

# Classical Studies Program AY21-22

## 1. Identifying Information

Name of Program: Classical Studies  
Type of Program: Minor  
Division: College of Arts and Sciences  
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## 2. Mission Statement

No changes have been made to the program mission statement this year.

### **Mission Statement (Minor):**

The Classical Studies Program is an interdisciplinary program that provides knowledge and understanding of the language, history, and cultures of Ancient Greece and Rome. Students in the Classical Studies program will acquire the linguistic and analytical skills to draw meaningful connections between past and present with a historical perspective that enables them to be successful in their academic and professional endeavors, but also in service to others. By thinking multiculturally in historically grounded ways, students in the program will develop an understanding of the Classical world as one of the foundations of a Jesuit education, and its evolution in modern intellectual traditions as a lens through which to explore a diversity of languages and cultures.

## 3. Program Learning Outcomes

No changes have been made to the program learning outcomes this year.

### **PLOs (Minor):**

Students will:

1. develop an understanding of the ways in which ancient languages and literatures (in the original or in translation) reflect social and political institutions.
2. acquire knowledge of and integrate literary, historical, and archaeological evidence in order to develop and investigate cultural and historical questions from a multiplicity of perspectives.
3. recognize, articulate, and analyze the major intellectual, cultural, and institutional traditions in the Greek and Roman worlds, as well as their continuity and differences with the contemporary world.
4. analyze sources in writing and orally with a critical awareness of a plurality of meanings and perspectives.

**4. Curricular Map**

<b>Course Code</b>	<b>Title</b>	<b>PLOs</b>	<b>Methodology</b>
CLAS 130	Self and State in Ancient Rome	1, 2, 3, 4	literature in translation
CLAS 140	From Athens to Alexander	1, 2, 3, 4	literature in translation
CLAS 110	Ancient Epic	1, 3, 4	literature in translation
CLAS 120	Mythology	1, 3, 4	literature in translation
CLAS 220	Pop Culture in the Ancient World	1, 2, 3, 4	literature in translation
HONC 310	Satire from Athens to SNL	1, 2, 3, 4	literature in translation
HONC 313	Sport & Spectacle	1, 2, 3, 4	literature in translation
LATN 101	Language in Ancient Rome	1, 2	language
LATN 102	Language and Power	1, 2	language
LATN 301	Love & Friendship in Ancient Rome	1, 2	language
LATN 301	Cicero's Letters	1, 2	language
GREK 101/102	Intensive Greek	1, 2	language
THRS 315	Greek and Roman Religion	1, 2, 3, 4	literature in translation
THRS 320	Pagans, Christians, and Jews	1, 2, 3, 4	literature in translation
ARTM 318	Roman Art	2, 3, 4	
HIST 311	The Classical Mediterranean World	2, 3, 4	literature in translation
HIST 312	The Roman Empire	2, 3, 4	
PHIL 211	Ancient Philosophy	3, 4	literature in translation
PHIL 310	Ancient and Medieval Philosophy	3, 4	literature in translation

## 5. Assessment schedule between APRs

Given that the program in its current form has only been in place for three years, we have not had an APR. In AY 2021-2022, we collected data to assess PLO 3; in AY 2022-2023, we will collect materials to assess PLO 1.

## 6. Description of the methodology for the assessment process

Our goal for AY 2021-2022 was to collect materials from our two gateway courses and one Honors seminar that would enable us to assess PLO 3:

*- recognize, articulate, and analyze the major intellectual, cultural, and institutional traditions in the Greek and Roman worlds, as well as their continuity and differences with the contemporary world*

In order to do this, we integrated comparative projects into CLAS 140: From Athens to Alexander and HONC 313: Sport and Spectacle in Spring 2022 (see appended group project assignments appended); this project is also carried out in CLAS 130: Self and State in Ancient Rome, which is currently being taught. We developed an assessment rubric (see no. 7 below) to ensure that PLO 3 is being assessed consistently across the courses in the Minor.

2

## 7. Rubrics

### Presentation Grading Rubric: CLAS 140

Element	Description	Points
Introduction	Did student provide contextualization of the site? Location, time, context? Speak professionally? Provide accurate, detailed visual information? Reference at least 2 sources?	25
Analysis # 1	Did student explain materiality, artistic forms? Provide accurate historical details? Analyze and not just describe information? Reference at least 2 sources?	25
Analysis # 2	Did student explain what site was used for? Provide accurate historical details? Analyze for whom and by whom site was produced? Reference at least 2 sources?	25
Conclusion	Did student discuss modern comparison? Provide a question or interpretation for the class? Analyze one specific similarity or difference with modern society? Reference at least 2 sources?	25
Total		100

Points		
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**Presentation Grading Rubric: HONC 313**

Element	Description	Points
Introduction	explain topic and map out the evidence/sources that you used; provide accurate background information and contextualize spectacle in historical period and place	20
Analysis: ancient	articulate the issues associated with your spectacle, including participants; social context; space and sponsorship; hierarchy and power dynamics; symbolic value	30
Analysis: modern	present modern comparandum; demonstrate understanding of social and political dynamics at play in both contexts; show how spectacles can both reinforce and challenge social norms	30
Conclusion	summarize the main points of comparison and significance	20
Total Points		100

**8. Description of results**

Although differing somewhat in the details, the rubrics for both group projects reflect a sustained focus on cross-cultural and diachronic exploration of the ancient world and its legacies in the modern day. In both cases, this exploration is based in a multifaceted analysis of the intellectual, cultural, and institutional traditions of Greece and Rome that incorporates material cultural, literary sources, and historical narratives from a variety of social positions.

3

As the appended sample of projects show, both classes engaged with the challenge of integrating different kinds of evidence in order to create a holistic comparative analysis. Their ability to compare ancient and modern examples through the lens of social justice issues, taking into account the cultural significance of their ancient site or event. In other words, students in both classes demonstrate a good understanding not only of their subject matter but of *why* it is important to learn it and to engage in cross-cultural analysis.

**9. Description of how the results were shared with faculty and how your department/program responded to the results. Plans for future improvement or assessment of your program.**

CLAS faculty meet twice per semester to share feedback and plan for next steps. Our meeting in May 2022 focused on recruitment, assessment for group projects, and the development of our language program. In Fall 2022, we will discuss the results of the group project assessment, as well as plans for assessing PLO 1 in the course of this year. In order to expand the impact of the cross-cultural learning promoted by the group project/PLO 3, we are developing a college-wide event in Spring 2023 that will examine the continuities between antiquity and the present with a particular focus on political legacies and impact.

**10. Division of Antiquities and Classical Studies: Significant feedback from our previous year's report and how your department/program responded to that feedback.**

LaVW \eaU¶V UeSRUW fRcXVed RQ UecUXiWPeQW aQd Whe WUaQViWiRQ WR UePRWe leaUQiQg. We have followed up on these two projects by coordinating outreach efforts for the program this fall, resulting in a current enrollment of 20 minors (up from 10 at the beginning of the year), and by reworking our summer course offerings to meet the need of students who prefer remote learning. We have also increased our numbers in Greek language courses, which will provide a new area of development in the next two years.