

## Possible Steps for Setting up a Great Books Curriculum

Gain general idea of what a Great Books Curriculum is and what sorts of things you want it to do your institution

Discss idea informally with colleagues

*Circulate letter to faculty describing possible program and advantages of it and inviting interested partes to email you or put signed copy of letter in your mailbox, Be sure to stress this is meant to be a highly collaborative faculty driven effort I where interested faculty will determine the structure.*

Schedule first organizational meeting

### Possible Agenda Items

1. Educate attending faculty about what a Great Books Curriculum is, how it functions at other campuses, what you see as its advantages for faculty and students at your institution.
2. Discuss how other Great Books Curricula work and what elements appear appropriate for this effort and what you want to do differently.
3. Discussion of general overall goals of your GBC.
4. Be sure to establish a precedent for wide collaboration by actively *soliciting faculty comments in the first meeting concerning such possible questions on the 50% of readings requirement, use of the Britannica list of authors, determination of how many courses students need to complete the GBC, how to certify their completion.*
5. Get rough estimate of how many faculty and would be willing to offer a Great Books course and in which disciplines.
6. Establish rough deadline for when faculty would be able to begin offering such courses.

Distribute follow up email to faculty on progress  
Continue informal recruitment.  
Schedule second meeting.

### Second Meeting: Possible Agenda Items

1. Hear faculty discuss what course(s) they plan to offer and share what authors they will be teaching and in what context.
2. Identify the protocols for course revision approvals and meet with appropriate people (chairs, deans, curriculum committees) to secure their support or identify opposition to creating GBC variations of approved courses
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3. Engage the faculty and Dean in an early discussion of what the GBC program goals are and likely student outcomes upon completion of the GB.
4. Confer with Dean and follow up on progress with registrar for notating Great Books courses in course schedule.
5. . Discuss possible ways of publicizing of new courses when the program is ready.

### Third Meeting: Possible Agenda Items

1. create a list of program responsibilities (student records, brochure prep, schedule prep, syllabi review of participating faculty to make sure at least half the primary readings are taken from the Great Books core author list. seek out help or identify who will do it;
- ) ) discuss with faculty/dean ways to integrate and coordinate courses in the curriculum in a given term--themes, team teaching, tie-in with local civic or collegiate initiatives;

Discss idea informally with Academic Dean

Strongly consider including academic dean or another administrator sympathetic to your goals to be a permanent member of the emergent GBC attending all meetings and serving as administrative liason and source of counsel.

Have Academic Dean work with Registrar to lay groundwork for eventually listing Great Books courses with special code in semester course schedules.

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discussion of how to fold assessment of a GBC into college assessment practices  
discuss how to transform a GBC from a collection of completed courses into a  
program--this should lead to discussion of organizing

a field trip to a theater performance of a great books author.

presenting a faculty symposium

presenting a student symposium

Consider establishing an annual Great Books faculty symposium dinner where faculty get together informally over dinner to discuss a text

7. Presenting a very simply functional local great books web sit to be launched when the new program is launched.

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