2012-2013 Annual Report

Department of Classics

School of Languages, Cultures, and World Affairs

College of Charleston

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Classics
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I. Executive Summary: Classics and National Trends

Classics at the College of Charleston is healthy, stable and growing. This should not be taken for granted:

As we strive to create a more civil public discourse, a more adaptable and creative workforce, and a more secure nation, the humanities and social sciences are the heart of the matter, the keeper of the republic—a source of national memory and civic vigor, cultural understanding and communication, individual fulfillment and the ideals we hold in common.

Federal funding for international training and education has been cut by 41 percent in four years.

-- From “The Heart of the Matter” a report from the Commission on the Humanities and Social Sciences, requested by Senators Lamar Alexander (R-Tennessee) and Mark Warner (D-Virginia), and Representatives Tom Petri (R-Wisconsin) and David Price (D-North Carolina); http://www.amacad.org

A Classical curriculum was a key feature for the development of education within the United States (as reflected in the history of the College of Charleston), but steadily over the past decades and even more since the most recent economic crisis, Classics has lost any privileged position within the academy at large, begun to shrink, and overall is struggling to survive. Such is the case nationally and internationally, where even perennial leaders in Classics (Germany and UK) face cutbacks and decline. Classics still has its place and voice, evidenced by such national organizations as the American Philological Association, Archaeological Institute of America, American Classical League, and National Junior Classical League, but in terms of strong and stable programs it survives mostly in pockets. The peer group of thirteen institutions, the College of Charleston claims, illustrates the situation (Appalachian State University; Baylor University; Bowling Green State University; Clemson University; James Madison University; Montana State University-Bozeman; University of Maine; University of Missouri-St Louis; University of New Hampshire; UNC-Charlotte; UNC-Greensboro; UNC-Wilmington; University of Northern Iowa). 5 have no faculty in Classics and another 5 maintain only 1-2 faculty members in Classics. Out of the latter 5, 4 out of the 5 offer a minor in the subject only. There is a trend within the peer institutions towards departments of languages, literatures, and cultures (4 now when a few years ago there were none), but within them Classics is virtually non-existent with one exception (University of New Hampshire). Of the 3 peer institutions with 4 or more roster faculty in Classics, only 2 have a faculty with a comparable range in teaching/research interests and only 1 matches the diversity of Classics at the College of Charleston by including archaeology in its curriculum (UNC-Greensboro).

If these institutions do not, in fact, constitute a peer group for Classics at Charleston, then who does? It is common for large public universities to have recognized graduate programs dependent on a roster faculty of no more than 7 - 10 members, a comparable size to Classics at Charleston. These graduate programs, however, are able to draw instructors for their undergraduate programs from their graduate students, which are more often than not their primary emphasis. Our closest and most consistent peers in Classics are private liberal arts
colleges and universities, concentrating on undergraduate education, which maintain a roster faculty on average of 5 - 9 members and offer a major in Classics, consisting of multiple tracks. These include Baylor University, Bowdoin College, Dartmouth, Miami University of Ohio, Oberlin College, Union College, and the College of William and Mary.

The entire picture is not dismal, nor is the study of Classics, and the Humanities in general, obsolete (see: http://artsandhumanities.fas.harvard.edu/humanities-project; http://chronicle.com/article/The-Humanities-in-Dubious/140047/). While there is any number of independent factors for the strength of Classics within liberal arts institutions (as the College of Charleston), their programming shares four common attributes. First, such colleges/universities have a tradition that runs counter to a narrow focus on S-T-E-M education and understands that SCH production is not of necessity the prime indicator of academic strength. The diversity in Classics and Humanities teaches transferable practical work-skills needed in a transitive and global environment (logic, cultural awareness, increasing interdependence, transformative technologies, and multimedia communications). Second, it has been popular in Classics to push large enrolling cultural courses as a deterrent to decline, but this strategy has not yielded a comparable increase in the number of majors necessary to revive and grow programs. Instead, the programs having success are those able to meld language and cultural studies, which is more viable within the integrated programming of a liberal arts setting. Strength on the language side remains key. Third, there is more than “lip-service” to interdisciplinarity. Classics at Charleston, along with others, has worked to strengthen connections with the sciences (e.g., computing and mapping applications in the humanities), history, and archaeology. Fourth, Classics has not neglected service, such as being leaders in freshman seminars and other enrichment curriculum, the development of which has increased over the last three years.

Within this larger context with its challenges and successes, it is no small matter that the Classics Department at the College offers a comprehensive approach to its field. In covering classical literature and culture from archaic Greece to the late imperial Roman period, the Department houses a Roman and Greek historian, as well as archaeologists and those whose research and teaching involve the material world. Through such diversity Classics is able to be a strong interdisciplinary component in the College’s academic experience. This is evident by growth in two particular areas. (1) The number of students pursuing a secondary teaching career in Latin has begun to increase. The interdisciplinary nature of Classics prepares them well to adapt to teaching assignments in cognate fields. (2) More students with majors other than Classics are opting to pursue the A.B. degree.

Our level of contribution need not change in the foreseeable future. This is hardly the case nationally, since hiring freezes have tended to “gray” Classics and often kept it teetering on the edge of permanent retirement. In this sense, Classics at the College is young. This academic year (2012-2013) the Department was comprised of 6 tenured/tenure-track faculty members, joined by 2 returning full-time adjuncts, and a half-time administrative assistant. This composition (at 8 faculty members) has been stable but not static. In July 2011, Tim Johnson joined the faculty as professor and chair. This past year (Fall 2012), Andrew Alwine, a Greek
historian, was added to the faculty and filled a needed subject area, which will strengthen ties with the History Department and International Studies. Also this past Fall, the College and the School of Languages, Cultures, and World Affairs, through the support of a donor, authorized the Department to search for a visiting assistant professor in lieu of an adjunct position. Beginning this coming year, the addition of Allison Sterrett-Krause will enhance our offerings in archaeology. This will bring the total number of roster faculty to 7 (there will continue to be 1 full-time adjunct). In short, the Department is balanced (2 professors; 2 associate professors; 2 assistant professors; 1 visiting assistant professor), which predicts a fine Classical line at Charleston for the future. Also this year, due to Sabine Hagn-Ford taking a position in the Department of French, Francophone, and Italian Studies, Classics welcomed Fedelia Chapman as its part-time administrative assistant.

Faculty members were leaders in their disciplines, authoring books, articles and other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants (5 of 6 roster faculty members received internal and/or external funding/awards totaling $60,342), and participating in training workshops for teachers and students. Classics faculty and adjuncts work 4 international archaeological sites and manage data-bases vital to multiple projects, including the Palace of Nestor. Classics faculty remain active in service, serving on standing, ad hoc, and programmatic advisory committees within the institution, and national/international service units of significance to the discipline. All faculty members contribute in diverse and significant ways to students, the College, community, and profession.

Classics considers its role to the wider College community to be central to its mission. For example, Classics continued its contributions to the First-Year Experience. Its faculty regularly field 4 FYE courses per academic year: 2 Learning Communities and 2 First-Year Seminars. In addition to staffing its own curriculum for its two major and three minor programs, the Department contributes to Anthropology, Archaeology, History, Film Studies, and Women and Gender Studies. Classics is viewed as a model program in terms of integrating language and cultural courses.

Classics enrolled 1,128 students for the academic year (statistics drawn from Cognos the day after the first drop date of each semester). Based on the more conservative statistics the College draws late in the semesters, Classics for the year taught 1,011 students (compared to 1,056 in 2011-2012) with each faculty member responsible for an average of 190 credit hours each semester (unadjusted for release time). This translates into 21.5 students per course, the same as English and roughly the same as Computer Science (21.8). This is a decrease from 2011-2012 (1,056 to 1,011), which reflects release time. Darryl Phillips, whose courses always fill, was on sabbatical for the year without replacement, and courses offered were reduced by 4 for the year. Assuming these 4 courses had been offered at a modest average of 15 students per course, the total enrollment would have slightly increased over the previous year. Overall, Classics has taught in the range of 1,006-1,056 students per year over the past 4 years (2009-2013). This represents a consistent and strong enrollment pattern.
Major and minor programs continue to flourish. In Spring 2013, 37 students were working towards majors in Classics; 25 towards minors [total: 62]; 56 students in majors other than Classics were working toward an A.B. degree. Since the A.B. degree requires 6 more hours than a typical minor, the number of actual minors in Classics tends to be artificially lowered. It is more accurate to count both minors (25) and A.B. degrees (56) for comparative purposes (total: 81). By this measure only 7 programs enroll more minors than Classics (Business Administration; Crime/Law/Society; Environmental Studies; Psychology; International Studies; Spanish; Studio Art). This year 11 students graduated with Classics majors.

Classics graduates go on to pursue graduate study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs in Classics, Historic Preservation, and Museum Studies. Two will start careers in secondary education, Latin and History respectively. Another will be commissioned as a second Lieutenant in the Marine Corp. They will join past graduates currently studying at North Carolina – Chapel Hill, Brown, Duke, Uniformed Services University-Maryland, Washington University, Western Michigan, Wisconsin, and Wake Forest in such diverse fields as Law, Medicine, and Medieval Studies.

For these reasons and more, Classics at Charleston is gaining a national reputation. Certainly we do not take this for granted. There is more to be done to improve infrastructure, promote research, and increase extramural funding, but the present commitment of the Department and College predicts progress. Classics is worth continued investment.

II. Program: Mission and Goals

Mission Statement

The Department of Classics intends to promote an understanding of the ancient Greek and Roman worlds and their legacies through an investigation of the languages and cultures of these civilizations. In addition the Department operates in conjunction with and support of the mission of the School of Languages, Cultures, and World Affairs and the College of Charleston.

Program Goals and the College’s Strategic Plan

The study of Classical languages and cultures is based on two human networks: Greece and Rome. As such, it is by nature and design interdisciplinary. Therefore, Classics covers a broad range of curricula/interests, which through student learning and faculty research in the Greek and Roman worlds promotes and coordinates the following Dimensions of Learning:

• Foreign language study
• Social and cultural analysis
• Human history, artistic, cultural, and intellectual
• Understanding and using multiple cultural perspectives

Attune to these Dimensions, Classics courses teach necessary skills in critical thinking, research, and communication, the acquisition of which prepares students not only to enter top-
tier graduate programs in Classics and related fields, but also to pursue careers effectively in education, the law, medicine, divinity, information science, politics/civil service, consulting, publishing, administration, and other fields that value transferrable skills such as spoken/written communication, analysis, synthesis, and contextualization.

**Strategic Priorities**

These Departmental goals mirror the College’s strategic plan, specifically to provide students: (1) experiential, high-impact education grounded in the liberal arts; (2) interdisciplinary and global perspectives; (3) an integrated curriculum with co-curricular and extracurricular activities. Of the strategies/tactics the College identifies as supporting these goals, the Department would place high priority on: (1) intensifying introductory and intermediate language courses; (2) enhancing support for faculty research; (3) reducing adjunct dependency to below 15%; (4) establishing policies and structures that facilitate interdisciplinary programs; (5) providing coordinated and sufficient support for extramural fundraising at the departmental level.

**Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]:** *See Supporting Data, 2012-2013 Annual Assessment Report*

**Major Outcome 1 (Knowledge):** Demonstrate a working knowledge of the primary resources for research in the field and assess how they would apply to a particular question.

Assessment: Create a one page abstract, which includes an annotated bibliography of at least 10-15 items and a summary detailing how these sources are best utilized. The student should use instruments such as but not necessarily limited to: (1) *L’Année Philologique*; (2) two major commentaries essential for the topic; (3) TOCS-IN; (4) one component from the library’s special collection; (5) The Perseus Digital Library

**Rubrics:**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>All required research instruments are used, and the sources found exhibit both variety and depth.</td>
<td>All required research instruments are used, but the sources gained lack variety.</td>
<td>Fails to use one or more of the required research instruments.</td>
</tr>
<tr>
<td>Summary</td>
<td>Explains clearly and concisely with no serious errors in mechanics how the sources were found and relate to the topic.</td>
<td>Explains how the sources were found but is unclear on how one or two relate to the topic. Contains no serious errors in mechanics.</td>
<td>Fails to explain how the sources were found or lacks clarity because of serious errors in mechanics.</td>
</tr>
<tr>
<td>Abstract</td>
<td>The thesis for the abstract is clearly stated and its</td>
<td>The thesis is clearly stated, but the significance is not as</td>
<td>Neither the thesis nor its significance is clear. The thesis is</td>
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</tbody>
</table>
significance (relative to the subject) is concisely explained. It is supported by three arguments, which themselves are clear and present a cohesive logic.  

| thesis is supported by three arguments, which are clear but lack some logical cohesion. | supported by three arguments, but they lack clarity and logical progression. |

Major Outcome 2 (Writing): Compose a clear, cogent, and substantial research paper (15 pages), identifying relevant secondary literature and developing a rational argument.

Assessment: Write a research paper on a topic assigned or approved by an instructor of record for CLAS 401.

(1) Length and Format: minimum of 15-20 double spaced pages with standard 1 in. margins. The citation method for footnotes and Works Cited should follow the most recent style of the American Journal of Philology. The student is advised also to consult the Chicago Manual of Style. Abbreviations for primary authors should follow the OLD and LSJ. Those for secondary works, such as journals, can be found in L'Année Philologique. Consistency is the rule.

(2) Grammar: the paper should be free of all spelling and typing errors; such grammatical solecisms as fragments, comma-splices, lack of subject-verb agreement, etc. must be minimal.

(3) Thesis: in the paper’s opening paragraphs, there must be a clear and concise thesis statement, summarizing the primary argument of the paper and projecting the primary supporting arguments.

(4) Argument: the thesis must be supported by at least five supporting arguments, and these must be linked by logical transitions. The arguments must be related to each other by a clear logic.

(5) Footnotes: there must be at least three discussion-styled footnotes.

(6) Works Cited: the List of Works Cited must have at least 10 references, including commentaries, books, and journals.

(7) Conclusion: there must be a conclusion that not only follows logically from the paper’s argumentation, but also clearly establishes the contribution the paper makes.

Rubrics:

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
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<tr>
<td>Presents the relevant background needed to contextualize the thesis. The thesis is clearly stated and its significance (relative to the subject) is concisely explained.</td>
<td>The thesis itself is clearly stated and its significance (relative to the subject) is concisely explained, but some minor background material is omitted.</td>
<td>The thesis is not clear or its significance is not persuasive.</td>
<td></td>
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<tr>
<td>Depth and Cogency</td>
<td>The paper explores deeply a well-defined</td>
<td>The paper presents enough argumentation</td>
<td>Fails to meet an adequate standard in</td>
</tr>
<tr>
<td>Citations</td>
<td>The paper contains three discussion-styled footnotes, executed at appropriate points. All citations are according to accepted form.</td>
<td>The paper contains three discussion-styled footnotes, but they are not executed at appropriate points. Citations contain minor inconsistencies.</td>
<td>The paper fails to have the required discussion-footnotes or does not exhibit any consistent citation.</td>
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<tr>
<td>Mechanics</td>
<td>The paper meets all requirements of length and format. There are infrequent, if any, errors in punctuation, grammar and usage, and none weaken the overall argument.</td>
<td>The paper meets all requirements of length and format. There are infrequent errors in punctuation, grammar and usage. Although these at times lessen clarity they do not disrupt the argument.</td>
<td>The paper fails to meet requirement of length and/or format. If the paper does meet these requirements, its argument does not cohere because mechanical errors are too frequent.</td>
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</table>

Major Outcome 3 (Communication/Critical Thinking): Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

Assessment: Give a 10-15 minute oral presentation on an assigned or approved research topic. The oral presentation should exhibit the following qualities:
1. A clear and unifying purpose to the presentation.
2. Methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) appropriate for the presentation and of high quality.
3. Sound mechanics of effective speaking, such as eye contact, good diction, and enthusiasm.
4. Appropriate pacing and effective use of time.
5. Generates questions and discussion from the audience.

Rubrics:

<table>
<thead>
<tr>
<th>Argumentation</th>
<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
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<td></td>
<td>The speaker explains clearly and succinctly a cogent thesis for the presentation.</td>
<td>The speaker presents a cogent thesis but its expression is not succinct.</td>
<td>The thesis lacks clarity so that it fails to produce significant audience interaction.</td>
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<tr>
<td>Methods</td>
<td>The methods (lecture, recitation, discussion) and technologies</td>
<td>The methods (lecture, recitation, discussion) and technologies</td>
<td>The methods (lecture, recitation, discussion) and technologies</td>
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(handouts, PowerPoint, i-video) are appropriate and of high quality.

(handouts, PowerPoint, i-video) but are of high quality do not precisely fit the topic.

(handouts, PowerPoint, i-video) are low in quality.

Mechanics
The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.

The speaker’s mechanics are adequate, that is they do not impede the audience’s comprehension.

The speaker’s mechanics are poor enough that they impede the audience’s comprehension.

III. Summary and Analysis of Departmental Accomplishments

Student-Centered Curriculum
The Department of Classics is committed to the well-being of all students on campus, whether they are majors or minors in one of the Department’s 3 programs, pursuing the Artium Baccalaureatus in any major, or whether they are taking courses because of an interest in the Greco-Roman world. Student evaluations mark faculty members highly, and the faculty contributes to the college-wide curriculum in numerous ways. The following sections emphasize the college-wide participation of the Department and its success on the national level.

Programming and Enrollment Trends
Classics at Charleston is distinguished by the breadth and strength of its offerings, compared to other peer institutions and similarly-sized programs. Courses in 2012-2013 were taught in Greek, Latin, ancient history, classical archaeology, and classical culture – a breadth of coverage not found in any peer institution with the exception of the similarly-sized University of North Carolina – Greensboro. This is not just indicative of the health of the Department, but on a pragmatic level it provides the flexibility necessary for students to manage schedules.

<table>
<thead>
<tr>
<th>LATN</th>
<th>Level</th>
<th>No. of Sections</th>
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</thead>
<tbody>
<tr>
<td>101-102*</td>
<td>Elementary</td>
<td>10</td>
<td>223</td>
</tr>
<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>123</td>
</tr>
<tr>
<td>LATN 300</td>
<td>Advanced</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>* Includes FYE LC/linked with CLAS</td>
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<td>47</td>
</tr>
<tr>
<td>201-202</td>
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<td>12</td>
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<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>12</td>
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<table>
<thead>
<tr>
<th>CLAS*</th>
<th>Level</th>
<th>No. of Courses/Sections</th>
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<tbody>
<tr>
<td>100**</td>
<td>Elementary</td>
<td>8</td>
<td>426</td>
</tr>
<tr>
<td>200</td>
<td>Intermediate</td>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>300/400</td>
<td>Advanced</td>
<td>2</td>
<td>29</td>
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</table>
| * Includes 3 courses in Classical Archaeology  
** Includes FYE LC/linked with Anthropology |
<table>
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<tr>
<th>HIST</th>
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<tr>
<td>231</td>
<td>Intermediate</td>
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<td>38</td>
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<tr>
<td>370</td>
<td>Advanced</td>
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<tr>
<td>113</td>
<td>Elementary</td>
<td>2</td>
<td>40</td>
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| TOTALS |         | 46       | 1,128     |

- Because of release time for sabbatical and administrative duties, the Department offered 4 less courses/sections than in 2011-2012, but still enrolled roughly the same amount of students (1,128 compared to 1,144). Even with this decrease, the number of courses/sections fell only 1 section below 6-year norms (2010-11 = 44; 2011-2012 = 45; 2012-2013 = 42; 6-year average = 43). These statistics do not include the courses taught for History (HIST) or FYE (FYSM), which would add 4 sections per annum. Therefore the average student-per-course increased for the year: 22.3 (2008); 22.7 (2009); 20.4 (2010); 22.2 (2011); 26 (2012). This average is higher than German and Slavic Studies, French, Francophone and Italian Studies, Hispanic Studies, and Jewish Studies. Since there are no sabbaticals next year, this figure should return to the levels of the previous two academic years. The fluctuation does demonstrate, however, that any release time places an additional strain on workload that is not easily redistributed without a replacement-instructor. The Department is operating at capacity.

- Total enrollments in language courses increased for 2012-1013, particularly at the advanced levels, which is a sign of strength for the program. Overall, the trend in enrollment is cyclical by year, with one year slightly higher and the next lower. Still, while many programs struggle to enroll students in language courses, it is the norm at the College of Charleston to offer multiple sections of Latin at every level, even the most advanced. Course enrollments at the 100-200 level often reach/exceed their capacity at 22 students. Although LCWA understands that lower enrollments in elementary language courses (15-20 students per course) have been shown to increase academic quality, this is difficult for Classics without increasing adjunct dependency or adding additional faculty lines. An additional line will continue to be a top priority for the Department to ensure educational quality, as well as support for current levels of research and service to the College and field.

- Greek enrollments are growing, so that we now offer two sections of elementary Greek (GREK 101). The result is that this year 12 students enrolled at the advanced level in Greek compared to 4 students the previous year.

- Courses in classical civilization remain popular. Classics courses at the 100 and 200 level are especially in demand. These courses not only serve as foundational courses for our B.A. major and the minor in Classics, but also serve students in other programs, such as Archaeology, Premed, History, Art History, Women’s and Gender Studies, and Communications. Most Classics courses also serve the needs of the SNAP program and its students, who enroll in our cultural courses as alternatives to their foreign language requirement. The Department typically offers 6-7 cultural courses a semester, covering 100-300/400 levels. It should be noted that CLAS 100 level courses often enroll 80-100 students per course, but all still have a writing component. The
caps, however, are staged so that enrollments decrease in intermediate and upper level courses so that the most advanced courses (300-400 level) typically enroll around 15.

- The Department significantly contributes to interdisciplinarity, internationalization, personalized education and high impact student experiences, particularly in research, creative activities, and peer education. Classics faculty work as research mentors with their students in a wide variety of projects involving a number of disciplines (See *infra*: Student Accomplishments and Faculty Productivity).

- Because of faculty research activities, the number of courses offered in Summer 2013 decreased.

**Instructional Contributions to Other Programs and Initiatives**

As reflected by the course offerings, the Department is a regular contributor to programs that are either cross-institutional in nature (such as the FYE and the Archaeology Program) or located in other schools (History, Anthropology, Geology, Art History, Film Studies, and Women and Gender Studies).

From the percentage of the total hours generated by LCWA, the Department accounted for the following student credit hours:

- 9% of the total SCH generated by LCWA
- 23.5% of the LCWA contributions to FYE
- 28.5% of the LCWA contributions to HSS

The Department’s healthy 9% of the total SCH generated by LCWA (and these figures do not reflect any adjustment for program size) trails only French, Hispanic Studies, and International and Intercultural Studies. Further, Classics generates major blocks of credit hours in key areas, such as cultural/subject courses and interdisciplinary venues, producing more LCWA credit hours for FYE (nearly one-fourth) than any unit, with the exception of Hispanic Studies, and over one-fourth of LCWA credit hours for HSS.

**FYE**

The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. 4 of the 6 Classics roster faculty and one adjunct were involved in the FYE (63% of all faculty). Additional service to the FYE was given by faculty during Accepted Students Weekend and Summer Orientation. It is unclear whether this level of involvement can be sustained given faculty size and commitments to developing the Department’s own curriculum. Nonetheless, for the coming year proposals were submitted for 2 FYSM and 2 Learning Communities – three internal to Classics, the other engaging with faculty in Anthropology.

**Other Programs**

In addition to the FYE program, the Department made significant contributions to other programs on campus:
• 3 courses counted towards the minor in Archaeology, serving both the beginning and middle components of the minor. The Department looks forward to supporting the recently approved Archaeology major.

• 2 courses were taught for History. The addition of a Greek historian to the Classics faculty should allow for an average of 3 courses per year on historical topics. The relationship between Classics and History has been advantageous for both.

**Interdisciplinarity, Internationalization, and High-Impact Education**

**Interdisciplinary Programs**

With its focus upon literary, historical, and archaeological evidence of the Greco-Roman/Mediterranean world, Classics is inherently interdisciplinary, containing within it elements connected with a variety of other programs. Courses taught in 2012-2013 contributed to programs in Archaeology, Anthropology, History, Art History, Film Studies, and Women and Gender Studies. Learning Communities in 2011-2012 linked introductory Latin with Roman civilization and classical archaeology with anthropology. This coming year courses will emphasize such diverse subject areas as epigraphy, gender studies, philosophy, politics and citizenship, comic theory, history, ancient medicine, architecture, and digital humanities. In addition to courses in Classics that contribute to other programs, the Department allows courses taught in Anthropology, Art History, Geology, History, and Philosophy to count toward its major, when the subject addresses issues dealing with the Greco-Roman/Mediterranean world. In fact, a BA in Classics requires a student to earn credit in at least 2 subject areas. The Department now has a standardized approach to general education (LATN 100-202; GREK 100-202; CLAS 101, 102, 103, 104, and 105) that encompasses language, culture, history, and archaeology.

**Study Abroad Programs and Internships**

The Department and its faculty work with the Office of International Education and Programs to offer all students in Classics the opportunity to study overseas, by providing two separate study abroad programs: one to Italy (Rome, Florence, and Naples [Pompeii]) and another to Greece. The programs are designed to run in rotation, one every other summer. Both allow students to earn up to six hours of credit through intensive in-field/on-site learning. The Italy program is also linked to a course in Art History and is offered in conjunction with that Department. Further, Classics offers archaeological internships in Greece or Turkey, and supports applications to programs offered through other institutions.

**Directed Research**: Faculty members are active directing Bachelor’s Essays and offering Honors tutorials. Their students frequently present at conferences. Our faculty exercises leadership roles in student-directed research on campus and are invited to national conferences on the topic.

**Charleston Latin**: This summer (2013) the Department is again sponsoring a two-week summer institute in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are overseen by Dr. Frank Morris, an emeritus professor from the Classics Department. Our own students attend these workshops and serve as teaching interns.
Co-Curricular Activities

Students interested in the Greco-Roman World lead a Classics Club, which extends the association of our students and faculty beyond the classroom. Dr. Joann Gulizio served as advisor to this SGA-sanctioned organization. This year the Club managed a larger budget than any other club, and used it to sponsor outside lectures, as well as a Vergil-a-thon and Homer-a-thon. During the Homer-a-thon, Dr. Stanley Lombardo (University of Kansas), a renowned translator of Homer, gave a public reading from his *Iliad*. His performance was attended by over 75 students.

Also Classics sponsors or co-sponsors lectures, by which internationally-recognized scholars visit the campus, engage majors and other interested students, and discuss potential collaborations with faculty. In 2012-2013, the Department sponsored/co-sponsored the following lectures. The lectures of the Classical Charleston Lecture Series* are made possible by the generous support of Theodore B. Guérard and family:

Professor Roger Macfarlane (Brigham Young University), “Wm. Hawkesworth v. B.L. Gildersleeve: The Necessity of Classics in Antebellum Charleston” (October 23, 2012)

Professor Gonda van Steen (University of Florida), “Aristophanes and the Women’s Plays” (Nov. 15, 2012)

Professor Alden Smith (Baylor University), “The Particulars of Posture in Roman Painting (and Poetry)” (February 6, 2013)

Professor Kostas Kapparis (University of Florida), “Prostitutes and Erotic Triangles in Attic Vase Iconography (February 20, 2013)

*Professor Michael Maas (Rice University), “The Character of the Inhabitants: Environmental Theory in Classical Antiquity” (February 21, 2013)

*Professor Richard Talbert (UNC-Chapel Hill), “How Romans Saw the World through Portable Sundials” (February 21, 2013)

*Professor Trevor Harris (University of West Virginia), “Deep Mapping Archaeology: Qualitative GIS, Citizen Science, and Immersive Sensual Worlds” (February 21, 2013)

Professor Stanley Lombardo (University of Kansas), “A Performance of Homer’s *Iliad*” (March 15, 2013)

Classics at Charleston is quickly becoming a recognized national venue. For example, three of the above talks were volunteered and the speakers traveled here at their own expense.

Teaching Workload

At its current size (6 roster; 2 adjuncts) Classics is operating at capacity in terms of courses offered, and, as enrollments indicate, demand often exceeds supply. Any comparison to the Delaware peer group in terms of SCH/IFTE ratios is of limited value, because there is no category for Classics but only for languages in general. Therefore, Classics is being compared to the performance of Spanish, etc. Nevertheless, the SCH ratio for total productivity exceeds the
Delaware average (205.22 to 193.67). Unfortunately, ratios exceed the Delaware peer group most noticeably in adjunct usage (297.64 to 204.33), which has climbed steadily over the past three years and has become necessary to mitigate the negative consequences of faculty workload-overload.

<table>
<thead>
<tr>
<th>Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Classics [3-year]</th>
<th>Delaware [3-year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/T</td>
<td>150.38</td>
<td>154.90</td>
<td>176.46</td>
<td>160.58</td>
<td>164.00</td>
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<tr>
<td>Non-T/T</td>
<td>195.75</td>
<td>231</td>
<td>--</td>
<td>142.25</td>
<td>273.67</td>
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<tr>
<td>Adjunct</td>
<td>261.33</td>
<td>313.26</td>
<td>318.35</td>
<td>297.64</td>
<td>204.33</td>
</tr>
<tr>
<td>Total</td>
<td>191.64</td>
<td>208.90</td>
<td>215.14</td>
<td>205.22</td>
<td>193.67</td>
</tr>
</tbody>
</table>

The primary strain on workloads does not concern so much class size and SCH production, nor even necessarily the 3/3 teaching load (even though UNC-Greensboro is at 3/2 and Baylor University 2/2) but the high number of individual and new course preparations that each faculty member must carry to sustain programming, which by nature is interdisciplinary. Classics offers courses in five distinct areas – Latin, ancient Greek, as well as courses exploring classical civilization, history, and archaeology. In all five, courses are offered at beginning, intermediate, and advanced levels, creating an extraordinarily high number of preparations. The specializations of the faculty have been coordinated; yet, the total number of preparations for each faculty member remains very high – the norm is to teach 3 courses with 3 separate preparations. This does not include the tutorials, internships, and Honors theses conducted each year.

Such a workload challenges the Department. It especially conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. Some progress has been made over the past two years. A visiting position was replaced with a tenure-track line (beginning Fall 2012) and this coming Fall (2013) a visiting assistant professor will replace an adjunct position. As important as these hires are, they have only changed the configuration of the faculty and not added additional personnel. Consequently, the effort the Department has made to lower the number of preparations for its faculty on a rotating basis has only been possible by deploying adjuncts broadly across the curriculum and increasing their workload.

Adjunct/Visiting Instruction:
During 2012-2013, adjuncts in Classics taught 40.4% of its students. The College’s goal is to have at least 80% of students taught by permanent roster faculty. At 59.6% we are far from this goal. This amount of adjunct dependency represents the greatest instability to the College and LCWA as a whole.

Thanks to the beneficence of a donor from LCWA, this coming year an adjunct position will be replaced with a visiting assistant professor, a position renewable for up to two additional years. It is anticipated that this hire will reduce adjunct usage by 6 courses/sections per year. This is a step forward, but will still leave us short of the College’s goal, and if the position is not converted to a tenure-track line any progress will evaporate.

Instructional Costs
The average instructional expenditure per SCH for Classics ($174) is one dollar below its peer group ($175). Again this comparison has limited statistical value, because the number of
Classics programs within the peer institutions is small – the majority has only 1-2 (or no) Classicists on staff.

Assessment Activities
During Fall 2010 and Spring 2011, learning outcomes and rubrics were reviewed, and these were implemented at the beginning of Fall 2011 (see under Program: Missions and Goals). As projected in last year’s annual report, data was collected based on these outcomes, and this data is included in the Annual Assessment Report (see Supporting Data).

Further, as part of the College’s move to establish learning outcomes, rubrics, and assessment for general education, Classics had the following courses recertified for general education (GREK 202; LATN 202, 301, 321, 322, 323, 371, 373, 390; CLAS 101, 102, 103, 104, 105, 203, 242, 253, 254, 255, 256, 270, 303).

Student and Graduate Accomplishments
Classics students excel in research and creative activities, which involve training in the traditional core areas of the discipline, as well as in areas that seek to cross disciplinary boundaries, as exemplified by the careers they choose, their placement into graduate programs, awards received, and work published.

Career Placement and Graduate/Professional School Acceptances (2012-2013)
• Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where she will begin graduate studies with a view to earning a Ph.D. in Classics.
• Brandon Baker (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, where he will pursue his interest in archaeology.
• Conor Bender (2013) was commissioned as a 2nd Lieutenant in the United States Marine Corps.
• Anna Duvall (2010) was accepted with funding into the Historic Preservation Program at Clemson and Cornell.
• Dillon McDougald (2013) was accepted into Law School at the University of South Carolina.
• Bridget Walsh (2013) accepted a position teaching History in Charlotte, NC.
• Pattie Webster (2013) accepted a position as Latin Teacher at Summerville High School, Summerville, SC.

Past Accomplishments (2010-2012)
• Caitlin Carlisle (2012) was accepted into Law School at Wake Forest University.
• Mitchel Cordes (2012) was accepted into Medical School at the Uniformed Services University.
• Marca Hoyle (2012) was accepted into the Ph.D. Program in Medieval Studies at Western Michigan University.
• Melissa Huber (2011) was accepted with funding (Lionel Pearson Fellowship, American Philological Society) into the program in the History of Ancient Rome, University of Reading and with full funding to the Ph.D. Program in Classics, Duke University.
• Angelina Phebus (2011) was accepted with full funding to the Ph.D. Program in Classics, UNC – Chapel Hill.
• Jeremy Walden (2011) was accepted with full funding to the M.A. Program in Classics, University of Florida.
• Laura Grantham (2010) was accepted with full funding to the M.A. program in Classics at the University of Arizona.
• Paula Kiesling (2010) was accepted with full funding to the M.A. program in Linguistics at the University of Hawaii.

College and Departmental Awards to Graduating Students (2012-2013)
• Brandon Baker: Outstanding Student (Classics A.B.)
• Dillon McDougald: HSS Scholar
• Alice Van Arsdale: Outstanding Student (Classics B.A.); Departmental Honors (Classics)

Artium Baccalaureatus Degrees Conferred:
• Shaina Anderson (English)
• Brandon Baker (Classics)
• Katie Cayer (Classics)
• Caroline Duncan (Biology)
• Samantha Geltz (Astrophysics)
• Alora Grogan (Computing in the arts)
• Eliza Lewis (English)
• Dillon McDougald (Philosophy)
• Jane McNamee (Business Administration)
• Casey Wilson (Psychology)

Departmental Scholarship Recipients (2013)

Robert H. Duryea, Jr. Memorial Scholarship Recipients
• David Hester
• Laura Lewis

Johnson-Vest Scholarship in Classics Recipients
• Robert J. Bassett
• Jami Baxley
• Laura Lewis
• Christina Stansell
• Kathleen Tuttle
• Danielle Winter

Harold A. Mouzon Scholarship in Classical Studies Recipients
• Katherine Babb
• Christina Stansell

Research and Creative Activities
• Ryan Simpson, “Introduction to Medical Practices in the Ancient Roman World,” Honors Tutorial (Kristen Gentile, mentor)
• Kathleen Tuttle, “Catullus and the Elegiac Ideal,” Honors Tutorial (Tim Johnson, mentor)
• Van Arsdale, Alice: “Ancient Greek View of Religious Accessories: An Application of Semiotic Theory,” Bachelor’s Essay (Kristen Gentile, mentor)

**Faculty: Composition and Productivity**

**Departmental Faculty and Staff:**

Andrew Alwine  Assistant Professor
Fedelia Chapman  Administrative Assistant (Half-Time); started January 2013
Kristen Gentile  Assistant Professor
Joann Gulizio  Adjunct Instructor
Sabine Hagn-Ford  Administrative Assistant (Half-Time); resigned September 2012
Tim Johnson  Professor
Frank Morris  Associate Professor Emeritus and Research Associate
James Newhard  Associate Professor
Darryl Phillips  Professor
Kevin Pluta  Adjunct Instructor
Anne Saunders  Research Associate
Noelle Zeiner-Carmichael  Associate Professor

One sabbatical occurred during this reporting cycle: Darryl Phillips was awarded a year-long sabbatical (2012-2013) to work on a book-length reading commentary on Suetonius’ *Life of Augustus*.

Kristen Gentile had a successful third-year review.

**Diversity**

The Department of Classics (2012-13) consisted of 6 roster lines, 2 full-time adjuncts, a part-time administrative assistant, and 2 research associates (not salaried). The level of faculty/staff consisting of women or minorities was 54.5%. Of those listed – part-time or full-time, 45.4% were women. Of the 8 full-time faculty members, 38% were women.

**Research and Professional Development [see also Supporting Data]**

**National and International Impact**

The research interests of the faculty reflect the broad approaches found within a vibrant and engaged Classics program. Faculty members publish books; articles in journals, ranging from those specializing in literary topics to environmental geology; and speak/present at national and international venues. They serve as readers/referees for prestigious journals and serve on dissertation committees. Each, in their own way, specific to their research interests, exemplifies the teacher-scholar model by integrating their research into their teaching and mentoring activities, or using their teaching experiences as springboards for deeper exploration and discovery, to enrich the College and larger academy. Through Classics, the College of Charleston receives global coverage.

**Highlights**

<p>| Books Under Contract | 2 |
| Books Under Review   | 1 |</p>
<table>
<thead>
<tr>
<th>Journal Articles/Book Chapters Published</th>
<th>3</th>
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<tr>
<td>Journal Articles/Book Chapters Submitted</td>
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<tr>
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<td>Archaeological Field Work/Projects</td>
<td>4</td>
</tr>
<tr>
<td>Directed Research /Theses/Student Tutorials</td>
<td>4</td>
</tr>
</tbody>
</table>

* This total does not include the $1,000,000 grant from the NSF for the College of Charleston Center for Social Science Research.

- **Books/Articles:** Within this academic year, 50% (3/6) of the roster faculty either have a book under contract or under review. 63% (5/8) of all faculty members, including adjuncts, either published or submitted articles.

- **International Presence:** 70% of the roster faculty was involved internationally as conference speakers, on archaeological projects, or in study abroad programs. Noelle Zeiner-Carmichael was awarded a very competitive NEH stipend to attend an NEH summer institute at the American Academy in Rome (July 2012).

- **Grants/Funding Awards:** 80% of the roster faculty received competitive funding, external or internal.

- **Adjuncts:** Research and Grants: The adjuncts are also active researchers.
  
  Dr. Kevin Pluta co-directs the publication of the Linear B tablets from Pylos. This involves the production of three-dimensional images of the tablets, using multiple 3-D imaging techniques. These images, along with a revised and re-edited commentary, will be published as *Palace of Nestor IV*. For this work, this year Kevin was awarded $10,000 from INSTAP (Institute for Aegean Prehistory) and $34,376 from the Loeb Classical Library Foundation.

  Dr. Joann Gulizio continued her work as ceramics analyst on the Iklaina Archaeological Project. She published a book-chapter (“Textiles for the Gods? Linear B Evidence for the Use of Textiles in Religious Ceremonies,” in *Kosmos: Jewelry, Adornment, and Textiles in the Aegean Bronze Age* [Peeters 2012] 279-285) and presented a paper at the annual meeting of the APA/AIA (“A Preliminary Examination of the Miniature Vessels from the Bronze Age Site of Iklaina”).

**Service**

The Department recognizes service to be a vital responsibility for roster faculty. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 12 college-wide committees. This translates to an average of 2 committee assignments per faculty member. This does not include service on tenure and promotion committees. Service to the College still predominates over service to the profession, but this is starting to shift. 50% of the roster faculty now holds key leadership positions in national/international organizations for Classics.
IV. Conclusion: Strengths, Weaknesses, and Revisions

Classics is efficient for its size, noteworthy for its breadth of research and teaching, as well as its service to the institution and larger field of Classics. Strong and stable enrollments indicate that students are drawn to the Greco-Roman world, and the Department meets their interests with a variety of opportunities for engagement. The faculty is strong in their teaching, research, and service, and students follow this lead by reaching high levels of accomplishments themselves. Some areas, however, require revision:

Operational Expenses:
Although members have been added to the faculty, both operational and research and development funds have remained frozen, so that shortages in research and travel support have now become critical. Recommendation: Direct any increase in the operational account toward supporting faculty travel and research.

Inefficient Office Administration
The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a five year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs. This year, our office administrator resigned after less than two years in the position. She cited the shared position as the one and only reason for her resignation. The search for a replacement was successful, but the quick turn over is only one example of the inefficiency of the split-position:
- Essential tasks risk not being done, as the chair is forced to play the role of the office manager.
- The shared situation causes a high level of frustration for a competent office manager because it forces mediocrity. The office administrator cannot operate fully in either department.
- Neither department can move beyond a survival mode with its business: taking on long term goals and projects in the office cannot be sustained.

As a result neither chair has autonomy over their respective department. Neither has control to create and maintain an appropriate working environment. The business for both departments is constantly crossed. Recommendation: Convert the office administrator in Classics to a full-time position by August 2014.

Curriculum: Latin and Greek Language

Latin 100-200: Classics faculty members have become increasingly dissatisfied with the reading ability of students entering the 300 level Latin language courses. Recommendation: Revise goals for achievement at both the 100 and 200 levels. In general, extensive reading in Latin authors will likely be introduced earlier and in a more intensive fashion at the 200 level.

Greek 100-400: Due to recruiting efforts and curricular revisions at the 100 level, enrollments in Greek at the 100 level are stable and starting to increase. Retention, however, from the 100 to 200 level is weak, and few students move on to the 300 level. Recommendation: Few freshmen decide to enroll in Classical Greek, and therefore there is often insufficient time in their programs to reach the upper level. Develop a coordinated curriculum, supported by marketing
strategies, which will attract more freshmen to enroll at the 100 level. Also an intensive format for acquiring elementary Greek will be considered. This would allow students who missed Greek in their first years at the College to reach the upper level.

**Student-to-Teacher Ratio: Language Courses and Adjunct Dependency**

Enrollment caps in sections of first-year Latin (101-102) are pushed as high as 26, and still classes close before freshman enrollment is completed. Since national studies show that language acquisition is most effective with lower student-to-teacher ratios (15:1), LCWA, as a whole, has authorized that caps be kept at no higher than 22. Accordingly caps for this coming year in LATN 101 were set at 20, which required adding another section of LATN 101. This only shifts the problem: opening one section requires closing another, and other levels are also at capacity (cannot be reduced).

Further, Classics has been dependent on two-full time adjuncts and a part-time adjunct, and as the College Strategic Plan itself argues adjunct usage needs to be decreased. The use of non-permanent faculty, no matter how highly qualified they may be, destablizes programs and detracts from the College’s academic reputation. Adjuncts must prepare to be active on the job-market every year and this, combined with heavy teaching loads, creates a strong impediment for the research and professional standing required of a college-level instructor. This is not to mention that in Classics, Greek and Latin instructors are not readily available in the community.

Progress was made this year in regards to adjunct usage, when one full-time adjunct position was converted to a visiting assistant professor line, renewable for an additional two years. This is a definite improvement, but does not solve the challenge of developing a permanent and stable faculty. If the visiting position is not made permanent, adjunct usage will have to increase again. **Recommendation:** Set the caps for LATN 101-202 at 20, and continue to maximize course offerings in culture and archaeology. Offering additional sections effectively will require increasing the size of the faculty, especially if the number of complementary courses in culture and archaeology are also to be maintained. This could be done in stages: (1) convert the visiting assistant professor to a permanent tenure-track line by Fall 2014; (2) convert the remaining full-time adjunct to a permanent position by Fall 2015.

**Classics and Education**

Although more majors are choosing to pursue secondary teaching careers in Latin, and the Department’s donors are most interested in supporting this endeavor, there is no faculty member whose primary research is in pedagogy and secondary education. Support for this track is given by the Department of Education, but this gap within Classics needs to be filled, and would pay dividends by also offering support for secondary programs within South Carolina. **Recommendation:** As faculty lines (see above) are phased in, filling this gap could be made when the remaining full-time adjunct position is converted to a tenure-track line (Fall 2015).

**Student Academic Community**

The faculty is working to increase the academic camaraderie among its majors and minors. **Recommendation:** Developing a sense of community depends on a variety of factors, which are not easily predicted or controlled, but the environment for such can be made more conducive. (1) Last year changes in space were made to begin developing within the Department a research lab for faculty and their advanced students. Also Departmental funds were allotted to refashion Randolph Hall 301B into a functional Departmental library and seminar room. This
summer 301B is also part of the IT renovation. The Cast Museum is being renovated and expanded. These spaces should be fully functional this coming year, but the computers available for student use in these spaces will need to be updated. (2) The Classics Club last year had a very successful year, but the Honor Society, Eta Sigma Phi, remains dormant and needs to be revitalized.

**Involvement in the Honors College**

This coming spring, Noelle Zeiner Carmichael will be offering an Honors course, but our own staffing levels and enrollment demands have made it challenging for Classics to maintain a consistent presence in the Honors College. Since Classics is a central component in world culture and history, the lack of regular contributions by Classics to Honors does not serve well the College or the Department. **Recommendation:** Consistent involvement could occur with the faculty line added in 2015 (see above: Student-Teacher Ratio).

**Advisory Council:** The Department could benefit from developing an advisory council, drawing members from the community and immediate region.

**V. Supporting Data**

*Statistics: Course Information, Student Trends, and Diversity* [http://ir.cofc.edu/aadeptdata/](http://ir.cofc.edu/aadeptdata/)

Faculty Productivity: Research and Professional Development

Faculty Service Contributions

Annual Assessment Report

**Faculty Productivity: Research and Professional Development**

**Books**

*Under Contract*


*In-Progress*

- *Democratic Feuding: Enmity in Classical Athens*, complete manuscript under review at Texas University Press [Andrew Alwine]
- *Euchaita: The History and Archaeology of a Late Roman/Byzantine City*, proposal submitted to Cambridge University Press [Hugh Elton, John Haldon, James Newhard, eds.]
- *Suetonius’ Life of Augustus*, Oxford Greek and Latin College Commentaries [Darryl Phillips]

**Grants Received (External/Internal)**
External
• Linear B Archive ($10,000) Institute for Aegean Prehistory (Spring 2013) [PI: Kevin Pluta; co-PI: James Newhard]
• Linear B Archive ($34,376) Loeb Classical Library Foundation (Spring 2013) [PI: Kevin Pluta; co-PI: James Newhard]
• National Endowment for the Humanities ($3,900) to attend the NEH Summer Seminar *Communication, Empire, and the City of Rome* at the American Academy in Rome, Italy (July 2012) [Noelle Zeiner-Carmichael]
• The National Science Foundation, “The College of Charleston Center for Social Science Research,” awarded $1,000,000.00 (September 2010 - September 2013) [Co-Investigator: James Newhard]

Internal
• SURF Grant [$4,800] “Aesthetic Innocence: Ancient Views on the Relationship between Art and the Political Animal” (June 2013) [Andrew Alwine]
• LCWA Strategic Plan Initiative Grant ($1,266) to fund symposium, “Modeling Connectivity: Cultural Networks in the Ancient Mediterranean” (Spring 2013) [James Newhard; Noelle Zeiner-Carmichael]
• Faculty Research and Development Grant ($2,000) for imaging and analysis of the Linear B tablets at Pylos (June 2013) [James Newhard]
• LCWA Faculty Research Grant ($1,800) for imaging and analysis of the Linear B tablets at Pylos (June 2013) [James Newhard]
• LCWA Faculty Research Grant ($1,000) to attend the NEH Summer Seminar, *Communication, Empire, and the City of Rome* at the American Academy in Rome, Italy (July 2012) [Noelle Zeiner-Carmichael]
• LCWA Faculty Research Grant ($1,200) in support of book-project, *Roman Letters: An Anthology* (Spring 2013) [Noelle Zeiner-Carmichael]

Journal Articles/ Book Chapters

Published/Forthcoming

Submitted
• “Greek Medical Writers’ Understanding of Menopause,” submitted to the *Journal of the History of Medicine and Allied Sciences* [Kristen Gentile]
• “The Chipped and Ground Stone” in M. Cosmopoulos, *The Iklaina Archaeological Project* (Prehistory Monographs), Institute for Aegean Prehistory [James Newhard]
Field Work/Projects

- The Iklaina Archaeological Project [Joann Gulizio, ceramics analyst; James Newhard, lithics analyst]
- The Avkat Archaeological Project. Central Turkey [James Newhard, Assistant Director]
- The Göksu Archaeological Project. Upper Göksu River Valley, Cilicia, Turkey [James Newhard]
- The Palace of Nestor (publication of the Linear B tablets from Pylos) [Kevin Pluta, co-director; James Newhard, informatics]

Scholarly Presentations (Refereed/Invited)

International
- “Horace’s Duet with Canidia: Iambic-Lyric Responses,” at Re-evaluating Horace’s Epodes, University of Manchester, UK (July 2012) [Tim Johnson]
- “Increased Analytical and Visualization Capabilities in Landscape Archaeology through the Use of GIS Field Applications” at Taking Archaeology Digital: Redford Conference in Archaeology, University of Puget Sound (October 2012) [James Newhard]
- “Beyond the Region: the Use of Meta-GIS in the Development of Cross-Regional Syntheses,” at “Workshop zum GIS-Byzanz Projekt,” geogrgraphischen Institut in Mainz (June 2013) [James Newhard]

National
- “The Importance of Being Honest: Truth in the Attic Courtroom,” Classical Association of the Middle West and South (April 2013) [Andrew Alwine]
- “Birth Narratives in the Homeric Hymns,” Classical Association of the Middle West and South (April 2013) [Kristen Gentile]
- “A Preliminary Examination of the Miniature Vessels from the Bronze Age Site of Iklaina” at the annual meeting of the Archaeological Institute of America (January 2013) [Joann Gulizio]
- “An Integrative Approach to Identifying Byzantine Defensive Systems in North Central Anatolia,” at the annual meeting of the Archaeological Institute of America (January 2013) [James Newhard]
• “Digital Humanities, the Spatial Turn, and Undergraduate Research,” The Council on Undergraduate Education Annual Conference [James Newhard]
• “Avoiding the Next ‘Great Divide’: Problematizing the Archaeological and Paleoenvironmental Gap,” at Climate, Environment and History in Anatolia ca 200-1000 CE, Princeton University (May 2013) [James Newhard]
• “Survey Technologies: Possibilities and Limitations” at Dumbarton Oaks (March 2013) [James Newhard]

Regional:
• “Purgatives, Weight, and Infertility in the Hippocratic treatise, Barrenness,” Southern Association for the History of Medicine and Science (February 2013) [Kristen Gentile]

Editorial, Review, and Referee Activities
• Editorial Board Member: Bryn Mawr Classical Review [Tim Johnson]
• Editorial Board Member: Mediterranean Studies [Darryl Phillips]
• Outside Reader/Referee (Article) Phoenix [Tim Johnson]
• Outside Reader/Referee (Article) American Journal of Philology [Noelle Zeiner-Carmichael]

Other Research/Instructional Activities and Development
• Faculty Liberal Arts and Sciences Institute (Maymester 2013), $1,200 stipend [Andrew Alwine; Noelle Zeiner-Carmichael]
• Honor’s College [FYE], Undergraduate Research Roundtables [Kristen Gentile; Tim Johnson]
• Dissertation Committees: Michael Ritter, “Historicizing Satire: Satire, History, and Moralizing Discourse” (Classics, University of Florida); Generosa Sangco, “Resuming Sacred Song: Horace’s Roman Odes” (Classics, University of Florida) [Tim Johnson]
• Honors Tutorial: Kathleen Tuttle, “Catullus and the Elegiac Ideal” [Tim Johnson]
Faculty: Contributions in Service

Department
• Departmental Search Committee, Member (September 2012 – April 2013) [Andrew Alwine; Kristen Gentile; James Newhard; Darryl Phillips; Noelle Zeiner-Carmichael]
• Colloquium: “Modeling Connectivity: Cultural Networks in the Ancient Mediterranean” [Organizers: James Newhard; Noelle Zeiner-Carmichael]
• Third-Year Review Committee [Tim Johnson; James Newhard; Noelle Zeiner-Carmichael]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Classics Club, Faculty Sponsor [Joann Gulizio; Kristen Gentile]
• Departmental Search Committee Chair, (September 2012 – April 2013) [Tim Johnson]
• Library Liaison [Darryl Phillips]

College
• Archaeology Program, Steering Committee Member [Tim Johnson; James Newhard]
• FYE Presentation: Accepted Students Weekend (October 2012) [Kristen Gentile; Tim Johnson]
• Faculty Advisory Committee to the President, Member and Secretary [Kristen Gentile]
• Undergraduate Research and Creative Arts Committee, Member [Kristen Gentile]
• Committee on Diversity, LCWA Liaison [Tim Johnson]
• Council of Chairs, Executive Committee Member [Tim Johnson]
• Budget Committee, Member [Tim Johnson]
• Associate Director. Santee-Cooper GIS Laboratory [James Newhard]
• Advisory Committee, Santee-Cooper GIS Laboratory, Member [James Newhard]
• Faculty Senate, Departmental Senator, LCWA [Noelle Zeiner-Carmichael]
• Search Committee: Dean of the HSS, Member [Noelle Zeiner-Carmichael]

Community
• “Charleston Latin Summer (July 17-26): enrichment program for grades 1-7 in language arts and cultures [Frank Morris]
• South Carolina Chapter of the Archaeological Institute of America, Vice President [James Newhard]

Profession
• Classical Association of the Middle West and South, Regional Vice President [Tim Johnson]
• Managing Committee of the American School of Classical Studies in Athens, Institutional Representative [James Newhard]
• Weiner Laboratory for Archaeological Sciences, American School of Classical Studies in Athens, Committee Member [James Newhard]
• Annual Meeting Program Committee, Archaeological Institute of America, Committee Member [James Newhard]
2012-2013 Annual Assessment Report: Classics
Submitted, May 15, 2013: Timothy Johnson, Chair/Classics

Section 1: Assessment Report 2012-2013

| Program Name and Type: Classics AB and BA major, Undergraduate |
| Contact information for Program Assessment Coordinator: Shawn Morrison, Associate Dean, LCWA |
| Email: morrisonsh@cofc.edu Phone: 953-4266 |
| Office address: 325 Jewish Studies Center |
| Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: |

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)?
_(Yes) X (No)_

Name of the accrediting organization
__________________________________________

Date of last program review for the accrediting organization
__________________________

Date of next program review for reaccreditation
___________________________________

Program/Department Mission Statement: The mission of the Department of Classics is to promote an understanding of the ancient Greek and Roman worlds and their legacy through an investigation of the languages and cultures of these civilizations. In addition the Department operates in conjunction with and support of the mission of the School of Languages, Cultures, and World Affairs

Unit or School Mission: The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.

<table>
<thead>
<tr>
<th>Assessment Plan (first two columns)</th>
<th>Assessment Report (all four columns)</th>
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<tbody>
<tr>
<td>1. Knowledge. Develop an annotated bibliography and abstract that demonstrates a working knowledge of the primary resources for research in the field and assesses how they would apply to a</td>
<td>This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above.</td>
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</table>

CLAS 401 (Fall 2012) Adequate or above: 100%

The performance exceeds target, but since performance on the writing assessment fell from the previous year, the faculty will reevaluate this signature assignment to ensure it is well connected to the
2. Writing. Compose a clear, cogent, and substantial research paper (15 pages), identifying relevant secondary literature and developing a rational argument.

This major outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 70% to achieve an adequate or above rating on this outcome.

CLAS 401 (Fall 2012) Adequate or above: 60%; Poor: 40%

Since the average performance (60%) fell below the desired goal, the faculty will implement a strategy to introduce students to relevant theoretical approaches to interpretation at the 300 level.

3. Critical Thinking /Communication. Present and defend a research topic in an oral presentation, which clearly explains a thesis and employs supporting argumentation in a logical sequence.

This outcome will be assessed in CLAS 401, a capstone course that is required for all majors. The course is taught each year. We would like 90% to achieve an adequate or above rating and 60% a good rating or above.

CLAS 401 (Fall 2012) Adequate or above: 90%; Poor: 10%

The performance exceeds the target.

Section 2: Assessment 2011-2012 and “Classing the Loop”

Since Classics consists of multiple tracks (language and cultural studies), CLAS 401 is the one course taken at the upper level by all majors. Therefore, it has been a primary field for assessing overall student achievement. The assessments center around an extensive research project, requiring that a student demonstrate the ability to think critically, ask questions pertinent to the languages and cultures studied, use the research sources germane to the field, and write at a level that would recommend the student to the graduate level.

Compared to 2011-2012, performance levels improved for the categories of Knowledge and Critical Thinking/Communication, but fell for the category of Writing. Based on prior assessments, changes were made in the curriculum to introduce students to research resources and their analysis earlier in their studies, specifically at the beginning of the 300 level. Also at the beginning 300 level students are now introduced to strategies for and practice in oral presentations. Although more data will be needed beyond improvements over one year, these changes appear to be having a positive effect on student performance.

The performance level in the category of Writing fell 15% from 2011-2012, and student performance fell below the target by 10%. Based on last year’s assessment, all seniors now take CLAS 401 in the Fall semester, and therefore have the opportunity to take another advanced
course with high demand writing assignments. Remediation is therefore possible. The faculty can through advising direct underperforming students into a writing intensive course the following spring. It is also possible that the signature assignment for Knowledge, as currently presented to students, is not sufficiently connected to the assessment for writing. The faculty will reevaluate this signature assignment to ensure it is well connected to the writing signature assignment.

Further, the topic for CLAS 401 (2012) was more theoretical in nature, which exposed a possible weakness in curriculum in this regard. Therefore, the faculty will develop a strategy introducing students to relevant theoretical approaches at the 300 level.