

Cynthia W. Shenkle

From: Michael Arenson [marens@UDel.Edu]
Sent: Wednesday, February 22, 2006 10:11 PM
To: Gretchen Bauer; Bruno Thibault; James Brophy
Cc: Thomas Mark Apple; Cynthia W. Shenkle
Subject: Re: Approval of the B.A. in Continental European Studies for Permanent Status

Folks,

I appreciate your coming to the Educational Affairs Committee meeting today. As you can see, the Committee approved the B.A. in Continental European Studies for Permanent Status. Your arguments were all very persuasive and left no doubt in our minds that this very important program should continue. Thank you very much.

-Mike Arenson

Michael Arenson wrote:

> Dear Professor Brophy,
>
> I am pleased to inform you that the Educational Affairs Committee of
> the
> Faculty Senate of the College of Arts and Sciences has approved the B.A.
> in Continental European Studies for Permanent Status. That proposal
> will go before the A and S College Senate on Monday, March 20th, when
> it meets in Room 104 Gore Hall at 4:00 pm. Although we do not
> anticipate any reason why the Senate will not approve the proposal, you may
> wish to have a representative from Continental European Studies at the
> meeting to answer any questions that may arise. Thanks.
>
> -Michael Arenson,
> Chair, Educational Affairs Committee
> College of Arts and Sciences
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Memorandum

To: Conrado M. Gempesaw
Vice Provost for Academic and International Programs

From: Tom Apple
Dean, College of Arts and Sciences (CAS)

Gretchen Bauer
Associate Dean, Social Sciences and History

Subject: Continental European Studies (CES) Permanent Status Review

Date: February 24, 2006

With this memorandum we would like to state our strongest support for permanent status for the Continental European Studies major at the University of Delaware. We have read the reports of the two reviewers, Professors Philip Flynn and Margaret Werth, and the response of former CES Director James Brophy and Acting CES Director Bruno Thibault. We would like to offer our views.

The faculty directors have addressed a number of criticisms of the program. We would have to agree that the program should not be evaluated on the number of majors alone. The CES major is not one in which every student will succeed. It requires many more credits than most, 45 as opposed to about 30; it is interdisciplinary and so requires students to do well in a range of fields; it requires a much higher level of foreign language proficiency than most of our students achieve; and it recommends participation in a study abroad program. Clearly we would like to see as many students avail themselves of the major as possible and we will work toward that end, but we do not favor dismantling the program after five years because it does not have dozens of majors. By the same token it is also important to stress that the CES major, because of its breadth and interdisciplinary character, is much more comprehensive than proposed alternatives such as the Political Science/Foreign Language or History/Foreign Language option and more integrated (and therefore more easily accomplished) than various double major combinations. Like the faculty directors of CES, we do not find a contradiction in the way in which the CES major treats Europe as the broader continental context within which our students focus on individual nation-states.

Rather than dwell upon the criticisms of the CES major, we would like to identify several of its benefits to the College and University. Like all of the area studies programs, this one helps to internationalize our campus and our curriculum. In this post 9/11 period we feel that it is imperative that our students have as broad and comprehensive an understanding of world history and global politics as possible. Additionally, significant foreign language proficiency among at least some of our students is essential as well. Though not required, participation in a study abroad program is highly recommended for CES majors. Thus, the CES program also promotes participation in UD winter and summer session programs and semester-long study abroad

programs by faculty and students, in particular to those places where foreign language skills are necessary. Finally, the CES contributes to a greater collaboration among faculty across disciplines and an increasingly interdisciplinary approach to the study of history and politics that is productive for faculty and students alike.

Finally, we would like to suggest that it is wholly unfair to hold the CES program and major responsible for the lack of a Center for European Studies on the UD campus. Indeed, we think it is only fair that the College assume some of the responsibility for some of the program weaknesses identified in the reports. We would like to suggest that, until recently, none of our area studies programs received sufficient oversight and resources. Only in the last three years have regular appointments of directors been made, small stipends extended to the directors, and small budgets for the programs established. Moreover, it is true that all four area studies programs operate without any dedicated faculty lines, without any dedicated administrative staff and without any dedicated office space. It is our intention, as soon as the space becomes available, to establish an Interdisciplinary Studies Center on the UD campus that will provide both the administrative assistance and office and meeting space necessary to appropriately run these programs. Indeed, we commend our programs for all that they have managed to achieve with only limited resources. We are pleased to note the successful launching of a one-credit Area Studies Lecture Series in fall 2005 (with several CES lectures) that enrolled 40 students and attracted members of the University community.

We look forward to welcoming the CES major as a permanent major in the College of Arts and Sciences. We are excited about the prospect of strengthening the CES and other area studies programs at UD in the future and appreciate the constructive input from the reviewers.

Cc: Bruno Thibault, Acting Director, Continental European Studies
John Courtright, Director, Office of Undergraduate Studies
Avron Abraham, Faculty Senate President
Douglass Buttrey, Chair, Faculty Senate Undergraduate Studies Committee
Karren Helsel-Spry, Faculty Senate Office
Mike Arenson, Chair, Educational Affairs Committee
Cindi Shenkle, Interim Assistant Dean, College of Arts and Sciences



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF HISTORY

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2 February 2006

To: Dean Tom Apple, College of Arts and Sciences
Associate Dean Gretchen Bauer, College of Arts and Sciences

From: James Brophy, Associate Professor, Dept. of History JB
Bruno Thibault, Professor, Dept. of Foreign Languages and Literature B.T

Re: Permanent Status Program Review of Continental European Studies

cc: Conrado M. Gempesaw, Vice Provost for Academic and International Programs
Karren Helsel-Spry, Faculty Senate

We write to respond to the 17 January 2006 report of the Faculty Senate Undergraduate Studies Committee, which advised against granting permanent status to the Continental European Studies Program (hereafter CES). The report cited the lack of student demand as the principal reason. Supplementing this chief reason, Philip Flynn noted the Program's "contradiction" of using a target country to study Europe as a whole. In addition to these criticisms, the committee further questioned whether this major differed from other options already available in the participating departments and whether this "new major is the best means of advancing the study of Europe at UD." Contrary to the committee's assessment, we believe that the University would make an egregious error in not granting permanent status to CES.

First, the charge of insufficient student demand is highly questionable. CES has never aimed to become a dominant major in the College. It has always viewed itself as a niche major for students interested in blending foreign language, politics, and history. The program justifies itself as an innovative supplement to disciplines and bodies of knowledge grounded in national frameworks. Since 1999, 19 students have chosen this major, 9 of whom are sole CES majors. Only three students left the program, a retention rate suggesting high student satisfaction. As noted in our initial report, CES will certainly grow. In the last year, it enjoys better presence on campus with brochures, a lecture series, and a much-improved website. As the College already knows, European Studies is a nationwide trend, and CES will grow with the twenty-first century's interest in international and global frameworks of learning. But, aside from promises of expansion, CES's numbers are presently comparable with the College's other area studies programs. More crucially, what is at issue with this criterion of numbers? Do we judge

the pedagogical worth of African Studies or Greek & Roman Studies by mere numbers? On the contrary, these programs exist because of their intrinsic value. Low student demand is a valid criticism only when College resources are not properly utilized. But CES demands no extra resources from the College. It is program that re-combines existing talents and resources.

Second, the report noted a "confusion" to the program's mission. On the one hand, CES asks its students to choose a target country in Europe; on the other, it espouses a comparative, pan-European body of learning. There is, however, no dichotomy here. There is, alas, no one European language; one must consequently learn French, Italian, German, Spanish or other European languages. More crucially, taking courses in a target country does not contradict CES's mission of continental breadth. It teaches students to place the politics, history, and culture of their target country within the larger framework of Europe. This is hardly unusual! Historians, political scientists, and literary critics view Europe as a *comprehensive cultural unit*. Faculty instinctively situate the history, literature, or political system of a European nation within the larger parameters of Europe. From introductory surveys to senior-level seminars, professors demand that students view their respective subjects through the wider interpretive lens of Europe. As Europeanists know, *national* political sovereignty evolved out of the *European State System* of the mid-seventeenth century; hence "national" and "European" are differences that cohere as a unity. Moreover, many of the current offerings in the core departments of History and Political Science are explicitly comparative. "Europe in Crisis, 1919-1945 (HIST351)," "Contemporary European Society (HIST352)," "European Intellectual History (HIST356) and "European Governments (POSC310)" are just some examples. But even courses offered in national frameworks are implicitly comparative. One doesn't teach the literary movement of French Realism without examining its impact on European letters, just as it absurd to view Descartes or Kant merely as French or German philosophers. In short, we respectfully submit that there is no contradiction when asking students to embrace a target country *as well as* Europe. By suggesting an either/or proposition, the report has profoundly misrecognized the nature of European civilization and how it is taught at UD.

Third, the report raised the question of whether CES differed from options already available in the participating departments. By this, the report refers to History/Foreign Language or Political Science/Foreign Language options as well as the option of a double major. These options are fine in their own right but simply don't compare to the breadth of courses offered by CES, especially when including the electives that CES offers. The proposal of comparing CES against a double major is another question altogether. In view of the extensive general requirements necessary for a BA degree, it is vital that the College design majors that won't necessitate students to build their compound programs to achieve interdisciplinarity. Rather, the College should encourage the synthesis of several disciplines in one major.

Finally, the report questions whether this "new major is the best means of advancing the study of Europe at UD." The directors of CES have never asserted that its program is the "best." Rather, we claim it as an excellent alternative to studying Europe. This solid

45-credit major has sterling academic qualities. It is rigorous, demanding students learn a foreign language, apply it to other disciplines, and comprehend Europe as a multitiered cultural phenomenon. It fulfills the virtues of a liberal arts degree in innumerable ways. The program doesn't offer a minor, because the directors don't believe a 15-credit minor is pedagogically sound. CES has never diluted the standards of the College and has not compromised quality for quantity. For this reason, we were dismayed by the report's failure to cite any of the program's features that point to undeniable academic solidity.

In conclusion, CES supplements and enriches the University's offerings on European civilization. By offering an area-studies approach for the study of Europe, CES brings an interdisciplinary format to departments and disciplines that deserve and need an explicit transnational format. First developed and forged by Asian, African, and Latin America faculties throughout the US, the area-studies approach for Europe is more imperative than ever. Indeed, the explosion of European Studies programs and Centers for European Studies throughout the nation attests that the area-studies approach is an enduring supplement to the liberal arts. For these reasons, we submit that CES be endowed with permanent status.



OFFICE OF THE VICE PROVOST
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January 18, 2006

MEMORANDUM

TO: ~~James Brophy, Director~~
Jim
Continental European Studies

FROM: ~~Conrado M. Gempesaw~~
Robby
Vice Provost for Academic and International Programs

SUBJECT: Permanent Status Program Review (PSPR)

Attached are the PSPR internal reviews for the B.A. in Continental European Studies. As part of the PSPR process (see <http://www.udel.edu/facsen/course/index.html#Final>, Timeline for PSPR), we request that the program write a brief response to these reviews and forward the documents to the appropriate college committee and/or the Dean's Office. The Dean's Office will then forward all the documents to the Faculty Senate (c/o Karren Helsel-Spry) so it can be considered for approval by the University Faculty Senate.

Please let me know if you have any questions.

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Attachments

cc: Avron Abraham, Faculty Senate President
Karren Helsel-Spry, Faculty Senate Office
Dean's Office, College of Arts and Sciences

To: Dan Rich, Provost

Bobby Gempesaw, Vice Provost

From: Philip Flynn, Faculty Senate Undergraduate Studies Committee *PF*

Subject: Request for Permanent Status as a Major for the Continental European Studies Program

The request from the Continental European Studies Program (CES) does not demonstrate sufficient student demand to warrant granting the Program permanent status as a major. Moreover, the "Introduction" and "Future of the Program" portions of the request contain an apparent contradiction that should be resolved.

The Memorandum of Request states that this Program "serves well both the research and teaching needs of Europeanists." Requests for new academic majors sometimes are driven more by faculty needs and ambitions than by student interest and demand. That seems to be the case with CES. In its five years in provisional status the Program has graduated only seven majors. The Memorandum concedes that the Program needs "better advertising and campus presence" and that "CES has yet to genuinely embed itself in student culture." Is there evidence (not faculty hope) that a change of status of itself would generate student interest? It seems more logical to ask interested faculty (1) to postpone their request for permanent status, (2) to explore ways to improve advertising and enhance the Program's presence, (3) to attract thereby a number of students sufficient to warrant a request for permanent status at some time in the future. History Department faculty might also consider making all area-studies Concentrations within the existing History Major rather than separate (and ever-multiplying) majors, on the model of the several Concentrations within the English Major. The desired inter-disciplinary strength would still be possible through careful structuring of the Concentrations and through the cooperation of those departments who now express support for CES.

In addition, there is an apparent contradiction – or, at least, confusion – in the stated rationale and description of the Program. "The Future of the Program" states that "the more Europe integrates and dismantles its cultural, political, and economic frontiers . . . the greater the need to study European civilization as an integrated whole." However, the "Introduction" claims that the Program "offers students a comprehensive focus of a particular European country and culture (e.g., France, Germany, Italy, Spain) within a broader European context." Which is it? Will students be encouraged to study a particular cultural political and economic entity at a time when "cultural, political, and economic frontiers" are being dismantled? This confusion may be more apparent in the Memorandum than in the Program itself, but clarification of one or both is needed.

In summary, the Continental European Studies Program has not yet demonstrated student demand sufficient to warrant granting the Program permanent status as a major. It should also explain to the University community whether its emphasis will be an evolving integrated Europe – as it develops with a new cultural, political, and economic character – or the historical and distinctive cultures of existing European nation-states.

Report on Continental European Studies Program
Margaret Werth, Associate Professor, Art History
January 17, 2006

Description and assessment:

The Continental European Studies Program offers an interdisciplinary major for undergraduates in the study of European civilization. It combines intensive study of the language and literature, history, and politics of a target country (France, Germany, Italy, Spain, etc) with study of Europe as a whole. Majors are encouraged to study abroad. The program is administered by three departments: Foreign Languages and Literatures, History, and Political Science and International Relations.

The program is designed to fulfill its stated goals with balanced requirements in the three respective fields, Foreign Languages and Literatures, History, and Political Science and International Relations. It can draw on faculty and courses from these departments and as a result the program requires no additional faculty or courses. The CES program is timely in its focus on national, transnational and interdisciplinary issues in European studies. It has strong (if briefly stated) support from the three departmental chairs. The CES website outlines typical career paths for CES graduates in graduate studies, government, international agencies and law, intelligence, non-profit, and international business. [Communications/journalism might well be another possible career path, not mentioned. Given the current importance and debates on copyright, national patrimony, and international cultural trade, I would imagine possible careers that also focused on art and music, for example.]

Enrollments in CES have not been strong to date. However, given the strong commitment voiced by the respective cooperating departments, it seems the enrollment could increase in future years. According to the self-study recruitment has not been very active (although steps are being taken to address this through website design, publication of a brochure, and initiation of a guest lecture). As a faculty member in a related field (Art History) I confess I have not encountered the program's students in my four years teaching here (three other senior and long-time faculty--Professors Nees, Chapman, and Stone--I polled in my department also reported no knowledge of the program, despite the fact that all four of us are listed as faculty associated with the major and our department is very strong in European art—the self-study usefully indicates there is work to be done in advertising the program to allied departments!).

The self-study states that given that “the study of Europe constitutes the wave of the future” there is a “need to study European civilization as an integrated whole. Because UD has an extensive research faculty devoted to European politics, history, literature and culture, CES is an ideal vehicle to synthesize and integrate national studies into a larger interpretive framework.” UD does have an extensive faculty with expertise in Europe, but I wonder if CES as formulated is the “ideal vehicle” for students. The short self-study does not directly address why this new major is the

best means of advancing the study of Europe at UD, and what the program's benefits might be for students graduating with a degree in "Continental European Studies." What problems does this new major solve? How does it differ substantively from options available in the majors as currently defined in the respective departments of Foreign Languages and Literatures, Political Science/International Relations, and History? If a student graduates with a degree in CES rather than in History or Political Science, for example, how will the degree help them in applying for graduate admission or employment? How does the CES major compare to the existing interdepartmental majors in *French, German or Spanish and Political Science* or the *History and Foreign Language* that are also currently offered? How does it compare with degrees granted in other undergraduate programs? The self-study did not answer these questions. For example, the self-study provides no information on the career paths of the 7 graduated CES majors. Was their CES degree helpful to them in their education or employment after graduation? Does a CES degree have an equivalent recognition-factor to more traditionally defined degrees (in History, Political Science/International Relations, Foreign Languages and Literatures)? And how would it translate in comparison with the other programs nationally designated "European Studies" "Western European Studies" and "Modern European Studies." (In my quick survey I did not find a program designated "Continental European Studies.")

In reviewing the program I decided to investigate what other colleges and universities were doing in this area. I looked (briefly) at the ubiquitous programs in European Studies in US institutions: at the University of Connecticut, Rutgers, New York University, Vanderbilt University, Johns Hopkins University, Ohio State University, Indiana University, University of Michigan, University of North Carolina Chapel Hill, Princeton University, Harvard University, and UCLA. [more information and addresses of some of these programs is available at <http://www.dartmouth.edu/~wessweb/NRCWESS.html>] There seems to be much activity among a wide range of institutions in this area, particularly in the past 5-10 years (as might be expected given the political and social changes in Europe). Some programs offer a Major (and often in addition a Minor, or sometimes only a Minor) in "European Studies" (most common) and "Modern [sometimes "Contemporary"] European Studies" (sometimes "Western European Studies" and "Modern Western European Studies") Several are associated with "European Union" Centers. UNC Chapel Hill advises (but doesn't require) that the undergraduate major in "Contemporary European Studies" be one of a double major (the CES self-study reports that nearly half --7 of 16--of the CES majors were/are double majors). Most other programs included study abroad (often required) and language requirements if applicable (some programs included England). Several offered "European Studies" alongside other area studies in International Studies Departments (at Johns Hopkins for example) such as Africa, Asia and South/Southeast Asia, Latin America, the Middle East, and, rarely, Russian and Eastern European studies (and some made a point of not dividing western and eastern European studies). Many of the programs were associated with a "Center for European Studies" that also included summer travel fellowships for undergraduates working on senior theses, graduate student

programs and often visiting fellowships and faculty programs, as well as lectures, colloquia, workshops, symposia and other events. Some programs were aimed at training students who could go on to work in international law, government, journalism, and business; others had a more humanities or cultural emphasis or options. Unfortunately, I was only able to make a cursory survey of these programs, and I was not able to do an extensive comparison of these programs and the one developed at the University of Delaware. I would imagine, however, that it would be very productive and informative to do so as the University of Delaware formulates its own commitment to European Studies.

Adding courses or materials to the undergraduate curriculum that emphasize interdisciplinarity or transnational European studies, or initiating advisement of students to take particular constellations of courses that will strengthen their knowledge of Europe may be an excellent idea, but is the current CES plan the best way of achieving these goals? In my opinion, there is not enough information in the self-study report to assess the benefit of the CES major as currently conceived. For example, the self-study does not adequately address advisement. Multiple coordinating departments might make it more likely that students could fall between the cracks. Could better advisement within current permanent majors achieve the same goals? As stated, the program has no resources to support increased demand on faculty and staff as the program grows. It has no built-in links to the broader study of Europe by graduate students, faculty, and visiting faculty. There is no "Center for European Studies" to generate programs and activities that could benefit not only the undergraduate major (or minor), but graduate students, faculty, the local community and visitors.

My overall impression from reviewing the rather brief self-study report is that there may be excellent reasons for considering expanding and restructuring European Studies at the University of Delaware, but that the form this could/should take has not yet been fully discussed and elaborated. I am left with a series of questions: Should the program involve both undergraduates and graduate students? Should there be a physical center for European Studies and an administrative component? Should UD offer both a major and a minor in European studies? Or should the major be one component of a required double major? Or should there only be a minor? Should the possible major/minor be defined as only "modern" or "contemporary" European Studies or should it have a broader historical component? Should it be confined to continental Europe? Should study abroad be required? At the end of the self-study there is a reference to the possibility of future administrative support of the four area studies programs (including African, East Asian and Latin American) and a physical site for students and faculty. This seems like an excellent idea as an area studies Center could become an intellectual and academic focus that would foster interdisciplinarity and contact between faculty and students (graduate and undergraduate) in the study of Europe.

Therefore, while I agree that the goals of study abroad, immersion in area studies, and interdisciplinarity are laudable, I am not fully convinced that the permanent CES

single major as currently formulated best serves our UD undergraduates or is the only way to achieve these goals. It may be that more information could resolve some of my questions about the program.



OFFICE OF THE PROVOST

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November 17, 2005

TO: Philip Flynn
English

FROM: Dan Rich, Provost *Dan Rich*
Bobby Gempesaw, Vice Provost *Bobby Gempesaw*

SUBJECT: Permanent Status Program Review in BA in Continental European Studies

As part of its on-going commitment to maintain the highest quality academic programs possible, the Office of the Provost coordinates the reviews of provisional majors and programs to determine whether or not they will be granted permanent status. A key component of this process involves a team of two faculty members who will review the program's self-study report. In the case of undergraduate programs, one member of the review team will be a current member of the Faculty Senate Undergraduate Studies Committee; the other member will be a faculty member from a department or program other than the one being considered for permanent status. In a few cases, we may invite a faculty member from another institution to serve as an external reviewer.

As a member of the Undergraduate Studies Committee of the University Faculty Senate, we are writing to inquire whether you would be willing to serve as a reviewer for the BAS in Continental European Studies which is offered by the College of Arts and Sciences. Your commitment would involve evaluating the viability of the proposed major or program based on the program's self-study report. We will also request that you participate in writing a brief evaluation report (one to two pages) that will be submitted to the relevant Faculty Senate committee as an input for their own review deliberations. We will share the evaluation report with the department and college dean so they are aware of your recommendations. At this point, we anticipate the review to occur from December 1, 2005 to January 15, 2006. We request that the evaluation report be completed by January 15, 2006 to allow the program faculty time to respond to your findings and for the pertinent Faculty Senate committee to complete its own review process by February 2006.

Please feel free to contact us if you have any questions about the process. For your information, a complete description of the Permanent Status Program Review (PSPR) procedures is available on the web at <http://www.udel.edu/facsen/course/index.html#PSPR> which also contains the attached sample outline of the evaluation report.

Thank you for considering this request and please let Dianna DiLorenzo (diannad@udel.edu) know by Monday, November 28, 2005 if you are able to participate in the PSPR process. If you agree to participate, we will send you a copy of the self-study report.

cc: Faculty Senate President
Chair, Faculty Senate Undergraduate Studies Committee
Faculty Senate Office

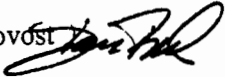



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November 17, 2005

TO: Cindy Schmidt-Cruz
Foreign Languages and Literatures

FROM: Dan Rich, Provost 
Bobby Gempesaw, Vice Provost 

SUBJECT: Permanent Status Program Review in BA in Continental European Studies

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cc: Richard Zipser, Chair, Foreign Languages and Literatures
Faculty Senate President
Chair, Faculty Senate Undergraduate Studies Committee
Faculty Senate Office



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF HISTORY

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MEMORANDUM

2 May 2005

To: University Faculty Senate
Karren Helsey-Spry
Administrative Assistant
University Faculty Senate

From: James Brophy, Director, Continental European Studies; Associate Professor,
Dept. of History

Re: Request for Permanent Status for the Continental European Studies Program

Introduction

The Continental European Studies (CES) program has existed since 1999. This area studies program integrates various disciplines and skills into one major to produce a wide-ranging knowledge of European civilization. It offers students a comprehensive focus of a particular European country and culture (e.g., France, Germany, Italy, Spain) within a broader European context. The major combines language training with history, politics, culture, and literature. Elective courses can be taken in art history, philosophy, music, or any other subject that is germane to European life and letters. Students are encouraged to design a curriculum that will strengthen knowledge of both their target country and Europe as a whole. CES's interdisciplinary curriculum accommodates a diverse range of interests and a broad sweep of time, from antiquity to the present. In doing so, the major synthesizes core disciplines of the humanities into one innovative program.

CES majors are encouraged to study abroad and live in the culture of their target country. UD offers numerous programs in France, Germany, Greece, Holland, Italy, Spain, Switzerland, and other European countries. This area studies program compliments well the University's aim to internationalize its curriculum.

Resources

The CES program does not have its own faculty and therefore requires no additional resources. New funds have never been allocated to this program. Rather, Europeanists from the departments of Political Science and International Relations, Foreign Languages and Literatures, and History constitute the teaching faculty of this area studies program.

Professors from the departments of Philosophy, Art History, Geography, Music, and Anthropology offer elective courses, thus enabling this major to boast both breadth and depth of course selection.

The program presently enjoys an annual rollover budget of \$1500.

Student Enrollment

In the last five years, nineteen students have enrolled as majors of this area studies program. Of these nineteen, three students left the program, seven graduated, and nine are currently enrolled in the program. Of the sixteen CES majors who remained with the program, seven are double majors and nine are sole CES majors.

Although these numbers are small, they nonetheless point to an auspicious start. The low attrition rate suggests that students stayed with this area studies program because it met, if not exceeded, their needs. Further, nine students chose CES as their sole major, underscoring the integrity and coherence of the CES curriculum; for these students, it was not merely the "tack-on" second subject of a double major. Finally, these nineteen students found their way to the major with little or no active recruitment from the CES faculty.

With better advertising and campus presence, the potential for growth in this program is great. It is noteworthy that this program was bereft of an active director in the years 2000-02 and, prior to that, little time or resources were spent on recruitment. Only through word of mouth or through the active research of students did this major grow. In the past year, the CES faculty have taken critical steps in enhancing its presence in student culture:

- A comprehensive website: http://www.flit.udel.edu/continental_european.html
- An attractive brochure/flier for recruiting on and off campus (attached)
- An Admissions brochure, which provides CES presence at all official UD recruiting events (attached)
- Participation in the one-credit Area Studies Lecture Series, which will be offered for the first in the fall semester of 2005. This series will expose many students to the program
- The creation of an annual CES guest lecture; the program directors in the three core departments would organize the lecture on a rotational basis. The Dept. of Foreign Languages and Literature has agreed to organize the first lecture in the Spring of 2006.

In addition, the core directors of the program have stepped up their efforts to publicize the CES program to their colleagues and students. There is still much work to be done to make the program known to colleagues in allied departments in the College of Arts and Sciences.

The Future of the Program

The CES program petitions the Senate for permanent status, because it believes in its future. Viewed in pedagogical terms, the transnational and interdisciplinary study of

Europe constitutes the wave of the future. The more Europe integrates and dismantles its cultural, political, and economic frontiers (a trend of the last half century), the greater the need to study European civilization as an integrated whole. Because UD has an extensive research faculty devoted to European politics, history, literature, and culture, CES is an ideal vehicle to synthesize and integrate national studies into a larger interpretive framework. In turn, this area studies program enables Europeanists to work with the growing area studies programs of Africa, Asia, and Latin America, both at this university and throughout the nation. In short, the innovative area studies framework serves well both the research and teaching needs of Europeanists.

In regard to student interest, CES has attracted 3-4 students per year with little or no help from active recruitment from faculty or administration. Hence, with the new website, new brochures, and with better stewardship, the major is poised to grow. Above all, CES has yet to genuinely embed itself in student culture. With greater presence, the current student satisfaction should multiply the number of majors. CES's enormous repertoire of courses is a feature that most area studies programs can only envy.

Finally, in terms of university resources, UD is fashioning an innovative major at virtually no cost. CES draws upon the extensive faculty already residing in the College's core departments and therefore needs no additional lines. Thus far, the small program has not required any administrative staff. In the future, the University may want to commit administrative resources to the four area studies program and provide a physical site for students and faculty to convene. In this way, UD would confer onto the area studies programs the mantle of legitimacy, which would ensure the expansion of these programs.



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURES

Room 325, Smith Hall
University of Delaware
Newark, Delaware 19716-2550
Ph: 302/831-2592

October 30, 2005

To: Bruno Thibault, Interim Director
Continental European Studies Program

From: Richard A. Zipser, Chair *Richard A. Zipser*
Foreign Languages and Literature Department

Re: Permanent Status for Continental European Studies Program

I am writing to express strong support for the interdisciplinary program in Continental European Studies (CES), which offers students an opportunity to combine coursework primarily from the Departments of History, Political Science & International Relations, and Foreign Languages & Literatures into a comprehensive major focusing on a specific region or country in Europe. The CES major is appropriately demanding, requiring students to take a total of 45 credits in several disciplines, and to take a minimum of 12 credits at the 200 and 300 levels in a European foreign language (French, German, Italian, Russian, or Spanish). These language courses provide a background in a continental literature, civilization and culture, while developing greater proficiency in the target language.

One of the most attractive features of the CES major is its flexibility, which enables each student to design a program of study focusing on his or her specific area of interest. This innovative interdisciplinary approach is ideally suited for students who are eager to attain comprehensive knowledge of a particular European country within a broader European context.

CES is one of four area studies programs at the University of Delaware. A large number of faculty offer courses that may be applied toward the CES major, either to satisfy core requirements or as elective courses. There is clearly a need for interdisciplinary programs and majors such as CES, and I recommend that it be granted permanent status.



DEPARTMENT OF
POLITICAL SCIENCE AND
INTERNATIONAL RELATIONS

University of Delaware
Newark, Delaware 19716-0001
Ph: 302/831-2355
Fax: 302/831-4452

November 8, 2005

Professor Bruno Thibault
Director, Continental European Studies Program

Dear Bruno:

I wholeheartedly support the CES major and agree that it should be made a permanent program. At the moment we have numerous ways in which in my department can contribute to this opportunity for undergraduates to focus their major studies on different dimensions of the European continent. Political Science Professors Stuart Kaufman and Mark Miller (and Drs. Sean Cox and Tibor Toth, both on supplemental contracts) contribute extensively with courses on campus that cover Western European politics, the EU, Eastern and Central European politics. In addition, as you know, our department has worked for several years with FLLT in developing a highly successful study abroad program in Italy, and another is being planned by POSC for next year in Spain and Portugal. Finally, at least two of the finalists for a search currently underway have secondary interests in Europe—including one with an research interest in Scandinavian countries.

Please let me know if you need any further information from me.

Sincerely,

A handwritten signature in black ink, appearing to read "James Magee".

James Magee
Professor and Department Chair



INTERDEPARTMENTAL
MEMORANDUM

To: Professor Bruno Thibault
Interim Chair, Continental European Studies
Department of Foreign Language and Literatures

From: Carole Haber
Chair, Department of History

Date: November 2, 2005

Re: Continental European Studies

As the Chair of the History Department, I strongly support awarding permanent status to the Continental European Studies program. Well thought out and conceived, the program provides students with an interdisciplinary approach to understanding European society and civilizations. By integrating history, political science, and literature, and stressing the importance of mastering European languages through classes and study abroad experiences, it provides students with the ideal opportunity to learn about European civilizations.

The History Department is committed to providing a wide array of courses that would be of interest to students in this program. The Department currently has 10 faculty members who specialize in European history, covering different countries and time periods. In addition, many are involved in leading study abroad programs to a variety of European countries.

In the years to come, I look forward to the growth of the program, and to the History Department's continued involvement in its development.

CONTINENTAL EUROPEAN STUDIES



AREA OF EMPHASIS AT DELAWARE

As an interdisciplinary major that blends the humanities and the social sciences, Continental European Studies draws on the resources and talents of the College of Arts and Sciences. Offered through the departments of History, Political Science, and Foreign Languages and Literatures, CES stresses comprehensive knowledge of a particular European country by learning its language as well as studying its literature, history, and its current political institutions and diplomatic relations. The major further encourages students to take courses in philosophy, art history, music, and geography, which will enhance their multidisciplinary knowledge of a European country.

WHAT IS CONTINENTAL EUROPEAN STUDIES?

The B.A. in Continental European Studies prepares undergraduate students as Europeanists. Accordingly, it gives students a focused knowledge of the history and political institutions of a particular country (e.g., France) within its general European context. In addition, the major provides students with the linguistic skills required to engage in a rigorous program of research or graduate level studies in the target country and to embrace their future professional responsibilities successfully. With this interdisciplinary major, students will acquire a superior understanding of European culture and society.

WHAT'S SPECIAL ABOUT THE MAJOR?

The major's chief distinction is its interdisciplinary focus. It allows students to apply foreign languages to other academic subjects that facilitates not only greater proficiency in language use but also deeper knowledge in the history, culture, and political institutions of European society. By utilizing and reinforcing skills from a number of different disciplines, the major's balanced curriculum simultaneously encourages both breadth and depth in liberal arts studies. By gaining proficiency in a foreign language while simultaneously sharpening critical skills in three different disciplines, majors develop analytical versatility within their field of specialization.

FACILITIES, RESOURCES, AND OPPORTUNITIES FOR EXPERIENCE

The Continental European Studies program draws principally on the departments of History, Political Science, and Foreign Language & Literatures, all of which are research faculties dedicated to superior undergraduate instruction. The Department of Foreign Language and Literature's Media Center offers state-of-the-art facilities for language acquisition and all three departments provide a solid selection of seminars and upper-level courses for majors. Continental European Studies majors are furthermore encouraged to study abroad and live in the culture of their target country. As one of the nation's leaders in study abroad programs, UD offers numerous programs to study in France, Spain, Italy, Germany, Holland, Switzerland, and other European countries. Finally, CES students also have the option of writing an Honors thesis and are strongly urged to do so. Because of their language and research experience, CES students are poised to benefit from the College's Undergraduate Research program and conduct their own research in their senior year.

TYPICAL CAREER PATHS

By enhancing their knowledge and their experience with the civilization of the country they propose to study, CES majors will provide themselves with the tools to move onto graduate school, government work, international agencies, international law, the intelligence community, non-profit organizations, or employment in international business. Students are well prepared for graduate programs requiring proficiency in foreign languages, but the major's blend of history, political science, and literature also constitutes a superior curriculum for pre-law students, especially for those interested in international law.



THE CONTINENTAL EUROPEAN STUDIES CURRICULUM

The major requires forty-five credits: four courses in foreign languages at the 200-level or above; four courses in European history; four courses in Political Science; and nine credits in related work in Art History, Geography, Music, or Philosophy. For students interested in majoring in a foreign language, history, or political science, this major presents itself as an attractive double major. Study abroad is strongly recommended for students in this program.

Example of Freshman Year

Fall Semester

Introductory or Intermediate Language Course: French, German, Italian, Russian, or Spanish (e.g., SPAN 107, 4 credits).

POSC 270: Comparative Politics (3)

HIST 102: Western Civilization, 1648-Present

ENG 110: Critical Reading and Writing (3)

MATH 113/114/115/117 (3): Required for degree

Total Credits: 15/16

Winter Session (Optional)

Study Abroad Program in Europe (e.g., Paris, France; Granada, Spain; Sienna, Italy; Bayreuth, Germany)

Total Credits: 6

Spring Semester

Introductory Composition and Grammar Course in Chosen Language (e.g., SPAN 200, 3 credits)

200- or 300-level European History Course (3)

POSC 310: European Governments (3)

ARTH 154: Introduction to Art History of Western Europe from the Renaissance to Present (3)

Selection to fill College of Arts & Sciences Breadth Requirement (3)

Total Credits: 15

FOR MORE INFORMATION

You are welcome to speak with us about our major and the ways in which we can help you reach your goals. Please feel free to contact us at:

Department Contacts

Director: Prof. James Brophy
Dept. of History, (302) 831-0795
jbrophy@udel.edu

Political Science Advisor: Prof. Mark Miller
(302) 831-1926
mjmill@udel.edu

Foreign Language Advisor: Prof. Alex Selimov
(302) 831-2596
ale@udel.edu

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Web: www.udel.edu/viewbook
E-mail: admissions@udel.edu

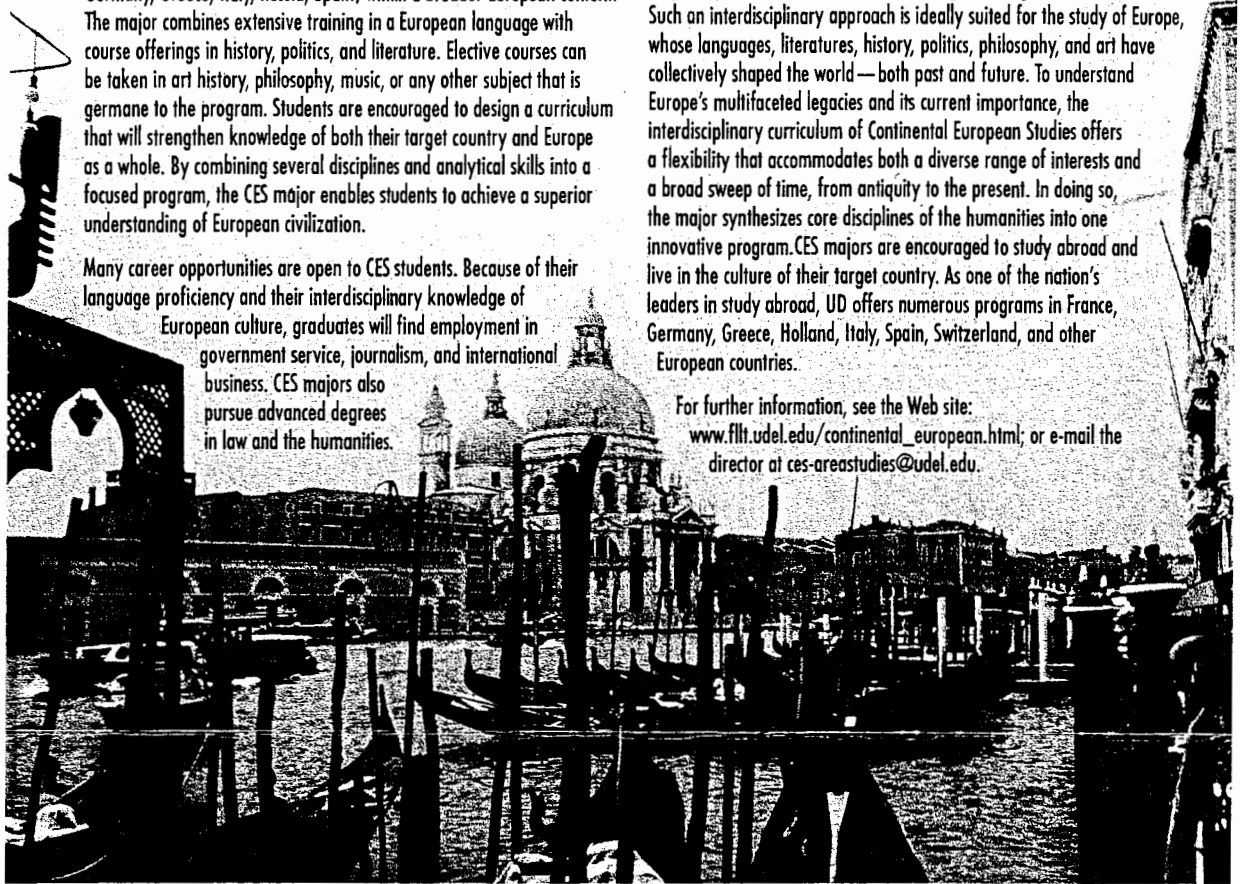
Continental Europe as Area Studies

The B.A. in Continental European Studies (CES) prepares undergraduate students as Europeanists. Accordingly, it offers students a comprehensive knowledge of a particular European country and culture (e.g., France, Germany, Greece, Italy, Russia, Spain) within a broader European context. The major combines extensive training in a European language with course offerings in history, politics, and literature. Elective courses can be taken in art history, philosophy, music, or any other subject that is germane to the program. Students are encouraged to design a curriculum that will strengthen knowledge of both their target country and Europe as a whole. By combining several disciplines and analytical skills into a focused program, the CES major enables students to achieve a superior understanding of European civilization.

Many career opportunities are open to CES students. Because of their language proficiency and their interdisciplinary knowledge of European culture, graduates will find employment in government service, journalism, and international business. CES majors also pursue advanced degrees in law and the humanities.

An area studies program integrates various disciplines and skills into one major to produce comprehensive knowledge of a region or civilization. Such an interdisciplinary approach is ideally suited for the study of Europe, whose languages, literatures, history, politics, philosophy, and art have collectively shaped the world—both past and future. To understand Europe's multifaceted legacies and its current importance, the interdisciplinary curriculum of Continental European Studies offers a flexibility that accommodates both a diverse range of interests and a broad sweep of time, from antiquity to the present. In doing so, the major synthesizes core disciplines of the humanities into one innovative program. CES majors are encouraged to study abroad and live in the culture of their target country. As one of the nation's leaders in study abroad, UD offers numerous programs in France, Germany, Greece, Holland, Italy, Spain, Switzerland, and other European countries.

For further information, see the Web site:
www.flit.udel.edu/continental_european.html; or e-mail the director at ces-areastudies@udel.edu.



Sample Courses for CES Majors:

Department of Political Science and International Relations:

- Comparative Politics (POSC 270)
- Political Culture by Country (POSC 309 — taught abroad)
- European Governments (POSC 310)
- International Migration (POSC 329)
- Political Terrorism (POSC 330)
- Britain and Europe (POSC 339)
- East Central European Politics (POSC 372)
- Problems of West European Politics (POSC 441 — taught abroad)
- Problems of West European Politics (POSC 442)
- Foreign Policy of the Post-Soviet Union (POSC 412)
- Political System of the Post-Soviet Union (POSC 432)

Department of History:

- Western Civilization (HIST 101 & HIST 102)
- History of Christianity to 1300 (HIST 241)
- Ancient Religion and Civilization (HIST 243)
- Medieval Kings and Queens (HIST 245)
- The Jewish Holocaust (HIST 254)
- Ancient Near East and Greece (HIST 340)
- Ancient Rome (HIST 341)
- Greek-Roman Sport-Recreation (HIST 342)
- Barbarian Europe (HIST 342)
- Medieval Europe (HIST 343)
- Renaissance Europe (HIST 344)
- Europe in the Reformation Era (HIST 345)
- Age of Louis XIV (HIST 346)
- History of the French Revolution and Napoleon (HIST 347)
- History of Spain: 1479–Present (HIST 348)
- Modern Hispanic Societies: 1800–Present (HIST 349)
- Medieval Europe (HIST 343)

- Early Modern European Intellectual History (HIST 355)
- European Intellectual History (HIST 356)
- The European City (HIST 357 — taught abroad)
- The Soviet Union: 1917–1990 (HIST 359)
- Twentieth-Century France (HIST 361)

Department of Foreign Languages and Literature:

- Contemporary France I (FREN 208 — taught abroad)
- Contemporary France II (FREN 308 — taught abroad)
- Introduction to French Literature (FREN 301 and 302)
- French Civilization (FREN 325 and 326)
- Aspects of Contemporary French Literature (FREN 452)
- Selected Authors, Works and Themes (FREN 455)
- Contemporary French Civilization (FREN 453)
- French Film (FREN 454)
- Contemporary Germany I (GRMN 208 — taught abroad)
- German Popular Culture (GRMN 235)
- Contemporary Germany II (GRMN 308 — taught abroad)
- Introduction to Modern German Literature (GRMN 311)
- German Civilization and Culture (GRMN 325)
- German Literature: 1945 to 1989 (GRMN 453)
- Selected Authors, Works and Themes (GRMN 455)
- Postwar Germany: Literature and Culture (GRMN 465)
- Plato (GREK 213)
- Homer (GREK 214)
- Cicero (LATN 213)
- Vergil (LATN 214)
- Roman Letters (LATN 221)
- Historians of the Republic (LATN 222)
- Roman Lyric Poetry (LATN 403)

- Introduction to Russian Literature (RUSS 310 and 312)
- Russian Civilization and Culture (RUSS 325)
- Selected Authors, Themes and Works (RUSS 455)
- Contemporary Spain I (SPAN 208)
- Spain in the News (SPAN 255) —
- Survey of Spanish Literature (SPAN 301 and 302)
- Contemporary Spain II (SPAN 308)
- Spanish Civilization and Culture (SPAN 325)
- Postwar Spanish Narrative (SPAN 439)
- Selected Authors, Works and Themes (SPAN 455)

Possible Elective Courses (only a selection):

- Peoples of Europe (ANTH 325)
- Introduction to Art History (ARTH 153 & 154)
- Rome: From Caesar to Fellini (ARTH 156)
- Greek and Roman Art (ARTH 208)
- Medieval Art (ARTH 208 & 209 & 210)
- Art of the Northern Renaissance (ARTH 213)
- Early Renaissance Art (ARTH 217)
- High Renaissance and Mannerist Art (ARTH 218)
- Baroque Art (ARTH 222)
- Modern Art (ARTH 227 & 228)
- Introduction to Music History (MUSC 211)
- History of Music, 400–1600 (MUSC 311)
- History of Music, 1600–1825 (MUSC 312)
- History of Music, 1825 to Present (MUSC 313)
- Women in Music: An Alternate Survey (MUSC 302)
- Introduction to Jewish Philosophy (PHIL 208)
- Modern Philosophy (PHIL 303)
- Nineteenth-Century Philosophy (PHIL 304)
- Topics in Jewish Theology (PHIL 308)