School of Languages, Cultures, and World Affairs

College of Charleston

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Classics
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I. Executive Summary

The Classics Department at the College of Charleston is old and young. Classics was one of the founding disciplines for the College of Charleston, and therefore its curriculum and achievements stand as core components of the College’s history and success. Classics at the College is also young, since it was not constituted as an independent academic unit until 2006. Since that time the Department has grown into a multicultural and interdisciplinary program combining tradition with innovation. 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. Today Classics counts the following among its regional and national distinctives. Not all of these are flashy or good material for marketing, but they are evidence of the strength of Classics we enjoy at the College.

Curricular Interdependency: Classics here is not on the periphery. It is a cohesive agent within the College’s overall curriculum through connections to varied schools and departments, encompassing the humanities and sciences (History; Art History; Women and Gender Studies; Film Studies; Public Health; Urban Studies and City Planning; Archaeology; Geology; Biology; Computer Science). Most of these disciplines count several of our courses within their majors, or we teach courses under their number, or their students are working on the Artium Baccalaureatus degree. Classics considers its role to the wider College community to be central to its mission. For example, this year Classics continued its contributions to the First-Year Experience. Its faculty regularly teaches 3-4 FYE courses per academic year: 1-2 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.

A.B. Degree: The Artium Baccalaureatus is the oldest and most distinguished degree granted nationally and it is the most widely recognized international degree. It is often restricted to Classics majors. Although it is the oldest degree at the College, since 1990 it has been open here to any major who earns 24 credit hours in classics (18 hours of either Latin or Greek, and 6 hours of classical culture). Currently there are 104 A.B. students ranging in majors from Biology to Theater. Over the past three years, the major other than Classics producing the highest number of A.B. graduates has been Computer Science. The A.B. degree requires six more hours than a minor in Classics, and therefore keeps the number of minors in Classics artificially lower than if the A.B. were not offered. If A.B. degrees (a minor on steroids) are counted with our other minors, together a total of 122 students, we are the fourth ranking unit in the production of a specific minor on campus (behind only Studio Art, Psychology, and Spanish).

Flagship Classics Department in South Carolina: Size, youth, and balance matter. Because of the above interdependency we have a substantial number of majors, strong enrollments in courses, and a large enough faculty (8.5 faculty members) to handle diverse student interests. Again this is hardly the case nationally. USC-Columbia does not have a stand-alone Classics Department but only three classicists as part of the Department of Languages,
Literatures, and Cultures. Clemson has no classicist. The peer group of thirteen institutions, the College of Charleston claims, further illustrates the situation (Appalachian State University; Baylor University; Bowling Green State 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 Classics. 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 (UNC-Greensboro; University of New Hampshire) and only 1 matches the diversity of Classics at the College of Charleston by including archaeology in its curriculum (UNC-Greensboro). Our closest and most consistent peers 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, Davidson, Miami University of Ohio, Oberlin College, Union College, and the College of William and Mary. Needless to say, the expense of a private education limits access. It is of great value that Classics in South Carolina has a public forum, the College of Charleston.

The challenge for any Classics program is to cover in a balanced fashion not one but two languages and cultures over more than two millennia. Although we do have gaps, most notably in Greek epic, classical drama, and Latin pedagogy, progress continues. This year a visiting line in Roman archaeology was converted to a tenure-track, which allowed us to hire Dr. Allison Sterrett-Krause (University of Cincinnati). Also Dr. Jennifer Gerrish (University of Pennsylvania) will be joining our faculty to replace a resignation by our Roman historian. As a result, the teaching and research interests of our faculty can cover not only most of classical literature but Roman and Greek history (contributing courses to the Department of History), as well as a Greek and Roman archaeology.

We are not a “greying” Classics Department. The average age for our faculty is 38 years old and there are members at every rank. This predicts a promising future.

Efficient and Consistent Productivity: Comparatively Classics at Charleston is not small, nor does it act like it. Classics courses themselves enrolled 1,120 students for the academic year 2014-2015 (statistics drawn from Cognos the day after the first drop date of each semester and inclusive of FYE and courses for History). Even based on the more conservative statistics the College draws late in the semester, this translates into 23 students per course, ahead of every other language in LCWA, third overall in LCWA (28.1 [INTL Fall 14]; 24 AAST [Fall 14]), and well above the average for LCWA (16.9 [Fall 14]). This average for Classics is on par with Communications (22.1 [Fall 14]), Computer Science (22.9 [Fall 14]), and Chemistry (24 [Fall 14]). Classics managed an average SCH production per roster faculty of 213.43 [Fall 14] / 210.57 [Spring 15]. Again, this is above every unit in LCWA but International Studies (214.86 [Spring 15]) and well above the average for the LCWA (163.2 [Fall 14 / 161.10 [Spring 15]). It is more indicative of the average for HSS and SSM. Classics has taught in the range of 1,120-
1,217 students per year over the past 7 years (2008-2014), an average total enrollment over the past five years of 1,131. This is a strong and consistent enrollment pattern.

Major and minor programs continue to flourish. In spring 2014, 40 students were working on majors in Classics (A.B.; B.A.; EDCL); 18 on minors [total, 58]; 102 on the A.B. degree. The Archaeology program has an additional 44 majors. Classics is a critical partner for Archaeology, giving that program necessary financial support from the Classics budget every year.

Classics graduates go on to pursue advanced study in Classics and related disciplines, earning admission to top universities. This year’s class will join the ranks of past graduates currently studying at North Carolina – Chapel Hill, Brown, Duke University, Texas Tech, University of Georgia, and the University of Florida. There are now 13 local high school Latin programs in the immediate Charleston area, and six of these are graduates from Classics at the College of Charleston.

**Interactive Facilities and Ancient Glass Laboratory:** Over the past year facilities have been restructured and renovated to provide space for faculty-student research within the Department. RAND 301 B now serves as a classroom/seminar room with open study space for students, and has been equipped with AV and conferencing capability. RAND 308 D now includes an advanced research/writing lab for faculty-student collaboration. It contains all the major texts in Greek and Latin, as well as computers with a searchable database of all Greek and Latin literature. Classics maintains one of the few ancient glass labs in the country, the only such lab for an undergraduate program. We also maintain inside the Department a cast museum, which has a full-scale replica frieze from the Parthenon. These spaces are essential for building a genuine academic community among our students, and the space is having the desired effect.

For these reasons and more, Classics at Charleston has a vital regional and national presence. There is more that can be done to improve infrastructure, promote research, and increase extramural funding, but the present strength of the Department and the support of its donors, friends, and the College, predicts an exciting future.

**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.

There are two pressing targets within these priorities: (1) currently the curriculum gives strong support for students aiming for graduate school. Internships need to be developed that would support Classics majors working towards other careers: for example, museum studies, law, journalism, marketing, and high-tech industry; (2) the Department is in need of a permanent replacement for a position specializing in Latin Education (since Dr. Frank Morris retired 2010) to match the growing demand for Latin teachers in the middle schools and high schools. It is likely that this position will be realized through donors and external funding sources.

**Student Learning Outcomes and Assessment [A.B. Classics; B.A. Classics]** (See also the 2014-2015 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>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 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>
</tr>
</tbody>
</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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<tr>
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<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
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<tr>
<td><strong>Thesis</strong></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><strong>Depth and Cogency</strong></td>
<td>The paper explores deeply a well-defined topic. The argument is sufficient 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><strong>Citations</strong></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><strong>Mechanics</strong></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:

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<th>Excellent (10-9)</th>
<th>Good/Adequate (8-7)</th>
<th>Poor/Unsatisfactory (6-)</th>
</tr>
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<tbody>
<tr>
<td>Argumentation</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 (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>
</tr>
<tr>
<td>Mechanics</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 diversity of its offerings compared to other peer institutions and similarly-sized programs. Courses in 2014-2015 were taught in Greek, Latin, classical culture, ancient history, urban studies, women and gender studies, classical archaeology, and FYE -- 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>
<tr>
<th>LATN</th>
<th>Level</th>
<th>No. of Sections</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>101-102*</td>
<td>Elementary</td>
<td>10</td>
<td>191</td>
</tr>
<tr>
<td>LATN 201-202</td>
<td>Intermediate</td>
<td>7</td>
<td>131</td>
</tr>
<tr>
<td>LATN 300</td>
<td>Advanced</td>
<td>5</td>
<td>60</td>
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* Includes FYE LC/linked with CLAS

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<td>101-102</td>
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<td>40</td>
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<tr>
<td>201-202</td>
<td>Intermediate</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>300</td>
<td>Advanced</td>
<td>2</td>
<td>11</td>
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<table>
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<th>CLAS*</th>
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<tr>
<td>100**</td>
<td>Elementary</td>
<td>9</td>
<td>453</td>
</tr>
<tr>
<td>200</td>
<td>Intermediate</td>
<td>3</td>
<td>47</td>
</tr>
<tr>
<td>300/400</td>
<td>Advanced</td>
<td>3</td>
<td>37</td>
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* Includes 3 courses counted for Archaeology and 1 for Urban Studies
** Includes 2 FYE LC/linked with Anthropology and Latin

<table>
<thead>
<tr>
<th>HIST</th>
<th>Level</th>
<th>No. of Courses</th>
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<tr>
<td>231; 232</td>
<td>Intermediate</td>
<td>2</td>
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<td>Elementary</td>
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<tr>
<td>200</td>
<td>Intermediate</td>
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<td>28</td>
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<tr>
<td></td>
<td>48</td>
<td>1,120</td>
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</table>

- Total course/sections offered are in line with 5-year norms: 44 (2010-11); 45 (2011-2012); 43 (2012-2013); 47 (2013-2014); 44 (2014-2015); 44.6 (5-year average). These statistics do not include the courses taught for History (HIST), FYE (FYSM), or Women and Gender Studies (WGS), which would normally add 4-5 courses. Some compression was required this year to compensate for schedule changes due to a faculty resignation, but the average student-per-course/section stayed on average at 24, compared to 20.4 (2010-2011), 23.1 (2011-2012), 24.4 (2012-2013), 25.6 (2013-2014), 23.5 (5-year average). As cited in the Executive Summary this is well above the average for LCWA (16.9).

- 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. The
average student-per-course/section for Latin was a healthy 18.5, although many sections of
elementary and intermediate Latin were still above 20 students, the maximum set by LCWA.
Retention also is improving with enrollments growing at the intermediate and advanced levels
(168 [2011-2012] to 192 [2014-2015]). This increase has been offset with some minimal loss at
the elementary level (209 [2011-2012] to 191 [2014-2015]). The effectiveness of any language
program is not how many students start but how many are working competently at the upper
levels.

• Overall enrollments in Greek have increased 22.7%: 61 (2011-2012) to 79 (2014-2015).

• Another area of growth has been in classical culture courses from a previous five-year-average
of 557 (2005-2009) to 665 (2010-2014), an increase of 19%. 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 Women and Gender Studies. Classics
courses 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 (see Student and Graduate Highlights: Research and Creative Activities, pp. 18-19).

• Last year Classics undertook a 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 and Gender Studies. These courses broaden and secure the interdisciplinary
nature of the classics curriculum, so that there is now a standardized approach to general
education (LATN 100; GREK 100; CLAS 101, 102, 103, 104, 105; 223; 225; 226; 242; 253;
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.

This year two of these courses were added to the electives for Urban Studies: CLAS 225 (The Archaeology of Athens); CLAS 226 (The Archaeology of Rome).

This coming year Classics will work with History to propose a similar short sequence, building off of HIST 105, 231 and 232 (History of the Classical World; Ancient Greece; Ancient Rome) to meet the demand for ancient history.

Such short but coordinated core sequences allow students to process the liberal arts education on a practical level by adding secondary concentrations to the traditional major/minor.

**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
- 34% of the LCWA contributions to FYE
- 24.5% of the LCWA contributions to HSS

The Department generates nearly 9% of the total SCH generated by LCWA (and these figures do not reflect any adjustment for program size), and so 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 and nearly one-fourth of LCWA credit hours for HSS (trailing only Jewish Studies).

**FYE**

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.

**Other Programs**

In addition to the FYE program, the Department made significant contributions to other programs on campus: three courses were taught for History (CLAS 105; HIST 231; HIST 232) and one for Women and Gender Studies (WGS 200); four courses (CLAS 104; CLAS 223; CLAS 226; CLAS 322) counted towards the major in Archaeology and another for Urban Studies (CLAS 226).
Interdisciplinarity, Internationalization, and High-Impact Education

Interdisciplinary Programs (Summary)

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 2014-2015 contributed to programs in Archaeology, Film Studies, Urban Studies, History, Women and Gender Studies. Learning Communities in 2014-2015 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, religion, medical terms, urban development, 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 B.A. 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 28 students participated. Although the programs are designed to run in rotation, one every other summer, both programs ran this past summer. In each program students earn six hours of credit through intensive in-field/on-site learning. The Italy program was also linked to a course in Art History and was 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 in directing/mentoring Doctoral dissertations, M.A. theses, 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. Both organizations run a full slate of activities, the Club meeting twice a month and averaging 25 students. The Club also sponsors outside academic speakers, such as this year Professor Mario Erasmo (University of Georgia), “See Naples and Die: Death on the Grand Tour.”

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 2014-2015, the Department sponsored/co-sponsored lectures in archaeology and a colloquium (“Classics, Black Colleges, and Civil Rights”) as part of its Classical Charleston Lecture Series. The Classical Charleston Lecture Series is made possible by the generous support of Theodore B. Guérard and family:

“Silencing Homer, The Iliad and the Odyssey in Early Cinema: La Caduta di Troia (1911), L’île de Calypso (1905), L’Odissea (1911),” October 18, 2014

Professor Andrew Goldman (Gonzaga University) “From Phrygian Capital to Roman Fort: Recent Excavations at Gordion (Turkey),” Thursday, November, 2014

Professor Alexander Mazarakis Ainian (University of Thessaly, Greece) “Sacred Houses in Early Iron Age Greece,” Thursday, January 22, 2015


Dr. Eugene O’Connor (Ohio State University) “Tell Them We Are Rising: The Formative and Subversive Role of the Classics at Historically Black Colleges and Universities,” March 24, 2015

Professor Patrice Rankine (Hope College) “Performing Classics: The Black Body,” March 23, 2015

Professor Michele Ronnick (Wayne State University) “Black Carolinians and Classical Education- A Look at the Lives of Five Native Sons: Daniel Payne (1811-1893), Francis Cardozo (1837-1903), Cornelius Scott (1855-1922), William Bulkley (1861-1933) and Kelly Miller (1863-1939),” March 24, 2015

**Teaching Workload**

At its current size (6 tenure lines [1 currently filled by a visiting assistant]; 1 visiting assistant; 3 adjuncts) Classics is stretched to meet demands. 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 (214.58 compared to 195).

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<tr>
<td>T/T</td>
<td>176.46</td>
<td>218.17</td>
<td>207.70</td>
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<tr>
<td>Non-T/T</td>
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<td>120</td>
<td>222.75</td>
<td>171.38</td>
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<tr>
<td>Adjunct</td>
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<td>253.85</td>
<td>244</td>
<td>272.07</td>
<td>221.67</td>
</tr>
<tr>
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<td>215.14</td>
<td>213.51</td>
<td>215.10</td>
<td>214.58</td>
<td>195</td>
</tr>
</tbody>
</table>

The primary strain on workloads -- teaching/research effectiveness -- concerns not only class size and SCH production (at the high levels as noted) and the 3/3 teaching load (UNC-Greensboro is at 3/2 and Baylor University 2/2) but also the high number of individual and new
course preparations 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. The active cross-discipline curricular engagement, described in the previous sections, creates a high number of preparations. The specializations of the faculty have been coordinated; yet, the total number of preparations for each faculty member remains 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 and College. It conflicts with active research agendas, which require solid blocks of concentrated time outside of the classroom. It lessens teaching effectiveness, since culture courses that should have multiple sections are forced into one section of 80-100 students. Other departments count high enrolling courses (60 students and above) as a two-course workload. Classics does not have the faculty lines to adopt this practice.

Adjunct/Visiting Instruction:
Unfortunately, SCH/IFTE ratios exceed the Delaware peer group also in adjunct usage (272.07 to 221.67). Some progress in reducing adjunct dependency is being made. Thanks to the beneficence of a donor from LCWA, the past two years a full-time adjunct was replaced with a visiting assistant professor. This lowered adjunct use (318.35 to 272.07), but the decline was rather a shift to the Non-T/T category (120 to 222.75). This coming year the visiting line will become tenure-track, so that the shift away from temporary faculty will be permanent. Again, this is an improvement, but the result will still leave adjunct usage above the Delaware average. Any further improvement will have to come by hiring a permanent faculty to assume the load for Latin language courses where the adjunct usage is the highest.

Instructional Costs
The average instructional expenditure per SCH for Classics ($193) is slightly above the available data for its Delaware peer group ($175) but is next to the lowest in LCWA (Hispanic Studies, $151). Again, the Delaware peer group 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.

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, the following Classics courses are included in the general education assessment: GREK 202; LATN 202, 301, 321, 322, 323, 371, 373, 390; CLAS 101, 102, 103, 104, 105, 203, 223, 225, 226, 242, 253, 254, 255, 256, 270, 320, 322, 324, 343, 345, 356. This number of general education courses increases programming efficiency for non-classics A.B. degree students, especially those in the sciences.

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 (2014-2015)**
- Katherine Babb (2015) will undertake graduate work for a Master of Fine Arts.
- Meredith Davey (2015) will undertake graduate work in the Museum Studies.
- Jennifer Leslie Hill (2015) was accepted into the M.A. program in Classics at the University of Kentucky on scholarship.
- Frank Marrano (2015) entered officer training for the National Oceanic and Atmospheric Administration Corp.
- Hanna McDermett (2015) will undertake graduate work in the biblical languages.
- William Logan Scott (2015) was accepted into the Ph.D. program in Classics at the University of Florida with full funding and teaching assistantship.
- Margaret Kathleen Tuttle (2015) was accepted into the Ph.D. program in Classics at Indiana University with full funding and teaching assistantship.

- David Hester (2014) teaches English as a second language in Tokyo, Japan.
- Laura Lewis (2014) accepted a position as Latin Teacher in Mount Pleasant, Charleston, SC.
- Bertram Schewel (2014) was accepted for graduate study in Classics at the University of North Carolina-Chapel Hill.
- Ryan Simpson (2014) worked in medical internships and is applying for graduate studies in Medical Ethics at Duke University.
- Christine Stansell (2014) worked on the Jaffa Cultural Heritage Project’s 2014 excavations in Israel, and plans to apply to graduate school.
- Shaina Anderson (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, which she has now completed. She has been accepted into the Ph.D. program in Classics at the University of Florida with full funding and teaching assistant stipend.
- Brandon Baker (2013) was accepted with funding for the Classics Program (M.A.) at Texas Tech, which he has now completed. He has been accepted into the Ph.D. program in Archaeology at UNC-Chapel Hill with full funding and graduate research stipend.
- 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 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.

College and Departmental Awards to Graduating Students (2014–2015)

• Hannah McDermett, 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.

• Melissa Graham and Margaret Kathleen Tuttle, 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.

• Jennifer Leslie Hill, Aimee Melton, and William Logan Scott, Outstanding Student (Classics AB):

• Meredith Davey, Outstanding Student (Classics B.A.):

• Katherine Babb, Margaret Kathleen Tuttle, Departmental Honors

• Katherine Babb (Classics and English)
• Britney Bowen (Classics)
• Nicola Buescher (Computer Science)
• Elizabeth Burns (Art History)
• Zachary Campbell (Computer Science)
• Despina Filppakis (Arts Management)
• Melissa Graham (Education; History; Classics)
• Jennifer Leslie Hill (Classics)
• Frank Marrano (Microbiology)
• Hanna McDermett (Classics)
• Aimee Melton (Classics)
• Britteny Rogers (English)
• William Logan Scott (Classics)
• Margaret Kathleen Tuttle (Classics)
Departmental Scholarship Recipients (2015-2016): with deepest gratitude to our donors and friends.

**Robert H. Duryea, Jr. Memorial Scholarship** Recipients (see description, p. 17)
- Lia Ferrante
- Catherine Raines
- Alexandra Stephens

**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
- Pollyanna Bell
- Cody Cartner
- Hannah Edwards
- Lia Ferrante
- Carleigh Hoy
- Aaron Mathews
- Sean Moorman
- Alexandra Stephens

**Harold A. Mouzon Scholarship in Classical Studies** Recipients (see description, p. 17)
- Jami Baxley
- Lia Ferrante
- Sarah Legendre
- Sophie Naughton
- Sean Moorman
- Alexandra Stephens

**Research and Creative Activities**
- Nayla Abu Izzeddin, “Exploring Least Cost Path Analysis: a Case Study from the Göksu Valley, Turkey.” M.A. Thesis: Anthropology, Trent University (James Newhard, outside reader)
- Katherine Babb, “The Dark House: Writing the Modern Myth,” Bachelor’s Essay
- Zak Bartholomew, “Developing a Legacy GIS for the Palace of Nestor, Pylos, Messenia, Greece” (James Newhard, mentor)
- Jami Baxley, Archaeological Survey and Field School, Kea, Greece
- Jennifer Leslie Hill, Assistant Glass Analyst: Porta Stabia Project, Pompeii (Allison Sterrett-Krause, mentor)
• Sarah Legendre, “But Is It a Bottle? Quantitative and Qualitative Study of Roman Glass Vessels,” SURF Grant (Allison Sterrett-Krause, mentor)
• Sarah Legendre, “Quantitative Study of Roman Glass Vessels,” Tutorial (Allison Sterrett-Krause, mentor)
• Frank Marrano, “Reading and Translating Ovid’s Amores,” Tutorial (Tim Johnson, mentor)
• Morgan Rhodes, “Reading and Translating Ovid’s Amores,” Tutorial (Tim Johnson, mentor)
• Margaret Kathleen Tuttle, “The Evolving Door: The Paraklausithyron in Ovid,” Bachelor’s Essay (Tim Johnson, director)
• Alexandra Stephens, “Sparta: Crisis and Collapse,” Tutorial (Andrew Alwine, mentor)
• Henry Stocker, “Serving High-Resolution 3D Imagery via Web-GL” (James Newhard, mentor)
• Henry Stocker, “Computing Applications in Classical Archaeology,” Tutorial (James Newhard, mentor)
• Margaret Kathleen Tuttle, “The Influence of Ovid’s Servitium amoris on Chretien de Troyes’s Knight of the Cart,” Refereed Paper presented at the Southeastern Medievalist Association, Clayton State University, Atlanta, GA (Tim Johnson, mentor)
• Amanda Van Merlin, “Analyzing Agricultural Decision Making in the Late Roman Empire: A Case Study from the Göksu Valley, Turkey,” M.A. Thesis: Anthropology, Trent University (James Newhard, outside reader)
• Caleb Whitaker, Christina Carmack, Thomas Mims, Nicola Buescher, and Zachary Campbell, “AquaTerra: an add-on application for the ArcGIS platform” (James Newhard, 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 Visiting Assistant Professor of Classics*
Morris, Frank Research Associate of Classics and Emeritus Associate Professor
Newhard, James Associate Professor of Classics
Saunders, Anne Adjunct Instructor (Spring 2015) and Research Associate of Classics
Smith, Kelly Adjunct Instructor of Classics (Fall 2014)
Sterrett-Krause, Allison Visiting Assistant Professor of Classics**
Zeiner-Carmichael, Noelle Associate Professor of Classics

* James Lohmar for 2013-2014 was a full-time adjunct, but this year filled a roster position due to the resignation of a tenured faculty member. A successful hire for this position will bring to the faculty next year Dr. Jennifer Gerrish (Ph.D., University of Pennsylvania) as an assistant professor of Classics. James Lohmar will continue as full-time adjunct instructor.

** The visiting assistant position was converted to a tenure-track line. A successful national search resulted in Dr. Allison Sterrett-Krause (Ph.D., University of Cincinnati) accepting the position of assistant professor of Classics beginning next academic year.
The coming year (2015-2016) the Classics Department will be comprised of seven tenure lines, one full-time adjunct, and one part-time adjunct (8.5 FTE).

**Diversity**

The Department of Classics (2014-2015) consisted of 5 tenure/tenure-track faculty members, 2 visiting assistant professors, 3 part-time adjuncts, a part-time administrative assistant, and 2 research associates (not salaried). 63.6% of the salaried faculty/staff were women or minorities. 42.8% of the 7 full-time faculty members 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, using their teaching experiences as springboards for deeper exploration and discovery to enrich the College and larger academy.

**Highlights**

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<th>Books Under Contract</th>
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<tr>
<td>Grants External</td>
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<td>Grants Internal</td>
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<td>Articles/Translation/Book Chapters Published/Forthcoming</td>
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<tr>
<td>Scholarly Presentations: International</td>
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<tr>
<td>Scholarly Presentations: National</td>
<td>3</td>
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<tr>
<td>Active Archaeological Field Work/Projects</td>
<td>4</td>
</tr>
<tr>
<td>Theses/Student Tutorials</td>
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</tbody>
</table>

- **Books/Articles**: Within this academic year, 29% of the roster faculty had a book forthcoming. 43% either published or submitted articles for review.

- **International Presence**: 86% of the roster faculty was involved internationally as conference speakers, on archaeological projects, or in study-away programs.

- **Grants/Funding Awards**: The roster faculty was awarded $40,762 in grant funding with 57% of the roster faculty receiving competitive funding, external or internal.

- **Visiting and Adjunct Research and Professional Development**: In spite of the challenges of temporary positions our visiting professors are also active in research and professional development.

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 has established an ancient glass lab in the Social Science Research Center, one of the few ancient glass labs nationally and the only one for an undergraduate program. This gives our students another avenue (one not usually available) to access the material world of the ancient Mediterranean. She now has an enthusiastic group of students working with her.

Dr. James Lohmar’s research interest is Greek and Latin epic poetry, in particular violence and aesthetics. Last 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 12 School and College committees. This translates to an average of two 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. 43% 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.

Language Learning and Recruiting

Latin 100-200: Classics faculty members have become increasingly dissatisfied with the reading ability of students entering the 300-level Latin reading courses. According to last year’s recommendation, this year the faculty had extensive discussion on revising the Latin curriculum to: (1) include bridge material to help students entering 101 better understand the process of language acquisition; (2) compress the amount of time taken to move the students through the elements of Latin grammar and reading, so that LATN 202 can effectively become an introduction to reading Latin literature; (3) deactivate LATN 301 (Introduction to Latin Literature). The Department voted to appoint a director for the Latin program who would lead a working group to implement these changes.

Recommendation: Install the changes set by the faculty.

Greek 100-400: Due to recruiting efforts and curricular revisions at the 100-level, enrollments in Greek are increasing. 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.

**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 toward permanent hires. Progress was made this year in regards to adjunct usage, when the visiting assistant professor position was converted to a tenure line. But, this line must also be used to support programming in archaeology and culture. It, therefore, will have a limited impact on language courses.

**Recommendation:** Set the caps for LATN 101-202 at 20. Offering additional sections will require increasing the size of the faculty, especially if the number of complementary courses in culture and archaeology are to be maintained. Acquiring a dedicated line for the classical languages is necessary.

**Connecting with Local Latin Teachers**

The number of Latin high school and middle school teachers and programs in the immediate area has grown to 13. Nearly half of these are graduates from the College of Charleston. Due to our own programming demands not enough has been done to support these teachers once they are in their positions or to be a resource to assist the teachers in developing their programs and in advancing their own professional development.

**Recommendation:** This past fall general meetings began to be held with the teachers to share concerns and ideas for collaboration. One target from the meetings would be the formation of a Local Latin Council to foster and coordinate interaction between Classics at the College and the local programs. This would also have the advantage of bolstering recruiting by creating feeder programs for high school Latin students to transition into Classics at the College.

**Classics and Education**

Classics at the College of Charleston is the Flagship program and at the epicenter of Latin education in South Carolina. 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 offering support for local teachers and educators within South Carolina. The lack of faculty resources to connect to secondary Latin programs in the state and wider region for these five years is also making it more difficult to attract in-coming students into Latin and Greek. The support for Latin teachers state-wide is unacceptably low.

**Recommendation:** This year we formed an alliance with classicists at Furman University and the University of South Carolina-Columbia to begin to formulate some strategic interactions with state middle school and high school programs. This, however, is an area in which the Flagship program (College of Charleston) should take the lead by investing in a new permanent faculty position dedicated to Latin pedagogy. This year the Department recommended that such a
position be listed among the targets for the College’s capital campaign, *Boundless*. Classics will continue working to find a donor willing to contribute toward a joint position between Classics and Education. This position would be named for the donor and attract national attention.

**Classics 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/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/Forthcoming**

• *Enmity and Feuding in Classical Athens*, University of Texas Press [Andrew Alwine]
• *Alahan in Context: The Göksu Archaeological Project*, British Institute at Ankara Elton [Hugh Elton, James Newhard, eds.]  

**Grants Received (External/Internal)**

**External**

• INSTAP, Institute for Aegean Prehistory ($12,000), Linear B Archives [James Newhard, co-PI]

**Internal**

• LCWA Dean Stipend ($860) to fund indexing for *Enmity and Feuding in Classical Athens* [Andrew Alwine]
• LCWA Strategic Plan Initiative Grant ($1,380) to fund symposium: “Classics, Black Colleges, and Civil Rights” [Tim Johnson]
• LCWA Faculty Research Grant ($4,000) for development of an on-line database for Aegean Scripts [James Newhard]
• LCWA Faculty Research Grant ($4,500) for imaging and analysis of the Linear B tablets at Pylos [James Newhard]
SURF Grant ($6,500), “But Is It a Bottle? Quantitative and Qualitative Study of Roman Glass Vessels” [Allison Sterrett-Krause; Sarah Legendre]

Articles/Book Chapters/Translations

Published/Forthcoming
• “Freedom and Patronage in the Athenian Democracy,” Journal of Hellenic Studies [Andrew Alwine]
• “Above as below: Application of Multiple Survey Techniques at a Byzantine Church at Avkat,” in K. Winther-Jacobsen and L. Summerer (eds.) Landscape and settlement dynamics in Northern Anatolia in the Roman and Byzantine Period [James Newhard with *P. Bikoulis, H. Elton, and J. Haldon]

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
• “Magister Domino: intellectual and pedagogical power in Fronto’s correspondence”
  (University of South Africa Classics Colloquium, October 2014 [Noelle Zeiner-Carmichael]

National
• “Books, Databases, and Bodies” (Plenary Session, 34th Annual Charleston Conference: Issues in Book and Serial Acquisition, November 2014) [Tim Johnson]
• “Perspectives on using 3rd-party data to develop regional syntheses in the informatic age,” (for the workshop “Developing the Digital Ottoman Platform (DOP)” at the Institute for Advanced Study, Princeton, June 2015) [James Newhard]
• “The Development of a Legacy GIS for the Contextualization of the Linear B Deposits from the Palace of Nestor at Pylos” (Annual Meeting of the Archaeological Institute of America, New Orleans, January 2015) [James Newhard with Z. Bartholomew, N.S. Levine, K. Pluta, and D. Nakassis]

Contributions in Service

Department
• Search Committees: Assistant Professor of Classics (Archaeology); Assistant Professor of Classics (Roman History) [Andrew Alwine; Kristen Gentile; Tim Johnson; James Newhard; Noelle Zeiner-Carmichael]
• Colloquium: “Classics, Black Colleges, and Civil Rights” [Tim Johnson, co-organizer:]
• Classics Club, Faculty Sponsor [Kristen Gentile]
• Eta Sigma Phi, Faculty Sponsor [Andrew Alwine]
• Library Liaison [Noelle Zeiner-Carmichael]

College and School (LCWA)
• Ad Hoc Committee for Interdisciplinarity in LCWA [Andrew Alwine]
• Chrestomathy, Editorial Board Member [Kristen Gentile]
• Departmental Representative to the Faculty Senate [Tim Johnson]
• Director of the A.B. Degree Program [Tim Johnson]
• Archaeology Program, Steering Committee [Tim Johnson]
• Sabbatical Review Committee, LCWA [Tim Johnson]
• Council of Chairs, Executive Committee [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]
• Review Committee for NEH Summer Stipend [Noelle Zeiner-Carmichael]
• Research and Development Committee [Noelle Zeiner-Carmichael]

Community
• Acting Liaison to Local and State Latin Teachers [Allison Sterrett-Krause]
• “Charleston Latin (July 29-31): “Language Arts through Latin,” enrichment program for elementary through high school teachers [Frank Morris]

Profession
- Mountain State Foreign Language Association, Annual Conference Planning Committee [Andrew Alwine]
- *Bryn Mawr Classical Review*, member of the Editorial Board [Tim Johnson]
- Managing Committee of the American School of Classical Studies in Athens, Institutional Representative [James Newhard]
- South Carolina Chapter of the Archaeological Institute of America, Vice President [James Newhard]
- Alliance for Lowcountry Archaeology, Chair [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]

**2015-2016 Annual Assessment Report: Classics**
Submitted, May 15, 2015: Timothy Johnson, Chair/Classics

### Section 1: Assessment Report 2014-2015

<table>
<thead>
<tr>
<th>Program Name and Type: Classics A.B. and B.A. major, Undergraduate</th>
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</thead>
<tbody>
<tr>
<td>Contact information for Program Assessment Coordinator: Shawn Morrison, Associate Dean, LCWA</td>
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<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, 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 particular question.</td>
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<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>
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<tr>
<td>CLAS 401 (Fall 2014) Adequate or above: 100%</td>
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<td>The performance meets the target.</td>
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<tr>
<td>2. Writing. Compose a clear, cogent, and substantial research paper (25 pages), identifying relevant secondary literature and developing</td>
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<td>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</td>
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<tr>
<td>CLAS 401 (Fall 2014) Adequate or above: 100%</td>
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<tr>
<td>The performance exceeds the target.</td>
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a rational argument. achieve an adequate or above rating on this outcome.

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.

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<tbody>
<tr>
<td>Outcome 2: Writing</td>
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<tr>
<td>Outcome 3: Critical</td>
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<tr>
<td>Thinking</td>
<td>88% adequate or above</td>
<td>100% adequate or above</td>
<td>91% adequate or above</td>
<td>100% adequate or above</td>
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<tr>
<td></td>
<td>83% adequate or above</td>
<td>60% adequate or above</td>
<td>100% adequate or above</td>
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<tr>
<td></td>
<td>83% adequate or above</td>
<td>90% adequate or above</td>
<td>100% adequate or above</td>
<td>90% adequate or above</td>
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Section 2: Assessment 2014-2015 and “Closing 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

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<td>Thinking</td>
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For the past three years the assessments for Knowledge and Critical Thinking met or exceeded targets. The curricular revisions made post 2011-2012 appear to have had a positive effect. Specifically, 300 level students are now introduced to strategies for and practice in oral presentations. All 300 level courses in both language and civilization now require a paper and writing projects, which together total 12-15 pages of formal writing.

Currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Majors in Classics over the past three years are predominantly on the A.B. track, which means that a majority take LATN 301. Future revisions to the curriculum may remove LATN 301 as a required course in order to provide students more flexibility in their choice of a first 300 level course, but when this is done (academic year 2016), the above adjustments must be continued across 300 level language courses (as they are in CLAS 300 courses).

All juniors/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.

If the above results continue at their high level for outcome 2 and 3, the faculty may decide to push this level of rigor down to the 200 level.

The performance level in the category of Writing for 2014-2015 repeated the high performance from the year previous. This seems to confirm that students found the topic for CLAS 401 (2012) particularly difficult. The project for that year relied heavily on digital/computer applications. Given the poor performance in this area, the faculty will consider integrating the use of computer based skills relevant to the field at the 200 level or at minimum in earlier 300 level courses.