

Proposal

for an

Undergraduate Interdisciplinary Certificate Program

in

British and Irish Studies

at

The University of Georgia

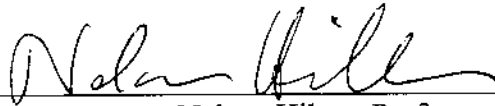
From

The University of Georgia British and Irish Studies Planning Group

1 July 2003

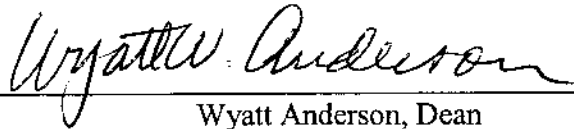
Approval Page for

**Proposal for an Undergraduate Interdisciplinary Certificate
Program in British and Irish Studies at The University of Georgia**



26 June 03

Nelson Hilton, Professor and Head
Department of English; Director, British and Irish Studies Planning Group



Wyatt Anderson, Dean
Franklin College of Arts and Sciences

I. Basic Information

- 1. Institution:** The University of Georgia **Date:** 1 July 2003
- 2. School/College:** Franklin College of Arts and Sciences
- 3. Departments/Divisions:** English, History, Philosophy, Comparative Literature, Geography, Classics
- 4. Level:** Undergraduate
- 5. Proposed Starting Date for Program:** Fall 2003

6. Abstract of the Program

The Franklin College of Arts and Sciences of the University of Georgia proposes to offer a British-Irish Studies Certificate Program (BISP) operating across the departments within the college to accomplish three objectives: to encourage student and faculty participation in the University's British Studies Abroad programs; to offer an undergraduate interdisciplinary certificate in British Studies; and to encourage faculty and student interdisciplinary research in the field. This proposal, first formulated in the late summer of 2002, accords with Theme 4 of the University's Strategic Plan: "The university will broaden the international perspective of its teaching, research, service and co-curricular programs."

The University of Georgia has everything necessary to make it one of the nation's strongest programs concerned with British Studies. Our Oxford Program is a model for international studies abroad programs; the London-based Drama and Theatre program is a popular program that combines course work and theatre attendance; and we have in place four exchange programs in the U.K. for students who prefer a greater degree of immersion in the academic culture of the host institution. Further, we have internationally recognized senior faculty as well as strong junior faculty across the college who work on topics connected to British Studies. Such a program would encourage faculty research, interdisciplinary approaches to existing curricula, innovative "topics" offerings in many departments. Most importantly, however, such a program would provide students the opportunity to explore a topic across several fields of study to earn a certificate that could enhance their professional lives and careers.

The BISP will assist the U.K.-based Studies Abroad and Student Exchange programs by helping them recruit students at BISP events and through the BISP certificate. It will assist in establishing such programs with institutions in the Republic of Ireland. The BISP will provide an opportunity and a rationale for these programs to share information, expertise, and resources to a greater degree than is currently the case. By providing a point of focus, the BISP will define points of communication and collaboration between all the existing U.K. student programs; it will also offer incentive for the development of other such programs by interested faculty.

The BISP will offer a certificate to undergraduates indicating that they have taken a substantial number (18 hours) of courses that focus on British Studies. These courses will include the gateway course and at least two courses (6 hours) outside the student's major field of study. Such a certificate will be a useful credential for students who seek to apply to competitive graduate programs, in English or History in particular. Other students will find the certificate useful in preparation for professional study in international law, or for careers with international firms. The BISP will enhance the academic profile of students wishing to pursue masters or doctoral level work at British institutions. It should also help students who apply for prestigious fellowships to study in the U.K., such as the Rhodes, Gates, and Marshall plans offer, as well as students who wish to go on for further study in U.S. institutions with British Studies programs.

The certificate program will be administered by the Director of British Studies; its policies will be set by the Steering Committee. Students will be required to take at least 6 approved courses, one of which should be taken in the U.K. or Ireland. (If study abroad were impossible, a student could petition for exemption from that requirement, but such cases are expected to be rare.) Three hours would be ENGL/HIST 3100 (Introduction to British Studies) which will be offered at least once a year (and was first offered in Spring, 2003). Currently, we have identified three faculty members from the English Department willing to teach this course in three different ways. They have submitted sample syllabi which illustrate the means by which the general goal of introducing students to the interdisciplinary field can be accomplished by faculty members who play to their individual strengths while also providing a broad introduction to the field. As yet, no faculty members from History have expressed an interest in teaching the course, but we cross list the course in hopes of encouraging them to do so. Approved courses would be taken in at least two departments from approved BISP faculty. Forty-six courses in English, History, Philosophy, and International Relations and Comparative Politics have been pre-approved. Courses—particularly those on special topics—will also be approved on a course-by-course basis.

Faculty and students who identify themselves as having research interests in British Studies would participate in the BISP Research Interest Group. They would meet two times a year on or about Guy Fawkes Day (November 5) and St. George's Day/Shakespeare's Birthday (April 23) for a program and social event. In addition, they would receive campus mailings about upcoming events and they would be encouraged both to set up reading groups to share and enrich their research and to offer one-hour freshman or honors seminars in their areas of expertise. The Director would also be responsible for a program web-site that would offer pertinent information.

II. Response to the Criteria for all Programs

I. The purpose and educational objectives of the program:

A. Purpose and Educational Objectives

The University of Georgia has everything necessary to make it one of the nation's strongest programs concerned with British Studies. Our Oxford Program is a model for international studies abroad programs; the London-based Drama and Theatre program is a popular program that combines course work and theatre attendance; and we have in place four exchange programs in the U.K. for students who prefer a greater degree of immersion in the academic culture of the host institution and the Associate Provost of International Affairs is encouraging the establishment of similar programs in the Republic of Ireland. Further, we have internationally recognized senior faculty as well as strong junior faculty across the college who work on topics connected to British Studies. Moreover, the British and Irish Studies Program could serve as a model for other areas to show how strong research programs and splendid teaching can reinforce one another. Such a program would encourage faculty research, interdisciplinary approaches to existing curricula, innovative "topics" offerings in many departments. Most importantly, however, such a program would provide students the opportunity to explore a topic across several fields of study to earn a certificate that could enhance their professional lives and careers.

Such a certificate will be a useful credential for a variety of students: humanities graduates applying to competitive graduate schools to work in British history or literature, pre-professional students who want to work in international law or business, and graduates who seek employment with international firms. It will allow participants to get a head start on specialist research and to take advantage of special opportunities to hear visiting lecturers. Most important, students will have a richer undergraduate experience both by studying abroad and by working with BISP faculty who combine research and teaching effectively. The approved courses will strengthen their interest in interdisciplinary studies since the courses would be taken in at least two departments from approved BISP faculty, and it seems reasonable to expect students to take a mixture of humanities and social science courses. Finally, such a credential may help students who apply for prestigious fellowships to study in the UK, such as the Rhodes, Gates, or Marshall plans offer.

Given that the University states explicitly an intention to "broaden the international perspective of its teaching, research, service and co-curricular programs," the proposed program complements well its long-range development plan.

B. Interdisciplinary nature; expected development in five years

The interdisciplinary nature of the program is evident in the letters of support for the program offered last year from the Departments of Comparative Literature, Drama and Theatre,

Classics, Sociology, English, and History, and from the School of Art, Office of International Affairs, the Center for Humanities and Arts, the School of Public and International Affairs, and the UGA at Oxford Study Abroad Program. Many of these are represented on the BISP planning committee. Such campus interest and the burgeoning student involvement with international education suggests that the program should in five years be a thriving entity.

2. Need for the program:

A. Why this program is necessary

Scholarly interest in the field is indicated by the existence of the North American Conference on British Studies, a scholarly society dedicated to all aspects of the study of British civilization, and *The Journal of British Studies*, published by the University of Chicago. The BISP would serve to organize faculty from different disciplines who share an interest in this area.

The BISP will assist the U.K. based Studies Abroad and Student Exchange programs by helping them recruit students at BISP events and through the BISP certificate. The BISP will provide an opportunity and a rationale for these programs to share information, expertise, and resources to a greater degree than is currently the case. By providing a point of focus, the BISP will define points of communication and collaboration between all the existing U.K. student programs. It will also serve as an agent in negotiating new exchange opportunities in Ireland, Scotland, Wales, and England. As a clearing-house for information regarding British and Irish Studies, the program would create and maintain information resources (website, listserv) and facilitate the sharing of information and recommendations about service providers; it could advise students into the study abroad experience most responsive to his or her individual academic needs and goals.

B. Additional Information

- 1. Program Initiation:** Fall 2003
- 2. Full Implementation of Program:** Spring 2004
- 3. First Certificate Awarded:** Spring 2005
- 4. Annual Number of Graduates Expected:** 25
- 5. Projected Future Trends of Students Enrolled in the Program:**
 1. First year: 10
 2. Second year: 20
 3. Third year: 25

3. Evidence of Student Demand:

A. Evidence of Student Demand

The more than 250 students who participated or applied to participate in the UGA at Oxford

Program in FY2003 evince a considerable base of potential interest for the British and Irish Studies Program. That ten percent of these might chose to pursue the Program's Certificate seems a very conservative estimate. A yet more compelling number is represented by the 9 students who registered on short notice this past spring for ENGL3100, the first offering of the proposed Program gateway course, "Introduction to Study of the British Isles." With the approval of the Certificate Program and wider knowledge of the course, we expect 30 to 40 students annually.

B. Minority Student Enrollment

Minority enrollment should be expected to be comparable to that in the departments from which most participants would come (English and History).

4. Curriculum Consistent with Standards and Accepted Practice

A. Detailed Curriculum Outline, including B. New and Existing Courses

Formal entrance into the program: Students must have completed a minimum of 9 courses at UGA (45 quarter-system hours or 27 semester hours) with a minimum GPA of 3.0 or higher. Students may apply for the British Studies Certificate if they have already achieved at least a 3.0 GPA in the British-Irish Studies gateway class. Achievement of the Certificate will require 18 hours of course work, including the gateway course and 6 hours outside the student's major; at least one course (3 hours) is to be taken in the U.K.

New Course (first offered Spring 2003)

(HIST)ENGL 3100. Introduction to British Culture I. 3 hours.

Oasis Title: INTRO BRIT CULTURE.

Prerequisite or corequisite: CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220 or CMLT 2250H or CMLT 2260H or ENGL 2310 or ENGL 2320 or ENGL 2340 or ENGL 2350H or ENGL 2360H or ENGL 2370H or ENGL 2380H or ENGL 2390H or ENGL 2400.

Corequisite: ENGL(HIST) 3110.

Interdisciplinary, introductory course in the culture of the British Isles. Serves as gateway course for the British and Irish Studies Certificate. Topics will vary by year and instructor.

Offered every year.

Pre-approved Courses

ARHI 3045. Oriental Views and Post Colonial Perceptions. 3 hours.

Oasis Title: ORIENTAL VIEWS.

Prerequisite: ARHI 2100 and permission of major.

An examination of the art of the British Empire with references to rival French, North American, and south Asian powers. Paintings, sculpture, photographs, travelogues, maps, comic books, and films as they relate to notions of colonialism and imperialism, diaspora, and national identity.

CMLT 3170. Detective Fiction. 3 hours.

Oasis Title: DETECTIVE FICTION.

Prerequisite: ENGL 1102.

The evolution of the mystery story in the United States, England, and Europe, based on readings from such masters of the genre as Poe, Doyle, Christie, Simenon, Hammett, Chandler, et al. All readings in English.

Offered every year.

ENGL 2310. English Literature from the Beginnings to 1700. 3 hours.

Oasis Title: ENG LIT TO 1700.

Not open to students with credit in ENGL 2350H.

Prerequisite: ENGL 1102 or ENGL 1030.

Writers typically include the Beowulf poet, Gawain poet, Chaucer, Spenser, Sidney, Marlowe, Donne, Jonson, Shakespeare, and Milton.

Non-traditional format: This course is also offered through University System of Georgia Independent Study (USGIS).

Offered fall, spring, and summer semesters every year.

ENGL 2320. English Literature from 1700 to the Present. 3 hours.

Oasis Title: ENG LIT SINCE 1700.

Not open to students with credit in ENGL 2360H.

Prerequisite: ENGL 1102 or ENGL 1030.

Writers typically include Pope, Swift, Johnson, Blake, Wordsworth, Coleridge, Keats, Tennyson, Arnold, Browning, one or two nineteenth-century novelists, Yeats, Woolf, and Joyce.

Non-traditional format: This course is also offered through University System of Georgia Independent Study (USGIS).

Offered fall, spring, and summer semesters every year.

ENGL 2350H. English Literature from the Beginnings to 1700 (Honors). 3 hours.

Oasis Title: ENG LIT TO 1700 H.

Not open to students with credit in ENGL 2310.

Prerequisite: (ENGL 1102 or ENGL 1030) and permission of Honors.

Writers typically include the Beowulf poet, Gawain poet, Chaucer, Spenser, Sidney, Marlowe, Donne, Jonson, Shakespeare, and Milton.

Offered fall and spring semesters every year.

ENGL 2360H. English Literature from 1700 to the Present (Honors). 3 hours.

Oasis Title: ENG LIT SINCE 1700H.

Not open to students with credit in ENGL 2320.

Prerequisite: (ENGL 1102 or ENGL 1030) and permission of Honors.

Writers typically include Pope, Swift, Johnson, Blake, Wordsworth, Coleridge, Keats, Tennyson, Arnold, Browning, one or two nineteenth-century novelists, Yeats, Woolf, and Joyce.

Offered fall and spring semesters every year.

ENGL(LING) 4000/6000. History of the English Language. 3 hours.

Oasis Title: HIST ENG LANG.

Undergraduate prerequisite: LING 2100 or ENGL(LING) 3030 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220 or ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400.

The development of present English through the stages of Old English, Middle English, and early Modern English. Study of elementary phonetics, phonemics, sound change, and dialect variation.

Offered every year.

ENGL(LING) 4060/6060. Old English. 3 hours.

Oasis Title: OLD ENGLISH.

Undergraduate prerequisite: LING 2100 or ENGL(LING) 3030 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220 or ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400.

The language and literature of England before the Norman Conquest, with reading of selected texts.

Offered fall semester every year.

ENGL 4210/6210. Old English Literature. 3 hours.

Oasis Title: OLD ENGLISH LIT.

Undergraduate prerequisite: ENGL(LING) 4060/6060 and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Prose and poetry of the Old English period, exclusive of Beowulf, with emphasis on poetry. Works will be read in Old English, with supplementary translations.

Offered every even-numbered year.

ENGL 4220/6220. Beowulf. 3 hours.

Oasis Title: BEOWULF.

Undergraduate prerequisite: ENGL(LING) 4060/6060 and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2210 or CMLT 2111 or CMLT 2212 or CMLT 2220).

The poem in the original Old English, with attention to important critical studies.

Offered every odd-numbered year.

ENGL 4230. Medieval Literature. 3 hours.

Oasis Title: MEDIEVAL LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Masterpieces of medieval literature, exclusive of Chaucer. Some works will be read in Modern English translation.

Non-traditional format: This course is also offered through University System of Georgia Independent Study (USGIS).

Offered every year.

ENGL 4240/6240. Chaucer. 3 hours.

Oasis Title: CHAUCER.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Canterbury Tales, Troilus and Criseyde, and minor poems.

Offered every year.

ENGL 4290. Topics in Medieval Literature. 3 hours. Repeatable for maximum 6 hours credit.

Oasis Title: TOPICS MEDIEVAL LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

A special topic not otherwise offered in the English curriculum. Topics and instructors vary from semester to semester.

Offered every year.

ENGL 4300/6300. Elizabethan Poetry. 3 hours.

Oasis Title: ELIZABETHAN POETRY.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Poetry of the earlier English Renaissance, such as works by Wyatt, Surrey, Sidney, Spenser, and Marlowe, and the sonnets of Shakespeare.

Offered every odd-numbered year.

ENGL 4320/6320. Shakespeare I: Selected Works. 3 hours.

Oasis Title: SHAK I: SELECTION.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

A survey of literature written by Shakespeare throughout his career.

Offered fall, spring, and summer semesters every year.

ENGL 4330/6330. Shakespeare II: Special Topics. 3 hours.

Oasis Title: SHAK II: TOPICS.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Special topics related to Shakespeare.

Offered fall, spring, and summer semesters every year.

ENGL 4340/6340. Renaissance Drama. 3 hours.

Oasis Title: RENAISSANCE DRAMA.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

English drama from 1576 to 1642, exclusive of Shakespeare, emphasizing dramatists such as Marlowe, Jonson, Webster, and Middleton.

Offered every odd-numbered year.

ENGL 4350/6350. Seventeenth-Century Poetry. 3 hours.

Oasis Title: 17TH-CENT POETRY.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Major English poets of the period, such as Donne, Jonson, Herbert, and Marvell.

Offered every year.

ENGL 4360. Renaissance Prose. 3 hours.

Oasis Title: RENAISSANCE PROSE.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2210 or CMLT 2220).

Prose of the sixteenth and seventeenth centuries, such as works by More, Sidney, Bacon, Donne, Browne, and Bunyan.

Offered every year.

ENGL 4370. Milton. 3 hours.

Oasis Title: MILTON.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

The works and times of John Milton.

Offered every year.

ENGL 4390. Topics in Renaissance Literature. 3 hours. Repeatable for maximum 6 hours credit.

Oasis Title: TOPICS RENAISS LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2210 or CMLT 2220).

A special topic not otherwise offered in the English curriculum. Topics and instructors vary from semester to semester.

Offered every year.

ENGL 4400/6400. Restoration and Eighteenth-Century English Drama. 3 hours.

Oasis Title: REST 18TH-C DRAMA.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Outstanding dramatists of the period: Dryden, Wycherley, Addison, Goldsmith, Sheridan, and others.

Offered every even-numbered year.

ENGL 4420/6420. Early Eighteenth-Century Prose and Poetry. 3 hours.

Oasis Title: EARLY 18TH-CENT LIT.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Poetry and prose of the earlier eighteenth century, emphasizing Addison, Steele, Defoe, Swift, and Pope.

Offered every year.

ENGL 4430. The Eighteenth-Century English Novel. 3 hours.

Oasis Title: 18TH CEN ENG NOVEL.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

The English novel from Defoe to 1800, including novels by Richardson, Fielding, Smollett, and Sterne, the Gothic novel, and the novel of purpose.

Offered every year.

ENGL 4440/6440. The Age of Johnson. 3 hours.

Oasis Title: AGE OF JOHNSON.

Undergraduate prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

English literature of the late eighteenth century, emphasizing Johnson, Boswell, and their group.

Offered every year.

ENGL 4490. Topics in Eighteenth-Century Literature. 3 hours. Repeatable for maximum 6 hours credit.

Oasis Title: TOPICS 18TH CEN LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

A special topic not otherwise offered in the English curriculum. Topics and instructors vary from semester to semester.

Offered every year.

ENGL 4500. Romantic Literature. 3 hours.

Oasis Title: ROMANTIC LITERATURE.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

British literature, 1785-1832. An introduction to genres, themes, and contexts of the Romantic period. Authors studied may include Blake, Wordsworth, Coleridge, Byron, Keats, Mary and Percy Shelley.

Offered every year.

ENGL 4510. Nineteenth-Century British Prose. 3 hours.

Oasis Title: 19TH-CEN BRIT PROSE.

Not open to students with credit in ENGL 4530.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

British non-fiction prose from the Romantic period to the death of Queen Victoria (1901), with emphasis on the works of writers such as Wollstonecraft, Coleridge, De Quincey, Hazlitt, Lamb, Carlyle, Newman, Mill, Ruskin, Darwin, Arnold, Pater, and Wilde.

Offered every year.

ENGL 4520. The Nineteenth-Century British Novel. 3 hours.

Oasis Title: 19TH CEN BRIT NOVEL.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

The development of the British novel in the nineteenth century.

Offered every year.

ENGL 4530. Victorian Literature. 3 hours.

Oasis Title: VICTORIAN LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

British literature from the first Reform Bill (1832) to the death of Queen Victoria (1901), with emphasis on the poetry and non-fiction prose of writers such as Tennyson, Elizabeth and Robert Browning, Arnold, Carlyle, Mill, Ruskin, and Christina and Dante Gabriel Rossetti.

Offered every year.

ENGL 4540. Victorian Poetry. 3 hours.

Oasis Title: VICTORIAN POETRY.

Not open to students with credit in ENGL 4530.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

British poetry from the first Reform Bill (1832) to the death of Queen Victoria (1901), with emphasis on the works of writers such as Elizabeth Barrett Browning, Robert Browning, Tennyson, Emily Bronte, Gabriel Rossetti, Christina Rossetti, Arnold, Clough, Meredith, Swinburne, Webster, Hopkins, Levy, Field, Yeats, and Hardy. Offered every year.

ENGL 4590. Topics in Nineteenth-Century British Literature. 3 hours. Repeatable for maximum 6 hours credit. Oasis Title: TOPICS 19C BRIT LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

A special topic not otherwise offered in the English curriculum. Topics and instructors vary from semester to semester.

Offered every year.

ENGL 4660. Twentieth-Century British Poetry. 3 hours.

Oasis Title: 20TH C BRIT POETRY.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

British poetry since the 1890's.

Offered every year.

ENGL 4670. The Twentieth-Century British Novel. 3 hours.

Oasis Title: 20TH CEN BRIT NOVEL.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Fiction of such representative British novelists of the twentieth century as Bowen, Conrad, Forster, Joyce, Lawrence, Waugh, Woolf, and Greene.

Offered every year.

ENGL 4680. Modern Irish Literature. 3 hours.

Oasis Title: MODERN IRISH LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

Fiction, poetry, and drama of the Irish Renaissance and after.

Offered every year.

ENGL 4690. Topics in Twentieth-Century British Literature. 3 hours. Repeatable for maximum 6 hours credit.

Oasis Title: TOPICS 20C BRIT LIT.

Prerequisite: (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400) and (ENGL 2310 or ENGL 2320 or ENGL 2330 or ENGL 2340 or ENGL 2400 or CMLT 2111 or CMLT 2210 or CMLT 2212 or CMLT 2220).

A special topic not otherwise offered in the English curriculum. Topics and instructors vary from semester to semester.

Offered every year.

HIST 3060. Colonial and Revolutionary America. 3 hours.

Oasis Title: COLONIAL REV AMER.

Native American, African, and European interactions; warfare, labor systems, cultures, and societies; empire building and colonial political structures; the American Revolution and the formation of the United States.

Offered every year.

HIST 3371. Tudor-Stuart England. 3 hours.

Oasis Title: TUDOR-STUART ENG.

English history in the sixteenth and seventeenth centuries.

Offered every year.

HIST 3372. English History Since 1660. 3 hours.

Oasis Title: ENGLAND SINCE 1660.

English history from the Restoration to the present. Emphasis will be on political and cultural change as well as economic and imperial development.

Offered every year.

HIST 4381/6381. Politics, Culture, and Society in Stuart England. 3 hours.

Oasis Title: STUART ENGLAND.

Religious, political, and cultural upheavals under the Stuart monarchs, 1603-1704.

Not offered on a regular basis.

HIST 4382/6382. Britain from the Age of Revolution to the Age of Victoria 1780-1900. 3 hours.

Oasis Title: BRITAIN 1780-1900.

Britain in the age of the American War of Independence, the French Revolution, and the Industrial Revolution. Special attention will be paid to political culture, intellectual change, and economic development.

Offered every year.

HIST 4383/6383. Britain 1901 to the Present. 3 hours.

Oasis Title: BRITAIN SINCE 1901.

Political culture, intellectual change, and economic/imperial readjustment in twentieth-century Britain and beyond.

Offered every year.

PHIL 4040/6040. British Empiricism. 3 hours.

Oasis Title: BRITISH EMPIRICISM.

Undergraduate prerequisite: PHIL 3010 or permission of department.

British Empiricism, focusing on evaluating the principal writings of Locke, Berkeley, and Hume.

Offered every odd-numbered year.

INTL 3200. Introduction to International Relations. 3 hours.

Oasis Title: INTRO TO INTL REL.

Not open to students with credit in INTL 3200H.

Prerequisite: INTL 1101.

Practices and problems of international politics in a global context, e.g., power, ideology, diplomacy, war, international organization and law, international economics, and the nature of independence in an interdependent world. Not offered on a regular basis.

INTL 3200H. Introduction to International Relations (Honors). 3 hours.

Oasis Title: INTRO INTL REL.

Prerequisite: INTL 1101 and permission of Honors.

Practices and problems of international politics in global context, e.g., power, ideology, diplomacy, war, international organization and law, international economics, and the nature of independence in an interdependent world. Not offered on a regular basis.

INTL 4020. Political Philosophy: Hobbes to Nietzsche. 3 hours.

Oasis Title: HOBBS TO NIETZSCHE.

Prerequisite: INTL 1101.

The development of modern political philosophy through the analysis of selected works of such writers as Hobbes, Locke, Hume, Rousseau, Mill, Marx, and Nietzsche.

Not offered on a regular basis.

C. Model Programs

I. **British Studies Program in the Region**

Most such programs are little more than Study Abroad programs:

Associated Colleges of the South

<http://bsao.rhodes.edu/default.html>

This consortium of is comprised of sixteen distinguished liberal arts colleges and universities and offers British Studies at Oxford.

College of Charleston

<http://www.cofc.edu/~mccandla/Britstud.htm>

British Studies Minor at the College of Charleston

“British Studies is an interdisciplinary minor designed to provide an integrative study of British life and culture throughout the ages, to examine the impact of British institutions and customs on the American experience, and to contribute to students’ understanding of the global community in which they live.”

Emory University <http://www.emory.edu/CIPA/PROGRAMS/Summer/britishstudies.html>

“The British Studies Program is held at University College, one of the oldest and most beautiful colleges in Oxford.”

“This year the curriculum consists of a wide variety of offerings in British studies, including participation by British faculty and courses in Shakespeare, literature, history, political science, film studies and theatre studies. The program supplements the curriculum by arranging a series of lecture on aspects of British society and culture by distinguished speakers, and by arranging visits to individual classes by outstanding figures in the field.”

University of North Carolina <http://english.unc.edu/oxford/program.html>

“The UNC Summer Program in Oxford consists of two courses:

English 58 - Shakespeare, a required course for English majors

English 49B - The Literature of Oxford, an elective

“This energising program, designed to capitalize on the location’s resources, immerses students into five-week intensive study of Shakespeare and his plays. Variations of play venue and type give students a well-rounded overview of the author, and the addition of one or two modern plays to the curriculum gives a nice contrast and balance to the program.”

University of South Alabama

<http://www.southalabama.edu/intlprograms/london.htm>

The British Studies Program offers a wonderful opportunity for students to travel to London and spend five weeks of academic study, research, and travel every summer.

University of Southern Mississippi

<http://www.cice.usm.edu/ie/europe/british/>

“The British Studies Program, now in its third decade, is organized by Southern Miss through an academic consortium of eleven colleges and universities. The purpose of the consortium is to promote a more profound understanding of British culture and society among students and faculty through scholarly and educational activities.”

The British Studies Consortium Members are College of Charleston, Henderson State University, Hinds Community College, Midwestern State University, Mississippi College, Southeastern Louisiana University, Texas A&M University-Commerce, University of Louisiana at Monroe, University of Memphis, University of South Alabama and University of Southern Mississippi.

University of Texas at Austin

<http://uts.cc.utexas.edu/~gracieb/portfolio/researchcenters.htm>

“The British Studies program at the University of Texas at Austin was created in 1975. For over twenty five years the program has sponsored public lectures in English literature, history, and government, and has conducted a weekly seminar called the Faculty Seminar on British Studies that includes faculty members, graduate students, undergraduates, and members of the Austin community. British Studies serves a further basic purpose of providing visiting scholars at the Harry Ransom Humanities Research Center an opportunity to talk on the subject of their research, and of encouraging discussion among participants in the program of work-in-progress. The three main disciplines are literature, history, and politics, but all of the humanities and social sciences are represented. The present goal of the program is to establish a certain number of Churchill undergraduate scholarships and graduate fellowships in British Studies.”

II. Other British Studies Programs in the U.S.

Many universities encourage study abroad in the U.K. Among the more noteworthy are:

University of Chicago

<http://study-abroad.uchicago.edu/programs/london.html>

The University of Chicago London program provides students in the college with an opportunity to study British literature and history in the cultural and political capitol of England.

University of Pennsylvania

<http://www.english.upenn.edu/Programs/oxford.html>

The Oxford summer program in English literature offers an opportunity for “senior English majors to undertake intensive study in English literature at the University of Oxford.”

Yale University

<http://www.yale.edu/ycpo/ycps/A-D/britst.html>

British Studies Program and Courses: Courses in British studies covering British history, history of art, literature, and drama are offered during the spring by the Yale-in-London program at the Paul Mellon Centre for Studies in British Art, located in central London.

Princeton University

<http://www.princeton.edu/~sap/guide/>

Offers credit for courses taken at various universities in the United Kingdom and Ireland.

Boston University

London Summer Internship Program Summer/ Short-Term: This program combines a professional internship with course work that examines a particular academic area in the context of Great Britain's history, culture, and society and its role in modern Europe.

D. Program accreditation

Not applicable.

5. Faculty ResourcesA. Faculty Need for the Program

There are currently 25 faculty with instructional or administrative appointments from ten different departments or schools who wish to participate in the program. No new faculty will be needed to implement the program.

B. Current Faculty

Douglas Anderson, Sterling-Goodman Professor of English

B.A.: 1972 Oberlin College

M.A.: 1976 University of Virginia

Ph.D.: 1980 University of Virginia

Prof. Anderson is the author of three books, two of which focus closely on the intersections between seventeenth- and eighteenth-century English literary culture and American writing in the colonial period. He regularly teaches seventeenth- and eighteenth-century American literature on the undergraduate and graduate levels. His articles, over the last twenty years, have addressed the work of Shakespeare, Spenser, Milton, and Olaudah Equiano, as well as that of various figures in American literature.

Peter Appel, Associate Professor, School of Law

B.A.: 1986 Yale University

J.D.: 1991 Yale University

Professor Appel teaches property and is interested in the English common law, especially as it relates to natural resources and the environment.

Joel Black, Associate Professor, Comparative Literature

B.A.: Columbia University

M.A.: Columbia University

Ph.D.: Stanford University

Joel Black's book, *The Aesthetics of Murder: A Study in Romantic Literature and Contemporary Culture* (Johns Hopkins Univ. Press, 1991) as well as several of his articles focus on the writings of Thomas DeQuincey. His most recent book, *The Reality Effect: Film Culture and the Graphic Imperative* (Routledge, 2002) includes analyses of the work of Hitchcock and other British filmmakers. He is currently working on a book about Oscar Wilde and aestheticism.

Robert G. Burton, Professor and Head, Philosophy

B.A.: 1959, University of Georgia

M.A.: 1961, Emory University

Ph.D.: 1969, Northwestern University

His areas of specialization are Philosophy of Mind/Psychology, Philosophy of Social Science, Metaphysics, and Ethics. But he has taught British Empiricism a number of times and has directed a doctoral dissertation on the philosophy of Berkeley.

Andrew Cole, Assistant Professor, English

B.A.: 1991, Loyola University Chicago

M.A.: 1993, Miami University -- Ohio

Ph.D.: 2000, Duke University

Andrew Cole's teaching and research concerns chiefly the literary culture of late medieval England. He is especially interested in the heresy of John Wyclif (d. 1384) and his followers (Wycliffism or "lollardy"), and how their ideas had a profound and surprising impact on authors such as Geoffrey Chaucer, William Langland, and Margery Kempe. But he is also interested in intellectual traditions ranging from Augustine to psychoanalysis, from Julian of Norwich to Hegel, from Aquinas to Marx, from Aristotelian cosmology to Nietzsche's abyssalism. He regularly travels to libraries in the U.K. to read and transcribe medieval manuscripts.

Mark Cooney, Associate Professor, Sociology

B.A.: 1973, University College Dublin, Ireland

M.A.: 1981, Harvard Law School

Ph.D.: 1991, University of Virginia

A native of Ireland, Mark Cooney holds law degrees from University College Dublin and Harvard Law School and a doctorate in sociology from University of Virginia. He has taught law at University College Dublin and the University of Zimbabwe (1984-1986) and sociology at the University of Virginia and the University of Georgia (since 1991). His research interests lie in the sociology of law and of violence. He has published a book and many articles addressing variation in legal and violent means of handling conflict, with particular emphasis on the role of third parties. He is currently undertaking a study of conflict management between members of the native population and members of recently arrived immigrant groups in Ireland.

Christy Desmet, Associate Professor, English

B.A.: 1976, Univ. of Virginia

M.A.: 1978, Univ. of Virginia

Ph.D.: 1984, Univ. of California, Los Angeles.

Christy Desmet's areas of teaching and publication include Renaissance literature, rhetorical theory, and teaching with technology. Her book *Reading Chakespeare's Characters: Rhetoric, Ethics, and Identity* was published in 1992 by the University of Massachusetts Press and reprinted as an electronic book by net Library in 2000. She is also the co-editor (with Robert Sawyer) of *Shakespeare and Appropriation* (Routledge 1999) and of Harold Bloom's *Shakespeare* (Palgrave 2001). At UGA she teaches a wide range of classes, including graduate and undergraduate classes in Shakespeare, Renaissance Drama, Elizabeth Literature, and Seventeenth-Century Poetry.

Roxanne Eberle, Associate Professor, English
 B.A.: 1986, State Univ. of New York at Buffalo.
 M.A.: 1991, Univ. of California, Los Angeles
 Ph.D.: 1994, Univ. of California, Los Angeles

Dr. Eberle specializes in Romantic Literature, Nineteenth-Century Studies, and Feminist Literary Criticism. Her book, *Chastity and Transgression in Women's Writing, 1792-1897: Interrupting the Harlot's Progress* (New York; London: Palgrave Publishers, 2002), explores representations of sexual transgression and feminist activism in a range of nineteenth-century texts written by women. She has also published essays on Amelia Opie (*Studies in the Novel* 1994) and British Abolitionist poetry (*Romanticism and Women Poets: Opening the Doors of Reception* 1999).

Jonathan Evans, Associate Professor, English
 B.A.: 1976 Asbury College
 M.A.: 1978 Indiana University
 Ph.D.: 1984 Indiana University

Jonathan Evans's teaching and research areas include Old English language and literature, Old Norse Literature, and medieval studies. His peer-review publications include articles on Old English language, Old Norse mythology, and medieval narrative theory in *Poetics Today*, *The Journal of Folklore Research*, *Style*, *Northwestern European Language Evolution*, and the *Journal of English and Germanic Philology*. He has published essays in collections and articles in reference works related to these fields, and has a lengthy essay on Beowulf and Old Norse dragon-lore and 19th-century philology in a collection forthcoming from Brepols/University of Arizona Press under the general editorship of Thomas A. Shippey. He is currently working on an introductory grammar of Old English, a study of Scandinavian linguistic forms in *The Peterborough Chronicle*, and a study of medieval European dragon-lore in the works of J.R.R. Tolkien.

Simon Gatrell, Professor, English
 D.Phil: 1974 Oxford Univ.

Simon Gatrell works principally in Victorian fiction and Anglo-Irish literature. Co-editor of the Clarendon Press edition of *Tess of the d'Urbervilles*, Professor Gatrell is also the General Editor of the Oxford World Classics edition of Hardy's collected novels. He has numerous articles on Hardy and other Victorian novelists, and has prepared two of Hardy's manuscripts for publication in facsimile (Garland). Professor Gatrell is the author of a detailed study of Hardy's methods of composition, *Hardy the Creator* (Oxford, 1988), which won the biennial Macmillan/Hardy Society Award as the best book on Thomas Hardy in 1988-909. He has edited volume 4 of *English Literature and the Wider World* (Ashfield, 1991) and has published a second critical study of Hardy, *Thomas Hardy and the Proper Study of Mankind* with Macmillan and the University Press of Virginia (1993). His third Hardy book, *Thomas Hardy's Vision of Wessex*, will appear in 2003. More recently he has also published essays on modern Irish writers, and he is currently working on a biography of the nineteenth-century Irish poet William Allingham, scheduled for publication in 2004.

Andy Herod, Associate Professor, Geography
 B.A.: University of Bristol, 1986 (First Class Honours)
 M.A.: West Virginia University, 1988
 Ph.D.: Rutgers University, 1992

Andy Herod's primary research involves issues of globalization and its impact upon workers and organized labor. He has particularly been interested in looking at how workers and their political organizations use space as a social and political resource (an approach he has termed "Labor Geography" --see A. Herod, 2001, "Labor Geographies: Workers and the Landscapes of capitalism", Guilford Press). His teaching reflects his research interests. He also teaches a number of courses which focus heavily on issues of colonialism and imperialism. He speaks fairly fluent French and has a good working knowledge of Spanish, and has been known to swear in Welsh (the language of his ancestors).

Elissa R. Henken, Professor, English
 B.A.: Folklore and Mythology, 1974, Radcliffe College-Harvard University
 M.A.: Welsh Language and Literature, 1981, University College of Wales, Aberystwyth
 Ph.D.: Folklore, 1987, Indiana University

A folklorist and Celticist, Elissa R. Henken has published, in addition to a variety of articles, two books on the Welsh saints and one on Owain Glyndwr, a fifteenth-century Welsh leader who has become a primary symbol of modern Welsh nationalism. She teaches courses on the folklore, medieval literature, and languages of the Celtic countries. She also directs UGA's Exchange program with the University of Wales, Aberystwyth.

Nelson Hilton, Professor and Head, English
 B.A.: 1972, Studies in Western Civilization, University of California, Santa Cruz
 Ph.D.: 1979, Literature, University of California, Santa Cruz

Nelson Hilton has written extensively about the British poet and painter William Blake, most recently in the *Cambridge Companion to William Blake* (2002). He held a Fulbright Grant for a year's association with the Birkbeck College, University of London.

Tricia Lootens, Associate Professor, English
 B.A.: 1974, Indiana University
 M.A.: 1977 (German), 1984 (English) Indiana University
 Ph.D.: 1988, Indiana University

Research interests: Nineteenth-century British Literature, especially poetry; Nineteenth-century Transatlantic studies, especially of poetry; Feminist criticism; Nineteenth-century reception of Shakespeare; Gothicism; Feminist theory. Teaching interests: Nineteenth-century British literature, especially Victorian; Feminist criticism; Women's Studies

James H. S. McGregor, Professor and Co-Head, Comparative Literature
 B.A.: 1968 Princeton Univ.
 Ph.D.: 1975 Ph.D. Princeton Univ.

Continental Literature of the Renaissance and Middle Ages and its influence on British Literature.

Charles Platter, Associate Professor, Classics

B.A.: 1981 Grinnell College

M.A.: 1984 University of North Carolina

Ph.D.: 1989 University of North Carolina

Charles Platter teaches a broad range of classes on Greek and Latin authors and topics, including Roman Britain. He was also Fulbright professor in the Department of Comparative Literature at the University of Lisbon in 2003, where he taught a seminar on Michel Foucault's *History of Sexuality*. He has published widely on Roman elegy, ancient sexuality, and Aristophanes. His book, "Carnivals of Genre in Aristophanes" offers an interpretation of Greek comedy based on Bakhtin's theory of the novel. He is currently at work on a book on Plato.

William Provost, Associate Professor, English

B.A.: 1965 Fordham University

M.A.: 1967 U. of N. Carolina at Chapel Hill

Ph.D.: 1969 U. of N. Carolina at Chapel Hill

Medieval literature, especially late Middle English literature including Chaucer and his contemporaries.

Romita Ray, Curator, Georgia Museum of Art

B.A.: 1992, Smith College

M.A.: 1994, Yale University

Ph.D.: 1999, Yale University

Romita Ray is curator of the Mark and Debra Callaway Department of Prints and Drawings at the Georgia Museum of Art. She is also an adjunct faculty member as well as a provisional graduate faculty member in the art history area of the Lamar Dodd School of Art. Her specialties include British art, Indian art, Hellenistic art, and post-colonial theory. Her publications include "Storm in a Teacup? Visualizing Tea Consumption in the British Empire" in *Art and the British Empire*, eds. Barringer and Quilley (forthcoming); "The Imperial Canvas: Art and Empire" in *The Visible Empire*, ed. Porritt (2004); "'veluti in speculum': Spectatorship in Hogarth's *The Beggar's Opera*" in *"Among the Whores and Thieves": William Hogarth and *The Beggar's Opera**, eds. Bindman and Wilcox (1997); "The Memsahib's Brush: Anglo-Indian Women and the Art of the Picturesque, 1830-1880" in *Orientalism Transposed*, eds. Codell and Macleod (1998). She is currently working on the visual history of tea consumption in Britain.

Judith Davis Shaw, Director, University of Georgia at Oxford

B.A.: Bryn Mawr College, 1967

Ph.D.: University of Pennsylvania, 1977

Specialist in Middle English Literature. Teaching interests Chaucer, Middle English literature, interdisciplinary medieval studies courses. Published on Gower, medieval law, vernacular religious manuals, Chaucer.

Janice Simon, Associate Professor, Art

B.A.: 1978 State University of New York at Buffalo

M.A.: 1981 University of Michigan

Ph.D.: 1990 University of Michigan

As Associate Professor of Art History in the Lamar Dodd School of Art, Dr. Simon has taught courses on American and European 18-20th art. In Summer 1999 she taught British Landscape Painting in the UGA Oxford Program. A specialist in 19th-20th landscape art, she has published on the American Hudson River

painter John Frederick Kensett, American Impressionism, Charles Burchfield, and representations of the forest. Her current book project is a study of the cultural importance of the image of the forest interior in American art. Art criticism and art periodicals, including those featuring British theorists like John Ruskin and Michael Rossetti, are also her research speciality (her dissertation was on the Ruskin-inspired American art journal, *The Crayon*). She is currently preparing a new course to be offered on the 400/600 level that focuses on the Anglo-American Landscape Painting Tradition.

Frances Teague, Professor, English
 B.A.: English and Latin, 1970, Rice University
 Ph.D.: English, University of Texas at Austin

Teague works in two areas. She investigates performance history and theory with particular attention to English Renaissance drama (Shakespeare and his contemporaries). She also works on women's history, examining the lives and works of English women writers before 1700.

Kalpen Trivedi, Franklin Fellow, English
 B.A.: 1993 (St Xavier's College, Gujarat Uni., India); 1995 (Oxford University)
 M.A.: 1997 (University of Cambridge)
 Ph.D.: 2001 (Victoria University of Manchester)

Kalpen Trivedi's research interests are mainly in the field of medieval codicology and palaeography. He works and publishes in the area of vernacular orthodoxy and heterodoxy in late-medieval England. Besides teaching courses in most aspects of the British Middle Ages, he also regularly teaches the drama and poetry of the Renaissance. In Spring 2003 he taught the first Introduction to British Culture course, which is intended to serve as a gateway course for the BISP.

John Vance, Professor, English
 B.A.: 1974 Florida State University
 M.A.: 1975 Florida State University
 Ph.D.: 1979 Florida State University

John Vance has published six books--on Samuel Johnson, James Boswell, Joseph and Thomas Warton, and William Wycherley. He has moreover published articles on the same authors and other seventeenth- and eighteenth-century writers, poets, and playwrights. His research interests also include Shakespeare and Renaissance Drama, Charles Dickens, and English History 1300-1900.

Anne Williams, Professor, English
 B.A.: 1969 Baylor University
 M.A.: 1971 Cornell University
 Ph.D.: 1973 Cornell University

In graduate school Prof. Williams specialized in nineteenth and eighteenth-century British literature. Her first book explores the development of the lyric mode in some major, long eighteenth-century poems. The title is *Prophetic Strain: The Greater Lyric in the Eighteenth Century* (Chicago UP, 1984). She studied psychoanalysis and feminist literary theory to write her second book, on the Gothic tradition, *Art of Darkness: A Poetics of Gothic* (Chicago UP, 1995). Since that book was published, I have been writing about various aspects of the Gothic. In 2003 she published an edited volume, *Three Vampire Tales*, for the Houghton Mifflin New Riverside series, which are designed as teaching texts. She is presently at work on another book-length manuscript, "Monstrous Pleasures: Gothic Operas from Horace Walpole to Horror Movies." She has held numerous grants supporting this research, including the NEH, the ACLS, the Rockefeller Foundation, and the National Center for the Humanities.

Michael P. Winship, Associate Professor, History

B.A.: Friends World College 1983

Ph.D.: Cornell University, 1993

Professor Winship's research centers around English and colonial English early modern religion. His teaching areas are Colonial American and Tudor Stuart English. Selected publications include *Seers of God: Puritan Providentialism in the Restoration and Early Enlightenment* (Baltimore: Johns Hopkins University Press, 1996); *Making Heretics: Militant Protestantism and Free Grace in Massachusetts, 1636-1641* (Princeton: Princeton University Press, 2002); " 'The Most Glorious Church in the World': The Unity of the Godly in Boston, Massachusetts in the 1630s," *Journal of British Studies* XXXIX (2000), 71-98; "Weak Christians, Backsliders, and Carnal Gospellers: Assurance of Salvation and the Pastoral Origins of Puritan Practical Divinity in the 1580s," *Church History* LXX (2001), 462-481; and "Briget Cooke and the Art of Godly Female Self-Advancement," *Sixteenth-Century Journal* XXXIII (2002), 1045-1057.

C. Future Faculty Needs

Not applicable.

6. **Library, Computer, and other Resources**

A. Library Resources

The University Library's deep and wide print, periodical, and electronic holdings in the program area are entirely adequate.

B. Computer Resources

This Program has no specialized need for computing resources or other equipment beyond that already widely available.

7. **Physical facilities**

The program will use existing classroom space. No new classroom or administrative space is needed.

8. **Expenses to the Institution to Fully Implement Program**

A. Funding to Initiate and Subsequent Annual Additions

No additional funding is needed for a successful British and Irish Studies Program at UGA. The department of the program Director will supply any needed secretarial or office support.

B. Student support (fellowships, assistantships, scholarships)

Students pursuing the Certificate in British and Irish Studies will be eligible for fellowships, assistantships, and scholarships awarded by their major department, college, or University.

9. Commitments of Financial Support Needed for Initiation and Full Development

A. Identify sources of additional funding

No additional funding is needed for this program.

B. Long-range Plans for Additional or Expanded Facilities

No need for additional or expanded facilities is anticipated.

10. Administration of the Program, Admission and Retention of Students

A. Administration of the Program

The undergraduate certificate in British and Irish Studies will have a Director responsible for its day-to-day operations. The Director will be appointed by the Dean of the Franklin College of Arts and Sciences and serve a three year term. The Director will:

1. Coordinate course offerings and maintain student records.
2. Coordinate and promote activities associated with the program—the twice yearly meetings in particular, and the program listserv and website—and to facilitate obtaining extramural funding lines to support program activities.
3. Consult with the British and Irish Studies Steering Committee on matters of policy, planning and resource requirements.

The British and Irish Studies Steering Committee will consist of six members of the program faculty appointed by the Dean of the Franklin College of Arts and Sciences to serve (staggered) three year terms. No more than three members may represent the same department. The Steering Committee is responsible for all academic issues pertaining to the certificate. Academic issues that the committee may act on include, but are not limited to: yearly review of the curriculum, recommending development of new courses, adding or deleting courses acceptable for certificate credit, approval of new program faculty, and planning for the future development of the program.

B. Admission and Retention of Students

Any UGA student may apply for admission to the British and Irish Studies Certificate Program upon completion of the Program gateway course with a grade of 'B' or better and a formal application to the Steering Committee. Upon admission to the program, the student will be assigned a certificated advisor from among the program faculty by the Director.

C. Assessment

The program will be evaluated at three-year intervals based on the progress of current students, success of students who have completed the program, content of existing curriculum, and interaction among faculty and students from various academic units. This evaluation will be completed by a committee named jointly by the Director and the Dean of the Franklin College of Arts and Sciences.

Advisors will be asked to keep a list of students currently in the program and students who have completed the program. This information will also be included on the program web-site, whose creation will be one of the first responsibilities of the Director. Some of the current and former students will be contacted during the third-year evaluation. Some current students may be asked to save course materials to create dossiers that can be evaluated during the third-year program review.



The University of Georgia

Franklin College of Arts and Sciences
Office of the Dean

September 5, 2002

To whom it may concern,

I am pleased to write this brief letter of support for the proposed British and Irish Studies Program. This proposal, developed under the leadership of Elizabeth Kraft in English, with the assistance of a number of faculty interested in the topic, will enhance the opportunities available to University of Georgia students in two ways. It will provide a way that existing University of Georgia study abroad and exchange programs in Britain and Ireland can coordinate their efforts. Students can be made more aware of the opportunities for study available to them in Britain and Ireland, and a means of incorporating those opportunities into their studies will be provided.

Equally significant is the undergraduate certificate the program will offer. Students interested in aspects of British and Irish language, history, culture, and literature can take courses from a number of departments. Whether they are majoring in English, History, journalism, international business, or some other discipline, the British Studies Certificate will provide a means by which they can focus their studies on British topics.

The British and Irish Studies program will provide a logical and natural enhancement to the UGA at Oxford University Study Abroad Program. This program is, in many ways, the University's most distinguished academic study abroad program. Many students who pursue the undergraduate certificate in British and Irish Studies will likely study at Oxford under the sponsorship of the UGA program.

The proposal for a British and Irish Studies Program is interdisciplinary and based in a number of our largest and most active departments. It has been developed by faculty who have devoted their professional careers as scholars and teachers to studying and teaching about Britain and Ireland. I support their efforts and strongly endorse the proposed program.

Cordially,

Hugh Ruppensburg
Associate Dean of Arts and Sciences
Professor of English



The University of Georgia

Office of Associate Provost
International Affairs

7 August 2002

Dean Wyatt Anderson
Franklin College of Arts and Sciences
New College
University of Georgia
Campus

Dear Wyatt:

I write in support of the proposed British Studies Undergraduate Certificate Program. The proposal under consideration strikes me as well conceived and academically sound. The interdisciplinary nature of the program should be attractive and useful to students in Franklin College. Further, the program can be instituted with existing resources, and it also offers possibilities for growth in several areas, one of which is international education. As that is my primary area of concern, I will speak to that aspect of the proposal for the rest of this letter.

As you are aware, it is the University of Georgia's goal to achieve 25% student participation in study abroad programs by the year 2010. As the current rate of participation stands at 17%, this goal is certainly attainable, but we are seeking growth in study abroad venues to ensure success in this area. The United Kingdom is an area that we have targeted for substantial growth for several reasons, including safety, ease of cultural exchange (as there are no language barriers), and the general receptivity of the U.K. to U.S. professors and student scholars. The British Studies program will bring a certain coherence to aspects of the programs currently in place, but it will also offer possibilities for faculty to propose new exchange programs, Maymester experiences, summer residential programs, in places other than Oxford, London, Wales, Reading, Lancaster and Leicester. My office will offer support by way of start-up funds and administrative consultation for faculty interested in developing opportunities for student education in the British Isles. I have met with Professor Elizabeth Kraft to discuss the proposal and see it as a potentially important part of the university's internationalization efforts.

In sum, I am highly supportive of this effort on the part of the British Studies Steering Committee. It represents faculty initiative in bringing together resources that already exist and that will benefit from a coherent institutional structure such as a program can provide. It also provides opportunity for growth and development in line with stated institutional goals. For these reasons, I recommend approval of the plan, and I look

forward to working with participating faculty and students toward its successful implementation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mark Lusk".

Mark Lusk
Associate Provost for International Affairs



The University of Georgia

The Center for Humanities and Arts
A unit of the office of The Vice President for Research

August 2, 2002

Dean Wyatt Anderson
Franklin College of Arts and Sciences
New College

Dear Dean Anderson:

I would like to endorse, with enthusiasm, the proposal by Dr. Elizabeth Kraft, Professor of English, to develop a British Studies Program within the Franklin College of Arts and Sciences.

At the beginning of the twenty-first century, academic scholars are realizing that many of the disciplinary boundaries set in place a century ago inhibit the interdisciplinary scholarly research that is of increasing value today. And globalization has made glaringly apparent the need for better understanding of the variety of cultures that compose our global society. Universities across the country, including the University of Georgia, are responding to the changing environment by creating area studies programs that draw together faculty with interests in different regions of the world. The University of Georgia will be building upon its other successes in area studies—such as the African Studies Program (now the African Studies Institute)—in establishing a British Studies Program.

I believe that area studies programs that offer certificates and degrees will attract more and more students in the coming years, as students in the humanities begin to see the advantage to them of in-depth regional studies over traditional disciplinary studies. The advantage to our society as a whole of producing citizens with in-depth knowledge of other regions and cultures is already obvious. In the course of time, globalization, by stimulating the creation of area studies majors, may effect a rather profound reorientation in the humanities and social sciences in American institutions of higher education. The University of Georgia is doing well to recognize the importance of area studies to its future as a major research institution in our global society.

The College already has put in place a number of outstanding programs that would be subsumed under the new British Studies Program: the Oxford Program, the Drama and Theatre program in London, and other exchange programs. The College also has a number of outstanding scholars interested in Britain who are scattered across many departments. The establishment of a British Studies Program at this time would thus be the natural next step to stimulate research into this region of the world and to enhance undergraduate and graduate education correspondingly. Dr. Kraft and the steering committee she has assembled should be commended for their organization of an excellent program.

Sincerely yours,

Betty Jean Craig
Director of the Center for Humanities and Arts
University Professor of Comparative Literature



The University of Georgia

The UGA at Oxford Study Abroad Program

August 13, 2002

Dean Wyatt Anderson
Dean, Franklin College of Arts and Sciences
New College
CAMPUS

Dear Dean Anderson:

As the director of Georgia's largest studies abroad program in Great Britain I want to express my enthusiastic support for the proposed British Studies Program. The program is an ambitious one and exciting for that very reason. In most universities British Studies is simply a name given to courses taught in England by a given studies abroad program. None of the programs I looked at attempted to integrate these classes with courses taught in the United States or with faculty research interests.

Georgia is unique in the number of studies abroad and exchange programs it has in Great Britain, some offering only summer classes, others a full year at a British university. Also unique is the fact that the existing studies abroad programs span the curriculum from the College of Education and Terry programs at Oxford to the Drama and Theater and Family and Consumer Science programs in London. As envisioned, Franklin College's British Studies Program would also cut across disciplines, bringing classes and faculty together in new and different configurations. In order to earn a certificate, students would be required to take two courses outside their major field of study further contributing to this interdisciplinary approach.

Students would also be required to take a gateway course, Introduction to British Studies. Like the required studies abroad experience, these courses are intended to anchor students' understanding of things British while providing a context for their other British Studies courses. As director of the Oxford program, I have seen students begin to understand Shakespeare, British history and politics in an entirely different way as the result of being on-site. Similarly, I have seen how frustrated they are with their lack of the background information necessary to give their time in Britain shape. The introduction of a gateway course would go a long way toward addressing this problem.

I certainly hope that the college approves this program and provides the support necessary to make it a success.

Sincerely,

Dr. Judith Shaw, Director, UGA at Oxford Center



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Dean Wyatt Anderson
Franklin College of Arts and Sciences
University of Georgia

8 June 2002

Dear Wyatt,

It is with great pleasure and conviction that I write to you in support of the proposal to establish a British Studies Program at UGA. I feel this would be a timely and successful initiative and would grow into something of which UGA could be truly proud. UGA will not be the first in the field, but it has the personnel, the expertise and the potential to become a leader in the field.

British Studies is an important and growing discipline both in this country and the USA (particularly in the USA), and the UGA project will provide the perfect forum and focus for a range of undergraduate students working on topics relating to British history, politics and literature, and other areas. I have been sent a draft of the proposal and I can also envisage the proposed Programme becoming a means of concentrating elective courses in order to deepen the understanding of any students wishing to specialise in the general field of British studies. In short, the proposed BSP has a great deal to recommend it in terms of its likely academic impact.

UGA has a number of academics on its roll who already do work of an inter-disciplinary kind in connection with the history and civilisation of the British Isles. Two of these scholars, Professors Simon Gattrell and Elizabeth Kraft of the English Department, will be centrally involved in the proposed BSP and I have every confidence in them to get this innovation off the ground and make a real success of it. Furthermore, the BSP will be able to draw on the considerable expertise of Dr Judy Shaw and I, who, as you know, have organised the UGA Oxford Program for the past 13 years. Clearly, the London-based Drama and Theatre Program is another popular UGA course which will provide both a model and a staffing resource for the BSP.

All in all, the proposed BSP is fully deserving of your support and, I feel, it is highly likely that, if it does get off the ground, it will become very popular with you, students and staff alike in no time at all.

I hope all's well with you.

Yours sincerely,

David Bradshaw, MA, D.Phil., FEA,
Hawthornden Fellow, Tutor in Modern Literature, and British Director, UGA at
Oxford Program.



The University of Georgia

Division of Fine Arts
Franklin College of Arts and Sciences
Department of Drama and Theatre

August 16, 2002

TO WHOM IT MAY CONCERN:

This letter is written in support of the proposal to establish a British Studies Program. The Department of Drama will contribute to such a program in at least one significant way: our continuing studies abroad program in London focused on British drama and theatre. We would welcome the addition of this program as a way of bringing together various departments that conduct classes and research in the areas of British history and culture.

Sincerely,

Stanley V. Longman



The University of Georgia

School of Public and International Affairs

Professor Elizabeth Kraft
Chair, British Studies Steering committee
English Department
Park Hall
Campus

Dear Professor Kraft:

I understand that you are chairing a committee that is proposing the establishment of a British Studies Certificate for UGA. I am writing to endorse the proposal and to assure you that I will do all that I can to encourage criminal justice and political science students to consider certificate enrollment.

Although my own research and teaching are generally confined to law and courts in this country, I have helped to coordinate a student exchange program with selected universities in England. This experience has been very positive, especially as students in criminal justice, political science, and sociology have had the opportunity to study with British faculty and students and to enlarge their intellectual horizons in ways not possible in a single educational institution. The interest of social science students in British law, politics, history, and society is not accidental. Much of our law and legal institutions have origins in British law and history, and the common law culture of related institutions affects both political and social processes more generally defined.

When my students study at British universities, they have an opportunity to learn more about those features of British law, politics and society that are common to ours, but they also have the opportunity to engage in and refine their comparative, analytical skills. If these students could enroll in a British Studies certificate program, this comparative approach would be better grounded and more carefully directed. I am enthusiastic, then, about the establishment of a British Studies Certificate Program and will recommend it to my students who study in the aforementioned exchange program and also to those who study criminal justice and political science exclusively at UGA.

Sincerely,

Susette M. Falarico

Albert Berry Saye Professor of American Government and Constitutional Law
Director, Criminal Justice Studies



The University of Georgia

Franklin College of Arts and Sciences
Department of English

September 3, 2002

Dean Wyatt Anderson
Franklin College of Arts & Sciences
New College
Campus

Dear Dean Anderson:

I write to you in support of the creation of a **British Studies Program**. As one who holds a degree in Welsh Language and Literature from a Welsh University, who has spent her professional life studying the Celtic cultures, and who directs the Student Exchange Program with the University of Wales, Aberystwyth, I consider the development of such a program a worthy and potentially exciting academic enterprise.

The Program will serve a valuable function simply by focusing attention on the British Isles, a part of the world which has within its own linguistically and ethnically diversified territories demonstrated the best and the worst of cultural contact and cultural conflict and which has had enormous effects on the socio-political, linguistic, and literary development of cultures all around the world. The combination of the Program's interdisciplinary approach and the gateway course should provide students with a far more comprehensive understanding of the complexity (both synchronically and diachronically) of the cultures which co-exist in the British Isles than they are wont to receive in their academically isolated, individual courses. The inclusion of Student Exchange and Study Abroad programs as integral to the British Studies Program is also an important factor in tying together a diversity of courses into a program worthy of a certificate, giving the students actual experience with a pertinent culture. In this regard, the Program proposal is to be commended for its attention to Student Exchange programs, which provide a far richer (and less expensive) cultural experience than do the Study Abroad programs. Despite its fine qualities, the Oxford program should be de-centered in the British Studies Program; let it be one of many programs, all equally lauded and supported.

The British Studies Program has great potential, and it will have even more if it can divorce itself from the anglocentrism which places its two celebratory days on *English* festivals, 5 November and 23 April, and which, at least according to the outlines provided in the gateway course syllabi, seems to treat Ireland, Scotland, and Wales mainly in relation to England. Anything that calls itself British Studies should make more of an effort to include with equal consideration the only true Britons in the bunch--the Welsh and the Cornish. With respect to another matter, I would also suggest that specific rules be developed before the Program is put into place for determining and periodically changing the steering committee.

In general, however, the concept of the British Studies Program is good and has strong academic potential, and I encourage you to support it.

Sincerely,

Elissa R. Henken
Professor



The University of Georgia

College of Arts and Sciences
Philosophy Department

August 15, 2002

Professor Elizabeth Kraft
Department of English
337 Park Hall
Campus

Dear Elizabeth:

I am writing this letter in support of the British Studies Certificate proposal. My interest in British Studies goes back to my undergraduate study of philosophy. As a teacher of philosophy I always include the work of major British philosophers such as Berkeley, Hume, Mill, and Moore in my introductory courses, and the same is true of most of my colleagues. I also have taught the three courses that have been preapproved for this program, PHIL 3010. Classics of Modern Western Philosophy, PHIL 4100/6100. Contemporary Analytic Tradition, and PHIL 4040/6040. British Empiricism. We also offer special topics courses, from time to time, in which we focus on the work of a major figure such as Hume, Russell, Ryle, Austin, Strawson, or Popper. These would also be appropriate for this certificate program.

I have also been an enthusiastic supporter of interdisciplinary studies and programs and would note that several members of our department have participated in them. As recently as the past spring semester, Brad Bassler of our department and Thomas Cerbu of Comparative Literature collaborated in a special course. We would look forward to the possibility of collaborative work in British Studies.

Finally, we would be pleased to support study abroad programs which provide important opportunities for both students and faculty. A number of us have already taught abroad in various programs. I exchanged for a calendar year at Keele University in the UK and have taught for two summers in our Innsbruck Program with UNO. Both Clark Wolf and Vicky Davion have also taught in the Innsbruck Program and Vicky will teach in the UGA Oxford program this fall. Edward Halper is just returning from teaching and research as a Fulbright Scholar in Germany and he is scheduled to teach in the Oxford program in the spring of 2004 during which he plans to offer a course on the British Platonists. We are happy to support this exciting proposal.

Sincerely,

Robert G. Burton

cc: Dean Wyatt Anderson

James C. Anderson, Jr.
Elena Bianchelli
Robert I. Curtis, Head
T. Keith Dix
Mario Erasmo
Nancy Felson
Timothy N. Gantz
Robert R. Harris
Jared S. Klein



The University of Georgia

Franklin College of Arts and Sciences
Department of Classics

Richard A. LaFleur
Naomi J. Norman
Charles L. Platter
C. Thomas Poss
Sarah Spence
Philip Thibodeau
Erika Thorgerson
Edward E. Best, Jr., Emeritus

August 14, 2002

Dean Wyatt Anderson
Franklin College of Arts and Sciences
New College
CAMPUS

Dear Dean Anderson,

I would like to write to you strongly endorsing the proposal for a British Studies Undergraduate Certificate. A cross-disciplinary approach to the study of Great Britain will provide to students a variety of viewpoints, approaches, and philosophies, seen both diachronically and synchronically, on Britain, a country whose distinctive culture and historical importance for Americans is obvious. The fact that this program will offer students both a wide variety of classroom courses and the opportunity for on-site experience through study abroad provides an important plus.

Faculty members in the several departments who will participate in the British Studies Program look at Britain from different perspectives. In the Classics Department, several faculty members, including myself, have an abiding interest in ancient Britain, but approach the study of Roman Britain from different, though sometimes overlapping, directions. So, for example, I have worked in Britain on Roman military and economic life, while Jim Anderson has focused on the British evidence for ancient architecture and urban life. Prof. Naomi Norman has worked with the Oxford Program in England and has taught archaeology courses concentrating on British material. And, finally, Prof. Sallie Spence looks at the continuation of the classical influence through the study of the use of classical sources by later British writers. She is presently working on the syllabus for a course on this topic that will form part of the course offerings in the British Studies Program.

I enthusiastically support creation of the British Studies Undergraduate Certificate and hope that it will become a reality in the near future. Thank you.

Best Wishes,

Robert I. Curtis
Professor and Head

August 30, 2002

Dean Wyatt W. Anderson
Franklin College of Arts and Sciences
310 New College
CAMPUS

Dear Wyatt:

I am writing in enthusiastic support of the British Studies Certificate Program.

The proposed program will be an ideal complement to the various study-abroad and exchange programs that are based in the United Kingdom, including the Sociology department's exchange program with the University of Leicester. Further, it appears to be a highly cost-effective way of building on existing ties and faculty expertise in the field of British studies and of promoting future student and faculty interest in this area.

Sincerely,

William Finlay
Professor and Head, Sociology



The University of Georgia

Franklin College of Arts and Sciences
Department of English

8 August 2002

Dean Wyatt Anderson
310 New College
Franklin College of Arts and Sciences
Campus

Dear Wyatt,

I am writing to express my enthusiastic support for the proposed Program in British Studies and the Certificate it would offer. Such a program is obviously a natural fit with a department denominated by its concern for things "English," and the interest and support of our faculty is evident in the many who are already on the email distribution list of proposal supporters. Many of our undergraduates would, I am convinced, engage eagerly with the opportunity for a more organized, formalized, and recognized study of British culture.

Once the program is approved, I am committed to seeing our department staff the proposed gateway course at least once a year and to encouraging special topics seminars and courses particularly relevant to its goals, in addition to our many traditional classes pertinent to the proposal. Such a program should serve to draw together and inspire faculty who have sometimes seen their work as too distinct in historical periods and too diffused in the wide-ranging concerns of the department. Students and faculty would benefit mutually from the focus and concentration the program would supply.

I believe that a Franklin College Program in British Studies is long overdue. As it can very easily be put in place and should prove immediately attractive and successful, I support its creation as quickly as possible.

Cordially,



The University of Georgia

Franklin College of Arts and Sciences
Department of History

August 30, 2002

Doctor Wyatt Anderson
Dean
Franklin College of Arts and Science
University of Georgia

Dear Dean Anderson,

We are writing in support of the British Studies Program proposal for undergraduate students in Franklin College. Its interdisciplinary and international focus will enhance the learning experience for all of the undergraduates, but it will also be of great benefit to our history majors.

Our majors will benefit from its interdisciplinary emphasis. History is just one element of a culture, and the more knowledgeable one becomes in a culture the better one can understand its history. The British Studies Program will encourage our students to take a broader perspective on British history than they would be likely to do without it.

Needless to say, the more this program helps to encourage our undergraduates to take advantage of the many opportunities the university offers to study British history in situ, the better British historians they will be.

Writing in our capacities as the chair of the history department and the coordinator of instruction, we can assure you that the history department will cooperate in this program within its ability to do so.

Edward Larson

Russell Professor of History, Talmadge
Professor of Law, History Department
Head

Professor Michael P. Winship,

Graduate Coordinator, Coordinator
of Instruction, History Department



The University of Georgia

Franklin College of Arts and Sciences
Comparative Literature Department

August 20, 2002

Prof. Elizabeth Kraft
Department of English
University of Georgia

Dear Elizabeth:

On behalf of the Department of Comparative Literature, I would like to express my enthusiastic support for the formation of a British Studies Program at UGA. The Program would serve the goals of our Department in a variety of ways: by offering our students increased opportunities for international study; by encouraging cross-cultural study and inter-departmental cooperation within the University; and by expanding support for faculty research.

We are especially supportive of the effort to broaden the range of courses offered in the Oxford Studies Abroad Program. Comparative Literature already has close ties with international study programs in Tanzania and Ghana. We are exploring a relationship with the University of Nanjing in China. These programs offer opportunities to our students and faculty to increase international experience and we would welcome the opportunity to have courses of the kind that our students need and which our faculty teach available at Oxford. Through the British Studies Program this would be possible.

Dr. Joel Black, a member of our Department, participated in the development of the concept and proposal for the BSP. His research and teaching interests in British film and in the critical writings of Oscar Wilde would be advanced by participation in the Program. Other faculty members who work in the areas of Post-colonial studies will certainly want to participate. We are beginning to offer courses in Hindi which gives us a unique vantage point from which to consider the colonial and post colonial British experience. My own work in Boccaccio and Italian vernacular literature has close links to the development of medieval and Renaissance English literature. Many English majors have taken our courses in medieval and Renaissance literature, but the BSP offers a structure that would support cooperative courses. I would imagine that these courses might include such topics as "Boccaccio and Chaucer;" "Ariosto and Spenser;" "Continental and British Romance;" "Italian and English Renaissance;" and several others.

I wish you every success in the effort to get this program underway. If there is anything I can do to further the effort please let me know.

With all best wishes,

James H. S. McGregor
Professor and Associate Head



The University of Georgia

Franklin College of Arts and Sciences
Department of English

August 22, 2002

Dean Wyatt Anderson
Franklin College of Arts and Sciences
Campus

Dear Wyatt,

I am writing to endorse the British Studies Program that is being proposed by the British Studies Steering Committee chaired by Dr. Elizabeth Kraft. In reading this proposal, I was struck by how it coordinates many valuable resources already in place at the University: distinguished faculty doing research in the field, many courses already on the curriculum, and the wonderful resources for study in the British Isles, especially with the Oxford Program, which is almost undoubtedly our students' premier opportunity for study abroad. As a specialist in British Literature I would be delighted to teach for this program, and would of course welcome any opportunities for research in England that might be associated with it. I know that I would also find it extremely valuable to have the opportunity to meet and work with people in this area in other departments. One of the few disadvantages of working at a research university of this size is the difficulty one has in meeting people with similar interests in other departments. The annual activities that the committee is proposing would do much to mitigate this situation. In short, I think that this is an excellent proposal and I hope you will give it your support.

Thank you very much.

Yours sincerely,

Anne Williams
Professor of English



The University of Georgia

Franklin College of Arts and Sciences
Lamar Dodd School of Art

August 15, 2002

Wyatt Anderson
Dean
Franklin College of Arts and Science
UGA

Dear Dean Anderson,

This letter is written in support of the British Studies Program (BSP) proposal for undergraduate students in Franklin College. I understand that the program is intended to encourage participation in the Oxford program, to offer an interdisciplinary certificate, and to stimulate cross-disciplinary research in British studies. As area chair for art history, I fully support the initiation of such a project and intend to offer whatever assistance we can in its development and implementation.

At this point in time (and admittedly, for the foreseeable future), the art history program does not include a full-time specialist in British art. On the other hand, Dr. Romita Ray, Curator of Prints and Drawings at the Georgia Museum of Art and adjunct assistant professor as well as provisional graduate faculty in the School of Art, does have a Ph.D. in British and Colonial Art from Yale University. Several courses that she teaches are available for students in the BSP: ARHI 3045 Oriental Views and Post Colonial Perceptions and ARHI 4650/6650 Voyages and Visionaries: From Columbus to Picard being two already on our permanent course list. In the spring Dr. Ray will be teaching a graduate seminar (ARHI 8950) that will focus on issues related to travel in the British empire. Besides these pre-existing courses I also know that Dr. Janice Simon, Associate Professor, is intending to develop a new 4000-level course on the "Anglo-American Landscape." This course derives, in part, from her experience teaching the history of British landscape painting while in Oxford. Both Dr. Ray and Dr. Simon have expressed interest in other courses as well. The art history area also has other faculty with expertise in a variety of related topics. Furthermore, we are fortunate this spring to have an adjunct instructor from Atlanta who will be teaching a special topics course (ARHI 4920) on British Art of the 18th and 19th centuries. Thus, while I cannot commit to a fixed cycle of British art courses, I believe that the art history program can offer some courses on a regular basis and that these courses will serve to enhance the interdisciplinary nature of the BSP.

Speaking for the entire area, I believe that the BSP initiative represents a positive development for Franklin College. It should allow students in history and English literature a more varied exposure to related disciplines and it should allow art history students another venue for appreciating the complex interchange between the visual arts and culture in every period.

If you have any further questions, please feel free to contact me.

Yours sincerely,

Shelley E. Zuraw
Associate Director/Arca Chair for Art History
Lamar Dodd School of Art
University of Georgia
2-1576
szuraw@arches/uga.edu

CC Carmon Colangelo
Elizabeth Kraft