2013-2014 Annual Report
Department of Classics

School of Languages, Cultures, and World Affairs

College of Charleston

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Tim Johnson
Professor/Chair
Classics
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I. Executive Summary

The Classics Department at the College of Charleston (constituted as an independent unit in 2006) offers a comprehensive approach to its field. In addition to covering Classical literature from archaic Greece to the late imperial Rome period, the Department houses a Roman and a Greek historian (contributing courses to the Department of History), as well as a Greek and Roman archaeologist. Since Classics at Charleston is not only stable but thriving, it is able to be a strong interdisciplinary component in the College’s academic experience. Nationally, many undergraduate programs in Classics struggle to cover basic curriculum, maintain enrollments, and survive funding cuts. It is a pleasure to report that this is not the case at the College of Charleston, where Classics, since the College’s founding, remains vibrant.

Last August we were privileged to have Allison Sterrett-Krause, a Roman archaeologist, join our faculty as a three-year visiting assistant professor. As a result, the Department (2013-2014) was staffed by 6 tenured/tenure-track faculty and a three-year visiting assistant professor, complemented by a full-time adjunct, two part-time adjuncts, and a part-time administrative assistant. This composition (at 8.5 faculty members) shows some progress in reducing adjunct dependency, although this remains a challenge.

Although the Department is in need of a permanent replacement for a position specializing in Latin Education (since Dr. Frank Morris retired 2010), the current faculty predicts a fine Classical line for the future. Again this is hardly the case nationally. 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 only a minor in the Classics. 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).

Our faculty members are leaders in their disciplines, gaining book contracts, publishing articles and other scholarly works, presenting papers at regional, national, and international conferences, applying for and receiving major grants, and participating in training workshops for teachers and students. Classics faculty and adjuncts work international archaeological sites and manage data-bases vital to multiple projects, including the Palace of Nestor. Classics faculty also remain active in service, serving on standing, ad hoc committees, and programmatic advisory committees within the institution, and national 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 continues 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. Classics is viewed as a model program in terms of integrating language and culture courses within the freshman experience. In addition to staffing its own curriculum for its two major and three minor programs, the Department contributes to Anthropology, Archaeology, History, and Women and Gender Studies, and courses in the Honors College. Classics courses themselves enrolled 1,200 students for the academic year (statistics drawn from Cognos the day after the first drop date of each semester). Even based on the more conservative statistics the College draws late in the semester, Classics for the year taught 1,098 students (compared to 1,107 in 2012-2013). This translates into 22.6 students per course, well above the average for LCWA (19.3 [Fall 23]) and on par with Communications (21.2 [Fall 23]), Computer Science (22.6 [Fall 23]), and English (19.3 [Fall 23]). Classics has taught in the range of 952-1,200 students per year over the past 7 years (2007-2013). This strong enrollment pattern represents steady growth. In fact, the enrollment for Classical Greek is beginning to increase (2011-2013: 59, 71, 90).

Major and minor programs continue to flourish in 2013-2014. In spring 2011, 41 students were working towards majors in Classics (AB; BA; EDCL); 22 towards minors [total, 63]; 71 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 (22) and A.B. degrees (71) for comparative purposes (total: 93). By this measure only 5 programs enroll more minors than Classics (Business Administration; Environmental Studies; Psychology; Spanish; Studio Art). This year 12 students graduated with Classics majors.

Classics graduates go on to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year, graduates will begin advanced degree programs in such diverse fields as Law, Medicine, and at the Uniformed Services University. They will join the ranks of past graduates currently studying at North Carolina – Chapel Hill, Brown, Duke University, Texas Tech, Washington University, Wisconsin, and University of Georgia.

For these reasons and more, Classics at Charleston is gaining a national reputation. There is more that can be done to improve infrastructure, promote research, and increase extramural funding, but the present commitment of the Department and College predicts progress.
II. Program: Mission and Goals

Mission Statement
The Department of Classics works 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 promote and coordinate as their goals the following Dimensions of Learning in the context of the Greek and Roman worlds:

- 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 written/aural communication, analysis, synthesis, and contextualization.

Strategic Priorities
These Departmental goals reflect 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 places high priority on: (1) intensifying introductory and intermediate language courses; (2) enhancing support for faculty research; (3) establishing policies and structures that facilitate interdisciplinary programs within LCWA; (4) providing coordinated and sufficient support for extramural fundraising at the departmental level. Limited research support and adjunct dependency are now critical.

Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]: *See also the 2013-2014 Annual Assessment Report attached.

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-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bibliography</strong></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><strong>Summary</strong></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><strong>Abstract</strong></td>
<td>The thesis for the abstract is clearly stated and its significance (relative to the subject) is concisely explained. It is supported by three arguments, which themselves are clear and present a cohesive logic.</td>
<td>The thesis is clearly stated, but the significance is not as evident as in an “excellent” abstract. The thesis is supported by three arguments, which are clear but lack some logical cohesion.</td>
<td>Neither the thesis nor its significance is clear. The thesis is supported by three arguments, but they lack clarity and logical progression.</td>
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</table>

**Major Outcome 2 (Writing):** Compose a clear, cogent, and substantial research paper (20-25 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 20-25 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:

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<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
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<tr>
<td>Thesis</td>
<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>
</tr>
<tr>
<td>Depth and Cogency</td>
<td>The paper explores deeply a well-defined topic. The argument is sufficiently detailed, so that the defense of the thesis is persuasive.</td>
<td>The paper presents enough argumentation to reasonably sustain the thesis but not so that it is fully persuasive.</td>
<td>Fails to meet an adequate standard in research either because the topic is not well-defined or argumentation does not support the thesis.</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>
</tr>
<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>
</tr>
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**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:**

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<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
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<tr>
<td><strong>Argumentation</strong></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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<td><strong>Methods</strong></td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are appropriate and of high quality.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) but are of high quality do not precisely fit the topic.</td>
<td>The methods (lecture, recitation, discussion) and technologies (handouts, PowerPoint, i-video) are low in quality.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>The speaker uses sound mechanics for effective speaking that enhance the experience for the audience.</td>
<td>The speaker’s mechanics are adequate, that is they do not impede the audience’s comprehension.</td>
<td>The speaker’s mechanics are poor enough that they impede the audience’s comprehension.</td>
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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 and annual exit surveys 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 standing 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 2013-2014 were taught in Greek, Latin, ancient History, general civilization, Classical Archaeology, and Honors – 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 for students to develop interdisciplinary programming necessary for today’s job-market.

<table>
<thead>
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<th>No. of Sections</th>
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<td>Elementary</td>
<td>11</td>
<td>214</td>
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<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>113</td>
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<tr>
<td>LATN 300</td>
<td>Advanced</td>
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<td>37</td>
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* Includes FYE LC/linked with CLAS

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<td>57</td>
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<tr>
<td>201-202</td>
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<td>25</td>
</tr>
<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>8</td>
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<td>492</td>
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<tr>
<td>200</td>
<td>Intermediate</td>
<td>4</td>
<td>75</td>
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<tr>
<td>300/400</td>
<td>Advanced</td>
<td>4</td>
<td>50</td>
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* Includes 4 courses counted for Archaeology
** Includes FYE LC/linked with Anthropology

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<td>231; 232</td>
<td>Intermediate</td>
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<td>HIST 370</td>
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<td>Advanced</td>
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<td></td>
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<td>53</td>
<td>1,200</td>
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• Given the completion of sabbaticals and the additional of the three-year visiting position, the Department was able again to increase the number of course/sections offered compared to 6-year norms (2010-11 = 44; 2011-2012 = 45; 2013-2014 = 47; 6-year average = 44). These statistics do not include the courses taught for History (HIST), FYE (FYSM), or Honors which would add 6 courses (53). The average student-per-course/section (22.6) also remains relatively steady: 22.3 (2008); 22.7 (2009); 20.4 (2010); 22.2 (2011). This average is well above the average for LCWA (19.3)

• While many programs struggle to enroll students in Latin, it is the norm at the College of Charleston to offer multiple sections of Latin at every level, even the most advanced. Retention also is improving with enrollments growing at the intermediate and advanced levels.

• We now offer two sections of elementary Greek (101) in the fall, and overall enrollments in Greek are increasing (2011-2013: 59, 71, 90).

• 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 the needs of students in other programs, such as Archaeology, Health Professions, History, Art History, and Communications. Classics courses also serve the needs of the SNAP program and its students, some of whom enroll in culture courses as alternatives to their foreign language requirement. The Department typically offers 6-7 culture courses a semester, covering 100-300/400 levels. It should be noted that the number of courses enrolling 80 or more students has increased, and the demand for these courses regularly exceeds the cap: the 100 level courses often enroll 80-100 students per course. The larger enrolling 100 level courses all have a writing component. These caps, however, are staged so that enrollments decrease in intermediate and upper level courses so that the most advanced courses (300-400 level) enroll no more than 15-20.

• Students are actively engaged in research in a wide variety of projects involving a number of disciplines, because of mentoring by Classics faculty. The Department significantly contributes to interdisciplinarity, internationalization, personalized education and high impact student experiences.

• Because of the addition of the three-year visiting position, Classics this year was able to undertake a long-overdue revision of its curriculum in Classical culture, focusing on the material world of the ancient Mediterranean. Courses, which before had been taught as special topics, were regularized and added to the permanent offerings:
  • CLAS 223: Aegean Prehistory (cf. Archaeology)
  • CLAS 225: The Archaeology of Athens (cf. Archaeology)
  • CLAS 226: The Archaeology of Rome (cf. Archaeology)
  • CLAS 320: State Formation in the Mediterranean World (cf. Archaeology)
  • CLAS 322: Mediterranean Landscapes (cf. Archaeology)
  • CLAS 324: Ancient Mediterranean Economies (cf. Archaeology)
  • CLAS 343: Luxury and Status in Ancient Rome (cf. Archaeology)
  • CLAS 345: Love, Beauty, and Sexuality in the Greco-Roman World (Women’s and Gender Studies)
  • CLAS 356: Ancient Roman Letters
Seven of these courses count toward the major in Archaeology and an additional course in the program of Women’s and Gender Studies. These courses broaden and secure the interdisciplinary nature of the Classics curriculum.

The Department now has a standardized approach to general education (LATN 100; GREK 100; CLAS 101, 102, 103, 104, 105; 223; 225; 226; 242; 253; 254; 255; 256; 270) that delivers content in the areas of language, culture, history, archaeology, gender studies, and film studies. CLAS 105 fulfills the pre-modern general education requirement for History.

**Instructional Contributions to Other Programs and Initiatives**

As is 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).

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

- 8.4% of the total SCH generated by LCWA
- 38% of the LCWA contributions to FYE
- 24.9% of the LCWA contributions to HSS

While the Department represents less than 9% of the total SCH generated by LCWA (and these figures do not reflect any adjustment for program size), it trails only French, Hispanic Studies, and International and Intercultural Studies. Further Classics generated major blocks of credit hours in key areas, such as culture/subject courses and interdisciplinary venues, generating more LCWA credit hours for FYE than any other unit (almost double the next contributor) and nearly one-fourth of LCWA credit hours for HSS (trailing only International Studies).

**FYE**

The Department has a strong commitment to the liberal arts and sciences core of the institution, which is evident by its heavy involvement in cross-institutional programs, such as the First-Year Experience. The Department has developed a reputation across campus for its ardent support and leadership in the First-Year Experience. This year four of the six roster faculty taught in the FYE. In addition one faculty member served on the Committee for the FYE.

**Other Programs**

In addition to the FYE program, the Department made significant contributions to other programs on campus: three courses were taught for History and one for Honors. Four courses counted towards the major in Archaeology. With the addition of the courses outlined above, the Department will play a leading role in the curriculum for the new major in Archaeology. Also one course counted in the program of Women’s and Gender Studies.
**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, combining elements represented in a variety of other programs. Courses taught in 2013-2014 contributed to programs in Archaeology, Anthropology, History, Women’s and Gender Studies. Learning Communities in 2013-2014 linked introductory Latin with Roman civilization and Classical archaeology with anthropology. This coming year courses will emphasize such diverse subject areas as comic theory, history, medicine, and architecture. 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 towards the 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 two subject areas.

**Study Abroad Programs and Internships**

The Department and its faculty work with the Center for International Education to offer all students in Classics the opportunity to study overseas, by providing two separate study away programs: one to Italy (Rome, Florence, and Naples [Pompeii]) and another to Greece. This year 30 students participated. 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. Classics also offers archaeological internships in Greece, and supports applications to such programs offered through other institutions.

**Tutorials:** Our faculty exercises leadership roles in student-directed research on campus, and their students frequently present at conferences. They are active directing Honors Bachelor’s Essays and offering other tutorials (11 total).

**Charleston Latin:** During the summer the Department sponsors workshops in the acquisition of Latin language and Roman culture for elementary through high school teachers and their students. These workshops are directed by Dr. Frank Morris, an emeritus professor from the Classics Department. Our students often serve as interns for this summer program.

**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. Kristen Gentile serves as advisor to this SGA-sanctioned organization. The Department is also home to the Epsilon Rho Chapter of Eta Sigma Phi – the national honor society for Classics. Dr. Andrew Alwine serves as its sponsor.

Also Classics sponsors or co-sponsors lectures, by which internationally-recognized scholars visit the campus, engage with majors and other interested students, and discuss potential collaborations with faculty. In 2013-2014, the Department sponsored/co-sponsored the following lectures as part of its Classical Charleston Lecture Series. These lectures are made possible by the generous support of Theodore B. Guérard and family:

Professor Deborah Boedeker, Brown University, “Religion in the Athenian Democracy,” February 25, 2014


Professor Josiah Ober, Stanford University, “What is Democracy and What Is It Good For,” February 26, 2014


Teaching Workload

At its current size (6 roster; 1 visiting, 3 adjuncts [1 full and 2 part-time]) Classics is operating at capacity. 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. Given this, it is extraordinary that the SCH ratio for total productivity in Classics still exceeds the Delaware average (212.51 compared to 189.33). Unfortunately, ratios exceed the Delaware peer group most noticeably in adjunct usage (295.15 to 215). The Department with the support of the College (through private foundation funds) has made some progress in lowering adjunct use (313.26 to 253.85), but we will lose this progress if the three-year visiting line is not converted to a permanent position. If the visiting line were to default again to adjunct status, then the composite (adjunct and non-TT) for 2013-2014 (373.85) predicts that adjunct usage would return to and exceed its previous levels.

<table>
<thead>
<tr>
<th>Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2013-2014</th>
<th>Classics [3-year]</th>
<th>Delaware [3-year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>T/T</td>
<td>154.90</td>
<td>176.46</td>
<td>218.17</td>
<td>183.18</td>
<td>212.51</td>
</tr>
<tr>
<td>Non-T/T</td>
<td>231</td>
<td>--</td>
<td>120</td>
<td>117</td>
<td>215</td>
</tr>
<tr>
<td>Adjunct</td>
<td>313.26</td>
<td>318.35</td>
<td>253.85</td>
<td>295.15</td>
<td>215</td>
</tr>
<tr>
<td>Total</td>
<td>208.90</td>
<td>215.14</td>
<td>213.51</td>
<td>212.51</td>
<td>189.33</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. It contributes courses to the FYE, Honors College, and Women’s and Gender Studies. In these areas, courses are offered at beginning, intermediate, and advanced levels, creating a 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. Progress has been made over the past two years. A visiting position was replaced with a tenure-track line (beginning Fall 2012) and this Fall (2013) a visiting assistant professor replaced an adjunct position. As significant as this last hire is, it is only a temporary “patch,” unless it is converted to a permanent tenure-line. Consequently, the effort the Department has made to lower the number of preparations for its faculty on a rotating basis is still dependent on temporary faculty.

Adjunct/Visiting Instruction:

Thanks to the beneficence of a donor from LCWA, this year an adjunct position was replaced with a visiting assistant professor, a position renewable for up to two additional years. As a result, during 2013-2014, adjuncts in Classics taught 22.4% of its students, a cut in adjunct usage of nearly half (2012-2013: 40.4%). This is a step forward, but if the position is not converted to a tenure-track line this progress will evaporate.

Instructional Costs

The average instructional expenditure per SCH for Classics ($188) is slightly above the available data for 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

Learning outcomes and rubrics were implemented at the beginning of Fall 2011 (see under Program: Missions and Goals). The data collected from these outcomes is included in the Annual Assessment Report (see Supporting Data).

Further, as part of the College’s initiative 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). Also the new courses added this year were certified for general education credit (CLAS 223, 225, 226; 320, 322, 324, 343, 345, 356).

Student and Graduate Highlights

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 (2013–2014)

- David Hester (2014) will be teaching English as a second language in Tokyo, Japan.
- Laura Lewis (2014) accepted a position as Latin Teacher in West Ashley, Charleston, SC.
- Bertram Schewel (2014) was accepted for graduate study in Classics at the University of North Carolina-Chapel Hill.
- Ryan Simpson (2014) will enter the Nuclear Navy Program, and after completion of his duty plans to attend medical school.
- Christine Stansell (2014) will be working on the Jaffa Cultural Heritage Project’s 2014 excavations in Israel, and then plans to apply to graduate school.
Past Accomplishments (2010-2011; 2011-2012; 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.
• 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.
• 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 Phibus (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.

College and Departmental Awards to Graduating Students (2013-2014)

• Christina Stansell, **Harold A. Mouzon Award**: Mr. and Mrs. John L. Sadler, Jr., established the Mouzon Award in Classics in memory of her father, Harold A. Mouzon, class of 1913. The award is presented annually for special recognition of outstanding academic achievement by a student working in the area of classical languages, both Greek and Latin.

• Laura Lewis; David Hester, **Robert H. Duryea, Jr. Memorial Scholarship Award**: Mrs. Emma-Louise Duryea Mellichamp, class of 1937, established The Robert H. Duryea, Jr. Memorial Scholarship Award in Classics in honor of her brother Robert H. Duryea, Jr., first honors graduate of the Class of 1927. This award is given to a student majoring in Classics with an emphasis on the study of Latin.

• Danielle Winter, **Outstanding Student** (Classics AB):

• David Hester, **Outstanding Student** (Classics BA):

• Ryan Simpson, **Departmental Honors**
Artium Baccalaureatus Degrees Conferred (2013-2014):
• Amy Decker (Psychology)
• Bailey Dunn (Biology)
• David Hester (English)
• Daniel Koutroulakis (French and Francophone Studies)
• Laura Lewis (Education-Classics)
• Katherine McCarty (Classics)
• Thomas Parker (Classics)
• Stephen Paschal (Anthropology)
• Elena Rivers (Biology)
• Bertram Schewel (Classics)
• Abigail Smith (Biology)
• Christina Stansell (Classics)
• Danielle Winter (Classics)
• Kelsey Yetsko (Microbiology)
• Kailey Walsh (Biology)

Departmental Scholarship Recipients (2014): with deepest gratitude to our donors and friends.

Robert H. Duryea, Jr. Memorial Scholarship Recipients (see description, p. 15)
• Britney Bowen
• Kathleen Tuttle

Johnson-Vest Scholarship in Classics Recipients: The Johnson-Vest Scholarship was created by Lucia Johnson Vest and Nelson Vest to honor the parents of Lucia Johnson Vest, Irene Ebert Johnson and George Arthur Ziozias Johnson, who instilled in their children a love of Greek and Roman Culture. By establishing this Scholarship, Lucia Johnson-Vest and Nelson Vest encourage young students to study and teach Latin and Greek language and culture.
• Jami Baxley
• Lia Ferrante
• Laura Hill
• Hannah McDermett
• Aimee McDermett
• Sean Moorman
• William Logan Scott
• Alexandra Stephens
• Kathleen Tuttle

Harold A. Mouzon Scholarship in Classical Studies Recipients (see description, p. 15)
• Katherine Babb
• Hannah McDermett

Research and Creative Activities
• Zak Bartholomew, “Legacy GIS for the Linear B tablets at Pylos,” Tutorial (James Newhard, mentor)

• Jami Baxley, “The Use of Structured Light Scanning for the Study of the Linear B Deposits from Pylos, Messenia, Greece,” Poster, Archaeological Institute of America Annual Meeting (James Newhard, mentor)

• Jami Baxley, Archaeological Survey and Field School, Kea, Greece


• David Hester, “The Second Sophistic, Constructing Personas, and the (Homoerotic) Letters of Fronto and Marcus Aurelius,” Tutorial (Noelle Zeiner-Carmichael, mentor)


• Daniel Koutroulakis, “Reading and Translating Ovid’s Amores,” Tutorial (Tim Johnson, mentor)

• Griffin Scott; Bandon Webb, “GERAS Interface Development,” Tutorial (James Newhard, mentor)


• Christine Stansell, Jaffa Archaeological Excavations, Israel

• Kathleen Tuttle, “The Stylistics of Ovidian Elegy: Amores,” Tutorial (Tim Johnson, mentor)

• Kathleen Tuttle, Summer Program American Academy in Rome -- one of only two undergraduates nationally accepted into this graduate level program -- (Tim Johnson, mentor)

Faculty: Composition and Productivity

Departmental Faculty and Staff:
Alwine, Andrew          Assistant Professor of Classics
Alwine, Megan           Adjunct Instructor of Classics
Gentile, Kristen        Assistant Professor of Classics
Chapman, Fedelia        Administrative Assistant (Half-Time)
Johnson, Tim            Professor of Classics, Department Chair
Lohmar, James           Adjunct Instructor of Classics
Morris, Frank           Research Associate of Classics and Associate Professor, Emeritus
Newhard, James          Associate Professor of Classics
Phillips, Darryl        Professor of Classics
Saunders, Anne          Research Associate of Classics
Smith, Kelly             Adjunct Instructor of Classics
Sterrett-Krause, Allison Visiting Assistant Professor of Classics
Zeiner-Carmichael, Noelle Associate Professor of Classics
Diversity

The Department of Classics (2013-2014) consisted of 6 roster lines, 1 visiting assistant professor, 1 full-time adjunct, 2 part-time adjuncts, a part-time administrative assistant, and 2 research associates (not salaried). The level of salaried faculty/staff consisting of women or minorities was 54.5%. Of the 7 full-time faculty members, 42.8% were women.

Research and Professional Development

National and International Impact

Classics gives LCWA and the College of Charleston global coverage. The research interests of the faculty reflect the broad approaches found within an engaging and energetic Classics program. Faculty members publish books as sole authors or collaborators; publish 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 for prestigious journals and serve on dissertation committees. Each, in their own way and 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.

Highlights

| Books Published | 1 |
| Books Under Contract | 3 |
| Grants External | $77,000* |
| Grants Internal | $9,248 |
| Journal Articles/Book Chapters Published/Forthcoming | 2 |
| Scholarly Presentations: International | 4 |
| Scholarly Presentations: National and regional | 7 |
| Active Archaeological Field Work/Projects | 4 |
| Theses/Student Tutorials | 11 |

* 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, 67% (4/6) of the roster faculty either had a book published or under contract. 50% either published or submitted articles.

- **International Presence:** 100% of the roster faculty was involved internationally as conference speakers, on archaeological projects, or in study abroad programs.

- **Grants/Funding Awards:** The roster faculty won $86,248 in grant funding with 83% of the roster faculty receiving competitive funding, external or internal.

- **Visiting and Adjunct Research:** In spite of the challenges of temporary positions our visiting professor and full-time adjunct are also active researchers.

  Dr. Allison Sterrett-Krause is one of the few authorities on ancient glass. She is the glass analyst for the Pompeii Archaeological Research Project: Porta Stabia and for the Leptiminus Archaeological Project at Lamta, Tunisia. She spent this fall establishing her research here. This
included acquiring and setting up space in the Center for Social Science Research, putting in place the technological support necessary, and reviewing the collection of ancient glass from Carthage. She effectively introduced students to this collection and her research, so that she now has an enthusiastic group of students working with her. This gives our students another avenue (one not usually available) to access the material world of the ancient Mediterranean. Besides the Carthage glass project, she has in preparation a book chapter, “Glass from the Excavations and Survey” in *Leptiminus Reports*, vol. 4, *The East Cemetery* (*JRA Supplemental Series*).

Dr. James Lohmar’s research interest is Greek and Latin epic poetry, in particular violence and aesthetics. This year he published “Violent Sport Fandom, Ancient and Modern” with Deadspin.com, and he is working on completing a piece on Lucan, “Snakes on a Plain: Monsters and Art Horror in Lucan’s Civil War.”

**Service**

The Department recognizes service to be a vital responsibility for permanent roster faculty. This academic year, besides fulfilling particular roles for the Department, Classics faculty served on no less than 17 School and College committees. This translates to an average of 2.5 committee assignments per faculty member. This does not include service on individual tenure and promotion committees. Service to the College still predominates over service to the profession, but this is starting to shift. 33% of the roster faculty 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 effects upon the institution and larger field of Classics. Here at Charleston, the Department of Classics is a community of engaged and highly effective scholar-teachers. 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. And Students follow this lead by reaching high levels of accomplishments themselves. Some areas, however, require revision:

**Insufficient Office Support Staff**

The current sharing of an office administrator between Classics and German and Slavic Studies does not work. This has been demonstrated over a seven year period in a variety of circumstances, and the point has been made repeatedly to LCWA and Academic Affairs.

- Essential tasks risk not being done, because 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, that is 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.
**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 reading courses. **Recommendation:** This year the Department will 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 are increasing. The addition of a Greek historian to the faculty will likely continue this trend. Retention, however, is weak from the 100 to 200-level. **Recommendation:** Since many students start Greek later in their academic career, the challenge is recruiting students sooner into the Greek program so that they have time to complete the beginning sequence. We need to develop an effective approach for recruiting more freshman and sophomores into Greek.

*Archaeology Major:* Classics was prime leader in the development of the Archaeology program, and will continue this role for the new major. This year we put in place a core of courses designed to meet the needs of the program. **Recommendation:** Develop a plan to integrate more students, in particular majors in Archaeology, into these courses.

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

Revisions to curriculum and the various degrees of assessment will only do so much to improve student achievement in elementary language courses. In addition, since languages tend to atrophy over time, ancient Latin and Greek are complex and can be more challenging. National studies show that language acquisition is most effective with lower student to teacher ratios (15:1). Even coming close to meeting this standard will require continuing the shift away from adjuncts and toward permanent hires. 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 meet the need to develop 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; (2) convert the remaining full-time adjunct to a permanent position.

**Student Academic Community**

The faculty is working to increase the academic camaraderie among its majors and minors. **Recommendation:** Developing a sense of community always depends on a variety of factors that are not easily predicted or controlled, but the environment for such can be made more conducive. (1) This year changes in space were completed within the Department to provide a research lab for faculty and their advanced students. Also funds were allotted to refashion Randolph Hall 301B into a functional Departmental library and seminar room. These
spaces for collegial research should continue to be enhanced. This year we revitalized the Classics Club and the Honor Society, Eta Sigma Phi, but a next step would be to involve select students in Departmental planning as appropriate.

**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, since Dr. Frank Morris retired in 2010. The Department of Education supports this interest and the educational track, but this gap within Classics needs to be filled, and would pay dividends by also offering support for secondary programs within South Carolina, which are not strong. The lack of faculty resources to connect to secondary Latin programs in the state and wider region for these last four years is also making it more difficult to attract in-coming students into Latin and Greek. **Recommendation:** Work towards finding a donor willing to contribute towards a joint position between Classics and Education. This would be a position named for the donor and would attract national attention.

**Advisory Council:** The Department would 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/aadepdata/]

Faculty Productivity: Research and Professional Development

Faculty Service Contributions

Annual Assessment Report

**Faculty Productivity: Research and Professional Development**

**Books**

Published


Under Contract

- *Enmity and Feuding in Classical Athens,* University of Texas Press [Andrew Alwine]
- *Suetonius’ Life of Augustus,* Oxford Greek and Latin College Commentaries [Darryl Phillips]
Grants Received (External/Internal)

External
• INSTAP, Institute for Aegean Prehistory ($27,000), Linear B Archives (James Newhard, co-PI)
• Andrew Mellon Foundation ($50,000), Linear B Archives (James Newhard, co-PI)

Internal
• LCWA Strategic Plan Initiative Grant ($920) to fund symposium, “Citizenship in a Democracy: Ancient Greece and Beyond” [Andrew Alwine; Kristen Gentile]
• FYE Lecture Award ($2,430) to fund symposium, “Citizenship in a Democracy: Ancient Greece and Beyond” [Andrew Alwine]
• College Research and Development Grant ($2,800) for imaging and analysis of the Linear B tablets at Pylos [James Newhard]
• LCWA Faculty Research Grant ($1,800) for imaging and analysis of the Linear B tablets at Pylos [James Newhard]
• LCWA Faculty Research Grant ($1,298) for travel to present at the Mediterranean Studies Association Annual Conference in Marbella, Spain [Darryl Phillips]

Journal Articles/Book Chapters

Published/Forthcoming

• “The Development of Integrated Terrestrial and Marine Pathways in the Argo-Saronic Region, Greece,” *Cartography and Geographic Information Science*. (with A.D. Phebus, and N.S. Levine)
• “Reading the Civic Landscape of Augustan Rome: *Aeneid* 1.421-429 and the Building Program of Augustus,” in *Urban Dreams and Realities: Remains and Representations of the Ancient City* (Leiden: Brill) [Darryl Phillips]

Field Work/Projects

• The Avkat Archaeological Project. Central Turkey [James Newhard, Assistant Director]
• The Göksu Archaeological Project. Upper Göksu River Valley, Cilicia, Turkey [James Newhard]
• Pompeii Archaeological Research Project: Porta Stabia [Allison Sterrett-Krause, glass analyst]
• Leptiminus Archaeological Project at Lamta, Tunisia [Allison Sterrett-Krause, glass analyst]

Scholarly Presentations (Refereed/Invited)

International
• “Geospatial Applications in Byzantine Archaeology,” Workshop on Byzantine GIS (Mainz, Germany) [James Newhard]
• “Geospatial Methods in Regional Archaeology,” European Association for Archaeologists (Pilzn, Czech Republic) [James Newhard]
• “Unlayering the Palimpsest: Geoinformatic Approaches to Determining Chronological Phases in Survey Data,” Conference: Computing Applications in Archaeology (Paris, France) [James Newhard]
• “The Senate and Agrippa’s Pantheon,” Annual Meeting for Mediterranean Studies (Marbella, Spain) [Darryl Phillips]

National
• “Socializing Lyrics: What Happens When the Big is Small?,” Baylor University [Tim Johnson]
• “What Content…Where?: The Art of Electing Course Content,” Annual Conference for Library Informatics, Charleston, SC [James Newhard]
• “Master of Letters: Linguistic Competence in Fronto’s Correspondence,” American Philological Association Annual Meeting [Noelle Zeiner-Carmichael]

Regional
• “Food, Medicine, or Drug: Understanding Greek Kykeon,” Southern Association for the History of Medicine and Science [Kristen Gentile]
• “An Update on the Teaching of Latin in Russia,” The Classical Association of the Atlantic States [Anne Saunders]

Faculty: Contributions in Service

Department
• Colloquium: “Citizenship in a Democracy: Ancient Greece and Beyond” [Organizers: Andrew Alwine; Kristen Gentile]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Classics Club, Faculty Sponsor [Kristen Gentile]
• Eta Sigma Phi, Faculty Sponsor [Andrew Alwine]
• Library Liaison [Darryl Phillips]
• Departmental Representative to the Faculty Senate [Darryl Phillips]

College
• College Committee for FYE [Andrew Alwine]
• Ad Hoc Committee for Interdisciplinarity in LCWA [Andrew Alwine]
• Archaeology Program, Steering Committee [Tim Johnson]
• Faculty Advisory Committee to the President [Kristen Gentile]
• Undergraduate Research and Creative Arts Committee [Kristen Gentile]
• Student Affairs and Athletics Committee [Kristen Gentile]
• Committee on Diversity, LCWA Liaison [Tim Johnson]
• Council of Chairs, Executive Committee [Tim Johnson]
• Budget Committee [Tim Johnson]
• Sabbatical Review Committee, LCWA [Tim Johnson]
• Review Committee for NEH Summer Stipend [Tim Johnson]
• Search Committee: Dean of the LCWA [Tim Johnson; James Newhard]
• Director for the Program in Archaeology [James Newhard]
• Associate Director. Santee-Cooper GIS Laboratory [James Newhard]
• Advisory Committee, Santee-Cooper GIS Laboratory [James Newhard]
• Campus Climate Study Committee [Darryl Phillips]
• Faculty Advisory Committee on Tenure and Promotion [Darryl Phillips]
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 [James Newhard]
- Annual Meeting Program Committee, Archaeological Institute of America [James Newhard]

2013-2014 Annual Assessment Report: Classics
Submitted, May 15, 2014: Timothy Johnson, Chair/Classics

Section 1: Assessment Report 2013-2014

<table>
<thead>
<tr>
<th>Program Name and Type: Classics AB and BA major, Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information for Program Assessment Coordinator: Shawn Morrison, Associate Dean, LCWA</td>
</tr>
<tr>
<td>Email: <a href="mailto:morrisonsh@cofc.edu">morrisonsh@cofc.edu</a> Phone: 953-4266</td>
</tr>
<tr>
<td>Office address: 325 Jewish Studies Center</td>
</tr>
<tr>
<td>Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates:</td>
</tr>
</tbody>
</table>

Does this program follow specialized accreditation standards (e.g., NCATE, AASCB)? (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>
</tr>
</thead>
<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 particular question.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>CLAS 401 (Fall 2013) Adequate or above: 91%; Poor 9%</td>
<td></td>
</tr>
<tr>
<td>The performance meets the target.</td>
<td></td>
</tr>
<tr>
<td>2. Writing. Compose a clear, cogent, and</td>
<td></td>
</tr>
<tr>
<td>This major outcome will be assessed in CLAS 401, a</td>
<td></td>
</tr>
<tr>
<td>CLAS 401 (Fall 2013) Adequate or above:</td>
<td></td>
</tr>
<tr>
<td>The performance exceeds the target.</td>
<td></td>
</tr>
</tbody>
</table>
substantial research paper (25 pages), identifying relevant secondary literature and developing a rational argument.

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.

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.

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.

CLAS 401 (Fall 2013) Adequate or above: 100%

The performance exceeds the target.

Section 2: Assessment 2013-2014 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.

Results by Academic Year

<table>
<thead>
<tr>
<th>Outcome 1: Knowledge</th>
<th>Outcome 2: Writing</th>
<th>Outcome 3: Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>88% adequate or above</td>
<td>83% adequate or above</td>
<td>83% adequate or above</td>
</tr>
<tr>
<td>100% adequate or above</td>
<td>60% adequate or above</td>
<td>90% adequate or above</td>
</tr>
<tr>
<td>91% adequate or above</td>
<td>100% adequate or above</td>
<td>100% adequate or above</td>
</tr>
</tbody>
</table>

For the past two years the assessments for Knowledge and Critical Thinking met or exceeded targets. Based on the 2011-2012 assessment, 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 300 level students are now introduced to strategies for and practice in oral presentations. These adjustments appear to be having a positive effect. Currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Future revisions to the curriculum may remove this requirement in order to provide students more flexibility in their choice of a first 300 level course, and to end the need to offer LATN 301 every semester. If this is done, the above adjustments will be continued across 300 level language courses (as they are in CLAS 300 courses) or the faculty may determine that it is best to push them down to the LATN/GREK 202 level.

The performance level in the category of Writing for 2013-2014 reached its highest level over the three year period. The previous year’s topic for CLAS 401 (2012) was more theoretical in nature, which may have been more difficult for students. However, since the writing assignment.
is extensive (25 pages), it is critical that the processes for writing a paper of this length be presented in a methodical and clear fashion throughout the course. The faculty may elect to develop common writing rubrics for CLAS 401 that are a clear extension of the research assignments at the 300 level.

All juniors/seniors take CLAS 401 in 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.