

The DIETRICH School of Arts & Sciences

COVER PAGE PROPOSAL FOR A NEW OR EXISTING COURSE TO FULFILL A GENERAL EDUCATION REQUIREMENT

This cover page must be completed and accompany each proposal.

Department: Classics **Instructor:** Mark Possanza

Course subject and number: CLASS 1650 **Cross listing:** _____

Course title: Warfare in the Ancient Mediterranean

Attached course syllabus should include:

- ✓ Course objective
- ✓ Organization of course content
- ✓ Course requirements
- ✓ Grading Policy
- ✓ Disability Resource Services statement
- ✓ Academic Integrity Policy statement
- ✓ E-mail Communication Policy statement
- Turnitin statement (if this service will be used in the course)
- ✓ Office Hours

Please include any additional information about the content, goals, or methods of the course that may be relevant.

Please check the General Education Requirement(s) requested

- | | |
|--|---|
| <input type="checkbox"/> Seminar in Composition | <input type="checkbox"/> Social Science |
| <input checked="" type="checkbox"/> Writing (W-Designated) Courses | <input type="checkbox"/> Historical Analysis |
| <input type="checkbox"/> Quantitative and Formal Reasoning | <input type="checkbox"/> Natural Sciences |
| <input type="checkbox"/> Second Language | Global Awareness and Cultural Understanding |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Global Issues |
| <input type="checkbox"/> Literature | <input type="checkbox"/> Geographic Region |
| <input type="checkbox"/> The Arts | <input type="checkbox"/> Cross-Cultural Awareness |
| <input type="checkbox"/> Creative Work | |
| <input type="checkbox"/> Philosophical Thinking or Ethics | |

Number of General Education Requirements requested: 1

Include an assessment matrix for each General Education Requirement requested. Hence, multiple matrices may be required.



University of Pittsburgh

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Department of Classics

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October 22, 2017

Dear Members of Undergraduate Council:

I am writing to resubmit a course, CLASS 1650: Warfare in the Ancient Mediterranean, for GER Certification as a “Writing (w–designated) Course”. At the April 2017 meeting of Undergraduate Council this course was approved for GER Geographic Region requirement; it was not approved as a Writing Course. The course has now been revised in light of Council’s comments and recommendations. The required documentation for both attributes is contained in this file.

Justification: Writing (w–designated) Course.

As is clear from the syllabus and the rationale, writing and revision are thoroughly integrated into the course right from the beginning and continue throughout the term in conjunction with the reading, discussion and critical analysis of texts, and with the study of the archaeological remains. The students will participate in a full and demanding regimen of writing-and-revision activities, among which are:

- writing workshops
- peer review and instructor review of work
- meetings with instructor to discuss both sources of feedback
- guidance in the conduct of research: critical reading workshop, library workshop, development of topic, writing of abstract, construction of bibliography

Through these activities the students will develop their skills in clear and precise expression, organization of argument, critical interpretation and the structuring of an extended piece of expository prose; moreover, the presentation of their papers at the end of the term will give them experience in the oral communication of thesis, evidence and argument, and conclusion. Through regular class discussion of readings students will learn how writing in the discipline is done and actively participate in constructing their own disciplinary discourse in the form of a research paper. The role of writing and revision is clearly explained in the instructions for the different types of assignments, in the rubrics for grading them and in the schedules for their completion; in the course materials students are given clear guidance and deadlines for the timely completion of each task in the writing of the paper. At the end of the course the students will not only have improved their skills in doing research and writing a

substantial paper on a topic in Ancient Warfare, they will also have experienced the power of revision, through discussion and critique, in refining their ideas and improving their expression of those ideas.

Justification: Foreign Culture/International: Regional.

CLASS 1650 is a survey of armed conflict between states in the ancient Mediterranean from the Late Bronze Age (1400 BCE) to the closing decades of the Roman Republic (50s–40s BCE), with a primary focus on the literary and material evidence of Greek and Roman warfare. The scope of the course includes both the western and eastern Mediterranean and investigates conflicts of great historical consequence for Europe, North Africa, Egypt, Turkey, and other areas of the Levant (Greece and the Persian Empire; Alexander's conquests extending into India; Rome and Carthage, which was originally a colony of Tyre in Phoenicia, modern day Lebanon). Since the 1980s, when Victor Hanson published his seminal work *The Western Way of War: Infantry Battle in Classical Greece*, the study of warfare in the ancient Mediterranean has developed into a major field of investigation that combines the rich historical record of detailed accounts that narrate conflicts between states and their allies, such as Thucydides' *Peloponnesian War*, with the equally fascinating archaeological record of military equipment, fortifications and other objects, which provide invaluable evidence for understanding the material realities of ancient warfare. This combination of textual and archaeological evidence in the investigation of armed conflict in the Mediterranean world will provide students with the opportunity to engage with the latest scholarship in a very active field of research and will introduce them to a sophisticated method for the investigation of a topic of deep interest: the most destructive and violent of human behaviors organized on a mass scale, involving a good portion of the adult male citizen population who regularly served as soldiers, and supported by the power, authority and resources of a government. In the case of Rome, students will be confronted with the challenge of understanding a state that was constantly involved in wars for centuries and ritualized warfare as part of its civic identity (religious rituals for the declaration of war, vows to the gods by military commanders, the victory parade known as the triumph). In addition to the conflicts themselves and the armies that fought them, the course will also address what happens in the aftermath of war, especially its psychological impact on the soldiers (post-traumatic stress disorder) and the treatment of captives. In this course students will gain an understanding of the following central issues, whose importance is by no means restricted to the ancient Mediterranean: how a community of citizens mobilizes itself for war, how it fights the war, how it represents the nature of the conflict ('freedom vs. slavery', 'civilization vs. barbarism', 'national security vs. imminent threat', and how it deals with the consequences of state sponsored violence and brutality both for the victors and the defeated.

Justification: Writing (w–designated) Course.

As is clear from the syllabus and the rationale, writing and revision is thoroughly integrated into the course right from the beginning and continues throughout the term in conjunction with the reading,

discussion and critical analysis of texts, and with the study of the archaeological remains. The students will participate in a full and demanding regimen of writing-and-revision activities, among which are:

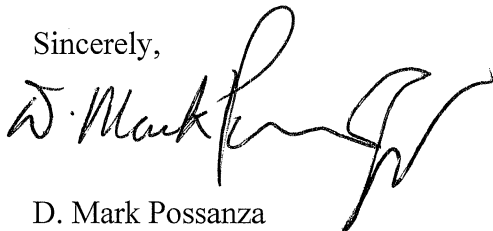
- writing workshops
- peer review and instructor review of work
- meetings with instructor to discuss feedback
- guidance in the conduct of research: critical reading workshop, library workshop, development of topic, construction of bibliography

Through these activities and interactions they will develop their skills in clear and precise expression, organization of argument, critical interpretation and the structuring of an extended piece of expository prose; moreover, the presentation of their papers at the end of the term will give them experience in the oral communication of thesis, evidence and argument, and conclusion. The role of writing and revision is clearly explained in the instructions for the different types of assignments, in the rubrics for grading them and in the schedules for their completion. In addition, the writing is coordinated with the preparation of an oral presentation so that students can develop their skills in both areas.

CLASS 1650: Warfare in the Ancient Mediterranean comes out of the department's comprehensive revision of its curriculum, which was undertaken to broaden the range of our course offerings by including more recent developments in scholarship, such as the study of warfare in the Ancient Mediterranean, and to present to our students a fuller picture of the ancient world by exposing them to the material culture of that world in conjunction with their reading. CLASS 1650 will appeal not only to majors and minors in Classics but also to students in History, Anthropology and other disciplines. As a Writing Intensive Course it will fill a gap in the curriculum. Overall, CLASS 1650 marks an important step forward in bringing fresh scholarship and new ideas into our current roster of course offerings.

The department hopes that you will approve CLASS 1650: Warfare in the Ancient Mediterranean for GER certification as "Foreign Culture/International: Regional" and as a Writing Intensive Course. Thank you for your consideration. I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Mark Possanza". The signature is fluid and cursive, with a large, stylized initial "D" and "P".

D. Mark Possanza
Associate Professor and Chair
Department of Classics

Warfare in the Ancient Mediterranean

CLASS 1650

Office Hours: TBA

Class Location: TBA

Course Description:

Since the dawn of civilization, warfare has been a constant threat to society. Although the material remains of ancient warfare survive in the archaeological record, the literary accounts of Greco-Roman authors provide us with additional evidence to reconstruct developments in, and attitudes toward, armed conflict in the ancient Mediterranean region. This undergraduate course surveys the literary and material evidence of Greek and Roman warfare. Significant battles, developments, strategies, and attitudes are presented chronologically, and special attention is paid to issues of biological and chemical warfare, votive dedications and war trophies, casualties and commemoration, civilian impact, and the effects of post-traumatic stress disorder. This class is a designated W-course, so considerable attention will be paid to developing critical reading, writing, and oral presentation skills.

Course Prerequisites:

None.

Course Objectives:

- 1) Students will become familiar with the decisive battles, major military developments, attitudes toward war, and military material culture in Greek and Roman civilizations. Students will also explore the impact of war on the culture and politics of the ancient Mediterranean region.
- 2) Students will hone their research and analysis skills in the process of producing a substantive research paper that offers a critically informed and original interpretation of a topic concerning ancient warfare.
- 3) Students will demonstrate an ability to critically analyze primary and secondary sources.
- 4) Through weekly discussions and individual presentations, students will refine their ability to present their ideas to an audience and defend an argument.

Teaching Methodology:

The class will have a lecture component, but will primarily consist of the discussion of reading assignments.

Required Texts:

J.E. Lendon. 2006. *Soldiers and Ghosts: A History of Battle in Classical Antiquity*. Yale: Yale University Press. 480 pages. ISBN-10: 0300119798 and ISBN-13: 978-0300119794. Price: \$24.00.

John Warry. 1995. *Warfare in the Classical World: An Illustrated Encyclopedia of Weapons, Warriors and Warfare in the Ancient Civilizations of Greece and Rome*. Oklahoma City:

University of Oklahoma Press. 224 pages. ISBN-10: 0806127945 and ISBN-13: 978-0806127941. Price: \$32.95.

Adrienne Mayor. 2000. *Greek Fire, Poison Arrows, and Scorpion Bombs: Biological and Chemical Warfare in the Ancient World*. New York: Overlook Press. 336 pages. ISBN-10: 1590201779 and ISBN-13: 978-1590201770. Price: \$17.95.

Reading Assignments:

Each week you will be assigned chapters from your textbooks and supplemental readings that will be made available to you digitally. These readings should be completed before each class as they will provide you with important background material for both lecture and discussion.

Requirements and Grading:

Requirements for the course include class attendance and participation, reaction papers, a research paper and a presentation. Final grades will be assessed as follows:

Reaction Papers	15%
Abstract and Annotated Bibliography	10%
Rough Draft	15%
Peer Review of Rough Draft	5%
Paper Presentation	20%
Peer Reviews of Paper Presentations	5%
Final Research Paper	30%

In order to receive a passing grade for the course, all requirements must be completed satisfactorily.

Reaction Papers:

In each reaction paper, you are expected to briefly summarize the readings for the week, identify their salient features, and comment on their overall relevance to the course. Reaction papers should be 2-3 pages in length (1 inch margins, double-spaced, Times New Roman font) and they will be due at the beginning of each class. The Schedule of Meetings indicates when each paper is due. Please supply hard copies, as digital copies will only be accepted in the event of an emergency.

Research Paper and Presentation:

You will write a 12-15 page research paper (1 inch margins, double-spaced, Times New Roman font) on a topic of your choice (note that this page requirement is limited to text and does NOT include the Bibliography or Images). You are also required to give a 10 minute presentation based on your research paper. To enhance your presentation, you are encouraged to use Powerpoint and notes (and handouts, where appropriate).

The aim of this assignment is to engage in the in-depth exploration of a topic related to the course. You are encouraged to begin working on this assignment early, as important paper-related deadlines (e.g., paper topic and bibliography) will occur throughout the semester. These deadlines are indicated on the Schedule of Meetings and described below.

The assignment is scaffolded:

1) You will decide on a research paper topic in consultation with me

You will make an appointment to meet with me during office hours to discuss and decide on a research topic. The ‘topic’ must specify the issue you would like to explore as well as your central research question (what question do you want your research to answer).

2) You will create a preliminary abstract and an annotated bibliography for your paper

Abstract: Write a 300-word abstract introducing your research topic. The abstract should articulate your emerging ideas for the project and convey the main problem or ‘big idea’ the project seeks to address. It may also pose a series of questions that arise when considering this theme, work, or issue. Finally, the abstract should detail some sense of the evidence that will be consulted. What evidence will be central to your analysis? Is there already a significant scholarly source that will need to be consulted? Do any primary documents or sources exist that will be useful?

Annotated Bibliography: Compile a list of all of the sources that you have consulted so far in the course of researching your project. These sources (5–10) will be listed in the accompanying annotated bibliography, which should include at least **two primary** and **four secondary** sources. The sources should be arranged chronologically, from oldest to most recent. After giving complete bibliographic information for a source (using the format of the Chicago Manual of Style), describe its contents and suggest how it may or may not be relevant to your research. You do not have to use all of these sources in your final paper.

3) You will create a rough draft of your research paper that will be critiqued by me and by your peers

Write a draft of your research paper. A draft is written in sentences, not in outline. At this stage in the semester, you should have a complete draft, 12 to 15 pages in length, that organizes and articulates your argument (thesis or ‘big idea’) and evidence fully. The draft should include citations, bibliography, and illustrations. I will read your draft and provide extensive written comments, and then we will meet one-on-one to discuss the draft and strategies for improvement. During this meeting, we will address comments made by me and by your peer reviewers. I will devote more time to reviewing your draft than on any other written work this semester, so it is in your best interest to produce a complete draft that reflects the best of your research, thinking, and writing at this point in time.

4) Using a rubric that I will provide you, you will critique (5) of your peers’ rough drafts

You will be given peer review rubrics and assigned five of your peers’ papers to review, which will be sent to the respective authors electronically after class. The peer review will be double-blind (you will not know whose paper you are reading, and your peers will not know who provided comments to them). You will be evaluated on the quality of your critique (for example, is the feedback appropriate and constructive?).

5) *You will give a 10 minute presentation on your research that will be critique by me and by your peers*

You will give a presentation on your research. This should not be a general overview of your project, nor an outline of your paper. Instead, it is to be a focused presentation of a particular image, argument, or aspect of your research project. You might even use the presentation to share findings that may not ultimately make it into the final paper, or use the time to present an ongoing problem in order to seek out further help. To enhance your presentation, you are encouraged to use PowerPoint/Keynote/Google Slides in order to construct a thoughtful, thorough, and effective visual apparatus to accompany your carefully-prepared script. Each student will have **ten minutes to present**, followed by five minutes to receive comments and questions from the group.

6) *Using a rubric that I will provide you, you will critique all of your peers' presentations*
You will be given peer review rubrics and asked to review each speaker. Your comments will remain anonymous and will be sent to the respective speakers electronically. You will be evaluated on the quality of your critique (for example, is the feedback appropriate and constructive?).

7) *You will incorporate my feedback and constructive comments from your peers into your final research paper*

The final paper presents the results of your research project as an independent contribution to the existing scholarship on your topic. It should exhibit substantial and effective changes from the rough draft in the areas that were identified as needing improvement. The final paper must include citations, bibliography and illustrations. You should imagine that you are submitting it for publication, and therefore it should be error-free and properly formatted.

Final grades will be determined using the following grading policy:

98% – 100% = A+	80% – 82% = B-	63% – 66% = D
93% – 97% = A	77% – 79% = C+	60% – 62% = D-
90% – 92% = A-	73% – 76% = C	59% and below = F
87% – 89% = B+	70% – 72% = C-	
83% – 86% = B	67% – 69% = D+	

Classroom Policies:

Cheating and plagiarism are strictly prohibited. Cheating or plagiarism on any exam or assignment will not be tolerated. Simply put, plagiarism is using someone else's words as if they are your own. If you ever use someone else's text word for word in your own writing, you must enclose those words in quotation marks and cite the source; if you paraphrase from a source, you must cite it as well. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam, or paper will be imposed (For the full Academic Integrity policy, go to www.provost.pitt.edu/info/ai1.html).

Promptly request disability accommodation. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit www.studentaffairs.pitt.edu/drsabout.

Policy on communication with students. Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to log out of your account when you have finished (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html).

Special permission is needed to record classroom sessions. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Policy on Missed Exams. Unanticipated illness or academic/work conflicts will not be excuses for failure to take an exam/quiz or to submit written work unless documented by a letter on official stationery from an employer, physician, etc. Attendance at funerals must be documented by a funeral-service program.

Cell phones are prohibited. They should be switched off and kept out of sight.

Laptops are permitted. They should be used for taking notes, not for social media, etc.

Be courteous and respectful of the opinions of others. Everyone is encouraged to articulate his or her point of view, but to do so in a manner that is courteous and respectful.

Schedule of Meetings

The following schedule provides a general outline of the course and is subject to adjustment as necessary.

Week 1 Introduction to the Archaeology of Ancient Warfare

Theme(s): evidence and reconstruction of ancient warfare

Subjects discussed:

- A brief overview of Mediterranean geography; brief overviews of the Greeks and Romans
- Sources of evidence for ancient warfare (e.g., archaeological remains and ancient literature)
- How we use extant evidence to reconstruct ancient warfare
- Critical Reading Workshop: we will discuss strategies and techniques to critically read and evaluate scholarly sources

Activities:

Critical Reading Workshop

Assignments Due:

None

Readings:

- Hornblower 2007. "Warfare in Ancient Literature: The Paradox of War," in *Cambridge History of Greek and Roman Warfare*, pp. 22-53. [PDF]
- Whitby 2007. "Reconstructing Ancient Warfare," in *Cambridge History of Greek and Roman Warfare*, pp. 54-84. [PDF]

Week 2 Homeric Warfare and the Warrior of Lefkandi

Theme(s): Bronze Age warfare vs. Homeric warfare, warrior culture of the early Iron Age

Subjects discussed:

- Brief overview of the civilizations of the Bronze Age Aegean and the state of the Greek world in the aftermath of their collapse (i.e., the early Iron Age, aka the so-called 'Dark Ages')
- Homer, epic poetry, and the characteristics of oral composition
- The tension between our evidence for Bronze Age warfare (and the Trojan War) vs. Homer's description of the Trojan War
- Aristocratic warrior culture and the themes of Homer's *Iliad*
- The burial of the Warrior of Lefkandi
- There will be a Library Workshop this week held in Hillman Library so that students may become acquainted with the library and learn more about research sources and

strategies

Activities:

Library Workshop—Meet in Hillman Library

Assignments Due:

Reaction Paper 1

Readings:

- Warry 1995. “Homeric and Mycenaean Warfare,” in *Warfare in the Classical World*, pp. 10-23. [textbook]
- Lendon 2006. *Soldiers and Ghosts*, pp. 5-38. [textbook]
- Vandkilde 2006. “Warfare and Gender According to Homer: An Archaeology of an Aristocratic Warrior Culture,” in *Warfare and Society*, pp. 515-528. [PDF]
- Homer. *Iliad*, Books 1, 5, 18, and 24:
<http://classics.mit.edu/Homer/iliad.1.i.html>
<http://classics.mit.edu/Homer/iliad.5.v.html>
<http://classics.mit.edu/Homer/iliad.18.xviii.html>
<http://classics.mit.edu/Homer/iliad.24.xxiv.html>

Week 3

The Rise of the Hoplite

Theme(s): state formation and the professional soldier

Subjects discussed:

- City-state formation (the *polis*) and early social structure
- The professionalization of the soldier—the rise of the hoplite (heavily-armed Greek soldier)
- How hoplite warfare differs from previous warfare (sophisticated armor, sophisticated use of weaponry and defensive/offensive tactics, such as the development of the phalanx)
- A portion of the class will also be devoted to the discussion of appropriate paper topics. Since classical studies encompasses a variety of different subfields, students will be encourage to write about any topic suited to their interests, as long as the subject matter deals with some aspect of ancient warfare
- Students will learn what constitutes an abstract and an annotated bibliography
- Outside of class, students will meet with me individually during office hours to discuss paper topics

Activities:

Individual Paper Topic Meetings (schedule an appointment)
Writing Workshop 1: Abstracts and Annotated Bibliographies

Assignments Due:

None

Readings:

- Lendon 2006. *Soldiers and Ghosts*, pp. 39-57. [textbook]
 - Tyrtaeus. Selected poems. [PDF]
 - Luginbill 1994. "Othismos: The Importance of the Mass-Shove in Hoplite Warfare." *Phoenix* 48: 51-61. [PDF]
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Week 4

The Persian Wars

Theme(s): Greeks vs. Others

Subjects discussed:

- A brief overview of the Achaemenid Persians
- Events leading to the outbreak of war between the Greeks and Achaemenid Persians
- Descriptions of key battles and strategies in the Persian Wars (examples of archaeological evidence from battle fields)
- In the aftermath of the Persian Wars, the notion of 'Greekness'—shared language, culture, and religion—was forged in opposition to the Persians and what they represented (i.e., the 'Other'). This differs from how the Greeks perceived their other major historical foe, the Trojans, who were depicted as similar (e.g., they shared a common religion and ethos) to the Greeks
- The aftermath of the Persian Wars is also the moment where the concept of the 'barbarian' (pejorative applied to anyone who was non-Greek) was crystalized (illustrated by depictions of Persians on Greek vases)

Activities:

None

Assignments Due:

Reaction Paper 2

Readings:

- Warry 1995. "The Persian Wars," in *Warfare in the Classical World*, pp. 24-39. [textbook]
 - Lendon 2006. *Soldiers and Ghosts*, pp. 58-77. [textbook]
 - Whatley 1964. "On the Possibility of Reconstructing Marathon and Other Ancient Battles." *The Journal of Hellenic Studies* 84: 119-139. [PDF]
 - Herodotus. Selections on the Battles of Thermopylae, Salamis, Marathon, and Plataea. [PDF]
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Week 5

Votive Dedications at Panhellenic Sanctuaries

Theme(s): evidence and reconstruction of ancient warfare

Subjects discussed:

- A brief overview of Panhellenic sanctuaries and the activities that take place there (e.g.,

the dedication of votive offerings)

- Votive offerings and how they functioned in Greek culture and religion
- Case studies of high-profile votive offerings primarily (but not exclusively) related to the Persian Wars will be discussed [e.g., the Serpent Column at Delphi (made of melted bronze from capture Persian arms and armor, inscribed with the names of all Greek city-states that fought at the Battle of Plataea), the helmet of Miltiades at Olympia (commander of the Greek forces at Marathon)]

Activities:

None

Assignments Due:

None

Readings:

- Herodotus. *Histories*, 8.24-27; 8.35-39; 8.114; 8.121-124; 9.71-85. [PDF]
- Pausanias. *Description of Greece*, 5.10-12; 5.16-17; 5.20-24. [PDF]
- Jackson 1991. "Hoplites and Gods: The Dedication of Captured Arms and Armour," in *Hoplites: The Classical Battle Experience*, pp. 228-249. [PDF]

Week 6

The Peloponnesian War

Theme(s): civil war and its social effects

Subjects discussed:

- The creation of the Delian League after the Persian Wars and its usurpation by Athens
- Sparta's declaration of war against Athens and its allies
- The effects of war—the plagues at Athens (including mass graves and archaeological evidence)
- Descriptions of key battles and strategies in the Peloponnesian Wars (examples of archaeological evidence from battle fields)
- The aftermath of the Peloponnesian Wars and widespread social destabilization
- One class session this week will be devoted to the in class workshopping of abstracts and annotated bibliographies

Activities:

Writing Workshop 2: Revising Abstracts and Annotated Bibliographies

Assignments Due:

Paper Abstracts and Annotated Bibliographies

Readings:

- Warry 1995. "The Peloponnesian War," in *Warfare in the Classical World*, pp. 40-53. [textbook]
- Lendon 2006. *Soldiers and Ghosts*, pp. 78-90. [textbook]
- Thucydides. Selections. [PDF]

- Hornblower 1992. "The Religious Dimensions to the Peloponnesian War, or, What Thucydides Does Not Tell Us." *Harvard Studies in Classical Philology* 94: 169-197. [PDF]

Week 7

Casualties and Commemoration

Theme(s): commemorative strategies, politicization of the war dead

Subjects discussed:

- Commemorative strategies for fallen soldiers (burial on the battlefield vs. burial at home; individual vs. mass burial; degree of monumentalization)
- The tumuli of the war dead at Marathon
- In the public cemetery of Athens (*demosion sema*) the war dead were buried by tribe once a year in a public ceremony held at public expense (this custom was in place during the Peloponnesian war, as described by Thucydides)
- The public burial of the war dead was politically charged and underscored that death for the city-state was both noble, beautiful, desirable, and necessary
- Critiqued abstracts and annotated bibliographies are returned to the students. At this point, they are expected to begin working on their rough drafts

Activities:

Critiques of abstracts and annotated bibliographies returned

Assignments Due:

Reaction Paper 3

Readings:

- Krentz 1985. "Casualties in Hoplite Battles." *Greek, Roman and Byzantine Studies* 26: 13-20. [PDF]
- Vaughan 1991. "The Identification and Retrieval of the Hoplite Battle-Dead," in *Hoplites: The Classical Battle Experience*, pp. 38-62. [PDF]
- Arrington 2015. Selections from *Ashes, Images, and Memories: The Presence of the War Dead in Fifth-Century Athens*. [PDF]
- Low 2012. "The Monuments to the War Dead in Classical Athens: Form, Contexts, Meanings," in *Cultures of Commemoration*, pp. 13-40. [PDF]

Week 8

Warfare in the Fourth Century and Hellenistic Period

Theme(s): imperial ambitions and expansion

Subjects discussed:

- Description of the kingdom of Macedon and its king Philip II
- Philip's territorial expansion, subjugation of the Greek city-states (except Sparta), and untimely death
- The rise of Philip's son, Alexander the Great, his territorial expansion, defeat of the Achaemenid Persian Empire, and untimely death

- Decisive battles in Alexander's campaign (examples of archaeological evidence from battle fields)
- The organization of Alexander's territory after his death into Hellenistic kingdoms ruled by his generals, brief description of changes to material culture (statuary, tombs, etc.) precipitated by the rise of the Hellenistic kings
- There will be an in class workshop to discuss research paper writing tips. Topics discussed include thesis formulation, how to write an introduction, how to structure an argument, and how to write an effective conclusion

Activities:

Writing Workshop 3: Research Paper Writing Tips

Assignments Due:

Reaction Paper 4

Readings:

- Warry 1995. "The Decline of Sparta and the Ascendency of Thebes," "Alexander the Great," "Alexander's Successors and the Later Greek World," in *Warfare in the Classical World*, pp. 54-99. [textbook]
- Lendon 2006. *Soldiers and Ghosts*, pp. 91-162. [textbook]
- Arrian. Selections from *Anabasis of Alexander*. [PDF]

Week 9

Civilians Under Siege

Theme(s): impact of war on civilians

Subjects discussed:

- Description of the impact of war on civilians across the Greek world (examples drawn from results of the analysis of human remains)
- Examples of the impact of war on civilians from the Greek colony of Kamarina in Sicily (e.g., average age at death was 20-35, many experienced violent deaths, archaeological examples of hoarding money and food)
- Consideration of the text *How to Survive Under Siege*, written by Aeneas Tacticus in the 4th century BCE, which discusses the best ways for civilians to defend a fortified city

Activities:

None

Assignments Due:

None

Readings:

- Aeneas Tacticus, *How to Survive Under Siege*. [PDF]

Week 10

Chemical and Biological Warfare

Theme(s): chemical and biological weapons

Subjects discussed:

- Evidence of chemical and biological weapons are discussed
- Examples of chemical and biological weapons (e.g., Greek fire, poison arrows) are discussed
- Paper rough drafts are due. Each student will be given a rubric for peer evaluation and assigned five of their peers' papers to review, which I will send to them after class. The peer review will be double-blind.

Activities:

Peer review rubrics to be distributed

Assignments Due:

Rough drafts due

Readings:

- Mayor 2000. *Greek Fire, Poison Arrows, and Scorpion Bombs: Biological and Chemical Warfare in the Ancient World*, Chapters 1-7. [textbook]

Week 11

Warfare in the Early Roman Republic

Theme(s): territorial expansion

Subjects discussed:

- Brief discussion of early Roman society
- Roman Republican territorial expansion was facilitated by the Republic's army— description of the organization of the army and of the arms and armor used by various types of soldiers
- Overview of decisive battles, with special attention paid to the archaeological evidence of Sulla's siege of Pompeii
- This week, each student will receive my comments on their rough draft as well as the comments of their peers. Using my feedback as a 'control,' the challenge will be to discern constructive and pertinent feedback from their peer reviews. At this point, they are expected to begin incorporating the feedback into their final papers, and to begin preparing their oral presentations
- Students will meet individually with the instructor this week to discuss the feedback on their written work (from both the instructor and their peers) and strategies for improvement.

Activities:

Individual meetings to discuss draft feedback and improvement strategies

Assignments Due:

Rough draft peer review rubrics

Readings:

- Warry 1995. "Pyrrhus of Epirus and the Roman Republic," "The Punic Wars and Roman Expansion," "Marius and Sulla," in *Warfare in the Classical World*, pp. 100-143. [textbook]
 - Lendon 2006. *Soldiers and Ghosts*, pp. 163-211. [textbook]
 - Polybius on the Roman camp. [PDF]
 - Livy, Book 21. [PDF]
-

Week 12

Caesar and the Late Republican Army

Theme(s): civil war, dictatorship

Subjects discussed:

- Caesar's campaigns in Gaul
- Parallels between the Greek army and the Late Republican Roman army
- Caesar's march on Rome, civil war, and dictatorship (archaeological examples used where applicable)
- Paper presentation strategies discussed (including visual aids, like powerpoints and handouts)

Activities:

Paper Presentation Workshop

Assignments Due:

Reaction Paper 5

Readings:

- Warry 1995. "Pompey and his Epoch," "Julius Caesar," "The Wars of the Triumvirate," in *Warfare in the Classical World*, pp. 144-187. [textbook]
 - Lendon 2006. *Soldiers and Ghosts*, pp. 212-232. [textbook]
 - Julius Caesar. Selections from *Commentaries on the Gallic War*. [PDF]
-

Week 13

The Aftershock of War: Post-Traumatic Stress Disorder

Theme(s): post-traumatic stress disorder

Subjects discussed:

- What is PTSD and what are the factors that cause it (i.e., continuity of combat and/or exposure to danger; experience of extreme violence, horrendous injuries, and loss of life; survivor guilt; guilt over wartime activities; lack of unit cohesion; lack of a buffering/decompression period for the returning soldier)
- Discussion of the debate concerning whether or not ancient soldiers experienced PTSD
- Even though ancient warfare was brutal and cruel, there are no straight-forward accounts of psychological problems associated with warfare; the evidence, instead, is much subtler

- Examples of historical individuals with PTSD symptoms (e.g., Herodotus describes how a soldier named Epizelos remarkably lost his sight during a terrifying and near-fatal brush with a Persian during the Battle of Marathon)

Activities:

None

Assignments Due:

None

Readings: optional this week!

- Shay 1995. Selections from *Achilles in Vietnam: Combat Trauma and the Undoing of Character*. [PDF]
- Ustinova and Cardena 2014. "Combat Stress Disorders and Their Treatment in Ancient Greece." *Psychological Trauma: Theory, Research, Practice, and Policy*. [PDF]
- Melchior 2011. "Caesar in Vietnam: Did Roman Soldiers Suffer from Post-Traumatic Stress Disorder?" *Greece and Rome* 58: 209-223.

Week 14

Paper Presentations

- For this week and next week, each student will give a 10 minute presentation on his or her research.
- For each presentation, the students in the audience will be given an evaluation rubric and will be asked to critique the presentation. I will collect these rubrics at the end of class—the presenters will not see them, but I will use them to evaluate the students' critical appraisals of the presentations
- I will also critique the presentations, and my comments (and their grades) will be given to presenters after class (likely the evening of the day of their presentations)

PRESENTATION PEER REVIEW DUE AT THE END OF CLASS

Week 15

Paper Presentations

- See Week 14

PRESENTATION PEER REVIEW DUE AT THE END OF CLASS

FINAL PAPERS DUE: DURING FINALS WEEK, FEEDBACK WILL BE RETURNED ELECTRONICALLY TO STUDENTS

ASSESSMENT MATRIX



PROGRAM OR SCHOOL	Dietrich School of Arts and Sciences, General Education Requirement: W-Course		
Assessment Coordinator	Name: D. Mark Possanza	Email: possanza@pitt.edu	Phone: 4-4486
Department	Classics		
Course	Classics 1650 Warfare in the Ancient Mediterranean		
Assessment Schedule	AY 1	AY 2	AY 3
Learning Outcome 1			
Learning Outcome 2			
Learning Outcome 3			
Learning Outcome 4			

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
<p>1. Comprehend principles and dimensions of the discipline. Students will use writing to engage in the modes of inquiry prevalent in Classics (including theoretical and historical analyses as well as primary source research), demonstrating depth and breadth of understanding, commitment to accuracy, and informed analysis.</p>	<p>The Undergraduate Council (UC) will assess these four outcomes triennially by reviewing a sample of student papers drawn from the writing-intensive course(s) offered in a given semester. Nine faculty members serving on the writing committee will evaluate the papers, using criteria derived from the Learning Outcomes (see Appendix A), to determine how well students in Arts and Sciences are meeting these goals in their writing.</p> <p>UC will provide questions to be included triennially in the Arts & Sciences survey of graduating seniors. These questions will be designed to determine the degree to which A&S writing-intensive courses are helping students achieve the Learning Outcomes.</p>	<p>At least 50% of the papers reviewed should be rated at proficient or above for this learning outcome.</p>		

Learning Outcomes <i>What will students know and be able to do after finishing this course?</i>	Assessment Methods <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	Standards of Comparison <i>How well should students be able to do on the assessment?</i>	Interpretation of Results <i>What do the data show?</i> Please leave this column blank	Use of Results/Action Plan <i>Who reviewed the finding? What changes were made after reviewing the results?</i> Please leave this column blank
2. Modes of analysis. Through substantial revision, students will demonstrate that they are able to make decisions about the purpose, logic, and design of their own writing.				
3. Modes of interpretation. Students will be able to write coherently about complex issues and ideas related to Classics, with attention to alternative positions, competing explanations, or disputed conclusions.				
4. Communicate clearly and effectively. Students will write with precision, clarity, and fluency, demonstrating awareness of textual conventions appropriate to Classics (including its practices of citation and documentation).				

CLASS 1650: Warfare in the Ancient Mediterranean

Spring 2019; Enrollment Limit 15; 3 credits; letter grade with S/N option

General Education Requirements sought: Writing (w-designated) Course

The course submitted here, **Warfare in the Ancient Mediterranean** (to be offered initially for 15 students), is an upper-level, writing-intensive undergraduate seminar for Classics majors. The course surveys the material and literary evidence of Greek and Roman warfare; this theme was chosen because of its broad appeal to students and to allow direct comparison between different Mediterranean civilizations. Furthermore, the course was designed to address a gap in Classics current curriculum, namely the lack of a w-designated course, and considerable attention will be paid to the development of critical reading, writing, and oral presentation skills.

Students will engage in three different projects:

1. **Reaction Papers:** Five reaction papers are due at various points in the semester (Weeks 2, 4, 7, 8, and 12). The aim of reaction papers is to encourage critical reading, evaluation, and synthesis of scholarly sources. The papers are each 2-3 pages in length, and students are expected to briefly summarize the readings for the week, identify their salient features, and comment on their overall relevance to the course.
2. **Research Paper:** Students will engage in the in-depth exploration of a topic related to the course and produce a 12-15 page research paper. This assignment is scaffolded:

Week 3: Paper topics will be discussed in-class and decided upon during individual meetings with students during the instructor's office hours.

Week 6: Paper abstracts and annotated bibliographies are due and will be workshopped in class.

Week 7: Critiqued abstracts and annotated bibliographies are returned to students, and they are expected to begin working on their rough drafts

Week 10: Paper rough drafts are due. Each student will be given a rubric for peer evaluation and assigned five of their peers' papers to review, which will be sent to them electronically after class. The peer review will be double-blind. Students will be evaluated on the quality of their critique (e.g., is the feedback appropriate and constructive?). Students will meet individually with the instructor this week to discuss the feedback on their written work (from both the instructor and their peers) and strategies for improvement.

Week 11: Students will receive the instructor's comments on their rough draft as well as the comments of their peers. Using the instructor's feedback as a 'control,' the challenge

will be to discern constructive and pertinent feedback from their peer reviews. At this point, students are expected to begin incorporating the feedback into their final papers

Finals Week: Final research papers are due and will be returned with comments electronically

3. **Paper Presentation:** Students will present a brief (10 minutes), engaging, and insightful introduction to the specific subject addressed in their research papers.

Week 12: Paper presentation strategies discussed (including visual aids, such as PowerPoints and handouts)

Week 14-15: Each student will give a 10 minute presentation on his or her research. Each student in the audience will be given an evaluation rubric and will be asked to critique the presentations. The rubrics will be collected after each presentation. Rubrics will be carefully read to assess the quality of each student's feedback, then the feedback will be collated and sent electronically to the students so that the reviewers can remain anonymous

A considerable portion of the course will be devoted to revision. The revision schedule is as follows:

Week 6: Abstracts and annotated bibliographies will be workshopped and revised in class.

Week 7: The instructor's critique of abstracts and annotated bibliographies will be returned to students, who will incorporate this feedback into their rough drafts.

Week 10: Rough drafts are due and distributed to students for peer review

Week 11: Students will receive feedback from the instructor and their peers and will incorporate this feedback into the final version of their paper

Weeks 14-15: Students will receive feedback from the instructor and their peers on their paper presentation and will incorporate pertinent feedback into the final version of their paper

Finals Week: Final papers are due and will be returned with comments electronically

The following in-class activities will take place throughout the semester:

Week 1: Critical Reading Workshop—we will discuss strategies and techniques to critically read and evaluate scholarly sources

Week 2: Library Workshop—students will meet in Hillman Library, become acquainted with the library, and learn more about research resources and strategies

Week 3: Writing Workshop: Abstracts and Annotated Bibliographies—we will begin with a discussion of appropriate paper topics. Since classical studies encompasses a variety of different subfields, students will be encouraged to write about any topic suited to their interests, as long as the subject matter deals with some aspect of ancient warfare. The majority of the time, however, will be spent teaching students what constitutes an abstract and an annotated bibliography.

Week 6: Writing Workshop: Revising Abstracts and Annotated Bibliographies—One class session this week will be devoted to the in-class workshopping of abstracts and annotated bibliographies.

Week 8: Writing Workshop: Writing a Research Paper— There will be an in class workshop to discuss research paper writing tips. Topics discussed will include thesis formulation, how to write an introduction, how to structure an argument, and how to write an effective conclusion

Week 12: Paper presentation strategies discussed (including visual aids, such as PowerPoints and handouts)

Weeks 14-15: Paper presentations and peer reviews

Research Paper Instructions

A significant portion of your grade for the course (60%) will be based on the written components of your individual research project. These will be completed and submitted in several stages over the course of the semester. Beyond these components, all of the reading, writing, and speaking you do for this class will contribute to the successful outcome of your individual research project, in the form of a polished work of art historical scholarship that constitutes an original contribution to the history of art and/or architecture. Visiting office hours (and the Writing Center) to talk about the progress of your research paper early and often is highly recommended.

In the first month of the semester, you will formulate your ideas about a research topic. These ideas should be based on careful consideration of assigned readings, class discussions, your existing interests, and ongoing conversations with the professor and your peers.

1. Abstract and Annotated Bibliography (10%) Due Week 6

Your abstract should be no more than 1–2 pages in length (up to 300 words), double-spaced in 12-point Times New Roman font with 1 inch margins. Footnotes or other references are not typically included in an abstract. Rather, this should convey the main problem or “big idea” that you seek to address, as well as the questions that arise when considering this issue and some of the evidence that you plan to consult. What relevant primary and secondary sources have you identified at this point? These sources (5–10) will be listed in the accompanying annotated bibliography, which should include at least **two primary** and **four secondary** sources. The sources should be arranged chronologically, from oldest to most recent. After giving complete bibliographic information for a source (using the format of the Chicago Manual of Style), describe its contents and suggest how it may or may not be relevant to your research. You do not have to use all of these sources in your final paper.

Your abstracts and annotated bibliographies will be workshopped in class in **Week 6**, and you will receive additional feedback from the professor in **Week 7**. You are expected to incorporate this feedback into your rough draft.

2. Rough Draft (15%) and Peer Review of Rough Drafts (5%) Due Week 10

At this point in the semester, you will submit a full, finished draft of your research paper, approximately 12–15 pages in length, double-spaced, Times New Roman font with 1 inch margins, with *properly formatted citations (footnotes), a bibliography, and illustrations (if necessary)*. Though it may seem daunting, your abstract and annotated bibliography will provide you with a firm foundation upon which you can assemble your draft. Specific instructions about formatting footnotes, bibliography, and captions will be distributed prior to the deadline, along with a detailed assessment rubric. **Note that the bibliography and illustrations do not count toward your required paper length.**

You will be given peer review rubrics and assigned five of your peers’ papers to review, which will be sent to the respective authors electronically after class. The peer review will be double-blind (you will not know whose paper you are reading, and your peers will not know who

provided comments to them). You will be evaluated on the quality of your critique (for example, is the feedback appropriate and constructive?).

Note that the rough draft is due a full month prior to the end of the semester, allowing ample time in the last weeks of class to engage in the process of workshopping and revising. The detailed comments you will receive from the professor, as well as peer reviewers, will enable you to clarify and strengthen your argument, present tighter evidence, and work to heighten reader interest through compelling and convincing language. *The more complete the rough draft you turn in, the better the advice and guidance you will receive.*

3. Final Research Paper (30%) Due during Finals Week

The rubric used to assess your final paper will be very similar to the one used to grade the rough draft. Assessment will, however, also take into consideration how your paper has improved since the draft stage. Did you engage fully in the revision process, taking seriously the editing suggestions and critical commentary provided by the professor and your peers on your rough draft? Does your final paper reflect the questions, comments, and discussion sparked by your presentation?

NOTES ON CITATIONS, BIBLIOGRAPHY, and ILLUSTRATIONS:

Whenever your text directly quotes from a source or includes ideas gathered from a source, you must cite the source in a footnote using the Chicago Manual of Style format.

Your paper should include a separate bibliography listing all textual sources cited in the paper. Do not include sources that are NOT cited in the paper. Do not include works of visual art. Do include published works of literature and manuscript sources, as appropriate.

If appropriate, illustrations should be included in an appendix with each one individually labeled with sufficient information to identify the image (title, date, artist/culture) and its source (museum collection, museum number, site). References to the illustrations should occur within the main text. Black and white photocopies or printed pages are acceptable; color is not expected unless color is a significant part of your analysis.

Sample in-text reference:

“... as seen in the Archaic vase in the British Museum (Figure 1)”

Sample label

Figure 1. Greek Vase, Archaic period, Athens; British Museum GR10341

Research Paper Peer Review Rubric

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not (peer-reviewed) research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong (peer-reviewed) research based support for thesis.
Conclusion	Does not summarize evidence with respect to thesis statement.	Review of key conclusions. Some integration with thesis.	Review of key conclusions. Strong integration with thesis.	Strong review of key conclusions. Strong integration with thesis.
Grammar & Mechanics	Grammatical errors / spelling / punctuation substantially detract from the paper.	Very few grammatical / spelling / punctuation errors.	Grammatical / spelling / punctuation errors are rare and do not detract from the paper.	The paper is free of grammatical / spelling / punctuation errors.
Communication	Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Scholarly style. Writing has minimal awkward or unclear passages.	Scholarly style. Writing is flowing and easy to follow.
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citation missing or incorrectly written.	All references and citations are correctly written and present.

Questions / Comments:

Research Paper Grading Rubric

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	(5 total possible points)
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	(20 total possible points)
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not (peer-reviewed) research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong (peer-reviewed) research based support for thesis.	(10 total possible points)
Conclusion	Does not summarize evidence with respect to thesis statement.	Review of key conclusions. Some integration with thesis.	Review of key conclusions. Strong integration with thesis.	Strong review of key conclusions. Strong integration with thesis.	(5 total possible points)
Grammar & Mechanics	Grammatical errors / spelling / punctuation substantially detract from the paper.	Very few grammatical / spelling / punctuation errors.	Grammatical / spelling / punctuation errors are rare and do not detract from the paper.	The paper is free of grammatical / spelling / punctuation errors.	(25 total possible points)
Communication	Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Scholarly style. Writing has minimal awkward or unclear passages.	Scholarly style. Writing is flowing and easy to follow.	(25 total possible points)
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citation missing or incorrectly written.	All references and citations are correctly written and present.	(10 total possible points)

TOTAL POINTS: _____

100

Questions / Comments:

Example Assignment Handout 2

Instructions for Research Paper Presentations

In Weeks 14 and 15, each of you will deliver Paper Presentation about your individual research paper.

The goals of the Paper Presentation are:

1. To give the entire class a brief, engaging, and insightful introduction to the specific subject and to the issues related to Classics that you address in your research paper.
2. To solicit peer feedback concerning issues or doubts you have about the content, argument, and/or organization of your research paper.

To enhance your presentation, you are encouraged to use PowerPoint/Keynote/Google Slides in order to construct a thoughtful, thorough, and effective visual apparatus to accompany your carefully-prepared script.

Each student will have **ten minutes to present**, followed by five minutes to receive comments and questions from the group. These time limits will be strictly enforced so that every paper receives equal time. Therefore, it is crucial to carefully plan out in advance what you will say and display, so that you may make the best possible use of your time.

In addition to being graded by me, your presentations will be peer reviewed. Each student in the audience will be given an evaluation rubric and will be asked to critique your presentation. The rubrics will be collected after each presentation. I will **(1)** carefully read them to assess the quality of each student's feedback, then **(2)** collate the feedback and send it to you electronically so that the reviewers can remain anonymous and you can benefit from their critical appraisals of your work.

Instructions for Designing Presentations

You may design your presentation using PowerPoint, Keynote, Google Slides, or a similar slideshow application. Regardless of which tool you use, your presentation should ideally have a maximum of **10 slides** (1 slide per minute), **including a title slide**. It takes approximately two minutes to read 250 words at a normal pace. The written version of your presentation should thus be no more than **1250 words in total length**.

The most effective presentations demonstrate a direct correspondence between what is shown on the screen and what is said out loud at any given moment. In other words, the visual argument made by your images should reinforce the discursive argument you make with your spoken narrative, and vice-versa.

As you design your presentation, ask yourself the following questions:

1. How do the specific images I have selected support my argument? Might another image, or text excerpt, be more relevant and convincing?

2. Are my slides coordinated with my spoken narrative? In other words, does what appears on the screen relate directly to what I'm saying in this section of my presentation?

Assessment

Your Paper Presentation will count for **20%** of your total course grade, and the quality of the feedback you offer on your peers' presentations will count for **5%** of your total course grade.

Paper Presentation Peer Review Rubric

Criteria	Excellent	Good	Acceptable	Unacceptable
<i>Content: Depth and Accuracy</i>	<i>--Speaker provides an accurate and complete explanation of key concepts, drawing upon relevant literature.</i>	<i>--For the most part, explanations of concepts are accurate and complete.</i>	<i>--Explanations of concepts are inaccurate or incomplete. There is a great deal of information that is not connected to the presentation thesis.</i>	<i>--No reference is made to literature. Thesis not clear; information included that does not support thesis in any way.</i>
<i>Organization</i>	<i>--Extremely well organized. Introduces the purpose clearly and creatively, presents information logically, and ends with an accurate conclusion.</i>	<i>--Generally well organized. Clearly introduces purpose of the presentation, presents information in a logical sequence (despite some confusing parts), and ends with a summary of main points.</i>	<i>--Somewhat organized. Introduces the purpose of the presentation, but several points are confusing, and ends with a summary or conclusion without much evaluation of evidence.</i>	<i>--Poor or non-existent organization. Does not clearly introduce purpose of presentation, presentation is choppy and disjointed, and it ends without a summary or conclusion.</i>
<i>Presentation Writing</i>	<i>--Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.</i>	<i>--For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.</i>	<i>--Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.</i>	<i>--Cannot focus on the ideas presented because of difficulties with grammar and appropriate vocabulary.</i>
<i>Visual Aids</i>	<i>--Visual aids greatly enhance the presenter's information and clarifies concepts</i>	<i>--Visual aids mostly assist the presenter and clarify concepts</i>	<i>--Visual aids do little to assist the presenter and clarify concepts</i>	<i>--No visual aids</i>

Comments/Suggestions:

Paper Presentation Grading Rubric

Criteria	Excellent (25 pts.)	Good (20 pts.)	Acceptable (15 pts.)	Unacceptable (10 pts.)
Content: Depth and Accuracy	<i>--Speaker provides an accurate and complete explanation of key concepts, drawing upon relevant literature.</i>	<i>--For the most part, explanations of concepts are accurate and complete.</i>	<i>--Explanations of concepts are inaccurate or incomplete. There is a great deal of information that is not connected to the presentation thesis.</i>	<i>--No reference is made to literature. Thesis not clear; information included that does not support thesis in any way.</i>
Organization	<i>--Extremely well organized. Introduces the purpose clearly and creatively, presents information logically, and ends with an accurate conclusion.</i>	<i>--Generally well organized. Clearly introduces purpose of the presentation, presents information in a logical sequence (despite some confusing parts), and ends with a summary of main points.</i>	<i>--Somewhat organized. Introduces the purpose of the presentation, but several points are confusing, and ends with a summary or conclusion without much evaluation of evidence.</i>	<i>--Poor or non-existent organization. Does not clearly introduce purpose of presentation, presentation is choppy and disjointed, and it ends without a summary or conclusion.</i>
Presentation Writing	<i>--Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.</i>	<i>--For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.</i>	<i>--Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.</i>	<i>--Cannot focus on the ideas presented because of difficulties with grammar and appropriate vocabulary.</i>
Visual Aids	<i>--Visual aids greatly enhance the presenter's information and clarifies concepts</i>	<i>--Visual aids mostly assist the presenter and clarify concepts</i>	<i>--Visual aids do little to assist the presenter and clarify concepts</i>	<i>--No visual aids</i>

Note that points will be deducted for presentations that are more than 10 minutes OR approximately 7 minutes (or less)

Comments:

Total Points: _____
100