



New College of Florida
The Honors College

**New College of Florida Board of Trustees
Academic, Student, and External Affairs Committee Meeting
May 8, 2026 at 2:00 – 3:00 PM (EST)**

To Join Virtually Visit:

[https://ncf.zoom.us/j/94372791568?pwd=laD8bKga98ullalbQiW9Tzdi
aC8SU9.1](https://ncf.zoom.us/j/94372791568?pwd=laD8bKga98ullalbQiW9Tzdi
aC8SU9.1)

Passcode:830036

Meeting Agenda

- 1. Call to Order – Roll Call, Establish Quorum, Confirm Notice of Public Meeting**
Committee members: Trustee Bauerlein, Chair, Trustee Anderson, Trustee Harvey, Trustee Jacquot, Trustee Kesler, Trustee Rish, Trustee Spalding, Trustee Jenks, Chair of BOT (Ex-Officio)
- 2. Approval of December 9, 2025 Committee Meeting Minutes (Action Item)**
- 3. Approval of Tenure Track Candidate (Action Item) – Dr. Mark Dancigers**
- 4. Approval of Tenure Track Candidate (Action Item) – Dr. Fahmida Hamid**
- 5. Approval of Tenure Track Candidate (Action Item) – Dr. Jeffrey Hanson**
- 6. Approval of Tenure Track Candidate (Action Item) – Dr. Will Hustwit**
- 7. General Education Courses for AY 27-28 (Action Item)**
- 8. Closing Remarks and Adjournment**

**New College of Florida Board of Trustees
Academic Affairs, Student, and External Affairs Committee Meeting
Draft Minutes for December 9, 2025**

In attendance via Zoom:

Trustee Bauerlein (Committee Chair), and Trustee Committee Members Trustee Baldonado, Trustee Harvey, Trustee Jacquot, Trustee Kesler, Trustee Spalding, Chair Debra Jenks (Ex-Officio). Not in attendance: Trustee Rufo

In addition, David Brickhouse, Richard Corcoran, Christie Fitz-Patrick, David Rohrbacher were present.

Call to Order

Chair Bauerlein called the meeting to order at 10:01 a.m. Roll call was taken and quorum was established. Meeting has been publicly noticed.

August 20, 2025 Committee Meeting Minutes

A motion to approve the August 20, 2025 Committee Meeting Minutes was made by Trustee Harvey, seconded by Trustee Jacquot and was approved by voice vote unanimously.

Degree Requirements

A motion to recommend to the full board approval of degree requirements was made by Trustee Harvey, seconded by Trustee Jacquot and was approved by voice vote with all committee members voting in the affirmative except for Trustee Kesler voting no. Trustee Spalding abstained.

Two General Education Courses for 2027-28

Following a discussion, a motion was made to table the item to allow for further review of curriculum standards by Trustee Kesler, seconded by Trustee Spalding and was approved by voice vote with all committee members voting except for Trustee Harvey voting no.

New College of Florida 2026-2027 & 2027-2028 Undergraduate and Graduate Academic Calendars

A motion to recommend to the full board approval of New College of Florida 2026-2027 & 2027-2028 Undergraduate and Graduate Academic Calendars was made by Trustee Harvey, seconded by Trustee Jenks and was approved by voice vote unanimously.

Performance-Based Metric Modification Metric 8b

A motion to recommend to the full board approval of Performance-Based Metric Modification Metric 8b was made by Trustee Spalding, seconded by Trustee Harvey and was approved by voice vote unanimously.

Performance-Based Metric Modification Metric 10

A motion to recommend to the full board approval of Performance-Based Metric Modification Metric 10 was made by Trustee Harvey, seconded by Trustee Jenks and was approved by voice vote unanimously.

Closing Remarks and Adjournment

There being no other business, the meeting was adjourned at 11:15 a.m.

Respectfully submitted,

Christie Fitz-Patrick

BOT Liaison/Chief of Staff/Vice President of Finance & Administration

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: May 8, 2026

SUBJECT: Tenure Consideration

PROPOSED BOARD ACTIONS

Approval of recommendation to grant tenure for Dr. Mark Dancigers

BACKGROUND

Article 15 of the CBA and Sections 4.5 - 4.6 of the Faculty Handbook outline New College of Florida's tenure policies and procedures. To make it to this stage in the process, these seven-faculty gathered evidence of their teaching effectiveness, scholarly and professional activities, and service that was reviewed by internal and external evaluators:

- (1) By May 1, 2025, the candidates submitted to their Division Chairs contact information for possible outside references. The Divisions then solicited those outside references.
- (2) In August, the candidates were responsible for assembling their evaluation files for review. These files, which were made available for review by faculty within each candidate's Division, include documentation from each candidate's career at NCF:

General Information Section:

- Copies of annual year-end activity reports (an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on, faculty committees served on, and scholarly activities).
- Current vita.
- Copy of initial appointment letter.
- Assignment of duties letter for each semester.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters sent to the PAC from faculty colleagues, students, alumni, or external reviewers from previous reviews
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists

Evaluation Section:

- Student evaluations of the candidate's teaching.
 - Syllabi and course descriptions.
 - Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office.
 - Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
 - Current letters from external reviewers assessing the candidate's scholarship and creative work.
 - Information about community service not otherwise reported.
 - Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
 - Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- (3) In November, the Divisional vote on tenure was conducted. Positive votes on at least three-fourths of the ballots from regular, full-time faculty (other than those in their first year of service) constitutes a positive Divisional recommendation to award tenure.
- (4) The Provost's Advisory Committee (PAC – two faculty representatives from each Division) then independently reviewed the application, voted on whether to recommend tenure, and forwarded that recommendation to the Provost.
- (5) Based on a review of the file, the Divisional vote, and the recommendation from the PAC, the Provost made a recommendation to the President. This recommendation, along with all supporting materials from the PAC and Provost, was provided to the candidate (who had the opportunity to provide a written response to the President.
- (6) The President then made a recommendation to the Board of Trustees. When the President's recommendation is contrary to that of the Provost, the President provides a written statement detailing extraordinary circumstances warranting such a decision. That statement is then provided to the Provost, with copies supplied to the candidate and the PAC.
- (7) The final decision rests with the Board of Trustees.

Supporting Documentation Included: Tenure packets for candidate

Other Support Documents Available: Trustees have access to the complete tenure packet for each candidate

Mark Dancigers

Curriculum vitae

2025

New College of Florida
5800 Bay Shore Rd.
Sarasota, FL 34243
(941) 487 4620
mdancigers@ncf.edu

2655 S. Tuttle Ave.
Sarasota, FL 34239
(203) 927 0742
mark.dancigers@gmail.com
www.dancigers.com

EDUCATION

PhD, Music Composition, Princeton University, 2014.

Adviser: Steven Mackey. Reader: Scott Burnham.

Dissertation Title: Articulating Continuums: Gestural Analysis of works by Steven Mackey, Stravinsky, Brahms, and Mozart. Composition: Concerto for Electric Guitar and Orchestra.

Master of Music, Composition, Yale School of Music, 2005.

Primary Teachers: Martin Bresnick, Ezra Laderman.

Bachelor of Arts, Music, Yale University, 2003.

Primary Teachers: Kathryn Alexander, John Halle, Matthew Suttor.

EMPLOYMENT

New College of Florida: Assistant Professor of Music, 8/2024–Present

New College of Florida: Visiting Assistant Professor of Music, 8/2023–6/2024

Dancigers Music: Launched a business offering music composition and production services to the media industry, 8/2022–Present

New College of Florida: Assistant Professor of Music and Digital Media, 8/2018–6/2022

University of Redlands: Assistant Professor of Music Composition, 8/2017–6/2018

New College of Florida: Visiting Assistant Professor of Music, 8/2012–6/2017

NOW Ensemble: Composer, Electric Guitarist 2004–Present, Artistic Director 2011–2015

DISCOGRAPHY

2024 Grand Electric, “Dawn”. Composition and Electric Guitar. Bright Shiny Things

2024 Michael Mizrahi, “Dreamspace”. Composition (“For Nightfall”) and Producer. Sono Luminus

2023 Miriama Young, “This Earthly Round”. Electric guitar (“Inner”). ABC Classics Australia

2021 NOW Ensemble and Sean Friar, “Before and After”. Electric guitar (all tracks). New Amsterdam Records

- 2020 Michi Wiancko, "Planetary Candidate." Composition ("Skyline"). New Amsterdam Records
- 2019 NOW Ensemble, "Spare the Rod!". Electric guitar (all tracks). New Amsterdam Records
- 2019 William Brittelle, "Spiritual America". Electric guitar ("Topaz Were the Waves"). Nonesuch / New Amsterdam
- 2017 NOW Ensemble, Patrick Burke, Emily Pinkerton, "Rounder Songs". Electric guitar (all tracks). New Amsterdam Records
- 2016 Michael Mizrahi, "Currents". Composition ("The Bright Motion Ascending") and Producer. New Amsterdam Records
- 2015 NOW Ensemble, "Dreamfall." Composition ("Dreamfall") and Electric guitar (all tracks). New Amsterdam Records
- 2015 Joshua Quillen, "Steel Drums". Composition ("Lion Lying Down"). Self released, Bandcamp
- 2014 yMusic, "Balance Problems." Composition ("Everness"). New Amsterdam Records
- 2012 Missy Mazzoli, "Song from the Uproar". Electric guitar (all tracks). New Amsterdam Records
- 2012 Michael Mizrahi, "The Bright Motion". Composition ("The Bright Motion I", "The Bright Motion II") and Producer. New Amsterdam Records
- 2011 NOW Ensemble, "Awake". Composition ("Burst") and Electric guitar (all tracks). New Amsterdam Records
- 2010 William Brittelle, "Television Landscape". Electric guitar (all tracks). New Amsterdam Records
- 2010 Scott Johnson, "Americans". Electric guitar ("Bowery Haunt"). Tzadik Records
- 2008 NOW Ensemble, "NOW". Composition ("Hanging There", "Cloudbank") and Electric guitar (all tracks). New Amsterdam Records

COMPOSITIONS

"Lullaby By The Lake", soprano and piano, 4 minutes. 2025.

Premiered at New College of Florida, "Threads of Tradition and Innovation" concert, 2025.

"Etude 1 and 2" for NOW Ensemble (flute, clarinet, electric guitar, piano, bass), 4 minutes. 2025.

Premiered at Turn Music Burlington, VT, and Chamber at the Drake, Amherst, MA, 2025.

"For Each Other", for Grand Electric (piano and electric guitar), commissioned by REVolutions Dance Company, 6 minutes. 2024.

"Ave Maris Stella", for Grand Electric, Modern Medieval Voices, Alex Sopp, 5 minutes. 2024.

Premiered at Music Mondays, NYC, 2024.

"Melodic", for NOW Ensemble, 7 minutes. 2023.

Premiered at Bard College, 2023.

Performed at University of Michigan, Michigan State, Western Michigan University, Wayne State University, 2024.
Performed at Art of Elan, San Diego CA, 2025.

“Arise”, solo vibraphone. For Ayano Kataoka, 11 minutes. 2023.

“Jehanne”, solo electric guitar and electronics, 50 minutes. 2023.
Premiered at Florida State University’s Jane B. Cook Theater, April 2023,
with Sarasota Contemporary Dance.

“For Nightfall”, solo piano, 5 minutes. 2022.

“Etude 3”, solo electric guitar, 5 minutes. 2021.
Premiered with Sarasota Contemporary Dance, January 2021.

“Image and Gravity”, Grand Electric, 28 minutes. 2019.
Premiered on New Music New College, Sarasota FL, 2019.
Performed at SoapBox Gallery, Brooklyn NY, 2024.

“Bright”, orchestra, commissioned by the New York City Ballet, 8 minutes. 2019.
Premiered with six performances at NYC Ballet, May 2019.
Six performances at NYC Ballet, January–February 2020.

“Sunlight”, flute and piano, 5 minutes. 2018.
Premiered at Antenna Cloud Farm, Gill MA, 2018.
Performed at Music Mondays, NYC, 2024.

“When It Rains It Rains”, 8 channel electronics and improvisers, 17 minutes. 2018.
Premiered on New Music New College, Sarasota FL 2019.

“Everything Happens for the First Time”, commissioned by Andrew Glendenning, trombone and electronics, 8 minutes. 2018.
Premiered at UCLA, the American Trombone Workshop, San Francisco Conservatory, UC Berkeley CNMAT, 2018.
Performed at Northern Illinois State University, New Music New College 2019.

“Skyline”, commissioned by Michi Wiancko, solo violin, 6 minutes. 2017.
Premiered at University of Redlands School of Music, 2017.
Performed at Sarasota Orchestra “Master Composers” concert, 2019.
Performed at Philadelphia Chamber Music Society, March 2021.

“Prelude in F-sharp Major”, “Prelude in E Major”, J.S. Bach, arranged for Grand Electric, 4 minutes. 2017.
Premiered on Music Mondays, NYC, 2017.
Performed on Music Mondays, NYC, 2024.

“Gulf”, NOW Ensemble and indie rock band San Fermin, commissioned by Ecstatic Music Festival, 12 minutes. 2017.

Premiered at the Ecstatic Music Festival, Merkin Hall NYC, 2017.

Performed at House of Blues Boston, Troy Savings Bank, 2017.

“Aurora”, Grand Electric, 6 minutes. 2016.

Premiered at University of Redlands School of Music, 2017.

Performed at Rensselaer Polytechnic Institute, Rensselaer NY, 2024.

Performed at Troy Listening Room, Troy NY, 2024.

Performed at Music Mondays and SoapBox Gallery NYC, 2024.

Performed at Yale University NOW Ensemble residency, 2024.

Airplay on WNYC’s NewSounds, 2024.

“Celestial”, electric guitar and piano, 6 minutes. 2016.

“The Last Time This Ended”, piano, oboe, strings, commissioned by Ballet Collective, 8 minutes. 2015.

Premiered at NYU Skirball Center, 2015.

Performed at the Guggenheim Museum Bilbao, Spain, 2018.

“The Bright Motion Ascending”, commissioned by Michael Mizrahi, solo piano, 11 minutes. 2015.

Premiered at Bowling Green State University, National Sawdust Brooklyn, 2015.

Performed at Bargemusic, NYC, UW Eau Claire, 2016.

“The Animals” for yMusic (flute, clarinet, trumpet, violin, viola, cello), commissioned by yMusic, 6 minutes. 2015.

Premiered at New York Live Arts, 2015.

“The Measure of All Things”, live film score for yMusic, directed by Sam Green. 2014.

Premiered at Sundance Film Festival, 2014.

Performed at Noorderzon Performing Arts Festival, Netherlands, Mass MOCA, The Institute of Contemporary Art in Boston, Duke University, The Kitchen NYC, Thessaloniki Documentary Festival, Athens Greece, Brighton Festival, UK 2015.

“Dreamfall” for NOW Ensemble, 23 minutes. 2013.

Premiered at New Music New College with Sarasota Contemporary Dance, 2013.

Performed at Apples and Olives Festival, Switzerland, Lincoln Center Atrium, NYC.

Performed at Town Hall Seattle, 2014.

Performed at Carnegie Hall Neighborhood Concerts, 2015.

Performed at University of California, Riverside, UCLA, 2017.

Performed at Art of Elan, San Diego, Tijuana, Mexico, University of Redlands School of Music, Sarasota Contemporary Dance, 2018.

Performed at Brooklyn Public Library, College of St. Rose, 2022.

Choreographed by West Australia Ballet, 2025.

“Everness” for yMusic, 7 minutes. 2013.

Premiered at Rockwood Music Hall, NYC, 2013.

Performed in Seattle’s First Inversion Radio, 2016.

National airplay on NPR’s Performance Today, 2018.

Performed by members of the National Arts Centre Orchestra, Canada, 2024.

“The Bright Motion (I)”, solo piano, 12 minutes. 2011.

Premiered at Le Poisson Rouge, NYC, 2013.

Performed at the Apples and Olives Festival Zurich, Switzerland, Greenwich Music House, NYC, Frequency Series at Constellation, Chicago, UCSD, Western Washington University, 2014.

“Concerto for Electric Guitar and Orchestra”, 20 minutes. 2011, revised 2014.

Premiered by the Princeton University Orchestra, 2011.

“Burst” for NOW Ensemble, 7 minutes. 2009.

Premiered at Peak Performances at Montclair State University, 2010.

Performed at the SONIC Festival at Miller Theater, Columbia University NYC, 2014.

Performed at the Skaneateles Festival NY, 2015.

“The Bright Motion (II)”, solo piano, 8 minutes. 2007.

Premiered at Yale School of Music, 2008.

Performed at Le Poisson Rouge NYC, 2012.

Performed at Fall For Dance with choreography by Justin Peck, New York City Center, 2013.

Performed at Jacob’s Pillow with choreography by Justin Peck, 2015.

Performed at Ballet Sun Valley Idaho with choreography by Justin Peck, 2017.

Performed at University of North Carolina School of the Arts, Martha Graham Black Box Theater with choreography by Justin Peck, 2018.

“Snow”, orchestra, commissioned by the New York Youth Symphony, 9 minutes. 2006.

Premiered by the New York Youth Symphony, 2006.

Performed by the Thunder Bay Philharmonic, 2019.

“Cloudbank” for NOW Ensemble, 8 minutes. 2006.

Premiered at Crane Arts Philadelphia, 2006.

Performed at Ecstatic Music Festival, Merkin Hall, 2012.

“Lion Lying Down”, 2 percussionists, 9 minutes. 2005.

Premiered at the Yale School of Music, 2005.

Performed at the Percussive Arts Society International Conference, 2007.

“Rain”, flute and steel drums, 5 minutes. 2005.

Premiered at the Yale School of Music, 2006.

Performed at the St. Thomas Music Festival, 2022.

“Liquid Song”, orchestra, 7 minutes. 2005.

Premiered by the Yale Philharmonia, 2005.

Performed at the Cabrillo Festival, Santa Cruz CA, 2005.

Performed at the Minnesota Orchestra Readings, Minneapolis MN, 2005.

Performed at the Alabama Symphony, 2013.

“Hanging There” for NOW Ensemble, 7 minutes, 2004.

Premiered at the Yale School of Music, 2004.

Performed at the Look and Listen Festival NYC, 2005.

Performed at the Bang on a Can Marathon, Winter Garden NYC, 2007.

MUSIC PERFORMANCE

NOW Ensemble University Residencies

2024–2025

Yale University (multi-year residency). Performances of NOW Ensemble repertoire and premieres of new works by Yale College student composers, workshop November 2024, premieres planned for November 2025.

Planned performance of Yale Prof. Kathryn Alexander’s electric guitar concerto “In The Purest Air, Sapphire”, November 2025.

Guest lecture: “Writing for the Electric Guitar” for Composition Seminar, January 2025.

2023–2024

Wayne State University, March 2024. Performance of NOW Ensemble repertoire..

Guest lectures with group: Chamber Music class, Composition Seminar, Wind Symphony rehearsal.

Michigan State University, March 2024. Performance of NOW Ensemble repertoire.

Guest lectures with group: Entrepreneurship Workshop, Composition Seminar.

Readings and performance of MSU student compositions.

University of Michigan, March 2024. Performance of NOW Ensemble repertoire.

Guest lecture with group: Department of Music Bolcom Residency Masterclass.

Guest lecture: “Writing for the Electric Guitar” for Composition Seminar.

Western Michigan University, March 2024. Performance of NOW Ensemble repertoire.

Readings of WMU student compositions.

Bard College, December 2023. Performance of NOW Ensemble repertoire.

Readings of Bard student compositions.

2020–2021

University of Denver, January 2021. Virtual residency at the Lamont School of Music.

Guest lecture with group: “Writing for NOW Ensemble”, Composition Seminar.

Recorded and produced University of Denver student compositions.

2019–2020

Illinois State University, February 2020. Red Note Music Festival. Performance of NOW Ensemble repertoire.

Performance of selected festival composer compositions.

2017–2018

University of Southern California, February 2018. Readings of USC student compositions.

Denison University, February 2018. Performance of NOW Ensemble repertoire.

Readings of Denison student compositions.

University of Texas, Austin, October 2017. Performance of NOW Ensemble repertoire.

Readings and Performance of UT Austin student compositions.

Guest lecture: “Writing for the Electric Guitar” for Composition Seminar.

2016–2017

University of California, Los Angeles, May 2017. Performance of NOW Ensemble repertoire.

Readings of UCLA student compositions.

Guest lecture with group: Composition Seminar.

California State University, Long Beach, May 2017. Performance of NOW Ensemble repertoire.

Readings of CSULB student compositions.

2012–2013

University of Pittsburgh, residency.

Duquesne University, residency.

Concert Performances

2025

EnsembleNewsrq, Wolfgang Rihm “Jagden und Formen”, Sarasota Opera House Sarasota FL.

New College of Florida, Chamber Orchestra concert, Giuliani “Bagatelles” Sarasota FL.

NOW Ensemble performances at Art of Elan San Diego CA, 2220 Arts Los Angeles CA, Turn Music Burlington VT, Chamber Music at the Drake Amherst MA.

2024

Grand Electric performance on Music Mondays NYC, and Soapbox Gallery Brooklyn NY.

NOW Ensemble performance at Troy Listening Room Troy NY, Rensselaer Polytechnic Institute performance and talk, Rensselaer NY.

2023

NOW Ensemble performance at Mannes School of Music, The New School NYC, The Owl Music Parlor Brooklyn NY.

EnsembleNewsrq, Louis Andriessen “De Staat”, Sarasota Opera House Sarasota FL.

Sarasota Contemporary Dance, Dancigers “Jehanne”, Jane B. Cook Theater Sarasota FL.

2022

NOW Ensemble premieres Judd Greenstein's opera "A Marvelous Order" at Penn State, State College PA.

NOW Ensemble performances at Brooklyn Public Library Brooklyn NY, College of St. Rose Albany NY, Troy Listening Room Troy NY.

2021

NOW Ensemble performance at Le Poisson Rouge NYC.

2020

NOW Ensemble performance at Audio for the Arts Madison WI.

2019

NOW Ensemble performances at Owl Music Parlor Brooklyn NY, Antenna Cloud Farm Greenfield MA, College of St. Rose Albany NY, Ripon College Ripon WI, Parkway Theater Minneapolis MN, Lawrence University Appleton WI.

Performance with pianist Aaron Wunsch on New Music New College, Sarasota FL.

2018

NOW Ensemble residency at Art of Elan San Diego CA, with performances at San Diego Museum of Art and in Tijuana, Mexico.

NOW Ensemble Performances at Toledo Museum of Art Toledo OH, Kerrytown Concert House Ann Arbor MI.

2017

NOW Ensemble performances at Ecstatic Music Festival Merkin Hall NYC, Tutti Festival at Denison University Granville OH, Fast Forward Austin TX, Carnegie Hall Neighborhood Concerts NYC, UC Riverside CA, Art of Elan San Diego CA, National Sawdust Brooklyn NY.

Performance with pianist Aaron Wunsch on Music Mondays, NYC.

2016

NOW Ensemble performances at Chautauqua Opera NY, Music Mondays NYC, Williams College MA, Florida Southwestern State College FL, University of Tampa FL, New College of Florida Sarasota FL.

2015

NOW Ensemble performances on Carnegie Hall Neighborhood Concerts NYC, Houston Da Camera Houston TX, WQXR Greene Space NYC, LA Opera Los Angeles CA, Skaneateles Festival Skaneateles NY, National Sawdust Brooklyn NY.

2014

NOW Ensemble performances at Apples and Olives Festival, Zurich Switzerland, Town Hall Seattle WA, Lincoln Center Atrium NYC, Western Michigan University Kalamazoo MI, Constellation Chicago IL.

2013

NOW Ensemble performances at Bargemusic NYC, Music Mondays NYC, the Andy Warhol Museum Pittsburgh PA, Strathmore Mansion North Bethesda MD.

2005–2012

NOW Ensemble performances at The Kitchen NYC, the Music Gallery Toronto Canada, SUNY Fredonia NY, the Library of Congress Washington D.C., the Corcoran Gallery Washington D.C., Princeton University NJ, UNC Greensboro NC, Southern Exposure at the University of South Carolina SC, Yale Rare Books Library New Haven CT, the University of Virginia Charlottesville VA, the Bang on a Can Marathon NYC, the Carlsbad Festival CA, the Chihuahua Music Festival Mexico.

JOURNAL ARTICLE

2021 Murgu, Cal, Mark Dancigers, and Emma Solloway. "Design Sprints and Direct Experimentation: Digital Humanities + Music Pedagogy at A Small Liberal Arts College." *Notes: The Quarterly Journal of the Music Library Association* 77, no. 4 (2021): 561-585.

GRANTS AND AWARDS

2024–2025	National Endowment For The Arts grant for NOW Ensemble
2021–Present	New York State Council on the Arts grants for NOW Ensemble
2011	Yale School of Music, Alumni Ventures Grant
2007	Princeton University, Taplin Fellowship
2005	Yale School of Music: Jacob Druckman Scholarship, Rena Greenwald Memorial Prize

TEACHING

Assistant Professor of Music, New College of Florida, 8/2024–Present

Music Theory I and II
 Contemporary Art Music
 Analyzing Stravinsky
 Composition
 Homer's *The Odyssey*

Visiting Assistant Professor of Music, New College of Florida, 8/2023–6/2024

Music Theory I and II
 Composition
 Sonata Form

Assistant Professor of Music and Digital Media, New College of Florida, 8/2018– 6/2022

Tutorial: Sarasota Orchestra Collaboration
 Composition
 Electronic Music I and II
 Music Theory I

Assistant Professor of Music Composition, University of Redlands, 8/2017–6/2018

Music Composition

Music Theory III and IV

Graduate Seminar in Musicology

Graduate Seminar in Music Theory

Visiting Assistant Professor, New College of Florida, 8/2012–6/2017

Music Theory I and II

Composition

Romantic Music

Preceptor, Princeton University 2008–2012

Music Theory through Performance and Composition

Music Theory through Songwriting and Analysis

Renaissance Counterpoint

Assistant Instructor, Yale University fall 2005

Composition Seminar and Individual Instruction (Co-taught with Kathryn Alexander)

UNIVERSITY SERVICE**New College of Florida**

Faculty Appointments and Status Committee, 2024 - Present

Mellon Proposal Review Committee, 2025

Secretary of the Faculty, 2019-2020

Website Vendor Search Committee, 2022

Search Committee, Visiting Assistant Professor of Music, 2019

Coordinating Committee in response to Art and Science Consultant Report, 2018

Committee on Arts Internships in partnership with the Center for Engagement and Opportunity, 2018

Search Committee, Technical Director for Theater, 2019

Mellon Seminar on Cross College Alliance Arts Administration Program, 2018-2019

Director of New Music New College, New College of Florida

2020–2022.

Managed artistic programming, budget, fundraising, publicity and staff for on campus concert series.

2020–2021 New College of Florida Campus Events:

Jack Quartet recorded online presentation

Movement Messages Video Series: Collaborations between music and dance students and faculty

The New Sonic Field Video Series: Interviews with New College alumni in Music

Claire Chase (MacArthur Fellow) concert and artist conversation

Workers Union concert and artist conversation

Vicky Chow concert and artist conversation

Student Composers concert

2021–2022 New College of Florida Campus Events:

Fall New Music Salons:

Peter Carney Quartet concert and post-concert discussion

Samantha Bennett and George Nickson concert and post-concert discussion

James Varnado Group concert and post-concert discussion

Natalie Helm interactive concert and discussion

Spring NewFest:

yMusic concert and artist conversation

Student Composers concert

Tyshawn Sorey (MacArthur Fellow) and Jennifer Curtis concert

Jiji concert and artist conversation

Sarasota Piano Quartet concert

COMMUNITY INVOLVEMENT

NOW Ensemble School / Community presentations and workshops

Turner Falls High School music students, Montague MA, March 2025

Strings for Kids, program of Pioneer Valley Symphony, Montague MA, March 2025

Pioneer Valley Symphony Youth Orchestra, Greenfield MA, March 2025

Turner Falls High School Band class, Montague MA, March 2025

Amherst Regional High School, Music theory class composition readings, Amherst MA March 2025

Preuss School of UCSD Band class, San Diego CA, January 2025

Albany High School presentation, Albany NY, November 2024

Fowlerville High School Band class, Fowlerville MI, March 2024

MEDIA COVERAGE

Review in Gramophone Magazine of Grand Electric: Dawn, “Sounds of America”, March 2025.

Review in Steve Smith’s For The Record of Grand Electric: Dawn, October 2024.

Review in Textura, “Michael Mizrahi: Dreamspace”, August 2024.

Feature article in Sarasota Herald Tribune, “Joan of Arc Inspires an expanded Sarasota Contemporary Dance Program”, April 24 2023.

Review in The Whole Note (Toronto), “Sean Friar: Before and After - NOW Ensemble”, March 2022.

Review in The Wall Street Journal of Judd Greenstein’s opera A Marvelous Order, with NOW Ensemble as the orchestra, “Battling the Power Broker”, October 27 2022.

RELATED PROFESSIONAL WORK AND SKILLS

NOW Ensemble Artistic Director, 2011-2015.

Managed artistic programming, commissions, budget, grants, fundraising, publicity, touring, album production.

Commissioned new works by:

Derek Bermel, Qasim Naqvi, Gabriella Smith, Yevgeniy Sharlat, John Supko, Sean Friar, Nathan Williamson, Sarah Kirkland Snider.

Software Competency

Wwise (101 Certification): for interactive sound and music in video games.

Logic Pro

Supercollider

Sibelius

PROFESSIONAL MEMBERSHIPS

American Society of Composers, Authors, and Publishers (ASCAP), 2006–present

Society for Music Theory, 2025

Professor Maribeth Clark
Chair, Division of Humanities
Office: ACE 116
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

September 20, 2025

Re: Mark Dancigers, Promotion to Associate Professor w/tenure

To the committee:

It's been a great pleasure to review Mark Dancigers' materials for this promotion case. I have been aware of Mark and his work since he was in his early 20s, though we haven't been in touch for some years. In the early 2000s (I actually don't remember the exact year) I coached him and performed his music at the Bang on a Can Summer program. I felt at that time that he had tremendous promise, both as a composer and guitarist. I also remember him as an extremely positive person, serious and hard working, but always friendly, down-to-earth, and very easy to work with. After that I would occasionally see him at concerts in New York, but we did not stay in touch. I was certainly aware of his work, and it seemed like he was on a very good path. But this review was my first opportunity to deeply and extensively engage with his music, which I find to be highly skilled, individual, and viscerally attractive. It has been very gratifying to see how successfully he has fulfilled, and indeed surpassed, the high expectations I had of him over 20 years ago. I strongly and without reservation recommend his promotion to Associate with Tenure.

As a fellow composer/performer (albeit on different instruments), I am especially attentive to music that works both "in theory" and "in practice" – i.e., music that has compositional rigor, but which also sits well in the hands of live musicians and in the ears of listeners. Mark's work over the past five years is distinguished by exactly this balance: it is inventive, well-crafted, and consistently rewarding in performance. I'm particularly struck by his work in Grand Electric, his duo with pianist Aaron Wunsch. Their 2024 album *Dawn* is extremely impressive to me, in concept and execution. I don't actually know of any other electric guitar/piano duos, and to be honest I was not sure the combination could sustain itself for the length of an entire album. Midway through the first track, Aurora, my doubts had completely disappeared. Here and in all his works, Mark is unabashed about his influences –

primarily post-minimalism, and fusion jazz – but he deploys these tools and sonorities with confidence and individuality. He’s not afraid of repetition, but he also knows how to create a narrative arc with superb forward motion. There’s a great balance of stasis and movement, in a way that always seems organic and natural. This is perhaps best shown in the longer work on the album, the five-movement *Image and Gravity*, which works both within each of its five movements and as an single piece. This is a piece – and an album – that I will certainly be listening to for many years to come.

Mark’s ease at reconciling seeming opposites is perhaps a hallmark of much of his aesthetic. As mentioned, acoustic piano and electric guitar are not an intuitive match. Yet Mark makes them sound like the most natural combination imaginable, not by ‘reinventing the wheel,’ i.e., exploring extremes of register and extended techniques, but simply through good orchestration, knowing the instruments, understanding their voicings, etc. I realize as I write this that this is something of a throughline in his music: taking on seemingly irreconcilable elements and making them blend seamlessly. One hears this most strongly in the short *Ave Maris Stella*, also from 2024, based on the medieval chant, but orchestrated in a way that seems deliberately incongruous and unwieldy: early music singers with flute, electric guitar and piano. The common ground here of course is the diatonic modality shared by medieval music and classic minimalism, but beyond that, the instruments have a very different but complementary trajectory to the voices, situating the music in a wonderfully idealistic soundscape that seems to span across the centuries.

I was also impressed by the hour-length ballet, *Jehanne*, from 2023, which Mark performs live on solo electric guitar, with real time looping and delay pedals. No score was enclosed, so I have no idea if this is completely composed or partially improvised. I do know that it works extremely well, both as accompaniment to the dance and as a musical work in its own right, for the same reasons stated above: fluency and balance, between repetition and change, between simplicity and complexity. His flawless performance technique – including his ability to manage his effects pedals – matches his compositional acumen. Both are masterful.

His other works from this period — *For Each Other* (2024), and *Lullaby By the Lake* (2025) — reveal the same hallmarks. I should also say: he has a natural sense of melody and harmony, and feel for pace. Which I suppose is a way of saying: his innate musicianship, honed by the crafts of both performance and composition, is always in evidence. I don’t know how you teach these things – I’ve spent decades trying - but simply *having* them be so endemic to his own music would certainly provide a model and inspiration for his students.

Mark has also distinguished himself as a performer of other people’s music. When Mark began his career, the idea of electric guitar as a chamber instrument was still relatively nascent – I say this having watched it emerge in real time, particularly in my 25 years with the Bang on a Can All-stars. In the early 2000s, it was not easy to find electric guitar players who could read like classical guitarists, have the ensemble skills of chamber musicians, while also being able to use audio effects effectively or to ‘rock out.’ That’s much more common now, and no small part of the credit for this goes to Mark and his work, both within the highly regarded NOW Ensemble and in other groups. This is made clear by the impressive discography in his CV: he’s performed and recorded works by major composers such as Missy Mazzoli and Scott Johnson, and done so on prominent labels such as Tzadik and New Amsterdam. He is a critical part in the creation of a new paradigm for chamber music in the US.

I cannot speak from direct experience of his teaching, but from his CV it is clear that he has built a substantial profile as an educator and colleague. His teaching has ranged widely — from theory and composition to electronic music and interdisciplinary collaborations — and he has taken on significant service roles at his institution, including directing *New Music New College* and serving on important faculty committees. Taken together, these activities give the strong impression of a faculty member fully engaged in the life of his college, as well as in the broader field.

I regard Mark’s work – as a composer and performer – as highly impactful in the field. His compositions follow in the footsteps of his teacher Steve Mackey, also a guitarist, and are as accomplished and musically satisfying as his fellow New Amsterdam Records cohort, for example Bryce Dessner and Missy Mazzoli. I mention Bryce and Missy in particular because I have also been aware of them from their student days onward. Admittedly, both have more public-facing careers than does Mark, but such are the vicissitudes of fame and fortune. Missy has found a niche within the major orchestra/opera circuit, and Bryce is literally a rock star (with his group The National). Mark’s path has not been as prominent, there’s no way around that, but he records on the same well-regarded record label, and he is working with absolutely first rate ensembles and dance companies (NYC Ballet, for example). And to my ear – his music is more substantial, and I believe it will gain in stature over time. And he’s achieved this while dedicating himself to his students and to the New College program.

Overall, Mark Dancigers has established himself as a major creative voice, with a body of work as a composer and performer that is of great merit and is steadily gaining recognition. In my estimation, he would easily earn tenure at my own institution. I enthusiastically support his promotion to Associate Professor with tenure.

Yours,

A handwritten signature in black ink, appearing to read 'E Ziporyn'.

Evan Ziporyn
Kenan Sahin Distinguished Professor of Music
Director, Center for Art, Science and Technology
Massachusetts Institute of Technology
zipo@mit.edu
617-452-2302

Maribeth Clark
Professor of Music
Chair, Division of Humanities
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

September 1, 2025

Dear Dr. Clark,

With this letter I provide my letter of evaluation for Mark Danciger's tenure review. I met and have worked with Mark Danciger once in 2017, when his ensemble, the Now Ensemble, was a featured ensemble at our TUTTI Festival, a new arts festival that I founded at Denison. I had brought in the ensemble, and didn't know Mark prior to that, and have not worked with him since then. Due to the limited interaction, I am able to provide an objective perspective on his creative work. I have reviewed his materials, heard and watched performances and recordings provided, and will provide my recommendation at the end of this document.

SCHOLARSHIP

Composers in academia often follow one track - writing music and getting them performed. Scholarly work usually means the creation of new work, the performances of their music, and the publishing of their work through recordings or printed music. The competitive (and shrinking) world of music recording and publishing makes it even harder to find opportunities to get one's music out to the public, and traditional music publishing is not the route that most composers pursue, as self publishing printed music is more practical.

Mark is unique as he has shown through the body of work that he wears multiple hats. He is a composer, but he is also a performer, demonstrating his artistry through the electric guitar, and he is also a producer on several recordings. In examining the dossier of his work completed during his tenure at the New College of Florida, he has been a part of seven recordings since 2018, serving as performer on all, composer on three of the recordings, and producer on one. Seven recordings in seven years is remarkable and he should be commended for all of these releases. It also demonstrates his versatility, as his recordings vary from his ensemble, Now Ensemble, to his duo, Grand Electric, to recordings with other artists, from solo recordings to larger ensembles.

Mark has also completed 13 works since 2018, which vary from solo works to ensemble, from works for electronics to works for dance. The variety is great - works for all instruments in many settings. I find his music engaging and clear. I count 38

performances of his music during this tenure, which is impressive, especially given the fact that Covid all but eliminated performances for almost two years. His performances span the country and the world, from university series to festivals.

Regarding Mark's compositional output, he effectively creates music that flows. His textures drive the piece forward and has a sense of movement. His collaboration, *For Each Other*, is a great example of this. The layered electric guitars over the piano creates great energy propelling the work forward. His harmonic language does not challenge the listener with dissonant harmonies nor angular lines, but it does not have to. He creates larger and smaller "moments" quite deftly, alternating chords between the piano and runs in the piano. I only wish the ending isn't as abrupt as it is. I also wish I could see a video of the performance.

His voice comes through with his works. Mark creates an effective undulating texture in *Lullaby By The Lake*, with the repeating sonorities gently supporting the text. This makes for an effective opening of the sound with the setting of "The Afternoon sun kisses your lashes and brow."

With his works, I find his language consistent - gentle harmonies, often ascending, often undulating. This is true of both *For Nightfall*, a solo piano work Mark wrote for his Now Ensemble colleague, Michael Mizrahi (for the album, *Dreamspace*, for which Mark was a producer) and *Skyline*, a solo violin work for rising star Alexi Kinney.

His *Ave Maria Stella* didn't work as well for me. The lines are beautiful, but I felt the range of the instruments were layered too much on top of the vocalists' line, so their lines were covered up with a texture that perhaps would work better in other registers.

Overall, Mark showcases his ability to compose thoughtfully and effectively for a wide range of instruments. He demonstrates his talent in a variety of larger ensemble works. *Everness* (submitted with a performance members of the National Arts Centre Orchestra, but composed for the mixed ensemble yMusic) is a good example of his clear, idiomatic writing for the instruments. The strings soar in lyrical lines while the woodwinds provide the arpeggiated gestures.

I appreciate Mark's collaborative works. His duo, Grand Electric, showcases the various sonic possibilities between a electric guitar and piano. I find his album *Dawn* quite enjoyable. The minimalistic lines of "Aurora" reveals how well the resonance of a piano and the reverb of the electric guitar can work together. Mark is patient in letting the piece slowly unfold. The flourishes of the piano and the guitar feel refreshing and is a great opener for *Dawn*.

The minimalistic writing works well for his work *Melodic*, which he wrote for Now Ensemble. Having the contrasting colors from the mixed ensemble gives subtle layers and a sense of openness in his music.

With *Image and Gravity*, Mark again shows his patience as the piece unfolds within the five movements. It's nice to be able to sink into his harmonies and overlapping lines that create wave after wave of gentle rocking. There were moments, however, when it "breaks free" a bit, and I will admit I was hoping for more in these brief moments of more elaborate gestures, especially in the beginning of Mvt. III when I thought he'd take us somewhere else. He does fulfill that expectation towards the end of Mvt. III, but it still feels so controlled, and in my opinion, some chaos or disorder would have been nice as a way to break the pattern that he clearly sets up since the beginning of the piece. It's nice to get the fuller chords in the final movement - it would have been great if that were extended longer as a contrast to the buildup.

Marks' collaborative spirit is showcased in *Jehene*, an evening length collaboration with Sarasota Contemporary Dance and it is quite impressive as it features him as composer and solo performer for this 50 minute work. The loops make sense - they create depth and a pulse in an interesting way for the dancers. The challenge is coordinating or reflecting on more subtle and sudden choreography changes in the movement, as the loops and textures have to stay more constant, so it "reacts" less to the movement, but rather, gives a constant mood. It does, however, make it more effective in the middle of *Jehene*, where the looping stops and is more through composed/improvised. It's impressive how this production only included Mark as musician for the complete work. He created a world of sounds and textures that kept the entire work moving through its various sections and transitions. It also makes the silence at around 48' more effective.

Mark also collaborated with Cal Murgu and Emma Solloway in an article that was published in *Notes: The Quarterly Journal of the Music Library Association*, that detailed their investigation into the intersection of music education and digital humanities. It was an interesting exploration of how both disciplines can use design sprint methodology to find commonalities.

TEACHING

While I have not observed Mark's teaching so I cannot comment on the quality of his teaching, it's clear that his teaching involves not only the theory curriculum, but electronic music curriculum, composition, as well as analytical courses ("Analyzing Stravinsky," and "Sonata Form") as well as (perhaps) more musicology focused courses, such as "Contemporary Art Musi." I'm intrigued with the "Tutorial: Sarasota Orchestra Collaboration: and what it entailed.

SERVICE

His service to the New College of Florida is varied and sustained. He has hosted various artists and ensembles, with opportunities for students to be part of discussions

and conversations. It appears his role as Director of New Music New College gave him the opportunity to be an artistic director as well as having fiscal and marketing duties. He has collaborated across disciplines, showing students the richness of the performing arts. He's been on the search committee for a technical director for Theatre, and was part of a committee in response to the Art and Science Consultant Report. His service clearly expands beyond the department of music, with his involvement with the Mellon Seminar on Cross College Alliance Arts Administration Program and Secretary of the Faculty, and Faculty Appointments and Status Committee. Clearly Mark is involved and active in the community, giving back beyond his department.

CONCLUSION

It is clear from the materials presented to me that Mark Dancigers has been a productive, effective, and successful artist-scholar. He has a breadth of compositions that span a variety of ensembles; his music is presented in concert halls and on stages with dance; his interest in teaching a variety of course subjects makes him able to cross disciplines with ease, and his ability to be an effective member of the college community makes him a valuable colleague. New College of Florida is lucky to have him and I wholeheartedly recommend his promotion to Associate Professor with tenure. Please reach out if I could be of further assistance.

Sincerely,



Ching-chu Hu, DMA
Professor of Music
John and Christine Warner Professor
Director, Vail Series
Denison University



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

Wonsook Kim College of Fine Arts
School of Music

Centennial Building
Campus Box 5660
Normal, IL 61790-5660
Telephone: (309) 438-7631
Facsimile: (309) 438-5833

September 15, 2025

Dear Dr. Clark,

It is my pleasure to submit this review of Dr. Mark Dancigers's record of creative and scholarly achievements, for consideration as part of his application for tenure and promotion to Associate Professor. I provide this assessment in my capacity as a composer and a Professor of Music Theory and Composition at Illinois State University, as well as a John S. Guggenheim fellow (2018) and co-director of the long-running RED NOTE New Music Festival. I have met Dr. Dancigers several times in his capacity as a member of NOW Ensemble; the ensemble was in residence at my Festival in February 2020.

The music of Mark Dancigers is noteworthy for its use of jazz-inflected harmonies and hypnotic looping textures. His work *For Each Other*, for example, begins with a floating and relatively static repetitive pattern which gradually and artfully transforms into a light, dance-like texture with engaging drive. His contemplative style lends itself especially well to pieces such as his lullaby-like *The Lake*. Interestingly, despite its use of medieval melodic material, his arrangement of *Ave Maris Stella*, is in keeping with his aesthetic, incorporating an undulating yet harmonically static shimmering accompaniment. Some of the tracks on his Grand Electric album *Dawn* were particularly effective in my opinion. I found it interesting to read the interview with the choreographer of *Jehanne*, who said that when Mark was not at rehearsal, the performers danced to their own breathing. Mark's music would be especially effective for choreography, as it has a beautiful combination of meditative stillness and constant underlying flow, like the physical act of respiration. His music is certain to appeal to a wide audience.

Professor Dancigers produces several new compositions per year, approximately, which is a typical level of output for a composer who holds a full-time academic position. The accelerated pace of his recording projects, on the other hand, certainly exceeds that of a typical composer at his career level. Mark releases approximately one album every year, either of his own or as a performer. This is not only commendable from an artistic perspective, but it is also beneficial for him and his students, as an understanding of audio recording is potentially quite useful for students who hope to go into the music industry. Additionally, Professor Dancigers's activity as a member of several ensembles, particularly the well-respected NOW Ensemble, is significant, especially for a professor at the pre-tenure rank. It is highly valuable to the college and students to have a composer on faculty who has real experience as a performing musician. Although I am not a guitarist myself, it is my assessment that he is a talented electric guitarist, and it should also be noted that electric guitarists like Mark who are sufficiently skilled to perform contemporary concert music are relatively rare.



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

Wonsook Kim College of Fine Arts
School of Music

Centennial Building
Campus Box 5660
Normal, IL 61790-5660
Telephone: (309) 438-7631
Facsimile: (309) 438-5833

Dr. Dancigers's music has received performances in a variety of venues throughout the country, including non-traditional venues, such as libraries, museums, and galleries. Perhaps due to his connections there, he has received frequent performances in New York, which could be considered this nation's hotbed for contemporary music. His collaborations with choreographers, rock bands, and film directors are not only interesting from an aesthetic perspective, they serve to broaden his own creative experience, benefiting his students. He has managed to create a body of work that is both aesthetically consistent and, from an interdisciplinary perspective, refreshingly diverse.

If there is one area of his résumé in which Professor Dancigers is perhaps less than accomplished than the average composer at his career level, it might be that his music has not been widely recognized by established commissioning bodies and composer organizations, for he has relatively few honors and awards listed to his name. I believe this may be a function of his chosen aesthetic. Composers in the minimalist and postminimalist traditions tend neither to seek awards from established organizations nor to receive them. The best known competitions tend not to award music that is rooted in minimalist or popular styles. Like other composers influenced by minimalism and ambient music, Mark has chosen to make music that he presents to the world himself as a performing musician and curator, rather than to seek attention for his creative work in the usual academic way. He disseminates his music through recordings and live performance in both concert venues and nontraditional spaces, rather than sending his scores to competitions or proposing performances at conferences in the more traditionally academic style. For this reason, I do not think it is of particular concern that Dr. Dancigers has not been frequently recognized in this way.

Although I have the necessary background to assess Professor Dancigers's contributions in the areas of service and teaching on campus, there are others on the committee, I am sure, who are generally in a better position to do so. Also, I did not have access to supporting documents relevant to his teaching, such as student teaching evaluations, handouts or quizzes or other materials used by Dr. Dancigers in his classes, or peer/administrative assessments of his teaching effectiveness. I will note that some of his service activities with New Music New College in the years preceding 2023 seem to have had the potential to be highly beneficial for students. Perhaps his role at the college changed in the years that followed, but were he to continue contributing that service to the students of the school, I believe it would be a wonderful educational experience for them.

I note that the tenure and promotion guidelines listed in the New College faculty handbook state that criteria for promotion include "a coherent and substantive program of scholarly research or creative activity" as well as "promise of further growth." I believe that Dr. Dancigers's creative activity is both "coherent" (in that he writes convincing musical works in a consistent and musically effective style) and "substantive," and that his steady compositional output and unwavering devotion to the performance of contemporary music indicate "promise of further growth."

In summation, given this review of his creative output, I would support Dr. Dancigers's application for tenure and promotion. He is dedicated and committed to his art, and he has been highly productive and



Wonsook Kim College of Fine Arts
School of Music

Centennial Building
Campus Box 5660
Normal, IL 61790-5660
Telephone: (309) 438-7631
Facsimile: (309) 438-5833

active in the field of contemporary music. Please feel free to contact me via email (cschimm@ilstu.edu) if you have any questions.

Sincerely,

Carl Schimmel, Ph.D.
Professor of Music Theory and Composition
School of Music
Illinois State University



OCCIDENTAL COLLEGE
1600 CAMPUS ROAD
LOS ANGELES, CA 90041-3314

ADAM SCHOENBERG, D.M.A.
Department of Music, Booth 215
E-mail: aschoenberg@oxy.edu
Phone: (323) 259-2574
Website: <http://adamschoenberg.com>

27 August 2025

Maribeth Clark, Ph.D.
Professor of Music
Chair, Division of Humanities
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

Dear Dr. Clark,

I am pleased to provide an assessment and letter of support for Dr. Mark Dancigers in his petition for promotion to Associate Professor at New College of Florida.

Although Dr. Dancigers and I have not met in person, we have been professional colleagues for over a decade. Dr. Dancigers' music and credentials in all aspects of his professional career have impressed me. It is immediately apparent from reading his curriculum vitae that he is deeply involved in a robust musical and academic life.

Regarding his creative life, it is a pleasure to see a composer who takes such pride in the visual as well as the aural conceptions and production of his work. Dr. Dancigers' scores are rendered in a legible and professional manner, and he is obviously an expert in the manipulation of music composition software programs to achieve maximum visual results. His scores are precisely notated, and the intention of his music is clear for both the conductor (when applicable) and the performer. Most important, of course, is how the music sounds.

Dr. Dancigers' music is profoundly expressive, and he is capable of achieving highly resolved results using many different – and often disparate – compositional techniques. Bearing this in mind, however, his music sings with a distinct and personal voice.

The impressive and beautifully performed recordings and scores sent for review included nine imaginative orchestra, chamber, and vocal works. I highlight three of them here: *The Bright Motion* (orchestra), *Ave Maris Stella* (Voice and small ensemble), and *Melodic* (mixed quintet written for the prestigious NOW Ensemble, which Dr. Dancigers has also been a performing member as their lead guitarist). In each of these works, the musical intention is clear and the ensemble forces are used to their maximum idiomatic effect. The works exhibit excellent craftsmanship and intuitive understanding of instrumental and vocal color. Clearly, these works achieve the expressive results that Dr. Dancigers intends – in terms of melody, harmony, counterpoint, form, and colorful orchestration – and with deeply satisfying results.

Dr. Dancigers' body of work thus far represents the work of a skilled composer who will continue to emerge as a distinctive creative voice in the American music scene. He also deserves high praise for his entrepreneurial spirit. His understanding of the music industry (as a composer, educator, performer, and producer) and collegial support of contemporary composers is outstanding.

At Occidental College, we utilize three standard areas of criteria for faculty evaluation (teaching, scholarship, and service), and I can state without reservation that Dr. Dancigers has made admirable progress in all three. I would recommend him for promotion if he were at our institution without reservation.

If I may be of further assistance, please contact me directly at my email or office number listed above.

Sincerely yours,

A handwritten signature in black ink that reads "Adam Schoenberg". The signature is written in a cursive, slightly slanted style.

Adam Schoenberg, D.M.A.
Chair, Associate Professor of Composition
Occidental College



New College
THE HONORS COLLEGE of Florida
Division of Humanities

February 27, 2026

To Provost Rohrbacher,

In my judgment, Professor Mark Dancigers is qualified for tenure at the rank of Associate Professor at New College of Florida. The letter that follows will explain the grounds on which I make this positive recommendation.

Teaching:

Professor Dancigers' teaching performance has been very good throughout his many years at the College, and he has established himself as an important member of the music program and a valued mentor to students. Over time he has received generally positive evaluations from students, reflecting his effectiveness in the classroom and his ability to engage students in challenging musical concepts. His primary teaching areas include music theory, music analysis, and composition, while earlier in his appointment he also developed courses in electronic music and music in digital media. In recent years he has focused particularly on theory and analytical topics, offering courses such as *Analyzing Stravinsky* and *Consonance and Dissonance*. Across these areas, Professor Dancigers emphasizes building practical musical skills while encouraging creativity, critical thinking, and exploration within the discipline.

Professor Dancigers' teaching approach combines structured skill development with opportunities for creative and applied work. In his music theory sequence, for example, students engage in repeated practice while also composing short musical examples that apply theoretical concepts. His seminar-style analysis courses encourage discussion and student leadership through presentations and staged research assignments that guide students through the process of developing scholarly papers. In composition courses, he emphasizes collaboration with performers and the practical realities of creating new music, including projects that connect students with professional musicians and community partners such as the Sarasota Orchestra. His courses in electronic music and digital media further demonstrate a willingness to engage emerging areas of the field, incorporating technologies such as gesture-controlled instruments and sonification projects. Taken together, Professor Dancigers' teaching reflects a thoughtful and multifaceted pedagogy that develops students' technical skills, supports creative inquiry, and prepares them for a range of paths in music and the arts.

Research:

Professor Dancigers has demonstrated a high level of scholarly and creative activity during the review period, with work that reflects both breadth and depth within the field of music. His research and creative practice spans multiple areas of professional musicianship, including composition, performance, and production. As both a composer and guitarist, he is active as a solo artist and collaborator, and he contributes significantly to album recordings as a composer, performer, and producer. This range of activity reflects a dynamic and integrated artistic practice that aligns well with contemporary expectations in the musical arts.

Professor Dancigers has developed an impressive and steadily growing body of work presented at both regional and national venues. His chamber compositions during 2024–2025 include *Lullaby By The Lake* (2025), premiered at *Threads of Tradition and Innovation* at the New College of Florida; *For Each Other* (2024), commissioned by REVolutions Dance in St. Petersburg, Florida; and *Ave Maris Stella* (2024), premiered at *Music Mondays* in New York City. In addition to these works, he has produced numerous other compositions and collaborative projects, including *Grand Electric: Dawn*, produced with the Bright Shiny Things record label; *Jehane* for Sarasota Contemporary Dance; and *For Nightfall* with Michel Mizrahi. Collectively, these activities demonstrate Professor Dancigers sustained creative productivity, national visibility, and strong collaborative ethos, all of which are highly valued in the field of music.

Service:

Professor Dancigers has contributed actively to service at the College through participation in standing committees, ad hoc committees, searches, and initiatives that support the growth of the music program. He currently serves as the Humanities representative on the Faculty Appointments and Status Committee and previously served as Secretary of the Faculty. His committee work has also included participation in the Mellon Proposal Review Committee and earlier initiatives focused on arts internships and regional collaboration in arts administration. Professor Dancigers has additionally served on several search committees and has contributed to special projects on campus, including the Mellon-funded *Threads of Tradition and Innovation* concert series. Within the music program, he has played an important role in strengthening performance opportunities for students and previously directed the *New Music New College* concert series, overseeing programming, fundraising, and event coordination. Beyond the College, he contributes to music education and outreach through his work with the NOW Ensemble, which regularly engages students in schools across the country. Collectively, these activities reflect sustained and meaningful service to the institution, the music program, and the broader musical community.

Sincerely,

--

Ryan Buysens
Associate Professor of Digital Media & Art
Chair, Division of Humanities
New College of Florida
<http://www.systemsfail.com>

FROM: PAC1
TO: PROVOST ROHRBACHER
RE: TENURE & PROMOTION REVIEW OF PROFESSOR MARK DANCIGERS
DATE: JANUARY 22, 2026

TEACHING

After serving as Assistant Professor of Music (Fall 2018 to Spring 2022), Professor Mark Dancigers assumed a tenure-track position as Assistant Professor of Music in Fall 2024 with four years of credit toward tenure. His primary teaching duties include Music Theory I and II, Contemporary Art Music, and Composition. He has recently introduced courses "Analyzing Stravinsky" and "Consonance and Dissonance". Professor Dancigers's course goals are to broaden students' exposure to music, teach musical skills, and give them opportunities to practice and continue creating. In 2024-2025, Professor Dancigers sponsored 27 contracts, four individual ISPs, two theses, and served on six Baccalaureate exams. He has also offered a section of the Odyssey course in Spring 2025.

Professor Dancigers is well respected by his colleagues. He has worked closely with Ashkan Tabatabaie, who attests to Mark's ability to communicate musical and compositional ideas in an accessible and inspiring way. He notes that he is well prepared, available to students, and dedicated to their education. Professor Tabatabaie also emphasizes the substantial enrichment Professor Dancigers brings to courses through guest artists, workshops, and performance opportunities, which provide students with meaningful experiential learning and motivation. Student evaluations consistently describe Professor Dancigers as a supportive, dedicated, and highly engaged instructor. Students emphasize his accessibility outside of class, willingness to take on new advisees, and his sustained commitment to mentoring students through complex creative and intellectual projects. In the words of one, Professor Dancigers, "has shown the utmost consideration to the improvement of myself and all of my peers' education and personal development". Student and faculty support letters also note his particular strength in guiding composition and thesis work that is both rigorous and well structured, enabling students to develop ambitious projects. One letter characterizes him as "a teacher for all," highlighting his ability to work effectively with both advanced and struggling students, an assessment that is echoed throughout student evaluations. Chair reviews and supporting faculty letters also underscore Professor Dancigers's deep commitment to mentoring beyond the classroom. He is repeatedly described as generous with his time, highly responsive to students, and willing to provide guidance during moments of uncertainty or difficulty. His leadership in developing ensembles and performance opportunities, including initiatives that integrate student work into public concerts, further demonstrates a teaching philosophy oriented toward student growth, confidence, and professional development.

Professor Dancigers's syllabi include clear course descriptions and objectives, detailed assessment criteria and methods, and a breakdown of weekly assignments. They also provide information about resources both in and outside of the classroom. His chair notes his wide range of offerings, from standard courses to those that extend beyond his usual areas. His narrative evaluations are thorough and personalized to each student's performance. Student feedback communicates appreciation for his teaching style and care for students. Professor Dancigers is consistently generous with his time and talent, fostering productive and challenging learning. Taken together, Professor Dancigers combines strong pedagogical organization with exceptional mentorship, creating learning environments in which students are challenged, supported, and encouraged to pursue ambitious intellectual and creative goals. On the basis of his teaching record, the committee finds that Professor Dancigers meets the College's expectations for tenure and promotion in the area of Teaching.

SCHOLARSHIP

Professor Dancigers's scholarship predominantly takes on the form of creative work, such as performing music as a guitarist and contributing to album recordings as a composer, guitarist, and producer. His work exemplifies skills to collaborate across disciplines including dance, media, and technology on creating scores, sound recordings and concert organization. Since Fall 2018, Professor Dancigers has developed 13 original compositions, spanning solo, chamber, orchestral, electronic, and large-scale interdisciplinary formats, including two commissioned works (one by world-renown New York City Ballet) and an evening-length (50-minute) collaboration with Sarasota Contemporary Dance. These works, along with some of the older material, have resulted in a total of approximately 38 documented performances since Fall 2018, even despite the significant disruption to live performance landscape during the COVID-19 pandemic. Moreover, he has given roughly 31 professional concerts as an electric guitarist (about 24 of those with the nationally recognized *NOW* Ensemble). This included eight major university and festival residencies, where performances enhance guest lectures, masterclasses, workshops, readings, and seminars for students. Professor Dancigers's work has been supported by four funded grants, including national awards from the National Endowment for the Arts and the New York State Council on the Arts and local awards from Mellon 1 and Sarasota County Arts and Cultural Alliance.

As the result of his compositional and live performance activity, Professor Dancigers has released seven commercial recordings on prominent labels, appearing as a performer on all seven, a composer on three, and producer on one. A signature example is his most recent album *Dawn* (2024), which was released on a Grammy Award-winning label and produced by Grammy-winning producers, reflecting Professor Dancigers's national recognition and high professional standards.

Complementing his creative activity, Professor Dancigers has co-authored one peer-reviewed article in 2021 titled “Design Sprints and Direct Experimentation: Digital Humanities + Music Pedagogy at A Small Liberal Arts College” in *Notes: The Quarterly Journal of the Music Library Association* journal, demonstrating interdisciplinary engagement with music pedagogy and digital humanities.

External reviewers describe Professor Dancigers as a highly accomplished and distinctive artist-scholar, highlighting the unusual breadth of his profile as composer, performer, collaborator, producer, and recording artist. One reviewer credits Professor Dancigers with contributing to a broader shift in contemporary music by helping to establish the electric guitar as a legitimate chamber instrument. Colleagues echo these assessments, noting his national reputation, active campus engagement through concert organization and interdisciplinary collaboration.

Taken together, Professor Dancigers’s work presents a record of sustained productivity, national visibility, and professional impact that is fully aligned with expectations for tenure and promotion in music.

SERVICE

During the period under review, Professor Dancigers contributed to a wide range of service activities at disciplinary, divisional, college, community, and national levels.

At the disciplinary level, Professor Dancigers consistently collaborated with colleagues to expand and strengthen music performance offerings. He recently worked with Professors Tabatabaie and Coombs to organize a series of special events titled *Threads of Tradition and Innovation*, which brought together guest artists and community members. At the divisional level, Professor Dancigers served on several search and ad hoc committees. These included the search committees for a Visiting Assistant Professor of Music and for the Technical Director of Theater, a position responsible for overseeing the Black Box Theater and supporting the Theater, Dance, and Performance Studies AOC as well as student groups, and other campus performance activities.

Professor Dancigers has served on multiple ad hoc committees that benefited the standing of the college as a whole. Several of these received funding from the Mellon Foundation. He served on the ad hoc committee to select a vendor for the New College website redesign and another to fill an instructional designer position. He also served on an ad hoc committee for a new certificate program in Innovative Digital Media, which has since been approved by the EPC and the Provost. Professor Dancigers served as the divisional representative to the Coordinating Committee that responded to the Art & Science Group’s report. At the request of the Provost’s Office, he contributed to the development of a budget proposal in support of the school orchestra

and served on an ad hoc committee exploring the creation of a new interdisciplinary space in the library, including the potential development of a “maker space” and an associated certificate program. Professor Dancigers also served on a Mellon proposal review committee and participated in a Mellon-funded working group to develop a framework for a program or certificate in Arts Administration. Bringing together representatives from New College of Florida, State College of Florida, the Ringling Museum, Ringling College, and the University of South Florida, the latter group explored collaborative approaches to expanding career pathways for arts students. Additionally, Professor Dancigers served on an ad hoc committee for the Mellon II funded initiative for Arts Internships where he worked in coordination with the CEO to encourage local arts organizations to create internship opportunities to connect New College students with the regional arts community. Professor Dancigers consistently supports his students by writing letters of recommendation for graduate programs, employment opportunities, and funding to support their thesis work.

Professor Dancigers served as Faculty Secretary in AY 2019-20. Between 2020 and 2022, he was appointed as Director of *New Music New College*, a longstanding program that attracted external funding and donors, and brought internationally recognized performers to New College and local communities. During AY 2024-25, Professor Dancigers served as divisional representative to the FASC.

At the national level, Professor Dancigers is a member of the renowned NOW Ensemble. Recently they have received support from the National Endowment of the Arts to perform for high school students in Massachusetts, California, New York, and Michigan. He is also a member of the *Society of Music Theory* and the *American Society of Composers, Authors, and Publishers*.

Overall, the committee finds that Professor Dancigers fulfills the tenure and promotion expectations in the areas of teaching, scholarship and service.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: May 8, 2026

SUBJECT: Tenure Consideration

PROPOSED BOARD ACTIONS

Approval of recommendation to grant tenure for Dr. Fahmida Hamid

BACKGROUND

Article 15 of the CBA and Sections 4.5 - 4.6 of the Faculty Handbook outline New College of Florida's tenure policies and procedures. To make it to this stage in the process, these seven faculty gathered evidence of their teaching effectiveness, scholarly and professional activities, and service that was reviewed by internal and external evaluators:

- (1) By May 1, 2025, the candidates submitted to their Division Chairs contact information for possible outside references. The Divisions then solicited those outside references.
- (2) In August, the candidates were responsible for assembling their evaluation files for review. These files, which were made available for review by faculty within each candidate's Division, include documentation from each candidate's career at NCF:

General Information Section:

- Copies of annual year-end activity reports (an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on, faculty committees served on, and scholarly activities).
- Current vita.
- Copy of initial appointment letter.
- Assignment of duties letter for each semester.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters sent to the PAC from faculty colleagues, students, alumni, or external reviewers from previous reviews
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists

Evaluation Section:

- Student evaluations of the candidate's teaching.
 - Syllabi and course descriptions.
 - Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office.
 - Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
 - Current letters from external reviewers assessing the candidate's scholarship and creative work.
 - Information about community service not otherwise reported.
 - Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
 - Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- (3) In November, the Divisional vote on tenure was conducted. Positive votes on at least three-fourths of the ballots from regular, full-time faculty (other than those in their first year of service) constitutes a positive Divisional recommendation to award tenure.
- (4) The Provost's Advisory Committee (PAC – two faculty representatives from each Division) then independently reviewed the application, voted on whether to recommend tenure, and forwarded that recommendation to the Provost.
- (5) Based on a review of the file, the Divisional vote, and the recommendation from the PAC, the Provost made a recommendation to the President. This recommendation, along with all supporting materials from the PAC and Provost, was provided to the candidate (who had the opportunity to provide a written response to the President.
- (6) The President then made a recommendation to the Board of Trustees. When the President's recommendation is contrary to that of the Provost, the President provides a written statement detailing extraordinary circumstances warranting such a decision. That statement is then provided to the Provost, with copies supplied to the candidate and the PAC.
- (7) The final decision rests with the Board of Trustees.

Supporting Documentation Included: Tenure packets for candidate

Other Support Documents Available: Trustees have access to the complete tenure packet for each candidate

FAHMIDA HAMID, Ph.D.

Assistant Professor

Division of Natural Sciences
New College of Florida
5800 Bay Shore Rd, Sarasota, FL 34243, USA
✉ fhamid@ncf.edu

EDUCATION

University of North Texas
Ph.D., Computer Science and Engineering

Denton, TX
May 2016

University of Dhaka
MSc and BSc, Computer Science and Engineering

Dhaka, Bangladesh
2009, 2007

TEACHING EXPERIENCE & COURSES TAUGHT

Assistant Professor,
New College of Florida
(current ~ Fall 2020)

Natural Language Processing, Theory of Computation,
Algorithms, Data Structures,
Object-Oriented Design (Java),
Object-Oriented Programming (Java),
Functional Programming (Haskell),
Embedded Systems (C++, ATmega328 microcontroller),
Software Engineering

Visiting Assistant Professor,
Grinnell College
(Spring 2020 ~Fall 2019)

Algorithms,
Functional Programming (Scheme),
Theory of Computation,
Information Retrieval

Visiting Assistant Professor,
Bucknell University
(Spring 2019~Fall 2018)

Algorithms,
Programming Languages (Python),
Introductory Programming Labs (Python)

Lecturer,
University of North Texas
(Spring 2018~Fall 2017)

Introduction to Programming I, II (C, C++),
Data Structures and Algorithms,
Assembly Programming for 8086 microprocessors

CAREER INTERESTS

Teaching has been my passion, and I enjoy it to the fullest, but I couldn't leave practicing research altogether. My PhD work involved a specific issue of Natural Language Processing: designing an unsupervised sentiment-oriented summary extraction technique for single documents, proposing a generic baseline for evaluating automatic summary (and key phrase) extraction algorithms, and offering a relativized scale for assessing machine-generated summaries concerning multiple reference summaries. In recent years, I have researched in similar fields (in some cases, with undergrad student researchers), such as misinformation identification on social media platforms, construction of a multi-lingual tweet dataset on COVID-19 vaccines, and designing context-aware recommendation systems, to name a few.

My experiences over the past few years at various liberal arts colleges have highlighted the importance of research in computer science pedagogy and the initiative “CS for All.” I occasionally write experience reports on different teaching styles or special topics.

Some of my recent research projects include:

- Developing practical teaching methodologies for computer science education for different class sizes.
- Utilizing computer science expertise to identify and raise awareness about various social issues.
- Applying NLP techniques for Information Retrieval in low-resource languages, such as Bengali.
- Measuring the impact of short texts, like tweets, on various social media platforms.

PUBLICATIONS

- Hamid, F., & Roy, T. (2025). Unveiling Sociocultural Barriers to Breast Cancer Awareness Among the South Asian Population: Case Study of Bangladesh and West Bengal, India. *JMIR Human Factors*, 12(1), e53969.
- Hamid, F. (2024). Designing a Design-Oriented Course for CS Majors. *Journal of Computing Sciences in Colleges*, 39(7), 58-63.
- McCord, M., & Hamid, F. (2023, May). Medical Relevancy of Cancer-Related Tweets and Its Relation to Misinformation. In *The International FLAIRS Conference Proceedings* (Vol. 36).
- Hamid, F. (2022). A functional programming course in remote learning model: an experience report. *The Journal of Computing Sciences in Colleges*, 36.
- Rashid, F., & Hamid, F. (2021, April). Detecting the Presence of Named Entities in Bengali: Corpus and Experiments. In *The International FLAIRS Conference Proceedings* (Vol. 34).
- Hamid, F., & Rashid, F. (2020, October). Adjusting to the new normal: perspectives from an introductory programming sequence course. In *Proceedings of the 9th Computer Science Education Research Conference* (pp. 1-2).
- Tang, L., & Hamid, F. (2020, May). CAARS: A Context-Aware Artist Recommender System for Twitter Users. In *The Thirty-Third International Flairs Conference*.
- Hamid, F. (2020). A course-based undergraduate research experience (CURE) in computer science: an experience report. *Journal of Computing Sciences in Colleges*, 35(6), 56-65..
- Hamid, F., Haraburda, D., & Tarau, P. (2016). Evaluating Text Summarization Systems with a Fair Baseline from Multiple Reference Summaries. In *Advances in Information Retrieval: 38th European Conference on IR Research, ECIR 2016, Padua, Italy, March 20–23, 2016. Proceedings 38* (pp. 351-365). Springer International Publishing.
- Hamid, F., & Tarau, P. (2015). Anti-Summaries: enhancing graph-based techniques for summary extraction with sentiment polarity. In *Computational Linguistics and Intelligent Text Processing: 16th International Conference, CICLing 2015, Cairo, Egypt, April 14-20, 2015, Proceedings, Part II 16* (pp. 375-389). Springer International Publishing.
- Tarau, P., & Hamid, F. (2014). Interclausal Logic Variables. *arXiv preprint arXiv:1406.1393*

- Hamid, F., & Tarau, P. (2014, May). Text summarization as an assistive technology. In *Proceedings of the 7th International Conference on Pervasive Technologies Related to Assistive Environments* (pp. 1-4).

UNDERGRADUATE STUDENT THESIS

- 1) Medical Relevancy of Cancer-Related Tweets and Their Relation to Misinformation, Student: Melanie McCord, 2023
- 2) Optimizing Motor Imagery BCIs: A Motor Imagery EEG Classification Protocol Using Evolutionary Optimization and Low Sample Training-Sets, Student: Marios Petrov, 2024
- 3) NCF Forum, Student's name: Nicolas Pitcher, 2024
- 4) Exploiting Prisoner's Dilemma, Student: Boland Unfug, expected date of Graduation: Fall 2024
- 5) Personal Calendar App using IONIC, Student: Andrew Gordon, expected date of Graduation: Fall 2024

STUDENT POSTERS (presented at different events):

- 1) Examining the Efficacy of Social Media Data Extraction on Multiple Platforms, Marios Petrov, Shawn Nash (Computer Science, New College of Florida), Undergraduate Student Research Poster Competition, CCSC:NE 2023
- 2) Rho-NLR: A Neural Lumigraph Renderer with Controllable Illumination, Beau Perkins, (Cognitive Science/Mathematics, New College of Florida), Undergraduate Student Research Presentation at SIGCSE-TS 2022
- 3) Personalized Hybrid Artist Recommender System, Linh Tang, won the First Prize at Undergraduate Student Poster Competition, CCSC: Midwest 2019
- 4) Promoting Serendipity in a Layered Recommender System, Rexford Essilfie & Jack Flukinger, presented At Undergraduate Student Poster Competition, CCSC: Midwest 2019

PROJECTS

- Credibility Analysis of Social Media Posts
- Multi-lingual Tweet Dataset on Covid-19 Vaccines
- Context-Aware Artist Recommender Systems (Python)
- N by N Sudoku Board Solver & Puzzle generator (Answer Set Programming, Python)
- Peg Solitaire Auto Solver with A*, Depth First and Best First Search (Java)
- DPLL (Davis–Putnam–Logemann–Loveland) solver (Java)
- Graph (Vertex) Coloring using SAT Solvers (Java)
- Domain-specific Search Engine, Web Crawler (Perl, LWP, HTTP)
- Automatic Grading System (Perl)
- Build and update Semantic Network based on Question-Answers (Java)
- Butterfly – A web browser (Java)
- FTP Client-Server System (C)
- Gothica - Online Shopping System (PHP, MySQL)

SCHOLARSHIPS

- 2014-2015, CENG Scholarship, UNT
- 2014, NSF PETRA Conference, Doctoral Consortium Award
- 2011-2013, Academic Achievement Awards University of North Texas, USA
- 2000, Higher Secondary School Certificate Exam Scholarship, Board of Dhaka, Bangladesh
- 1998, Secondary School Certificate Exam Scholarship, Board of Dhaka, Bangladesh

September 18, 2025

Dear Members of the Tenure and Promotion Committee,

I am honored to provide this external evaluation of Professor Fahmida Hamid in support of her candidacy for tenure and promotion at New College of Florida. I serve as an Assistant Professor in the Computer Science Department at Lafayette College, where my research focuses on Modeling and Simulation and Computer Science Education. I have spent the past eleven years teaching at liberal arts institutions including two years at Pacific Lutheran University as a Visiting Professor, eight years at Muhlenberg College as an Associate Professor, and now two years at Lafayette College. These experiences have made me very familiar with the balance of teaching, scholarship, and service that is expected in this environment.

I have known Dr. Hamid since our graduate studies at the University of North Texas, where she worked with me as a teaching assistant and grader while I was a Teaching Fellow. She was consistently professional, dependable, and well-prepared, and I remember how easily she connected with students in that role. It is clear from her career since then that she has continued to grow in all of these areas. After reviewing her tenure and promotion packet, including her curriculum vitae, I am pleased to comment on her record in teaching, scholarship, and service, as well as her potential for continued contributions to New College.

Scholarship

Professor Hamid has established a steady and coherent record of scholarship, publishing at least one paper every year since 2020 and producing three in that first year alone. This consistency is particularly notable in a liberal arts environment, where faculty balance research with significant teaching and mentoring responsibilities. Her work spans two mutually reinforcing areas: natural language processing (NLP) and applied AI on the one hand, and the scholarship of computer science education on the other.

Her most recent article, published in 2025 in JMIR Human Factors, investigates sociocultural barriers to breast cancer awareness in South Asian communities. This publication is significant not only for appearing in a peer-reviewed journal with a 3.0 impact factor, but also because it shows how she applies computational methods to socially pressing problems in health and communication. It complements her 2023 FLAIRS paper, co-authored with an undergraduate student, that examined misinformation in cancer-related tweets. Together, these works demonstrate her ability to take technical expertise in NLP and direct it toward issues of public importance.

Other contributions illustrate her range. At the 2021 FLAIRS conference, she presented research on Named Entity Recognition in Bengali, tackling the challenges of a low-resource language and adding value to the broader NLP community. Earlier work includes a recommender system project presented at FLAIRS in 2020, which reflects her continuing interest in applied AI. On the pedagogical side, she has published multiple experience reports in the *Journal of Computing Sciences in Colleges* (2020, 2022, 2024), as well as in the Computer Science Education Research Conference. These papers address course-based undergraduate research experiences (CUREs), functional programming in a remote model, and the design of a design-oriented course, all of which highlight her commitment to evidence-based teaching and curriculum development.

Taken together, her publications map onto a clear trajectory. She has combined steady productivity with thematic breadth, while also evolving her focus over time: from early recommender systems and CS education to language technologies, misinformation, and health applications. Several of these projects have included student collaborators, which ties her research directly to New College's mission of undergraduate engagement. The overall impression is of a scholar who has established a sustainable research rhythm and is positioned to expand her impact in the coming years.

Teaching

Professor Hamid's teaching reflects the breadth of her expertise. She covers essential introductory courses like Data Structures, Algorithms, and Object-Oriented Programming, but also contributes advanced courses in her specialty, including Natural Language Processing and Theory of Computation. She further enriches the curriculum with distinctive offerings such as Functional Programming (Haskell) and Embedded Systems (C++/ATMega328), courses that are less commonly taught at liberal arts institutions yet add tremendous value for students.

From my own experience working with Dr. Hamid during our graduate studies at UNT, I know how professional, reliable, and thoughtful she is in her approach to teaching. Those qualities were already evident when she was serving as a TA and grader, and it is reasonable to assume they have only grown stronger as she has gained more faculty experience. Her CV makes clear that she has taught a wide variety of courses at New College, ranging from foundational subjects to highly specialized offerings. This breadth demonstrates her versatility and her ability to support both the core curriculum and advanced study, an important strength in a liberal arts context.

Mentoring, Student Research, and Service

One of the most striking aspects of Professor Hamid's record is the way she has drawn students into her research. Her CV shows a steady flow of undergraduate projects, from misinformation detection and credibility analysis to recommender systems and applications of AI. Many of these collaborations have led to student theses, posters, or presentations at conferences such as CCSC regional meetings, SIGCSE, and FLAIRS.


This kind of mentoring is not easy. It requires patience, careful planning, and a willingness to adapt research goals so that students can contribute meaningfully. Her success in this area speaks to her dedication to students and to the mission of New College as a liberal arts institution. While one might debate whether this work falls under scholarship, teaching, or service, it is probably best understood as a combination of all three. It represents an important contribution to the College and to the profession.

Overall Assessment

Taken together, Professor Hamid's record demonstrates excellence in teaching, scholarship, and service, consistent with the standards for tenure at New College of Florida. She has maintained steady research productivity, taught a wide range of courses (including distinctive and advanced offerings), and built a mentoring record that has allowed undergraduates to share in meaningful scholarly work. Just as importantly, her trajectory suggests that she will continue to grow as a teacher, researcher, and mentor.

For these reasons, I am pleased to give my strong support for Professor Fahmida Hamid's tenure and promotion to Associate Professor at New College of Florida. She is a dedicated scholar, an effective and versatile teacher, and a generous colleague whose work benefits both her students and the broader field. Please feel free to contact me if I can provide further information about my assessment.

Sincerely,


Jorge Silveyra
Assistant Professor of Computer Science
Lafayette College
silveyrj@lafayette.edu | (610) 330-3258

August 18, 2025

Dear Members of the Tenure and Promotion Committee,

I am writing this letter to provide an external review of Dr. Fahmida Hamid's application for promotion to Associate Professor and tenure in the Division of Natural Sciences at the New College of Florida. I have known Dr. Hamid when she was a PhD student at the University of North Texas, and I have seen her recent scholarly work and accomplishments. Dr. Hamid's trajectory as a scholar, educator, and contributor to the academic community evidences her alignment with the highest standards of academic rigor and community engagement.

Research and Scholarly Contributions

Dr. Hamid's research record is both ambitious and impactful, characterized by an interdisciplinary approach spanning natural language processing (NLP), information retrieval, data mining in low-resource languages, and the critical intersection of computer science with pressing societal issues, such as health misinformation and sociotechnical barriers to healthcare access.

Her recent work on "Unveiling Sociocultural Barriers to Breast Cancer Awareness Among the South Asian Population: Case Study of Bangladesh and West Bengal " exemplifies not only technical contributions, but also a deep commitment to socially relevant research. Through qualitative and quantitative methods, Dr. Hamid uncovers the crucial social determinants affecting breast cancer awareness, offering actionable recommendations that draw the attention of both computational and public health communities.

Dr. Hamid's research into misinformation detection is equally impactful. Her conference paper, "Medical Relevancy of Cancer-Related Tweets and Its Relation to Misinformation" (FLAIRS, 2023), advances understanding of how medical information—correct or otherwise—propagates in online environments. By developing and analyzing datasets at the intersection of medicine and social media, she has contributed valuable tools and frameworks for future research on information credibility, health communication, and automated detection mechanisms.

Additionally, Dr. Hamid's contributions to NLP for low-resource languages (e.g., "Detecting the Presence of Named Entities in Bengali: Corpus and Experiments," (FLAIRS, 2021), not only advance the discipline by addressing technological inequities but also provide resources for a global research community. Her work on automated summarization, context-aware recommendation systems, and multi-lingual tweet datasets further illustrates her capacity for methodological innovation and scholarly leadership. Methodologically, Dr. Hamid made strides in summarization, creating unsupervised techniques and benchmarks for single document extraction and evaluation, and has applied NLP techniques to under-explored languages, enhancing the inclusiveness and accessibility of computational research.

Her publication record is strong and steadily growing, with articles in reputable peer-reviewed venues such as *Journal of Computing Sciences in Colleges*, *JMIR Human Factors*, and proceedings from ACM and Springer. Dr. Hamid's publishing activities show a balance between foundational research, applied projects, and innovation.

Furthermore, Dr. Hamid has demonstrated a robust commitment to mentoring undergraduate research. The number of student theses and posters under her supervision is remarkable and reflects her passion for integrating research and teaching.

Teaching Excellence

Dr. Hamid's teaching portfolio is comprehensive and showcases versatility. She has designed and delivered a wide array of core computer science courses, including Algorithms, Data Structures, Functional Programming (Haskell), Object-Oriented Programming, Embedded Systems, as well as upper-level electives like Software Engineering and Natural Language Processing.

She is a leader in pedagogical innovation, as seen in her published experience reports on remote learning and curriculum development (e.g., "A Functional Programming Course in Remote Learning Model: An Experience Report" and "Designing a Design-Oriented Course for CS Majors"). Dr. Hamid's courses consistently integrate modern active learning techniques, team-based projects, and real-world problem solving, all of which significantly contribute to student engagement and learning outcomes.

Service and Broader Impacts

Dr. Hamid's record of service is equally commendable. She is deeply involved in mentoring undergraduate research, as evidenced by her supervision of multiple senior theses and undergraduate research posters, several of which have attained recognition at regional conferences. Her commitment to expanding representation and inclusive pedagogy in computer science is clear from her involvement in "CS for All" initiatives and her focus on developing teaching methodologies tailored to different class sizes and learning environments.

Dr. Hamid regularly contributes to the scholarly community through conference participation, peer reviewing, and the sharing of experience reports that benefit both peers and the broader field. She is clearly invested in the advancement of computing education and the professional development of her students and colleagues.

Conclusion

In summary, Dr. Fahmida Hamid's record demonstrates a high level of accomplishment and promise for continued excellence in research, teaching, and service. Her collegiality, creativity, and leadership have a lasting impact on her students and the broader academic community. I strongly recommend Dr. Hamid for tenure and promotion to Associate Professor. She epitomizes the values, integrity, and innovation that New College of Florida seeks in its tenured faculty.

Sincerely,
Mohamed Abouelenien, PhD
Associate Professor
MS AI Program Director
Computer and Information Science
University of Michigan – Dearborn
Phone: 313-593-3963
Email: zmohamed@umich.edu

GRINNELL COLLEGE



Henry M. Walker

*Professor Emeritus
of Computer Science and Mathematics*
Department of Computer Science
Grinnell College

August 28, 2025

Professor Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Science
New College of Florida

Contact Information
1800 Atrium Parkway, Apt. G244
Napa, CA 94559 USA
515-490-4131

walker@cs.grinnell.edu
<https://walker.cs.grinnell.edu/>

Dear Professor Gilchrist,

This letter is in response to your request, dated August 8, for an evaluation of the scholarship of Prof. Fahmida Hamid as part of a tenure/promotion review at the New College of Florida. At a high level, Prof. Hamid's scholarly work seems to divide naturally into three basic categories:

- Traditional Scholarship (Non-teaching Focused)
- Research/Scholarship with Students
- Scholarship of Teaching (Beyond Normal Expectations For Regular Teaching)

In particular, Prof. Hamid's publication record seems reasonably consistent, in that she has published works in peer-reviewed publications each of the last six years, alternating works year-by-year related to traditional (non-teaching) scholarship and teaching-related scholarship. In addition, she has worked with students on numerous projects, including three research-related student posters presented at regional conferences, one student poster at an international conference, and five student theses.

In what follows, I review each of these areas in some detail.

Further, since your August 8 email invited comments related to Prof. Hamid's teaching or other academic matters, I have included an Appendix covering my contact with her over the years and my observations regarding the development of her teaching.

Prof. Hamid's Traditional Scholarship (Non-teaching Focused)

Since this review focuses upon Prof. Hamid's promotion and tenure, in this section, I limit my comments and observations to her three published related to traditional scholarship. Interestingly, these works have appeared about every other year, in April 2021, May 2023, and January 2025. Additional comments on these materials follow.

- The first two of these published works (co-authored with Farzana Rashid, now at University of North Carolina at Asheville) largely seem to extend her PhD work from the University of North Texas.
 - § Both pieces fit within a significant research area, called Natural Language Processing (NLP) which “falls under the fields of computer science, linguistics, and artificial intelligence. NLP deals with how computers understand, process, and manipulate human languages. It can involve” challenges, such as “interpreting the semantic meaning of language, translating between human languages, or recognizing patterns in human languages” (<https://www.nlm.gov/guides/data-glossary/natural-language-processing>).
 - § Both pieces draw upon techniques for analyzing text and identifying key phrases, applying her PhD work to relatively new areas. Overall, these publications seem logical next steps after her PhD research, and represent a natural evolution in her scholarly development.
 - § Both were accepted and published in the 2021 and 2023 annual International FLAIRS Conference, organized by the Florida Artificial Intelligence Research Society, and both conferences utilize a rigorous, blind, peer-review process.
 - § The 2021 acceptance process seems particularly rigorous, with an acceptance rate of just 35%.
 - § The conference organizers for the May 2023 piece noted that special circumstances accounted for an unexpectedly high acceptance rate for that event, although a rigorous, blind, peer-review process was followed.
- Prof. Hamid's most recent published professional work represents an interesting collaboration with colleague, Prof. Roy from New College (NCF), and highlights important potential opportunities for collaborations and interdisciplinary scholarship within liberal arts colleges, particularly small schools.
 - § This article, based on interviews with subjects (over 2/3 women) from Bangladesh and West Bengal, India, focused on “Sociocultural Barriers to Breast Cancer Awareness”, and the work involved identifying subjects to obtain a moderate sample, interviewing the subjects, and analyzing transcribed/translated narratives. While the first steps largely seemed to follow methodologies related to sociology, later work likely involved logical analysis and the use of statistics. Pragmatically, this topic seems aligned with Prof. Roy's primary interests, listed as “Human Centered Computing, Applied Machine Learning and Healthcare” on NCF Web pages. However, understanding of cultures, languages, and statistics also fit well with Prof. Hamid's background and experience. Altogether, this type of project provides a fine example how faculty at small liberal arts colleges can collaborate, how interests can drive interdisciplinary scholarship, and how a liberal-arts environment can encourage faculty (and students) to expand their horizons when tackling new and interesting scholarly investigations. In this case, the beginning of the paper indicates that the two authors “Contributed equally”, so publishing this paper suggests that Prof. Hamid has adapted well to the liberal arts environment at NCF and is taking advantage of opportunities for expanded scholarship.

§ This paper itself is reasonably ambitious (16 pages with 50 references) in the Journal of Medical Internet Research (JMIR) Human Factors, with an acceptance rate of 40%. As with many interdisciplinary efforts, the scholarship begins with an interesting research question, utilizes a well-thought-out methodology, demonstrates an active collaboration in which the two authors can each contribute important elements, provide a good analysis, and present conclusions. In particular, the article provides considerable background and analysis, ending with the identification of “20 significant barriers to effective breast cancer care” for this population.

§ As a side note, Prof. Hamid’s promotion/tenure materials included two unpublished versions of this submission, apparently aimed at conferences focused specifically on computer science. Likely, conference organizers determined this topic (Breast Cancer Awareness) did not fit particularly well with the computing focus of the conferences. On the other hand, from my own perspective, this paper does have a natural fit with the JMIR Human Factors publication, where it appeared.

In summary, Prof. Hamid has continued to work in her primary area of scholarship (Natural Language Processing)—and her ongoing efforts with students (discussed below) indicate she continues to engage this area (among others). Further, her most recent paper (with Prof. Roy) demonstrates that Prof. Hamid has been able to embrace opportunities for collaboration, interdisciplinary scholarship, and exploration of new areas, within the liberal arts environment of the New College of Florida.

Prof. Hamid’s Research/Scholarship with Students

Altogether, Prof. Hamid’s research/scholarship with students seems noteworthy in at least two ways: The nature of the student work has involved at least three different forms of products (e.g., general projects, posters, and theses), and students largely have been allowed to pursue their own interests (sometimes building on Prof. Hamid’s on-going research, but often spanning many different subjects related to computer science). To help organize this review, comments and observations are organized according to the form of the final product.

- *General Projects:* While at New College of Florida, Prof. Hamid has shown notable breadth and involvement in guiding students in projects spanning a substantial range of topics within the discipline of computer science.

§ From discussions with Prof. Hamid, my understanding is that she often allows students to choose their own subject areas, based on their interests. Although specific categorization of project topics would require extensive analysis, an initial review of the 13 student projects identified on her CV span suggests that 4–5 are related to recommender systems and natural language processing (the area of her own research), 3–5 relate to the development of Web-based software/applications, 2–3 relate to computer games, 2–3 involve topics related to computer algorithms (e.g., graph theory), 1–2 involve computer networking, and several span a range of focused computer applications.

- § With this diverse range of project topics, each project investigates one or more specific problems, and the discipline of computing includes several distinct approaches to problem solving, each supported by particular programming languages. Thus, for each project, a student must first understand the problem(s) and then consider methodologies that seem fruitful in moving toward a solution. Eventually as work progresses, many (but not all) projects may have a programming component, where one (or more) language(s) support the problem-solving approach/methodology. Within this framework, one perspective on the diversity of these projects is reflected in the programming languages used (according to the project list from her CV, 5 use Java, 2 use Python, 2 use Perl, 1 uses PHP, 1 uses C, and 1 uses MySQL).
- *Posters:* Within many STEM areas in general, and within much of computer science in particular, posters provide a framework that allows students (and faculty) the opportunity to present their research/scholarship within a technical environment and to receive feedback and ideas for the future/continued work. Altogether, when a student's work has reached a notable level of achievement (usually beyond the level of a semester project), the student can be encouraged to present results at a regional or national conference.
 - § Prof. Hamid's CV identifies three posters from three of her students, which have been presented at regional conferences (2 in 2019 with students from Grinnell, 1 in 2023 from two students from NCF). Significantly, one in 2019 won the First Prize at the Undergraduate Student Poster Competition at the regional conference, CCSC: Midwest.
 - § Her CV also identifies a poster presented at the national/international SIGCSE Technical Symposium in 2022, created as a collaboration by two of her students at NCF. For this 2022 SIGCSE Symposium, each student poster was subject to a careful submission/review process, so having a student poster accepted at this conference itself represents a notable accomplishment.
 - *Theses:* At the New College of Florida (NCF), all students must "complete a year-long research project, culminating in a senior thesis" [https://www.ncf.edu/wp-content/uploads/2021/12/student_goals.pdf], and certainly any faculty member who has ever guided a student in this undertaking appreciates the level of work, engagement, and mentoring involved. Naturally, such effort by a faculty member limits the number of theses an individual can advise. For her first years at NCF, Prof. Hamid did not supervise any theses, but she advised one in 2023 and four in 2024. On the surface, this record suggests some initial time at NCF to begin advising theses, with increasing involvement thereafter. Of the five theses Prof. Hamid has overseen, I have read three.
 - § One project statistically analyzed tweets related to cancer-related tweets and misinformation.
 - § A second created a Web-based system and underlying database to support a student-oriented platform for student discussion.
 - § The third involved acquiring, decoding, and translating neural signals within a brain-computer interface, apparently drawing on a student NSF REU the previous summer at University of Colorado, Colorado Springs.

In my review, each thesis had solid scope, good detail, and a clear presentation, and together they covered a broad range of topics at a considerable level of depth. Altogether, the end products of the theses indicate solid guidance by Prof. Hamid, yielding appropriate results by the student.

To summarize Prof. Hamid's research/scholarship involving students, the range of projects and supporting implementation languages seems impressive and highlights several important elements related to Prof. Hamid's work with students on projects.

1. She seems quite flexible in working with students, largely allowing them to choose their own topics, some of which seem related to her own research/scholarship, but many of which extend to other areas of computer science.
2. She has a breadth of background and experience to actually support students in areas well beyond her own specialties.
3. She has developed sufficient background in numerous programming languages, so that she can move among languages as needs arise, as students utilize different modes of problem solving.

Prof. Hamid's Scholarship of Teaching (Beyond Normal Expectations for Regular Teaching)

Many liberal arts colleges, including Grinnell College, take a broad view of scholarship, typically expanding on Ernest Boyer's widely circulated model of scholarship [<https://depts.washington.edu/g630/Spring/Boyer.pdf>]. In this examination of scholarship, Boyer describes four categories: the scholarship of discovery (e.g., basic research), the scholarship of integration (e.g., combining concepts and approaches from multiple disciplines), the scholarship of application (e.g., applying principles and understandings to new problems), and the scholarship of teaching and learning.

As summarized in Wikipedia, the scholarship of teaching and learning "involves the systematic study of teaching and learning processes" and "differs from scholarly teaching in that it requires the work be made public, made available for peer review and critique according to accepted standards, and should be reproducible and extensible by other scholars" [https://en.wikipedia.org/wiki/Boyer's_model_of_scholarship]. Critical in this view of teaching and learning as a type of scholarship is the need for innovation, reflection, analysis, and peer review. In assessing such work, peer review is central: Is an article/paper/project sufficiently original, effective, and insightful to be accepted as new and different by reviewers and deemed helpful to other educators?

To expand somewhat upon published articles related to the scholarship of teaching and learning, conferences often distinguish between large-scale statistical studies and what has come to be called "experience reports." In both groupings, papers must explain an original approach (often related to pedagogy or a class structure), describe in some detail how that approach might be implemented within a course framework, report results use of the approach within the classroom, and reflect on lessons learned (both positive and negative). The primary difference in these published articles relates to how courses are assessed and experiences reported.

- When a new pedagogy or approach can be offered within a class setting involving hundreds of students, a formal study can utilize both experimental and control groups, extensive data collected, and careful statistical analyses reported. To a moderate degree, such articles may follow a similar form as a statistical study in other sciences or in some social sciences. Although such statistical methodology can provide important insights, these statistics require large populations of enrolled students, and thus usually are undertaken only in large universities (e.g., with 30,000 undergraduates).

- In contrast, in relatively small schools, experience reports can still describe innovative approaches to teaching, use of those approaches within the classroom, and reflections on what has worked well and what might be adjusted in the future. However, within this context, evidence typically involves qualitative observations and assessments—numbers of enrolled students simply are too small for meaningful statistical analysis.

Pragmatically, peer review at conferences often treats these two categories of submissions in different ways, and some larger conferences may even publish different review criteria for the two types of papers. (Also, I should observe that in my own teaching, I have been able to publish many papers that fit within the scholarship of teaching and learning. However, since Grinnell College enrolls only about 1750 students altogether and its classes are usually small (under 30), many of my publications fall within the “experience report” grouping.) Even tracking students in multiple sections over several years, it is extraordinarily difficult to conduct a study involving sufficient students to allow a meaningful statistical analysis.

With this background, four published papers from Prof. Hamid (two from 2020, one dated 2022, and one dated 2024) seem to fit well into the scholarship of teaching and learning, within the “experience report” grouping. In each case, a paper presents a pedagogy or approach for teaching a type of course, describes various details in how that approach can be implemented, and provides some reflection on successes and possible future refinements.

Conclusions

Earlier in this letter, I noted that many schools, particularly small liberal arts colleges, take a broad view of research/scholarship, and these schools often follow Boyer’s widely circulated model of scholarship, with four scholarship categories: discovery, integration, application, and teaching and learning.

[<https://depts.washington.edu/gs630/Spring/Boyer.pdf>]

Within this framework, Prof. Hamid’s publications and her involvement with students seem to cover each of these categories:

- Prof. Hamid’s traditional (non-teaching) publications generally relate to the scholarship of discovery (as do 1 – 2 student theses, 1 – 2 student posters, and a few student projects).
- Most other theses, posters, and projects with students fit squarely within the scholarship of integration or the scholarship of application.
- Her teaching-oriented publications contain elements that include original approaches, implementation details, reflections, and peer review that relate to the scholarship of teaching and learning.

To Professor Sandra Gilchrist

August 28, 2025

Page 7

Altogether, much of Prof. Hamid's scholarship seems focused on involvement with student projects, and this seems to fit well with the emphasis on student research at the New College of Florida (NCF). In addition, she has published peer-reviewed papers each year she has been at NCF, with these papers generally alternating between pieces representing the scholarship of discovery and those representing the scholarship of teaching and learning.

Sincerely yours,



Henry M. Walker
Professor Emeritus of Computer Science
and Mathematics
Grinnell College, Grinnell, Iowa

Appendix: Additional History and Observations, with an Emphasis on Teaching

As noted in the introduction of my letter, Prof. Gilchrist's email requesting my comments for a promotion/tenure review for Prof. Fahmida Hamid emphasized my perspectives on her scholarly work, and I have focused on this material in the main body of my letter.

In this Appendix, I describe my work with Prof. Hamid over the past 7+ years, providing information about our collaborations/mentoring, together with my observations regarding her development as a teacher over this period. As you will note, this discussion largely presents my notes in the first person and is organized chronologically.

History Overview

I first met Prof. Hamid when she came to Grinnell College in Fall 2018 as Visiting Assistant Professor of Computer Science. During this two-year position, I served as a de facto mentor for Prof. Hamid during the fall semester 2018 and fall semester 2019. (I was away from Grinnell and unavailable as a mentor during the spring semesters 2019 and 2020.) In this role, we had hour-long meetings at least once a week (occasionally 2-3 times in a week). Also, in Fall 2019, I worked with both Prof. Hamid and her students as they prepared a paper and several posters based on research that had started with her during the previous summer. When Prof. Hamid left Grinnell for her current position at the New College of Florida, our conversations have continued via telephone, although on an inconsistent schedule; we talked almost weekly the spring semester 2021, and we have resumed regular conversations in the past year or so, but otherwise contact has been limited.

Development of Prof. Hamid's Teaching

Prof. Hamid's educational background and teaching experience include a range of environments, cultural practices, and institutional settings. Growing up in Bangladesh, she experienced a traditional family and educational environment, and her first teaching, in a girls' school, seems to have followed the norms and expectations for education in this Muslim-majority culture. Next, she attended the University of North Texas (UNT) for her doctoral work, where courses apparently were rather large and emphasized a lecture format. After receiving her PhD, she taught at Bucknell University for a year as a visitor, where she encountered small classes, and her teaching included some laboratory sessions. Throughout these activities, my impression is that she devoted substantial effort to teaching courses that fit with the existing curricula, institutional norms, and student expectations. However, my impression is that she obtained rather little mentoring and feedback.

When Prof. Hamid came to Grinnell in Fall, 2018, she first taught sections of two courses: Grinnell's CSC151 course, *Functional Problem Solving with Lab** and a junior-level course, CSC341, on the Theory of Computation. Each course provided challenges for Prof. Hamid and helped her develop her teaching.

- CSC151: Although the department offers multiple sections each semester, individual faculty have full control of their section, and they follow a many-year practice of discussing matters of scheduling, pedagogy, assignments, and tests. Effectively, this encouraged Prof. Hamid to expand her thinking and approaches to teaching.

* CSC151 is the first of Grinnell's three-course, multi-paradigm introductory sequence, emphasizing functional problem solving, supported by Scheme. The second course, *Imperative Problem Solving with Lab*, is supported by the C programming language, and the third course, *Object-oriented Problem Solving, Data Structures and Algorithms*, is supported by Java.

- Following decades-long practice, student work in the course follows a lab-based format; students work in pairs that change daily to complete a new lab for the material at hand. Although an instructor may introduce a daily topic with some conversation, much of the work is devoted to students working in pairs on daily labs. (Typically, pairs are assigned randomly daily or weekly.)
- Following standard practice in Grinnell's Computer Science Department, as a new faculty member, Prof. Hamid was encouraged to interact several times through the semester with a colleague who had taught CSC151 previously.

Altogether, this environment provided Prof. Hamid with extensive, first-hand experience with a non-lecture-based pedagogy and opportunities for discussion and collaboration. Further, anecdotal data suggest students responded well to her course. At a macro-level, this course seems to have provided Prof. Hamid with a new perspective and much experience with pedagogy involving active learning.

- CSC341: *Automata, Formal Languages, and Computational Complexity*, is Grinnell's junior-level course on the theory of computation. Most faculty, including both Prof. Hamid and myself, utilize Sipser's textbook, and coursework proceeds at rigorous, strongly-mathematical level. During both Fall 2018 and Fall 2019, I served as a mentor and colleague, but she was in full control, organizing and executing all aspects of the course. Again, some observations may be helpful.
 - As seems to be her standard practice, Prof. Hamid devoted considerable time in preparation for the course overall and for each class session. She clearly knew much technical background related to automata, Turing machines, complexity, etc., but she wanted to organize and cover the material clearly and logically within each class session.
 - Although I believe Prof. Hamid is most comfortable with a lecture-oriented format, she also worked to ask students questions and encourage them to ask questions. At times, she prepared in-class, small-group activities.
 - Over the semester Prof. Hamid asked me to review handouts, assignments, and tests. In each case, she listened carefully to my feedback, and often refined the materials. Although each handout or activity was well thought out, much of our discussion focused on presentation, clarity, focus, terminology, and other writing matters. As a result, over the semester, I noticed her materials became more focused, clearer, and better targeted at the students in her classes.
 - Due to scheduling constraints, I was able to attend only two of her classes. In each case, she was clearly well prepared, and material flowed in a logical and well-designed manner. Further, after I made suggestions regarding pacing, student interactions, and other classroom mechanics, I noticed substantial adjustments in the next class I attended.

Altogether, over the semester, I observed Prof. Hamid evolving substantially in her thinking about the course and its scheduling, pedagogy, handouts, assignments, tests, and student interactions. Also, student attendance at her classes was consistently excellent, and her frequent office hours well attended—both important signs at Grinnell that students are connecting well with faculty.

Turning to Prof. Hamid's teaching-related activity since Grinnell, several observations suggest that Prof. Hamid is continuing to develop and improve her teaching, including pedagogy and interactions with students.

- During our telephone conversations, including weekly calls during spring semester 2021 and in the past year, I have noted that Prof. Hamid regularly asks questions about pedagogy and strategy. During these talks, I have observed that her questions often have become deeper, wider-ranging, and more mature—not only about specific class details, but also about curricula, pedagogy, active learning, and the relationship among courses.
- Prof. Hamid has sent me a few recent syllabi, and they all indicate that her courses are well structured and carefully planned. Further, she seems quite thoughtful in how to engage students and promote various forms of active learning.
- Prof. Hamid is thoughtful and reflective with her teaching, leading to several peer-reviewed publications related to teaching and learning. Since her scholarship and publications are discussed in the main body of this letter, this work is not discussed further here, in this Appendix.

In summary for teaching, Prof. Hamid has a good record of adapting to new environments at different schools, organizing her courses carefully, paying attention to matters of pedagogy and active learning, reflecting on her teaching experiences, and progressing thoughtfully in her teaching activities.

Dr. Fahmida Hamid is an excellent colleague. She has progressed well in her teaching, research and community service.

Teaching: Dr. Hamid has developed and taught a number of courses to support the core computer science program and to attract students to the discipline. The breadth of these classes is illustrated in the FAAR record, but included are data structures, software engineering, natural language processing and theory of computation. She has high standards for students, going the extra steps to help them achieve these standards. Often, she has encountered a class with highly varied backgrounds for which she has created activities both to challenge current skills and to encourage building skills. Dr. Hamid was able to pivot quickly in both the COVID years and through the hurricanes in 2024 to keep students on track in classes and in their scholarly growth. Her tutorials are limited in number and focused on building upon skills from classes. Her five thesis students complete their work in a timely manner and go from the college into jobs or graduate studies. She typically carries double-digit advisee loads. Many of the students work with her for several semesters, attesting to the fact that she is a conscientious advisor.

Scholarship: Dr. Hamid has published four papers (2 in 2020, one in 2022, and one in 2024) primarily in the area of the scholarship of teaching and learning. Offering this type of scholarship is critical to the advancement of pedagogy. She has offered posters at conferences to get feedback on both depth and scope of her work. Her recent paper co-authored with colleague Roy was an important contribution to the research community in understanding sociocultural barriers to breast cancer awareness among south Asian women.

Service: Dr. Hamid attends division and faculty meetings regularly, offering important insights into how writing can be woven into educational activities, especially in the sciences. She also volunteered for the SASC, an important and time-consuming campus wide committee. She is in her second year on the committee, helping to guide both faculty and students through succeeding with first time in college activities. Importantly, she has also contributed to helping faculty and transfer students to complete concentrations in a timely manner. The SASC is both time-consuming and complex, requiring good understanding of nuanced guidelines developed by faculty with administration.

Her steady hand and deep interest in teaching and learning are helping to shape not only her discipline but also programs within the college. She has shown flexibility in developing skills to support the discipline and a willingness to do important teamwork with colleagues.

Overall: Dr. Hamid has shown a positive trajectory in developing a solid teaching, research, and service profile.

FROM: PAC1

TO: PROVOST ROHRBACHER

RE: TENURE & PROMOTION REVIEW OF PROFESSOR FAHMIDA HAMID

DATE: JANUARY 22, 2026

TEACHING

Professor Fahmid Hamid joined New College as an Assistant Professor of Computer Science in Fall, 2020. This review covers the period from Fall 2020 to Spring 2025. Professor Hamid was on research leave during Spring 2024.

Over her 5 years at New College, Professor Hamid taught a wide array of computer science courses, including a handful of core requirements. She offered a total of 18 courses: 9 new preparations, 5 of which were core requirements in computer science (Object-Oriented Programming 2x, Object-Oriented Design 4x, Algorithms 2x, Data Structures, Software Engineering), a CYC introductory programming course with no prerequisites (Functional Programming in Haskell 2x), and 3 advanced electives (Embedded Systems 2x, Theory of Computation 2x, Natural Language Processing 2x), one of which also served as an Advanced Computing elective for the graduate program in Data Science. Beyond the regular classroom, Professor Hamid sponsored 10 ISP students and offered 15 full-term tutorials (all individual) and 5 mod-equivalent tutorials (one of which was a group tutorial with 6 students). She sponsored 78 student contracts, 10 senior theses (2 as a co-sponsor), and served on 23 baccalaureate committees.

Professor Hamid's syllabi are quite thorough (typically 7-8 pages long), consistently including a clear outline of learning objectives, topics and expectations. There is always a detailed description of important aspects such as her policy on late submissions, academic dishonesty, attendance, and communication. Her syllabi also clarify any adjustments to emerging circumstances, such as the COVID pandemic (including COVID classroom policy in the Fall 2021 semester, after having taught fully remote courses in AY 2020-2021) and the rapid advancements of Artificial Intelligence tools (AI statement appears in Fall '25 syllabi). Her narrative evaluations of student work, while brief, provide an overall picture of each student's progress. Student evaluations of Professor Hamid's courses during her 5 years at New College were predominantly positive. With a few exceptions, students tend to find her courses challenging while praising her availability, patience, organization, clarity, fairness and willingness to help. The most recent chair's letter noted improvement of Professor Hamid's contract certifications, stating that they are "clear and helpful".

Professor Hamid's disciplinary colleagues praise her willingness to expand her offering of core courses and are grateful for the range and number of her tutorials. A colleague outside her

discipline credits Professor Hamid with inspiring a student to pursue Computer Science after having taken an ISP with her.

All-in-all, Professor Hamid meets the tenure and promotion expectations in the area of teaching.

SCHOLARSHIP


Professor Hamid is a computer scientist whose research focuses on Information Retrieval, Natural Language Processing (NLP), and teaching methodologies in computer science education. During the review period, Professor Hamid has maintained an active and consistent research agenda, publishing peer-reviewed work in both computer science and computer science education. She has published six papers in scientific journals and conference proceedings. In the computer science community, peer-reviewed conference papers are recognized as high-quality scholarly contributions and serve as a primary avenue for the timely dissemination of original research. One external reviewer specifically praises Professor Hamid's consistent scholarly productivity in a liberal arts environment, where faculty must balance research with substantial teaching and mentoring responsibilities.

Her first paper, "Unveiling Sociocultural Barriers to Breast Cancer Awareness Among the South Asian Population: A Case Study of Bangladesh and West Bengal, India," was published in *JMIR Human Factors* in 2025. Professor Hamid is the first author on this collaborative work with Professor Roy. The paper examines strategies for achieving mass awareness and strengthening protective measures for breast cancer in diverse societies such as Bangladesh and West Bengal. Through statistical analysis, the study argues that improving early detection requires culturally tailored, context-specific interventions and identifies social media as a promising platform for delivering effective and culturally sensitive awareness campaigns.

Her second paper, "Designing a Design-Oriented Course for CS Majors," published in the *Journal of Computing Sciences* in 2024, is a solo-authored work. This paper proposes an intermediate Object-Oriented Design course to better prepare computer science students for Software Engineering positions. It also serves as a practical guide for instructors developing such courses in a field with limited existing curricular resources.

Her third paper, "Medical Relevancy of Cancer-Related Tweets and Its Relation to Misinformation," was published in *The International FLAIRS Conference Proceedings* in 2023, where she is the second author. This study uses machine learning models to assess the medical relevance of cancer-related tweets and investigates their relationship to misinformation.

Professor Hamid's fourth publication is a solo-authored report titled "A Functional Programming Course in a Remote Learning Model," published in *The Journal of Computing Sciences in*



Colleges in 2022. This work outlines the design and delivery of a Haskell-based Functional Programming course during the COVID-19 pandemic, emphasizing problem-solving and modern pedagogical approaches. It also offers practical lessons to guide early-career faculty in designing introductory programming courses under challenging conditions.

Professor Hamid's fifth paper, "Detecting the Presence of Named Entities in Bengali: Corpus and Experiments," was published in *The International FLAIRS Conference Proceedings* in 2021. This collaborative work with Professor Rashid lists Professor Hamid as the second author. The paper presents a named entity recognition study that introduces a specialized Bengali corpus and applies machine learning models to identify and classify named entities in Bengali text.

Her sixth paper, "Adjusting to the New Normal: Perspectives from an Introductory Programming Sequence Course," was published in *The Proceedings of the 9th Computer Science Education Conference* in 2020. Professor Hamid is the first author on this collaborative work. The paper documents the redesign of an intermediate programming course during the COVID-19 pandemic to reduce student anxiety and enhance learning outcomes. The results show positive effects on student engagement and achievement, offering valuable insights for educators facing similar instructional challenges.

In addition to her published scholarship, Professor Hamid actively engages students in hands-on research projects. One external reviewer specifically highlights her success in integrating students as collaborators in her research program, noting that this approach directly advances New College's mission of undergraduate engagement. In the summer of 2021, she led two research projects in Natural Language Processing and Information Retrieval, collaborating with Professor Roy and five New College of Florida students. As a result of this work, two students presented their research at the Natural Sciences Student Research Showcase at New College. In the summer of 2025, Professor Hamid collaborated with two other students on separate research projects. The first project focused on designing a 2D game to raise social awareness. The second project involved designing an application to promote diversified meal planning as a strategy to help address obesity. Professor Hamid also encourages students to disseminate their research through conferences and poster competitions, supporting their growth as emerging scholars. In 2023, one of her students presented their Independent Study Project at a poster competition at the Consortium for Computing Sciences in Colleges, Northeast Region (CCSCNE), under her supervision. That same year, she co-authored a short paper with a student that was accepted at the 36th International FLAIRS Conference. In 2022, another collaboration with a student resulted in an extended abstract published as part of the Student Research Competition at the SIGCSE Technical Symposium.

Professor Hamid is a highly effective mentor who actively involves students in hands-on research and fosters valuable skills that will benefit the New College community. One external reviewer's letter praises Professor Hamid's overall work for its combination of substantial technical contributions and a strong commitment to socially relevant research. In collaboration with Professor Roy, Professor Hamid submitted a three-year REU proposal to the NSF Directorate for Computer and Information Science and Engineering program(CISE). Although the proposal was not funded, it received substantial positive feedback. This is a highly competitive program, with an average acceptance rate of approximately 25%. This effort demonstrates her proactive pursuit of external funding to support and sustain her research agenda.


Overall, the committee finds that Professor Hamid meets the expectations of tenure and promotion in the area of scholarship.

SERVICE

Professor Hamid's service has primarily been within the Computer Science AOC. She served on an AOC clarification committee in summer of 2022, in which she designed the Computer Science AOC Checklist/forms for full, joint, and double AOCs in CS. She served twice on search committees in Computer Science, for a visiting assistant professor in 2022 and for a tenure-track position in 2025. Colleagues value Professor Hamid's feedback during the process of program building and restructuring, noting that "she has been consistently responsive in matters related to academic program development" at New College. Moreover, Professor Hamid has been writing numerous recommendation letters for students each year, as many as 25 during the 2023-2024 Academic Year.

Professor Hamid has started to serve on campus-wide committees in recent years. She has been a member of the Writing Advisory Committee since Fall 2022. She has been serving as a member of the Student Academic Status Committee since Fall 2024, an important and time-consuming committee.

Professor Hamid has offered notable service to her field. As listed in a letter by her colleague, Professor Hamid has regularly served as a peer reviewer for multiple conferences, including the 2025 ACM Special Interest Group on Computer Science Education Technical Symposium (SIGCSE TS), the 2024 Consortium for Computing Sciences in Colleges – Southeast Region (CCSC:SE), the 2024 EduCHI workshop, and the AAAI Undergraduate Consortium. Professor Hamid's professional service underscores her active engagement with the broader computing education community.



Overall, the committee finds that Professor Hamid fulfills the tenure and promotion expectations in the areas of teaching, scholarship and service.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: May 8, 2026

SUBJECT: Tenure Consideration

PROPOSED BOARD ACTIONS

Approval of recommendation to grant tenure for Dr. Jeffrey Hanson

BACKGROUND

Article 15 of the CBA and Sections 4.5 - 4.6 of the Faculty Handbook outline New College of Florida's tenure policies and procedures. To make it to this stage in the process, these seven faculty gathered evidence of their teaching effectiveness, scholarly and professional activities, and service that was reviewed by internal and external evaluators:

- (1) By May 1, 2025, the candidates submitted to their Division Chairs contact information for possible outside references. The Divisions then solicited those outside references.
- (2) In August, the candidates were responsible for assembling their evaluation files for review. These files, which were made available for review by faculty within each candidate's Division, include documentation from each candidate's career at NCF:

General Information Section:

- Copies of annual year-end activity reports (an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on, faculty committees served on, and scholarly activities).
- Current vita.
- Copy of initial appointment letter.
- Assignment of duties letter for each semester.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters sent to the PAC from faculty colleagues, students, alumni, or external reviewers from previous reviews
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists

Evaluation Section:

- Student evaluations of the candidate's teaching.
 - Syllabi and course descriptions.
 - Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office.
 - Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
 - Current letters from external reviewers assessing the candidate's scholarship and creative work.
 - Information about community service not otherwise reported.
 - Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
 - Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- (3) In November, the Divisional vote on tenure was conducted. Positive votes on at least three-fourths of the ballots from regular, full-time faculty (other than those in their first year of service) constitutes a positive Divisional recommendation to award tenure.
- (4) The Provost's Advisory Committee (PAC – two faculty representatives from each Division) then independently reviewed the application, voted on whether to recommend tenure, and forwarded that recommendation to the Provost.
- (5) Based on a review of the file, the Divisional vote, and the recommendation from the PAC, the Provost made a recommendation to the President. This recommendation, along with all supporting materials from the PAC and Provost, was provided to the candidate (who had the opportunity to provide a written response to the President.
- (6) The President then made a recommendation to the Board of Trustees. When the President's recommendation is contrary to that of the Provost, the President provides a written statement detailing extraordinary circumstances warranting such a decision. That statement is then provided to the Provost, with copies supplied to the candidate and the PAC.
- (7) The final decision rests with the Board of Trustees.

Supporting Documentation Included: Tenure packets for candidate

Other Support Documents Available: Trustees have access to the complete tenure packet for each candidate

JEFFREY ALLAN HANSON

H-INDEX: 7
RESEARCH INTEREST SCORE: 202.5
CITATIONS: 274

ORCID: 0000-0003-1116-6324

SCOPUS: 26654894900

KOLBE SCORE: 8-7-2-3

NEW COLLEGE OF FLORIDA
5800 BAYSHORE DRIVE, ACE 303
SARASOTA, FLORIDA 34243
941.487.4730
JEHANSON@NCF.EDU

ACADEMIC EMPLOYMENT

New College of Florida
Sarasota, Florida

Fall 2024-Present

*Associate Professor of Philosophy
Division of Humanities*

Harvard University
Cambridge, Massachusetts
Spring 2016-Summer 2024

*Senior Philosopher
Human Flourishing Program
Institute for Quantitative Social Science*

Australian Catholic University
Melbourne, Australia
Spring 2011-Spring 2016

*Research Fellow
Institute for Religion and Critical Inquiry*

Boston College
Boston, Massachusetts
Fall 2005-Fall 2010

*Adjunct Assistant Professor
Department of Philosophy*

AREAS OF SPECIALIZATION

19th- and 20th-Century Continental Philosophy
Philosophy of Religion
Phenomenology and Existentialism
Philosophy of Work

AREAS OF CONCENTRATION

History of Philosophy
Ethics
Aesthetics
Social/Political Philosophy

EDUCATION

Fordham University
Ph.D., M.A. Philosophy
2004

University of Dallas
B.A. Philosophy
1996

PUBLICATIONS 10 BOOKS, 43 ARTICLES

BOOKS:

Kierkegaard's The Sickness unto Death
Elements in the Philosophy of Søren Kierkegaard

Series Editor Rick Anthony Furtak
(Cambridge, 2026)

Kierkegaard's Moral Psychology

Co-Author with Wojciech Kaftański
(Cambridge, Under Contract)

Kierkegaard's Works of Love: A Critical Guide
Cambridge Critical Guides

Co-Editor with Wojciech Kaftański
(Cambridge, 2025)

Kierkegaardian Phenomenologies

Co-Editor with J. Aaron Simmons and Wojciech Kaftański
(Lexington, 2024)

Reviewed in: *Choice: Current Reviews for Academic Libraries*
("Highly Recommended" Feature)

Kierkegaard's The Sickness unto Death: A Critical Guide
Cambridge Critical Guides

Co-Editor with Sharon Krishek
(Cambridge, 2022)

Reviewed in: *Faith and Philosophy*

*Philosophies of Work in the Platonic Tradition:
A History of Labor and Human Flourishing*
(Bloomsbury, 2022)

Reviewed in: *Anglican Theological Review*

Michel Henry's Practical Philosophy

Co-Editor with Brian Harding and Michael R. Kelly
(Bloomsbury, 2022)

Contributors: Neal M. DeRoo, Jeffrey Hanson, Paula Lorelle, Ioulia Podoroga,
Joseph Rivera, Frédéric Seyler, J. Aaron Simmons and Maia
Wellborn, and Ruud Welten

Reviewed in: *Choice: Current Reviews for Academic Libraries*
("AA Recommended"), *Philosophy in Review*

*Kierkegaard and the Life of Faith: The Aesthetic, the Ethical, and the
Religious in Fear and Trembling*
(Indiana University Press, 2017)

Reviewed in: *Marginalia*, *Notre Dame Philosophical Reviews*, *Syndicate Theology*

Michel Henry: The Affects of Thought

Co-Editor with Michael R. Kelly
(Continuum, 2012)

Contributors: Renaud Barbaras, Sylvain Camilleri, Raphaël Gély, Jeffrey Hanson
and Michael R. Kelly, Kevin Hart, Rolf Kühn, and Jean-Luc Marion

Reviewed in: *Continental Philosophy Review*, *Modern & Contemporary France*,
Journal of French and Francophone Philosophy, *French Studies*

Kierkegaard as Phenomenologist: An Experiment

Editor
(Northwestern, 2010)

Contributors: Jeffrey Bloechl, Daniel Dahlstrom, Mark Dooley, Darío
González, Brian Gregor, Arne Grøn, Kevin Hart, George
Pattison, Heiko Schulz, and Merold Westphal

JOURNAL ARTICLES:

“Variations in Character Involving an Orientation to Promote Good Across Sociodemographic Groups in 22 Countries”
Scientific Reports
(Forthcoming)

Co-Author with Ying Chen, Dorota Węziak-Białowska, Eric S. Kim, Julia Sharon Nakamura, R. Noah Padgett, Byron Johnson, and Tyler J. VanderWeele

“Love of Neighbor Assessment: Validity, Reliability, and a Template for Measurement”
Frontiers in Psychology **h-index=212**
(Available Online)

Co-Author with Tyler J. VanderWeele, R. Noah Padgett, Brendan W. Case, Richard Cowden, Christina Hinton, Tim Lomas, Katelyn N. G. Long, Ryan Niemiec, Jonathan Rutledge, Jonathan Teubner, Renae Wilkinson, and Matthew T. Lee

“Thomas Aquinas and the Qualification of Monastic Labor”
Religions **h-index=40**
(Available Online)

“Measuring Meaning in Life by Combining Philosophical and Psychological Distinctions: Psychometric Properties of the Comprehensive Measure of Meaning”
Journal of Positive Psychology **h-index=111**
(Available Online)

Co-Author with R. Noah Padgett, Julia Sharon Nakamura, James L. Ritchie-Dunham, Eric S. Kim, and Tyler J. VanderWeele

“Suffering, Authenticity, and Meaning in Life: Toward an Integrated Conceptualization of Well-Being”
Frontiers in Psychology **h-index=212**
(Available Online)

Co-Author with Wojciech Kaftański

“The Oneness of Love in *Works of Love*”
Religions **h-index=40**
(Available Online)

“The Architecture of Happiness”
Emotion Review **h-index=99**
(Available Online)

Co-Author with Tim Lomas, Meike Bartels, Margot Van De Weijer, Michael Pluess, and Tyler J. VanderWeele

“Despair as a Threat to Meaning: Kierkegaard's Challenge to Objectivist Theories”

Philosophies **h-index=16**
(Available Online)

“‘That Is Giving a Banquet’: Neighbor-Love as Spiritualizing Romantic Loves in *Works of Love*”

Journal of Religious Ethics, 50.2 **h-index=27**
(June 2022)

“Spiritually Motivated Self-Forgiveness and Divine Forgiveness and Subsequent Health and Well-Being among Middle-Aged Female Nurses: An Outcome-Wide Longitudinal Approach”

Co-Author with Katelyn N. G. Long, Ying Chen, Matthew Potts, and Tyler J. VanderWeele

Frontiers in Psychology **h-index=212**
(July 2020)

“Perspectives on and Standards of Life’s Meaningfulness: A Reply to Landau”

Ethical Theory and Moral Practice, 23.3-4 **h-index=39**
(2020)

“After Actuality: Ideality and the Promise of a Purified Religious Vision in Frater Taciturnus”

History of European Ideas **h-index=22**
(Available Online)

“Imagination, Suffering, and Perfection: A Kierkegaardian Reflection on Meaning in Life”

History of Philosophy Quarterly, 38.4 **h-index=11**
(October 2021)

“Naked Before God: Kierkegaard’s Liturgical Self”

Kierkegaard Studies Year Book, 24.1 **h-index=5**
(2019)

“Infinite Striving and the Infinite Subject: A Kierkegaardian Response to Schellenberg”

European Journal for Philosophy of Religion, 8.4 **h-index=14**
(2016)

- “Woman as First among Equals: A Subversive Reading of Domesticity in *Totality and Infinity*”
Levinas Studies 9 (2015) **h-index=1**
- “Holy Hypochondria: Narrative and Self-Awareness in *The Concept of Anxiety*”
Kierkegaard Studies Year Book 2011 (2011) **h-index=5**
- “The Shipwreck of the Aesthetic and Ethical”
Graduate Faculty Philosophy Journal, 32.2 (2011) **h-index=N/A**
- “A Tale of Two Doublets: Derrida and Kierkegaard”
Journal for Cultural and Religious Theory, 10.3 (Summer 2010) **h-index=N/A**
- “Returning (to) the Gift of Death: Violence and History in Derrida and Levinas”
International Journal for Philosophy of Religion, 67.1 (February 2010) **h-index=23**
- “Michel Henry’s Critique of the Limits of Intuition”
Studia Phaenomenologica, IX (2009) **h-index=11**
- “At the Limits of Religion Without Religion: A Problem That Cannot Be Resolved”
Philosophy Today, 53.2 (Summer 2009) **h-index=15**
- “Michel Henry and Søren Kierkegaard on Paradox and the Phenomenality of Christ”
International Journal of Philosophical Studies, 17.3 (July 2009) **h-index=29**
- “Michel Henry’s Problematic Reading of *The Sickness unto Death*”
Journal of the British Society for Phenomenology, 38.3 (October 2007) **h-index=16**

BOOK CHAPTERS:

“Liturgy and Life: Toward a Phenomenology of Religion and Flourishing”

Oxford Handbook on Phenomenology and Religion
Edited by Neal DeRoo and Veronica Cibotaru
(Oxford, Under Contract)

“Forgiveness as a Theme in Phenomenology”

Encyclopedia of Phenomenology
Edited by Nicolas De Warren and Ted Toadvine
(Springer, Forthcoming)

“Sabbath as Redemption: Theological Reflections on the Redemptive Power of Rest”

Redeeming Sabbath
Edited by Kenneth Barnes and Sara Minard
(Eerdmans, Forthcoming)

“Anxiety and the Incarnate Spirit: Michel Henry's Analysis of Kierkegaard's *The Concept of Anxiety*”

Kierkegaard in France
Edited by Hjördis Becker-Lindenthal and Andrew Sackin-Poll
(Brill, Forthcoming)

“Despair the Disease and Faith the Therapeutic Cure”

Kierkegaard's The Sickness unto Death: A Critical Guide
Edited by Jeffrey Hanson and Sharon Krishek
(Cambridge, 2022)

“The Comprehensive Measure of Meaning: Psychological and Philosophical Foundations”

Measuring Well-Being: Interdisciplinary Perspectives from the Social Sciences and Humanities
Edited by Matthew T. Lee and Laura Kubzansky
(Oxford, 2021)

“From Possibility to Actuality and Back Again: Kierkegaard's Ontology of the Possible and the Actually Ideal”

Kierkegaard and Possibility
Edited by Erin Plunkett
(Bloomsbury, 2023)

“Working in the ‘World of Life’: Michel Henry's Philosophy of Subjective Labor”

Michel Henry's Practical Philosophy
Edited by Jeffrey Hanson, Brian Harding, and Michael R. Kelly
(Bloomsbury, 2022)

“Levinas and Christianity”

Oxford Handbook to Levinas
Edited by Michael L. Morgan
(Oxford, 2018)

“‘He Speaks in Tongues’: Hearing the Truth of Abraham’s Words of Faith”

Kierkegaard’s Fear and Trembling: A Critical Guide
Edited by Daniel Conway
(Cambridge, 2015)

“Creature Discomforts: Levinas’s Interpretation of Creation
Ex Nihilo”

Being-in-Creation: Human Responsibility in an Endangered World
Edited by Brian Treanor, Bruce Ellis Benson, and Norman Wirzba
(Fordham, 2015)

“Finding Joy in Guilt-Consciousness:
Kierkegaard’s ‘Gospel of Sufferings IV’”

*Being Human: Groundwork for a Theological Anthropology for the 21st
Century*
Edited by David Kirchhoffer with Robyn Horner and Patrick McArdle
(Mosaic/Wipf and Stock, 2013)

“The Phenomenon of the Good: Reconstructing Religion in the
Wake of Deconstruction”

*Reexamining Deconstruction and Determinate Religion:
Toward a Religion with Religion*
Edited by J. Aaron Simmons and Stephen Minister
(Duquesne, 2012)

“Thinking More Positively...And Indeed Why Not?—
A Response to Stephen Minister”

*Reexamining Deconstruction and Determinate Religion:
Toward a Religion with Religion*
Edited by J. Aaron Simmons and Stephen Minister
(Duquesne, 2012)

“A Tale of Two Logics: Some Further Questions about Agape—
A Response to Drew Dalton”

*Reexamining Deconstruction and Determinate Religion:
Toward a Religion with Religion*
Edited by J. Aaron Simmons and Stephen Minister
(Duquesne, 2012)

“Michel Henry and *The Idea of Phenomenology*:
Immanence, Givenness, and Reflection”

Co-Author with Michael R. Kelly

Michel Henry: The Affects of Thought
Edited by Jeffrey Hanson and Michael R. Kelly
(Continuum, 2012)

“Emmanuel Levinas: An Ambivalent but Decisive Reception”

Kierkegaard Research: Sources, Reception, and Resources
Volume 11: Kierkegaard's Influence on Philosophy
Tome II: Francophone Philosophy
Edited by Jon Stewart
(Ashgate, 2012)

“Michel Henry's Theory of Disclosive Moods”

Words of Life: New Theological Turns in French
Phenomenology
Edited by Bruce Ellis Benson and Norman Wirzba
(Fordham, 2010)

“Phenomenology and Eschatology in Michel Henry”

Phenomenology and Eschatology: Not Yet in the Now
Edited by Neal DeRoo and John P. Manoussakis
(Ashgate, 2009)

TRANSLATION:

“Letters”

Consisting of letters from Martin Heidegger, Emmanuel Levinas,
Karl Jaspers, and many others written in response to Jean Wahl
and contained in:

Human Existence and Transcendence
Jean Wahl, translated by W. Christian Hackett
(Notre Dame, 2016)

BOOK SERIES EDITED:

Repercussions: New Research in Philosophy of Religion
Co-Editor with W. Christian Hackett

Bloomsbury
(2013-)

Titles Available:

Kevin Hart, *Poetry and Revelation*
Ulrika Carlsson, *Kierkegaard and Philosophical Eros:
Between Ironic Reflection and Aesthetic Meaning*
David J. Kangas, *Errant Affirmations: On Kierkegaard's
Religious Discourses*
Brian Harding and Michael R. Kelly eds.,
*Early Phenomenology: Metaphysics, Ethics, and the
Philosophy of Revelation*

REVIEWS:

Conversations with Dostoyevsky
by George Pattison

Journal of Anglican Studies
(Forthcoming)

Kierkegaard on Self, Ethics, and Religion: Purity or Despair
by Roe Fremstedal

Notre Dame Philosophical Reviews
(2022)

Kierkegaard and Religion: Personality, Character, and Virtue
by Sylvia Walsh

Notre Dame Philosophical Reviews
(2018)

Love and Forgiveness for a More Just World
Edited by Hent de Vries and Nils F. Schott

Notre Dame Philosophical Reviews
(2016)

Repetition and Identity
by Catherine Pickstock

Syndicate Theology
(2015)

*Testing the Limit: Derrida, Henry, Levinas and the Phenomenological
Tradition*

by Francois-David Sebbah

Continental Philosophy Review
(2014)

Excursions with Kierkegaard: Others, Goods, Death, and Final Faith
by Edward F. Mooney

Notre Dame Philosophical Reviews
(July 2013)

*Kierkegaard's Concluding Unscientific Postscript:
A Critical Guide*

Edited by Rick Anthony Furtak

Notre Dame Philosophical Reviews
(March 2011)

Kierkegaard and Levinas: Ethics, Politics, and Religion
Edited by J. Aaron Simmons and David Wood

Søren Kierkegaard Newsletter, 55
(October 2009)

Kierkegaard's Concept of Despair

by Michael Theunissen

Review of Metaphysics, 59.3

(March 2006)

MINOR PUBLICATIONS:

"Sensowna Praca"/"Meaningful Work" (In Polish)

Filozofuj! Magazyn Popularyzujący Filozofię 5.59

(2024)

"Meaning in Life, Imagination, and Soren Kierkegaard"

Medium.com

(November 4, 2020)

"'To Write a Song that Would Endure': Tom Petty's Agapeic Love"

The Living Church Covenant Blog

(October 7, 2017)

"Søren Kierkegaard"

*Heroes of the Faith: 55 Men and Women Whose Lives Have
Proclaimed Christ and Inspired the Faith of Others*

Edited by Roland Ashby

(Garratt Publishing, 2015)

"The Gospel According to Kierkegaard:

Sin, Guilt, and the Offense of Forgiveness"

Australian Broadcasting Corporation Religion and Ethics Channel

(August 2013)

"Heroes of the Faith: Søren Kierkegaard at 200"

The Melbourne Anglican, 12

(June 2013)

"Admiring Kieslowski"

Film-Philosophy Journal, 4.18

(July 2000)

"Jean-Luc Marion and the Possibility of a Postmodern
Theology"

Mars Hill Review, 12

(Fall 1998)

"Spiritual Subversion: The Films of Nicholas St. John"

Image: A Journal of the Arts & Religion, 20

(Summer 1998)

DISSERTATION:

*Breaking with the Secular: Toward an Authentically Religious
Postmodernism*

Mentor: Merold Westphal
Readers: John van Buren and John Davenport
Examiners: Jennifer Gosetti-Ferencei and John Greco

GRANTS

2023
\$275,000

The John Templeton Foundation

"Experiences of Divine Forgiveness among Christians:
A Multi-Method, Multi-Country Project"

2022
\$2,000,000

The John Templeton Foundation

"The Construct and Assessment of Interpersonal Love"

2015
\$50,000

Australian Catholic University Research Funding

"The Meaning of Suffering: Phenomenology and Theology
Between Tragedy and Redemption"

Office of the Deputy Vice-Chancellor for Research

2013
\$340,000

Australian Catholic University Research Funding

"Transcendence Within Immanence"

Office of the Deputy Vice-Chancellor for Research

2012
\$10,000

Ian Potter Foundation

Conference Grant for *Kierkegaard in the World*

2012
\$10,000

Australian Catholic University Faculty of Theology and Philosophy
Conference Grant for *Kierkegaard in the World*

2012
\$10,000

Australian Catholic University Office for the Vice-Chancellor
Conference Grant for *Kierkegaard in the World*

2012
\$5,000

Deakin University Centre for Citizenship and Globalisation
Conference Grant for *Kierkegaard in the World*

2012
\$5,000

Australian Catholic University Faculty of Theology and Philosophy
Workshop Grant for *Pride, Shame, and Envy: The Phenomenology of
Moral Life*

PRESENTATIONS 92, IN 16 COUNTRIES

June 15, 2026
Northfield, Minnesota

"Myths of the Understanding: Reading *The Concept of Irony* as an
Interpretive Key to *The Concept of Anxiety*"

Hong Kierkegaard Library
Tenth International Conference

February 7, 2026
Chicago, Illinois

"'Any Suffering Can Acquire Interest': Why Kierkegaard Should
Have Been More Concerned for the Charwoman's Station"

Søren Kierkegaard Society Satellite Session
American Philosophical Association Annual Meeting: Central Division

October 31, 2025
Tampa, Florida

"Kierkegaard and Some Problems with Love: Of Neighbors,
Special Beloveds, and of God"

University of South Florida Philosophy Department
Invited Lecture

June 4, 2025
Rome, Italy

"Religion and Spirituality: A Report from the Social Sciences"

Colloquium on Violence and Religion

Annual Conference: Religion, Spirituality, and the Sacred

June 1, 2025
Rome, Italy

“The Erotic Love of God in Kierkegaard's Account of
Neighbor-Love”

Makarios Conference

“Love of Neighbor and Human Flourishing”

April 4, 2025
Krakow, Poland

“Virtue Cannot Be Signaled: Toward a Phenomenology of
Comparative Emotions and Assessments”

Jagiellonian University Interdisciplinary Center for Ethics
Philosophical Perspectives on Social Comparison: Workshop

March 25, 2025
Pardubice, Czechia

“Who Wants to Be Envied? Social Comparison in the
Internet Age”

Center for Ethics as Study of Human Value
Invited Lecture

May 23, 2024
Krakow, Poland

“Philosophical Issues in the Measurement of Meaningful Work”

Jagiellonian University Interdisciplinary Center for Ethics
Invited Lecture

May 17, 2024
Warsaw, Poland

“Measuring Meaningful Work”

Flourishing, Well-Being, and Work
Harvard Club of Poland/Google

September 1, 2023
Oxford, England

“The Love of God Is One and Is Erotic as Well as Agapeic:
Re-Reading Kierkegaard's *Works of Love*”

The British Society for the Philosophy of Religion Fifteenth Conference
“Love, Religion, and God”

August 17, 2023
Copenhagen, Denmark

“Radical Evil and Ontological Privation: The Case of Kierkegaard”

Søren Kierkegaard Research Center Annual Conference
“Kierkegaard and Evil”

June 10, 2023
Baltimore, Maryland

"Faith as Self-Acceptance in Kierkegaard's *The Sickness unto Death*"

Sacra Doctrina Project

"The Primacy of God in a Secular Age: On the Theological Virtue of Faith"

April 8, 2023
San Francisco, California

"Kierkegaard and the Spirit's Love: Rethinking Preferential and Non-Preferential Loves"

Søren Kierkegaard Society

American Philosophical Association Satellite Session

February 25, 2023
Denver, Colorado

"Meaning, Morality, and Happiness: Navigating the Conflicts with Søren Kierkegaard"

International Association for Philosophy of Meaning in Life

American Philosophical Association Satellite Session

October 14, 2022
College Station, Texas

"'Repentance Has Gone Crazy': Kierkegaard on How to Disarm the Sophistry of Sin": Invited Response to "Kierkegaardian Repentance as a Model of Taking Responsibility" by Hannah Winckler-Olick

Society for Phenomenology and Existential Philosophy

Sixtieth Annual Meeting

September 23, 2022
New Haven, Connecticut

"John Ruskin and the Quest for Good Jobs"

Elm Institute

Invited Lecture

May 6, 2022
Northfield, Minnesota

"Love as the Antidote to Despair"

Howard V. Hong and Edna H. Hong Kierkegaard Library

Ninth International Kierkegaard Conference: "Kierkegaardian Perspectives and Prescriptions on Mental Health Issues"

June 18, 2021
Cambridge, England

"Anxiety and the Incarnate Spirit: Michel Henry's Analysis of
Kierkegaard's *The Concept of Anxiety*"

Centre for Research in the Arts, Social Sciences, and Humanities
"Kierkegaard in France" Conference

February 25, 2020
Boston, Massachusetts

"Michel Henry's Ethics Between Life and Death": Invited Response
to "Life and Death in Henry's Phenomenology of the Body" by
Paula Lorelle

*Boston College Phenomenology Symposium: Themes in the Work of
Michel Henry*
Invited Lecture

September 18, 2019
Leiden, The Netherlands

"Kierkegaardian Reflections on the Meaning of Life"

University of Leiden Institute of Philosophy/Leiden University College
Invited Lecture

September 17, 2019
Leuven, Belgium

"A Tentative Kierkegaardian Phenomenology of Selfhood:
Subjectivity, Repetition, and Meaning"

Institute of Philosophy, Catholic University of Leuven
Invited Lecture

September 16, 2019
Prague, Czech Republic

"Kierkegaard on Narrative and Self-Awareness"

Charles University Department of Philosophy
Invited Lecture

September 14, 2019
London, England

"From Possibility to Actuality and Back Again: Kierkegaard's
Ontology of the Possible and the Actually Ideal"

School of Advanced Study University of London
"Living in Uncertainty: Kierkegaard and Possibility" Conference

August 21, 2019
Boston, Massachusetts

“Why a Meaningful Life Is More Important than a Happy Life”

Boston Trinity Academy
Invited Lecture

August 15, 2019
Copenhagen, Denmark

“‘Like a Picture’: Kierkegaard on Theater, Spectatorship, and Liturgy as Genuine Drama”

Søren Kierkegaard Research Centre
Annual Conference: “State of the Arts: Kierkegaard on Literature, Theatre, and Music”

June 12, 2019
Haifa, Israel

“The Place of Commitment in a Meaningful Life”

University of Haifa Department of Philosophy
Meaning of Life Conference

November 17, 2018
Denver, Colorado

“‘In 2046 Nothing Ever Changes’: Kierkegaardian Repetition and Resignation in the Films of Wong Kar-Wai”

American Academy of Religion
Annual Meeting Session: *Kierkegaard, Religion, and Culture Unit*
“Kierkegaard and Cinema”

November 8, 2018
San Diego, California

“Labor Subjectivized: Michel Henry’s Philosophy of Work”

Society for Continental Philosophy and Theology
American Catholic Philosophical Association Meeting:
“Philosophy, Catholicism, and Public Life”

April 14, 2018
Sewanee, Tennessee

“Bending the ‘Rule’: The Fate of Monastic Labor”

Sewanee Medieval Colloquium
Annual Meeting: “Law and (Dis)Order”

April 26, 2017
Plano, Texas

“Plato and the Philosophy of Work”

Collin College Department of Philosophy
Invited Lecture

March 24, 2017
Greenville, South Carolina

“Naked before God: Kierkegaard's Liturgical Self”

Society for Continental Philosophy and Theology
Biennial Conference: “Liturgy, the Arts, and Religious Experience”

October 28, 2016
Waco, Texas

“Catching Up with Yourself: A Kierkegaardian Theory of
Education”

Baylor Symposium on Faith and Learning
Annual Conference: “Higher Learning”

November 20, 2016
San Antonio, Texas

“‘Music Is the Demonic’: Why Kierkegaard (Not Nietzsche) Is the
Spiritual Father of Rock and Roll”

American Academy of Religion
Annual Meeting Co-Sponsored Session: Kierkegaard, Religion, and Culture
Group and Music and Religion Group

August 18, 2016
Copenhagen, Denmark

“*Fear and Trembling's* Actual Ideal: Existentially Integrating the
Aesthetic, the Ethical, and the Religious”

Søren Kierkegaard Research Centre
Annual Conference: “Reconsidering the Existential: The Aesthetic, the Ethical,
the Religious”

January 20, 2016
Fresno, California

“Kierkegaard's Understanding of Story and Selfhood”

Fresno Pacific University
Invited Lecture

December 7, 2015
Waco, Texas

“A Kierkegaardian Response to Schellenberg's Critiques”

Baylor University Philosophy Department
Invited Lecture

November 23, 2015
Atlanta, Georgia

"The 'Main Point' in the Merman's Life: Continuity as Conversion
in *Fear and Trembling* and *The Concept of Anxiety*"

American Academy of Religion
Annual Meeting Co-Sponsored Session: Kierkegaard, Religion, and Culture
Group and Religious Conversion Group

November 21, 2015
Atlanta, Georgia

"Kierkegaard and Religious Belief": Invited Responses to Kevin Hart
and Genia Schönbaumsfeld"

Søren Kierkegaard Society
American Academy of Religion Satellite Session

September 10, 2015
Oxford, England

"Infinite Striving and the Infinite Subject: A Kierkegaardian
Response to Schellenberg"

British Society for Philosophy of Religion
Annual Conference: "Divine Hiddenness"

December 29, 2014
Philadelphia, Pennsylvania

"Aesthetic Ideals and the Task of Repetition"

Søren Kierkegaard Society Satellite Session
American Philosophical Association Eastern Division Annual Meeting

October 29, 2014
Melbourne, Australia

"Performativity and Paradox in Michel Henry's *Words of Christ*"

"The Return of Religion in Continental Philosophy" Symposium
Melbourne School of Continental Philosophy and Committee for the Study of
Religion at the University of Melbourne

October 3, 2014
Los Angeles, California

"Earnestness as Kierkegaard's Key to the Self's Narrative Unity"

Pacific Association for Continental Thought
Sixth Annual Meeting

October 2, 2014
Los Angeles, California

"Narrative and Self-Knowledge in Kierkegaard"

California State University at Dominguez Hills
Invited Lecture

March 12, 2014
Bundoora, Australia

"'He Speaks in Tongues': Hearing the Truth of Abraham's Words of Faith"

LaTrobe Philosophy Seminar Series
Invited Lecture

January 7, 2014
Boston, Massachusetts

"Words of Faith and Pledges of Love: Abraham's 'Total Presence' in His Speech"

Contemporary Philosophy and Theology Research Seminar
Invited Lecture

December 28, 2013
Baltimore, Maryland

"Johannes de Silentio on Luke's 'Hard Saying': Literalism, Love, and the Absolute Figure"

Søren Kierkegaard Society Satellite Session
American Philosophical Association Eastern Division Annual Meeting

December 3, 2013
Sydney, Australia

"'He Speaks in Tongues': Hearing the Truth of Abraham's Words of Faith"

Australasian Society for Continental Philosophy
Annual Conference 2013

November 1, 2013
Waco, Texas

"*Fear and Trembling* as Kierkegaard's Consolation of Philosophy"

Baylor Symposium on Faith and Culture
Kierkegaard: A Christian Thinker for Our Time?

October 24, 2013
Eugene, Oregon

"The Performative Power of Abraham's Final Utterance"

Søren Kierkegaard Society Satellite Session
Society for Phenomenology and Existential Philosophy 52nd Annual Meeting

October 15, 2013
San Diego, California

"How to Hate Your Parents: Kierkegaard on Literalism and Love"

University of San Diego Philosophy Department
Invited Lecture

August 18, 2013
Melbourne, Australia

“Kierkegaard’s Linguistic and Liturgical Model of the World and
Transcendence”

Australian Catholic University
“Kierkegaard in the World” Conference

June 28, 2013
Oxford, England

“Spirit, Body, and the Spiritualized Body in Kierkegaardian Anxiety”

Centre for Theology and Philosophy
Fifth Conference: “The Soul”

May 21, 2013
Hong Kong, Special Administrative Region of China

“Chow Wo-Man as Constantine Constantius: Wong Kar-Wai’s
Study in Repetition”

Centre for Sino-Christian Studies
International Symposium on Søren Kierkegaard and Chinese Culture

April 16, 2013
Burwood, Australia

“Hate Is the New Love: Scripture, Duty, and the Absolute in
Fear and Trembling”

Deakin University Philosophy Seminar Series
Invited Lecture

December 10, 2012
Dallas, Texas

“The Truth of Christianity According to Michel Henry”

Dallas Socratic Society
Invited Lecture

December 4, 2012
Oklahoma City, Oklahoma

“Kierkegaard’s Narratives as Experiments in Self-Knowledge”

Oklahoma City University Philosophy Department
Invited Lecture

November 20, 2012
Chicago, Illinois

“‘The Soul of a Man’: Sin-Consciousness, Resurrection, and
the Spiritualized Body of Rock and Roll”

American Academy of Religion
Annual Meeting: Co-Sponsored Session, Religion and Popular Culture Group
and Religion and Music Group

November 15, 2012
Wheaton, Illinois

"Hate Is the New Love: Scripture, Duty, and the Absolute in
Fear and Trembling"

Wheaton College Philosophy Department
Invited Lecture

November 9, 2012
Boston, Massachusetts

"Hate Is the New Love: Scripture, Duty, and the Absolute in
Fear and Trembling"

Boston College Philosophy Department
Invited Lecture

November 5, 2012
Turlock, California

"Michel Henry on Immanence and Paradox"

California State University at Stanislaus Philosophy Department
Invited Lecture

November 2, 2012
Rochester, New York

"The Word of God and the Proof of Its Truth": Invited Response
to "Is Radical Phenomenology Too Radical? Paradoxes of Michel
Henry's Phenomenology of Life" by Frédéric Seyler, Honorable
Mention for Junior Scholar Prize

Society for Phenomenology and Existential Philosophy
Fifty-First Annual Meeting: Invited Response

June 22, 2012
Melbourne, Australia

"Creation *Ex Nihilo* and the Levinasian Absolute"

Australasian Philosophy of Religion Association
Annual Conference: "Religious Diversity and Its Philosophical Significance"

April 21, 2012
Los Angeles, California

"Creation and Constitutive Relation in Levinas"

Society for Continental Philosophy and Theology
Biennial Conference: "Creation, Creatureliness, and Creativity:
The Human Place in the Natural World"

December 12, 2011
Dallas, Texas

"The Mechanism of Belief in Kierkegaard's *Fear and Trembling*"

Dallas Socratic Society
Invited Lecture

December 1, 2011
Waco, Texas

"Kierkegaard and Levinas on the Absolute Relation"

Baylor University Philosophy Department
Invited Lecture

November 11, 2011
Los Angeles, California

"'For This Is the Central Issue': A New Interpretation of *Fear and Trembling*"

Loyola Marymount University Philosophy Department
Invited Lecture

November 5, 2011
Hertfordshire, England

"Marrying the Ideal and Actual: Kierkegaard's Religious Aesthetic and the Self"

"*Narrative, Identity, and the Kierkegaardian Self*" Conference

October 28, 2011
Saint Louis, Missouri

"Being at Home with *Totality and Infinity*"

Society for Continental Philosophy and Theology
American Catholic Philosophical Association Session
Eighty-Fifth Annual Meeting

October 19, 2011
Philadelphia, Pennsylvania

"Transcendental Structures and the Absolute: The Case of Henry Duméry"

Society for Continental Philosophy and Theology
Society for Phenomenology and Existential Philosophy Session
Fiftieth Annual Meeting

September 14, 2011
Bundoora, Australia

“‘For this is the central issue’: A New Interpretation of
Fear and Trembling”

LaTrobe University Philosophy Seminar Program
Invited Lecture

August 22, 2011
Melbourne, Australia

“‘For this is the central issue’: A New Interpretation of
Fear and Trembling”

ACU Fortnightly Research Seminar
Invited Lecture

June 24, 2011
Krakow, Poland

“‘Being in and Not of the World: In What Sense Is Life
Absolute?’”

Centre for Theology and Philosophy
Fourth Conference: “‘What Is Life?: Theology, Science, and Philosophy’”

November 5, 2010
Montreal, Quebec

“‘Givenness and Immanence: Appraising Henry’s Critique of
Husserl’”

Society for Phenomenology and Existential Philosophy
Forty-Ninth Annual Meeting

August 18, 2010
Copenhagen, Denmark

“‘Kierkegaard’s Narratives in Service of Being Educated by
Possibility’”

Søren Kierkegaard Research Centre
International Kierkegaard Conference: “‘Being and Becoming a Self’”

April 9, 2010
Denton, Texas

“‘Givenness and Immanence: Appraising Henry’s Critique of
Husserl’”

North Texas Philosophical Association
Forty-Third Meeting

October 31, 2009
Leuven, Belgium

"Levinas's Account of Creation *Ex Nihilo*"

Catholic University of Leuven
Leuven Encounters in Systematic Theology
Seventh Biennial Meeting

October 31, 2008
Omaha, Nebraska

"Michel Henry's Phenomenology of Christianity"

International Institute of Hermeneutics
American Catholic Philosophical Association Session
Invited Lecture: Eighty-Second Annual Meeting

September 30, 2008
Prague, Czech Republic

"Merleau-Ponty, Henry, and the Absolute"

Academy of Sciences of the Czech Republic
Fifth Central and Eastern European Conference on Phenomenology:
"Corporeity and Affectivity"

September 2, 2008
Rome, Italy

"The Sundering of Truth in Levinas and Henry"

Centre for Theology and Philosophy
Third Conference: "The Grandeur of Reason"

April 26, 2008
Manchester, New Hampshire

"Haufniensis Reading *Silentio*: A Reappraisal of
Fear and Trembling"

New England Society for Continental Philosophy
Spring Meeting

November 9, 2007
Chicago, Illinois

"Michel Henry's Counter-Intuitive Theory of Intuition"

Society for Phenomenology and Existential Philosophy
Forty-Sixth Annual Conference

October 13, 2007
Boston, Massachusetts

"The Ethics of the '*Tout Autre*' in Jacques Derrida"

Boston College Philosophy Department
Workshop in Contemporary Philosophy: "Jacques Derrida"

August 27, 2007
Sibiu, Romania

"Michel Henry's Intuition of Life: God and Man out of
this World"

Romanian Society for Phenomenology

International Colloquium: "Philosophical Concepts and Religious Metaphors:
New Perspectives on Phenomenology and Theology"

April 1, 2007
Oxford, England

"Michel Henry and Søren Kierkegaard on Paradox and
the Phenomenality of Christ"

British Society for Phenomenology

Annual Conference: "The Work of Michel Henry"

February 5, 2007
Dallas, Texas

"The 'Truth' of Phenomenology and the Truth of Life in
Michel Henry"

University of Dallas Department of Philosophy

Invited Lecture

October 14, 2006
Philadelphia, Pennsylvania

"Anxiety, Immanence, and Incarnation: Henry and
Kierkegaard"

Society for Phenomenology and Existential Philosophy

Forty-Fifth Annual Conference

September 16, 2006
Granada, Spain

"Both Sides of Derrida's Doublet: Two Perspectives on Belief
and Metaphysics"

Centre of Theology and Philosophy

Second Conference: "Belief and Metaphysics"

July 8, 2006
Athens, Greece

"Material Phenomenology and Theology in Henry"

American College of Greece

Fifth Summer International Philosophical Conference: "Phenomenology and
Eschatology: The Second Generation of French Phenomenology"

March 31, 2006
Birmingham, Alabama

"Michel Henry, Immanence, and Anxiety"

Society for Continental Philosophy and Theology
Biennial Conference: "The Theological Turn in French Phenomenology"

September 2, 2005
Nottingham, England

"Michel Henry's Problematic Reading of *The Sickness unto Death*"

Centre of Theology and Philosophy
First Conference: "Transcendence and Phenomenology"

March 24, 2005
San Francisco, California

"Returning the Gift of Death: Derrida and Kierkegaard"

Søren Kierkegaard Society
American Philosophical Association Pacific Division Session

October 6, 2003
La Mirada, California

"The Outrageous Idea of Religious Postmodernism"

BIOLA University Association of Student Philosophers
Invited Lecture

CONFERENCES ORGANIZED

May 2-3, 2025
Sarasota, Florida

The Art of a Good Life: Lessons from Kierkegaard

Keynotes: Michael Strawser, Douglas Zimmerman, Frances Maughan-Brown, Wojciech Kaftański

New College of Florida (\$6,000)

March 17-18, 2022
Cambridge, Massachusetts

Kierkegaard and Love: New Perspectives—Part Two

Co-Organized with Wojciech Kaftański

Keynote: Iben Damgaard

Human Flourishing Program (\$3,000)

November 4-5, 2021
Cambridge, Massachusetts

Kierkegaard and Love: New Perspectives—Part One

Co-Organized with Wojciech Kaftański

Keynote: John Lippitt

Human Flourishing Program

April 19-20, 2019
Cambridge, Massachusetts

The Meaning of Life: Philosophy and Psychology in Dialogue

Keynotes: Roy Baumeister, Samantha Heintzelman, Joshua Hicks, Frank Martela, Thaddeus Metz, Crystal Park, Joshua Seachris, Michael Steger, Charles Taliaferro

Human Flourishing Program and the Lee Kum Sheung Center for Health and Happiness at Harvard School of Public Health (\$22,000)

January 3-6, 2017
Rome, Italy

The Enigma of Suffering: Empirical, Phenomenological, and Theological Approaches

Co-Organized with Jeffrey Bloechl and Tyler VanderWeele

Keynotes: Eric J. Cassell, Daniel Dahlstrom, Emmanuel Falque, Kevin Hart, Karen Kilby, Alicia Krikorian, Joan Monin, Richard Schulz, Claudia Welz, and Herman Westerink

Australian Catholic University Office of the Vice-Chancellor and the Human Flourishing Program (\$70,000)

August 16-18, 2013
Melbourne, Australia

Kierkegaard in the World

Co-Organized with Patrick Stokes

Keynotes: C. Stephen Evans, Charles Guignon, Daphne Hampson, Kevin Hart, and John Lippitt

Australian Catholic University Faculty of Theology and Philosophy, Australian Catholic University Office of the Vice-Chancellor, Deakin University Centre for Citizenship and Globalisation, and the Ian Potter Foundation (\$35,000)

October 4-5, 2012
Melbourne, Australia

Pride, Shame, and Envy: The Phenomenology of Moral Life

Keynotes: Anthony J. Steinbock and Michael R. Kelly

Australian Catholic University Faculty of Theology and Philosophy
(\$5,000)

SESSIONS PROGRAMMED

November 8, 2018
San Diego, California

Michel Henry's Practical Philosophy

Co-Programmed with Brian Harding and Michael R. Kelly

Society for Continental Philosophy and Theology
American Catholic Philosophical Association Session

April 13, 2017
Seattle, Washington

Re-Thinking *Fear and Trembling*

Søren Kierkegaard Society
American Philosophical Association Session

April 12, 2017
Seattle, Washington

Kierkegaard on Love, Transformation, and *Eudaimonia*

Søren Kierkegaard Society
American Philosophical Association Session

January 5, 2017
Baltimore, Maryland

Kierkegaard and His Interlocutors, Ancient and Modern

Søren Kierkegaard Society
American Philosophical Association Session

March 2, 2016
Chicago, Illinois

The Immediate, Mediation, and Other Distinctions

Søren Kierkegaard Society
American Philosophical Association Session

January 6, 2016
Washington, DC

Volition, Exception, and Obligation

Søren Kierkegaard Society
American Philosophical Association Session

April 1, 2015
Vancouver, Canada

Kierkegaard and the Propaedeutic Value of Philosophy

Søren Kierkegaard Society
American Philosophical Association Session

December 28, 2014
Washington, DC

Kierkegaard and Narrative

Søren Kierkegaard Society
American Philosophical Association Session

October 24, 2013
Eugene, Oregon

Recognize/Renounce/Repeat: Kierkegaard and the Performance of
Phenomenology in the 21st Century

Co-Programmed with Timothy Stock and Rick Anthony Furtak

Søren Kierkegaard Society
Society for Phenomenology and Existential Philosophy Session

October 28, 2011
Saint Louis, Missouri

Celebrating the Fiftieth Anniversary of *Totality and Infinity*

Society for Continental Philosophy and Theology
American Catholic Philosophical Association Session

October 19, 2011
Philadelphia, Pennsylvania

New Directions in Old Phenomenology

Society for Continental Philosophy and Theology
Society for Phenomenology and Existential Philosophy Session

October 31, 2009
New Orleans, Louisiana

Theological Re-Turns in French Phenomenology

Society for Continental Philosophy and Theology
American Catholic Philosophical Association Session

November 9, 2007
Chicago, Illinois

Kierkegaard as Phenomenologist

Society for Continental Philosophy and Theology
Society for Phenomenology and Existential Philosophy Session

SUPERVISION

2026

University of Nottingham
Ph.D. Thesis External Reviewer

"The Manifestation of Essence: Resolving the World of Michel
Henry"

by Simon Cunnigham

2023

University of Sheffield
Ph.D. Thesis External Reviewer

"Kierkegaard's Ethic of Cooperative Self-Becoming"

by Michael Regier

2013-2016

Australian Catholic University
Ph.D. Dissertation Supervisor

"The Problem and the Cure: Mimesis in Kierkegaard's 1848-1851
Writings"

by Wojciech Kaftański

2015

Australian Catholic University
Honors Thesis Supervisor

"Existential Free Will Anxiety: Kierkegaard and Nietzsche"

by Alfred Julian Wheeler

2014-2015

Australian Catholic University
Ph.D. Dissertation Co-Supervisor

"The Prism of Belief: A Phenomenology of Faith and Doubt"

by Jodie McNeilly

2012-2013

Australian Catholic University
M.A. Thesis Co-Supervisor

"Milbank and Marion on the Possibility of the Post-Metaphysical"

by Nathan Lyons

2012-2016
Australian Catholic University
Ph.D. Dissertation Co-Supervisor
“Authenticity, Mitsein, Guilt: Early Heidegger and the Question
of Ethics”
by Augustine Obi

2011-2013
Australian Catholic University
Ph.D. Dissertation Co-Supervisor
“Bonhoeffer: Kierkegaard’s Solitary Individual”
by Petra Brown

Spring 2009
Boston College
Dissertation Committee Member
“Being and the Imaginary: An Introduction to Aesthetic
Phenomenology and English Literature from the Eighteenth
Century to Romanticism”
by Thomas R. Simons

Spring 2007
Boston College
Senior Thesis Mentor
“From Military Solutions to Therapeutic Remedies: An Analysis of
Post-Traumatic Stress Disorder and the Current State of Mental
Healthcare for War Veterans”
by Rachel Held

SERVICE

PROFESSIONAL: 2025-2027
Søren Kierkegaard Society USA
Vice-President/President-Elect

2025
Cambridge University Press
Submission Referee

2025
International Journal of Kierkegaard Research
Submission Referee

2023
Bloomsbury
Submission Referee

2023
Epoché
Submission Referee

2022
Heythrop Journal
Submission Referee

2018-2021
Søren Kierkegaard Society USA
Secretary/Treasurer

2019-2021
Theological Horizons
Goodwin Theological Writing Prize Judge

2020
Cambridge University Press
Manuscript Proposal Referee

2020
Journal of Value Enquiry
Submission Referee

2016
Routledge Press
Manuscript Referee

2014-2016
Søren Kierkegaard Society USA
American Philosophical Association Representative

2014
Southwest Philosophy Review
Submission Referee

2013-
PhilPapers.org
Michel Henry Section Co-Editor with Michael R. Kelly

2013-2020
Continental Philosophy Review
Submission Referee

2013
University of Notre Dame Press
Manuscript Referee

2013
International Journal of Philosophical Studies
Submission Referee

2012
Journal of French and Francophone Philosophy
Submission Referee

2012
Continuum Press
Manuscript Referee

2012
Fonds Wetenschappelijk Onderzoek—Flanders
Research Project Proposal Reviewer

2012-2015
Colloquium: The Australian and New Zealand Theological Review
Editorial Board Member

INSTITUTIONAL:

2011
Philosophy Task Force
Australian Catholic University

2011
Australasian Philosophy of Religion Association Conference Committee
Australian Catholic University

2006-2009
Lecture Series Programming Committee
Boston College

2006-2010
Faculty Advisor for First- and Second-Year Students
Boston College

FELLOWSHIPS

Summer 2023
Copenhagen, Denmark
Guest Researcher
Søren Kierkegaard Research Center

Summer 2008
Northfield, Minnesota
Summer Fellow
Howard H. and Edna V. Hong Kierkegaard Library

TEACHING HISTORY

New College of Florida
Sarasota, Florida

Fall 2024-Present

UNDERGRADUATE COURSES:

Religious Existentialism
Advanced Ethics Seminar: Meaning in Life
Early Modern Philosophy
Introduction to Ethics
Kierkegaard Seminar
Philosophy of Religion

TUTORIALS: Kierkegaard's *Works of Love*
 Christian Platonist Texts
 Readings in Political Theology

Harvard University
 Cambridge, Massachusetts
 Spring 2019

INDEPENDENT STUDY: The Works of Kierkegaard

UNDER-/GRADUATE PRO-SEMINAR: The Wisdom of Work

Human Flourishing Program
 Cambridge, Massachusetts
 Summer 2017-Summer 2018

SUMMER SEMINARS: The Wisdom of Work
 Kierkegaard and the Happy Life

Australian Catholic University
 Melbourne, Australia
 Spring 2011-Spring 2015

UNDERGRADUATE COURSES: Philosophy, Film, and the Arts
 Recent Continental Philosophy
 Philosophy: The Big Questions

Boston College
 Boston, Massachusetts
 Fall 2005-Fall 2010

GRADUATE COURSES: Martin Heidegger's *Being and Time* I
 Kierkegaard on the Self
 Michel Henry's *The Essence of Manifestation*
 (Independent Study)

UNDERGRADUATE COURSES: Kierkegaard and Nietzsche
 Perspectives on Western Culture
 Philosophy of the Person I & II

Saint Edward's University
 Austin, Texas
 Spring 2005-Summer 2005

UNDERGRADUATE COURSES: Ethical Analysis

Austin Community College
 Austin, Texas
 Spring 2005-Summer 2005

UNDERGRADUATE COURSES: Introduction to Philosophy

Concordia University
 Austin, Texas
 Fall 2004

UNDERGRADUATE COURSES: Survey of Western Philosophy

Brookhaven College
Dallas, Texas
Spring 2004

UNDERGRADUATE COURSES: Ethics
 Introduction to Philosophy

Fordham University
The Bronx, New York
Spring 2000-Spring 2001

UNDERGRADUATE COURSES: Philosophical Ethics
 Philosophy of Human Nature

REFERENCES

Kevin Hart
Jo Rae Wright Distinguished Professor
Duke Divinity School
khart@div.duke.edu

C. Stephen Evans
Distinguished University Professor of Philosophy and Humanities
Baylor University
C_Stephen_Evans@baylor.edu

Anthony J. Steinbock
Professor of Philosophy, Phenomenology Research Center Director
Stony Brook University
Anthony.Steinbock@stonybrook.edu

Merold Westphal
Distinguished Professor of Philosophy Emeritus
Fordham University
westphal@fordham.edu

Christina M. Gschwandtner
Professor of Philosophy
Fordham University
gschwandtner@fordham.edu

Jeffrey Bloechl
Associate Professor of Philosophy
Boston College
bloechl@bc.edu

Patrick Byrne
Professor and Former Chair of Philosophy
Boston College
byrne@bc.edu



Prof. Maribeth Clark
Chair, Division of Humanities
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243

September 15, 2025

Dear Prof. Clark (and other members of the tenure committee),

I am writing in support of my colleague, Dr. Jeffrey Hanson, in his application for tenure at New College of Florida. In particular, I have been asked to share my thoughts on Dr. Hanson's work as a scholar—and I am very happy to do so. I've known Jeff at least since November 2016, when we both presented papers on a panel devoted to Kierkegaard and music at the annual meeting of the American Academy of Religion in San Antonio.

Crossing paths again the following November at the AAR meeting in Denver, where we both presented (again) on a panel on Kierkegaard and cinema, we spoke at greater length and conceived the idea of a co-edited volume on the topic, which we undertook in earnest throughout 2018 and 2019. Sadly, the project ultimately shipwrecked on the COVID-19 pandemic and lockdowns, but in the intervening time we worked relatively closely together, including securing commitments from an impressive international group of scholars to contribute to the project. It was over the course of those years working with him on the edited volume that I really came to know Jeff, as both a colleague and a scholar. In addition, I took over from him as Secretary/ Treasurer of the Søren Kierkegaard Society USA in 2022 (he had served the preceding four years in the role), and I worked rather closely with him again as he patiently taught me what I needed to know to oversee the Society's newsletter, website, mailing list, membership roster, and bank account—and how to plan the Society's annual banquet. I will be passing those responsibilities on to someone new next year (after an upcoming election), and the new Treasurer will be well-served if I can be anywhere near as supportive of and helpful and encouraging to them as Jeff was to me.

I mention all of this not because I think it bears necessarily on the content of Jeff's scholarship, but because I think it reflects quite well his character as a scholar. He is not just a productive author and speaker; he is the kind of thinker and writer with whom students and colleagues are most fortunate to work, given his proclivity for finding what is best in the work of another and teasing out its depth and meaning. His example as a working scholar is worthy of emulation, not only in its intellectual depth but in the depth of the humanity he brings to his work as a scholar.

In his scholarship statement/letter to external reviewers, Dr. Hanson helpfully delineates four distinct (if sometimes overlapping) tracks in his scholarship, both as it has been published heretofore and as he conceives of it developing into the future: (1) moral psychology, (2) meaning in life, (3) philosophy of labor, and (4) philosophy of religion. I will say something about his work in these areas, but it is worth

noting that my direct experience of Jeff as a scholar cuts across a number of them, and thus I have not experienced them separately. For the most part, I know Dr. Jeffrey Hanson as a Kierkegaard scholar, and one of the relatively few Kierkegaard scholars other than myself seriously interested in what we might call the aesthetic dimensions of Kierkegaard's work. I think perhaps Jeff himself would situate this work somewhere between or across (2) and (4), but even here we can see the multi-dimensionality of the approach most characteristic of Jeff's work. In what follows, I'll briefly address his work in areas (1) and (3) before turning to (2) and (4), by way of a consideration of the scholarship of his which I know best, his work on Kierkegaard.

(1) Moral Psychology & (3) Philosophy of Labor

As he articulates in his statement, and as he demonstrates by way of his publications in these areas, Jeff has devoted a considerable portion of his research and scholarly agenda to two areas which border closely upon (if they do not ultimately overlap with) the social sciences: at the very least, psychology, sociology, and economics. This is remarkably unlike the work I do, myself, but even from the somewhat distant perspective from which I must view it, I find Jeff's contributions in these fields to be both exemplary of philosophical rigor and—more importantly, perhaps—genuinely useful to considerations of how we might live our lives more justly, happily, and meaningfully than we do. This is a point I will return to: Jeff's work as a scholar rarely seems concentrated solely in those areas or on those topics of interest almost exclusively to other scholars. The value of much of the work he does—especially in the areas of moral psychology and philosophy of labor—lies in the coupling of the rigor required for scholarly inquiry with a passion for making sense of, and helping others to make sense of, the fullness of human life. Thus, his recent works on happiness (“The Architecture of Happiness,” *Emotion Review* 2022), suffering and well-being (“Suffering, Authenticity, and Meaning in Life,” *Frontiers in Psychology* 2022), and labor (“Thomas Aquinas and the Qualification of Monastic Labor,” *Religions* 2024), as well as multiple earlier publications (especially his important book on labor and happiness, *Philosophies of Work in the Platonic Tradition*, Bloomsbury 2022) and a forthcoming work on forgiveness, all drive in the direction of restoring something of philosophy's place among more scientific and data-driven fields—but in ways that always seek to revisit fundamentally human (and humanistic) concerns research in those fields sometimes overlooks.

(2) Meaning in Life & (4) Philosophy of Religion

To begin with, I think it's important to note that much of Jeff's work on meaning in life is enmeshed in his interests in moral psychology and the philosophy of labor, as well as the philosophy of religion, and the question of life's meaning might be the unifying thread working through his work in such diverse areas. Nevertheless, much of his scholarship on meaning in life is directly concerned with questions of despair, suffering, and anxiety, all of which are central Kierkegaardian concerns. Especially once we see Jeff's interest in expanding the philosophical understanding of meaning beyond merely objectivist categories (as deftly argued in both the aforementioned “Suffering, Authenticity, and Meaning in Life” and “Despair as a Threat to Meaning: Kierkegaard's Challenge to Objectivist Theories,” *Philosophies* 2021), his use of and indebtedness to Kierkegaard becomes apparent. Which is not, of course, to say that Jeff's interest in Kierkegaard is in any way hidden: Kierkegaardian concepts and texts are woven throughout the long history of Jeff's scholarship, constituting perhaps the most visible strand therein. Nevertheless, there is more to his work than Kierkegaard, and so, before getting to his scholarship on Kierkegaard (the part of his work which I know best by far), it's worth noting the significant roles played in Jeff's thought by his work on Michel Henry and Emmanuel Levinas, and to a lesser extent, Jacques Derrida, ancient Greek,

and medieval thinkers. It's in this intriguing combination of sources that, I think, we find Jeff's singular approach—to Kierkegaard, and everything else.

Kierkegaard

Among Kierkegaard scholars working today, few are Jeff Hanson's equal in articulating a phenomenological approach to Kierkegaard's religious works. Much of Jeff's work on Kierkegaard seems to have roots in his earlier work with Michel Henry, to the extent that the phenomenological approach Jeff takes to Kierkegaard's thought is quite reminiscent of Henry's phenomenology, emphasizing as it does relationships between subjective feeling, existence, and ultimately, the religious. If one follows the trajectory of Jeff's published scholarship chronologically, one can see the development of his approach, leading him in more recent years to extended readings of (and wrestlings with) difficult Kierkegaardian texts, such as *Fear and Trembling (Kierkegaard and the Life of Faith)*, Indiana 2017), *Works of Love (Kierkegaard's Works of Love: A Critical Guide)*, Cambridge forthcoming), and *The Sickness unto Death* (both a volume in Cambridge's "Critical Guides" series from 2022, and a forthcoming volume in the "Cambridge Elements" series). The quality of Jeff's work on Kierkegaard is consistently very high, as is made evident in his long list of publications, his many forthcoming works and works-in-progress, and the long line of colleagues and fellow scholars (myself included) happy to work with him, often across disciplinary, methodological, and national boundaries. On a personal note, Jeff's work on Kierkegaard has been a frequent resource for me, and more informal scholarly conversations with him have often served to help me see not only his point of view, but also my own thoughts from a different and illuminating angle. His reputation in Kierkegaard circles is a very good one; his work has been extremely well received, and he has been called upon more than once to lead the community of Kierkegaard scholars in the United States because, in part, his scholarship on Kierkegaard has made such a deep impression on us.

Dr. Jeffrey Hanson is a thoughtful, rigorous, original scholar working within the traditions of phenomenology and the philosophy of religion, attending to questions of meaning, existence, happiness, and work, in engagement with such serious thinkers as Søren Kierkegaard, Michel Henry, Emmanuel Levinas, and Thomas Aquinas. He is an impressive and important contributor to multiple ongoing contemporary debates and conversations in philosophy, religion, and interdisciplinary projects in the humanities and social sciences. When it comes to finding a working scholar of relevance to make a lasting contribution to the life of your college, I do not think you could do better.

Thank you for this opportunity to share my thoughts on Jeff as a scholar. If I can be of any more help to you in the tenure process, please don't hesitate to be in touch.

Sincerely yours,



Joseph Westfall
Professor of Philosophy
University of Houston-Downtown



BOSTON COLLEGE
DEPARTMENT OF PHILOSOPHY

External Evaluation of Scholarly Work
Jeffrey A. Hanson

September 15, 2025

To the Tenure Committee:

I have agreed to share my evaluation of the scholarly work of Dr. Jeffrey Hanson, who is under consideration for tenure at New College of Florida. I have known Dr. Hanson for many years, having met him at conferences in the early 2000s and later served in the same philosophy department (Boston College) for a few years. During our time at Boston College, I was Associate Professor and he had the status of what at that time we called “Adjunct Professor.” Since Dr. Hanson’s departure for the Australian Catholic University, I have followed his career through study of some of his published writings and, during a period of one month, counted him among participants of an advanced seminar that I led during a research stay in Melbourne. We are friendly but not close. Based on the aforementioned contacts, I hold him in high esteem as a scholar, teacher, and human being.

Before offering some thoughts about Dr. Hanson’s scholarship, I will venture to share a report about his teaching, though I was not specifically asked to do so: while he was at Boston College, he was widely known to be an extremely good teacher—both effective and popular. I have no way of forming a clear idea of his administrative skills or what is often called “service commitment.”

Hanson has unusual philosophical range—even more than appears in the packet of texts that I was asked to read. In addition to being an accomplished and illuminating interpreter of Kierkegaard and yet also the author of a considerable study of “work,” while sometimes engaging in philosophical contributions to the efforts of social and cognitive psychology, he has also published some excellent essays on the thought of Michel Henry, which certainly means that he understands classical phenomenology quite well, for without the latter one can scarcely make

sense of Henry's claims. But range and erudition are also evident within the texts that I was sent. His essays and book on Kierkegaard proceed in steady engagement of contemporary philosophy, and show a constant appreciation of the Lutheran theology that Kierkegaard both loved and excoriated at the same time. His book on "work" is most impressive when he explores, often with helpful insight, theories and practices as fine-grained as the differences between monastic and early scholastic conceptions. So likewise his essays in that area. As someone who explores parts of that historical passage with an interest in Christian spirituality, I found Hanson's claims that Aquinas's treatment of work (*labora*) marks the beginning of an increasingly qualified view of the latter unexpected and convincing.

Hanson's *Kierkegaard and the Life of Faith* is a very good scholarly introduction to *Fear and Trembling*, which is probably Kierkegaard's most widely read book. While the path that he takes through that book is straightforward, he pursues it with an unusual amount of readiness—and capacity—to show us both (a) where and how Kierkegaard's conceptions of things like passion and sacrifice touch on (and occasionally resist) what has been said about them in much more contemporary work (e.g., Marion, Derrida), and (b) why any of this makes an important difference in our ordinary lives. Hanson has pulled off the rare feat of writing a book on Kierkegaard that will interest scholars in the field (as his footnotes makes clear, he knows who they are) and good undergraduate students. His facility with connections to ordinary life is also a strength of his essays on forms of love according to Kierkegaard. Scholarly dissatisfaction with how the texts have been read—including clarification by appeal to Danish terms *as SK tended to use them*—yields a richer, more nuanced understanding of love than one gets either from a scholarly predilection for sharp distinctions (e.g., eros vs agape) or, this being Kierkegaard's more likely concern, the dualism promoted in some Protestant theology. I could certainly offer many more examples of this type, all supporting a claim that Hanson is an important interpreter of Kierkegaard, and very likely an excellent expositor of his thought in the classroom.

If Kierkegaard's work makes up a well-defined and unusual place in the history of philosophy, reflection on the theme of work is vast and closely related to many other things. It is remarkable that Hanson took on such a theme at all, let alone made his way to an extensive and useful account of it. Readers of Hannah Arendt will know that there is an immediate problem, or hard question, already in the necessary terminology. She distinguishes *work*, which produces artifacts, from *labor*, which supports organic life. What calls "work," is close to what she calls labor, but he knows well that working with one's hands and back has almost always been invested with a cultural and spiritual sense, so that the meaning of its results is often more than raw material for shelter or consumption. He deals with this difficulty by adopting the Platonic conception of work (*Republic* II), aided by some terminology developed by A. MacIntyre. It is

both good in itself and good for others, and thus culturally significant even in instances where the effects rise barely above shaping the elements. From there, Hanson is able to trace a long series of shifting conceptions that we are invited to consider as history or as a set of possibilities still on the table, even if some of them had been all but forgotten. I am not remotely an expert on this topic, but can say that I read the book with almost constant interest and frequently, as I have said, with some positive surprise. If he choose to continue research I this area, I have no doubt that distinct articles can be drawn from many of the book's chapters.

It is not easy to put down in a few pages an account of another person's work with which one can feel comfortably that he has done an adequate job. I could not get to many of the details. But I do stand hard by my conviction that Jeffrey Hanson is an excellent, in some areas leading scholar with unusual range. In my view, both the quality of his work and its quantity speak strongly in favor of tenure. He has exceeded the qualifications that have been required in any other case that I am familiar with.

I will be happy to offer more, or do more, if you think it necessary.

Sincerely,

Jeffrey Bloechl
Albert J. Fitzgibbons Professor, and
Chair,
Department of Philosophy
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467

bloechl@bc.edu



September 12, 2025

To: Prof. Maribeth Clark
Chair, Division of Humanities
New College of Florida

Re: Professor Jeffrey A. Hanson

Dear Professor Clark,

In your letter from June 17th, you asked for my input regarding Prof. Jeffrey Hanson's tenure procedure. I'm happy to write in strong support of the process and with an unequivocal recommendation to grant him tenure. Prof. Hanson's impressive intellectual talents, proven philosophical achievements, and exceptional collegiality make him well-deserving of this promotion.

Prof. Hanson excels by each scholarly standard. He has published excellent articles, and in diverse venues. He is the author of three books, co-authored another, and served as editor or co-editor of a further six works. Notable in particular is his co-editing of two books on Kierkegaard in the highly reputable Cambridge Critical Guides series (*Kierkegaard's Works of Love: A Critical Guide*; *Kierkegaard's The Sickness unto Death: A Critical Guide*), and his two forthcoming books on Kierkegaard (one of which he co-authored) in the prestigious Cambridge University Press. He has lectured in venues throughout the world, won an impressive number of significant grants, and currently working on several promising research projects, all at different stages.

Before going on to address Hanson's excellency as a scholar, I first want to share how we came to be acquainted, and my impression of him as a truly wonderful colleague – generous, cooperative, and always ready to help.

I was familiar with Hanson's work before meeting him in person – in particular with his superb book *Kierkegaard and the Life of Faith: The Aesthetic, the Ethical, and the Religious in Fear and Trembling* (Indiana University Press, 2017) – and it was in fact my profound appreciation for his work that led me to seek him out for an academic collaboration. This took place seven years ago (2018-19), when I had the pleasure and privilege of being hosted by the Institute for Quantitative Social Science at Harvard University while on sabbatical in Boston. The experience confirmed my impression of

him as a brilliant, creative, and interesting scholar, and, as quickly became clear, a considerate and caring colleague. Hanson was generous with his time, willing to help in any matter, warm, friendly, and intellectually welcoming. Our long and frequent philosophical conversations resulted in the decision to co-edit a volume of essays on Kierkegaard's *The Sickness unto Death*, for Cambridge University Press Critical Guides series.

Working with Hanson on this project was a sheer pleasure. I was truly impressed by the extent of his knowledge of Kierkegaard's philosophy and beyond, his intellectual skills, and the depth of his understanding of complicated ideas by Kierkegaard as well as other relevant philosophers. No less importantly when it comes to collaborative work of this kind, I was impressed by his energy, dedication, and ingenuity in solving any problems that arose. Hanson spared no effort to advance the project and bring it to its successful conclusion. Thus, although I am not familiar with him as a teacher, I have no doubt that his exceptional virtues as a colleague are manifested in his teaching as well, and in particular when it comes to the kind of tutorial work typical of New College of Florida. In fact, given the unique nature of the educational program of your institution, I'm certain that there could be no scholar more appropriate than Prof. Hanson to become a part of your permanent staff.

Turning now to Hanson's scholarly work, as a Kierkegaard scholar I can easily testify to the excellence and impact of Hanson's work in the field, where he is considered a well-established scholar, highly esteemed by the Kierkegaardian community. Hanson is a prolific writer who has published in central venues – not only in the context of Kierkegaard scholarship but also in the fields of existentialism and phenomenology more broadly. In particular, he has become an active voice in the expanding contemporary discussions on meaning in life. Hanson is uniquely able to employ his expertise in Kierkegaard's philosophy to engage and advance these discussions in a manner that is exceptional and noteworthy. He brings to these debates both a much-needed historical perspective as well as a phenomenological sensitivity, otherwise often lacking in this arena.

I would like to focus on three exemplary publications that represent Hanson's unique strength as, on the one hand, an original and influential Kierkegaard scholar, and, on the other hand, an active participant in ongoing debates in contemporary analytic philosophy, in which he contributes a distinctive and perspicacious perspective.

In 'The Oneness of Love in *Works of Love*' and "'That is Giving a Banquet': Neighbor-Love as Spiritualization of Romantic Loves in *Works of Love*,' Hanson's thesis constitutes a significant contribution to the evaluation of Kierkegaard's view of love. Here a short word of background is needed. Kierkegaard's *Works of Love* (1847) has

emphatically returned to the center of scholarly attention in recent years. Prior to this the work suffered a poor reputation as presenting an attack on romantic love and friendship. Kierkegaard's use in this piece of two distinct terms to designate love (the Danish words *Kjerlighed* and *Elskov*) – as well as his seemingly contrasting between neighbor-love and preferential love – was understood as reflective of the distinction between agape and eros, with the former standing for a spiritual, impartial, altruistic love, and the latter for sensuous, partial, and egoistic kind of love. Hanson is among a group of influential scholars who contributed greatly to the reevaluation of this Kierkegaardian work. Firmly objecting to the interpretation of Kierkegaard's view of love as thus dichotomic, they emphasize the continuity between neighbor-love and preferential love and demonstrate how Kierkegaard's view substantiates such a continuity. Hanson's contribution to this reevaluation is particularly important. While there is a wide agreement between the relevant scholars that neighbor-love transforms preferential love, Hanson's thesis is that the direction is also to the opposite, and that important elements of preferential love are to be found in neighbor-love. To use the above terminology, defending the vision of 'one love' (as opposed to two contrasting ones), Hanson convincingly shows that for Kierkegaard it is not only that eros (preferential love) becomes agapeic (neighborly), but that agape is also erotic. In both 'The Oneness of Love in *Works of Love*' and "That is Giving a Banquet," Hanson's excellent exegetical work shows how *Works of Love* in fact advances a unified conception of love, that, in its ideal form, exhibits both the qualities of neighbor-love (e.g., dutiful and equal) and those of preferential love (e.g., spontaneous and passionate). Such an understanding of Kierkegaardian love is an original and profound contribution to the field.

In 'Despair as a Threat to Meaning: Kierkegaard's Challenge to Objective Theories,' Hanson employs Kierkegaard's analysis of despair to defend the so-called 'hybrid' theory of meaning in life. In brief, assuming (as is common in the field) that 'meaning' is a value that the good life possesses, one of the questions of concern to current writers on the subject is what are the conditions to obtain such a value. The 'objectivist' position maintains that 'meaning' depends on the attainment of objective goods, while the 'subjectivist' position is that it rather depends on the *attitude* of the subject to whatever content there is in their life, and the 'hybrid' position is that 'meaning' depends on subjective attitude to objective goods. As against the latter two positions, the objectivists claim that the subjective component is unnecessary for attaining meaning. To prove this claim wrong, Hanson makes an ingenious move. Explaining the sense in which Kierkegaard's conception of despair is akin to a life that falls short of meaning, he demonstrates how the different forms of despair all meet the objective condition for meaning – namely, a possession of objectively valuable goods – while being in despair attests to a lack of meaning. Hence, if we are convinced by Kierkegaard's analysis of despair, we must concede that the objective condition for



האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM
الجامعة العبرية في القدس

the attainment of meaning in life is not sufficient. Interestingly enough, what the despairer lacks is precisely the subjective component of meaning: the despairer fails to relate properly to the objectively valuable goods in their life. I find this move not only convincing but powerful in its originality. It brings to the current discussion of life's meaning the existential and phenomenological aspects crucial for such an inquiry, but nevertheless missing in the works of most players in this field. In this sense, Hanson's contribution is of particular value: it enriches the tools of inquiry and adds a needed layer to the discussion.

To conclude, then, Hanson's conspicuous virtues as a scholar and colleague make him particularly well suited to the Division of Humanities at New College of Florida. For an institution that values and emphasizes high quality teaching by outstanding, attentive, engaged, and productive researchers who set an inspiring example, Hanson is a perfect fit. I wholeheartedly recommend granting him tenure.

I hope this is helpful, and please feel free to contact me if you have more questions,

Sincerely,

Sharon
Sharon Krishek



Tenure Evaluation for Jeffrey Allan Hanson

August 11, 2025

Professor Maribeth Clark
Chair, Division of Humanities
New College, Florida

Dear Professor Clark and others who will be evaluating Jeffrey Hanson for tenure:

This letter is a response to your request to provide a letter of evaluation for Jeffrey Hanson, who is being considered for tenure at New College. I have known Hanson for quite a number of years. One of the areas he works in is Kierkegaard Studies, which is my foremost specialty, so I have been aware of his work for a long time. We were also colleagues of a sort, in that I held a part time position as a Professorial Fellow at Australian Catholic University during the period in which he was employed there. I think the case for Hanson's tenure is tremendously strong, and in this letter I will cite some of the evidence for this judgment. Suffice it to say, Hanson's work clearly meets the bar for tenure. This would be true whether he was at a high quality liberal arts college or at a first-class research university with a doctoral program.

Hanson did his Ph.D. at Fordham, working with Merold Westphal, in my view one of the world's leading interpreters of Kierkegaard. (Westphal is of course also well known for his work on Hegel and a number of other Continental philosophers, including Levinas and Derrida.) Hanson learned from Westphal a skill that many who work on such thinkers lack: the ability to write clear and interesting prose. After getting his degree, Hanson taught successfully at Boston College (in a non-tenure track role), and then was appointed at Australian Catholic University in the equivalent of a tenure track position. Jeff was unhappy at ACU for a number of reasons that I completely understand. The university lacks a clear sense of mission, and the philosophy program also lacks a clear identity, and failed to provide support for such things as professional travel. So Jeff decided to leave ACU to return to the Boston area as the Senior Philosopher in the "Human Flourishing Program" at Harvard. Jeff did a marvelous job there, providing crucial leadership and a humanistic perspective for a program that focuses primarily on quantitative research.

I first met Hanson back in 2008. He wrote to me and offered to send me some work he had done on Kierkegaard and Derrida. Though I am not overly enthused about Derrida, I asked to see his work, and I really thought it was excellent. As a result I invited Hanson to visit Baylor, and we had some good conversations while he was here. A year or two later Baylor invited Hanson to come and read a paper (on Kierkegaard and Levinas); that paper generated a large turnout and much enthusiasm across the university. In 2013, which was Kierkegaard's 200th birthday, I saw Hanson in action several times. We both spoke at a major conference in Hong Kong. His paper dealt with Kierkegaardian themes in a Hong Kong filmmaker, Chow Wo-Man. Being pretty ignorant of film myself, I was not sure what this was going



BAYLOR

UNIVERSITY

to be about, but the paper gave a brilliant analysis of a series of important films, showing the deep Kierkegaardian influences. That paper really was jaw-droppingly brilliant, both totally original and totally convincing. It was clear to me that Hanson is very good, not just in Kierkegaard studies, phenomenology, and continental philosophy, but in aesthetics as well. Later that same summer, I spoke at a conference Hanson helped organize on Kierkegaard at ACU, and he returned the favor, speaking at a Kierkegaard conference I helped to plan at Baylor in the fall of 2013. In 2014 I was appointed (along with Robert Audi and Eleonore Stump) as a Professorial Fellow at ACU, and spent a month there each year for several years. I interacted with Hanson almost every day the first two years I was visiting there. I have not only read a lot of Hanson's work but have seen him in action repeatedly, and I believe I know him well and have a good read on his philosophical abilities.

My judgment about Hanson is simply that he is a superb philosopher. I think he is one of the best 4 or 5 people of his generation who write about Kierkegaard. He may be overall the best younger philosopher I have encountered working in nineteenth and twentieth century European philosophy. Of people who meet that description I would also say he is clearly the best person I know working in the philosophy of religion. He has a deep knowledge of such thinkers as Henry, Levinas, Marion, as well as Kierkegaard. He also knows and can teach such thinkers as Husserl, Heidegger, and Sartre. He is able to communicate what is important in their thought in a remarkably clear way, engaging them in critical ways that advance the discussion. For example, the book he edited on Kierkegaard as a phenomenologist is by far the best thing that has been written in this area. His single-authored volume on Kierkegaard's *Fear and Trembling* is the best thing I think that has been written about this important Kierkegaardian work. (It is even better than the Lippitt book, which I also think highly of.) I think the book is not only the best book ever written about *Fear and Trembling*, but is also one of the best introductions to Kierkegaard's thought as a whole. He also has another monograph: *Philosophies of Work in the Platonic Tradition: A History of Labor and Human Flourishing*. Although I am not expert in this area, I found this work to be extremely impressive. Here he shows great range as a philosopher and deep historical knowledge. The work begins with Plato himself, then examines medieval perspectives on work, with a stop at the Protestant Reformation, and finally looks at the place of work and labor in the contemporary world.

Besides these two monographs, Jeff has also edited or co-edited several important works. Two of them deal with the important French thinker, Michel Henry. He is the co-editor, along with Sharon Krishek, for a volume of work on Kierkegaard's *The Sickness Unto Death*. This will be in the distinguished Cambridge University Press "Critical Guides" series. The quality of these essays is uniformly high. He has another co-edited book in this series, dealing with Kierkegaard's *Works of Love*, that should be appearing within a few months. (I should note that I have essays in both of these volumes, and they contain work from all the top people in the field.) His earlier edited volume, on *Kierkegaard as a Phenomenologist*, was very impressive and broke new ground.

In addition to the monographs and edited volumes, Hanson has published an impressive number of essays, many of which are in highly regarded journals. Math is not my strong suit, but I counted at least 24. Some of the papers are co-authored, but this is a large volume of high quality work by any standard.



BAYLOR UNIVERSITY

One of his papers was published in a special issue of *Religions* that I co-edited and I believe is it one of the strongest papers in that volume. There are also at least 18 papers published as book chapters, and many of these are in high quality publications with first-rate presses

To summarize, Hanson has published two first-rate monographs, edited five high-quality books, and published over 40 papers or book chapters. The quality is just as impressive as the quantity. It is a record that would warrant tenure even at the most prestigious and demanding universities and colleges.

When I was his colleague at ACU, I found Hanson to be a wonderfully hospitable and helpful person. He really did a great job making sure that the Professorial Fellows at ACU felt welcomed and had both an academically great experience as well as a wonderful living experience. (Most of the faculty at ACU seemed to have no interest in the visitors.) This work on his part went well beyond anything his job required. It just shows what a generous person he is with his time. He is also committed to his students and worked hard in the classroom and with graduate students at ACU. He is an excellent teacher, as his time at Boston College shows. He directed one doctoral dissertation at ACU (on mimesis and Kierkegaard), and his former student now has a successful career in Europe.

Many people who work in the area of continental philosophy write turgid, unclear prose. Jeff writes very clearly and can explain the issues discussed by continental philosophers in ways that make sense to those trained in other traditions. In addition, some people who are trained in Continental philosophy have an animus against analytic philosophy. Jeff has no such animus. He is in fact quite knowledgeable about contemporary analytic philosophy, and believes in its value. He believes that a good philosopher must be conversant with both the analytic tradition and the history of philosophy, and not just be immersed in contemporary Continental philosophy. I am confident that New College will be delighted with Hanson as both a scholar, a teacher, and a colleague. He absolutely is deserving of tenure.

Sincerely,

C. Stephen Evans
Emeritus University Professor of Philosophy and Humanities
Baylor University



New College
THE HONORS COLLEGE of Florida
Division of Humanities

February 20, 2026

To Provost Rohrbacher,

In my judgment, Dr. Jeffrey Hanson is qualified for tenure at the rank of Associate Professor at New College of Florida. The letter that follows will explain the grounds on which I make this positive recommendation.

Teaching:

Although there is only one year toward tenure for me to evaluate, Dr. Hanson's teaching performance during the 2024–2025 academic year was good overall. During Fall 2024, he taught Advanced Ethics: Meaning in Life (1 student) and Religious Existentialism (6 students), followed in Spring 2025 by Introduction to Ethics (5 students) and Modern Philosophy (4 students), for a total enrollment of 16 students across four courses for the academic year. Student evaluations of Professor JH's teaching have been positive, suggesting that students found his courses thoughtful, well-structured, and intellectually engaging. His teaching demonstrates his command of the subject matter and his commitment to philosophical inquiry.

Because Dr. Hanson has been with the college for only one academic year, he is still in the early stages of building rapport with students beyond the classroom. As such, he did not supervise any ISPs or Senior Thesis projects during this period. He did, however, sponsor four tutorials in Spring 2025, indicating an emerging engagement with individualized instruction. Taken as a whole, Dr. Hanson's teaching record reflects a strong start, positive student reception, and a potential for deeper student engagement as he continues at New College.

Research:

Dr. Hanson was hired as Associate Professor of Philosophy in 2024. He joined New College with an active and impressive record of scholarship with a strong record of previous publications and continued work in progress. His research has focused on 19th- and 20th-Century Continental Philosophy, with special expertise in Kierkegaard, phenomenology, ethics, and philosophy of religion. Dr. Hanson's CV indicates that he has one book published in 2026 as single author, *The Sickness unto Death Elements in the Philosophy of Søren Kierkegaard*, and one co-authored book which is under contract, *Kierkegaard's Moral Psychology*. He is also co-editor of two published volumes: *Kierkegaard's Works of Love: A Critical Guide Cambridge Critical Guides*, and *Kierkegaardian Phenomenologies*.

Dr. Hanson has published eight articles in well established, specialized journals; four of them as single author, three of them as co-author. Five of these articles are also available online. Finally, he is author of four published and three forthcoming book chapters and one book review. In addition to his published work, Dr. Hanson regularly delivers papers at conferences and invited lectures, both nationally and internationally; the record indicates eleven such instances for the period under review. In sum, the record indicates that Dr. Hanson is an accomplished scholar with the promise of continued productivity.

Service:

Due to his recent arrival, Dr. Hanson has not yet served on any NCF committees. However, he recently ran a workshop titled *The Art of a Good Life: Lessons from Kierkegaard*. The event attracted about 30 people, including NCF students, faculty, parents of alums, employees, and high school students. The event honored both the occasion of Kierkegaard's birthday on May 5 and the talented contribution of Alexandria Brown, who formerly attended NCF and painted the portrait of Kierkegaard currently hanging in College Hall and appearing above. That evening, Dr. Hanson spoke on Kierkegaard's theory of faith as a matter of self-acceptance. Dr. Hanson's talk was followed by several questions from the floor, and afterward a celebratory reception was enjoyed by all. It is my opinion that this type of event not only invigorates the campus culture but also provides an opportunity to attract potential students.

Sincerely,

--

Ryan Buysens
Associate Professor of Digital Media & Art
Chair, Division of Humanities
New College of Florida
<http://www.systemsfail.com>

TO: David Rohrbacher, Provost
FROM: Frank Alcock, Chair, Provost Advisory Committee # 2
DATE: December 9, 2025
SUBJECT: Tenure Review of Professor Jeffrey Hanson

As the basis for its review of the teaching, scholarship, and service of Professor Hanson, the PAC drew upon the material in Professor Hanson's T&P file.

Professor Hanson is an Associate Professor of Philosophy with expertise in 19th- and 20th-Century Continental Philosophy, Philosophy of Religion, Phenomenology and Existentialism, and Philosophy of Work. He was appointed for the start of AY 2024-25 with three years of credit toward tenure.

Teaching

We have a limited information set—one year of teaching at New College—from which to assess Professor Hanson's teaching effectiveness. In Fall 2024, his first semester here, he taught Advanced Ethics: Meaning in Life and Religious Existentialism. In Spring 2025, he taught Modern Philosophy and Introduction to Ethics. All four were new course additions to the college. Enrollments in these courses were, respectively, 1, 6, 5, and 4. He also sponsored four tutorials in the spring semester. Professor Hanson's evaluations of students are insightful, often highlighting their strengths while also outlining ways they can improve and advance. In turn, students' evaluations of his teaching are overwhelmingly positive, praising his clarity, course structure, clear expectations, and enthusiasm. There is also substantial evidence that his syllabi have evolved into more informative documents in his second semester relative to his first.

Although Professor Hanson was offered three years of credit toward tenure, he has not yet sponsored any theses or ISPs or served on thesis committees.

The PAC concludes that Professor Hanson's teaching record, while limited, shows promise for future success.

Scholarship

Professor Hanson's research focuses on 19th- and 20th-Century Continental Philosophy, Philosophy of Religion, Phenomenology and Existentialism, and the Philosophy of Work, with special expertise in Kierkegaard, phenomenology, ethics, and philosophy of religion.

From 2021 to 2025, Professor Hanson's scholarly productivity has been both substantial and wide-ranging. He is the author of one single-authored book published during this period and has one additional single-authored book under contract. He is also co-author of one book currently under contract. In addition, he serves as co-editor of two published volumes, and is co-editor of one forthcoming edited volume (nearing publication), and one further edited volume under contract.

During the period under review, Professor Hanson has published numerous peer-reviewed journal articles in established, field-specific venues. These include articles in *Religions*, *Frontiers in Psychology*, *Journal of Religious Ethics*, *Philosophies*, *Emotion Review*, *Scientific Reports* (forthcoming), and *Journal of Positive Psychology*, among others. Many of these are co-authored contributions to interdisciplinary research, while others continue his long-standing work on Kierkegaard, phenomenology, and philosophy of religion.

Professor Hanson is also the author of multiple book chapters during this period, including forthcoming contributions to major academic volumes such as the *Oxford Handbook on Phenomenology and Religion*, the *Encyclopedia of Phenomenology*, and edited collections on Kierkegaard, Michel Henry, and the theology of Sabbath rest. These chapters demonstrate both scholarly breadth and depth across continental philosophy, philosophy of religion, and interdisciplinary studies of flourishing and meaning.

In addition to his substantial publication record, Professor Hanson is an active participant in national and international scholarly communities. Between 2021 and 2025, he has delivered more than a dozen invited lectures, conference papers, and workshop presentations in the United States, Europe, and Australia. This record demonstrates sustained scholarly engagement and international visibility.

Professor Hanson's scholarly profile is further strengthened by his success in securing major external funding. During the period under review, he served as a co-investigator on large, multi-year Templeton Foundation grants totaling over \$2 million for research projects on interpersonal love, divine forgiveness, and the interdisciplinary study of flourishing. These high-profile grants attest to the significance and impact of his collaborative research.

In sum, Professor Hanson's record from 2021 to 2025 presents an accomplished, internationally recognized scholar whose work spans continental philosophy, philosophy of religion, phenomenology, and interdisciplinary studies of flourishing and meaning. His extensive publications, frequent invited lectures, major grant participation, and ongoing editorial and collaborative projects all indicate a scholar of exceptional productivity with every expectation of continued and significant scholarly contribution.

Service

Professor Hanson organized a workshop entitled "The Art of a Good Life: Insights from Kierkegaard," which took place on May 1st and 2nd, 2025, on the New College campus. The event was attended by members of both the campus and local communities. According to multiple letters from NCF colleagues, he assisted with planning for the Great Books AOC and for the Socratic Experience general education option, working with others to devise course concepts. Professor Hanson included a statement of future plans in his file, including for the area of service. These items will be officially and more thoroughly discussed in his next review, but a notable mention was his recent election to the vice-presidency of the Søren Kierkegaard Society USA; he will then assume the presidency after two years. This honor promises to bring visibility to the college. He was also asked to serve on the steering committee for the Great Books concentration this year, although the current status of the committee is not clear from the file. Finally, a colleague letter mentions appreciation for Professor Hanson's contributions to the Might Banyan podcast vis-à-vis his current role as a co-host.

The PAC concludes that Professor Hanson has demonstrated a sincere willingness to build a strong service record while at New College while recognizing that is unusual for T&P candidates to be considered without any formal committee service.

Overall, the PAC unanimously concludes that Professor Hanson's record warrants approval for tenure.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: May 8, 2026

SUBJECT: Tenure Consideration

PROPOSED BOARD ACTIONS

Approval of recommendation to grant tenure for Dr. Will Hustwit

BACKGROUND

Article 15 of the CBA and Sections 4.5 - 4.6 of the Faculty Handbook outline New College of Florida's tenure policies and procedures. To make it to this stage in the process, these seven faculty gathered evidence of their teaching effectiveness, scholarly and professional activities, and service that was reviewed by internal and external evaluators:

- (1) By May 1, 2025, the candidates submitted to their Division Chairs contact information for possible outside references. The Divisions then solicited those outside references.
- (2) In August, the candidates were responsible for assembling their evaluation files for review. These files, which were made available for review by faculty within each candidate's Division, include documentation from each candidate's career at NCF:

General Information Section:

- Copies of annual year-end activity reports (an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on, faculty committees served on, and scholarly activities).
- Current vita.
- Copy of initial appointment letter.
- Assignment of duties letter for each semester.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters sent to the PAC from faculty colleagues, students, alumni, or external reviewers from previous reviews
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists

Evaluation Section:

- Student evaluations of the candidate's teaching.
 - Syllabi and course descriptions.
 - Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office.
 - Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
 - Current letters from external reviewers assessing the candidate's scholarship and creative work.
 - Information about community service not otherwise reported.
 - Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
 - Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- (3) In November, the Divisional vote on tenure was conducted. Positive votes on at least three-fourths of the ballots from regular, full-time faculty (other than those in their first year of service) constitutes a positive Divisional recommendation to award tenure.
- (4) The Provost's Advisory Committee (PAC – two faculty representatives from each Division) then independently reviewed the application, voted on whether to recommend tenure, and forwarded that recommendation to the Provost.
- (5) Based on a review of the file, the Divisional vote, and the recommendation from the PAC, the Provost made a recommendation to the President. This recommendation, along with all supporting materials from the PAC and Provost, was provided to the candidate (who had the opportunity to provide a written response to the President.
- (6) The President then made a recommendation to the Board of Trustees. When the President's recommendation is contrary to that of the Provost, the President provides a written statement detailing extraordinary circumstances warranting such a decision. That statement is then provided to the Provost, with copies supplied to the candidate and the PAC.
- (7) The final decision rests with the Board of Trustees.

Supporting Documentation Included: Tenure packets for candidate

Other Support Documents Available: Trustees have access to the complete tenure packet for each candidate

William P. Hustwit

New College of Florida | 5800 Bay Shore Rd. | Sarasota, FL 34234 | whustwit@ncf.edu | (662) 607-2216

POSITIONS

2024–present	Associate Professor of History, New College of Florida
2023–2024	Visiting Associate Professor of History, New College of Florida
2023	James A. Wood Chair of American History, Birmingham-Southern College
2021–2023	Director, Donald C. Harrison Honors Program, Birmingham-Southern College
2017–2023	Associate Professor of History, Birmingham-Southern College
2017–2019	Chair, Department of History, Birmingham-Southern College
2013–2017	Assistant Professor of History, Birmingham-Southern College
2011–2013	Visiting Assistant Professor of History, University of Mississippi
2007–2011	Adjunct Instructor, University of Mississippi

EDUCATION

2008	Ph.D. in History, University of Mississippi
2004	M.A., University of Mississippi
2002	B.A., Kenyon College (with distinction)

BOOKS

Integration Now: Alexander v. Holmes and the End of Jim Crow Education. Chapel Hill: The University of North Carolina Press, 2019.

James J. Kilpatrick: Salesman for Segregation. Chapel Hill: The University of North Carolina Press, 2013.

ARTICLES & ESSAYS

“Wade in the Water: Sarasota Beach Integration,” *Florida Historical Quarterly* (under review).

“Finding ‘The Good Country’ south of the South: Florida and the Midwestern Diaspora,” *Middle West Review* (Spring 2026).

“Before Black Lives Matter: The Notorious Shooting of Bonita Carter,” *The Alabama Review* 78:3 (July 2025): 195-241.

“Pauline Fletcher.” *Encyclopedia of Alabama.* Alabama Humanities Alliance. Auburn University. September 2023.

“Death for a Dollar Ninety-Five: The Jimmy Wilson Case Reconsidered.” *The Georgia Historical Quarterly* CVI, No. 3 (Summer 2022): 33-78.

- (with Alan Draper) "Alabama AFL-CIO." *Encyclopedia of Alabama*. Alabama Humanities Alliance. Auburn University. Updated March 7, 2022.
- "Introduction," Ira B. Harkey, Jr., *The Smell of Burning Crosses: An Autobiography of a Mississippi Newspaperman*. Jackson: University Press of Mississippi, 2019.
- "Frederick A. P. Barnard," "Gus Courts," "Greenwood Movement," "Dixiecrats," "Laura McGhee," "Rosenwald Schools," and "John C. Satterfield." *The Mississippi Encyclopedia*. Edited by Ted Ownby, Charles Reagan Wilson, Ann J. Abadie, Odie Lindsey, and James G. Thomas. Jackson: University Press of Mississippi, 2017.
- "James J. Kilpatrick." *American National Biography*, eds. Susan Ware, Mark C. Carnes, and John A. Garraty. New York: Oxford University Press, 2015.
- "Smart Segregationists: Southern Senators and Racial Politics from the 1930s to 1960s." *Reviews in American History* 41 (June 2013): 318-324.
- "From Caste to Color Blindness: James J. Kilpatrick's Segregationist Semantics." *Journal of Southern History* 77 (August 2011): 639-670.
- "Sermons that Became Charges." *Journal of Mississippi History* 68 (Spring 2006): 29-41.
- "Edgar Carlson, Gustavus Adolphus College, and Civil Rights." *Concordia Historical Institute Quarterly* 78 (Spring 2005): 46-60.
- "The 'Father' of Profit-Sharing." *Wooster Magazine* (Fall 2003): 23-24.

BOOK REVIEWS

- Jon C. Teaford. *Indianapolis: A Concise History*. Bloomington: Indiana University Press, 2024. David Leander Williams. *African Americans in Indianapolis: The Story of a People Determined to Be Free*. Bloomington: Indiana University Press, 2022. *Middle West Review* (Spring 2026).
- Wayne A. Wiegand. *In Silence or Indifference: Racism and Jim Crow Segregated Public School Libraries*. Jackson: University Press of Mississippi, 2024. *Florida Historical Quarterly* 102 (Spring 2024): 643-645.
- Melissa Ooten. *Race, Gender, and Film Censorship in Virginia, 1922-1965*. Lanham and other cities: Lexington Books, 2015. *Journal of Southern History* 82 (May 2016): 473-474.
- Ben Keppel. *Brown v. Board and the Transformation of American Culture: Education and the South in the Age of Desegregation*. Baton Rouge: Louisiana State University Press, 2016. *Journal of Mississippi History* 77 (Fall/Winter 2015): 262.
- John Kyle Day. *The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation*. Jackson: University Press of Mississippi, 2014. *Arkansas Historical Quarterly* 74 (Spring 2015).
- David J. Wallace. *Massive Resistance and Media Suppression: The Segregationist Response to Dissent during the Civil Rights Movement*. El Paso: LFB Scholarly Publishing LLC, 2013. *Journal of Southern History* 81 (May 2015): 518-520.

- Bryan Hardin Thrift. *Conservative Bias: How Jesse Helms Pioneered the Rise of Right-Wing Media and Realigned the Republican Party*. Gainesville: University Press of Florida, 2014. *Journal of American History* 101 (December 2014): 1008.
- William A. Link. *ATLANTA, Cradle of the New South: Race and Remembering in the Civil War's Aftermath*. Chapel Hill: The University of North Carolina Press, 2013. *Journal of American Studies* 48 (May 2014): 662-664.
- Brent Tarter. *The Grandees of Government: The Origins and Persistence of Undemocratic Politics in Virginia*. Charlottesville: University of Virginia Press, 2013. *Virginia Magazine of History and Biography* 122: 1 (Winter 2014): 80-81.
- Joseph Crespino. *Strom Thurmond's America*. New York: Hill and Wang, 2012. *The Southern Register* (Summer 2013).
- Tim S. R. Boyd. *Georgia Democrats, the Civil Rights Movement, and the Shaping of the New South*. Gainesville: University Press of Florida, 2012. *Georgia Historical Quarterly* 96: 3 (Fall 2012).
- Clive Webb. *Rabble Rousers: The American Far Right in the Civil Rights Era*. Athens: The University of Georgia Press, 2010. H-Net: South. Database on-line. Available from <http://h-net.msu.edu>; posted 18 January 2011.
- Joseph E. Lowndes. *From the New Deal to the New Right: Race and the Southern Origins of Modern Conservatism*. New Haven: Yale University Press, 2008. *Journal of Southern History* 75 (November 2009).
- Vanessa Murphree. *The Selling of Civil Rights: The Student Nonviolent Coordinating Committee and the Use of Public Relations*. New York: Routledge, 2006. H-Net: 1960s. Database on-line. Available from <http://h-net.msu.edu>; posted 3 May 2007.
- John A. Kirk. *Martin Luther King, Jr.* London: Pearson Education Limited, 2005. H-Net: South. Database on-line. Available from <http://h-net.msu.edu>; posted 27 February 2006.
- Mark Newman. *Divine Agitators: The Delta Ministry and Civil Rights Movement in Mississippi*. Athens: University of North Carolina Press, 2004. *The Southern Register* (Fall 2005): 23-24.
- Howard Ball. *Murder in Mississippi: United States v. Price and the Struggle for Civil Rights*. Lawrence: The University Press of Kansas, 2004. *Southern Historian* XXVI (Spring 2005): 148-149.
- Steven D. Classen. *Watching Jim Crow: The Struggles over Mississippi TV, 1955-1969*. Durham: Duke University Press, 2004. H-Net: 1960s. Database on-line. Available from <http://h-net.msu.edu>; posted 7 December 2004.
- John Patrick Daly. *When Slavery Was Called Freedom: Evangelicalism, Proslavery, and the Causes of the Civil War*. Lexington: The University of Kentucky Press, 2002. *Southern Historian* XXV (Spring 2004): 73-74.

INVITED LECTURES & PAPERS

- “Pepe Figueres and Costa Rican Exceptionalism,” *First Lady of the Revolution: Alabama’s Connection to the Costa Rican Revolution*, SUPER Institute, Alabama Humanities Foundation, Birmingham, Alabama, July 24, 2017.
- “If at First You Don’t Secede, Deny, Deny Again: James J. Kilpatrick’s Segregationist Semantics.” The Walter Taylor Reveley II Lecture, Hampden-Sydney College, April 5, 2016.
- “Why the 1964 Civil Rights Act Was Not as Important as You Think,” “Celebrating Legacies” lecture series, Center for Diversity and Global Engagement, The College of Wooster, April 17, 2014.
- “The Hell He Had an Equal: James J. Kilpatrick, Segregationist Editor,” Phi Alpha Theta lecture, University of Alabama at Birmingham, February 18, 2014.
- “The Legacy of James J. Kilpatrick,” Farrar Award lecture, School of Journalism and Mass Communication, University of South Carolina, October 26, 2012.
- “The Great Train Robbery of the ‘Silent South,’” Fall Colloquium, History Department, University of Mississippi, October 28, 2011.
- “How Jane Became an ‘Ignorant Slut’ and Why James J. Kilpatrick Was a Household Name,” Policy History Conference, Columbus, Ohio, June 4, 2010.
- “The Littlest Rebel: James J. Kilpatrick,” Mellon Fellowship lecture, Virginia Historical Society, Richmond, Virginia, October 12, 2006.
- “Establishing Right Relations: Gustavus Adolphus College and Social Justice,” Joy in the Truth Conference, Notre Dame Center for Ethics and Culture, University of Notre Dame, September 30, 2005.

ACADEMIC HONORS

- | | |
|-----------|--|
| 2025–2026 | State University System of Florida, “America 250” Grant, Co-principal Investigator |
| 2025 | Mellon Foundation Grant, New College of Florida |
| 2024 | Mellon Foundation Grant, New College of Florida |
| 2023 | John Inscoe Award, Georgia Historical Society |
| 2019 | Richebourg Gaillard McWilliams Faculty Scholarship Award, Birmingham-Southern College |
| 2018 | Omicron Delta Kappa Excellence in Teaching Award, Birmingham-Southern College |
| 2012 | Ronald T. and Gayla D. Farrar Media and Civil Rights History Award, University of South Carolina |
| 2006–2007 | J. L. and Diane Holloway Dissertation Fellowship, University of Mississippi |
| 2006 | Andrew W. Mellon Fellowship, Virginia Historical Society |

RECENT COURSES

American History since 1877
Florida History
The Vietnam Wars
Slave Narratives and Emancipation
Contemporary U.S. History since 1945
Historical Methods

PROFESSIONAL MEMBERSHIPS

American Historical Association
Southern Historical Association
Florida Historical Society

PROFESSIONAL SERVICE

Faculty Advisory Board, University Press of Florida, 2025–present
Lecturer, “Wade in the Water: The Integration of Sarasota’s Beaches,” America@250, Island Branch Library, Holmes Beach, Florida, March 20, 2026
Discussant, “The Living Legacies of *The Exiles of Florida*,” New College of Florida, Jane Bancroft Cook Library, March 6, 2026
Featured Guest, The Legal History Podcast, Episode 13, Duke University, October 28, 2019
Lecturer, “Before Rosa: The Long Civil Rights Movement in Alabama,” Saint Stephen’s Episcopal Church, Mountain Brook, Alabama, September 15, 2019
Featured Guest, “Morning Edition,” Birmingham Public Radio (WBHM), June 28, 2019
Lecturer, “The Things We Carry: Lessons and Legacies of the Vietnam War,” Irondale Public Library, Irondale, Alabama, November 7, 2017
Featured Guest, “Book Talk,” Memphis Public Library Radio (WYPL), July 16, 2013
Featured Guest, book talk, Square Books, Oxford, Mississippi, June 22, 2013



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

College of Arts and Sciences
History Department

2129 Moore Humanities and Research Administration
P.O. Box 26170, Greensboro, NC 27402-6170
336.334.5992 *Phone* 336.334.5910 *Fax*
www.uncg.edu/his

September 13, 2025

Dr. Barbara Hicks
Chair, Division of Social Sciences
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243-2109

Dear Dr. Hicks:

I am pleased to offer an evaluation of Dr. William Hustwit's credentials for academic tenure and promotion to the rank of Professor at New College of Florida. As far as I can recall, I have never met Dr. Hustwit. Although I am not qualified to comment on his teaching and service work, I am familiar with his scholarship. We both work on the history of the twentieth-century South. I have examined Dr. Hustwit's scholarship produced since 2011, and I believe that he has clearly met the expectations for academic tenure and promotion to Professor as described in New College of Florida's Guidelines for Tenure and Promotion. He has made "a substantive contribution to the body of knowledge and understanding" in his field, and he has established "an original, coherent, and meaningful program of research/creative activity that adds substantially to the body of knowledge" in his field.

Dr. Hustwit's first book, a revised version of his doctoral dissertation, is *James J. Kilpatrick: Salesman for Segregation* (University of North Carolina Press, 2023). The book is well-researched and well-written, and it offers a valuable interpretation of southern conservatism in the twentieth century. The book details the racial beliefs of James J. Kilpatrick, a nationally known, conservative journalist and television personality. During the late 1950s and early 1960s, as editor of the *Richmond News-Leader*, Kilpatrick became a major voice in shaping and promoting the white South's "massive resistance" stance to school desegregation and other racial changes. Kilpatrick also popularized the notion of interposition, a constitutional theory used by numerous southern governments as a rationale to disobey federal desegregation actions by claiming they could interpose their state sovereignty between their citizens and federal directives they deemed "unconstitutional." By the late 1960s and into the early twenty-first century, Kilpatrick wrote a nationally syndicated newspaper column and appeared regularly as a guest on TV news programs, such as *Meet the Press*. Hustwit shows how, over the course of his long career, Kilpatrick continued to promote racial conservatism while shifting his language in ways that reflected a begrudging acceptance of the victories of the civil rights struggle. Indeed, by the 1970s, Kilpatrick publicly disavowed much of his earlier racial

rhetoric. As a result, he was able to maintain his successful standing in the national media, while connecting with increasing numbers of white Americans who feared various kinds of federal intervention in their lives. But despite the changing rhetoric, Kilpatrick remained steadfast in his rejection of racial equality.

Hustwit's second book, *Integration Now: Alexander v. Holmes and the End of Jim Crow* (University of North Carolina Press, 2019), makes a major contribution to our understanding of the history of school desegregation in the American South. Based on extensive research in a multitude of sources, Hustwit expertly details the importance of the 1969 *Alexander v. Holmes* U.S. Supreme Court decision. His book was the first full study of this case and its significance. Although people tend to associate the end of racially segregated education with the more famous *Brown v. Board of Education* (1954) U.S. Supreme Court decision, it was the *Alexander* mandate that actually led to the first real desegregation of public schools in the South. The ambiguous implementation language of the *Brown* decision—"all deliberate speed"—led southern whites to resist and delay for fifteen years *Brown's* requirement that the nation eliminate legally mandated dual school systems. *Alexander v. Holmes* ordered integration now (as the book's title proclaims), and in less than a year, the South had largely dismantled its Jim Crow schools, although racial battles over public schooling did not end. In *Integration Now*, Hustwit combines an informative and clear narrative of the legal battle surrounding the *Alexander* case with a vivid account of the grass-roots Black activists in Holmes County, Mississippi, who pressed for change and became parties to this critical legal proceeding.

Dr. Hustwit's two books represent his most important scholarly contributions, but he has several other notable scholarly achievements. He published a 2011 article in the *Journal of Southern History*, a highly selective academic journal, which previewed some of the arguments laid out more fully in his first book. He also has published two recent articles, one in *The Alabama Review* and one in *The Georgia Historical Quarterly*. For the latter essay, Hustwit conducted extensive research to explore the details of a 1957 criminal case in which a Black man in Alabama, Jimmy Wilson, received a death sentence after being convicted of robbing an elderly white woman of \$1.95. The case and the harsh sentence put the southern justice system and its typical mistreatment of Black criminal defendants under the microscope, leading to international attention and opprobrium. The governor of Alabama eventually granted Wilson clemency and reduced his sentence to fifteen years. In addition to furthering our understanding of this specific case, Hustwit uses the Wilson case to demonstrate how the Cold War impacted the struggle for civil rights and the white opposition to that movement. The article won the 2023 John Inscoe Award from the Georgia Historical Society. In addition to his articles, Hustwit contributed an insightful introduction to Ira Harkey's *The Smell of Burning Crosses* (2019), an autobiography of a Pascagoula, Mississippi, newspaper editor, who urged support for civil rights during the 1950s and 1960s in a state where white leaders were working hard to halt the freedom movement. Finally, Hustwit has given numerous invited public lectures and written almost a score of book reviews, a further testament to his standing in his academic field.

In short, I think William Hustwit's body of work is of the highest quality. He has made a major impact on the study of the U.S. South in the second half of the twentieth century, especially our understanding of the civil rights movement and its opponents. Overall, his work suggests a mature and confident scholar of the first order. I have no

doubt that Dr. Hustwit will continue to produce important scholarship for many years to come.

Sincerely,

A handwritten signature in cursive script, reading "Charles C. Bolton". The signature is written in black ink and is positioned above the typed name.

Charles C. Bolton
Professor of History

August 30, 2025

Dr. Barbara Hicks, Chair
Division of Social Sciences
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243-2109

Dear Dr. Hernandez:

Earlier this summer you asked me to serve as a reviewer for Dr. William Hustwit's application for promotion to full professor, which I was delighted to do. I do not know Dr. Hustwit personally, nor was I acquainted with his work. Nevertheless, like him, I am a historian of the twentieth-century American. I was promoted to full professor in 2019 and in my role as associate dean, I participated in evaluating numerous faculty for promotion. I have enclosed a current copy of my CV for your reference. I believe I am well qualified to assess his scholarly productivity since his promotion to associate professor.

Dr. Hustwit received tenure and promotion at Birmingham-Southern College in 2017 and began teaching at New College of Florida in 2023. In 2024, he was appointed Associate Professor. Over the course of his career, he has published scholarship in the leading venues in his field, including the *Journal of Southern History* in 2011 and two monographs with the University of North Carolina Press in 2013 and 2019. He was also asked to submit a review essay in *Reviews of American History*, which requires significant recognition of his expertise. This record reflects his national standing in the field, as a scholar recognized as an expert in twentieth-century southern history.

In the discipline of History, standard expectations for promotion center around the idea of "a book and change"—meaning a solo-authored, peer-reviewed scholarly monograph as well as other publications that usually include peer-reviewed journal articles, essays in edited collections and presentations of scholarship often, though not always, at scholarly conferences. Dr. Hustwit's research productivity since promotion to associate professor at Birmingham-Southern College meets this standard. He has published a second scholarly monography, *Integration Now" Alexander v. Holmes and the End of Jim Crow Education* with the University of North Carolina Press in 2019 as well as two peer-reviewed articles in scholarly journals: "Death for a Dollar Ninety-Five" in the *Georgia Historical Quarterly* in 2022 and "Before Black Lives Matter" in *The Alabama Review* in 2025. He has also published a handful of encyclopedia entries over that period as well as lighter piece on midwesterners in Florida. This represents a strong and on-going record of research productivity.

Dr. Hustwit's research focuses on the efforts to bring racial equality to the South. His first book focused on segregationist newspaper editor James Kilpatrick in Virginia. *Integration Now* provides a thorough analysis of the final Supreme Court case, *Alexander v. Holmes*, that forced southern school systems to desegregate a full fifteen years after the *Brown v. Board of Education* decision in 1954. The standard narrative of school desegregation often stops with the triumph of the *Brown* decision, while also gesturing at white resistance to that ruling and turning to the activist era of the Civil Rights Movement. Dr. Hustwit's work blends what can be seen as two distinct phases of Civil Rights—the legal battle over segregation which culminated in *Brown* and the boycotts, sit-ins, freedom rides, and marches that culminated in the Civil Rights Act of 1964 and the Voting Rights Act of 1965. *Integration Now* argues that the legal effort to finally enforce desegregation of public schools required both grassroots activism and continued legal efforts. Focusing on Holmes County, Mississippi, Hustwit traces the groups and organizations that pushed to make desegregated schools a reality and their determination to use the courts to overcome white southerners' efforts to end-run integration through freedom of choice plans that put the onus—and the risks—of integration on individual black families. Their efforts, however, also came up against the unwillingness of federal courts to push local school systems beyond the “all deliberate speed” mandate of the *Brown II* decision in 1955. The mandate to integrate southern school systems into a unitary system “immediately” only came after the *Alexander v. Holmes* decision and a last-ditch effort by the Nixon administration, at the behest of a Mississippi senator, to delay. It is a fascinating read that shows how what we determine to be victories fail to live up to their promises. Indeed, in the aftermath of the *Alexander* decision, African Americans never fully benefit from desegregated schools and access to local political power because of the lack of economic development and access to good jobs that affects much of Mississippi.


Dr. Hustwit's more recent scholarship also explores the tangled history of race relations, power and violence in the South. “Death for A Dollar Ninety-Five,” which received an award, explores the case of Jimmy Wilson, sentenced to death for the crime of stealing \$1.95 from a white woman, causing an international uproar in 1957. He argues persuasively that seemingly isolated rural cases could be transformed into global events, allowing activists to use the threat to America's global reputation as leverage on black men's behalf. He maintains a more local focus in his analysis of the long history of police reform in Birmingham. “Before Black Lives Matter” examines the 1979 police shooting of a young African American woman by a white police officer, a case which does not fit easily with most assumptions about police violence. By 1979, with African Americans gaining local political power, there had been efforts to reduce police violence against blacks for nearly a decade. The shooting destroyed a productive partnership between a liberal white mayor, who was a former civil rights attorney, and the first black city councilman, Richard Arrington, who was then elected as the first black mayor of the city. Hustwit's analysis shows a far more complex story of political power and community organizing. It is a fascinating story.

Altogether, Dr. Hustwit's scholarly record shows a clear area of research expertise in the politics of race in the twentieth-century South. He received an award for his research at his previous institution. His book, *Integration Now*, adds an additional chapter to our understanding of efforts to integrate public schools in the South, showing the continued efforts of black communities and civil rights lawyers to use the courts to achieve basic rights. His most recent articles complicate our understandings of crime and justice, placing southern cases in the context of Cold War concerns about America's reputation for freedom and equality and the nuanced efforts of cities like Birmingham to contend with lingering aspects of racial violence. His research statement, moreover, briefly outlines future research projects, including an article on the integration of Sarasota beach. He identifies a book-length project on the Albany Movement, a well-known, though understudied defeat for Dr. Martin Luther King, Jr. as well as several other projects. They promise a future of continued research productivity that will benefit the focus on student research at the New College of Florida.

In short, his record would win him promotion at my institution, having produced a second monograph and two peer-reviewed articles since his previous promotion. I fully support his promotion to full professor.

Please do not hesitate to contact me if you have any additional questions or concerns.

Best,



Lisa Lindquist Dorr
Professor of History

To: Professor Hicks, Chair, Division of Social Sciences

From; Alan Draper

RE: Evaluation letter for William Hustwit

Date: September 9, 2025

I strongly recommend William Hustwit for tenure and promotion based upon his scholarly record, which is the only part of his file I reviewed.

Let me first provide background on myself, describe my relation to the candidate, and then review his scholarship.

My current title is emeritus professor of political science at St. Lawrence University. which is a small, private, liberal arts college of about 2,000 students in upstate New York. I taught there for 38 years, serving as chair of a nine-person department for eight years. I have reviewed many tenure and promotion files and written many evaluations over the course of my career, which included presenting cases before our tenure and promotion committee. I know what the scholarly record of faculty employed at teach-first, liberal arts colleges should look like.

Though I received my doctorate in political science from Columbia University, most of my later research has been on the history of the civil rights movement, the same field as the candidate. I have published a book, articles, review essays, and reviewed books on the Movement. My latest contribution to the field, *Dignity: Bob Moses and the Civil Rights Movement* has been accepted for publication by University of Illinois Press. My vita, which provides my full scholarly record, is attached to this report.

I never met the candidate and do not know him personally. To be honest, I'm not sure how he ever came to contact me. I assume it is through his mentor, Charles Eagles, from the University of Mississippi with whom I have corresponded. Periodically, Professor Hustwit would

ask if I would read and comment on his work, which I was happy to do (especially since I retired). At his request, I served as an evaluator for UNC Press for *Integration Now*. When the University of Alabama Press asked me to update an entry I had written for their *Encyclopedia of Alabama*, I had little inclination to do so. Since I am not a historian, don't go to history conferences or know other historians, I asked Professor Hustwit if he wanted to collaborate on it. Thankfully, he obliged. That is the extent of our relationship. I wouldn't know him if I saw him.

Professor Hustwit punches above his weight in terms of his scholarly record. The quality and quantity of his scholarship belies the lack of prestige/selectivity (for whatever that is worth) of the graduate school he attended, the University of Mississippi, and of the college where he has spent most of his career, Birmingham-Southern College—which was so far down the pecking order that it went out of business! He has two scholarly monographs published by the University of North Carolina Press, which is the premier university press for southern history. In addition, he has published articles and review essays in first rate journals, including the *Journal of Southern History* and *Reviews in American History*, as well as in more regional history outlets. In addition to his two monographs, the number of articles and book reviews he has produced is notable.

His first book, *James J. Kilpatrick: Salesman for Segregation*, was not only impressive but risky. It's so much easier for historians to write about the good guys and bask in their heroism than about the villains and risk being tainted with their protagonist's transgressions. Hustwit presents Kilpatrick, who defended segregation and believed Blacks were inferior, as a figure who embodied the mainstreaming of southern racism. Kilpatrick had to develop a new vernacular to present his ideas as he moved from ideological leader of massive resistance in the South to become a nationally syndicated conservative columnist. Through his

biography of Kilpatrick, Hustwit examines whether the leopard ever really changed its spots; whether contemporary conservatism ever really escaped its origins in southern racism. To his credit, Hustwit presents Kilpatrick, not as a one-dimensional moral monster, but as someone who grappled with how to update his convictions.

His second book, *Integration Now*, examined those who would have been Kilpatrick's victims if massive resistance had succeeded. This book is a history of a school desegregation suit, *Alexander v. Holmes*, which eventually broke the back of school segregation in the South. In *Alexander*, the Supreme Court finally lost patience with the South's subversion of *Brown* and ordered school districts to integrate, not in some distant future but tomorrow. Hustwit's book combines a fine grained social history of Holmes County, Mississippi with Washington intrigue—as different executive branch agencies come into conflict over how to respond to the *Alexander* suit—and courtroom drama, as the case is argued in Court and then among the Justices themselves. In his book, Hustwit's discussion of self-defense and guns is a needed corrective to the chest-thumping one often sees among civil rights historians on this issue, and he is less prone than other historians to look over the shoulder of civil rights activists, but instead take a critical stance towards the Black civil rights advocates in Holmes County that he portrays.

In toto, Hustwit has amassed a scholarly record that would qualify for tenure and promotion at my university, where I am certain there was more institutional support for research than at Birmingham-Southern College (and probably more than at New College, as well). Not only were there more resources but I am also certain the expectations were greater. Yet, despite little institutional or cultural support, Hustwit compiled a record that would have not only earned him tenure/promotion at my school, but at more prestigious/selective schools that have even higher standards.

That is the part of Hustwit's record that is so impressive to me: that he remained so professionally active despite being in an environment that offered so little institutional support. It is easy to be productive when you are surrounded by expectations of productivity and institutional stability. Hustwit managed to pursue a robust, impressive research agenda in the absence of both.

Tenure and promotion are a bet about the future of a faculty member. There are no more institutional hoops for faculty to jump through after promotion with tenure to full professor. Faculty have to generate the desire to continue to be active in their field for themselves once they achieve these markers. I am confident in recommending Hustwit for tenure and promotion to full professor based on his significant scholarship because Hustwit has already shown that he is committed to his craft even in the absence of institutional incentives.

HARVARD LAW SCHOOL
CAMBRIDGE • MASSACHUSETTS • 02138

September 25, 2025

Professor Barbara Hicks

Chair, Division of Social Sciences

New College of Florida

5800 Bay Shore Rd.

Sarasota, FL 34243

Dear Professor Hicks:

I am writing in response to your request that I share my impressions of Professor William P. Hustwit's record as a scholar, teacher, and colleague. I hold him in the highest esteem. He would be an excellent addition to the senior, tenured ranks of any first-rate college. He has published distinguished books that demonstrate a capacity to write serious, long-form scholarship. He

has taught in a fashion that wonderfully instructs and inspires undergraduates. He has been a generous colleague, ever willing to offer productive criticism and generative encouragement. I enthusiastically endorse his promotion to Full Professor.

I met Professor Hustwit initially as a reader of his first book, James J. Kilpatrick: Salesman for Segregation (2013). I was especially interested in it because of my scholarly focus on the fall of Jim Crow segregation and because of memories of watching Kilpatrick on a local news show in Washington, D.C. during my adolescence. I had read quite a bit by and about Kilpatrick and was thus in a position to recognize the significance and excellence of Hustwit's contribution. I wrote him a congratulatory note after which we had a conversation on the phone. Subsequently, I read and re-read Integration Now: Alexander v Holmes and the End of Jim Crow Education (2019). I did so in service to a book that I am about to complete, a legal history of the civil rights movement. Again I found Hustwit's

work to be deeply researched, thoroughly reliable, and massively instructive.

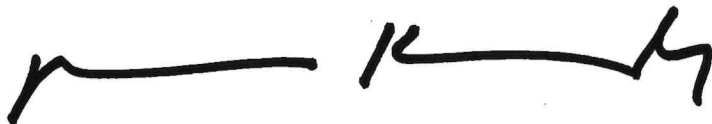
I have been in the physical presence of Professor Hustwit only once. Several years ago, he invited me to participate in the honors program that he ran at Birmingham Southern University. I gave a lecture and interacted with him and his students in various settings over three days. He was a remarkable teacher who was keenly attentive to the students. The students' abilities varied widely. Some were clearly more sophisticated and able than others. Professor Hustwit dealt with them all in an exemplary manner, inducing them to reach for his high standards. Their admiration and gratitude was evident.

Since Professor Hustwit's move to Florida, we have stayed in touch by email and phone. On several occasions I have requested that he comment upon drafts of my work. His editorial suggestions are unfailingly helpful. They reflect wide reading and keen

attentiveness to scholarly craft. His energy, generosity, knowledge, and, perhaps most importantly, commitment to ongoing intellectual improvement, make him an immensely valuable colleague.

I recommend strongly and unreservedly the promotion of Professor Hustwit.

Sincerely,

A handwritten signature in black ink, appearing to read "Randall Kennedy". The signature is stylized with a long horizontal stroke and a small flourish at the end.

Randall Kennedy

Michael R. Klein Professor of Law

Harvard Law School

Cambridge, MA 02138

rkennedy@law.harvard.edu

617 828 8379

DIVISION CHAIR EVALUATION:

I. Teaching

Dr. Hustwit has shown himself to be an engaging teacher: students report that he is a knowledgeable lecturer, that he is accessible and easy to talk to, and that his courses are demanding without being overwhelming. Numerous students particularly commend his ability to engage their interest in required general-education courses (in other words, courses where the student might have no actual personal interest in the material). Professor Hustwit's interests in pedagogy and receptiveness to feedback from both students and colleagues have enabled him to adjust his established courses very quickly upon arrival at New College; this is clear both of course content (where he has worked more Florida-specific content into his teaching) and of his teaching style and assignments. His syllabi are organized, with expectations clearly stated, and his narrative evaluations are thoughtful and nuanced. Professor Hustwit has therefore fulfilled the College's expectations for promotion to full professor with respect to his teaching.

II. Research

Professor Hustwit has published five major articles and two books, both with the University of North Carolina Press, which one of his external reviewers noted as "the premier university press for Southern history." This is an impressive record within the field of History, and his external reviewers all concur that his work constitutes a "robust, impressive research agenda" "of the highest quality", that it "has had a significant impact on the field", and that "he is nationally recognized as an expert in 20th-century Southern history." Several of these peers also commended Professor Hustwit's fortitude in building such a record despite minimal institutional support and a major career move, and assert that there is no question Hustwit will continue to be a productive scholar for years to come. To my mind this is already evident from Hustwit's choice of new lines of research—not only on the Albany Movement, but more local concerns such as the Jim Crow era here in Florida. Two of his external reviewers (including one from an R1 public university and one from an elite liberal-arts college) noted that Hustwit's record would win him promotion to full professor at their institution; I concur that Professor Hustwit's research record is eminently worthy of tenure and promotion to full professor here at New College.

III. Service

Professor Hustwit has been employed in a tenure-track line here at New College since July 2024, so he was only expected to take on service obligations starting in the Fall 2025 semester. He has nevertheless served on several committees including the Scholarship (SRTG) Committee and the Senior Thesis Award Committee; he also chaired the American History search committee in Spring 2025. He has been active in helping to organize the work of the History AOC, and recently began a 3-year term as NCF representative to the University of Florida Press editorial board. He has also begun a number of efforts to connect New College to schools and libraries in the wider community, including contributing to the "America@250" Department of Education grant and acting as co-PI for the recently-awarded "Florida@250" grant. Professor Hustwit is therefore quickly establishing a major service portfolio connecting the History profession, the College, and the local community.

I conclude that despite his relatively recent arrival at New College, Professor Hustwit has clearly met the College's expectations and standards for tenure and promotion to full professor in all three areas of evaluation.



Division of Social Sciences

TO: David Rohrbacher, Provost
FROM: Frank Alcock, Chair, Provost Advisory Committee # 2
DATE: December 9, 2025
SUBJECT: Tenure & Promotion review of Professor Will Hustwit

As the basis for its review of the teaching, scholarship, and service of Professor Hustwit, the PAC drew upon the material in Professor Hustwit's tenure file.

Professor Hustwit is an Associate Professor of History with expertise in the American civil rights movement and the American South. He was originally appointed as a Visiting Assistant Professor for AY 2023-24; he was reappointed to a tenure track position beginning in AY 2024-25 with three years of credit toward tenure.

Teaching

During the period under review, Professor Hustwit offered regular courses in American history. Professor Hustwit taught a total of 98 students in regular classes over four semesters. In addition to his regular courses, Professor Hustwit sponsored one ISP in January 2025 and one thesis in 2024-25. He has not sponsored any contracts yet, but he did serve on one baccalaureate committee in 2023-24 and two in 2024-25.

Professor Hustwit's course evaluations of students are nuanced and informative, and his syllabi suggest the pace of his classes and the amount of reading and writing were demanding. This naturally led to mixed responses, but Professor Hustwit has demonstrated a willingness to adjust his courses to fit student needs. Professor Hustwit's accessibility, knowledge and level of engagement are consistently commended. Many students also comment very favorably on course content. In the teaching section on the FAAR form, Professor Hustwit's thoughtful reflections on a variety of course dynamics are a strong indicator of his attentiveness and commitment to continuously improving in the classroom.

The PAC concludes that Professor Hustwit's teaching record demonstrates a commitment to teaching that meets expectations for tenure.

Scholarship

Professor Hustwit's research focuses on the civil rights era and the American South, adding complexity to narratives that surround this period in history. Professor Hustwit examines particular cases for what they reveal about the complexity of the people, issues, and situations that characterized the South (and the US more broadly) during the Civil Rights Struggle. His award-winning study of the Jimmy Wilson death-penalty case, "Death for a Dollar Ninety-Five," for example, carefully balances microhistory with broader historical narratives, examining this case from the multiple perspectives of legal tradition, social class and economic background, as well as race relations and the Cold War.

The strength and importance of Professor Hustwit’s research is clearly demonstrated by his established publication record, especially the two books he has published with University of North Carolina Press, one of the most prestigious academic presses in Professor Hustwit’s field. Furthermore, Professor Hustwit has continued to be an active researcher in the process of changing academic jobs and re-aligning his teaching—for example, initiating his upcoming research on the Albany Movement. Since his arrival at New College in 2023, he has published two articles (an encyclopedia article and a journal article) and he is currently working on an article on beach segregation in Sarasota.

The PAC concludes that Professor Hustwit has a solid record of scholarship that meets our standards for tenure and promotion to full professor.

Service

Since he began employment at New College as a Visiting Associate Professor (August 2023) and then an Associate Professor (July 2024), Will Hustwit has served on several committees. Last year and this year he has been a member of the SRTG Committee as well as the Senior Thesis Award Committee, and has played an active role on both. In Spring 2025, he co-chaired the American History search committee.

In fall of 2025, he began a three-year term as NCF representative on the University of Florida Press editorial board. Hustwit has been a member of several working groups that received Mellon Grants to develop courses in Florida history. He has also assisted admissions with recruitment efforts, including finding students for the Summer Scholars program. With the support of a Mellon grant, he has partnered with teachers in the Newtown community at the Star Lab, a private K through 5th-grade school. Hustwit is currently giving a lecture series at the public library in Ellenton, fulfilling the obligation of service to the wider community, and is developing a lecture series on “Florida@250,” to be given next year in the Manatee Public Library system

The PAC concludes that Professor Hustwit meets our service standards for tenure and promotion to full professor.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: May 12, 2026

SUBJECT: General Education Courses for AY 27-28

PROPOSED BOARD ACTION

Approve for submission to BOG the following courses:

EVR 2001, Introduction to Environmental Science
PHY X020, Fundamentals of Physics: Light and Color
ARH X051, From Michelangelo to Mass Culture: A Global Introduction to Art History of the Modern World
ARH 2355, Pleasure and Power: Art in the 18th Century
REL 2600, Introduction to Judaism
REL X044, Introduction to the Study of Religion
AML X070, Survey of American Literature I
LIT 2012, Introduction to the Novel
ANT 2000, Introduction to Archaeology
POT X004, Politics, Rhetoric, and Virtue
POS 4624, Law and Religion
HUM X390, Imagining Futures: Introduction to Science Fiction
IDS 2XXX, Science Fact and Fiction: Exploring the future of humanity through science fiction

BACKGROUND INFORMATION

The first two proposals would meet BOG Core Natural Sciences requirement. The subsequent proposals meet the General Education Elective Requirements, at New College under the category of Enduring Human Questions.

Supporting Documentation Included: Course syllabuses

Facilitators/Presenters: Provost David Rohrbacher

General Education Additions 27-28

Core Natural Sciences

Most of the approved courses that fulfill the Natural Sciences Core requirement are already oversubscribed by majors (e.g., Foundations of Biology I, General Chemistry I). We would like all general education classes to be small, and we would like increased options for non-science majors. The new natural sciences proposals, therefore, are greatly desired.

“Introduction to Environmental Science” (EVR 2001). Lin Jiang, Associate Professor of Chemistry.

“Fundamentals of Physics: Light and Color” (PHY 020). Mariana Sendova, Professor of Physics.

Enduring Human Questions, general education electives

We need as many good general education EHQ courses as possible, because we do not want students to be prevented from graduating on time from lack of courses, because we want to ensure that these courses are small to allow for thoughtful discussion, and because we want students to engage with the Great Books in response to enduring human questions that they find particularly important and vital. Most of these courses are taught infrequently, perhaps once every two years, because they are taught by full-time faculty members as part of a broader rotation to support a major, so there are limited choices in any given semester.

- “From Michelangelo to Mass Culture: A Global Introduction to Art History of the Modern World” (ARH 2051). Christa DiMarco, Visiting Assistant Professor of Art History.
- “Pleasure and Power: Art in the 18th Century” (ARH 355). Katherine Brion, Associate Professor of Art History.

- “Introduction to Judaism” (REL 2600). David Edwards, Visiting Assistant Professor of Religion.
- “Introduction to the Study of Religion” (REL 2040). David Edwards, Visiting Assistant Professor of Religion.
- “Survey of American Literature I” (AML 070). Melanie Hubbard, Visiting Assistant Professor of English.
- “Introduction to the Novel” (LIT 2012). John Park, Assistant Professor of English.
- “Introduction to Archaeology” (ANT 2000). Frederick Pirone, Assistant Professor of Anthropology.
- “Politics, Rhetoric, and Virtue.” Stanley Fish, Presidential Scholar.
- “Law and Religion.” Stanley Fish, Presidential Scholar.
- “Imagining Futures: Introduction to Science Fiction” (HUM 390). Fang-yu Li, Associate Professor of Chinese Language and Literature.
- “Science Fact and Fiction: Exploring the future of humanity through science fiction” (IDS 2). Lydia Wassink, Assistant Professor of Biology.



New College of Florida

The Honors College

Introduction to Environmental Science (EVR 2001)

Instructor	Email	Office Location & Hours
Dr. Lin Jiang	Ljiang@ncf.edu	HNS 220

I. Welcome

Welcome to the Introduction to Environmental Science. This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs.

II. Course Overview

Environmental Science is an interdisciplinary academic field that integrates the physical, chemical, biological, and social sciences to study environmental systems, processes, constraints, and challenges. Throughout history, natural environments have played a critical role in shaping human cultures. In turn, population growth, along with continued economic and technological development, has placed significant pressure on Earth's environment. Sometimes threatening their persistence, and often resulting in adverse consequences for humanity. The dynamic interdependence of physical, chemical, biological, socioeconomic, and cultural factors in shaping contemporary environments lies at the core of environmental science.

This general education course introduces students to environmental science as an academic discipline with the goal of enhancing environmental literacy while developing skills in scientific reasoning, interdisciplinary thinking, and the analysis of complex social–ecological issues. Particular emphasis is placed on comparing international perspectives on environmental problems and solutions, highlighting the essential role of culture in shaping environmental decision-making and outcomes. The core of this course is learning to think critically about complex subjects by applying broad knowledge and transferable skills in a socially responsible manner. It emphasizes how specific discipline can help us understand contemporary environmental issues and what it tells us about possible solutions to the environmental problems the world faces.

Prerequisites: None.

Course Attributes: Natural Sciences, Environmental Studies, Intern & Area Studies Eligible, Natural Sciences LAC, Health, Culture & Societies (HCS).

Course delivery format: Primarily Classroom.

III. General Education Objectives and Students Learning Outcomes

This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs.

By the end of this course, you should be able to:

- Apply the principles and process of scientific inquiry in the analysis of real-world issues.
- Explain the basic chemical, biological, and physical principles of environmental science.
- Apply appropriate mathematics to investigations in environmental science and the analysis of data.
- Use critical thinking and logic to solve problems and articulate a position on an environmental issue.
- Demonstrate the ability to use scientific words to explain and analyze the environmental impact of substances.

IV. Course Materials

Textbook: William P. Cunningham and Mary Ann Cunningham. Environmental Science: A Global Concern. 16th Edition. 2023.

Other Course Resources: PowerPoints slides, handouts and in-class examples will be posted on Canvas before each class starts. You may print these, if desired.

V. Technology Requirements & Use of Canvas

To complete your tasks in this course, you will need the following technical skills:

- Using the Canvas learning management system
- Communicating via Email/Canvas Inbox
- Creating and submitting files in commonly used office productivity software, including word processing and presentation software

VI. Evaluation of Students' Performance

Introduction to Environmental Science is an intro-level undergraduate course; active engagement and participation are critical. Students will be evaluated by a combination of class participation, activities on the discussion board on Canvas, active reading and writing assignments, problem sets, open-book exams, group discussion, the assigned digital products (ppt), and oral presentations. If you must miss a lecture due to illness or crisis, please let me know in advance if possible. *Late assignments will not be accepted. Exams must be finished and turned in before the*

due date unless arrangements are made before the scheduled exam. If a student misses 4 or more class periods without proper excuses, the student may receive an unsatisfactory evaluation. You will be expected to check your email once a day for messages related to the course.

How Student performance will be measured: Students will be evaluated by a combination of class participation, group discussion, reading and writing assignments, problem sets, open-book exams, the assigned digital products (ppt) and presentations. On a numbered scale, these assignments/projects will be estimated as following,

Class participation, attendance and discussion: 100 pts

Active reading and writing assignments: 100 pts

Problem sets: 300 pts

Mid-term exam: 150 pts

Final exam: 200 pts

Digital project and oral presentation: 150 pts

Overall: 1000 pts

Students have to gain 65% or higher (650 pts or higher) to earn a satisfactory evaluation.

VII. Communication Expectations

The best way to reach out to me is through my email address: Ljiang@ncf.edu.

VIII. Attendance & Class participation

If you must miss a lecture due to illness or crisis, please let me know in advance if possible. If a student misses 4 or more class periods without proper excuses, the student may receive an unsatisfactory evaluation. You will be expected to check your email once a day for messages related to the course.

IX. Make-ups and Late work

Exams must be finished and turned in before the due date unless arrangements are made before the scheduled exam. Late assignments will not be accepted.

X. Reasonable Accommodations: In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodations, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is

encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations.

Accessible Learning Center Contact Information: 941-487-4484.

Email: aalc@ncf.edu

XI. Academic Integrity, Academic Dishonesty Policy and AI Use

You are expected and encouraged to work together on the problem sets. However, any material you turn in must represent your own work; verbatim copying of solutions is not allowed and will be considered a violation of academic honesty policies.

New College values personal responsibility in learning and the demonstrability of your own intellectual work. To uphold these principles and the integrity of our course, the use of generative AI tools (e.g., ChatGPT, Gemini, AI image generators) is prohibited for all assignments submitted for credit. This means you may not submit work that has been generated, in whole or in part, by AI. Engaging directly with the course challenges is essential for your growth and for accurately assessing your progress. Submitting AI-generated work conflicts with the standards of academic integrity at New College. I encourage you to reach out if you are facing difficulties with assignments or have questions about appropriate resources.

XII. Title IX

New College of Florida is committed to equal access to education pursuant to Title IX of the Educational Amendments of 1972. The law protects all individuals on our campus from gender-based discrimination or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors are Responsible Employees required to report any known instances of sexual misconduct or gender discrimination to the Title IX Coordinator. Please contact our Title IX Coordinator (titleix@ncf.edu) or see the website (<https://www.ncf.edu/campus-life/title-ix/>) for more information.

XIII: Accessibility & Privacy Policies

All the course materials can be found on Canvas.

All handouts used in this course are copyrighted and may not be copied without my expressly granted permission. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, in-class materials, sample questions, problem sets or other materials. Tutors and tutoring services are expressly forbidden from copying any or all of these materials. Only students currently enrolled in the class may make a single copy of this material for their personal use.

XIV. Important Dates

See NCF calendar for specific information: <https://www.ncf.edu/departments/registrar/academic-calendars-catalogs/>

Week	Class Design & Major Topics	Textbook Context
1	<p>Introduction</p> <p>Understanding the Global Environment</p> <ul style="list-style-type: none"> • Introduces the field of environmental science and the scientific method as a form of inquiry 	Chapters 1 and 2
2	<p>Ecosystems</p> <ul style="list-style-type: none"> • World of ecology 	Chapters 3 and 5
3	<p>Biodiversity</p> <ul style="list-style-type: none"> • Unique species • How people interact with these species 	Chapters 4 and 11
4	<p>Population Dynamics and Human Geography</p> <ul style="list-style-type: none"> • Human demography and human population growth 	Chapters 6 and 7
5	<p>Air and Air Pollution</p> <ul style="list-style-type: none"> • Earth's Atmosphere • Air pollutants: Direct source and secondary pollutants • Effect of combustion on air quality 	Chapters 15 and 16
6	<p>Radiation from the Sun/Ozone Layer/Ozone Hole</p> <ul style="list-style-type: none"> • Electromagnetic spectrum • ABCs of UV radiation • Destruction of the Ozone layer • How do sunscreens work? 	Chapter 16
7	<p>Greenhouse Gases</p> <ul style="list-style-type: none"> • Global carbon cycle • Greenhouse gases • IR spectrometer/IR active? 	Chapter 15

8	Energy <ul style="list-style-type: none"> • Power plant • Power from ancient plants: coal, oil, natural gas • Gasoline/ethanol/Biofuels 	Chapters 14
9	Energy from Alternative Sources and Renewable Energy/Energy Storage <ul style="list-style-type: none"> • Nuclear energy • Renewable energy – Solar, wind, water, geothermal, etc. 	Chapters 19 and 20
10	Water Everywhere <ul style="list-style-type: none"> • Unique composition of water • Surface water/ground water • Quantifying water quality 	Chapter 5
11	Water Contamination <ul style="list-style-type: none"> • Major water pollutants • Acid rain 	Chapters 17 and 18
12	Toxic Organic Compounds <ul style="list-style-type: none"> • Pesticides, Herbicides, POPs, etc. 	Chapter 20
13	Solid Waste <ul style="list-style-type: none"> • The “Big Six”: Theme and Variations • Polymers and plastics 	Chapter 21
14	Soils, Sediments, and Agriculture <ul style="list-style-type: none"> • Modern industrialized agriculture 	Chapters 9 and 10
15	Environmental Economics	Chapter 23

I propose a Physics GE CORE course titled **Fundamentals of Physics: Light and Color**

Proposed SCNS Match: PHY X020 – Fundamentals of Physics; a Natural Science (Physics) GE CORE

SCNS Description: This course offers a comprehensive survey of physics, covering a wide range of topics including energy, electro-magnetic radiation, reflection, refraction, waves, interference, diffraction, photons, electrons, light emission and absorption, atomic structure. Emphasizing a conceptual understanding of physics, the course integrates critical thinking skills and real-world applications.

Student Learning Outcomes: Students will critically evaluate everyday phenomena using the scientific method. • Students will explain the basis of physical principles (such as conservation laws) and how they apply to everyday phenomena. • Students will interpret information conveyed in diagrams and graphs. • Students will perform simple calculations relevant to real world problems; students will have weekly hands-on in-class activities.

Syllabus of

The Science of Light and Color

020
PHY ~~2033~~; CRN# 87462
Fall 2025

Instructor

Mariana Sendova
Professor of Physics

Email

sendova@ncf.edu

Office Location & Hours

HNS 202B, 11-1 pm, Fridays

I. Welcome

Why are sunsets brilliantly red and orange? Have you ever set your heart on bringing the stars closer? We will expand your horizon by exploring light. Light is the primary medium of our natural world. Through the study of light, we understand the composition of stars and galaxies that are light years away, while simultaneously we watch microscopic processes of living cells in vivo. In this class, you will be invited to: 1) Follow your passions while learning about light and our colorful reality. 2) We will guide your curious and artistic minds to observe light and meld the source with poetry, photography, and scientific inquiry. 3) You will ponder, brainstorm, and participate in creating light ‘magic’ to share with your peers.

II. Course Overview

- No prerequisites
- CYC Breadth - Natural Sciences; Interdisciplinary Studies; Natural Sciences; Natural Sciences LAC; Physics.
- Primarily classroom with a lot of hands-on activities and demonstrations of light phenomena
- There will be a major self-designed course project tailored according to each student’s interests. The assignment should have two common components 1) quantitative comparative analysis and 2) elements of independent exploration, around topics discussed in class. The project should be presented in front of the class at the end of the semester. The presentation should be 10 - 15 min long with 5 min for questions from the audience. Examples of major assignment topic ideas may include but are not limited to: Forming images, Refraction, Reflection, Dispersion, Production of colors, Atmospheric optical phenomena; Polarized Light production, Polarized light detection, Mirages, Telescopes, Microscopes, Production of light in the sun, Paper review/editorial, Science of photography, etc. In the second half of the semester, class time for Q/A will be allocated to brainstorm topics of interest, presentation modalities and to share progress.
- There is not a final test.

The following main topics are included:

1. Pinhole camera (camera Obscura)
2. Additive and subtractive color mixing
3. RGB and HSL color scales.
4. Angular size measurements and assessments.
5. How far is the horizon?
6. Shadows: measuring the radius of the Earth, Lunar eclipse, Solar eclipse
7. Reflection, plane and spherical mirrors.
8. Principles of ray tracing.
9. Snell's law and refraction; measuring the speed of light.
10. Lenses and image formation
11. Dispersion, prisms
12. Light absorption
13. Light emission
14. Light spectra and spectroscopy
15. Atmospheric optical phenomena: rainbows, halos mirages.
16. Light is a wave – diffraction and interference phenomena.
17. Light is a stream of photons.

III. Course Objectives

- Understanding basic optical phenomena related to astronomy and everyday life.
- Applying basic geometrical principles: Pythagorean theorem; right triangle properties, similar triangles to calculate optical parameters.
- Sparking curiosity and creating lifelong integrative, critical learning habits.

IV. Course Materials

All materials will be provided in the class.

V. Technology Requirements & Use of Canvas

No knowledge of specific technologies or software are required for this class. The syllabus, assignments, and more resources you can see posted on Canvas page of the course. If you need any help with time planning and general learning/study skills contact Sydney Sloan, Director of Student Success, Ssloan@ncf.edu. If you would like to book an appointment go to ssloan.youcanbookme.com

VI. Evaluation of Students' Performance

Evaluation is based on 1) Class attendance, participation, and initiative, taking legible, correct and informative lecture notes, performing in-class ray-tracing, measurements, and calculations; 2) Completion and correctness of the homework assignments; 3) Presentation of the major self-designed course project.

At the end of the class (for about 20 classes), your lecture notes, the calculations, and ray-tracing diagrams from the in-class activities will be collected for evaluation and assign points will be assigned from 1 to 5. If the work is not turned in, it will be given 0 pts. If your absence is excused, you need to copy the class notes from a classmate and meet with the TA or me to make sure you understand them.

There will be homework assignments, which will require work outside of class time. These assignments are listed in the last column in the table in section XIV. For the two independent experimental projects, report should be turned in (20 pts). Another four assignments require viewing of a Documentary and writing reflection on it (10 pts). Guidelines on how to write reflection on a documentary is posted on Canvas. Each assignment is posted on Canvas with its specific evaluation criteria. You will be able to track your score on Canvas

VII. Communication Expectations

Students are encouraged to visit my office hours to ask questions. Outside of the office hours, students can arrange a meeting via my email: sendova@ncf.edu. If you receive an email from me with questions or requests, please answer within 48 hours. I usually respond to emails within 24 hours.

VIII. Attendance & Class participation

Student expectations: In class you need to pay attention; be active - share your thoughts, engage, most importantly take notes, ask questions, participate in the hands-on activities; make it fun and productive experience.

IX. Make-ups and Late work

Work turned in more than a week after the deadline will not be graded. You are encouraged to arrange with me if make-up is necessary.

X. Reasonable Accommodations

In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodation, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations. Accessible Learning Center Contact Information: Phone: 941-487-4484. Email: aalc@ncf.edu. For more information: <https://www.ncf.edu/departments/advocacy-accessibility/>

XI. Academic Integrity

Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty. The use of notes, textbooks and any tool such as translators is allowed only for in class work and daily homework and will constitute plagiarism if used for formal assessments (tests, presentations, final project). For more information: <https://catalog.ncf.edu/graduate/academic-dishonesty/>

XII. Title IX

New College of Florida is committed to equal access to education pursuant to the Title IX of the Educational Amendments of 1972. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website: <https://www.ncf.edu/departments/the-department-of-title-ix-and-civil-rights-compliance/>

XIII. Accessibility & Privacy Policies

- Canvas - <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

XIV. Tentative course schedule with the main assignments. All assignments with their due dates are on Canvas.

Week	Date	Day	Topic	Assignment
1	18-Aug	M	Class Introduction and getting to know you	
	20-Aug	W	Light and Color, additive color mixing	
	22-Aug	F	Light and Color, Chromaticity Diagram	
2	25-Aug	M	Light as a ray, forming images by camera obscura	
	27-Aug	W	Light as a ray, line of sight and how far is the horizon	
	29-Aug	F	How to measure angular sizes	
3	1-Sep	M	Labor Day (no classes)	
	3-Sep	W	Motion of the moon around the Earth	
	5-Sep	F	Total Lunar eclipse - shadow of the Earth on the moon	
4	8-Sep	M	Total Lunar eclipse (Workshop with Hope)	7-8 Sept Eclipse Observation Worksheet
	10-Sep	W	Total Solar eclipse - shadow of the moon on Earth	
	12-Sep	F	How did they measure distances to the Moon	
5	15-Sep	M	Plane mirrors 1	
	17-Sep	W	Plane mirrors 2	
	19-Sep	F	Measuring the radius of the Earth	
6	22-Sep	M	Fall Equinox 2:19 pm	Measuring the length of the shadow
	24-Sep	W	Spherical mirrors 1	
	26-Sep	F	Spherical mirrors 2	
7	29-Sep	M	Snell's Law	
	1-Oct	W	Refraction 1	
	3-Oct	F	Refraction 2	
8	6-Oct	M	Total Internal Reflection (TIR)	
	8-Oct	W	Fall break	
	10-Oct	F	Fall break	

	13-Oct	M	Columbus Day (no classes)	
9	15-Oct	W	Mirages	Reflection on a documentary
	17-Oct	F	Dispersion, Prisms	
	20-Oct	M	Rainbows	
10	22-Oct	W	Mini-classes Spring 2026 (no classes)	
	24-Oct	F	Light scattering	
	27-Oct	M	Lenses 1	
11	29-Oct	W	Lenses 2	
	31-Oct	F	Lenses 3	
	3-Nov	M	Absorption of light	
12	5-Nov	W	Pigments, minerals	
	7-Nov	F	Subtractive color mixing	
	10-Nov	M	Emission of light	Reflection on a documentary
13	12-Nov	W	How Sun works	Reflection on a documentary
	14-Nov	F	Diffraction and interference	
	17-Nov	M	Structural colors	Reflection on a documentary
14	19-Nov	W	Light is a stream of photons 1	
	21-Nov	F	Light is a stream of photons 2	
	24-Nov	M	Student presentations	
15	26-Nov	W	Student presentations	
	28-Nov	F	Thanksgiving break	
	1-Dec	M	Student presentations	
16	3-Dec	W	Student presentations	
	5-Dec	F	Student presentations	

John Park

NCF Gen-Ed Submission

LIT 2012

Title: Introduction to the Novel

Course Description: In this course, students will be introduced to literary style that engenders individual perspective and narrative structure that organizes time.

Enduring Human Questions:

1. Why do we tell stories to make meaning?
2. How are stories organized?
3. Why is subjective perspective important?

Readings:

Samuel Richardson *Pamela; Or, Virtue Rewarded*

Herman Melville *Moby-Dick*

Virginia Woolf *To the Lighthouse*

Toni Morrison *Jazz*

FROM MICHELANGELO TO MASS CULTURE: A Global Introduction to Art History of the Modern World*

**Introduction to Art History II or Art History II*

New College of Florida

Spring 2026

ARH 2051 (or **051** in SCNS), CRN 26203

Tuesdays and Fridays, 2:30-3:50pm

Christa R. DiMarco

Visiting Assistant Professor of Art History

cdimarco@ncf.edu | (941) 487-4608



This course is an introductory survey from early Renaissance through Modern art history, including key developments in the western canon and American art. In this course, students will develop an appreciation of and the ability to think critically about art and culture and be provided with the tools to understand, analyze, and discuss works of visual art and material culture.

Enduring Human Questions

What is art?

What is beauty and its role in human experience?

What is the role of art and architecture in the Early Modern and Modern periods?

What are the aesthetic values of Renaissance and Modern art and architecture?

How does art and architecture help us understand the value of courage, compassion, and contemplation?

How does art and architecture contribute to cultural, civic, or communal memory?

What is the role of art and architecture in religious and civic life?

Course Details

Meeting & Location

From Michelangelo to Mass Culture meets in-person on Tuesdays and Fridays from 2:30-3:50pm in the Academic Center, ACE, room 115.

Format & AOC

The course satisfies the Art History Area of Concentration requirement of a **global focus** as well as a **Writing-Enhanced Course** requirement. The course is introductory.

Assigned Readings & Materials

All assigned readings are uploaded to our Canvas course page as .pdfs and are set to read aloud.

Contact

Email is the best way to contact me: cdimarco@ncf.edu. I will send announcements via Canvas, so please check our course page regularly. You may also reach me on my office phone: (941) 487-4608.

Office Hours

My office is located in Cables Fine Arts (CFA), room 403. My office hours are Tuesdays 12-2pm, Fridays 12-2pm, and by appointment. I invite you to stop by for a quick cup of tea. I have to-go cups!

Course Goals

Class Participation

- Actively respond to in-class questions and writing prompts called “Kick-Start Questions” and “One-Sentence Wonders.”
- Respectfully engage with the perspectives of your classmates by actively listening and constructively responding.
- Apply participation strategies that foster a welcoming, collaborative class environment.

Critical Reading & Reading Responses

- Understand an author’s use of key terms and their respective definitions.
- Recognize how art historians analyze art, architecture, or artifacts.
- Assess an author’s evidence.
- Engage with an author’s argument.

In-Class Presentations and Exams

- Define, situate chronologically, and demonstrate comprehension of key artistic movements, vocabulary, and historical events and trends relevant in art and architecture from the Renaissance through the Postmodern periods and apply this knowledge to pertinent artworks.

- Identify and describe artworks' formal characteristics and evaluate the role of these characteristics within ideals of art and architecture from the Renaissance through the Postmodern periods.
- Summarize scholarly arguments and primary texts by effectively integrating paraphrased and directly quoted source material.
- Evaluate the role of artworks in their historical context; in this case, primarily that of art and architecture from the Renaissance through the Postmodern periods. In other words, evaluate how particular artworks shape, and are shaped by, social, economic, cultural, or other factors of their own time.

Art in Context Essay

- Analyze works of art, architecture, or artifacts from the Renaissance through the Postmodern periods.
- Apply ideas from assigned class readings and relevant source material from Cook Library or the Ringling Museum Library to support an exploration of art, architecture, or artifacts.
- Evaluate arguments and evidence found in both primary and secondary sources and apply evidence drawn from these sources to analyze art and architecture.
- Identify key visual factors or architectural elements that support a cogent description.
- Combine formal analysis and historical context in order to craft an analysis of art, architecture, or artifacts.

Liberal Arts Curriculum (LAC) & Chart your Course (CYC) Goals

Information Literacy

As a course that introduces you to (or opens up a broader perspective upon) art history, it is important that you develop the skill that is essential not only to this specific area of study, but also to all academic work and to everyday life: information literacy. We are able to access an increasingly vast and varied array of information with ease, but the downside of this wealth of possibility is that it can make it harder to identify relevant and trustworthy sources. False claims and misrepresentations proliferate on the internet. Information literacy will enable you to avoid circulating bad information or drawing conclusions based on false or unsupported claims.

Information literacy involves determining: 1) how much information is needed to explore your research question; 2) where you can find that information; 3) distinguishing the most relevant and trustworthy sources; 3) mobilizing that information from a range of those sources to provide convincing support in interpreting art or architecture; 4) presenting this supporting information (through paraphrasing, summary, or quotations) in a manner that accurately represents your sources; 5) and crediting sources by using an appropriate citation method with sufficient precision to allow others to track them down to reevaluate your representation of that information. Accomplishing these tasks will be crucial to the successful completion of the majority of your assignments in this class, especially the Art in Context Essay and related assignments.

Oral and Written Communication

Oral and written communication are skills not only relevant to many career paths, but also to everyday life. Have you ever wanted to quickly and memorably convey information, help someone to understand an idea or point of view, or convince someone to change their mind or take action? Written and oral communication skills are essential to accomplishing these goals, and either may be the most efficient or effective means of doing so in a particular situation. You are gaining a lot of knowledge and experience as a student at New College, and I aim to help you share it with others through strong oral and written communication.

A key test of oral communication skills—both in this class and in professional life—is the delivery of a live presentation on a topic. A student that demonstrates strong oral communication skills will deliver a presentation that fulfills the following criteria: the various components of the presentation are organized in a logical, coherent sequence; the presentation centers on and clearly conveys a compelling message; the presentation incorporates materials (such as examples, illustrations, data, or quotations from sources) that support its key statements and, especially, its overall central message; and the language and delivery techniques employed result in a vivid and polished presentation. Many of these requirements find a parallel in the criteria for strong written communication. The latter must use clear, grammatical language to convey a focused, compelling perspective on a topic, and support that perspective with claims or evidence drawn from relevant, trustworthy sources. In both oral and written communication, it is important to adapt to the particular audience, context, and purpose: in other words, whom are you addressing, and under what circumstances and with what goals? Furthermore, there will always be conventions (traditions or rules) particular to the context and format of your communication, and you must learn these conventions in order to fulfill or challenge them effectively.

You will have a lot of opportunities for oral and written communication in this course, but I will support you in the development of these skills through: 1) critical class discussions, including active responses to questions and writing prompts called “Kick-Start Questions” and “One-Sentence Wonders”; 2) an In-Class Presentation; 3) the assignments related to the Art in Context Essay.

Assignments

Critical Reading Annotations

To support active reading, students will annotate assigned readings through group annotation in Perusal. Students will make two annotations, or more, per page.

Reading Responses

Students will answer critical reading questions by exploring an author’s argument and evidence. I will pose a question that helps students recognize the salient points of an author’s argument. Generally, students will have the opportunity to choose a work of art, architecture, or artifact on which to focus and draw from the author’s points to identify, define, and apply key terms that

relate to the work at hand. Students will practice citing with precision and effectively embedding supportive evidence.

In-Class Presentation, Individual or Group

Students may choose to work on their own or with two classmates. They may choose a work of art, architecture, or artifact that interests them. During their presentation, they will identify, define, and apply related key terms to explore the object and frame the class discussion.

Exams

Exam I, Exam II, and Exam III include ten multiple-choice questions and two short-essay responses. Students will receive a study guide in advance. To encourage independent learning, students may use a two-page study guide they develop during the exam.

Art in Context Essay

Students will choose a work of art, architectural structure, or artifact of which they would like to develop a deeper understanding. The Art in Context Essay unfolds over the term to encourage revision and academic growth and includes the following: Essay Proposal; Annotated Bibliography; Peer Review; Essay and Bibliography; Oral Presentation.

Satisfactory Evaluation

Evaluation & Feedback

I will use Canvas to post assignments, provide feedback, and to take attendance. I assess assignments with a rubric as well as provide written feedback. During assignment review, I focus on highlighting academic growth over the course of the term. I post all evaluations (rubrics and feedback) for each assignment on Canvas and use the Canvas gradebook feature so that students can see their progress.

I am happy to discuss your progress and learn more about your ideas. I want you to have a valuable classroom experience and to enjoy learning about art history. I encourage you to visit me during office hours or to make an appointment to discuss any aspect of the course.

Expectations for a “Satisfactory” Evaluation

- Regular, on-time attendance: no more than three absences or three partial class periods (late arrival or leaving class early) during the term. See the attendance policy below.
- Completion of all readings and class preparatory work by the beginning of the session for which they were assigned. In the case of an absence (within the acceptable number), students should complete this work prior to the subsequent session.
- Participation in class discussion and activities, including Kick-Start Questions and One-Sentence Wonders.
- Consistent note-taking during class; note-taking is an important writing process that helps students acquire new knowledge and prepare for exams and essays.

- Satisfactory (this will be made clear in rubrics and assignment feedback), on-time completion of all assignments.

Assignment Value		End-of-Term Evaluation	
11 Critical Reading Annotations	20%	Strong Satisfactory	100 - 93%
11 Reading Responses		Satisfactory	< 93 - 82%
In-Class Presentation, Individual or Group	10%	Marginal Satisfactory	< 82- 73%
Exam I	30%	Unsatisfactory	< 73 - 0%
Exam II			
Exam III			
Art in Context Essay Proposal	30%		
Art in Context Annotated Bibliography			
Annotated Bibliography Peer Review			
Art in Context Essay & Bibliography			
Art in Context Essay & Bibliography Peer Review			
Art in Context Oral Presentation			
Attendance & Participation	10%		
Total	100%		

Student Support

Student Success Center (SSC)

The Student Success Center (SSC), located in the Library, is directed by Sydney Sloan (ssloan@ncf.edu). Currently, the SSC employs 16 students in the role of Student Success Coach or Student Success Assistant. Success Coaches sit down with students 1:1 and help develop skills in areas such as time management, motivation, accountability, and planning. Students can schedule appointments with Success Coaches on the NCF Portal! Beyond student success coaching, the SSC continues to develop its study hall program. This fall, study halls will be held Tuesdays 6-8 pm in HCL 8 and Thursdays 6-8 pm in specific Library locations. The SSC welcomes all students into our space to study during our open hours: Monday - Thursday: 9:00 - 9:00 pm; Friday: 9:00 - 5:00 pm; and Sunday: 3:00 - 8:00 pm.

Writing Program

The New College of Florida Writing Program's mission is to offer the highest quality of writing education. The Writing Program draws upon current research to create and support a cohesive set of innovative and intellectually rigorous Rhetoric and Writing courses as well as to develop dynamic resources for the entire campus community. One of those resources is the Writing Resource Center (WRC), located in LBR 132, where students can meet one-on-one with a Student Writing Assistant to receive support with any type of writing at any stage in their writing process. For more information, please reach out to writing@ncf.edu.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) is a comprehensive tutoring service, offering students free tutoring in any discipline taught at New College including software (e.g. ArcGIS, R, SAS, SPSS, Excel, and other applications). Tutoring is available one-on-one or in small groups and remotely or in person. To find tutors, including contact information and office hours, go to the ARC Schedule tile on the myNCF portal myncf.ncf.edu. The ARC is located in the library in LBR 119, and students can drop in any time.

Center for Career Engagement and Opportunity (CEO)

New College's academic program provides students with the critical thinking skills and adaptability they need to excel in our fast-paced, ever-evolving world. To support our students' successful transition from academic life to professional careers, the Center for Career Engagement & Opportunity (CEO) works closely with faculty to offer comprehensive and personalized career coaching services. The CEO team collaborates with students to ensure they can effectively develop, apply, and communicate the skills gained through their liberal arts education. They also guide students in making intentional and strategic career decisions while exploring diverse career options. By connecting students to relevant opportunities and resources, the CEO ensures they are well-prepared for both current and future career challenges.

Policies

Artificial Intelligence (AI) Use

New College values personal responsibility in learning and the demonstrability of your own intellectual work. To uphold these principles and the integrity of our course, the use of generative AI tools (e.g., ChatGPT, Gemini, AI image generators) is prohibited for all assignments submitted for credit. This means you may not submit work that has been generated, in whole or in part, by AI. Engaging directly with the course challenges is essential for your growth and for accurately assessing your progress. Submitting AI-generated work conflicts with the standards of academic integrity at New College. I encourage you to reach out if you are facing difficulties with assignments or have questions about appropriate resources.

Attendance Policy

From Michelangelo to Mass Culture is a seminar course that ignites student participation. We debate ideas, build on the observations of peers, and exercise thinking about art and architecture through conversation. Attendance and participation are a crucial foundation to prepare for our exams and essays, when students shift from thinking out loud to applying knowledge through the process of writing. Since we do not rely on a textbook, class notes are an essential part of your study materials and will be necessary when preparing for exams and essays.

All students are allowed three absences *or* three partial class periods (late arrival or leaving early) during the term. Subsequent absences, late arrivals, or leaving class early will result in a four-point deduction from the attendance and participation grade.

I recommend course withdraw if a student accrues four or more absences, late arrivals, or leaving early. Note that meeting me during office hours will not satisfy a missed course period or ameliorate the attendance grade, though I welcome meeting during office hours.

Extensions

I am able to be flexible with the deadlines of some of the assignments, and will provide extensions that do not involve time-sensitive activities, such as an in-class presentation. Since in-class presentations and discussion-board posts are a part of our weekly assignments, I cannot provide an extension for these assignments. If you would like to ask for an extension for another assignment, please do so in advance. We can discuss an extension of no more than one week beyond the original due date, barring exceptional circumstances. Be mindful that the research essay is due at the end of the term, so only a short (one or two) day extension may be possible.

Accessibility Statement

In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodations, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations.

Accessible Learning Center Contact Information: Phone: 941-487-4484. Email: aalc@ncf.edu

Religious Observance

No student shall be compelled to attend class or sit for an examination at a day or time when they would normally be engaged in a religious observance or on a day or time prohibited by their religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

Academic Honesty

Academic honesty is crucial to your intellectual development; copying others' work or otherwise

plagiarizing will not help you to build the critical-thinking and problem-solving skills that are the key product of a good education. In order to avoid plagiarism, when you borrow an idea, you must express the idea in your own words (thus thinking it through and making it your own) and acknowledge the source of the idea with the proper citation and reference, or, when appropriate, use the exact words of the source in quotation marks and acknowledge it with the proper citation, page number, and reference. Ideas raised in class are part of the public domain and, therefore, class need not be acknowledged as a source. If you are ever in doubt about this, ask! Other examples of academic dishonesty include submitting a paper that is partially or entirely written by someone other than you (including an AI large language model like ChatGPT), or submitting the same paper (or portions of the same paper) for two different assignments unless given explicit permission. Be aware that if you engage in this behavior—regardless of the scale—you may receive an unsatisfactory evaluation for the assignment and possibly for the class. Certain uses of AI may be appropriate; make sure to check with me if you are considering using AI platforms in some manner in your assignments.

Current Faculty Handbook Language Regarding Academic Dishonesty

6.20 Procedures Concerning Academic Dishonesty

(a) **Plagiarism:** Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or computer-generated content, including but not limited to content derived from Generative AI programs and software, or the unattributed borrowing of original ideas by paraphrase from a published text or computer-generated content. On written papers for which the student employs information gathered from books, articles, websites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source or computer-generated content must be attributed to its author or program by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student, as well as original writing, do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work or the unauthorized and uncredited use of computer-generated content in lieu of one's own original work.

(b) **Cheating:** Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise; students may not consult written materials such as notes or books, may not look at the writing of another student or content generated by a computer program, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys, or other examination material except as officially authorized, research papers, creative papers, speeches, etc.; (f) stealing or copying of computer programs and presenting them as one's own. Such stealing of computer programs includes the use of another student's program or the use of a program that was itself generated by a computer program, as obtained from magnetic media, interactive terminals, or from cards, printout paper, etc.

Stealing of materials described in parts (d) and (e) includes materials generated by a computer program.

Weekly Class Schedule

I uploaded all assigned readings to Canvas as full-color, read-aloud .pdfs. I listed the readings in Chicago Manual Style ([CMS](#)) below, should you wish to cite them in your Art in Context Essay. I will place key texts on reserve in the Cook Library for reference and provide supplemental sources in Canvas. You are welcome to visit the [Ringling Art Library](#), which has a wealth of art-history books.

WEEK 1: FLORENCE AND THE EMERGENCE OF THE RENAISSANCE

Tuesday, January 27, 2026

The Duomo and Brunelleschi's Experiments with the Camera Obscura

Friday, January 30, 2026

The Italian Renaissance in the Quattrocento

Renner, Eric. "Pinhole's History in Art," In *Pinhole Photography*. Routledge, 2000.

Critical Reading Annotation and Reading Response #1 Due

WEEK 2: RENAISSANCE ART IN ROME AND NORTHERN EUROPE

Tuesday, February 3, 2026

The Italian Renaissance in the Cinquecento

Hall, Marcia B. "The High Renaissance." In *After Raphael: Painting in Central Italy in the Sixteenth Century* Cambridge University Press, 1999.

Friday, February 6, 2026

Painting, Sculpture, and Architecture in Baroque Italy

Critical Reading Annotation and Reading Response #2 Due

WEEK 3: BAROQUE ART AND ARCHITECTURE & CAREER WEEK

Tuesday, February 10, 2026

Baroque Art in Flanders, The Dutch Republic, and Spain

Frantis, Wayne E. "Johannes Vermeer: An Overview of His Life and Stylistic Development." In *The Cambridge Companion to Vermeer*, edited by Wayne E. Franits. Cambridge University Press, 2001.

Friday, February 13, 2026

Careers in Arts and Culture Week Events

1-2:20pm

"Seeing Art Differently," a Workshop by Kaelin Jewel, Senior Instructor in Adult Education at The Barnes Foundation (Philadelphia). Join us for a workshop exploring objects from the famed Barnes collection. Kaelin will draw from the method of collector Albert C. Barnes (1852-1951), which prioritizes a direct encounter with an object and a close investigation of color, brushwork, or form. Kaelin will share the Barnes approach to arts education as well as her own unique journey as a museum professional. Students will be able to join the discussion with questions and observations. Although Kaelin will join us virtually (1-2:20pm), "Seeing Art Differently" will be hosted in-person in the CEO and light fare will be served.

2:30-3:50pm (our class)

Center for Career Engagement & Opportunity (CEO) Workshop: "Arts, Culture & Career Chemistry"

Critical Reading Annotation and Reading Response #3 Due

WEEK 4: EXAM I AND FIELD TRIP TO THE RINGLING MUSEUM OF ART

Tuesday, February 17, 2026

Exam I: See Canvas for the Exam I Study Guide

Friday, February 20, 2026

Field Trip to the Ringling Museum of Art

WEEK 5: ARTS AND ARCHITECTURE IN INDIA AND AFRICA

Tuesday, February 24, 2026

Modernist Art in India

Khullar, Sonal. "National Tradition and Modernist Art." In *Modern Indian Culture*, edited by Vasudha Dalmia and Rashmi Sadana. Cambridge University Press, 2012.

Friday, February 27, 2026

Modernist Art in Africa

Geary, Christraud M. "Roots and Routes of African Photographic Practices: From Modern to Vernacular Photography in West and Central Africa (1850-1980)." In *A Companion to Modern African Art*, edited by Gitti Salami and Monica Blackmun Visonà. Wiley Blackwell, 2013.

Critical Reading Annotation and Reading Response #4 Due

WEEK 6: ARTS OF JAPAN

Tuesday, March 3, 2026

Arts of the Late Edo and Meiji Periods in Japan

Nobuo, Tsuji. "Art in the City of Edo: Later Developments" and "Review of the Late-Edo Period." Sections 9 and 10 in Chapt. 9 in *History of Art in Japan*, translated by Nicole Coolidge Rousmaniere. Columbia University Press, 2019.

Friday, March 6, 2026

The Japanese Influence in France: *Japonisme* and Impressionism

Critical Reading Annotation and Reading Response #5 Due

WEEK 7: ARTS OF CHINA AND FIELD TRIP TO THE SARASOTA ART MUSEUM

Tuesday, March 10, 2026

Art and Architecture in China in the 17th and 18th Centuries

Clunas, Craig. "Art in the Marketplace." Chapt. 5 in *Art in Cehina*. Oxford University Press, 1997.

Friday, March 13, 2026

Field Trip to the Sarasota Art Museum

Jane Echelman's *Radical Softness* and Selina Román's *Abstract Corpulence*

Critical Reading Annotation and Reading Response #6 Due

Art in Context Essay Proposal Due

March 16 – 20, 2026

Spring Break – Enjoy!

WEEK 8: TOWARD A NEW ART FORM: PHOTOGRAPHY

Tuesday, March 24, 2026

Experiments in Science: Daguerreotypes, Cyanotypes, and More in Early Photography

Phillips, David Llewellyn. "Photography, Modernity and Art." In *Nineteenth-Century Art: A Critical History*, edited by Stephen S. Eisenman. Thames & Hudson, 1994.

Friday, March 27, 2026

Technology, Form, and Color in Photography: From Alfred Stieglitz to Aida Muluneh

Sontag, Susan. "The Heroism of Vision." In *On Photography*. Farrar, Straus, & Giroux, 1973.

Critical Reading Annotation and Reading Response #7 Due

WEEK 9: EXAM II

Tuesday, March 31, 2026

Advising for Fall 2026 – No Classes

Friday, April 3, 2026

Exam II: See Canvas for the Exam II Study Guide

WEEK 10: EUROPEAN MODERNISM IN THE NINETEENTH AND TWENTIETH CENTURIES

Tuesday, April 7, 2026

Nineteenth-Century European Modernism, 1790s – 1870s

Chu, Petra. "The French Avant-Garde in the 1880s." In *Nineteenth-Century European Art*. Prentice-Hall, 2011.

Friday, April 10, 2026

Symbolism, Fauvism, Cubism, and Surrealism

Critical Reading Annotation and Reading Response #8 Due

Art in Context Annotated Bibliography Due

WEEK 11: WORLD WAR I AND NEW MEDIA

Tuesday, April 14, 2026

Dada and Neo Dada

Tzara, Tristan. "Dada Manifesto 1918." In *Art in Theory, 1900-2000: An Anthology of Changing Ideas*, edited by Charles Harrison and Paul Wood. Blackwell Publishing, 1992.

Friday, April 17, 2026

The Advent of Animation and Its Connection to Modern Art

Furnis, Maureen. "Animation as Modern Art." In *A New History of Animation*. Thames & Hudson, 2016.

Critical Reading Annotation and Reading Response #9 Due

Art in Context Annotated Bibliography Peer Review Due

WEEK 12: ART IN AMERICA

Tuesday, April 21, 2026

The Harlem Renaissance

Hirschke, Amy Helen. "Laura Wheeler Waring and the Women Illustrators of the Harlem Renaissance." *Women Artists of the Harlem Renaissance*, edited by Amy Helen Hirschke. University of Mississippi Press, 2014.

Friday, April 24, 2026

The New York School: Abstract Expressionism

De Kooning, Elaine. "Statement" (1959) and "Painting a Portrait of the President" (1964). In *Elaine de Kooning: The Spirit of Abstract Expressionism, Selected Writings*, edited by Rose Slivka. George Braziller, 1994.

Critical Reading Annotation and Reading Response #10 Due

Art in Context Essay & Bibliography Draft Due

WEEK 13: ART SINCE THE 1970S

Tuesday, April 28 2025

BACC Days – No Classes

Friday, May 1, 2026

Minimalism, Pop Art, and Photorealism

Fer, Briony. "Bordering on Blank: Eva Hesse and Minimalism." Chapt. 6 in *On Abstract Art*. Yale University Press, 1997.

Critical Reading Annotation and Reading Response #11 Due

Art in Context Essay & Bibliography Peer Review Due

WEEK 14: POSTMODERN ARCHITECTURE AND CONTEMPORARY ART

Tuesday, May 5, 2026

Postmodernism, Environmental Art, and Performance Art

Heartney, Eleanor. "Postmodern Multiculturalism." *Postmodernism*. Cambridge University Press, 2001.

Friday, May 8, 2026

Oral Presentations on Art in Context Projects and Class Celebration

WEEK 15: EXAM III & ART IN CONTEXT ESSAY

Tuesday, May 12, 2026

Exam III: See Canvas for the Exam III Study Guide

Friday, May 15, 2026

Art in Context Bibliography and Essay Revision Due

Have a wonderful summer!

ARH2355: Pleasure and Power: Art in the 18th Century [SUS ARH 355-EIGHTEENTH CENTURY ART]

Professor Katherine Brion (kbrion@ncf.edu)

Enduring Human Questions:

- **What is Enlightenment?**
 - **What is the nature of education, and how do we educate ourselves?**
 - **What is the role of social and cultural exchange in human development and social transformation?**
- **What is the nature of art?**
- **What is the purpose of aesthetic experience?**
- **What was the role of art and architecture in the Enlightenment, and in the transition from the Early Modern to Modern period?**
 - **What is the role of the visual arts in the expression of emotion and the transmission of knowledge?**

Course Description:

In the popular imagination, the Eighteenth Century is a time of frivolity and excess: a period in which decadent aristocracies wiled away their days in luxury and pleasure (epitomized in the purportedly "feminine" Rococo style), blissfully unaware of the American and French Revolutions looming on the horizon. Yet these pleasures had a purpose: the cosmopolitan sociability of the aristocracy and the rising bourgeoisie—fostered by court and print cultures, private “salon” gatherings, and the multiplying opportunities to view and discuss art—was the fertile breeding ground for the Enlightenment values of independent reasoning, empirical observation, and basic human rights. This course is an opportunity to study the participation of the visual arts in this social ferment, as conveyers of both pleasure and power. While the focus will be on European art and contexts, with an emphasis on developments in France and Britain, we will also examine the impact of colonial interactions, as well as a selection of artistic practices beyond the borders of Europe. Special emphasis will be placed on themes and artworks relevant to the eighteenth-century galleries at the Ringling Museum of Art, which will be the focus and site of a final class project: a student-led tour of selected eighteenth-century artworks.

Course Goals:

In addition to developing the skills of information literacy, oral communication, and written communication, as a result of this course you should be able to:

- Identify and apply participation strategies that foster a welcoming, collaborative class environment.
- Define and demonstrate comprehension of key artistic movements, vocabulary, and historical events and trends relevant to 18th-century art in Europe (and, to some extent, the wider world), and apply this knowledge to pertinent known and unknown artworks.
- Identify and describe artworks' formal characteristics and evaluate the role of these characteristics in the artworks' reception.
- Evaluate the role of artworks as participants in their historical context, in this case, primarily that of 18th-century Europe (in other words, evaluate how particular artworks shape, and are shaped by, social, economic, cultural, or other factors of their own time).
 - Evaluate arguments and evidence found in both primary and secondary sources, and apply evidence drawn from these sources in the analysis of artworks.
- Combine formal and historical/contextual analysis in order to interpret artworks.
- Apply art historical research methods.
 - Identify key factors relevant to the creation and reception of artworks and use them to generate appropriate research questions.
 - Use research databases relevant to the arts and the broader humanities in order to identify appropriate research sources.
- Communicate art historical knowledge to a broader audience during a live event.

Expectations for a "Satisfactory" Evaluation:

- Regular attendance (no more than 3 absences during the term). Please do your best to reserve these absences for absolute necessity! Also, it is obviously best if you miss fewer than three classes. If you find that you will miss more due to athletic or other obligations, please reach out to me as soon as possible to discuss whether it is feasible to continue with the course by making up for the additional absences.
- Regular completion of all readings and class preparatory work by the beginning of the session for which they were assigned, or as otherwise specified by the assignment deadline. In the case of an absence (within the acceptable number), you should complete this work prior to the subsequent session.

- Regular participation in class discussion and activities.
- Satisfactory (this will be made clear in assignment feedback), on-time completion of all formal assignments.

Reading:

There are no required texts for this course. All readings will be made available via the Canvas course site.

Assignments:

- Formal assignments:
 - Midterm and final in-person assessments involving short essay questions designed to help you synthesize your knowledge and solidify your understanding of the course material.
 - In the first half of the semester, an assignment in which you:
 - take on the role of an 18th-century figure to write a letter in which "you" respond to the Paris art exhibition known as the Salon;
 - use the knowledge and arguments developed in this letter as a basic for your participation in a class recreation of characteristic 18th-century gathering, also known as a salon.
 - In the second half of the semester, a final research project focused on presenting an 18th-century artwork on view at the Ringling Museum to the public. To present the artwork, you will take on the role of an 18th-century historical figure or type connected in some way to the selected artwork.
- Informal/"low-stakes" assignments:
 - in-class presentations of artworks focused on analyzing their formal characteristics and connecting them to their historical context;
 - other assignments and exercises aimed at preparing you for the formal/major assignments or our class sessions.

Class Etiquette:

We will spend some of our first class session discussing how to foster a good classroom environment and good discussions, but overall, please be courteous and respectful to others. Doing so requires, in part, your conscientious preparation for class and engaged participation in the class discussions and other activities. Electronic devices should only

be used for class activities, and should be put away (or the screen lowered) at other times in order to facilitate interaction with your instructor and peers.

New College's commitment to academic excellence can only be realized in a learning environment that is marked by mutual respect and openness to diverse perspectives. Equal access, and the opportunity to participate fully in all of our programs and facilities, without regard to race, color, creed, religion, political ideology, national origin, age, marital status, disability, public assistance status, veteran status, gender identity, gender expression, or sexual orientation, is essential to that commitment. Please let me know if there's anything I can do in the context of our class (or campus) to improve your experience in this sense.

Academic Honesty:

Academic honesty is crucial to your intellectual development; copying others' work or otherwise plagiarizing will not help you to build the critical-thinking and problem-solving skills that are the key product of a good education. In order to avoid plagiarism, when you borrow an idea you must express the idea in your own words (thus thinking it through and making it your own) and acknowledge the source of the idea with the proper citation and reference, or, when appropriate, use the exact words of the source in quotation marks and acknowledge it with the proper citation, page number, and reference. Ideas raised in class are part of the public domain and, therefore, class need not be acknowledged as a source. If you are ever in doubt about this, ask! Other examples of academic dishonesty include submitting a paper that is partially or entirely written by someone other than you (including an AI large language model like ChatGPT), or submitting the same paper (or portions of the same paper) for two different assignments unless given explicit permission. Be aware that if you engage in this behavior—regardless of the scale—you may receive an unsatisfactory evaluation for the assignment and possibly for the class. Certain uses of AI may be appropriate; make sure to check with me if you are considering using AI platforms in some manner in your assignments.

AI Use: You may draw upon generative AI tools (e.g., ChatGPT, Gemini) as resources for certain, limited uses within this class, mainly involving help in identifying sources and developing or clarifying your own ideas and their communication. However, I highly encourage you to spend time thinking, searching, and writing on your own before drawing upon generative AI (note that citing a source that you have not yourself reviewed and evaluated is never ok). In other words, you may use AI to support but never as a substitute for your own intellectual work. Don't outsource your education (doing so means it is no longer an education)! I also require explicit acknowledgment of all AI contributions via clear documentation. This documentation (a comment on an assignment submission is

generally sufficient) must identify the AI tool and describe its specific use and influence on your work. Undocumented AI use violates the standards of academic integrity. Please consult me if you have questions about whether a particular use of AI is appropriate and how to properly acknowledge your use of AI for any assignment.

Some of the reasons to be careful with generative AI when it comes to understanding history, from the American Historical Association's [Guiding Principles for Artificial Intelligence in Historical Education](#):

- ***AI produces texts, images, audio, and video, not truths.***
 - LLMs produce text using an algorithm to select each word from existing books, articles, images, and other media, including AI-created sources. AI texts do not reflect truth; rather, they echo and synthesize, sometimes poorly, sources on which the model has been trained. Generative AI reproduces the limitations of its own training material. By contrast, historians learn to identify and dissect author biases, experiences, social environment, and hidden motivations. Students need to learn to interpret AI-generated content with a critical lens, using their historical training to assess material rather than passively accept it as true or complete.
- ***For all its capacities, generative AI regularly hallucinates content, references, sources, and quotations.***
 - AI models are trained to identify and reproduce patterns, not to comprehend the world in all its complexity and contradictions. If a pattern leads to a false, biased, or imagined output, AI has no way to self-correct. Commercially available generative AI algorithms prioritize speed over accuracy. Given a large task, an AI tool will eagerly invent fictional answers that complete its prompt more quickly, a process often referred to as hallucination.
 - Evaluating the reliability of sources and assessing the validity of claims are core components of historical thinking and remain especially relevant today.
- ***AI introduces a false sense of certainty where uncertainty exists.***
 - Historians understand that there are things we know about the past and much that eludes us. Generative AI tools risk promoting an illusion that the past is fully knowable.
 - A good history class teaches students to work within the gaps and silences of the historical record, stressing that uncertainty is not a failure but a fundamental feature of historical inquiry.

Indicative Class Schedule (from most recent iteration of the course):

Date	Day	Topic	Main Readings (see session overviews for further materials/details)	Assignments Due (not including informal preparatory work for class sessions)
Week 1 (Jan 26-Feb 1)				
1/27	T	Introduction	Graff and Birkenstein, Ch. 12 (“I Take Your Point”)	
1/28	W			Submit student info sheet (a google form) by the end of the day.
1/30	F	The Art Academy: Regulating Artistic Expression	Selections from <i>Art in Theory, 1648-1815</i> on the Royal Academy	
Week 2 (Feb 2-8)				
2/3	T	From the Court to the City: Watteau and <i>Fête Galante</i>	D'Alleva, “Formal Analysis”; excerpt (p. 7-10) from Prown, “Mind in Matter”; Dejean, “A New Interiority”; essay on Watteau from the Met’s Heilbrunn Timeline of Art History	
2/6	F	Italy and Britain in the Early 18th Century (at the Ringling Museum)	Entries from Heilbrunn Timeline of Art History on Florence, Rome, Venice, and Tiepolo; entries on Canaletto and Rosalba Carriera from Tarabra, European Art of the	Meet at the visitor entrance to the Ringling Museum Complex (remember to wear shoes, and

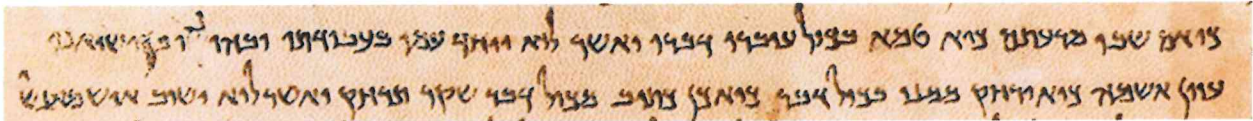
			Eighteenth Century; selections from Solkin, <i>Art in Britain 1600-1815</i>	to avoid drinks or bulky backpacks).
Week 3 (Feb 9-15)				
2/10	T	Manifestations of the Enlightenment in Chardin and Hogarth	Johnson, "Picturing Pedagogy" OR Selections from Solkin, <i>Art in Britain 1600-1815</i>	
2/13	F	"Seeing Art Differently" Workshop with Kaelin Jewell of The Barnes Foundation (at the CEO)	Perth, "The Barnes Method"	
Week 4 (Feb 16-22)				
2/16	M	Film Screening of <i>Ridicule</i> (1996, 1h 42min), time and location TBD		
2/17	T	Salons, Sociability, and the Shaping of the Arts	Goodman, "Enlightenment Salons"	
2/20	F	Workshop on Playing/Embodying a Role (Professor Brion is away at the CAA conference)	Reading TBD	
Week 5 (Feb 23-March 1)				
2/24	T	Women as Rococo P/Matrons, Subjects, and Targets of Critique	Sheriff, "Rococo Queens"; selection from <i>Art in Theory, 1648-1815: La Font de Saint-Yenne</i> , "Reflections on some Causes of the Present State of Painting in France"	

2/27	F	The Grand Tour and the Allure of Antiquity (at the Ringling Museum)	Essays on “The Grand Tour” and “Neoclassicism” from the Heilbrunn Timeline; selections from <i>Art in Theory</i> , 1648-1815: Bellicard Cochin, “Observations on Herculaneum”; Winckelmann, “Thoughts on the Imitation of Greek Works in Painting and Sculpture”	Meet at the visitor entrance to the Ringling Museum Complex.
Week 6 (March 2-8)				
3/3	T	Sites/Sights of Display: Portraiture and the British Estate	West, “Patronage and Power”; selections from Solkin, <i>Art in Britain 1600-1815</i>	
3/5	Th	Film Screening of <i>Belle</i> (2013, 1h 40min), time and location TBD		
3/6	F	Portraiture and the Representation of Black Subjects (at the Ringling Museum)	Bindman, “Am I Not a Man and a Brother?”	Meet at the visitor entrance to the Ringling Museum Complex. SALON PREPARATION EPISTOLARY PAPER (i.e. A LETTER) IS DUE ON CANVAS BY THE END OF THE DAY
	Sa			
Week 7 (March 9-15)				

3/10	T	Midterm Quiz + Salon Prep Time		Come prepared with your allotted pages of notes.
3/13	F	Class Salon Session		Come prepared with your notes/script (not the full paper).
SPRING BREAK (Monday-Friday, March 16-20)				
Week 8 (March 23-29)				
3/24	T	The Popularization of Art and the Cult of Sensibility	Excerpt from Barker, "Painting for a Public"; Duncan, "Happy Mothers"	
3/27	F	Staging and Communing with Nature: Landscape and Gardens	Excerpt from Solkin, <i>Art in Britain 1600-1815</i> (pp. 210-230); "From Geometric to Informal Gardens in the Eighteenth Century" from the Heilbrunn timeline; selections from <i>Art and Theory</i> on the beautiful, the sublime, and the picturesque	
Week 9 (March 30-April 5)				
3/30	M	RINGLING PRESENTATION FOCUS/CHARACTER PROPOSAL AND PRELIMINARY BIBLIOGRAPHY DUE ON CANVAS		
3/31	T	NO CLASS: ADVISING DAY		
4/2	F	Global Exchanges in the 18th Century	Excerpt from the introduction to Walsh, <i>Guide to Eighteenth-Century Art</i> ; Wood, "The Other Side of the World"	

Week 10 (April 6-12)				
4/7	T	Global Exchanges II: China and India + Library Research Session (at the Ringling Museum)	Taylor, "Creative Interactions: Chinoiserie Eighteenth-Century Britain"; selections from <i>China: The Three Emperors</i>	Meet at the visitor entrance to the Ringling Museum Complex.
4/10	F	Global Exchanges III: Colonial America	West on The Death of General Wolfe (from <i>Art in Theory</i>); excerpts on West and Copley from <i>Framing America</i>	
4/11	Sa	RESEARCH DISCUSSION POST #1 (WHO AND WHAT) DUE ON CANVAS		
Week 11 (April 13-19)				
4/14	T	Neoclassicism Across Europe and the Revival of History Painting	Chu, "The Classical Paradigm" (from Nineteenth-Century European Art)	
4/16	F	Women Artists on the Eve of Revolution	Hyde, "Women and the Visual Arts in the Age of Marie-Antoinette"	
4/17	Sa	RESEARCH DISCUSSION POST #2 (CONTEXT) DUE ON CANVAS		
Week 12 (April 20-26)				
4/21	T	The Art and Visual Culture of Revolution	Reading TBD	
4/24	F	The Interrogation of the Enlightenment in the work of Fuseli, Goya, and Blake	Texts by Fuseli, Blake, and Goya from <i>Art in Theory</i>	
Week 13 (April 27-May 3)				

4/28	T	NO CLASS: BACC DAYS		
5/1	F	Final Quiz		Come prepared with your allotted pages of notes.
Week 14 (May 4-10)				
5/5	T	Oral Presentations		Meet at the visitor entrance to the Ringling Museum Complex. Submit your bibliography on Canvas.
5/8	F	Oral Presentations		Meet at the visitor entrance to the Ringling Museum Complex. Submit your bibliography on Canvas.
Week 15 (May 11-17)				
5/12	T	The Birth of the Museum in the 18th Century	McClellan, "Musée du Louvre, Paris"	
5/15	F	Ringling Museum Public Event		Collect your ticket at the visitor entrance to the Ringling Museum Complex, and arrive early in order to be stationed in front of your artwork by 1PM.
Reading/Exam Days (May 18-22) and Beyond				



Introduction to Judaism (REL 2600)

Professor: David Edwards, Visiting Assistant Professor of Religion

Credit: 4 hours

Course description

A SURVEY OF THE HISTORICAL DEVELOPMENT OF THE JEWISH TRADITION WITH ATTENTION TO MAJOR THEMES OF JEWISH THOUGHT IN THE CONTEXT OF BOTH JEWISH CULTURE AND WESTERN CIVILIZATION.

What is Judaism and what does it mean to be or to become Jewish: to express a religious identity, to belong to an ethnicity or culture, to possess an ancestry, to speak an idiomatic language? Or some or all of these and more? In this course we will explore the different ways that this fundamental question has been answered by surveying varied Jewish literatures, personages, communities, and cultures from antiquity to modernity, especially in the context of the Ancient Near East, classical Greece and Rome, post-classical Europe and the Middle East, and modern America. Developments in Jewish religious life and thought will be a particular focus, including practices and doctrines, but also important texts such as the Bible and the Talmud. We will also examine Jewish contributions to other fields of knowledge, such as science and philosophy, as well as other kinds of literature and media, such as novels. Throughout the course we will consider the roots and effects of anti-Semitism across thousands of years and several continents. No prerequisites required.

Required course materials

Introducing Judaism. Eliezer Segal. Routledge, 2009. ISBN 9780415440097 (paperback); 9780415440080 (hardback).

All other readings to be supplied by professor.

General Education Requirements/Attributes

This is an Enduring Human Questions Course and introduces students to exceptional and enduring products of imagination, ingenuity, and craft. Students will be engaged with vital questions about the human experience, which will inspire contemplation, philosophical inquiry, and exploration in the discipline of religion.

- What does it mean to be or to become Jewish: To speak an ancestral language? To implement a set of practices? To adhere to a particular religion? To claim a specific ancestry? To belong to a certain nation?
- Should Jewish traditions change or adapt over time and with locale?

- To what degree and in what ways should formative Jewish texts serve as authorities for contemporary Jewish belief and practice?
- What is anti-Semitism, why do different groups disagree about how to define it, and how has it manifested in different ways across time and in different locales?
- What are the roots of anti-Semitism, what have been its effects, and how has it been countered?
- What is or should be the relationship of the modern State of Israel to Judaism and to global Jewish populations, and vice versa?
- Is a Jewish state necessary or beneficial for Jewish identity and flourishing—personal, communal, nation, and/or religious?
- What distinguishes different Jewish religious communities from one another and what do they share in common?
- How have different Christian communities interacted with Jews and Judaism across time and in different locales?
- What contributions have Jewish figures made to human culture and knowledge more broadly?
- What ideas and/or practices are distinctive of Judaism, and how did that come to be so?

Learning outcomes:

- 1) Demonstrate understanding of the formation/production and varied interpretations of formative Jewish texts (Bible and the Talmud), both as currently understood by modern scholars as well as within Jewish tradition(s).
- 2) Demonstrate knowledge of major events and developments in Jewish history from antiquity to modernity.
- 3) Demonstrate knowledge of major Jewish communities from antiquity to modernity, including distinctive doctrines; different expressions of lived ritual and practice; different approaches to religious texts, and interpretive premises and motives which underpin these.
- 4) Demonstrate understanding of continuities and changes in the roots and expressions of anti-Semitism from antiquity to modernity; the effects thereof in discrete historical events and geographical locales; and Jewish responses to these.
- 5) Demonstrate knowledge of Jewish contributions to fields of knowledge including science, philosophy, and literature.
- 6) Choose and present on a topic of significant debate within Judaism, and write an essay of significant length on it at a level pursuant to expectations at an honors college (i.e., grammar, syntax, organization, critical thinking, and research).

Assignments

1) Attendance and participation:

You are expected to attend class regularly and to participate in class discussions to a degree that demonstrates your general familiarity with and knowledge of the assigned readings

and the course content. More specifically, this means that on at least one occasion on your own initiative you will develop your notes on assigned readings (see below) into at least three questions/prompts to be vetted by me in advance and used in class discussion. Absences will be excused in accordance with the policy outlined below.

2) Reading notes on assigned texts:

You will take notes on the readings assigned in the Course Schedule using the diagnostic questions/prompts supplied on Canvas. These are a completion grade so long as the notes are complete and thorough. If notes are submitted but deemed incomplete, they will be returned and you may resubmit again after making the required corrections/additions within a week's time for full credit. Each set of notes will be submitted on Canvas before the start of class on the day listed in the Course Schedule. Late or makeup notes are generally not allowed and must be approved by me in advance in accordance with the policy outlined below.

3) Disputes and Debates assignments:

A. Prospectus:

From a list supplied by the professor, choose one side/position of an issue that constitutes a significant Jewish dispute/debate. Submit an annotated bibliography of at least 3 sources supporting your position and at least 2 main points/evidence you will employ/argue by the date specified on the course schedule. While scholarly sources should be prioritized (e.g., journal articles, book chapters, books, etc.), other types of sources may be used as appropriate (e.g., newspaper articles, interview transcripts, media appearances, homilies/sermons, etc.). Bear in mind that it is not necessarily the case that it is easier/better to choose a position with which you personally agree or to which you are a priori sympathetic.

B. Presentation:

Each student will argue/present their position in class on the date specified in the course schedule. Critical questions/counter-arguments will be raised by the class, and a response should be offered on the spot to the best of the student's ability. While public speaking ability (i.e., confidence, rhetoric, persuasion) is a minor component of the assessment, students will be assessed primarily on the basis of the strength, breadth, and depth of arguments and evidence employed (including anticipation of counter-arguments/objections), and ability to respond on the spot to questions/courter-arguments from audience. All sources and materials used in preparation and in the presentation must be cited and supplied/submitted on Canvas before the presentation, and evaluation of said sources in terms of quality, authority, appropriateness, context, etc. will be a component of assessment. **The purpose of the "debate" is to evaluate your ability to take stock of opposing arguments and evidence, particularly in real time and on the basis of your preparation and research, but not to "win" against an opponent; you are competing against yourself, with opposition serving only to refine and sharpen your own arguments and evidence.**

C. Response Essay:

Select a debate/dispute presented by another student and write an essay of at least 5 pages (double spaced, normal margins, 12 pt. Times New Roman font) discussing your assessment of the positions presented in terms of the respective strengths and weaknesses of the arguments/evidence employed, as well as a final judgement about which the position you found more persuasive/compelling, and why. In so doing, you must address the sources presented by the other student and find at least 2 additional sources of your own to support your assessment. Submit by the date specified on the course schedule.

D. Final Essay:

Write an essay of at least 10 pages (double spaced, normal margins, 12 pt. Times New Roman font) arguing the position in your chosen debate/dispute in contrast to the major alternative(s) and using at least 5 supporting sources, of which at least 3 must be scholarly. Grading will be on the basis of demonstration of critical thinking and reflection, persuasiveness, completeness, accuracy, grammar, academic writing style, research, organization, and responsiveness to prior feedback from the debate. Citations should adhere to Chicago/Turabian format.

List of possible debate/dispute topics:

1. The actions of God and Abraham in the Aqedah (i.e., Genesis 22) are or are not morally justified.
2. It is or is not possible and/or desirable/useful to describe what the Jewish God is like with a reasonable degree of confidence and detail (i.e., for/against apophaticism).
3. Discrimination and hate towards Jews is or is not essentially the same easily-definable phenomenon from antiquity to today, and it is or is not best to use the single term “anti-Semitism” for all such instances of the phenomenon.
4. A Jewish state is or is not essential for Jewish flourishing, religious and otherwise.
5. Judaism is grounded in major events narrated in the Jewish Bible which are or are not essentially historical (i.e., they really happened, and more or less as narrated).
6. Belief in an afterlife is or is not an essential component of Judaism.
7. The deuteronomic principle (i.e., reward for the righteous, punishment for the wicked) is or is not defensible in light of both Jewish formative texts and Jewish historical experience.
8. Synagogue services should or should not favor accessibility and modern integration at the expense of tradition.
9. Jewish ritual observances should or should not be implemented literally and strictly rather than according to individual preference and social context.
10. Jewish intermarriage with Gentiles (i.e., non-Jews) is permissible or impermissible.

Key primary text readings (representative, not exhaustive; selections vary by instructor):

- Tanakh (i.e., Hebrew Bible/Old Testament)
- Ancient Jewish non-scriptural writings (e.g., Dead Sea Scrolls, Maccabean literature, Josephus, Philo of Alexandria, *Letter of Aristeas*)
- Mishnah and Talmud
- Jewish midrash (e.g., Genesis Rabbah)
- Maimonides (Moses ben Maimon)
- Hasdai Crescas
- *Sefer Yetzirah*
- Philip Roth short stories
- Isaac Bashevis Singer short stories
- Theodor Herzl, “A Jewish State”
- Rabbi Yoel Teitelbaum, “Essay on Dwelling in the Land of Israel”
- Elie Wiesel, *Trial of God*
- Conservative and Reform guides to Jewish practice
- Documents on philo-Semitism and anti-Semitism, ancient and modern (IHRA, SPLC, and Jerusalem Declaration definitions; Greco-Roman source texts, selections from Martin Luther; Hal Lindsey, *Late Great Planet Earth*)

044

Introduction to the Study of Religion (REL2040)

Professor: David Edwards

Credit: 4 hours

Course description:

UNDERSTOOD AS AN ADVANCED COURSE IN THEORY AND METHOD, THIS COURSE WILL HELP STUDENTS BRING TOGETHER THE VARIOUS THEORISTS IMPORTANT TO THE ACADEMIC STUDY OF RELIGION WHOM THEY HAVE STUDIED PREVIOUSLY IN THEIR COURSE WORK FOR THE RELIGIOUS STUDIES MAJOR AND HELP THEM UNDERSTAND THE DEVELOPMENT OF RELIGIOUS STUDIES AS AN ACADEMIC DISCIPLINE.

What is religion? Does it have an essential component, and what is that? A set of convictions and beliefs? An assemblage of rituals and practices? A feeling, emotion, or state of mind? Is religion an inherent capacity within humanity or is it an invention of the modern nation-state? The problem of defining the nature of religion, how to study it, and where to demarcate its boundaries both theoretically and legally has impelled countless thinkers and prompted innumerable debates. It is a topic that is both deeply personal for many people, as well as a matter of public relevance and an enormous challenge for societies like the United States, which seek to govern an increasingly diverse population peacefully and without discriminating. In this course, we will explore the ways in which the question “What is religion?” has been posed and answered in varying times, from vastly different perspectives, and utilizing an array of methods and disciplines—from antiquity to the present, from anthropology and sociology to cognitive science, and from Plato to Hume to Freud and beyond.

General Education Requirements/Attributes

This is an Enduring Human Questions Course and introduces students to exceptional and enduring products of imagination, ingenuity, and craft. Students will be engaged with vital questions about the human experience, which will inspire contemplation, philosophical inquiry, and exploration in the discipline of religion.

- What is religion: An attitude, state of mind, or emotion? A set of practices? A system of beliefs?
- Is there an essential component shared by all religions: Belief in a higher power? Engagement with the supernatural? Concern with metaphysical and existential issues?
- Is religion an inherent human capacity, and if so, where does that capacity reside: The soul? The brain?
- Is there a difference between the fields of religious studies and theology, and if so, what?
- Has religion always been understood more or less as modern Westerners think of it today?
- How did religion come to be understood and practiced as it predominantly is today?

- How do differing conceptions of religion lead to disagreements over its role in the public sphere?
- Can religion be studied scientifically, and if so, by what methods?
- What disciplines offer resources and methods for studying religion fruitfully?
- How can the results of studying religion be adjudicated across confessional boundaries?
- Should insider experiences be given priority, be minimized, or be excluded as data in the study of religion?
- In what ways does the historical development of the study of religion run parallel to the birth of modern science and the rise of the modern nation-state, and what is the significance of this?

Required course materials:

- 1) Ivan Strenski. *Thinking About Religion: A Reader*. Wiley Blackwell, 2006. ISBN 9781405121675.
- 2) Matt Waggoner and Scott S. Elliott. *Readings in the Theory of Religion: Map, Text, Body*. Equinox, 2009. (Held in library course reserves)

Learning outcomes:

- 1) Demonstrate knowledge of the fundamental debates past and present concerning the nature of religion as a subset of human culture and an object of study.
- 2) Demonstrate understanding of the origin, development, and implications of conceptions of religion as a quasi-universal human phenomenon.
- 3) Demonstrate understanding of the varied methods and approaches used by scholars to study religion academically in the modern era (i.e., sociology, anthropology, cognitive science, etc.).
- 4) Demonstrate familiarity with the main ideas and arguments of major thinkers and writers relevant to the study of religion from antiquity to today.
- 5) Demonstrate understanding of the societal structures and institutions underpinning religion and public faith(s) in the United States and the ramifications for both established and unrecognized religions as well for the study of religion as an academic field.
- 6) Write an academic essay of significant length with a formal thesis, logical organization, and college-level grammar and style on a topic pertaining to the study of religion.

Assignments:

1) Attendance and participation:

You are expected to attend class regularly and to participate in class discussions to a degree that demonstrates your general familiarity with and knowledge of the assigned readings and the course content. Absences will be excused in accordance with the policy below.

2) Reading and notes:

Submit your notes for the readings assigned for each day of class in the Course Schedule in conformity with instructions supplied on Canvas. Your notes are a completion grade so long as they are complete and thorough. If notes are submitted but deemed incomplete, they will be returned and you may resubmit again after making the required corrections/additions within a week's time for full credit. Each set of notes will be submitted on Canvas before the start of class on the day listed in the Course Schedule. Late or makeup notes are generally not allowed and must be approved by me in advance in accordance with the policy outlined below.

3) Methods and Approaches Prospectus, Presentation, and Essay:

a. Prospectus:

Choose a topic pertaining to a religion (e.g., a person, text or passage, doctrine, practice, etc.) for which you will ultimately write an essay that assesses said topic from the perspective of three different scholarly approaches/methodologies. Submit for the prospectus: (1) a statement of said topic and corresponding scholarly approaches/methodologies; (2) a statement of your rationale for choosing of it; and (3) an annotated bibliography containing a minimum of 3 scholarly sources (e.g., books, book chapters, and/or journal articles) that reflect different and distinct scholarly approaches/methodologies (i.e., cognitive science, history of religion, theology, anthropology, sociology, etc.). Grading is for completion only.

b. Presentation:

Present your preliminary findings to the class near the end of the semester, adding 3 more sources to the 3 obtained for the prospectus (i.e., 6 sources total: either 2 sources per methodology/approach or add more approaches/methodologies). Use of a visual aid (handout, PowerPoint, etc.) is desirable but not required. Grading is based on preparedness, public speaking ability (minimal weight), audience engagement, research, and completeness.

c. Essay:

Write an essay of at least 10 pages in which you summarize and compare the approaches as employed in your 6 sources (e.g., premises, goals, methods, results), their contribution understanding your topic, and their mutual in/compatibility. Use a recognized academic format for citations (Chicago/Turabian by default) and submit on Canvas. Grading will be on the basis of demonstration of critical thinking, analytical ability, persuasiveness, completeness, grammar, academic writing style, research, and organization.

Key Primary Text Readings (representative, not exhaustive; selections vary by instructor):

Plato (*Euthyphro, Republic, Phaedrus*)

Lucretius (*On the Nature of Things*)

Seneca (*Epistles, On Providence*)

Origen (*On First Principles*)

Anselm (*Faith Seeking Understanding*)

Herbert of Cherbury (*Common Notions Concerning Religion*)

David Hume (*The Natural History of Religion*)

Ernst Renan (*The History of the Origins of Christianity*)

Baruch de Spinoza (*A Theologico-Political Treatise, A Political Treatise*)

Max Weber (*The Protestant Ethic and the Spirit of Capitalism*)

Max Müller (*On the Philosophy of Mythology, Forgotten Bibles*)

William Robertson Smith (*Lectures on the Religion of the Semites*)

Émile Durkheim (*Elementary Forms of the Religious Life*)

Sigmund Freud (*The Future of an Illusion*)

Carl Jung (*Modern Man in Search of a Soul*)

E.B. Tylor (*Primitive Culture*)

Friedrich Nietzsche (*Beyond Good and Evil, On the Genealogy of Morality*)

William James (*The Varieties of Religious Experience*)

Mircea Eliade (*The Sacred and the Profane: The Nature of Religion*)

William Brede Kristensen (*The Meaning of Religion*)

Rudolph Otto (*The Idea of the Holy*)

Ninian Smart (*Beyond Ideology: Religion and the Future of Western Civilization*)

Wilfred Cantwell Smith (*The Meaning and End of Religion*)

James Frazer (*The Golden Bough*)

Søren Kierkegaard (*Philosophical Fragments*)

Clifford Geertz (*The Interpretation of Cultures*)

Jonathan Z. Smith (*Relating Religion*)

Mary Daly (“After the Death of God the Father”)

David Chidester (*Frontiers of Comparison*)

Christian Smith (*Religion: What It Is, How It Works, and Why It Matters*)

Naomi Goldenberg (“Queer Theory Meets Critical Religion”)

Pascal Boyer (*Religion Explained: The Evolutionary Origins of Religious Thought*)

Alister McGrath (*Why We Believe*)

Stanley Stowers (*History and the Study of Religion*)

We will think about William Bradford and other Puritans (such as Anne Bradstreet and Mary Rowlandson) encountering a threatening and fallen wilderness teeming with Indigenous people (while others like Thomas Morton see a greener welcome). We'll think about Jonathan Edwards' sanctified perceptions of the natural order as spiritual symbol, Jeffersonian Republican pastoralism, William Bartram's sublime and picturesque expeditions south, and freedman Olaudah Equiano's pastoral vision of Igbo life in Nigeria (before his enslavement). The nineteenth century sees Emerson, Fuller, and Thoreau directly thinking about Nature and the environment; we'll see how feminism and abolitionism allied forces to re-envision democratic power, while Frederic Douglass' *Narrative* depicts anti-slavery gothic (in which the woods are not safe spaces) and valorizes agrarian republicanism as a model for free citizens. Nature might be a spiritual space, though, of self-making and revolution for escaped slaves (Harriet Jacobs meets "nature" in an attic, however, and *Clotel's* titular character throws herself into a river to be free). Native Americans such as William Apess (Pequot) and a collective of Cherokee women negotiate the expectations of the powerful while drawing attention to the despoiling of native ways of life (including a right to the land), while Emily Dickinson, Walt Whitman, and Melville think through the meaning of humanity's relation to Nature and the natural. We finish with R.H. Davis' "Life in the Iron Mills," where gritty realism meets pastoral dreams of a better society.

Required texts: *The Broadview Anthology of American Literature, Concise Volume One, Beginnings to Reconstruction, 2023.*

Enduring Human Question: How shall we live together?

Written work: Students will write 4 short papers based on close reading and the development of their own ideas arising out of class discussions.

Week One. Introduction & Overview

1/29 Mon—**Introduction & Overview**, Chronology, Ecocritical Theory approach
Broadview Anthology of American Literature (BA) Chronology, pp 49-56.

2/1 Thurs—**Spanish Entrada** and Indigenous Cultures

BA Overview pp 1-14; Chronology pp 49-56; Indigenous Literature pp 57-72; Civilizations in Contact pp 88-90; Columbus pp 90-98; Bartolomé de las Casas pp 99-103; archaeological article on Calusas (pdf); archaeological article on Development of Writing in Mesoamerica (pdf). Paula Gunn Allen, "Reading Kochinako in Academe" (pdf).

Week Two. **Advertising** in Spanish and English

2/5 Mon—BA Northeastern Woodlands pp 114-136 including Hariot, White; John Smith pp 146-164; article on “Rewriting the Rappahannocks” (pdf); BA excerpts from Cabeza de Vaca pp 137-145; Leo Marx, “Shakespeare’s Fable” (pdf); Leo Marx, “The Garden” (pdf). Plus online readings, Escobedo and G. de la Vega, pp 1-14.

2/8 Thursday—**Landfall.** BA William Bradford pp 165-185; Lynn White, Jr. “Historical Roots of our Ecological Crisis” (pdf); John Gatta, “Landfall” (pdf).

Week Three. **Trouble in Paradise**

2/12 Mon—Jonathan Winthrop “A Model of Christian Charity” BA pp 186-197; Winthrop on Anne Hutchinson, pp 198-204; Roger Williams, “A Key into the Language of America” pp 205-212; Anne Bradstreet, selected poems, pp 213-229. Gatta on Bradstreet (pdf).

2/15 Thursday—Mary Rowlandson “Narrative of the Captivity and Restoration . . .” BA pp 230-268. Susan Howe from *The Birthmark* (pdf). Benedict Anderson, from *Imagined Communities* (pdf).

Week Four

2/19 Mon President’s Day (No Classes)

2/22 Thursday—**Nature and Supernature.** Cotton Mather BA pp 273-279; Salem Witch Trials (BA online); archaeology article “Spells . . .” (pdf). Really made connections between humans as not natural or supernatural, and women ‘lower’ than men in Great Chain of Being, Puritan ideology.

Week Five. **American Disaster**

2/26 Mon—Cannasatego “Speech at Lancaster,” BA pp 280-283; Huggan & Tiffin excerpt from “American Disaster” (pdf); Rob Nixon on ecocritical theory + postcolonial theory (pdf). Sagoyewatha “Reply to the Missionary . . .” BA pp 298-302; Benjamin Franklin on “Remarks Concerning the Savages” and “On the Slave Trade,” BA pp 303-310. Discussed the two theory essays in depth.

2/29 Thursday— **Indigenous Literature and Ecology**

Please read in the Broadview Anthology online, under Concise Volume 1--Beginnings to Reconstruction, the following subjects: Read the pages on The Environment (11 pages); the Ojibwe (4 pgs), the Maya, the Coast Salish, and just under the Coast Salish, the Coyote & Rock, which is a short video of Native American storytelling.

Also read these two Native American writers on the literature and meanings, including ecological, of stories and traditions. Leslie Marmon Silko on the Pueblo (pdf) and Paula Gunn Allen's "The Sacred Hoop" (pdf).

There are a lot of resources on Native American philosophy and ecology. Here is the intro to one, called *Listening to the Land*, by Lee Schweningen (pdf) Please read. Read this also, the intro to a book called *Native Americans and the Environment*, subtitled *Perspectives on the Ecological Indian* (pdf). (These were overkill, unread . . .).

Week Six.

3/4 Mon— **Sweet Reason, Sweeter Sensation.**

Jonathan Edwards BA 284-295; and BA online on Edwards' preaching style. Read more Jonathan Edwards, his sweeter side: "On the divine and supernatural light," and from his letters & Journals (Bedford Anthology of Am Lit)(pdf). Read John Gatta on Edwards' ecological values (pdf)

3/7 Thursday— **American Republican Pastoral**

BA selections of Hector de Crevecoeur, pp 371-390 and BA online (9 pgs); Thomas Jefferson BA online, Remarks concerning the state of Virginia (13 pgs) and Contexts (5 pgs). Read also BA online "Rationalizing Colonialism" (7 pgs). Read Leo Marx on Jeffersonian pastoral, pp 117-144 (pdf).

Week Seven—**Adventures in the Americas**

3/11 Mon— William Bartram, Naturalist. Bartram, in Frances Harper edition, Chapters 4-6, pp 63-135 (pdf). John Gatta on Bartram (pdf), Branch on Bartram & Wilson (pdf).

3/14 Thursday-- Olaudah Equiano. Read Olaudah Equiano's *Narrative* (excerpts), a most extraordinary document concerning the trans-Atlantic experience. BA pp 424-467. Please read the full Chapter One (8 pgs) on the BA online site. Is his description of his African way of life 'pastoral'?

Since you're online at BA, take a look at the **Interactive Timeline** (Tab in the ribbon toward the top) to get a sense of just how early African slaves arrived in North America, and in general to contextualize and order all the history that may be a bit of a jumble in our heads as we've gone through the literature.

And here is an absorbing scholarly database on the Atlantic Slave Trade called **Slave Voyages**. Be sure to watch Henry Louis Gates, Jr.'s introductory video, then explore the 3-D slave ship recreations, the maps, and the mesmerizing timelapse videos of the slave trade from 1600's up to 1866.

End Module One/ Spring Break

Begin Module Two

Week Eight—**Environmental Impact of Slavery**

3/25 Mon—Library Orientation (in-class, 30 mins). Class time also devoted to synthesizing core concepts in 18th C literature and in eco-critical ideas, for your Midterm papers.

Read BA on Nature and Environment, pp 602-606. And BA online, under 1820's to Reconstruction, Contexts: Nature and Environment intro pp 1-3, Charles Lane on vegan communitarianism, pp 8-10, Susan Fennimore Cooper's eco-conscious diary, pp 11-13, Charles Ball on plantation agriculture, pp 30-31, T. B. Thorpe on Cotton, pp 31-33, Frederick Law Olmsted on cotton and land exhaustion, pp 33-36.

3/28 Thursday— **Myth of the Vanishing Indian**

Peer Review Workshop.

Read William Apess, BA pp 614-620 and BA online Apess, "Son of the Forest" and the In Context bit about the "Mashpee Struggle for Land Rights . . ." and "Eulogy on King Phillip" (14 pages).

Read James Fennimore Cooper BA 621-626 and BA online Cooper excerpts from *The Last of the Mohicans* (16 pages). And Introduction to the 1831 London edition (1 page).

Week Nine—

4/1 Mon (April Fool's!) Midterm Paper DUE. **Women's Rights (& Abolition)**

Read about Women's Rights and Roles in BA pp 587-593, and Sexuality, pp 594-601.

Read Judith Sargent Murray, BA p 500-507, Lydia Maria Child, BA pp 665-670, Sarah Grimke BA pp 701-706.

4/4 Thursday— ADVISING DAY, NO CLASSES

Week Ten

4/8 Mon-- **Manifest Destiny & Indian Expulsion**

Read in our book, BA pp 671-688, about the expulsion of Native Americans and the Trail of Tears, including letters from Cherokee women, Andrew Jackson's justification, letters by Ross and Emerson, account by Owle. Also read in BA online, under Contexts: Expansion, Native American Expulsion, and Manifest Destiny, basically all of the material provided, including the intro, Bryant, de Tocqueville, Hitchcock (about Seminole War in Florida!), John O'Sullivan, C. S. Pringle's riveting captivity narrative in Oregon and the contexts/analyses of the Whitman murders, and H. D. Thoreau, from "Walking." (37 pages).

4/11 Thursday –Emerson, "Nature"

Read Ralph Waldo Emerson's essays, starting with the BA Book Introduction, pp 707-709, then "Nature" (BA online full text, 23 pages), then the BA Book Illustrations, pp 712-713, then the excerpts from the essay "The Poet," BA Book pp 728-735.

Please also read this short excerpt from John Gatta on Emerson.

Week Eleven

4/15 Mon – Thoreau, *Walden*

Read in our BA Books the Introduction about Thoreau, pp 994-997, then excerpts from his book, *Walden*, in the BA Book pp 1011-1067 (56 pages). The full text is online, at over 130 pages . . .

4/18 Thursday— African-American Abolitionists

Read in BA Book David Walker's "Appeal . . . in 4 Articles" (excerpts, 10 pgs--full text is online), pp 853-867; read BA Book excerpts from Frederick Douglass, *Narrative of the Life*. . . (50 pgs), pp 1068-1121. I commend to your attention the BA Book Contexts: Slavery & Abolition, beginning on p. 868, especially an excerpt from the *Treatise* by Zephania Kingsley (p. 873) and the advertisements and testimonies published by Theodore Weld and Angelina and Sarah Grimke, in excerpts from *American Slavery as It Is* . . . (beginning p 875).

Week Twelve Slavery in Fiction & Fact.

(Bacc Days 4/22, so we didn't meet, but read anyway)

4/22 Mon—Clotel, by William Wells Brown

Read the excerpts from William Wells Brown's antebellum novel *Clotel*, about two mixed-race daughters of Thomas Jefferson's, among other spicy details! The section is in BA online under William Wells Brown. (28 pgs)

Also, here is a cool photo essay about the Inner Passage, a river from South Carolina to Florida partly dug by slaves to connect tributaries and branches, used for trade but also secretly to convey slaves North . . . including use by Harriet Tubman. It's a short article that sort of broods on the human-environment interaction then and now.

4/25 Thursday—Harriet Jacobs, Incidents

Read in BA Book, all the excerpts from Harriet Jacobs' account, *Incidents in the Life of a Slave Girl*, pp 952-993.

Week Thirteen Moby Dick

4/29 Mon—Melville, Moby-Dick

Read excerpts from Herman Melville's *Moby-Dick* in BA online. Read pages 1-44 (through Chapter 41).

Also read John Gatta on *Moby-Dick* from *Making Nature Sacred*. (11 pgs)

5/2 Thursday—more Moby-Dick

Read in BA online the second half of the selections from Melville's *Moby-Dick*, through page 92 (the end).

Also read at, or skim, Leo Marx from *The Machine in the Garden* on *Moby-Dick*. (38 pages--seriously, SKIM it.)

Week Fourteen

5/6 Mon –Whitman & Dickinson—Nature Poets?

Read in BA Book intro to Walt Whitman, pp 1144-1148, excerpts from Walt Whitman's *Leaves of Grass*, 1855 edition, pp 1160-1207; (If you are short for time, pay attention to sections (# noted in the margin) 1, 5, 6, 11, 15, 20, 21, 24-29, 31, 32, 37, 38, 48-52.) Read in BA online under his name, in Contexts, about the Design of *Leaves of Grass* 1855-1860 edition (5 pages, mostly visual). Read also "When Lilacs Last in the Dooryard Bloom'd," pp 1230-1236. Some scholars written about the Hermit Thrush. (I won't stop you from reading his Preface, pp 1148-1159 . . .)

Read in BA Book several poems by Emily Dickinson. Pay particular attention to "I robbed the woods--" p1341, "These are the days when Birds come back" p 1432, "Some keep the Sabbath going to Church--" p 1348, "I taste a liquor never brewed--" p 1352, "There's a certain Slant of light," p 1353, "I found the words to every thought" p 1354, "I like a look of Agony," p 1354, "I felt a Funeral in my Brain," p 1354, "After great pain, a formal feeling comes--" p 1356, "The Soul selects her own Society--" p 1357, "Because I could not stop for Death--" p 1359, "He fumbles at your Soul" p 1360, "I heard a Fly buzz--when I died--" p 1361, "The Brain--is wider than the Sky--" p 1362, "I started Early--Took my Dog--" p 1362, "My Life had stood--a Loaded Gun--" p 1363, "Color--Caste--Denomination--" p 1365, "The Poets light but Lamps--" p 1365, "A Spider sewed at Night" p 1370, "Tell all the Truth but tell it slant--" p 1370, "To pile like Thunder to is close" p 1372, "To make a prairie it takes a clover and one bee" p 1372.

5/9 Thursday—RH Davis, *Life in the Iron Mills* (& Paper Workshop)

Read the longish short story (22 pgs), "Life in the Iron Mills," by Rebecca Harding Davis, in BA Book, pp 1373-1395. Read about the Contexts under her name in BA online, especially the excerpt from William Glazier, *Peculiarities of American Cities*, about Pittsburgh (pp2-9); read also Layton's "Testimony before the Committee . . ." (pp 9-15) online.

Monday 5/13 FINAL PAPER DUE

Reading Days—Monday 13th and Tuesday 14th

Final Exams—Wednesday-Friday 15th-17th

NCF Graduation Friday 17th

Evaluations for Probation due—21st

All Evaluations Due—29th

John Park

NCF Gen-Ed Submission

LIT 2012

Title: Introduction to the Novel

Course Description: In this course, students will be introduced to literary style that engenders individual perspective and narrative structure that organizes time.

Enduring Human Questions:

1. Why do we tell stories to make meaning?
2. How are stories organized?
3. Why is subjective perspective important?

Readings:

Samuel Richardson *Pamela; Or, Virtue Rewarded*

Herman Melville *Moby-Dick*

Virginia Woolf *To the Lighthouse*

Toni Morrison *Jazz*

Introduction to Archaeology

ANT 2000 (ANT 100)

New College of Florida

Professor: Fred Pirone

Office: COH (Cook Hall 116B)

Email: FPirone@ncf.edu

Telephone: (941) 487-4329

Class Location: Anthropology Lab

Office Hours:

Course Description

Archaeology is an applied science studying material culture. This course introduces the basic concepts of archaeology—its theories, methods, and applications—while taking an expansive view: archaeology is a discipline involving the past, present, and future of the human condition, societies, and cultures. It combines humanities, social sciences, and natural sciences to study both past and present human societies and their evolution through time.

A distinguishing feature of this course is its integration of the Great Books tradition with archaeological inquiry. Students will engage directly with primary texts from the classical world—including works by Homer, Herodotus, Thucydides, Xenophon, Polybius, Plutarch, Livy, Tacitus, Cato the Elder, and Plato—and examine how these ancient writings serve as sources for archaeological investigation. By reading these foundational texts alongside modern archaeological scholarship, students will explore the enduring human questions that connect the ancient and modern worlds: What does it mean to live in a civilization? How do societies remember and construct their past? What is the relationship between material evidence and historical narrative? How do we distinguish myth from history? What can the physical remains of past peoples tell us about universal human experiences such as conflict, community, belief, and identity?

You will explore how archaeologists piece together material culture to reconstruct past and present cultures, including subsistence strategies, social and political organizations, religious practices, societal structures, and societal roles. This course aims to provide students with the basic tools and understanding of archaeology to comprehend future archaeological discoveries and their implications in the study of the human condition.

Course Structure: Three Pillars of Archaeological Study

This course is organized around three foundational pillars that ensure comprehensive coverage of the discipline. These pillars are interwoven throughout the 15-week schedule and are explicitly tagged in the weekly course calendar so that students can track how each area is developed across the semester.

Pillar I: Historical and Theoretical Backgrounds of Archaeology

This pillar traces the intellectual history of archaeology from classical antiquarianism through the great age of exploration and excavation to the modern discipline. Students will study the development of archaeological thought—from culture-history approaches, to processual (New) archaeology championed by Lewis Binford, to post-processual and interpretive frameworks. A central element of this pillar is the use of Great Books as primary sources: students will examine how ancient authors such as Homer, Herodotus, Thucydides, Plutarch, Livy, and Plato engaged with the material past and how their writings have influenced (and sometimes misled) archaeological investigation. This pillar addresses the enduring human questions: How have people across time understood their own past? How has the study of the material world evolved from treasure hunting and myth to rigorous science? What is the relationship between written narrative and physical evidence?

Weeks emphasizing this pillar: 1, 2, 3, 4, 7, 9, 10, 11, 13

Pillar II: The Goals and Methods of Archaeology

This pillar examines what archaeology seeks to accomplish and how it goes about doing so. Students will study the fundamental goals of the discipline: reconstructing past lifeways, understanding cultural processes, explaining change over time, and preserving cultural heritage. They will learn the core methods of archaeological inquiry, including survey techniques, classification and typology, dating methods (radiocarbon dating, dendrochronology, thermoluminescence, stratigraphy), archaeological sciences (bioarchaeology, zooarchaeology, archaeobotany, geoarchaeology), and the use of technology such as GIS, remote sensing, and 3D digitization. A distinctive feature of this course is that the Great Books themselves are treated as a method—that is, as textual evidence that can be tested, corroborated, or challenged by the archaeological record. This pillar addresses the enduring human question: How do we come to know what we know about the past, and what are the limits of that knowledge?

Weeks emphasizing this pillar: 1, 3, 5, 6, 7, 8, 9, 10, 12, 14

Pillar III: Archaeological Fieldwork Techniques

This pillar provides hands-on and applied instruction in the techniques archaeologists use in the field. Students will study survey methods (pedestrian survey, aerial photography, geophysical prospection), excavation techniques (stratigraphic excavation, recording systems, section drawing, context sheets), artifact recovery and processing, laboratory analysis, and digital documentation. Field exercises and outside activities will give students direct experience with survey and recording. The Great Books readings complement this pillar by illustrating what ancient observers noted about the physical landscape, built environments, and material culture—information that modern fieldworkers use to locate and interpret sites. This pillar addresses the enduring human question: How do we responsibly uncover, record, and interpret the physical traces of past human lives?

Weeks emphasizing this pillar: 5, 6, 7, 10, 12, 14

Pillar Coverage by Week

Week	Topic	Pillar I	Pillar II	Pillar III
1	Introductions, Defining Archaeology, Enduring Questions	✓	✓	
2	History of Archaeology; Archaeology as Anthropology	✓	✓	
3	History vs. Archaeology: Text and Material Evidence	✓	✓	
4	Theory in Archaeology	✓		
5	Methods: Surveying and Remote Sensing		✓	✓
6	Methods: Excavation and Dating the Past		✓	✓
7	Homer, Troy, and the Iliad as Archaeological Source	✓	✓	✓
8	Midterm Review and Exam	✓	✓	✓
9	Herodotus, Thucydides, and Historical Inquiry	✓	✓	
10	Xenophon, Polybius, and Landscape Archaeology	✓	✓	✓
11	Plutarch, Livy, and Archaeology of the Roman World	✓		
12	Tacitus, Cato, and Archaeology of Everyday Life	✓	✓	✓
13	Plato, Atlantis: Timaeus and Critias	✓	✓	
14	Feasting, Ritual, and Göbekli Tepe		✓	✓
15	Student Presentations	✓	✓	✓

General Education Rationale: Great Books and Enduring Human Questions

This course satisfies the General Education requirement by integrating Great Books of the Western tradition with the study of archaeology. The ancient authors assigned in this course wrote texts that have shaped how humanity understands its past, its societies, and its relationship to the material world. Archaeology provides a unique lens through which to evaluate these texts—testing literary and historical claims against the physical evidence recovered from the ground.

The course's three-pillar structure ensures that students gain a rigorous grounding in the historical and theoretical backgrounds of the discipline (Pillar I), the goals and analytical methods that define archaeological practice (Pillar II), and the hands-on fieldwork techniques that produce the primary data of archaeology (Pillar III). Through these three pillars, students encounter the Great Books not merely as literary monuments but as active, testable sources for understanding the human past.

Enduring Human Questions addressed in this course include:

- What can material remains reveal about the human condition that written records cannot?
- How do civilizations remember, construct, and mythologize their own past?
- What is the relationship between historical narrative and physical evidence?
- How do societies organize themselves, and what traces do they leave behind?
- What distinguishes myth from history, and how can archaeology mediate between the two?
- What are the ethical responsibilities of those who study and interpret the past?
- How do we come to know what we know about the past, and what are the limits of that knowledge?
- What drives human beings to create monumental architecture, communal spaces, and shared ritual practices?

Learning Objectives

Upon successful completion of this course, students will be able to:

Historical and Theoretical Backgrounds (Pillar I)

- Trace the development of archaeological thought from classical antiquarianism to modern interpretive frameworks.

- Identify and explain the major theoretical paradigms in archaeology (culture-history, processualism, post-processualism) and their influence on interpretation.
- Engage with Great Books from the classical tradition and evaluate them as primary sources for archaeological investigation.
- Articulate the distinction between history and archaeology as complementary but distinct modes of inquiry into the human past.

Goals and Methods of Archaeology (Pillar II)

- Describe the fundamental goals of archaeology: reconstructing past lifeways, understanding cultural processes, and preserving heritage.
- Explain core archaeological methods including survey, classification, dating techniques, and scientific analysis.
- Critically evaluate the relationship between textual evidence and material evidence, using Great Books as case studies.
- Develop critical thinking skills by constructing original, evidence-based arguments about the past.

Archaeological Fieldwork Techniques (Pillar III)

- Demonstrate familiarity with archaeological survey, excavation, recording, and laboratory analysis techniques.
- Apply fieldwork concepts through exercises involving survey, mapping, and site documentation.
- Understand how fieldwork data are collected, processed, and interpreted to produce archaeological knowledge.

Enduring Human Questions and the Great Books

- Explore enduring human questions about civilization, memory, narrative, evidence, and identity through the intersection of text and material culture.
- Assess how ancient authors understood and represented the material world, and how modern archaeology tests their claims.
- Reflect on the ethical responsibilities of studying and presenting the past.

Course Format

This is an introductory class. The course will be a mix of lectures and class conversations. You must be prepared to actively participate in class discussions. Your participation will play an important part in your overall evaluation. You will be expected to do some “outside” research that you will contribute to class discussions.

Generally, Tuesday classes will be predominantly for lectures, and Thursday classes will be predominantly for discussion of the materials and your contributions to the topics being discussed. My goal is to facilitate your learning, not teach you what to learn. You are expected to read the assigned texts before class so that you may ask questions, participate in discussions, and be substantively engaged with the lecture portion of the class.

A significant component of this course involves reading primary source texts from the Great Books tradition alongside modern archaeological scholarship. You should approach the ancient texts with the same critical eye you bring to journal articles: consider the author’s purpose, context, biases, and what their writing reveals—or conceals—about the material world they describe.

Several class sessions include field exercises and hands-on activities that introduce archaeological fieldwork techniques (Pillar III). These activities complement the lecture and discussion format and give students direct experience with the methods discussed in class.

I reserve the right to change the syllabus based on my evaluation of the overall trajectory of the class during the semester and to address anything interesting that occurs in archaeology during the semester.

Things to Consider When Reading the Material for the Course

- Be able to briefly summarize the author’s research, arguments, findings, and/or conclusions with clarity and specificity.
- Assess the strengths and weaknesses of the article or chapter and the author’s research, ideas, arguments, and methods.
- For Great Books readings: Consider what the ancient author reveals about material culture, daily life, built environments, warfare, trade, religion, and social organization. How might an archaeologist use this text as a guide for investigation? What fieldwork techniques could be employed to test or corroborate the author’s claims?
- Be able to articulate an overall assessment of the reading’s contribution to archaeology and more broadly to anthropology.
- Be able to articulate or argue how the reading reflects or speaks to any of the enduring human questions and themes from the course.

- Consider which of the three course pillars (Historical and Theoretical Backgrounds, Goals and Methods, Fieldwork Techniques) each reading primarily speaks to, and how the pillars interconnect.

Class Requirements

- You are required to use this syllabus and check it throughout the semester.
- Bring pen and paper or an electronic device for notetaking during class sessions.
- Read the assigned chapters, articles, and primary source texts before class and bring readings and notes to class.
- Respond to emails in a timely manner, at minimum acknowledging receipt.
- Attendance is required for every class. Missing more than two classes will jeopardize your ability to obtain a satisfactory evaluation. Absences must be communicated in advance both in person and via email, and must be made up during office hours or a scheduled appointment.
- All assignments must be completed by their stated deadlines. Missing any assignment can lead to an unsatisfactory evaluation.
- Substantive participation in class discussions is required for a satisfactory evaluation.
- For field exercises and outside activities, appropriate attire and preparedness are expected.

Readings and Texts

Required Textbook

Hannah Cobb, Kevin Greene, and Tom Moore (2023). *Archaeology: An Introduction*. Routledge. (Referred to in the course schedule as “Textbook.”)

Supplementary Textbook (Selected Chapters)

Colin Renfrew and Paul Bahn (2020). *Archaeology: Theories, Methods, and Practice*. 8th ed. Thames & Hudson. (Referred to in the course schedule as “Renfrew and Bahn.”)

Required Great Books (Primary Sources)

The following classical texts are assigned in specific passages throughout the semester. Recommended translations are listed below. Many are freely available through Project Gutenberg, the Perseus Digital Library (Tufts University), or the Loeb Classical Library. Specific passages are identified in the weekly schedule.

- **Homer**, *The Iliad*. Translated by Richmond Lattimore. University of Chicago Press, 2011. (Originally published 1951.)
- **Homer**, *The Odyssey*. Translated by Robert Fagles. Penguin Classics, 1996.
- **Herodotus**, *The Histories*. Translated by Aubrey de Sélincourt, revised by John Marincola. Penguin Classics, 2003.
- **Thucydides**, *History of the Peloponnesian War*. Translated by Rex Warner. Penguin Classics, 1972.
- **Xenophon**, *Anabasis (The March Up Country)*. Translated by H. G. Dakyns. Available via Project Gutenberg.
- **Polybius**, *The Histories*. Translated by Robin Waterfield. Oxford World's Classics, 2010.
- **Plutarch**, *Parallel Lives (Selected Lives)*. Translated by Robin Waterfield. Oxford World's Classics, various volumes.
- **Livy**, *The History of Rome (Ab Urbe Condita), Books I–V*. Translated by Aubrey de Sélincourt. Penguin Classics, 2002.
- **Tacitus**, *Agricola and Germania*. Translated by Harold Mattingly, revised by S. A. Handford. Penguin Classics, 1970.
- **Cato the Elder**, *De Agri Cultura (On Agriculture)*. Translated by W. D. Hooper and H. B. Ash. Loeb Classical Library, Harvard University Press, 1934.
- **Plato**, *Timaeus and Critias*. Translated by Robin Waterfield. Oxford World's Classics, 2008.

Required Book for Scholarly Book Review

Hall, Jonathan M. (2014). *Artifact and Artifice: Classical Archaeology and the Ancient Historian*. University of Chicago Press.

Supplementary Archaeological Readings

Journal articles and supplementary materials will be assigned throughout the semester. PDFs will be emailed or placed in the class Google Drive Folder. Verified sources used in this course include:

- Binford, Lewis R. (1962). "Archaeology as Anthropology." *American Antiquity* 28(2): 217–225.
- Snodgrass, A. M. (1985). "The New Archaeology and the Classical Archaeologist." *American Journal of Archaeology* 89(1): 31–37.
- Trigger, Bruce G. (2006). *A History of Archaeological Thought*. 2nd ed. Cambridge University Press. (Selected chapters.)
- Korfmann, Manfred (2004). "Was There a Trojan War?" *Archaeology* 57(3): 36–41.
- Zangger, Eberhard (1993). "Plato's Atlantis Account – A Distorted Recollection of the Trojan War." *Oxford Journal of Archaeology* 12(1): 77–87.
- Kraft, John C., et al. (2003). "Harbor Areas at Ancient Troy: Sedimentology and Geomorphology Complement Homer's *Iliad*." *Geology* 31(2): 163–166.
- Luce, J. V. (1998). *Celebrating Homer's Landscapes: Troy and Ithaca Revisited*. Yale University Press.
- Runnels, Curtis, and Priscilla Murray (2001). *Greece Before History: An Archaeological Companion and Guide*. Stanford University Press.
- Ellis, Linda (ed.) (2000). *Archaeological Method and Theory: An Encyclopedia*. Garland Publishing.
- Hodder, Ian (2012). *Entangled: An Archaeology of the Relationships between Humans and Things*. Wiley-Blackwell.
- Rasmussen, S. C. (2012). "Cato's *De Agri Cultura*: The Role of Roman Agriculture in Ancient Chemistry." In *Chemical Technology in Antiquity*, ACS Symposium Series, American Chemical Society, pp. 1–22.
- Dietler, Michael, and Brian Hayden (eds.) (2001). *Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*. University of Alabama Press.
- Barker, Philip (1993). *Techniques of Archaeological Excavation*. 3rd ed. Routledge. (Selected chapters on excavation recording and stratigraphy.)
- Drewett, Peter L. (2011). *Field Archaeology: An Introduction*. 2nd ed. Routledge. (Selected chapters on survey and excavation.)
- Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (2009). *Field Methods in Archaeology*. 7th ed. Left Coast Press.
- Dia, S. M., et al. (2015). "An Overview of the Anthropological Theories." (Assigned handout.)

- Pirone, Fred. "Theory Review Notes." (Course handout.)

Warning: Some of the readings may contain content that you may find potentially offensive, graphic, triggering, or sexual in nature.

Course Assignments

1. Attendance and Class Participation

Did you regularly attend class? For any excused missed classes, did you make up the class during office hours or a scheduled meeting? Missing more than two classes will jeopardize your ability to successfully obtain a satisfactory evaluation for this course. If you have a legitimate reason to miss class, be sure to speak with me AND send me an email confirming our conversation. Further, you will be required to make up the missed class during office hours or a scheduled appointment.

PLEASE NOTE: This is a discussion-based class. I may lecture from time to time, but the learning takes place through discussion. Therefore, you must read. If this is going to be a problem for you, do not take the class.

I also expect you to come to class by contributing to the discussion. This means you are expected, in addition to doing the required readings, to bring something you found to add to the conversation. This is done weekly. It could be a journal article, a news story, a series of photographs, field reports, etc. If you do not get a chance to share your contribution in class, then I expect you to submit a written summary (do not be wordy and no more than a page) of what your contribution was going to be. The page limitation will be strictly enforced.

AI Policy: DO NOT USE AI to write your summaries. If I suspect that you are using AI, you agree by taking this course that the burden of proof is on you to prove you have not used AI.

I will assign (via email) students to lead discussions each week. Students will lead the discussions on the readings.

Documentary and Film Days: On Documentary & Film Days, students will submit via Canvas in a Word Document their thoughts about the documentary or film in relationship to class discussions and readings.

2. Scholarly Book Review

There will be one scholarly book review where I expect you to apply what is learned in the class to substantively critique and discuss the book. Please review the two journal articles about writing scholarly book reviews that can be found on the assignment description on Canvas. I will evaluate your scholarly book review on how well you incorporated the lessons learned from these two journal articles.

You will write your scholarly book review on the following text:

Hall, Jonathan M. (2014). *Artifact and Artifice: Classical Archaeology and the Ancient Historian*. University of Chicago Press.

3. Reading Essays and Scholarly Critiques (3–7 pages)

There will be four (4) Reading Essays and Scholarly Critiques throughout the semester.

Purpose

This assignment asks you to produce substantive, scholarly essays that critically engage with the required readings. Your writing should demonstrate careful, attentive reading and an ability to analyze arguments, concepts, and evidence. These essays are also an opportunity to develop your theoretical understanding of the course's central concerns—particularly the intersection of Great Books, material culture, archaeological theory, enduring human questions, and the three course pillars.

Task

You will write a series of reading essays/critical critiques based on the required readings for the course (as assigned). Each essay should go beyond summary and offer a clear, organized analysis of the author(s)' main claims and how those claims inform our study of archaeology, the Great Books, and the enduring human questions of this course.

Your essay must include:

- Evidence that you read the assigned material closely, including accurate representation of key arguments and concepts.
- A discussion of how the reading(s) contributed to your theoretical understanding of archaeology, including how the author(s) define, frame, or complicate the relationship between text and material evidence, between history and archaeology, or between myth and historical fact.

- A discussion of what you learned from the reading(s) and how it connects to class themes, concepts, or discussions.
- Your major takeaways, framed as analytical insights (not only personal reactions). What did the reading help you see differently or more clearly?
- Proper in-text citations that reference specific aspects of the reading(s) (e.g., a concept, example, claim, or passage). Citations should be frequent enough to show direct engagement and should clearly point to where your evidence comes from.

\

Citation Requirement

Use proper in-text citation throughout, referencing the assigned readings directly. You may use any standard academic style (e.g., AAA, Chicago Author-Date, APA), but be consistent within the essay. Page numbers should be included when available.

Suggested Structure (Optional)

- **Introduction:** Identify the reading(s) and present your main analytical focus or guiding question.
- **Analytical Summary:** Briefly summarize the central argument(s) and key concepts (not a chapter-by-chapter recap).
- **Critical Engagement:** Evaluate how the author builds the argument, what evidence is used, and what is persuasive or limited.
- **Course Connection:** Explain how the reading deepens your theoretical understanding and ties to course themes, the three pillars, and the enduring human questions.
- **Conclusion:** Synthesize your major takeaways and identify an ongoing question or implication for further study.

Evaluation Criteria

Your essays will be assessed on:

- Demonstrated comprehension of the reading(s).
- Depth of analysis and critique (argument, concepts, evidence, implications).
- Integration of course themes (Great Books, enduring human questions, the three pillars, material culture, history vs. archaeology, myth and evidence).

- Use of specific textual evidence with proper in-text citations.
- Organization, clarity, and scholarly tone.
- Adherence to length (3–7 pages) and formatting requirements.

Submission

Upload your Word document to Canvas by the posted deadline for that essay.

4. Midterm Exam

The Midterm Exam will include Multiple Choice, True/False, Short Answer, and Essay questions. The exam will cover all three course pillars as addressed in Weeks 1–7, including the Great Books readings, enduring human questions, history of archaeology, archaeological theory, methods, and fieldwork techniques discussed during the first half of the semester.

5. Great Books Reflection Essay (5–7 pages)

A 5–7 page essay in which you select one ancient author studied in the course and argue how their text can serve as a source for archaeological investigation. You must engage with both the primary text and at least two modern archaeological sources. The essay should address at least one enduring human question from the course and demonstrate understanding of how at least two of the three course pillars (Historical and Theoretical Backgrounds, Goals and Methods, Fieldwork Techniques) intersect in your chosen topic.

6. Case Study Project

Select a topic related to archaeology and create a case study. The topic may be a specific excavation, period, geographical area, method, or the intersection of a Great Books text with an archaeological site. Include a literature review, organized presentation of evidence, a critical essay and interpretation, and questions for future study. Your case study must explicitly address how your topic relates to at least one of the three course pillars.

7. Presentations

Give a 4-minute presentation on your case study using one (1) PowerPoint slide. You will be stopped once you reach four minutes. The goal is to say what you need to say within the time allowed. You must stop presenting once your time is finished. Therefore, you should practice saying what you need to say and present within the allotted time. Essentially, you will be pitching your case study for the class. Each student will also be required to evaluate each presentation and provide critical critique. Attendance is required for both days of presentations. Not attending any day of presentations will result in an automatic unsatisfactory evaluation for the entire course.

Tentative Course Schedule

Week 1

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods]

Week's Topic: *Introductions, Defining Archaeology, and the Enduring Human Questions*

Tuesday: Course Introduction. Reviewing the Syllabus. Introduction to the three course pillars (Historical and Theoretical Backgrounds, Goals and Methods, Fieldwork Techniques). Introduction to the Great Books framework and enduring human questions. What is archaeology? What is material culture? Why do humans study their own past?

Thursday: Student Introductions. Discussion: What are the enduring human questions? How does archaeology help us address them? What distinguishes archaeology from other ways of studying the past?

Readings:

Textbook, Chapter 1 (Introduction to Archaeology).

Renfrew and Bahn, Chapter 1 ("The Searchers: The History of Archaeology").

Week 2

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods]

Week's Topic: *History of Archaeology and Archaeology as Anthropology*

Tuesday: Lecture (Pillar I): The history of archaeology from classical antiquarianism through the Renaissance, the Enlightenment, and the 19th-century era of great excavations to the modern scientific discipline. Key figures: Winckelmann, Thomsen, Schliemann, Petrie, Pitt-Rivers. Archaeology's place within anthropology.

Thursday: Discussion (Pillar II): Binford's vision of archaeology as anthropology. What are the goals of archaeology? How has the discipline's self-understanding evolved? What does it mean to study the past scientifically?

Readings:

Textbook, Chapter 1 (continued).

Binford, Lewis R. (1962). "Archaeology as Anthropology." *American Antiquity* 28(2): 217–225.

Trigger, Bruce G. (2006). *A History of Archaeological Thought*, Chapter 1 ("Archaeology Before 1900").

Week 3

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods]

Week's Topic: *History versus Archaeology: Text and Material Evidence*

Tuesday: Lecture (Pillars I & II): History versus Archaeology—what are the differences and complementarities between textual and material evidence? How do historians and archaeologists approach the same questions differently? The strengths and limitations of each. Introduction to the Great Books as archaeological sources: how can a poem, a history, or a philosophical dialogue become evidence for the material past?

Thursday: Discussion: Snodgrass on Greek archaeology and Greek history. How do written sources and the archaeological record converge and diverge? (Mod 1 Contribution, First Half)

Readings:

Snodgrass, A. M. (1985). "The New Archaeology and the Classical Archaeologist." *American Journal of Archaeology* 89(1): 31–37.

Renfrew and Bahn, Chapter 1 (sections on "textual evidence and archaeology").

Week 4

[Pillar I: Historical & Theoretical Backgrounds]

Week's Topic: *Theory in Archaeology*

Tuesday: Lecture (Pillar I): Archaeological theory from culture-history to processual and post-processual approaches. The role of theory in interpreting material culture. How does theory shape what questions archaeologists ask and what evidence they prioritize? The influence of anthropological theory on archaeological interpretation.

Thursday: Discussion: Theoretical frameworks in practice. How would a processualist, a post-processualist, and a culture-historian interpret the same archaeological site differently? (Mod 1 Contribution, Second Half)

Readings:

Textbook, Chapter 6 (Theory in Archaeology).

Pirone, Fred. "Theory Review Notes." (Course handout.)

Dia, S. M., et al. (2015). "An Overview of the Anthropological Theories."

Hodder, Ian (2012). *Entangled*, Introduction (pp. 1–18).

Week 5

[Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week's Topic: *Methods in Archaeology: Surveying, Remote Sensing, and Fieldwork Fundamentals*

Tuesday: Lecture (Pillars II & III): Archaeological survey methods—pedestrian survey, aerial photography, satellite imagery, geophysical prospection (magnetometry, ground-penetrating radar), GIS and spatial analysis, and landscape archaeology. How do archaeologists find sites before they dig? The goals of non-invasive investigation.

Thursday: Field Exercise (Pillar III): Outside activity. Students will participate in a guided survey exercise on campus or a nearby area, practicing pedestrian survey techniques, GPS recording, and basic site documentation. Discussion: How do methods shape what we find?

Readings:

Textbook, Chapter 2 (Surveying and Remote Sensing).

Renfrew and Bahn, Chapter 3 ("Where? Survey and Excavation of Sites and Features").

Drewett, Peter L. (2011). *Field Archaeology*, Chapter 3 ("Finding and Evaluating Archaeological Sites").

Week 6

[Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week's Topic: *Methods in Archaeology: Excavation Techniques and Dating the Past*

Tuesday: Lecture (Pillars II & III): Excavation techniques—stratigraphic excavation, the Harris Matrix, recording systems (context sheets, section drawings, plan drawings, photography), artifact recovery and processing. Dating methods: radiocarbon dating, dendrochronology, thermoluminescence, potassium-argon dating, relative versus absolute dating, the law of superposition.

Thursday: Discussion and Lab Exercise (Pillar III): Hands-on exercise with stratigraphic interpretation using a prepared section model or simulated profile. Case study on dating methods. (Mod 1 Contribution, First Half)

Readings:

Textbook, Chapters 3 and 4 (Excavating; Dating the Past).

Barker, Philip (1993). *Techniques of Archaeological Excavation*, Chapters 1–3 (Principles of Excavation; Stratigraphy; Recording).

Hester, Shafer, and Feder (2009). *Field Methods in Archaeology*, Chapters 6–7 (Excavation; Recording).

Due Friday: Submit topic for Case Study with a brief essay on why you chose it and an outline of resources.

Week 7

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week's Topic: *Homer, Troy, and Archaeology – The Iliad as Archaeological Source*

Tuesday: Lecture (All Three Pillars): Homer and the archaeological investigation of Troy. The historical and theoretical background: Heinrich Schliemann and the rediscovery of Hisarlik—the birth of field archaeology in the Mediterranean. Methods: How did Schliemann's excavation techniques compare to modern standards? What fieldwork methods have been used at Troy since (Korfmann's excavations, geoarchaeological surveys, harbor sediment analysis)? The enduring human question: Can epic poetry serve as evidence for the material past? How do societies remember and mythologize their past?

Thursday: Discussion: Reading Homer as an archaeologist. What does the Iliad reveal about Bronze Age material culture, warfare, technology, trade, and social organization? (Mod 1 Contribution, Second Half)

Primary Source Passages:

Homer, *The Iliad*, Book II, lines 484–780 (“The Catalogue of Ships”): A detailed catalog of Greek contingents, ships, and place-names that has served as a geographic and demographic guide for archaeologists seeking to identify Mycenaean-era settlements across Greece.

Homer, *The Iliad*, Book VI, lines 237–324 (Hector and Andromache at the gates of Troy): A passage revealing domestic architecture, textile production, and the social roles of men and women within a fortified city—material evidence for daily life within the walls of a Bronze Age citadel.

Homer, *The Iliad*, Book XVIII, lines 478–608 (“The Shield of Achilles”): An ekphrasis describing scenes of agriculture, legal proceedings, warfare, dance, and urban and rural life—a material-cultural panorama of the Bronze Age Mediterranean world that has been compared with actual Bronze Age metalwork and iconography.

Archaeological Readings:

Korfmann, Manfred (2004). “Was There a Trojan War?” *Archaeology* 57(3): 36–41.

Kraft, John C., et al. (2003). “Harbor Areas at Ancient Troy.” *Geology* 31(2): 163–166.

Luce, J. V. (1998). *Celebrating Homer’s Landscapes: Troy and Ithaca Revisited*, Introduction and Chapter 1.

Due Monday: Case Study on Radiocarbon Dating.

Week 8

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week’s Topic: *Midterm Review and Exam*

Tuesday: Midterm Review. Comprehensive review covering all three course pillars as addressed in Weeks 1–7: the history and theoretical development of archaeology (Pillar I), the goals and methods of the discipline (Pillar II), and fieldwork techniques studied and practiced (Pillar III). Review of Great Books readings and enduring human questions.

Thursday: Midterm Exam (30 Questions: Multiple Choice, True/False, Short Answer, and Essay). The exam will assess knowledge across all three pillars.

Week 9

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods]

Week's Topic: *Herodotus, Thucydides, and the Birth of Historical Inquiry*

Tuesday: Lecture (Pillars I & II): Herodotus as the “Father of History” and his archaeological eye—descriptions of monuments, customs, built environments, and foreign cultures. Herodotus’s methods: autopsy (personal observation), oral testimony, and critical comparison. Thucydides and the “Archaeology” passage—one of the earliest examples of using material evidence to reconstruct the past. The enduring human question: What is the relationship between eyewitness testimony, material evidence, and truth? How do we evaluate ancient claims about the physical world?

Thursday: Discussion: Reading Herodotus and Thucydides as sources for archaeological investigation. What material and cultural details do they preserve? How have modern excavations confirmed or contradicted their accounts? (Mod 2 Contribution, First Half)

Primary Source Passages:

Herodotus, *The Histories*, Book II, Chapters 1–34 and 99–182 (On Egypt): Herodotus’s detailed descriptions of Egyptian monuments, temples, the pyramids, mummification practices, and agricultural life along the Nile—one of the earliest ethnographic and material accounts of ancient Egypt. Archaeologists have used these passages to identify temple sites and to understand ancient funerary practices.

Herodotus, *The Histories*, Book I, Chapters 178–187 (On Babylon): Descriptions of the walls, temples, and urban plan of Babylon, including the temple of Bel (Marduk) and the Euphrates River crossing—passages used by archaeologists to identify and interpret excavated features at Babylon.

Thucydides, *History of the Peloponnesian War*, Book I, Chapters 1–19 (“The Archaeology”): Thucydides’s famous opening section where he uses material evidence—burial practices, settlement patterns, and naval technology—to reconstruct early Greek history. This is one of the earliest examples of archaeological reasoning in Western literature and a foundational text for understanding the goals and methods of the discipline.

Archaeological Readings:

Trigger, Bruce G. (2006). *A History of Archaeological Thought*, Chapter 2 (“Classical and Other Early Antiquarianism”).

Week 10

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week's Topic: *Xenophon, Polybius, and Landscape Archaeology*

Tuesday: Lecture (All Three Pillars): Xenophon's *Anabasis* as a geographic and ethnographic record of ancient Anatolia and Mesopotamia—a text that has guided archaeological survey and landscape investigation. Polybius on Roman military engineering, siege warfare, and the physical landscape of the Mediterranean. The method of landscape archaeology: how fieldworkers use ancient texts alongside pedestrian survey, geomorphological analysis, and remote sensing to reconstruct ancient environments. The enduring human question: How do people move through, transform, and leave traces upon the landscape?

Thursday: Discussion: Using ancient travel narratives and military accounts to identify archaeological sites and understand ancient landscapes. How do fieldworkers in the Mediterranean today use Xenophon and Polybius? (Mod 2 Contribution, Second Half)

Primary Source Passages:

Xenophon, *Anabasis*, Book III, Chapters 1–5 and Book IV, Chapters 1–8 (The March through Kurdistan and Armenia): Detailed descriptions of terrain, river crossings, fortified villages, and the subsistence practices of peoples encountered—material that has been used to trace the route of the Ten Thousand and identify ancient settlements along the way.

Polybius, *The Histories*, Book VI, Chapters 19–42 (The Roman Military Camp): Polybius's systematic description of the layout, construction, and organization of a Roman military encampment—one of the most important ancient sources for the archaeology of Roman military sites across Europe. This passage directly informs the fieldwork techniques used to identify and excavate Roman camp sites.

Polybius, *The Histories*, Book I, Chapters 20–28 (The First Punic War and naval technology): Descriptions of Roman shipbuilding, the *corvus* boarding device, and naval warfare—passages that archaeologists have compared against underwater finds of Punic War-era shipwrecks off the coast of Sicily.

Archaeological Readings:

Runnels, Curtis, and Priscilla Murray (2001). *Greece Before History*, selected chapters on landscape archaeology.

Renfrew and Bahn, Chapter 3 (sections on landscape archaeology and survey methodology).

Week 11

[Pillar I: Historical & Theoretical Backgrounds]

Week's Topic: *Plutarch, Livy, and the Archaeology of the Roman World*

Tuesday: Lecture (Pillar I): Plutarch's biographical method and what his Lives reveal about the material culture of Greek and Roman elites. Livy and the founding mythology of Rome—what does archaeology say about the origins of Rome? The historical and theoretical context: how 18th- and 19th-century classical scholars used Livy and Plutarch to locate and interpret archaeological sites. The enduring human question: How do societies construct origin myths, and what does the material record reveal about the reality behind them?

Thursday: Discussion: Comparing Livy's account of early Rome with the archaeological evidence from the Palatine Hill, the Forum, and early Latin settlements. (Mod 2 Contribution, First Half)

Primary Source Passages:

Plutarch, *Life of Theseus*, Chapters 1–36: Plutarch's account of the legendary founder of Athens, including descriptions of the Labyrinth, the voyage to Crete, and the unification of Attica—passages that archaeologists have related to the material remains of Minoan Crete (the palace at Knossos) and the Bronze Age Aegean.

Plutarch, *Life of Romulus*, Chapters 1–29: The founding of Rome, including the selection of the Palatine Hill, the asylum, the Sabine women, and the establishment of Roman institutions—passages that can be compared with the archaeological record of Iron Age Rome.

Livy, *Ab Urbe Condita*, Book I, Chapters 1–16 (The Founding of Rome): Livy's narrative of Romulus and Remus, the founding of the city, and early kingship—archaeologists have used these passages alongside excavations of the hut foundations on the Palatine Hill (the so-called “Hut of Romulus”) to explore the intersection of myth and material evidence.

Livy, *Ab Urbe Condita*, Book V, Chapters 33–55 (The Gallic Sack of Rome, 390 BCE): Livy's account of the Gallic invasion, which can be examined against the archaeological evidence for destruction layers in early Republican Rome.

Archaeological Readings:

Textbook, Chapter 7 (Heritage and Telling the Story of the Past).

Due Monday: Case Study on the Roman Colosseum and the Constructed Space.

Week 12

Week's Topic: *Tacitus, Cato the Elder, and the Archaeology of Everyday Life*

Tuesday: Lecture (All Three Pillars): Tacitus on the peoples of Roman Britain and Germania—ethnographic description and its archaeological correlates. Cato the Elder on Roman agricultural practice—the archaeology of subsistence, rural estates, and ancient food production. Methods and fieldwork: how do archaeologists excavate and analyze rural and agricultural sites? Archaeobotany, zooarchaeology, and residue analysis as fieldwork and laboratory techniques for studying ancient subsistence. The enduring human question: What can the material culture of everyday life reveal about how ordinary people lived, worked, and sustained their communities?

Thursday: Discussion: Using Tacitus and Cato as guides for understanding the material culture of provinces and rural life in the Roman world. How do fieldwork techniques such as environmental sampling and soil analysis recover the evidence of ancient agriculture? (Mod 2 Contribution, Second Half)

Primary Source Passages:

Tacitus, *Agricola*, Chapters 10–38 (The Geography and Peoples of Britain; Agricola's Campaigns): Tacitus's descriptions of British terrain, native fortifications, and the Roman military advance through Scotland—passages that have been correlated with the archaeological record of Roman forts, marching camps, and the frontier in Britain, including the Vindolanda tablets and Hadrian's Wall.

Tacitus, *Germania*, Chapters 1–27 (On the Customs, Settlements, and Material Culture of the Germanic Peoples): Descriptions of Germanic housing, weaponry, burial practices, agriculture, and social organization—an essential comparative text for archaeologists working on Iron Age and Roman-period Germanic sites.

Cato the Elder, *De Agri Cultura*, Chapters 1–25 and 74–90 (Farm Management and Olive/Wine Production): The oldest surviving work of Latin prose, Cato's practical manual describes the layout of a Roman farm (*villa rustica*), the labor force, equipment, olive pressing, and wine production—all of which have direct correlates in the archaeological excavation of Roman agricultural estates across Italy, North Africa, and Iberia. This text provides a direct bridge between ancient written description and fieldwork-recoverable material evidence.

Archaeological Readings:

Textbook, Chapter 5 (Archaeological Sciences).

Rasmussen, S. C. (2012). "Cato's *De Agri Cultura*: The Role of Roman Agriculture in Ancient Chemistry." ACS Symposium Series.

Week 13

[Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods]

Week's Topic: *Plato, Atlantis, and Archaeology: Timaeus and Critias*

Tuesday: Lecture (Pillars I & II): Plato's accounts of Atlantis in the *Timaeus* and *Critias*—philosophical allegory, historical memory, or both? The search for Atlantis in archaeology: Thera/Santorini, Minoan Crete, and other proposed identifications. The theoretical background: how has the Atlantis story influenced the history of archaeological thought, from 19th-century pseudoarchaeology to serious volcanic-disaster research? Goals and methods: What are the criteria for using a literary text as a guide for excavation? How do archaeologists distinguish legitimate inquiry from pseudoarchaeology? The enduring human question: How do we distinguish myth from history, and what role does the desire for a lost golden age play in human culture?

Thursday: Discussion: Should archaeologists search for Atlantis? Evaluating Plato's text as a potential source for material investigation. The ethics and dangers of pseudoarchaeology. Mod 2 Quiz (Review Test: 20 Questions).

Primary Source Passages:

Plato, *Timaeus*, 20d–26e (The Atlantis Narrative): Critias recounts a story passed down from the Athenian statesman Solon, who reportedly learned it from Egyptian priests at Saïs—describing a great island civilization called Atlantis that existed 9,000 years before Solon's time and was destroyed in a single day and night of catastrophe. This passage raises questions about cultural memory, oral tradition, and the transmission of knowledge across civilizations.

Plato, *Critias*, 108e–121c (The Description of Atlantis): A detailed account of the geography, architecture, engineering, and political organization of Atlantis—including concentric rings of water and land, harbors, temples, and a canal system. Archaeologists have debated whether these descriptions echo real features of Minoan palaces, Bronze Age harbors, or volcanic landscapes such as Thera (Santorini).

Archaeological Readings:

Zangger, Eberhard (1993). "Plato's Atlantis Account – A Distorted Recollection of the Trojan War." *Oxford Journal of Archaeology* 12(1): 77–87.

Renfrew and Bahn, Chapter 1 (sections on "pseudoarchaeology").

Week 14

[Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques]

Week's Topic: *Special Topic – Feasting, Ritual, and Göbekli Tepe: The Intersection of Subsistence and Religion*

Tuesday: Lecture (Pillars II & III): Göbekli Tepe and the revolution in understanding of early sedentism. Archaeological evidence for feasting rituals. Goals and methods: How do archaeologists recover evidence of ancient feasting (faunal analysis, residue analysis, spatial analysis of communal structures)? Fieldwork at Göbekli Tepe: excavation techniques for monumental Neolithic architecture. The enduring human question: What drives human beings to create monumental architecture, communal gathering spaces, and shared ritual practices?

Thursday: Discussion: How does the archaeological record of Göbekli Tepe challenge traditional narratives about the origins of civilization? How do the fieldwork methods used at this site exemplify modern excavation practice?

Readings:

Dietler, Michael, and Brian Hayden (eds.) (2001). *Feasts*, Introduction and Chapter 1.

Assigned reading to be announced.

Due Tuesday: Case Study and Great Books Reflection Essay.

Week 15

[*Pillar I: Historical & Theoretical Backgrounds | Pillar II: Goals & Methods | Pillar III: Archaeological Fieldwork Techniques*]

Week's Topic: *Student Presentations and Course Synthesis*

Tuesday: Student Presentations.

Thursday: Student Presentations. Course wrap-up: Reflecting on the enduring human questions and the three pillars of the course. How have the Great Books enriched your understanding of archaeology? How have the three pillars—historical and theoretical backgrounds, goals and methods, and fieldwork techniques—shaped your understanding of how we study the human past?

All students are required to attend both days of presentations.

A Note on Primary Source Passages

The specific book, chapter, and line references listed above for each Great Books text are intended to focus your reading on the passages most relevant to archaeological investigation. You are encouraged to read beyond these selections. All passages are available in the recommended translations listed above, many of which are accessible through the Perseus Digital Library (www.perseus.tufts.edu), Project Gutenberg (www.gutenberg.org), or through the New College Library's Loeb Classical Library subscription.

A Note on the Three Pillars

The three-pillar framework—Historical and Theoretical Backgrounds of Archaeology (Pillar I), The Goals and Methods of Archaeology (Pillar II), and Archaeological Fieldwork Techniques (Pillar III)—is designed to ensure that this course provides comprehensive coverage of the discipline while also meeting General Education requirements through the Great Books and Enduring Human Questions. Each week's pillar tags indicate the primary areas of emphasis, though in practice the three pillars are deeply interconnected: theory informs method, method shapes fieldwork, and fieldwork generates the evidence that advances (or revises) theory. Students should approach the course with an awareness of how these areas reinforce one another.

Alea iacta est



New College of Florida

The Honors College

SYLLABUS: POLITICS, RHETORIC AND VIRTUE

SPC X270: THE COURSE EXPLORES THE WAYS IN WHICH PLATO, NIETZCHE, AND OTHER FIGURES IN THE WESTERN CANON HAVE SOUGHT TO DEFINE HOW AMERICANS APPROACH RHETORICAL ADDRESS.

Term: Spring 2027

Institution: New College of Florida

Instructor: Dr. Stanley Fish

Office Hours: [TBD]

Email: [stfish@ncf.edu]

1. Course Description

Nothing is more familiar in the current political scene than hearing one party accuse the other of engaging in distortions, fake news, outright lies, and empty rhetoric. The idea is that in the best of worlds the arguments or positions put forward by our leaders should be presented in a plain accessible style and should be anchored by unimpeachable fact. The opposition then is between speaking in a way that is attached to and in the service of truth and speaking in a way that advances ones own interests and prejudices. This opposition has a history that goes back to the Greeks and Romans and is encoded in a tradition of texts that begins with Plato and Aristotle and continues through the centuries until roughly one hundred and fifty years ago. That tradition was the basis both of education and the performance of the political arts. Always, the teaching of rhetoric – the art of persuasion—has been accompanied by a vigorous attack on the skills rhetoricians practice and teach. The “quarrel between rhetoric and philosophy” has been going on for centuries and continues to the present day.

In this course, we shall study the unfolding of that quarrel and trace the ways in which its ancient vocabulary is still resonant and illuminating today. The contexts are many: tractates on education, advice to princes, defenses of poetry, attacks on drama, disputes over religious ceremonies, opposing styles of preaching, controversies in the interpretation of scripture, accounts of Edenic language, descriptions of human psychology, developments in the law, styles of lyric and narrative poetry, the decorum and anti-decorum of public polemic, the attack on

images. Of course, many of these rubrics would still be relevant to our present situation; what would be different is the disappearance from the modern scene of a formal and codified body of rhetorical knowledge that formed the basis of everyone's educational experience. We shall begin, therefore, by reading some classical medieval and renaissance rhetorical manuals and proceed to the close reading of texts by Erasmus, Puttenham, Castiglione, Machiavelli, Hobbes, Gosson, Sidney, Spenser, Jonson, Bacon, Donne, Andrewes, and others. At the same time, we shall be reading selectively in the writings of modern commentators like Brian Vickers, Lawrence Manley, Victoria Kahn, Debora Shuger, William Kennedy, George Kennedy and Richard Lanham. Attention will also be paid to nineteenth and twentieth century figures whose thinking about rhetoric and its discontents extends and rewrites this most ancient of topics: Nietzsche, De Man, Derrida, Barthes, Kuhn, Freud, Rorty.

2. Course Scope & Themes

Complementing the description above, this course explores the deep philosophical tensions inherent in the history of communication and political life.

- **The Ancient Quarrel:** We will examine the foundational conflict between Philosophy (which claims to seek absolute Truth) and Rhetoric (which is often accused of prioritizing persuasion and probability).
- **The Loss of a Common Language:** We will investigate the consequences of the disappearance of a "formal and codified body of rhetorical knowledge" that once unified educational and political discourse.
- **Rhetoric as Constitutive:** We will move beyond the idea of rhetoric as merely "ornament" to understand how language shapes reality, psychology, law, and belief.
- **The Modern Echo:** We will explore how modern critical theorists (Nietzsche, Derrida, Rorty) have revived and reconfigured these ancient rhetorical debates, questioning the stability of "fact" and "truth" in ways that mirror our current political moment.

3. Student Learning Objectives

(General Education: Enduring Human Questions)

In alignment with Florida General Education requirements for Critical Thinking and Civic Literacy:

- **Historical Analysis:** Trace the evolution of the "quarrel between rhetoric and philosophy" from its origins in Plato and Aristotle through the Renaissance to contemporary political discourse.
- **Rhetorical Evaluation:** Anatomize the strategies of persuasion used in classical manuals, advice to princes, and religious tractates, identify how style serves specific political and moral ends.
- **Philosophical Critique:** Evaluate the arguments regarding the ethics of rhetoric—whether it is a tool for virtue and truth or a dangerous instrument of deception and manipulation.

- **Contemporary Application:** Formulate evidence-based arguments connecting ancient rhetorical theory to modern issues of "fake news," political polarization, and the authority of science and law.

4. Materials

Required Text:

- Patricia Bizzell, Bruce Herzberg, & Robin Reames, *The Rhetorical Tradition: Readings from Classical Times to the Present* (3rd ed. 2020).

Note: Supplemental readings for specific modern commentators (e.g., Vickers, Kahn, Shuger) or specific literary texts not found in the anthology will be provided in class or via Canvas.

5. Course Policies & Grading

Attendance

Attendance in every class is assumed and expected. If you cannot attend, please let me know in advance. I expect you to catch up and be prepared for the following class .

Assignments

- **Weekly Discussion Questions:** In advance of each class, students will be given questions geared to the assigned materials. Each student will select a question they are prepared to discuss.
- **Response Papers (30%):** On **eight (8)** occasions throughout the semester, each student will submit a written answer to their chosen question.
 - **Length:** 250–400 words.
- **Class Participation (20%):** Based on active engagement and discussion of the daily questions.
- **Final Research Paper (50%):** A substantial paper of 3,500–4,000 words.

Final Paper Options

- **The Quarrel Revisited:** Analyze a specific historical instance of the "quarrel between rhetoric and philosophy" (e.g., Plato vs. the Sophists, or Hobbes vs. Rhetoric) and argue which side "won" in the context of their time versus our own.
- **Rhetoric in Crisis:** Use the theories of a modern figure (Nietzsche, Derrida, Rorty) to analyze a contemporary political speech or crisis, demonstrating how ancient rhetorical categories still apply.
- **Student-Proposed Topic:** Students may submit a proposal for a unique topic.

Prospectus Due: By **March 12, 2027** (approx. mid-semester), each student must submit a 900–1,100 word outline/prospectus.

Reasonable Accommodations In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodations, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations. *Accessible Learning Center Contact Information:* Phone: 941-487-4484. Email: aalc@ncf.edu. For more information: <https://www.ncf.edu/departments/advocacy-accessibility/> .

Academic Integrity Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty. The use of notes, textbook and any tool such as translators is allowed only for in class work and daily homework and will constitute plagiarism if used for formal assessments. For more information: <https://catalog.ncf.edu/undergraduate/academic-integrity/> .

Title IX New College of Florida is committed to equal access to education pursuant to the Title IX of the Educational Amendments of 1972. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website: <https://www.ncf.edu/departments/the-department-of-title-ix-and-civil-rights-compliance/> .

6. Course Schedule (Spring 2027)

Dates are approximate and subject to change.

Week 1: The Ancient Quarrel Begins

- **Readings:** Introduction to Classical Rhetoric; Plato, *Gorgias* and *Phaedrus* (Selections).
- **Theme:** The opposition between Truth (Philosophy) and Persuasion (Rhetoric).

Week 2: Codifying the Art

- **Readings:** Aristotle, *Rhetoric* (Selections on Ethos, Pathos, Logos); Isocrates, *Against the Sophists*.
- **Theme:** Rhetoric as a system of reasoning and civic action.

Week 3: The Roman Model & Education

- **Readings:** Cicero, *De Oratore*; Quintilian, *Institutes of Oratory*.
- **Theme:** The ideal of the "good man speaking well" and the foundation of the liberal arts.

Week 4: Medieval Transformations & Augustine

- **Readings:** Augustine, *On Christian Doctrine*; Selections from Medieval Preaching Manuals.

- **Theme:** Rhetoric in the service of Scripture and truth; the "redemption" of pagan eloquence.

Week 5: Renaissance Humanism & Education

- **Readings:** Erasmus, *De Copia* and *Praise of Folly*.
- **Theme:** Copiousness, play, and the expansion of style in education.

Week 6: The Courtier and the Prince

- **Readings:** Castiglione, *The Book of the Courtier*; Machiavelli, *The Prince*.
- **Theme:** Rhetoric as performance, *sprezzatura*, and political survival.

Week 7: Poetry and Persuasion

- **Readings:** Sir Philip Sidney, *Defense of Poesy*; George Puttenham, *The Art of English Poesy*.
- **Theme:** The defense of fiction and the power of the poet to "move" the mind.

Week 8: The Rhetoric of Religion

- **Readings:** John Donne (Sermons); Lancelot Andrewes; Selections on Religious Controversy.
- **Theme:** Style, decorum, and the interpretation of the Word.

Week 9: Science vs. Rhetoric (The Early Modern Turn)

- **Readings:** Francis Bacon, *The Advancement of Learning*; Thomas Hobbes, *Leviathan* (Selections on Language).
- **Theme:** The attack on "idols of the marketplace" and the demand for plain style.

Week 10: Enlightenment & The Restriction of Rhetoric

- **Readings:** John Locke, *Essay Concerning Human Understanding*; Hugh Blair (Selections).
- **Theme:** Rhetoric reduced to style/elocution; the rise of the "plain fact."

Week 11: The Nietzschean Turn

- **Readings:** Friedrich Nietzsche, *On Truth and Lying in a Non-Moral Sense*.
- **Theme:** Truth as "a mobile army of metaphors"; the return of the Sophistic view.

Week 12: Rhetoric, Psychology, and Ideology

- **Readings:** Kenneth Burke, *A Rhetoric of Motives*; Sigmund Freud (Selections on language/unconscious).

- **Theme:** Rhetoric as identification and the structure of the human psyche.

Week 13: Deconstruction & The Instability of Language

- **Readings:** Jacques Derrida, *Signature Event Context* or *Plato's Pharmacy*; Paul de Man.
- **Theme:** The impossibility of fixing meaning; reading as a rhetorical act.

Week 14: The Return of Rhetoric (Science & Society)

- **Readings:** Thomas Kuhn, *The Structure of Scientific Revolutions*; Richard Rorty.
- **Theme:** Science as a rhetorical enterprise; truth as social consensus.

Week 15: Post-Modernity & The "Fake News" Era

- **Readings:** Roland Barthes; Selections on Contemporary Political Rhetoric.
- **Theme:** The death of the author and the politics of the image.

Week 16: Finals Week

- **Final Paper Due**



New College of Florida

The Honors College

SYLLABUS: LAW AND RELIGION

REL X127 A SURVEY OF CHURCH-STATE RELATIONS IN THE UNITED STATES FROM COLONIAL TIMES TO THE PRESENT, WITH EMPHASIS ON CHURCH-STATE THEORY, CRUCIAL COURT DECISIONS, CONTROVERSIES, AND UNRESOLVED CONTEMPORARY ISSUES.

Term: Spring 2027

Institution: New College of Florida

Instructor: Dr. Stanley Fish

Office Hours: [TBD]

Email: stfish@ncf.edu

1. Course Description

For most of our history in the US, the separation of church and state, as articulated by Thomas Jefferson, has been the rule, although periodically there have been attempts to bring church and state together as mutually reinforcing authorities. We are now in such a time. The key question is who or what is to rule. Should we conform ourselves to the precepts of natural Law—Law given by God or Reason or Human Nature—or should we conform ourselves to the particular laws put in place by legislators, often called positive law?

The constitution's religion clause, as found in the First Amendment, offers a formula designed to clarify the relationship between church and state, but the clarification has turned out to produce problems of its own. The religion clause has two parts, the Establishment clause and the Free Exercise clause. They are presented as if they belong together and form a unit, but under many interpretations, they seem to fall apart. The establishment clause says, in effect, that the state should not become captive to a religious perspective. There should be no established religion that generates or is a significant part of the law. So, the establishment clause is intended to protect the independence of the state from religious influence. But, the free exercise clause declares that

citizens should not be burdened by any law that restricts the performance of their religious duties.

Under one interpretation, the establishment clause is just such a restriction because it says to religious believers you cannot bring your religious commitment into the public political square. The tension between the two clauses has produced a jurisprudence which repeatedly tries to rearticulate the relationship between church and state in a way that neither disadvantages believers nor undermines the independence of the civil political order. In this course, we will consider the history of this ongoing discussion and come to an understanding of the ways in which religion in our tradition is both a highly valued resource and, in the eyes of some, a danger.

2. Course Scope & Themes

Complementing the description above, this course explores the deep philosophical tensions inherent in the First Amendment:

The Religion Clause sits oddly in a constitution where a first premise is the equality of all speech or discourse before the law. That premise is a centerpiece of Liberalism—a theory of government where authority is a "bottom-up" structure residing in the individual rather than an antecedent authority (God, monarchy, etc.).

- **The Conflict:** The Liberal state encourages questioning and challenging received wisdom. Traditional religion often relies on adherence to revealed truth.
- **The Mystery:** Why does the First Amendment of a Liberal state single out religion for special attention?
- **The Reality:** We will read case after case where the word "religion" appears, but is rarely defined. We will explore the failure of the two clauses (Establishment and Free Exercise) to cohere, mirroring the Liberal state's struggle to define religion itself.

By the end of the course, you will be (a) in possession of the landmark cases that mark the turns in this epic legal saga and (b) fully conversant with the philosophical and moral issues that intersect with specific legal questions.

3. Student Learning Objectives

(General Education: Enduring Human Questions)

In alignment with Florida General Education requirements for Critical Thinking and Civic Literacy:

1. **Constitutional Analysis:** Differentiate between the foundations of Natural Law and Positive Law, and deconstruct the inherent tensions between the Establishment Clause and the Free Exercise Clause.
2. **Historical Reasoning:** Trace the evolution of the "separation of church and state" from the founding era to contemporary attempts to reintegrate religious and civil authority.

3. **Jurisprudential Evaluation:** Evaluate landmark Supreme Court jurisprudence to determine how judicial interpretations of religious freedom have shifted over time.
 4. **Civic Argumentation:** Formulate evidence-based arguments assessing whether religion functions primarily as a "resource" or a "danger" to the modern American state, critiquing the limitations placed on religious believers in the public square.
-

4. Materials

Required Text: Leslie C. Griffin, *Law and Religion: Cases and Materials* (5th ed. 2022).

Note: Supplemental readings for cases decided after 2017 (e.g., *Kennedy v. Bremerton*, 303 *Creative*) will be provided in class or via Canvas.

5. Course Policies & Grading

Attendance

Attendance in every class is assumed and expected. If you cannot attend, please let me know in advance. I expect you to catch up and be prepared for the following class.

Assignments

Weekly Discussion Questions: In advance of each class, students will be given questions geared to the assigned materials. Each student will select a question they are prepared to discuss.

Response Papers (30%): On **eight (8)** occasions throughout the semester, each student will submit a written answer to their chosen question. Length: 250–400 words.

Class Participation (20%): Based on active engagement and discussion of the daily questions.

Final Research Paper (50%): A substantial paper of 3,500–4,000 words.

Final Paper Options

1. **Comparative Religious Freedom:** Use Chapter 8 (not covered in class) to analyze a specific legal issue in U.S. Law compared to the law of another country.
2. **Recent Jurisprudence:** Analyze Supreme Court religion clause decisions handed down in the most recent terms (**2024–2026**). Analyze these decisions in relation to the course themes.
3. **Student-Proposed Topic:** Students may submit a proposal for a unique topic.

Prospectus Due: By **March 12, 2027** (approx. mid-semester), each student must submit a 900–1,100 word outline/prospectus.

Reasonable Accommodations

In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodations, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations. Accessible Learning Center Contact Information: Phone: 941-487-4484. Email: aalc@ncf.edu. For more information: <https://www.ncf.edu/departments/advocacy-accessibility/>

Academic Integrity

Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty. The use of notes, textbook and any tool such as translators is allowed only for in class work and daily homework and will constitute plagiarism if used for formal assessments. For more information: <https://catalog.ncf.edu/undergraduate/academic-integrity/>

Title IX

New College of Florida is committed to equal access to education pursuant to the Title IX of the Educational Amendments of 1972. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website: <https://www.ncf.edu/departments/the-department-of-title-ix-and-civil-rights-compliance/>

6. Course Schedule (Spring 2027)

Dates are approximate and subject to change.

Week 1: Foundations of Free Exercise

- **Readings:** Chapter 1: Free Exercise of Religion (Text 1–18)

Week 2: Defining Religion & Belief

- **Readings:** Chapter 1 Continued (Text 18–29, 34–41)

Week 3: Introduction to Establishment

- **Readings:** Chapter 2: Introduction to Establishment (Text 45–63, 689–702)

Week 4: The Establishment Clause in History

- **Readings:** Chapter 2 Continued (Text 63–83)

Week 5: Separation vs. Accommodation

- **Readings:** Chapter 2 Continued (Text 84–102)

Week 6: What Is an Establishment of Religion?

- **Readings:** Chapter 3: What Is an Establishment of Religion (Text 102–126)

Week 7: The Lemon Test and Beyond

- **Readings:** Chapter 3 Continued (Text 127–147)

Week 8: Government Funding & Religious Institutions

- **Readings:** Chapter 3 Continued (Text 147–163)
- **Case Focus:** *Trinity Lutheran Church of Columbia, Inc. v. Comer* (and recent updates like *Carson v. Makin*).

Week 9: Statutory Protections

- **Readings:** Chapter 3 Continued (163–180); Chapter 4: Constitutional and Statutory Protection of Free Exercise (Text 181–201)

Week 10: RFRA and the Smith Decision

- **Readings:** Chapter 4 Continued (Text 201–219)

Week 11: Conscience & Complicity

- **Readings:** Chapter 5: Conscience, Complicity, and Conscientious Objection (Text 219–244)
- *Discussion:* Conscientious objection in healthcare and military contexts.

Week 12: Individual vs. Institutional Freedom

- **Readings:** Chapter 6: Conflicts Between Individual and Institutional Religious Freedom (Text 299–344)
- **Assignment Due:** Final Paper Prospectus.

Week 13: Religious Land Use (RLUIPA)

- **Readings:** Chapter 7: RLUIPA (Text 395–442)

Week 14: Religion and Politics

- **Readings:** Chapter 9: Religion and Politics (Text 529–579)

Week 15: Teaching Religion & Science

- **Readings:** Chapter 10: Teaching About Religion and Science (Text 603–660)

Week 16: Finals Week

- **Final Paper Due**

Imagining Futures: Introduction to Science Fiction

SCNS: HUM 390 Themes in the Humanities

Course Description

Science fiction asks simple but powerful questions: What does it mean to be human in a world dominated by technology? How do our visions of the future reflect the anxieties of our present and our past? This course introduces science fiction from around the world. Students will analyze foundational texts from H.G. Wells and Mary Shelley to 21st century Chinese Sci-fi New Wave. Through novels, short stories, and film, students will learn to critically evaluate the impact of science on society and the role of storytelling in shaping our future.

Questions students will explore:

- Is technology making life better or worse?
- What responsibilities come with technological power?
- What does it mean to be human? Can AI be human?
- Will AI replace us? Is AI a tool, a partner, or a threat?
- Can reality be simulated or manipulated?
- Does humanity have a future beyond Earth?
- How do different cultures imagine the future?

Requirements and Assignments

- Participation & Discussion: 25%
Students are expected to attend all class sessions and actively participate in class discussions.
- Weekly Written Assignment (1 page): 20%
Students are expected to submit a 1-page writing assignment each week in which they reflect on the texts/films discussed in class.
- Midterm Project: 20%
For midterm, students can choose to do an analytical essay (5 pages) or a creative project, under the guidance of the instructor.
- Final Project: 35%
 - Short essay
 - Creative SF story + reflection
 - Video, podcast, or visual project

Students may choose one of the above options as their final project. They may work individually or in groups. Each student or group must submit a proposal to the instructor and receive approval before working on the project.

Weekly Schedule

Week 1 — What Is Science Fiction (and Why Do We Care)?

Introduction: What is science fiction?

- Ursula K. Le Guin, “Introduction to *The Left Hand of Darkness*”
- Isaac Asimov, “The Last Question”

Exercise: Write about a favorite SF movie/game/book and explain why it matters.

Week 2 — Science, Progress, and Consequences?

Question: How do we imagine the future/fate of humans?

- Ray Bradbury, “There Will Come Soft Rains”
- Liu Cixin, “Taking Care of God”

Exercise: Respond to the question: Will the progress of civilization lead to human extinction?

Week 3 — Creating Life: When Science Plays God

Question: Should humans create life?

- Mary Shelley, *Frankenstein* (short excerpts + film adaptation)
- Ted Chiang — “Exhalation”

Exercise: Short creative writing—create a life

Week 4 — Time Travel and Broken Futures

Question: Is the future getting better or worse?

- H.G. Wells, *The Time Machine* (excerpts)
- Arthur Clarke, “Time’s Arrow”

Exercise: Map optimistic vs. pessimistic futures across cultures.

Week 5 — Cities, Machines, and Inequality

Question: Do cities help or trap us?

- *Metropolis* (1927 film)
- Hao Jingfang, “Folding Beijing”

Exercise: Free writing—imagine a future city

Week 6 — Aliens and First Contact

Question: What if we’re not alone?

- Arthur C. Clarke, *Childhood’s End* (selected chapters)
- Liu Cixin, “The Village Teacher”

Exercise: Watch film clips from *Arrival* & write a short reflection

Week 7 — Are Androids People?

Question: What makes someone human?

- Philip K. Dick, *Do Androids Dream of Electric Sheep?*
- *After Yang* (2021 film)

Exercise: In-class debate—Do artificial beings deserve rights?

Week 8 Fall Break

Week 9 — The Nature of Reality

Question: How does technology alter our sense of reality?

- *The Matrix* (1999 film)
- *Inception* (2000 film)

Exercise: compare Plato's allegory of the cave & Zhuangzi's butterfly dream

Week 10 — Transhumanism, Body, and Control

Question: Does technology liberate/control our bodies?

- Jonathan Lethem, "Answering Machine"
- Wang Jingkang, "The Reincarnated Giant"

Exercise: write your thoughts on "Can the human body be commodities?"

Week 11 — Technology and Natural Environment

Question: Does technology serve nature or dominate it?

- Paolo Bacigalupi, "The Tamarisk Hunter"
- Liu Cixin, "Moonlight"

Exercise: Free write—describe our planet in 2226

Week 12 — AI and Human Consciousness

Question: Can AI love like a human?

- *Her* (2013 film)
- Xia Jia, "Goodnight Melancholy"

Exercise: discuss the questions "Can AI and human be married?"

Week 13 — Free Will, Fate, and Human Agency

Question: Do humans have control over our choices?

- Philip K. Dick, "We Can Remember It for You Wholesale"
- Ted Chiang, "Understand"

Exercise: short written response: “Would you rather live a life with or without free will?”

Week 14 — Imagining Outerspace

Question: Are there lives beyond earth?

- Arthur C. Clarke, “The Star”
- How Jingfang, “Invisible Planets”

Exercise: Write a short paragraph describing humans from an alien’s perspective.

Week 15 — Sci-fi and Global Media

Question: How does new media reshape the sci-fi genre?

- Student Final Project Presentations
- General discussion: popular SF films, games, and short fiction

Acknowledging AI Assistance

You may use generative AI tools (e.g., ChatGPT, Gemini) as resources, but New College’s principles of personal responsibility and demonstrability require explicit acknowledgment of all AI contributions via clear documentation. This documentation must identify the AI tool and describe its specific use and influence on your work. The core intellectual work submitted must be yours; undocumented AI use violates the standards of academic integrity. Please consult me if you have questions about how to properly acknowledge AI use for any assignment.

Science Fact and Fiction:

Exploring the future of humanity through science fiction

IDS 2XXX

Note: I propose to house this course under Interdisciplinary Studies because it integrates scientific knowledge, speculative literature, and ethical inquiry to address an enduring human question about humanity's long-term future

Instructor: Lydia Wassink, Ph.D.

Office: HNS N118A

Email: lwassink@ncf.edu

Course Schedule: TBD

Classroom: TBD

Office Hours: TBD

Course description:

Science fiction functions as a “laboratory of the mind” in which enduring human questions can be explored through literature and film. **This course examines the enduring human question “What is humanity’s future?” through the great works of science fiction.** Using novels, short stories, films, and scholarly readings, students investigate the limits and possibilities of humanity’s future in relation to biology, technology, space exploration, and first contact. Science fiction, grounded in real-world science, is treated as a form of futures modeling, allowing students to analyze how scientific knowledge, technological change, and ethical choices interact over time. By examining scientifically grounded visions of the future, students develop a deeper understanding of humanity’s potential trajectories, and the uncertainties that accompany them.

This course is open to students from all concentrations, not just the sciences. No prior coursework in the sciences is required. Evaluation will be based on your engagement in discussions and project-based learning.

Required Course Materials:

Required texts:

Life Beyond Us — edited by Mary Robinette Kowal (2023)

Hartwell, D. G. (Ed.). (2002). The hard science fiction renaissance.

Bly, R. (1982). Science in science fiction.

Students will also be assigned various additional readings (see reading list) that will be provided by the instructor or accessible through the library.

Course Objectives:

By the end of this course, students will be able to:

- Analyze science fiction as a tool for exploring long-term human futures, rather than

as speculative entertainment alone

- Synthesize and thoughtfully discuss real-world science that is relevant to the great works explored in this course, with a focus on foundational principles of biology
- Explain how biology, ecology, and astrobiology constrain and shape possible futures for humanity
- Evaluate representations of nonhuman intelligence and first contact using concepts from biology, cognition, and evolutionary theory
- Compare and discuss differing visions of humanity's future
- Communicate complex interdisciplinary ideas clearly in written and discussion-based formats

Evaluation Criteria:

Evaluation will be based on:

- 1) Thoughtful, substantial contributions to class discussions
- 2) In-class quizzes on assigned readings
- 3) Annotated reading portfolio
- 4) Film / episode review (2 total)
- 5) Critique of science in stories (3 total)
- 6) Creative Writing Projects (1 total)
- 7) Podcast Project (1 total)
- 8) Capstone Project (1 total), replaces final exam
- 9) *Additional activities may be assigned*
- 10) *Extra, optional learning opportunities will be provided*

Also required for a satisfactory evaluation:

- Attendance is required. Students who miss more than three classes for any reason are at risk of an unsatisfactory evaluation. Students who miss a class are encouraged to email the instructor asap to inquire about makeup opportunities. Makeup opportunities for any missed classes or assignments are not guaranteed.
- Completing all assigned readings and being able to thoughtfully discuss
- Participating actively in all class discussions
- Attendance and engagement for all guest lectures

Communication: Course Canvas Page. Please post all course-related questions in the General Q&A Discussion so that the whole class may benefit from our conversation. Please send a Canvas Inbox message to your instructor for matters of a personal nature. All work will be submitted via canvas; feedback on your work will also be provided via Canvas. I will strive to return feedback for all work within a timely manner.

Student Resources and Class Policies:

Late Work Policy: Completing worksheets, class assignments, and virtual labs on time is important: these provide an opportunity to practice important concepts and receive feedback prior to formal quizzes and exams. Any work submitted after the deadline will receive a 10% penalty for every day late. Assignments turned in one week after the due date will earn at most 50% of the available credit. **More than three missing assignments** is grounds for an automatic unsatisfactory evaluation.

Title IX: New College of Florida is committed to equal access to education pursuant to Title IX of the Educational Amendments of 1972. The law protects all individuals on our campus from gender-based

discrimination or exclusion or instances of sexual misconduct. All full-time faculty, full-time staff, and resident advisors are Responsible Employees required to report any known instances of sexual misconduct or gender discrimination to the Title IX Coordinator.

Please contact our Title IX coordinator (titleix@ncf.edu) or see the website (<https://www.ncf.edu/campus-life/title-ix/>) for more information.

Student Accessibility: New College of Florida is committed to creating a learning environment that meets the needs of its diverse student body. If you are a student with a disability, or think you may have a disability, you are encouraged to initiate a conversation with the office of Student Disability Services (SDS). SDS works with students with disabilities to identify reasonable accommodations and plans ways to implement these with your faculty members. Please visit their website for additional information: <https://www.ncf.edu/student-disabilityservices/>. You may also contact Student Disability in-person (HCL3), via phone at 941-487-4496 OR via email at disabilityservices@ncf.edu.

Academic Integrity: Academic integrity is essential to maintaining a vibrant, healthy, and engaging learning environment for which we all must take responsibility. The New College faculty considers academic dishonesty to be a serious violation of community standards. Students are expected to refrain from acts of academic dishonesty, which may include:

1. Cheating and/or plagiarism: such as presenting the intellectual work of others as one's own (including copy-pasting text from sources); failing to cite sources; improper paraphrasing via failing to use own words even if a citation is given; partial, incomplete, or inaccurate citation of work of others.
2. Unauthorized multiple submissions: submission of the same work for different academic activities, without the approval of the instructor.
3. False citation: false citation of a source or knowingly attributing work to a source from which the referenced material was not obtained.
4. Falsifying data: fabricating or altering data to deliberately mislead; for example, changing data to get better experiment results is academically fraudulent.
5. Falsifying information, signatures, or initials on official and academic forms.

6. Use of ChatGPT (or other similar tools that generate text) **is allowed in this class for specific assignments and with instructor's permission only.** In all other instances, the use of AI generated knowledge or images is strictly forbidden and will result in a severe penalty. When use of the tool is allowed, it will be explicitly noted in the assignment directions. If you utilize ChatGPT for any part of the allowed assignment (from idea generation to text creation to text editing), you must properly cite ChatGPT. Failure to cite ChatGPT is considered a violation of the New College of Florida Student Code of Conduct. Violations could result in failure of the assignment or failure of the course and a potentially unsatisfactory final evaluation. If you are in doubt about what practices are permissible in an examination, you should consult the professor prior to sitting for the exam. If you lack understanding of how, in a paper or other presentation, to distinguish your thoughts from those of others, the faculty can refer you to standard guidelines and discuss specific questions.

Reading List:

**This list includes POTENTIAL assigned readings. Not all items in this list will be assigned.*

**Students may also be asked to find their own readings related to a given topic*

Books:

The Time Machine — H. G. Wells (1895)
Stories of Your Life and Others — Ted Chiang (2002)
Exhalation — Ted Chiang (2019)
Embassytown — China Miéville (2011)
Semiosis — Sue Burke (2018)
Sundiver — David Brin (1980)
Brightness Reef — David Brin (1995)
Planetfall — Emma Newman (2015)
A Fire Upon the Deep — Vernor Vinge (1992)
Aurora — Kim Stanley Robinson (2015)
Children of Time — Adrian Tchaikovsky (2015)
Children of Ruin — Adrian Tchaikovsky (2019)
Service Model — Adrian Tchaikovsky (2024)
Sevенеves — Neal Stephenson (2015)
The Murderbot Diaries — Martha Wells (2017–present)
Ancestral Night — Elizabeth Bear (2019)
The Draco Tavern — Larry Niven (1979)
Speaker for the Dead — Orson Scott Card (1986)
The Mountain in the Sea — Ray Nayler (2022)
Grass — Sheri S. Tepper (1989)
Quantum Night — Robert J. Sawyer (2016)
Contact — Carl Sagan (1985)
The Ministry for the Future — Kim Stanley Robinson (2020)
Xeelee Sequence — Stephen Baxter (1991–2018)
Flood — Stephen Baxter (2008)
Deep Past — Eugene Linden (2019)
Beyond the Rift — Peter Watts (2016)
Blood Music — Greg Bear (1985)
Surface Tension — James Blish (1952)
Xenogenesis series — Octavia Butler (1987–1989)
Jurassic Park — Michael Crichton (1990)
The Children of Men — P. D. James (1992)
Footprints in the Dust / Broken Planet — Otto John (1969 / 1973)
The Seedling Stars — Norman L. Knight (1957)
Counting Heads — David Marusek (2005)
River of Gods — Ian McDonald (2004)
Beggars trilogy — Nancy Kress (1991–1996)
Natural History — Justina Robson (2003)
2001 series — Arthur C. Clarke (1968–1997)
Robot series — Isaac Asimov (1950–1985)
Virtual Girl — Amy Thomson (1993)
Immortality — Kevin Bohacz (2007)
Infected — Scott Sigler (2008)

The Mind Parasites — Colin Wilson (1967)
Dragon's Egg — Robert L. Forward (1980)
Leapfrog — Steve Hendry (2000)
The Gods Themselves — Isaac Asimov (1972)
Ethan of Athos — Lois McMaster Bujold (1986)
The Einstein Intersection — Samuel R. Delany (1967)
The Misconceiver — Lucy Ferriss (1997)
Ammonite — Nicola Griffith (1993)
Life — Gwyneth Jones (2004)
Maximum Light — Nancy Kress (1998)
The Left Hand of Darkness — Ursula K. Le Guin (1969)
Dreamsnake — Vonda McIntyre (1978)
Solution Three — Naomi Mitchison (1975)
Parasite Eve — Hideaki Sena (1995)
The Screwfly Solution — Raccoona Sheldon (1977)
A Door Into Ocean — Joan Slonczewski (1986)
The Crime and Glory of Commander Suzdal — Cordwainer Smith (1964)
Gate to Women's Country — Sheri S. Tepper (1988)
The Gaeian Trilogy — John Varley (1979–1984)
Galápagos — Kurt Vonnegut (1985)
Invertebrata Enigmatica — Chad Arment (2015)
The Fatal Eggs — Mikhail Bulgakov (1925)
Cretaceous Dawn — Lisa Graziano (2012)
Hothouse — Brian Aldiss (1962)
The Coyote Oak — Carlisle Bergquist (1998)
Terror Within — Roger Marshall (1995)
The Caryatids — Bruce Sterling (2009)
The World Without Us — Alan Weisman (2007)
The Terminal Man — Michael Crichton (1972)
Experimental Heart — Jennifer Rohn (2008)
Jigsaw Man — Gord Rollo (2010)
Ancestor — Scott Sigler (2007)
No Cure for the Future — Gary Westfahl & George Slusser (2002)
Passage — Connie Willis (2001)
Story Teller / The Color of Distance — Amy Thomson (1991 / 1995)
More Than Human — Theodore Sturgeon (1953)
City Under the Sea — Kenneth Bulmer (1958)
New Atlantis — Earl Clark (1968)
Deep Range — Arthur C. Clarke (1957)
The Space Swimmers — Gordon R. Dickson (1968)
Aquamarine — Mel Keegan (2006)
The City in the Sea — Edgar Allan Poe (1831)
New Beginnings — P. D. Shaw (1976)
Twenty Thousand Leagues Under the Sea — Jules Verne (1870)
Starfish — Peter Watts (1999)
Kindred — Octavia Butler (1979)
The Door Into Summer — Robert A. Heinlein (1957)

3000 Years — Richard Mgrdechian (1989)
The Armageddon Blues — Daniel Keys Moran (1988)
The Science of Doctor Who — Paul Parsons (2017)
A Connecticut Yankee in King Arthur's Court — Mark Twain (1889)
Second Paradigm — Peter Wacks (1992)
To Say Nothing of the Dog — Connie Willis (1997)

Scholarly articles:

- Bainbridge, W. S. (2007). The scientific research potential of virtual worlds. *Science*, 317, 472–476.
- Baker, S., Wentz, R., & Woods, M. (2008). Using virtual worlds in education: Second Life as an educational tool. *Teaching of Psychology*, 36, 59–64.
- Bellamy, B. (2018). Science fiction and the climate crisis. *Science Fiction Studies*, 45(3), 417–419.
- Berletti, P. (2017). Building science-fiction worlds. In *World building* (pp. 47–61).
- Collins, G. (2001). Shamans of small. *Scientific American*, 285, 86–91.
- Conley, S. (2018). An age of Frankenstein: Monstrous motifs, imaginative capacities, and assisted reproductive technologies. *Science Fiction Studies*, 45(2), 244–259.
- Friebs, G., Zerris, V., Ojakangas, C., & Fellows, M. (2004). Brain–machine and brain–computer interfaces. *Stroke*, 35(11), 2702–2705.
- Gordon, J. (2016). Introduction: Indian science fiction. *Science Fiction Studies*, 43(3), 433–434.
- Healey, C. (2017). Estranging realism in Chinese science fiction: Hybridity and environmentalism in Chen Qiufan's *The Waste Tide*. *Modern Chinese Literature and Culture*, 29(2), 1–33.
- Hroncek, S. (2017). From Egyptian science to Victorian magic: On the origins of chemistry in Victorian histories of science. *Victorian Review*, 43(2), 213–228.
- Humann, H. D. (2017). "A good and necessary thing": Genre and justice in Octavia Butler's *Bloodchild* and *Other Stories*. *Interdisciplinary Literary Studies*, 19(4), 517–528.
- Jue, M. (2017). Intimate objectivity: On Nnedi Okorafor's oceanic Afrofuturism. *Women's Studies Quarterly*, 45(1/2), 171–188.
- Kershaw, B. (2008). Science or fiction? *Nursing Standard*, 22, 24.
- Kile, S. E. (2017). Science fictions: Early modern technological change and literary response. *Journal for Early Modern Cultural Studies*, 17(2), 111–145.
- Kirby, D. A. (2007). The devil in our DNA: A brief history of eugenics in science fiction films. *Literature and Medicine*, 26, 83–108.
- Lee, C. (2008). Is human hibernation possible? *Annual Review of Medicine*, 59, 177–186.

- Lonny, J., Brooks, A., Sutko, D., Sinnreich, A., & Wallace, R. (2015). Afrofuturetyping generation starships and new Earths. *ETC: A Review of General Semantics*, 72(4), 410–426.
- McHugh, S. (2007). Flora, not fauna: GM culture not agricultural. *Literature and Medicine*, 26, 25–54.
- Murphy, M. (2021). Voicing the clone: Laurie Anderson and technologies of reproduction. *Feminist Review*, 127, 56–72.
- Neulight, N., Kafai, Y. B., Kao, L., Foley, B., & Galas, C. (2007). Children's participation in a virtual epidemic in the science classroom. *Journal of Science Education and Technology*, 16, 47–58.
- Pak, C. (2017). "Then came pantropy": Grotesque bodies, multispecies flourishing, and human–animal relationships in Joan Slonczewski's *A Door Into Ocean*. *Science Fiction Studies*, 44(1), 122–136.
- Pak, C. (2018). Terraforming and geoengineering in *Luna: New Moon*, 2312, and *Aurora*. *Science Fiction Studies*, 45(3), 500–514.
- Petnehazi, A. (2016). Who can straighten what he hath made crooked? Eugenics and the camp in *Gattaca* and *The Island*. *Hungarian Journal of English and American Studies*, 22(2), 351–370.
- Rea, J., & Irwin, S. (1999). Alien invasion: Larval flukes as an aid to teaching. *Journal of Biological Education*, 34, 41–45.
- Retzinger, J. (2008). Speculative visions and imaginary meals. *Cultural Studies*, 22, 369–390.
- Rottensteiner, F. (2019). Lem, Philip K. Dick, and royalties in the Soviet era. *Science Fiction Studies*, 46(1), 215–216.
- Sawicki, G., & Ferris, D. (2008). Mechanics and energetics of level walking with powered ankle exoskeletons. *Journal of Experimental Biology*, 211, 1402–1413.
- Schuerich, N. (2008). Evolution, enhancement, and the narrative self. *Literature and Medicine*, 27, 1–18.
- Shapiro, J. (1998). Atomic bomb cinema: Illness, suffering, and the apocalyptic narrative. *Literature and Medicine*, 17, 126–148.
- Vint, S. (2007). Speciesism and species being in *Do Androids Dream of Electric Sheep?* *Mosaic*, 40(1), 111–126.
- Volgelstein, J., Vogelstein, J., & Vogelstein, B. (1999). Testing the effects of genetic variations using MINIME technology. *Science*, 286, 2300–2301.
- Watson, I. (2003). The aims of artificial intelligence. *IEEE Intelligent Systems*, 18(2), 78–80.
- Zeigler, D. (2008). Predicting evolution: How likely is it that human-level intelligence will evolve again? *Skeptic*, 14, 24–27.
- Dick, S. J. (2003). Cultural evolution, the postbiological universe and SETI. *Astrobiology*, 3(1), 65–74.
- Dick, S. J. (2015). Astrobiology, discovery, and societal impact. *Astrobiology*, 15(6), 457–466.

Godfrey-Smith, P. (2016). *Other minds: The octopus, the sea, and the deep origins of consciousness*. Farrar, Straus and Giroux.

Knoll, A. H. (2015). The multiple origins of complex life. *Annual Review of Earth and Planetary Sciences*, 43, 217–239.

Krakauer, D. C., Bertschinger, N., Olbrich, E., Flack, J. C., & Ay, N. (2017). The information theory of individuality. *Theory in Biosciences*, 136(1), 17–37.

Scharf, C. (2018). Life beyond us and the future of intelligence. *Proceedings of the National Academy of Sciences of the United States of America*, 115(40), 10145–10150.

Brake, M. (2018). Science fiction in the classroom: *Star Trek* as a gateway to scientific literacy. *Physics Education*, 53(6), 065014.

Traphagan, J. A. (2015). *Star Trek* and the anthropology of the future. *Anthropology Today*, 31(5), 3–6.