

**Zynda, Erika L**

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**From:** Chaney, Joseph R.  
**Sent:** Tuesday, May 10, 2005 11:52 AM  
**To:** Zynda, Erika L  
**Cc:** Walker, Lesley H.  
**Subject:** Closing Report on Curriculum Grant, Summer 2004

**Becoming Modern: London and Paris, 1660-1870**

Professor Lesley Walker

Professor Joseph Chaney

Closing Report on Curriculum Development Grant, Summer 2004

1. Description of grant-supported activity.

The grant-supported activity included research and preparation for travel; travel to London and Paris in June 2004, with visits to museums and attendance at performances; and curriculum planning and development during the summer. Professors Walker and Chaney participated jointly in all of the work. Because the proposed overseas study courses require a student research project that culminates in on-site presentations in the two cities, we needed to visit and review potential sites and museums, look for additional resources, and make professional contacts. We reviewed sites and museums for use in overseas course instruction. We met with Professor Thomas Dutoit of the University of Paris regarding the development of an email “pen pal” program between his English literature students and our students. We also did the groundwork of establishing preliminary agreements about room and board, of determining travel itineraries, and of calculating costs. We took extensive notes on our research and photographically documented sites in Paris and London. We also purchased books, maps, and other materials to use in the courses. The funding for those purchases came from another source, but we couldn’t have located the materials without the aid of the curriculum grant.

2. Were you able to complete the project? Describe any difficulty you had.

We were able to complete the project, although some of the course planning is ongoing. The visits to London and Paris helped us to redesign the course syllabus with a clearer vision of the practical issues we would face, especially with regard to the overseas instruction.

We began to realize the difficulty of incorporating a high level of intellectual content into a six-week course, even if the course were really two linked courses. The funded trip allowed us to see just how much of that time would be taken up by preparations of a more practical and technical sort. Our reflections led us finally to conceive a plan to divide the course material between a spring course and a summer course. This new arrangement has the added benefit of decreasing the cost of the summer overseas course. Now the plan that we are working out with the dean involves scheduling a spring semester 2006 course in the Common Core for Professor Chaney—a course in which Professor Walker will share in the instruction; and a summer overseas course in Professor Walker’s name, the instruction for which will also be shared. The spring course will develop the theme and historical background for the summer course. Students will be urged to enroll in both, and priority for the summer overseas enrollment will be given to students who enroll in the spring course. But even those students who cannot enroll in the preliminary course will be encouraged to participate in some of the course work (through readings, etc.) during the spring.

Our own course has been delayed for a year because of a conflict with another overseas studies proposal. Professor Neovi Karakatsanis had also developed an overseas course, and for many reasons, it made more sense to offer her course first.

3. Did, or will, the project result in a specific product -- a manuscript, composition, syllabus, etc? If so, please describe and indicate state of development.

The project will result in course offerings in 2006. As we consider the prospects of enrollment in our overseas course, we are encouraged by the tremendous student response to this summer's overseas study course, the European Union course being offered by the Department of Political Science. We have already begun to advertise the course in informal ways, and several students have expressed an intention to enroll. We believe that the careful course development we were able to do as a result of the curriculum grant has made it easier for us at this stage to attract students to the innovative concept of the course.

Once we settled on the new structure for the two courses, we had to revise the course materials. We've completed drafts of the two syllabuses and will continue to revise them throughout the summer. This summer we'll develop a Web site for the London/Paris program incorporating some of the digital photos we took last year.

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