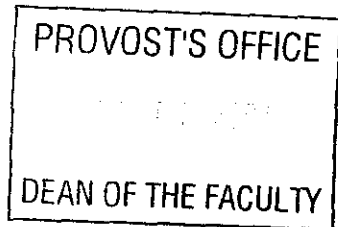


Department/Program CLASSICS Chair/Director THALIA PANDIRI



Retreat Date MAY 10TH 2008

Departmental/program faculty in attendance: SCOTT BRADBURY, JUSTINA GREGORY, THALIA PANDIRI, MAUREEN RYAN, NANCY SHUMATE

Outside guest(s)/speaker(s) in attendance:

Goals for the retreat:

- Review and if necessary refine the substance and sequence of the information and skills majors need to acquire at each level
- Reconsider the curriculum and whether 1) it best meets the needs of our students and 2) whether we are using our staffing resources as efficiently as we can.
- Review opportunities for independent research and for some form of “capstone” experience.
- Consider how we collaborate with related departments and programs at Smith.
- Explore different models of five-college collaboration.

Outcomes:

We reviewed the substance and clear sequence of what our students need to learn in their classes at each level and agreed that we were satisfied with what we had formalized in 2006-2007. We confirmed our commitment to fostering those capacities for students in all our classes, in ways appropriate at each level.

Curriculum: We are down to the minimum of 12 semester courses in Latin and Greek indispensable to providing a major. We have long offered courses in CLT and WST→SWAG (indeed, Pandiri has a .5 appointment in CLT). Service courses such as Classical Mythology offer a cultural foundation for a broad range of majors, including students in divisions 2 and 3. We see the desirability of offering more first year seminars to meet the College’s needs and to best serve the needs of incoming students.

Synergy with other departments and programs: We collaborate in many ways with colleagues in, for example, ARH, HST, CLT, ENG, SWAG, PHI. We lecture in one another’s classes, co-advise theses and independent research projects. While such collaboration is feasible as well as desirable in courses taught in translation, it is not an option for courses in Greek and Latin—with one possible exception. We would be happy to have Susan Levin occasionally teach the advanced Greek course in Plato and/or

Aristotle, something she is qualified to do and in principle interested in doing. But her commitment to her home dept. (PHI) stand in the way.

If there were a Greek New Testament expert in the Religion Department, we would like to coordinate offerings as we did in the past with Karl Donfried. We do not have the staffing to offer New Testament Greek on a regular basis, although there is demand (Pandiri taught a j-term course several years ago that attracted students from other campuses as well as Smith)

Five-college collaboration. In spring 2007-2008 we had our first **one-for-one faculty exchange**. Brian Breed (UMass Classics) taught the advanced Latin course at Smith, and Maureen Ryan (SC Classics) taught the advanced Latin course at UMass. The exchange was highly beneficial to students on both campuses and to colleagues in both departments as well.

A second one-for-one exchange is in place for spring 2008-2009: Tony Tuck (UMass Classics dept.) will teach an archeology/material culture course at Smith, and Justina Gregory will teach a literature course in translation at UMass. We hope these exchanges can become a regular feature; this model represents the best of what five-college cooperation has to offer our departments.

Attempts over the decades—renewed every semester to this day—to **coordinate offerings** with the other Classics departments in the valley have met with limited success. Amherst College is particularly unwilling to coordinate offerings, preferring to accommodate the desires of its own faculty and students even at the last minute. The Amherst department is under no apparent pressure to cut back or to be concerned about low enrollments in language courses. We will continue to work for coordinating offerings.

Offering an alternative intermediate option in New Testament Greek would be desirable, if such a course could be offered on different campuses on a predictable, rotating basis.

Plans to achieve outcomes:

- We are reevaluating texts and methodologies for teaching the languages at the introductory level, to meet the changing needs of incoming students.
- We plan to request that students completing LAT 100y or GRK 100y receive 10 credits rather than 8.
- We are continuing the carefully sequenced introduction of research tools and skills.
- We are developing new FYS courses. Justina Gregory has been offering a first year seminar for four years; she is considering a new topic. Nancy Shumate is planning to convert her 200-level course (crosslisted in CLT and SWAG) on Cleopatra to a FYS. Thalia Pandiri is developing a FYS for fall 2009, which is meant primarily to provide a gateway into CLT.
- We are continuing to pursue one-for-one exchange with faculty from other campuses.

- We are working to coordinate our course offerings so as to avoid duplication at the advanced level

How do your plans advance departmental goals as outlined in mid-term or decennial reports?

We have already put in place and are further developing the following recommendations of the decennial review external review committee (spring 2005):

- Developing more topics courses at the 300 level of language and literature courses.
- Offering Medieval Latin at the 300-level every third year.
- Taking a leadership role in organizing and hosting the annual forum for five-college senior presentations of independent research, projects and honors theses.
- Routinely offering FYS, and in fact developing more.
- Continuing our commitment to interdisciplinary education (as the committee states, Classics is in itself a highly interdisciplinary and comparative field)

How does the departmental/program plan to integrate the list of intellectual capacities into the major? For instance, are specific capacities such as writing, speaking or quantitative skills developed in particular courses, or a series of courses?

- Students are introduced to electronic and hard copy databases and reference resources, and to specialized search engines such as Perseus, the Thesaurus Linguae Latinae and the Thesaurus Linguae Graecae.
- They learn which scholarly journals and presses are most authoritative for which subfields.
- They learn how to summarize and orally present a scholarly article and give their critical evaluation of its merits and flaws.
- They write papers at the intermediate and advanced levels that combine close textual analysis and research.
- The incremental sequence of expectations at each level is clearly set out in the document "What Should Classics Majors Know?" which we developed in 2006-2007, and we teach these skills as appropriate in all our classes.
- Quantitative skills are not a focus (unlike writing, speaking, language competence and research), but students do learn to work with word frequency and other quantitative information that pertains to an author's style. Students who work with GIS take a course and receive their initial training at UMass.

Of the specific curricular goals identified by the faculty which would be furthered within the major? (see page 8 of the smith catalog for further examples)

- Develop the ability to think critically and analytically and to convey knowledge and understanding
- Develop historical and comparative perspectives
- Become an informed global citizen

As noted above, Classics students learn—beginning at the 100 level—to think critically, to analyze material, to present their discoveries orally and in writing. The discipline itself makes developing historical and comparative perspectives an ineluctable necessity, and we foster those abilities in our classes. Classics—encompassing the study of languages, literatures and cultures from Asia Minor, Egypt, North Africa, Spain, Italy, and more broadly Europe—lays the groundwork for understanding the complexity and interrelated nature of linguistic, cultural, religious, economic, political, and historical factors that shape “history” and international relations.

Has the department integrated the development of student research abilities in the structure of the major? For instance, is there an information literacy program in place for students who major in the department? Is there a research methods course recommended for your majors (either in your department or another one)? If so, when in the student’s career does she take this course?

- As noted above, a detailed and clearly sequenced information literacy program is in place. (We were among the first departments to develop this.) We offer guidance to students at all levels, whether or not they are majors. We do not have a separate research methods course.
- **Research and purposeful inquiry:**
- A high proportion of Classics/Classical Studies majors write year-long **honors theses**, or pursue a topic of particular interest in semester-long **special studies**.
- Some students take part in **archeological excavations** over the summer.
- Students also work closely with faculty as **research assistants**, for instance on paleographical research [deciphering and translating latin manuscripts], or as **praxis interns and curriculum development interns**.
- **Stride** students also work closely with faculty on research projects, and we have mentored a number of stride students over the years. These students, as well as honors and special studies students, have presented their research during *Celebrating Collaborations*.
- In 2006-2007 and 2008-2009 three students each year tutored at the Springfield Gerena elementary school in a pilot outreach program (advised by Pandiri), “Latin

for Literacy.” Students presented their work at the 2007 annual meeting of the Classical Association of Massachusetts as well as during *Celebrating Collaborations*.

Are the pathways through the major clear for prospective majors? Is the department satisfied with the level of advanced work accomplished by its majors?
(it may be useful to review the transcripts of graduating majors, or to examine the course taken patterns of several recent groups of senior majors.)

- Pathways through the majors are clear.
- Our advanced majors distinguish themselves by their independent work (honors theses, special studies, Kahn fellows, for instance) and by their track record in garnering fellowships (such as Fulbright), by their acceptance rate and later success in excellent graduate programs.
- Classics majors tend to complement their courses in the major with courses in other languages and literatures, including CLT and SWAG, GOV, ECON, ARH and ARS, MATH, CSC—among others. A significant proportion receive Latin Honors and are elected to Phi Beta Kappa.

What are the culminating or capstone experiences for students in your major?

- We no longer have the resources to offer a senior seminar, but for our majors the 300-level courses, special studies, honors theses serve as a capstone experience.
- In 2004-2005 Justina Gregory initiated and organized a forum for seniors in all the valley institutions to present their independent work in the area of Classical Studies. This event met with great success, providing students from the five colleges with the opportunity to get to know one another better as young scholars. While many of our students present their work throughout their careers here during *Celebrating Collaborations*, the senior Classics forum is both a celebration of achievement and a mini-conference that brings faculty and students together. We plan to continue to organize and host this forum, which was identified by the decennial review external committee and CAP as a “capstone experience.”
- [please see attached programs for April 2007 and April 2008]

Please attach a summary of any proposed changes to be considered by the department and any associated timeline for changes to be submitted to CAP.

In fall 2008 we are proposing to CAP

- A credit increase from 8 to 10 credits for LAT 100y and GRK 100y;
- New topics for FYS

**FIVE-COLLEGE SYMPOSIUM: SENIORS PRESENT
THEIR THESES AND INDEPENDENT PROJECTS**

**SATURDAY, APRIL 28, 10:00 A.M. IN DEWEY COMMON ROOM,
SMITH COLLEGE**

THE PRESENTATIONS WILL BE FOLLOWED BY LUNCH, SO PLAN
TO STAY AND SHARE FOOD AS WELL AS INTELLECTUAL
NOURISHMENT WITH STUDENTS AND FACULTY WHO LOVE
CLASSICS

PRESENTERS:

TYRONE SANDOVAL (HC)

The Electras of Sophocles, von Hofmannsthal, and Strauss

ELAINE CHAN (SC)

Printing the Greeks: Technical and Aesthetic Considerations

ALYSSA HAGEN (HC)

The Gorgon in Iconography, Ritual and Personal Religious Practice

LINDSAY SEARS (SC)

*Etymological Wordplay as a Device to Explain the Ancient Roman Festival
Calendar*

GEORGE BAROUD (UMA)

Callimachus and Catullus: Poetry of Poetics

ASHLEIGH GOLDEN (SC)

*Characterization in Menander and Plautus: Demeas in the Samia and
Euclio in the Aulularia*

PAT MCGRATH (AC)

Allusions to Virgil's 6th Eclogue in Milton's Lycidas

**PRESENTATIONS OF FIVE-COLLEGE SENIOR
INDEPENDENT PROJECTS AND HONORS
THESES IN CLASSICS**

**SATURDAY APRIL 26TH 2008, 10:00-2:00 [LUNCH AT 12:30]
IN THE KAHN INSTITUTE CONFERENCE ROOM, 3RD
LEVEL OF NEILSON LIBRARY, SMITH COLLEGE**

**LAUREN VOLLONO (SC)
CULT OF THE DEAD: ROMAN COLUMBARIA AND DEATH RITUAL**

**EMILY JANE KEENE (HC)
KINGSHIP, PRIESTHOOD, AND THE PARADOX OF POWER:
AUTHORITY IN ANCIENT INDIA AND IRELAND**

**ELEANOR JEFFERSON (SC)
DOING AS THE ROMANS DO: ROMANIZATION IN BRITAIN**

**ANDREW CARROLL (UMASS)
THE SEARCH FOR A HUT: EVIDENCE OF A POSSIBLE NON-ELITE
DOMESTIC STRUCTURE AT POGGIO CIVITATE (MURLO)**

**ALLA BABUSHKINA (SC)
LOQUACES MUTI SUNT: AUGUSTINE'S THEORY OF LANGUAGE IN
THE *CONFESSIONS*.**

**CASSANDRA FINGER (SC)
MAPPING JULIO-CLAUDIAN ROME: A STUDY IN JULIO-CLAUDIAN
GEOGRAPHY THROUGH GIS.**

**ALISON NICOLE SMITH (SC)
WAR NO MORE?: AN EXAMINATION OF WAR AND LAMENT IN
HOMER'S *ILLIAD***

***LUNCH WILL BE PROVIDED IN THE KAHN INSTITUTE LOUNGE AREA
AFTER THE PRESENTATIONS***