriculum more closely in line with last year's Quality Enhancement Plan committee's designation of global citizenship and awareness as one of the college's primary goals. The QEP, whose plan was endorsed by the faculty last year, also emphasized the importance of cross-disciplinary and cross-generational faculty interaction, learning, and collaboration. Moreover, the Honors Program is revamping its curriculum toward more viable interdisciplinarity, under the leadership of Dr. Levis. Faculty interest in interdisciplinarity is evident in a Fall 2006 campus roundtable discussion of Radical Education, a faculty reading group on Dewey's ideas of "transformative education," as well as individual cases of faculty collaborating in team-taught courses. Lastly, at the highest administrative level, this multi-pronged initiative toward greater campus-wide interdisciplinarity is supported by President Lewis Duncan, who has planned a colloquy on Transformative Education for March 2007.

Detailed interdisciplinary plan, demonstrating adequate planning and preparation for faculty/staff/student collaboration

A growing group of Rollins students, faculty, and staff has been discussing major curricular revision, to better prepare students to participate in an increasingly diverse global community; all are acutely aware that students need skills enabling them to find, thoughtfully weigh, and synthesize multiple angles of analysis on a given topic. Given this current campus climate, three faculty deeply involved with interdisciplinary work propose this project to implement a model interdisciplinary course. Our short-term goal is initial implementation of the course, and our long-term goal is to use the course to create two permanent curricular “spaces” (INT and Honors) where interdisciplinary courses from other faculty and staff will be welcomed, encouraged, and rewarded.

Our project started with an earlier version of “Culture Wars,” listed as both Art History and Philosophy, first team-taught by Professors Libby and Musgrave in Spring 2005. The class was nearly evenly divided between art history and philosophy majors. This led to fruitful interdisciplinary experience for the students, as both groups learned to think outside of their disciplinary “boxes” in response to each other and to the professors. (Dr. Libby then taught the course by herself in Summer 2005 in the Master of Liberal Studies program.) Productive student/faculty collaborative projects can emerge from such interdisciplinary ventures: in Fall 2006, a student/faculty panel, “Culture Wars Across the Curriculum,” was developed by art history major, Abby Hertz, and Professors Libby and Musgrave. The panel was presented at the Seventh International Society for Ethics Across the Curriculum conference, Ringling School of Art and Design, Sarasota, Florida. The theme of the Conference was “Art and Social Responsibility”: the experience offered a wonderful opportunity for student-faculty collaboration and provided Ms. Hertz with valuable professional experience. We plan to repeat this experience

when possible, as it gave us the opportunity to reflect on teaching the course, discover ways to blend our pedagogy and scholarship, and include students in this process.

Dr. Levis conceived of the idea of teaching the course again with three faculty as an INT class in the Spring of 2007. Levis, Libby, and Musgrave will teach the course in a newly renovated high-tech classroom; this will allow us to incorporate advanced technology into our pedagogical strategies. The technology includes split-screen projection, plasma screens and laptops in the classroom for in-class student work, a personal response system to monitor student progress, and video conferencing. With these resources, students will be challenged not only to think interdisciplinarily, but also to engage with the course material, each other, faculty and experts through different processes in the classroom and beyond.

Prior activities or research related to proposal

Dr. Barry Levis has been engaged in interdisciplinary teaching since he began his career at Rollins College in 1968. His first year he taught in the Social Science Foundation Course and in the next year he joined the Humanities Foundation Course, both interdisciplinary and team-taught courses. At the same time he began Director of Freshman Studies, coordinating the program for several years. Within a few years, however, the faculty began losing interest in interdisciplinary work and focus on the discipline became increasingly the norm. Once bitten by the interdisciplinary bug, however, he continued to find opportunities to teach interdisciplinary courses with other faculty. He co-taught a course on Victorian England with an English professor and taught an Honors seminar with a Physicist. Most of his interdisciplinary experience, however, shifted away from Arts and Sciences to the Hamilton Holt School. Here he organized and directed the Humanities majors, an interdisciplinary major, and later developed the required interdisciplinary course, INT 200, Introduction to the Liberal Arts, which offers a

series of topical, interdisciplinary and team-taught courses in the liberal arts. Finally, he developed and was the first director of the Masters of Liberal Studies Program, again an interdisciplinary program in the Holt School. As part of that work he became involved in the Association of Graduate Liberal Studies Program and since 1995 has served as editor of *The Journal of Graduate Liberal Studies*, an interdisciplinary journal.

Dr. Susan Libby's Ph.D. is in Art History; she teaches in the department of Art and Art History.

All of her courses aim to situate art in the wider contexts of political and social history, the history of ideas, and the other arts in order to show students how visual art is connected to all aspects of past and present societies. Dr. Libby's interdisciplinary courses not taught as art history courses, in addition to Culture Wars, are Self-Representation in Art, Literature, and Philosophy with faculty in English and Philosophy; Madness and Creativity with faculty in English and a mental health professional; and Fundamentalism, Art, and Society with faculty in English and History. As a scholar, Dr. Libby specializes in French 18th-century art; her two areas of interest are politics and aesthetics, and visual representation of race and slavery. These areas require extensive interdisciplinary research, and she presents papers at interdisciplinary conferences such as the American Society for Eighteenth-Century Studies. The Society for Ethics across the Curriculum panel provided an opportunity to begin to look at ways to “cross over” as a scholar from the 18th century to the present and to discover ways in which issues of politics and art and visual representations of “otherness” in the past persist and mutate in the contemporary world.

Dr. Ryan Musgrave teaches in the Department of Philosophy and Religion. She holds an interdisciplinary Ph.D. in Philosophy and Literature, and has taught interdisciplinary courses with Rollins colleagues from English, Education, History, Art History, and Communications.

She has been a constant faculty member of the Honors program, First-Year Experience program, and Women's Studies program. Currently, she is part of the 'Genius Reserve' teaching project with faculty from Biology, English, and Philosophy: five classes are using the last fifty acres of undeveloped land in Winter Park for their courses in various ways, and having students engage course material through the place and grounds. Her present research includes an interdisciplinary presentation in August 2006 with Susan Libby and two Art colleagues at the First International Conference on the Arts and Society in Edinburgh, Scotland. Within her research in 'ethics and art' as applied ethics, she is currently revising a paper she gave as an invited speaker at the March 2006 SAAP (Society for the Advancement of American Philosophy, San Antonio, TX) for submission to the *Journal of Speculative Philosophy*.

Projected timetable

- Spring 2006** - Dean of Faculty approves Libby/Levis/Musgrave "Culture Wars" for INT designation
 - Faculty colloquium (now set) on planned changes to Honors program, better integrating interdisciplinary courses
- Summer-Fall 2006** - Course development, research materials, technology training in high-tech classroom. Libby and Musgrave present Culture Wars papers at First International Conference on the Arts in Society, Edinburgh, Scotland. (see "Detailed Interdisciplinary Plan...", above)
- Spring 2007** - Implementation of INT 360A, Levis/Libby/Musgrave "Culture Wars" course
- Summer 2007** - Revise course to be offered as Honors first-year intake course
 -plan presentation to AIS (Association of Integrated Studies) at its Fall 07 meeting
- Fall 2007** - Implementation of "Culture Wars" as Honors first-year course
 - Conduct faculty colloquium on team-teaching, share "Culture Wars" model

Requested budget

- \$5000 - stipend for faculty course development Summer-Fall 2006 (\$1,666 each)
 \$500 -materials (books, films, etc.) specific to course
 \$500 -library development of interdisciplinary resources
 \$1200 -student assistant to participate in student-faculty curriculum development, summer or fall 2006
 \$1300 -faculty-student participation in conferences

total: \$8500

Context of the interdisciplinary offering in curriculum and /or faculty's research agenda or context of the co-curricular offering in campus life.

Within our curriculum, the Culture Wars course aims to provide students with a range of general education skill sets, all within one course so they may compare them: skills sets associated with analyzing and interpreting visual material (A), historical analysis (D), and value theory and inquiry (V). It will be used for different crowds of students, in an effort to help more have a meaningful interdisciplinary experience: it will be taught at least once under the INT designation as a course offering for the whole campus population, and at least once as an Honors course, available to students enrolled in the Honors Degree program.

In terms of research agendas of the faculty involved, Professors Libby and Musgrave will present another culture wars-related panel in August 2006 at the First International Conference on the Arts in Society, held at the University of Edinburgh, Scotland, in conjunction with the Edinburgh International Arts Festivals. On this occasion, they will be joined by Rollins studio art professors Rachel Simmons and Dana Hargrove. Each participant will present an aspect of the theme "ART/iculations: Four Lenses on Beauty, Mapping, and 'the Real.'" Our aim is to show how we find links between pedagogy and scholarship and/or art practice and how our disciplines (art, art history, philosophy) inform and draw from the others; Libby and Musgrave will focus on the Culture Wars course. Dr. Levis plans to incorporate material from this course in the humanities and graduate liberal studies courses he teaches for the Holt School.

Anticipated impact on the discipline, the institution, and the students

In terms of impact on disciplines, we are certain that the three of us team-teaching "Culture Wars" will have our disciplinary expertise enriched through constant comparisons with two other disciplinary lenses in the course: our hope is to have this translate to the students as well. More broadly, we hope to encourage other Rollins and ACS faculty to peer over

disciplinary walls and consider how interdisciplinary courses might strengthen their own majors' disciplinary knowledge and equip them with tools to better synthesize information. We hope to create an environment, a culture, and the necessary curricular resources such that teaching an occasional interdisciplinary course will not seem like a move to steal resources and faculty time away from home disciplines.

Institutionally, while we doubt disciplines will disappear, our mission to educate the whole student faced with complex world events has us working to de-throne the primacy of disciplines, and to remind students that disciplinary methodologies are very useful tools of analysis but are ultimately artificial ones that capture only one dimension of an issue. From the involvement of John Dewey and the pragmatists in the early days of the College, Rollins has been known for its commitment to innovative and transformative education: we see the current interdisciplinary venture as the latest fruitful development of this rich student-centered tradition. In a small campus, even amongst a very busy faculty, there are many, many moments of cross-pollination of ideas: we hope to tap these, and provide two paths by which they might grow and develop into whole courses and opportunities for student learning. As for impact on students, they might increasingly work to collaborate in several ways-- across disciplines with other majors, across the country through videoconferencing with experts, collaboration with faculty on research toward scholarly outcomes (publishable papers, major conference presentations, etc.)

Evidence of institutional support

In addition to President Duncan's support and campus events addressing radical education mentioned above under "Background and Campus Context," the Dean of Faculty endorsed the Culture Wars course, utilizing the commitment of three faculty members and with a lower enrollment cap than would normally have been required for three faculty members in a

single course. He also allowed the course to satisfy three general education requirements as an inducement for students to enroll in the course. The Dean had also gathered faculty for an evening-long workshop and discussion on interdisciplinary pursuits at Rollins in December 2005 in which he encouraged faculty to develop interdisciplinary courses to meet the President's challenge to increase the amount of interdisciplinary teaching at Rollins. The Dean of Faculty has been willing to authorize course time for faculty to team-teach, resulting in technically teaching fewer students apiece per course in order to foster faculty and student curricular innovation. The Dean also provided funds for Drs. Libby and Musgrave and student Abby Hertz to participate in the Society for Ethics across the Curriculum conference in Fall 2006, mentioned above. The college also made funds available for Drs. Libby and Musgrave to participate in the August 2006 Arts in Society conference in Edinburgh, mentioned above.

4. Evaluation, Dissemination, and Continued Support

A description of evaluation/assessment process. How will success be measured?

In the course, we will evaluate the students with a combination of essay exams, papers, and collaborative projects. These assignments will be designed to evaluate their ability to synthesize multiple disciplinary perspectives in the analysis of texts and visual material, as well as the skill sets required to meet the A (expressive arts), D (history), and V (ethical and moral valuation) general education requirements. Emphasis will be placed on writing and public speaking skills, in accordance with the Rollins policy of infusing the former R (writing) and T (oral communication) skills into the majors. Anonymous student evaluations will provide assessment of faculty. The classroom will be equipped with video camera to tape class sessions; this will facilitate faculty self-evaluation. College-wide, we will solicit feedback from faculty, staff, and administration, inviting specialists to observe aspects of the course in their areas of expertise, and in response to our dissemination of results (see below). We will also survey the

faculty to see what interdisciplinary germs of courses faculty might conceive of and aim to teach. We also hope to attend appropriate conferences to compare our course with parallel projects at other schools and receive feedback from those faculty and administrators.

Plans for dissemination of results.

At Rollins, we envision disseminating our experience through venues such as the annual Faculty Day of Scholarship, a college-wide colloquium at which we will share our pedagogical processes with interested faculty, staff, and administrators, and the development of a “Culture Wars” web site through faculty-student collaboration. We will also ask students in the course to develop an informational forum on interdisciplinary courses for their peers. Beyond Rollins, we plan to attend appropriate ACS conferences, the AIS (Association for Integrative Studies), the AGLS (Association for General and Liberal Studies), and the PIC (Philosophy, Interpretation, and Culture) conferences when possible and relevant. Ideally, these experiences will culminate in publication in journals like The International Journal of the Arts in Society.

Personal/departmental/institutional plans for continued support of this interdisciplinary offering beyond this proposal.

The components mentioned in section 3 under “Evidence of Institutional Support” will be continued as institutional support for this offering and others like it that we hope to encourage other faculty to develop and teach. We three professors of the proposed course think that the model this course will provide, combined with the colloquium we plan to give discussing ways to create interdisciplinary courses, will spur further projects. The support from our Dean and Provost mentioned above is ongoing, and is complemented by support from the Honors program. It has always integrated interdisciplinary work into the Rollins Honors curriculum, is poised to integrate even more (pending curricular change this year), and provides faculty with extra compensation to design and implement such courses.

5. Literature Cited (not applicable)

List all references cited in the proposal. Each reference must include the title, names of all authors, book or journal, volume number, page numbers, and year of publication.

6. C.V. of Faculty Participant(s) (see attached)

7. Resume of Students[s] Submitting Proposal (not applicable)

8. Disclosure Statement We have applied for no grants or other funding to duplicate this. Each faculty member has applied for a small stipend to gain technology training over the summer, which would allow us to take full advantage of the newly renovated high-tech classroom where we will teach the Culture Wars class. Dr. Libby and Dr. Musgrave have received funding to attend the conference mentioned above in Edinburgh, Scotland, in Summer 2006.

LETTER FROM HISTORY DEPARTMENT

April 14, 2006

Dear Committee Members:

I write to support enthusiastically the proposal for the ACS New Models Grant submitted by Rollins Professors Ryan Musgrave, Susan Libby, and Barry Levis. Having myself team-taught a number of interdisciplinary courses over the years, I note the political and cultural relevance, interdisciplinary sophistication, curricular promise, and intellectual vibrancy of this proposal. These folks mean business.

They mean, as well, to tap into the recognition among Rollins faculty at large of a need to redesign our curriculum toward a focus on global citizenship. Exemplified by Rollins' new Quality Enhancement Plan, one sees in our faculty, across generations, something rather more than a mere rhetorical commitment to engaging our students in complicated issues of globalization, cultural conflict, and multicultural understanding. The proposed case studies will introduce students (first-year and/or Honors, depending on where the course is first offered) to historical, artistic, and cultural controversies, and will ask them to examine such controversies from multiple cultural and intellectual perspectives.

Permit me to add that my colleagues are relentless true believers in interdisciplinarity. Under Professor Levis' leadership, my (History) department has participated in countless inter- and cross-disciplinary courses over the decades. I have myself taught in an Honors Program team-project with Professor Musgrave twice in the past three years (a course whose unwieldy, official title was something like, "Inquiry and Interpretation in the Humanities and Expressive Arts," but whose short topic title was "Misfits and Outsiders"). These folks will be in each other's offices regularly, so they and their students will profit from (and, perhaps, occasionally be confused by) a multiplicity of scholarly as well as cultural warriors. No one is likely to fall asleep. This is not an unimportant point, as the boredom threshold among today's students seems too often perilously low. My colleagues intend to roil and irritate. Blessed be the agitators.

Nor will students be lectured to. They'll be actively engaged, all right. I like the promise that the course will incorporate something of a "lab" atmosphere, for surely students (not to mention their instructors) benefit most when they learn by "doing" rather than by "receiving." The doing here will involve substantial group work and technology-enhanced mini-projects. By the end of the course, the students will have had substantial opportunity to synthesize, if humbly and tentatively, their own views about culturally and politically charged issues.

Should you have proposals more creative, more timely, more truly interdisciplinary, more appropriate to specific institutional needs, the ACS is fortunate beyond reason.

Cordially,

Gary L. Williams
Professor of History and Maher Professor of Distinguished Teaching

LETTER FROM ART HISTORY DEPARTMENT

April 13, 2006

Dear Committee Members:

I am writing to endorse the proposal submitted by Dr. Susan Libby, Dr. Ryan Musgrave and Dr. Barry Levis for the ACS New Models Grant. The proposal outlines a very positive effort to update and specialize our curriculum at Rollins. It seems clear that *INT360A: Culture Wars* will succeed in providing students with invaluable skills sets such as historical analysis and value theory and inquiry, giving them the unique opportunity to be participants in a contemporary debate with three very knowledgeable faculty scholars from different disciplinary backgrounds. At the same time, the preparation for the course and the “scholarship” that will organically evolve from teaching it will provide these faculty scholars with fodder for their own papers and presentations.

As a faculty member who has team-taught interdisciplinary courses at Rollins, I heartily agree that such interdisciplinary course offerings and collaborative faculty scholarship can be tremendously beneficial in helping us meet our curricular goals and the mission of the college. If we are truly preparing students to become “responsible leaders and global citizens,” we must give them tools to understand and critically assess cultural, aesthetic, social, and political trends and situations from a multi-disciplinary perspective. Additionally, as faculty, we must model these methods of investigation ourselves, both in the classroom and as scholars in the field. I hope your committee will give careful consideration to this proposal.

Sincerely,

Rachel Simmons

Chair, Department of Art and Art History

LETTER FROM PHILOSOPHY & RELIGION DEPARTMENT

April 17, 2006

Dr. Elizabeth (Cassie) Mansfield
Department of Art & Art History
Sewanee: University of the South
735 University Ave.
Sewanee, TN 37375

Dear Professor Mansfield:

As Chair of the Department of Philosophy and Religion here at Rollins I am very happy to write in support of my colleagues' proposal to the ACS New Models program. Our department has always been supportive of efforts to develop interdisciplinary teaching at the College, and the "Culture Wars" course looks like an excellent example of the kind of course we want to encourage. All three of these faculty members (Libby, Musgrave and Levis) have distinguished themselves by their intellectual curiosity, their pedagogical flexibility and their devotion to the ideal of interdisciplinarity and integrative study. They know that the successful graduates of tomorrow will have to be able to bring the insights of various disciplines to bear on the issues and questions that challenge us. I am confident that they will design and develop a course that will model and inspire just that kind of integrative thought.

As Professor Musgrave's departmental colleague, I look forward to learning from her and from her experience working with Professors Libby and Levis. It seems to me that one of the best things about a small liberal arts college is the fact that faculty members know each other and want to learn from each other. I have no doubt that the interdisciplinary course that my colleagues envision would encourage dialogue within the department, among faculty in different departments, and among students across campus.

Sincerely,

J. Thomas Cook, Ph.D.
Professor and Chair

VITA

R. BARRY LEVIS

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Winter Park, Florida 32789
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EDUCATION

Bachelor of Science, The Pennsylvania State University, 1964

Master of Arts, The Pennsylvania State University, 1966

Doctor of Philosophy, The Pennsylvania State University, 1971

RELEVANT TEACHING AND ADMINISTRATIVE EXPERIENCE

- Director of Freshman Studies and Faculty Chair of Freshman Orientation, 1969-1973
- Director, Humanities Program, Hamilton Holt School of Rollins College, 1981-present
- Project Director, National Endowment for the Humanities Grant for Establishment of Interdisciplinary Humanities Course for Hamilton Holt School, 1986-87
- Project Director, National Endowment for the Humanities Grant for Establishment of Master of Liberal Studies Program, 1987 to 1990
- Director, Graduate Program in Liberal Studies, 1987 to 1995
- Board of Directors for Educational Programs, The Atlantic Center for the Arts, New Smyrna Beach, Florida, 1987 to 1995
- Association of Graduate Liberal Studies Programs, Board of Directors, 1989-92; 2006; Secretary/Treasurer, 1992-1994
- Director, Honors Program, 2003-2006

HONORS AND AWARDS

- Doctoral Dissertation Awarded Superior Pass
- National Endowment for the Humanities, Summer Seminar for College and University Teachers, 1978
- Arthur Vining Davis Fellow, 1986-87
- English-Speaking Union Scholar, 1988
- National Faculty Award, The Association of Graduate Liberal Studies Programs, 1999
- Cornell Distinguished Faculty, 2006-

PUBLICATIONS AND PAPERS

“The Failure of the Anglican-Prussian Ecumenical Effort of 1710-1714,” *Church History*, December 1978.

“Sir James Lowther and the Political Tactics of the Cumberland Election of 1768,” *Northern History*, 1983.

“Archbishop Davidson, Russian Famine Relief, and the Fate of the Orthodox Clergy, 1917-1923” with Charles M. Edmondson, *Journal of Church and State*, Summer 1998.

“Whig Ecclesiology and Changes in English Church Music, 1714-1760,” *European Studies Journal: A Forum for Media, Politics, Culture, History and Literature*, Fall 2002.

“Tabula Rasa” (with Wenxian Zhang) in *Fiat Lux : Teaching in Paradise : Essays in Honor of Rita Bornstein* / executive editor, Maurice J. O'Sullivan ; editorial board, Sandra Chadwick Blosser, Eileen Gregory, S. Joseph Nassif, Gary L. Williams (Winter Park, Fla. : Angel Alley Press, 2004).

“‘Being to grow rude and clamorous’: English Politics and the Battle over Church Architecture, 1714-1760,” *Journal of Church and State*, Autumn 2005.

“Archbishop Davidson and the Fate of the Orthodox Clergy, 1917-1923,” Conference on Eastern Europe, Annual Meeting, Sarasota, Florida, March 1991.

“Program Assessment and Review of Graduate Liberal Studies Programs,” Annual Conference, The Association of Graduate Liberal Studies Programs, Fort Worth, Texas, October 1994.

“Whig Ecclesiology and Changes in Eighteenth-Century English Church Music,” Annual Meeting, American Society of Church History, Miami, Florida, April 21, 1995.

Editor, *The Journal of Graduate Liberal Studies*, 1993 to present

Susan Houghton Libby
Curriculum Vitae

Department of Art and Art History
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1000 Holt Avenue
Winter Park, FL 32789

e-mail: slibby@rollins.edu
tel.: 407-646-2448
fax: 407-628-6395

Current position

Associate Professor of Art History
Rollins College, 1998; 2004

Education

Ph.D., 1996, Art History, University of Maryland, College Park
M.A., Art History; 1987; B.A., Art History, 1983

Selected Fellowships and awards

2006: Individual Development Grant, Rollins College
2005: Arthur Vining Davis Fellowship, for excellence in teaching and service, Rollins College
2005: FYRST Sabbatical Grant, Rollins College

2005, 2004, 2003, 1999:: Critchfield Faculty Research Grants, Rollins College
2003: Who's Who in American Teachers
2001: National Endowment for the Humanities Summer Seminar and Institutes, "Revolution and the Making of Identity, France 1787-1799," Newberry Library, Chicago

Courses taught at Rollins College

Regularly offered departmental courses:

ARH 202 Introduction to Western Art II
ARH 250 Modern European Art
ARH 260 Modern American Art
ARH 360 Women in Art
ARH 361 History of Photography
ARH 424 Contemporary Art and Theory

Other:

INT 200 Madness and Creativity (with two adjunct Hamilton Holt faculty members)
INT 200 Fundamentalism, Art, and Society (with faculty in History and English)
HON 201 Doors to Perception (with faculty in English and Philosophy)
HON 201 Self-Representation in Art, Literature, and Philosophy (with faculty in English and Philosophy)
ARH 280 and HON 302 Politics and Art in the Modern World

INT 360A Culture Wars: Art, Ethics, and Politics (with faculty in History and Philosophy)
ARH 365B Culture Wars (with faculty in Philosophy)
ARH 380 Artists on Film: Creativity in the Popular Imagination
ARH 380f Art in the City (with faculty in Studio Art)
MLS 502m Masterpieces of French Impressionism
MLS 572 Culture Wars

Selected Conference Papers (peer reviewed)

August 2006: First International Conference on the Arts in Society: paper on panel (title to be decided), "ART/icultations: Four Lenses on Beauty, Mapping, and 'The Real'," with Rollins professors Dana Hargrove, Ryan Musgrave, and Rachel Simmons, University of Edinburgh.

November 2005: Society for Ethics across the Curriculum: "The Form of Content/ the Content of Form," on panel, "Culture Wars across the Curriculum"; conference theme: "Art and Social Responsibility," Ringling School of Art and Design, Sarasota, Florida.

September 2005: Northeastern American Society for Eighteenth-Century Studies: "'A Man of Nature, Rescued by the Wisdom and Principles of the French Nation': Race, Ideology, and the Return of the Everyday in Girodet's Portrait of Belley," University of New Brunswick, Fredericton, New Brunswick.

April 2005: American Society for Eighteenth-Century Studies: "Girodet's Ossian and the Boundaries of Originality," University of Nevada, Las Vegas.

Selected Publications

In press:

Chapter in anthology: "'A man of nature, rescued by the wisdom and principles of the French nation': Race, Ideology, and the Return of the Everyday in Girodet's Portrait of Belley," in Performing the Everyday: The Culture of Genre in the Eighteenth Century. Studies in 17th-and 18th-Century Art and Culture, University of Delaware Press, Elise Goodman, General Editor; Alden Cavanaugh, collection editor.

In progress:

"Girodet's Endymion and Originality as Revolution"

"Girodet's Ossian and the Boundaries of Representation"

"Slavery as Liberty: Primitivism, Virtue, Reason, and the Production of Knowledge in French Revolutionary Abolitionist Prints"

Completed:

Exhibition catalogue essay: "'Je préfère le bizarre au plat': Ossian et l'Originalité," trans. Jeanne Bouniort, in Girodet, 1767-1824, ed. Sylvain Bellenger (Paris: Gallimard and Réunion des Musées Nationaux, 2005): 137-141. English edition 2006.

Service

Rollins College (current)

On sabbatical leave, 2005-06

Former committees and service: Chair, Department of Art and Art History (will resume AY 2006-07), Academic Affairs, Honors Program, Women's Studies, Quality Enhancement Plan, Internationalization, Arts at Rollins College, Olin Library Faculty Advisory (chair), Classical Studies Advisory Board.

lisa ryan musgrave

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|--------------------------------|---|
| Academic Experience | Assistant Professor, 2005-present, Rollins College, FL Visiting Assistant Professor, 2002-2005 Rollins College, FL Senior Lecturer, 2000-01 Mary Washington College, VA |
| Education | Ph.D. Philosophy and Literature, Purdue University, August 2002 Graduate Certificate in Women’s Studies, Purdue University, 2000 M.A. Philosophy, Purdue University, 1995 B.A. Philosophy/English with Honors, Mary Washington College, VA, 1990 |
| Areas of Specialization | Ethics (normative and applied), Sociopolitical/Legal Philosophy, Aesthetics, American Philosophy |
| Areas of Competence | Contemporary Continental European Philosophy, Feminist Theory |

Publications

- 3 poems in *The Florida Review*, Issue 30.2, Winter 2005
- co-editor of *APA Newsletter on Feminism & Philosophy* Special Issue “Feminism and Critical Social Theory,” Spring 2005
- “Liberal Feminism, From Law to Art: The Impact of Feminist Jurisprudence on Feminist Aesthetics.” *Hypatia: A Journal of Feminist Philosophy*, Special Issue on Feminist Aesthetics edited by Peg Brand and Mary Devereaux; Winter, 2003 (Vol. 18, No. 4).

Forthcoming

- Encyclopedia entries: “Addams, Jane and Hull-House,” “Dewey: Education,” “Law: Legal Positivism,” “Law: Legal Realism.” Requested for forthcoming Routledge *Encyclopedia of American Philosophy* John Lachs and Robert Talisse, eds.
- “Art Works: Pragmatist/Feminist Aesthetics in Jane Addams’ Hull House.” Article requested by *Journal of Speculative Philosophy*, requested from paper given for The Society for the Advancement of American Philosophy (SAAP), San Antonio, TX March 2006.
- “Applied Ethics in the Arts: Teaching Ethics, Aesthetics, and Politics via Culture Wars.” Article in development for journal *Teaching Philosophy* that considers pedagogical issues in teaching philosophy; based on interdisciplinary teaching work at Rollins and experiences teaching senior seminar in aesthetics, ethics, and politics.

Grants and Awards

- Co-writer of \$25,000 ACS grant to fund Rollins Young Scholars Collective new program, 2006
- Rollins College Ashforth grant for research at University of Edinburgh, Scotland, 2006-07

- Florida Division of Cultural Affairs Individual Artist Fellowship, 2005-06
- Rollins College Galapagos Summer Seminar Fellowship, Summer 2005
- Rollins College Arthur Vining Davis Fellowship Award, 2004-2005
- Rollins College Faculty Travel Grant to Australia, Summer 2004
- Rollins College Best Newcomer Award, selected by Rollins College student association, April 2004
- National Endowment for the Humanities (NEH) Summer Seminar, participant in “Feminist Epistemologies,” led by Nancy Tuana and Shannon Sullivan, Pennsylvania State University, Summer 2003
- National Humanities Center, participant in Jesse Ball DuPont seminar, "Humanitarian Intervention: Legal, Ethical and Political Dilemmas," led by Allen Buchanan and Jeff Holzgrefe, Summer 2003

Teaching Experience, Rollins College

PHI 108 Ethics
 PHI 212 Philosophy of Art
 PHI 215 Social & Political Philosophy
 PHI 290 Medical Ethics
 PHI 302 American Philosophy
 PHI 309 Environmental Ethics
 PHI 314A Feminist Theory
 PHI 325 Philosophy of Law
 PHI 490 Senior Seminar in Aesthetics and Politics
 HON 302 Environmental Ethics: Research & Methodology
 RCC 100 Ethics & Social Justice: Who’s Responsible?

Interdisciplinary Courses Taught

INT 360A Culture Wars: Ethics, Aesthetics, & Politics Spr. ‘06 with B. Levis/History, S. Libby/Art History

PHI 240H Topics: Evolution and Law Fall 2006 with Marvin Newman/Communications

HON 100 Misfits and Outcasts Fall 2003, Fall 2005 with B. Carson/English, G. Williams/History

PHI 240H Topics: Culture Wars: Ethics, Aesthetics, & Politics Spr ‘05 with S. Libby/Art History

RCC 100 Femme-bots, Violent Femmes, and Terminators: Gender & Power in Contemporary U.S. Culture Fall ‘04 with Wendy Brandon/Education

WMS 208 Introduction to Women’s Studies Spring ‘03 with Jennifer Henton, English

Sample Presentations

- “ART/iculations: 4 Lenses on Beauty, Mapping, and the Real” First International Conference on the Arts In Society, Aug. 15-18 2006 Edinburgh, Scotland
- “Art Works: Pragmatist/Feminist Aesthetics in Jane Addams’ Hull House.” San Antonio, TX March 7-9, 2006 Chair and Commentator, panel “On Agency.” Annual conference of Feminist Ethics and Social Theory (FEAST), Clearwater, FL Jan. 5-7, 2006
- “Reflections on a Career: Linda Martin Alcoff.” Panel organizer and Presenter of Distinguished Woman Philosopher Award to Linda Martin Alcoff, ESWIP (Eastern Society of Women in Philosophy) panel. Given at the annual meeting of the American Philosophical Association (APA), New York, December 2005
- “What Theory Lies Beneath: Aesthetics, Ethics, and Politics via Culture Wars.” Presented at the Seventh International Conference of Society for Ethics Across the Curriculum (SEAC), Ringling Museum, Sarasota, FL September 2005