Please attach/submit additional documents as needed to fully complete each section of the form. See Writing Course Resources.

I. COURSE INFORMATION

Department: MCLL
Course Title: Classics Proseminar
Course Number: 399

Type of Request: ☑ New   ☐ One-time Only   ☐ Renew   ☐ Change   ☐ Remove

Rationale: Classics does not currently have an approved advanced writing class. Classics majors meet the requirement through other affiliated departments (English, History, Philosophy, etc.). While these classes provide more instruction at the upper-division, Classics majors are not systematically introduced to advanced research skills in the discipline, nor the standard conventions of research and writing in Classical Studies.

II. ENDORSEMENT / APPROVALS

* Instructor: Matthew Semanoff
  Phone / Email: matthew.semanoff@umontana.edu

Program Chair: Liz Ametsbichler

Dean: Christopher Comer

Signature
Date 9/26/16

Signature
Date 9-23-16

Signature
Date 9-29-16

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

The Classics Proseminar serves as a capstone experience and research methodology course required of majors in Classical Languages, Classical Civilizations, and Latin. Students will develop advanced research skills and be introduced to the wide variety of specialized interdisciplinary approaches employed by Classicists. Students will have the opportunity to be introduced to advanced topics in Classics including lexicography, epigraphy, palaeography, textual criticism, mythography, archaeology, numismatics, etc. These skills will be developed in the context of rotating seminar topics. This semester, readings focused on Plague in the Classical World. Passages in Sophocles, Thucydides, Lucretius and Vergil will serve as basic content area for exploring a wide range of areas of specialization. The class will culminate in a research symposium during which students will present their research papers.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome.
• Identify and pursue sophisticated questions for academic inquiry.
  ✗ Yes  If yes, how will student learning be supported? The class will culminate in a research symposium. In the first weeks of the class, students will collaboratively draft a mock call for papers. The entire semester will be structured around the development of a sophisticated research question appropriate for presentation at a professional conference or symposium. The process of drafting the call for papers will include review of typical calls for papers and discussion about what types of questions and topics are appropriate within the framework of a specific call.

□ No  If no, course may not be eligible

• Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources. (see Mansfield Library Information Literacy Guide) Subject liaison librarians are available to assist you embed information literacy into your course.
  ✗ Yes  If yes, how will student learning be supported? From the beginning of the semester, students will be introduced to the challenges of working with the variety of sources typically used by Classicists, whether these are primary sources in their entirety or the fragmentary remains of primary texts. Students will be introduced also to the strategies used for identifying, locating, and obtaining secondary sources. In week 6, students will have a workshop that will focus on both locating sources and managing source citations (to maintain academic integrity). Students will also be introduced to the ethics of dealing with material sources.

□ No  If no, course may not be eligible

• Manage multiple perspectives as appropriate
  ✗ Yes  If yes, how will student learning be supported? Multiple perspectives will be incorporated as appropriate through the use of multidisciplinary specialization. The Proseminar will introduce students to a wide range of specializations ranging from philological and lexicographical/linguistic to literary critical and will incorporate study of material culture and material remains of texts. These disciplinary perspectives will be incorporated as appropriate in papers, in particular in the Papyrology assignment.

□ No  If no, course may not be eligible

• Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  ✗ Yes  If yes, how will student learning be supported? Students will develop both a full research paper and an abbreviated version suitable for presentation at a conference or symposium. Prior to the presentations, the class will discuss the different needs and expectations of an audience of an oral presentation in contrast to an article or monograph. We will consider changes in voice and style that are necessitated by the change in audience.
• Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ☑ Yes  If yes, how will student learning be supported?
Drafts, revision, and editing will be supported by requiring students to submit a draft of the research paper that will be worked on one-on-one with the instructor in an individual conference in Week 10. Also, students will be required to significantly revise the research paper to develop a paper suitable for presentation in the typical 15-minute timeframe of a conference setting.

• Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  ☑ Yes  If yes, how will student learning be supported?
Students will be introduced to conventions of citation and documentation in a research workshop (week 6) and then will implement those conventions in the Annotated Bibliography assignment and in both drafts of the research paper.

• Enrollment is capped at 25 students.  ☑ Yes  ☑ No
  If no, list maximum course enrollment.
Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.

• Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.
Course readings will provide tools and strategies for writing in Classical Studies. Schaps’ Handbook for Classical Research includes a chapter on the stages of research, assembling a bibliography, and examination of sources (pp. 3-68). Students will be encouraged to carefully consider the role of audience by framing the assignments in the context of a research symposium. Throughout the semester, students will complete additional assignments that hone the craft of academic research and writing.
VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least thirteen of these 20 pages should be new, previously unsubmitted content rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students' performance on writing assignments.

Formal Graded Assignments:
Oxyrhynchus Papyri Assignment: Students will contribute to the examination of papyri excavated from the ancient city of Oxyrhynchus in Egypt. Many of these papyri were first unearthed in the mid-20th century, and have remained uncatalogued since then. Today, an effort to digitize these papyri fragments and enlist the 21st century idea of crowdsourcing, has made the fragments available to the public to try to decipher. Students will be required to work with 10 papyrus fragments to try to identify letters and words. Students will submit a 3-5 page paper describing the source of the papyri and the techniques used to transcribe the fragments.

Research paper: Students in the seminar will begin by drafting collaboratively a Call For Papers that will provide the framework for the end-of-semester Research Symposium. Over the course of the semester, students will submit an abstract in response to the Call For Papers, an Annotated Bibliography, and two drafts (at least) of the paper. The final paper will be 15 pages. This research paper will be revised one final time to adapt for a conference setting. Papers presented in conferences and symposia in Classical Studies are generally read to the audience within a 15 minute period (this comes to approximately 7 pages double spaced). Students will be required to adapt their research paper to reflect the requirements resulting from the a different type of audience and a different type of setting.

- Informal Ungraded Assignments
  Discussion questions and reflections based on the readings throughout the proseminar.

- Attach a sample writing assignment. Include instructions / handouts provided to students.
  See description of Research Paper Assignment on Syllabus.

VII. WRITING ASSESSMENT

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

See attached Rubric
VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
CLAS 399—Classics Proseminar: Plague in the Classical World
Spring 2018

Instructor Information:
Matthew Semanoff
matthew.semanoff@umontana.edu
LA 425
243-2401

Office Hours:
MW 2:00-3:00, TTh 1:00-2:00, and by appointment

Course Description

The Classics Proseminar serves as a capstone experience and research methodology course required of majors in Classical Languages, Classical Civilizations, and Latin. Students will develop advanced research skills and be introduced to the wide variety of specialized interdisciplinary approaches employed by Classicists. Students will have the opportunity to be introduced to advanced topics in Classics including lexicography, epigraphy, palaeography, textual criticism, mythography, archaeology, numismatics, etc. These skills will be developed in the context of rotating seminar topics. This semester, readings focused on Plague in the Classical World. Passages in Sophocles, Thucydides, Lucretius and Vergil will serve as basic content area for exploring a wide range of areas of specialization. The class will culminate in a research symposium during which students will present their research papers.

Prereq: completion of LATN 202, GRK 202 or equivalent. Junior standing.

Learning Objectives

Upon completion of this course, successful students will
1. Gain familiarity with databases used in Classical Studies, including Thesaurus Linguae Graecae (TLG), L’Anneé Philologique, etc.,
2. gain familiarity with the full range of areas of specialization including textual criticism, palaeography, papyrology, historiography, literary criticism, etc.,
3. develop advanced research and writing skills,
4. Be introduced to a number of texts, techniques, and trends in classical scholarship

Advanced Writing Objectives:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy
Required Textbook and Materials
Additional readings will be posted on Moodle

Course Schedule

Week 1  Introduction: Interdisciplinarity and the Classics.

Week 2  History of Classical Scholarship: Alexandria

Week 3  Introduction to the topic: Plague in the Classical World
Readings: Sophocles and Thucydides.

Week 4  Traditional Fields in Classical Studies: Literature and History
Readings: Schaps, Reading and Understanding Literature pp115-130; 155-176

Week 5  Traditional Fields Continued: Oratory, Rhetoric, and Philosophy
Readings: Schaps, pp. 130-154

Abstract Due

Week 6  Language and Philology
Readings: Schaps on Lexicography, Grammar, Linguistics, and the Use of Classical Texts

Workshop on Research: Sources, Databases, Managing Source Citations.

Week 7  The Written Word
Readings: Schaps on Epigraphy, Papyrology, Palaeography, Editing Classical Texts

Projects: POxy Oxyrhynchus Online (The Oxyrhynchus Papyri Project): An experiment in ‘crowdsourcing.’
Homer Multitext Project (Digitization of manuscripts of the Homeric poems)
Digital Vatican Library (On-line repository of manuscripts and incunabula)

Week 8  Papyri in Context: the Villa of the Papyri. Unlocking the mysteries of the charred scrolls of Herculaneum.
Readings: Selections from *The Villa of the Papyri at Herculaneum: Archaeology, Reception and Digital Reconstruction.*

**Annotated Bibliography Assignment Due**

**Week 9**

**The Written Word Continued: Fragments**
Lyric Poets in Papyri
Using *Fragmente der griechischen Historiker*
McHardy, Robson and Harvey, eds. *The Lost Dramas of Classical Athens: Greek Tragic Fragments*

**Week 10**

**Individual Conferences:** Students will meet one-on-one with faculty to discuss progress of research projects. Students will submit a first draft of the paper by Friday of Week 9. During the conferences, faculty and student will spend time reading the paper closely and will work on areas requiring further research.

**Draft of Research Paper Due**

**Week 11**

**Intertextuality: Plague in Lucretius and Virgil**
Readings: selections from Lucretius *DRN 6* and Virgil *Georgics 3.*
A. Morrison

**Week 12**

**Classics and Related Disciplines**
Readings: Schaps on Science and Technology, Ancient Religion and Mythology, Law, Sociology, Anthropology, Economics and Psychology. pp. 267-343

**Week 13**

**Physical Remains**
Readings: Schaps on Archaeology, Mycenology, and Numismatics

**Week 14**

**Classical Reception**

**Week 15**

**Research Symposium:** Students will present their research in a context simulating an academic conference. Final drafts of research paper due.

**Final Draft of Research Paper Due**
Class Policies

Attendance and Participation
Attendance and participation are critical aspects of this course, and students are expected to attend each class. Excused absences are up to the discretion of the instructor.

PLEASE NOTE: Repeated tardiness or getting up in the middle of class is considered part of your attendance record. Similarly, dealing with a phone, whether silencing an incoming call, answering a call, sending or receiving text messages is part of your attendance record; you are not “attending” class, if you are frequently responding to messages emanating from outside the classroom. Additionally, these are distracting to your instructor and fellow classmates. Please show respect by limiting these types of disruptions.

UM Connect/Student Email
All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University’s primary method of communication with students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

Leading Discussion:
Each student will be responsible for leading the seminar’s discussion twice throughout the semester. Students will be required to prepare the readings in advance, meet with the instructor, and develop questions that will help guide reading and discussion of topics. These questions will be distributed one week in advance.

Oxyrhynchus Papyrus Assignment
Students will contribute to the examination of papyri excavated from the ancient city of Oxyrhynchus in Egypt. Many of these papyri were first unearthed in the mid-20th century, and have remained uncatalogued since then. Today, an effort to digitize these papyri fragments and enlist the 21st century idea of crowdsourcing, has made the fragments available to the public to try to decipher. Students will be required to work with 10 papyrus fragments to try to identify letters and words. Students will submit a 3-5 page paper describing the source of the papyri and the techniques used to transcribe the fragments. More details to follow.

Research Paper and Symposium
The purpose of the proseminar is to introduce students to areas of specialization in the field of classics. To that end, students will put on a symposium on the topic of Plague, Disease, and Death in the Classical World. The research paper that students write will be presented as if in a professional conference or symposium, within 15 minutes, and respond to questions and answers for another 5-10 minutes. A 15-minute conference paper is generally 7 pages long. Students should consider the audience to be advanced students of Classical Studies, with familiarity with either Greek or Latin language.

Students will also write a full research paper of 15 pages, which will form the basis of the conference paper. Through the various stages of the assignment, students will demonstrate familiarity with on-line databases, interlibrary loan, reference management software, as well as familiarity with citation styles. In combination, the two papers will allow students to consider how audience and context necessitate changes in voice and style. The assignments will be broken down into several stages.
1. Call for Papers: the students will collaboratively draft a mock call for papers which sets the limits of the symposium topic.

2. Abstract: students will write a 300-450 word abstract stating the general thesis and evidenced marshalled to support the conclusion. The abstract must directly state how the paper contributes to the parameters of the Call for Papers and contributes to the greater scholarly conversation of the topic as framed by the Call for Papers.

3. Annotated Bibliography: Students will submit a preliminary annotated bibliography including the major sources (primary and secondary) that will contribute to their arguments. The bibliography must include at least one source serving as the methodological foundation for the paper. Students are expected to make use of L’année Philologique for bibliography, to look beyond the resources immediately available on-line or in the Mansfield Library.

4. Draft of Research Paper: The draft will be submitted prior to the individual conferences of Week 10. The individual conferences will serve as an opportunity to look closely at the argument and source material with the instructor, and identify strengths and weaknesses of the paper. These meetings will be one-on-one workshops.

5. Final draft of Research Paper and Conference paper will be submitted at the time of the research symposium.

More details regarding the timeline will be distributed separately.

Late Assignments
Assignments that are not turned in by the deadlines posted in this syllabus will not be accepted. There are no exceptions for any late assignments.

Academic Honesty and Integrity
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the university. All students must be familiar with the Student Conduct Code. The code is available for review online at: http://www.umt.edu/vpsa/policies/student_conduct.php

Disability Accommodations
This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the accommodation process. For more information, visit the Disability Services website at http://life.umt.edu/dss

Grading and Assignments

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10 %</td>
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<tr>
<td>Participation</td>
<td>10 %</td>
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<td>Leading Discussion</td>
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<td>Papyrology Project</td>
<td>15 %</td>
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<td>Abstract</td>
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<tr>
<td>Annotated Bibliography</td>
<td>15 %</td>
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<td>First Draft</td>
<td>15 %</td>
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<tr>
<td>Final Draft of Research Paper</td>
<td>20 %</td>
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Total Grade Calculations
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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## Basic Rubric for Research Papers for CLAS 399: Classics Proseminar. Rubric based on Sample Rubrics from NYU. 
([https://www.nyu.edu/content/dam/nyu/provost/documents/Assessment/Appendix-E-Sample-Rubrics-2011-02-17.pdf](https://www.nyu.edu/content/dam/nyu/provost/documents/Assessment/Appendix-E-Sample-Rubrics-2011-02-17.pdf))

<table>
<thead>
<tr>
<th>Depth of Analysis</th>
<th>Sophisticated</th>
<th>Highly Competent</th>
<th>Fairly Competent</th>
<th>Not Yet Competent</th>
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<tbody>
<tr>
<td>Paper goes beyond the assignment, explores implications of arguments, interpretation of sources and evidence is thoughtful and insightful.</td>
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<td>Paper meets parameters of assignment. Demonstrates good grasp of critical and analytical principles but application of them is not fully developed.</td>
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<tr>
<td>Paper does not completely address all aspects of the assignment. Interpretation of sources and evidence is at times incomplete, inaccurate, or unjustified (lacking warrant).</td>
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<td>Paper does not address the assignment. Does not use critical or analytical principles adequately. Presents claims requiring argument as facts.</td>
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<tr>
<th>Thesis/Intro</th>
<th>Clearly identifies the scope of the topic and presents a clear and nuanced argument. Thesis is compelling. Provides reader with a sense of the evidence that will contribute to the argument. Indicates the organizational structure to follow.</th>
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<tbody>
<tr>
<td>Introduction identifies an argument. Provides a reasonable sense of the direction of the paper, but may not include indications of evidence or structure.</td>
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<tr>
<td>Thesis is not entirely arguable (would a reasonable person disagree?). That is, the thesis may be self-evident, obvious, or trivial.</td>
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<tr>
<td>Introduction does not include an arguable thesis, or the central argument is not sufficiently clear. Introduction does not differentiate between topic and advancing an argument.</td>
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<tr>
<th>Evidence</th>
<th>Evidence used is detailed and appropriately chosen. Evidence comes from a wide variety of sources, both primary and secondary. Analysis and interpretation of evidence is clear, compelling, and persuasive. Connections between evidence and argument are well articulated. Contradictory evidence is acknowledged when appropriate.</th>
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<tbody>
<tr>
<td>Evidence used to support the argument, but depth of analysis and interpretation is uneven. Imbalance between primary and secondary sources. Connection between evidence and its contribution to the argument is present, but not completely developed.</td>
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<tr>
<td>Evidence is used but the connection with the argument is not clearly articulated. Evidence is not accurately contextualized, so that when read in its original context, it may not support the paper's argument. Argument is too dependent on secondary sources.</td>
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<tr>
<td>Evidence fails to support the argument or is absent. Important opposing or contradictory evidence is ignored. Argument is taken from secondary sources exclusively.</td>
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<tr>
<td>Organization</td>
<td>Paper is logically organized and the structure is quickly apparent. Connections are made from one paragraph to the next with smooth transitions. Paragraphing is logical, with each paragraph making a distinct and clear point with obvious connection to the argument or its particular section within the argument.</td>
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<tr>
<td>Clarity</td>
<td>Wording is precise and unambiguous throughout the paper. Sentences are clearly structured without mechanical/grammatical issues. Quotations are fully contextualized and framed so as to allow reader to fully understand the contribution to the argument and analysis.</td>
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<tr>
<td>Mechanics</td>
<td>Paper is clean and appropriately formatted. Quotations are properly attributed and cited. Paper avoids incomplete or run-on sentences (except when appropriate for emphasis or transition). Paper is without spelling or grammatical errors.</td>
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