

# Classics Students' Union

2016-2017 Anti-Calendar

*Updated 5 October 2016*



# Table of Contents

Table of Contents .....	1
About the Classics Students' Union .....	3
The CLASSU Office and Lounge .....	3
About the Anti-Calendar .....	3
Notes on Courses Offered by the Department of Classics .....	4
Course Feedback Survey Results .....	4
Related Courses .....	21
CLASSU Executive Biographies.....	<b>Error! Bookmark not defined.</b>
Willem Crispin-Frei, President.....	<b>Error! Bookmark not defined.</b>
Sam Mazzilli, Vice-President .....	<b>Error! Bookmark not defined.</b>
Elizabeth Colonna, Executive .....	<b>Error! Bookmark not defined.</b>
Toby Keymer, Executive .....	<b>Error! Bookmark not defined.</b>
Hadley Staite, Executive.....	<b>Error! Bookmark not defined.</b>
Department Faculty Listing:.....	25
Department of Classics, St. George Campus .....	25
UTM, UTSC, et al.....	26
CLASSU Initiatives .....	27
Department Community .....	27
"Classics" Major Subject POST Name Change.....	27
CUPE 3902 Solidarity.....	27
Useful Links .....	27
<i>Plebeian</i> and the Assembly of the Plebs Conference .....	28
Textbook Exchange .....	29
U of T Library Resources .....	29
The Oral Reading Club.....	30
Syllabus and Midterm Bank Catalogue .....	31
Syllabi.....	31
Midterms .....	31
Anti-Calendar Methodology .....	32
2016 Survey Questions .....	33

If you notice any errors, typos, or bad formatting, please [let us know!](#)

## About the Classics Students' Union

The Classics Students' Union (CLASSU) is the body representing Undergraduate Classics and Classical Civilization students at the University of Toronto. It is established to promote and enrich the academic and co-curricular lives of CLASSU members by offering academic services, organizing co-curricular events, and liaising with the Arts and Science Students' Union and the Department of Classics on behalf of CLASSU members. [Click here](#) for information about our current Senate. While we run many events, we also offer academic services and try to bring our members the most current news from the [Arts and Science Students' Union \(ASSU\)](#) and the [Faculty of Arts and Science](#).

We are also electing six more executives in September, who will serve until the following March/April. Portfolios (Treasurer, Secretary, and Social Co-ordinator) are assigned by a general vote in September to already elected Executives. The next election will be in September 2016. For more details, check out our [website](#).

## The CLASSU Office and Lounge

### **Term Lounge Hours:**

Monday to Friday 9:00a.m.-5:00p.m.

Room 009, Lillian Massey Building  
125 Queen's Park (Opposite the ROM)

Email: [classicsstudentsunion@gmail.com](mailto:classicsstudentsunion@gmail.com)

Website: [classu.sa.utoronto.ca](http://classu.sa.utoronto.ca)

Facebook: [www.facebook.com/classicsstudentsunion](http://www.facebook.com/classicsstudentsunion)

### **Department Administration:**

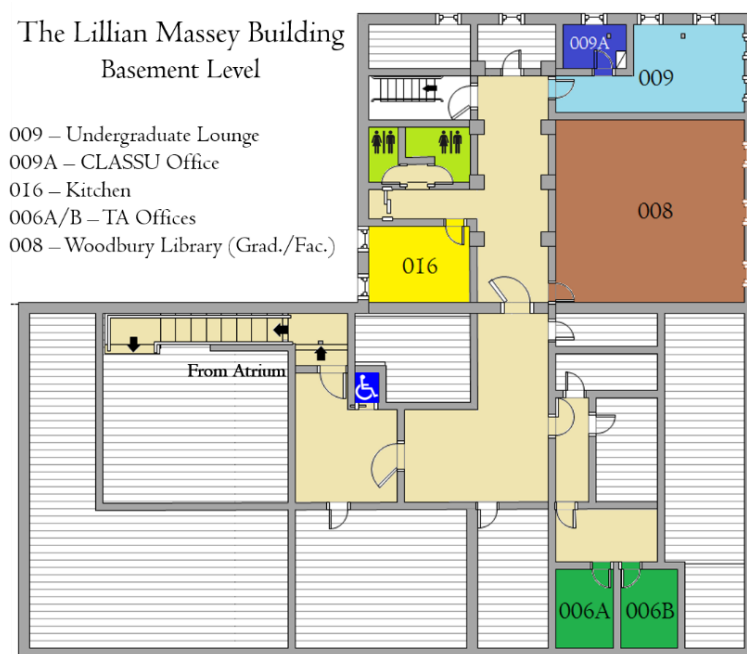
Chair: Alison Keith

[chair.classics@utoronto.ca](mailto:chair.classics@utoronto.ca), 416-978-3179

Undergrad Co-Ordinator: Eph Lytle

[undergrad.classics@utoronto.ca](mailto:undergrad.classics@utoronto.ca), 416-978-4848

The Lillian Massey Building  
Basement Level



## About the Anti-Calendar

The CLASSU Anti-Calendar emerged from two different traditions, namely the CLASSU Handbook (which featured CLASSU-centric materials) and the [ASSU Anti-Calendar](#). Prior to the 2012-2013 academic year, ASSU collected and compiled course evaluations for the university in a quasi-official capacity. This was the Anti-Calendar. It had members of the course unions for each department go into classes and have students fill in paper evaluations that yielded quantitative and qualitative data. These were then compiled and made available to students in an accessible and useful way.

CLASSU wanted to re-implement student-run course evaluations within the Department of Classics. Our desire to do this stemmed from the lack of adequate and accessible course evaluations for students at the University of Toronto. While the Faculty does do [online course evaluations](#) (N.B. you must be logged into Portal) at the end of each semester, response rates are low and the data collected is difficult to access and not useful to students. As a result, the CLASSU Anti-Calendar was born.

We also want to include resources useful to students. More information about CLASSU including [elections](#), our [constitution](#), and [history](#) can be found online on our website. Please [let us know](#) what you think of the Anti-Calendar!

## Notes on Courses Offered by the Department of Classics

Below are some general tips and insights into the way the Department functions:

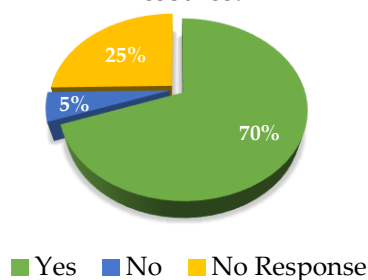
- Classical Civilization Courses are taught in English—no knowledge of Greek or Latin is required.
- First Years are able, and encouraged, to take CLA200 classes.
- Not every CLA300 class is offered every year.
- If you have prior experience with Greek or Latin, please consult the Undergraduate Co-Ordinator, as you may be more appropriately placed in a higher level language class in your first year at U of T.
- 300 and 400 level classes take place at the same time, with the 400 version covering extra material. Some professors do three hours a week for the 300 version and keep the 400 students an hour longer.
- At the 300 and 400 level, courses ending in even numbers are offered in even years, odd in odd.
- A prose and a poetry class in each language are offered each term at the 300 and 400 level.
- LAT430 and GRK430 are offered in opposite terms.

## Course Feedback Survey Results

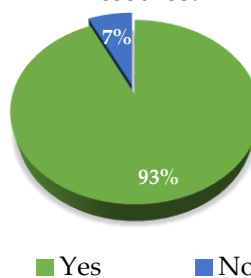
The data presented in this section is the core of the Anti-Calendar. The results and survey were modelled on the old Arts and Science Students' Union Anti-Calendar. At the end of the CLASSU Anti-Calendar, you will find a copy of the survey and our [methodology](#). The classes displayed below come from two terms—the Winter term of 2015-2016 and the first Summer term of 2016. For the former, eight classes at the 100- and 200-level were chosen to be a part of a pilot project. The initial results were displayed at the biannual Department of Classics Meeting in May. The Summer Senate continued work through June to complete the original data and also survey all the classes in the first Summer term. The second Summer term and all classes in 2016-2017 will be surveyed. Instructors will, however, have the opportunity to opt-out of these voluntary surveys. We at CLASSU would like to thank all of the instructors and professors who have allowed us to come in and survey their classes—and we look forward to working with them in the future to better serve undergraduate students. These results have been compiled by the CLASSU Summer Senate (Willem Crispin-Frei, Sam Mazzilli, Elizabeth Colonna, Toby Keymer, and Hadley Staite), with help from President Emeritus, Taylor Stark.

The Senate is elected to serve and advance the interests of undergraduate students in the Department of Classics. During this survey, we asked participants to evaluate the benefits of this exercise. Students overwhelmingly thought this would be a valuable resource. We hope that it is. Below are the results that give us our mandate to run the Anti-Calendar Course Feedback Survey: The question was “Do you think the Anti-Calendar will be a valuable resource?” The charts below show the results. There were 498 surveys counted. While nearly a quarter of respondents did not reply to this question, we believe that is due to bad formatting as it was added at the very end at the beginning of a large block of text (see [Questionnaire](#)).

Is the Anti-Calendar a Valuable Resource?



Is the Anti-Calendar a Valuable Resource?



The courses below are listed numerically starting with CLA, then GRK, then LAT courses. Please [send us your feedback](#) on the utility and design of the Survey Results!

**CLA160H1: Introduction to Classical Studies**

Instructor: Professor Ben Akrigg

Term: Winter (S) 2016

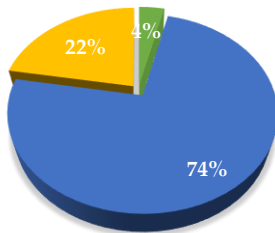
Section: L0101

Time: MW 12-2

Responses: 54/166 students

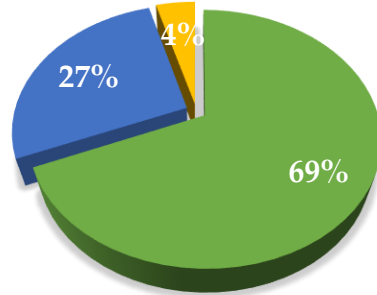
Students were impressed by Akrigg's knowledge and enthusiasm, although he tended to go on tangents that took up time. Many students thought the four hours per week of lecture could be shortened. A frequent comment was also that he was hard to hear while lecturing. A high ratio of responses made specific note that the tutorials and TAs were useful and helpful. Akrigg was also noted for being helpful and approachable for questions. In general, students thought the assignments were fairly graded. However, the assigned readings were not always dealt with in lecture, even if they were on the exam. Students found Akrigg's in-class handouts and recordings of lectures to be very helpful. Feedback for the class as a whole was generally positive.

Compared to other classes, the workload is:



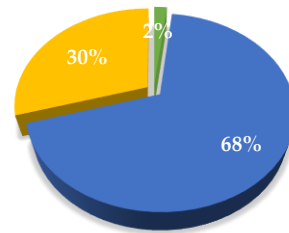
■ High ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



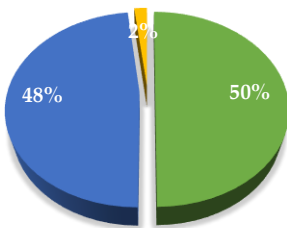
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



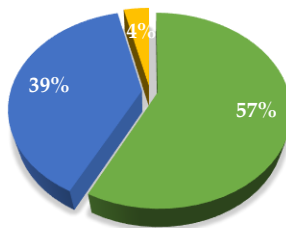
■ High ■ Medium ■ Low

Was the required reading valuable?



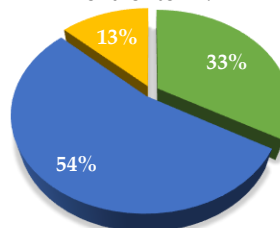
■ High ■ Medium  
■ Low

What was the overall value of the course?



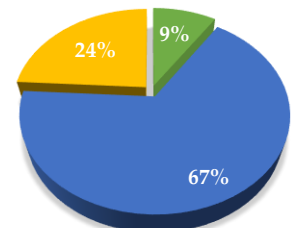
■ High ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA160H1: Introduction to Classical Studies**

Instructor: Alex Cushing

Term: Summer (F) 2016

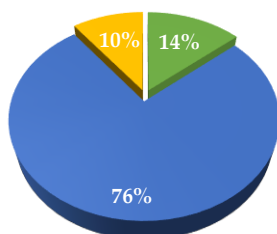
Section: L0101

Time: MWF 1-3

Responses: 29/36 students

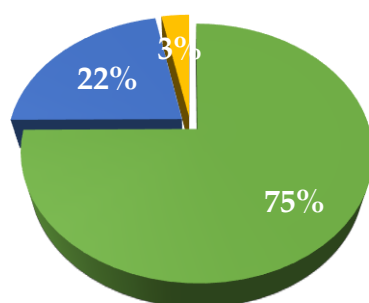
Students in this class commented on its fast pace, some adding that the condensed nature of summer term made it feel this way. A few student commenters made contradicting remarks about whether the class is a good choice for those in engineering or the sciences: one was adamant that it was not a grade booster for engineers, while two others described it as "not hard compared to [engineering] courses" and "a breath of fresh air from all that science and math." A frequent concern was the delay in returning some marks, though one student mentioned that there was some sort of "early conference" that interfered and may have created an exceptional circumstance. Students recommended diligent reading and attendance in order to excel. Cushing's personality was regarded highly, with students describing him as very organized and enthusiastic in lecture, as well as very approachable and good at taking questions. Many students appreciated his flexibility with office hours. Despite a few dissenting comments, most students regarded Cushing's feedback on assignments as being thorough and valuable.

Compared to other classes, the workload is:



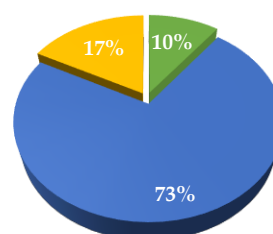
■ High  
■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



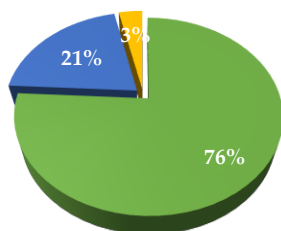
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



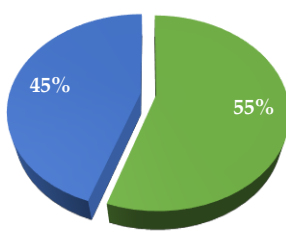
■ High  
■ Medium  
■ Low

Was the required reading valuable?



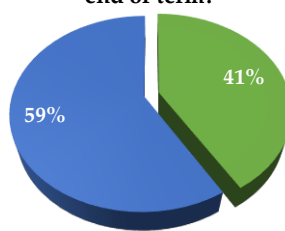
■ High  
■ Medium  
■ Low

What was the overall value of the course?



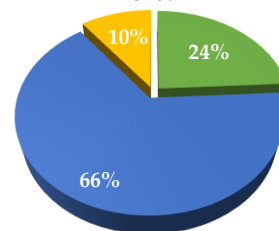
■ High ■ Medium

What was your enthusiasm level at the end of term?



■ High ■ Medium

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA201H1: Latin & Greek in Scientific Terminology**

Instructor: Professor John Traill

Term: Winter (S) 2016

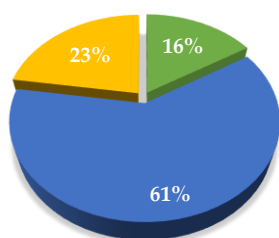
Section: L0101

Time: MWF 2

Responses: 31/141 students

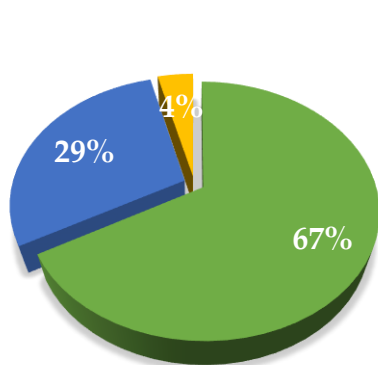
Students felt the instructor was friendly and responded quickly to questions. His evaluations were fair and students appreciated his use of practice tests. Traill was easy to understand and praised for his organization, and effective use of lecture time. Students said Traill created a positive learning environment that encouraged active communication between student and professor. However, students felt that evaluations demanded too much memorization, and more guidelines for assessments would have been helpful. According to students, course material focused on terms and at times became repetitive. Some noted that the textbook readings did not always follow the instructor's lecture notes. Overall, students found the course interesting and engaging.

Compared to other classes, the workload is:



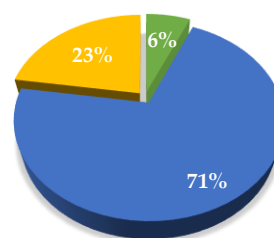
■ High ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



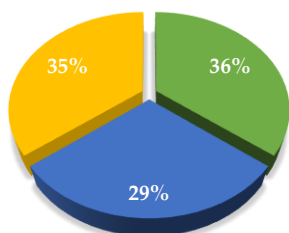
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



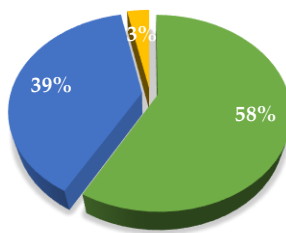
■ High ■ Medium ■ Low

Was the required reading valuable?



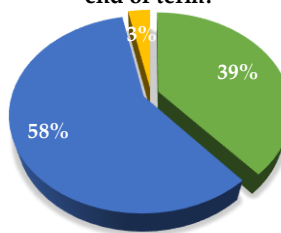
■ High ■ Medium  
■ Low

What was the overall value of the course?



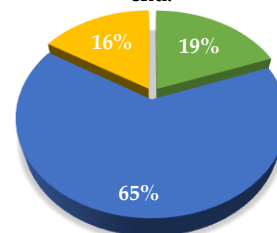
■ High ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped



**CLA204H1: Introduction to Classical Mythology**

Instructor: Marion Durand

Term: Winter (S) 2016

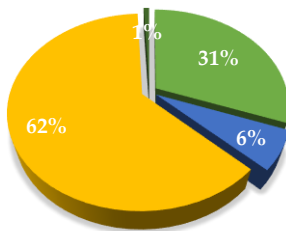
Section: L0501/2001

Time: W 6-9

Responses: 124/267 students

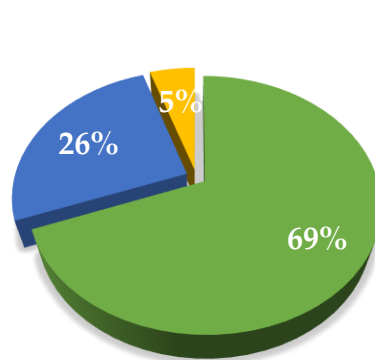
Students described the instructor as approachable, enthusiastic, organized, and an effective communicator. Some students also felt that Durand could have spoken more slowly in order to present the material better. Students in particular praised the lectures and Durand's teaching style as very helpful and suited to the readings. However, slides could have included more content to later be used as study material. Students felt that the course material was interesting and easy to grasp. A number of students enrolled in other Humanities Programmes of Study felt that it was highly relevant to their programmes (e.g. English, Art History). Some students noted that the videos she played were really entertaining. Although it was a lot of work, many students found the weekly journal assignments as a good tool to help them keep on top of the readings. Although people generally felt that the tests were fair, some felt that they focussed too much on knowledge of specific details rather than analysis, and that this was not made sufficiently clear to them in advance. Students also would have liked clearer feedback and rubrics for the weekly journal responses and essays. Students felt that fewer readings or a focus on less material would have improved the workload of the course, which many felt was somewhat high. Overall, students were very positive about the course and found it enjoyable and worthwhile both in content and the atmosphere generated by the instructor.

Compared to other classes, the workload is:



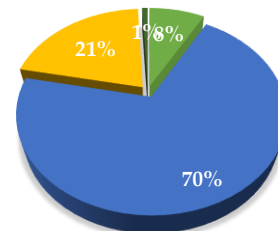
■ High  
■ Medium  
■ Low  
■ No Response

How much did students agree that the instructor was generally good\*:



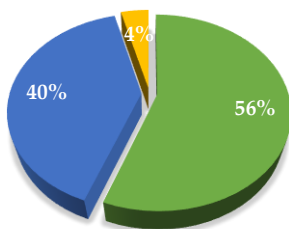
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



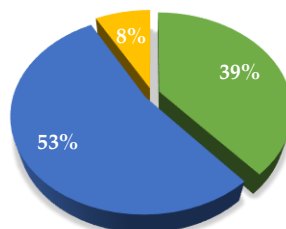
■ High  
■ Medium  
■ Low  
■ No Response

Was the required reading valuable?



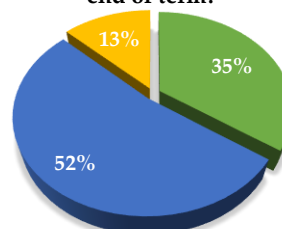
■ High ■ Medium  
■ Low

What was the overall value of the course?



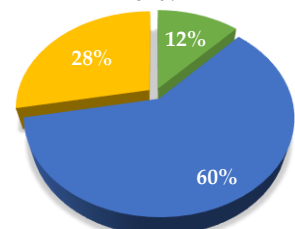
■ High ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped



**CLA204H1: Introduction to Classical Mythology**

Instructor: Nicole Daniel

Term: Summer (F) 2016

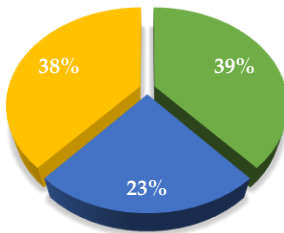
Section: 5101

Time: TR10-1

Responses: 69/120 students

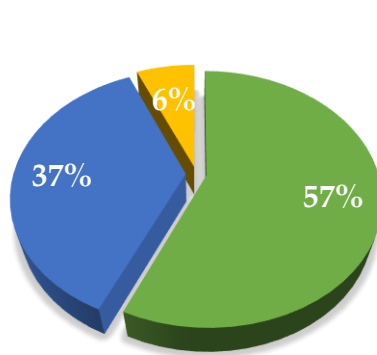
Students described Daniel as a knowledgeable, enthusiastic, interesting, and effective lecturer. Many students especially said that she was a strong and clear lecturer. Students found that her slides were effective as tools to aid notetaking. Several noted that she does not post them before lecture. Some students found that it was difficult to get in touch outside of lecture and that at times she could have been more approachable. Students enjoyed lectures with a large segment describing them as fun and interesting and that Daniel made the course content clear in class. Students commented that there were many readings for this course, and that they were varied. Some students would have liked to focus on some of the “popular” myths more. Students found that the weekly response journals were an excellent way to keep them focussed on the readings and that this was one of the best parts of the course’s design. Students were split on the quality of the feedback, with some praising it and others saying they felt that there could have been more. Many students noted that assignment and test return was slower than what they had hoped, while others said the course would be improved by distributing the weighting better with less per test. Other students’ feedback included the length of the class being long, which is a consequence of the summer semester’s format. Many students expressed that the course was overall very good and worthwhile and they enjoyed Daniel’s lecture style and humour.

Compared to other classes, the workload is:



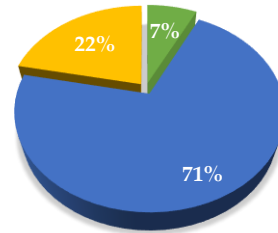
■ High   ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



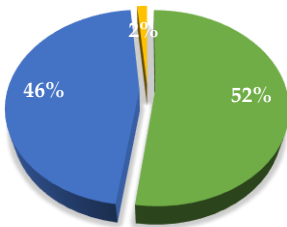
■ A lot   ■ Somewhat   ■ A little

What was the overall difficulty?



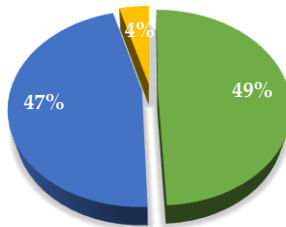
■ High   ■ Medium   ■ Low

Was the required reading valuable?



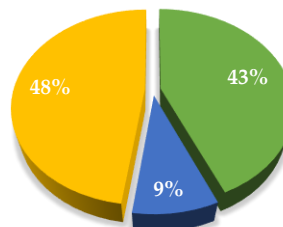
■ High   ■ Medium  
■ Low

What was the overall value of the course?



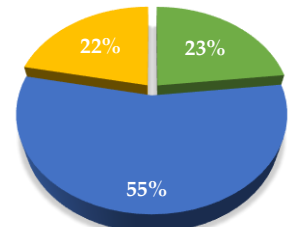
■ High   ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High   ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA231H1: Intro to Roman History**

Instructor: Professor Christer Bruun

Term: Winter (S) 2016

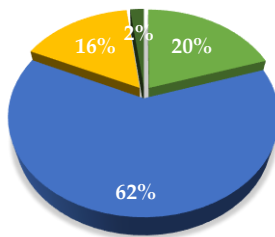
Section: L5101

Time: M 5-8PM

Responses: 69/196 students

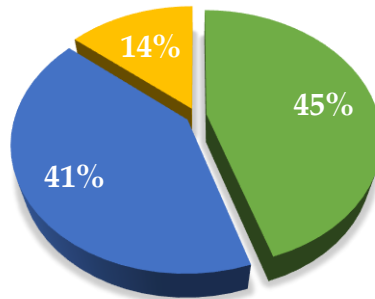
Most students felt Bruun was very enthusiastic and approachable. Some said he was un-engaging or was occasionally inefficient with lecture times. Most felt the course content was interesting, with a large amount of somewhat difficult readings. Students would prefer if lectures discussed important material, instead of relying only on the textbook. Students felt that evaluations were too focused on memorization. Assessments were worth a lot, but fair; it could be unclear what should be studied for assignments. Most students felt the course would be more enjoyable had it not been a three-hour night class. Also, often lectures could not cover all the information that was to be known for evaluations, putting more pressure on assessments. Most felt the course was difficult but worthwhile overall.

Compared to other classes, the workload is:



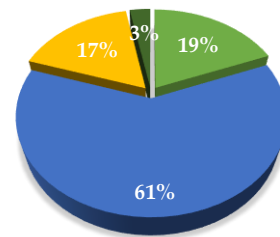
■ High  
■ Medium  
■ Low  
■ No Response

How much did students agree that the instructor was generally good\*:



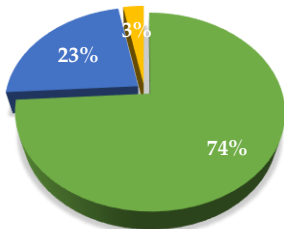
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



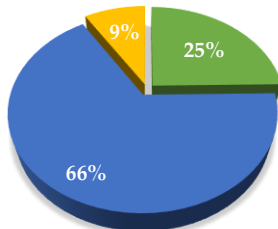
■ High  
■ Medium  
■ Low  
■ No Response

Was the required reading valuable?



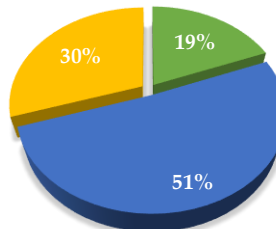
■ High ■ Medium  
■ Low

What was the overall value of the course?



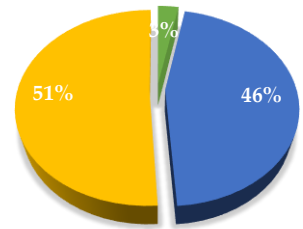
■ High ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA233H1: Introduction to Roman Society and Culture**

Instructor: Nathan Gilbert

Term: Winter (S) 2016

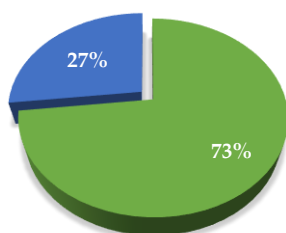
Section: L0101

Time: TR 9-11

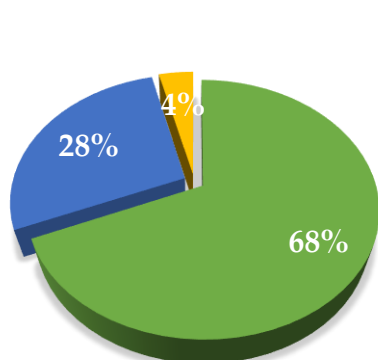
Responses: 41/100 students

The instructor was described as engaging and informative. Students felt that lecture time was used effectively and that Gilbert was approachable and willing to answer questions. Lectures were easy to follow and assessment expectations were clearly outlined. Gilbert was described as knowledgeable and enthusiastic about course material, and varied topics in lecture made class time interesting. However, students also felt that assessments were too heavily weighted, and that Gilbert could have been more organized. Course material emphasized the memorization of names/dates. Students felt that overall experience could have been improved by distributing marks over a greater number of assessments. Overall, students found the course informative and manageable.

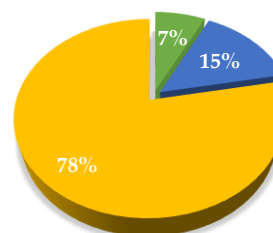
Compared to other classes, the workload is:



How much did students agree that the instructor was generally good\*:



What was the overall difficulty?

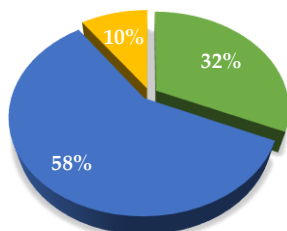


■ Medium ■ Low

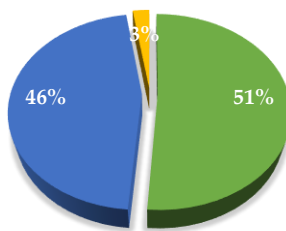
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

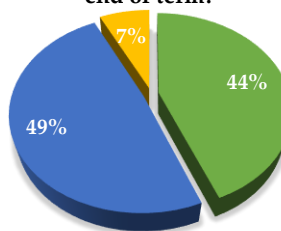
Was the required reading valuable?



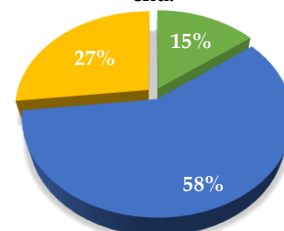
What was the overall value of the course?



What was your enthusiasm level at the end of term?



Students' change in enthusiasm from start to end:



■ High ■ Medium ■ Low

■ High ■ Medium ■ Low

■ High ■ Medium ■ Low

■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA233H1: Introduction to Roman Society and Culture**

Instructor: Susan Bilynskyj-Dunning

Term: Summer (F) 2016

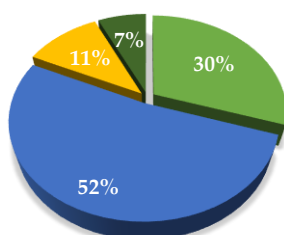
Section: L5101

Time: TR 5-8

Responses: 27/37 students

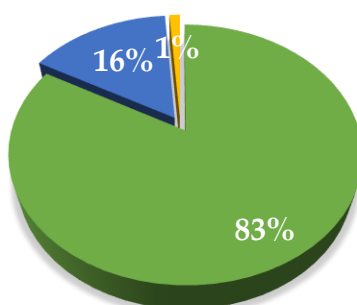
Students felt that the course was a good albeit sometimes challenging experience. Almost all students agreed that Bilynskyj-Dunning was very professional, enthusiastic, and readily available for help. Many commended her use of slides, which were helpful in terms of instruction for assignments. The classes were broken up by theme rather than chronologically, which many praised. A common issue was the heavy focus on textbook material, even during class time; students would have preferred more focus on overarching ideas rather than small, specific passages. Assignments were fair, and tied well into the course content, however students felt the weights of various evaluations could have been more even. Assignments were returned quickly and with useful feedback. Overall, students praised the organization of the course, in specific how Bilynskyj-Dunning chose to conduct it, and felt it gave a valuable overview of Roman culture.

Compared to other classes, the workload is:



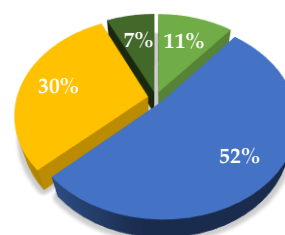
■ High  
■ Medium  
■ Low  
■ No Response

How much did students agree that the instructor was generally good\*:



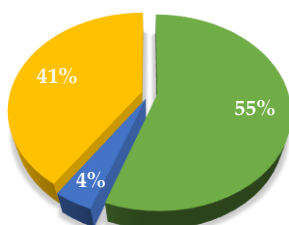
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



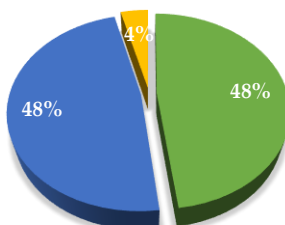
■ High  
■ Medium  
■ Low  
■ No Response

Was the required reading valuable?



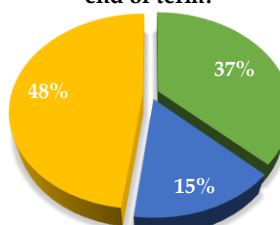
■ High ■ Medium  
■ Low

What was the overall value of the course?



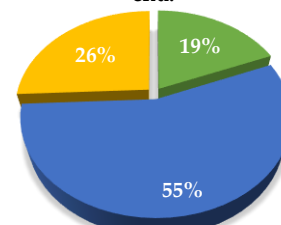
■ High  
■ Medium  
■ No Response

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**CLA383H1: Comedy**

Instructor: Adam Barker

Term: Summer (F) 2016

Section: L0101

Time: TR 1-4

Responses: 17/27 students

**The results from this class will be made available very soon online at [classu.sa.utoronto.ca/anti-calendar](http://classu.sa.utoronto.ca/anti-calendar).**

**We apologize for the delay.**

**CLA387H1: Spectacle in the Roman World**

Instructor: John Fabiano

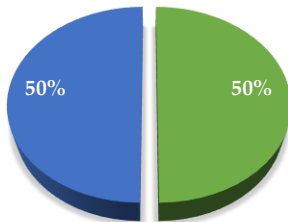
Section: Summer (S) 2016

Time: MW5-8

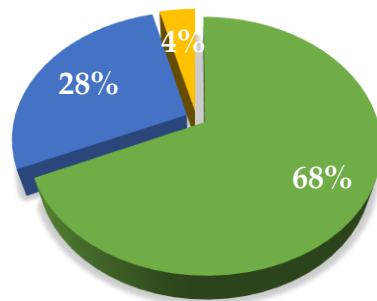
Responses: 14/29 students

Students described Fabiano as an overall clear and effective lecturer who demonstrated his knowledge and enthusiasm for the subject matter. Students felt that he was very accommodating with his office hours and was great at answering questions well and had a quick response rate over email. Students praised his class discussions as well as the quality of his feedback. While students found the reading material interesting and relevant, they felt that there was a higher than usual volume of material for reading at home and that classes would have benefitted from a slower pace. The subject matter and the format of the course were considered good with weekly assignments lauded for keeping students on track. Assignments were considered tough, but that they were fairly graded with many students reporting very strong feedback. While students felt that tests were too detail-oriented, overall students reported that this class was a good learning experience.

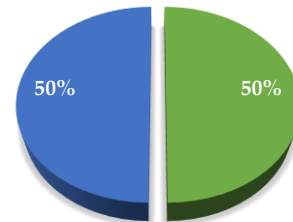
Compared to other classes, the workload is:



How much did students agree that the instructor was generally good\*:



What was the overall difficulty?

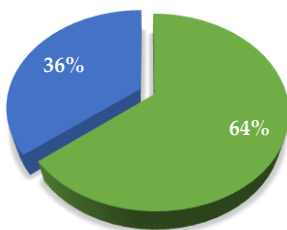


■ High ■ Medium

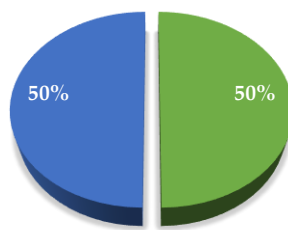
■ A lot ■ Somewhat ■ A little

■ High ■ Medium

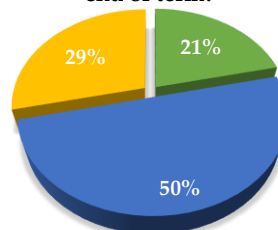
Was the required reading valuable?



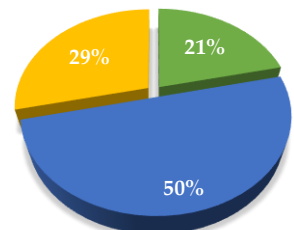
What was the overall value of the course?



What was your enthusiasm level at the end of term?



Students' change in enthusiasm from start to end:



■ High ■ Medium

■ High ■ Medium

■ High ■ Medium ■ Low

■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**GRK101H1: Intro to Ancient Greek I**

Instructor: Jody Cundy

Term: Summer (F) 2016

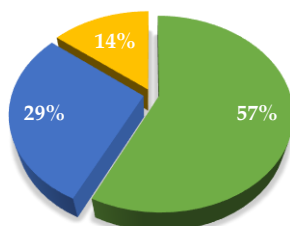
Section: L0101

Time: MWF 11-1

Responses: 7/7 students

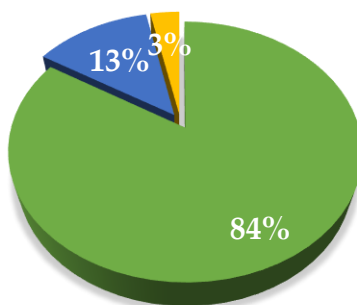
Students said that the course was difficult but worthwhile, something that was based on the Greek language itself and not the way the class was run. Cundy was very enthusiastic, patient, helpful and approachable, although students would have appreciated more in-depth feedback on assignments. Said assignments took the form of many tests and quizzes, which were adequately difficult and helpful in boosting marks. Some felt the course would be better in a longer setting rather than as a summer course, as its fast-paced nature made learning a difficult language even more intense. Overall, students agreed that the course was a good experience for those ready for a challenge.

**Compared to other classes, the workload is:**



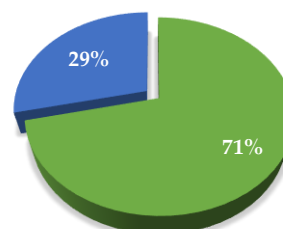
■ High ■ Medium  
■ Low

**How much did students agree that the instructor was generally good\*:**



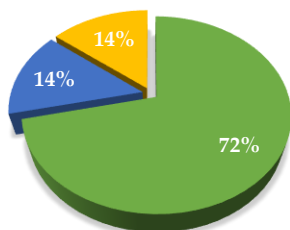
■ A lot ■ Somewhat ■ A little

**What was the overall difficulty?**



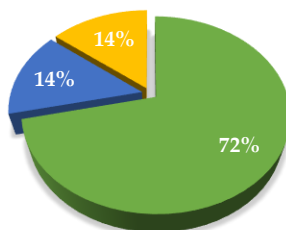
■ High ■ Medium

**Was the required reading valuable?**



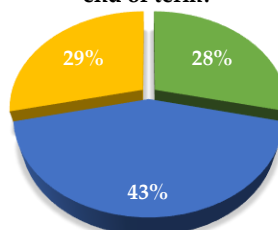
■ High ■ Medium  
■ Low

**What was the overall value of the course?**



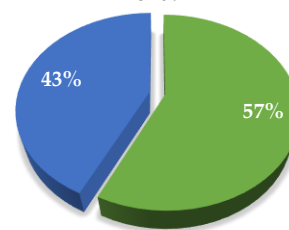
■ High ■ Medium  
■ Low

**What was your enthusiasm level at the end of term?**



■ High ■ Medium  
■ Low

**Students' change in enthusiasm from start to end:**



■ Enthusiasm Held  
■ Enthusiasm Dropped



**GRK102H1: Introductory Ancient Greek II**

Instructor: Marion Durand

Term: Winter (S) 2016

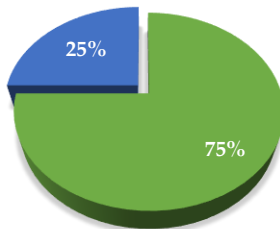
Section: L0101

Time: MTWR 9-10

Responses: 8/9 students

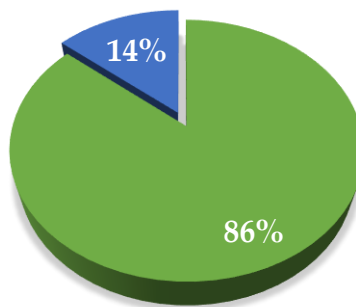
Students stressed the difficulty of this fast-paced class, and the importance of keeping up. However, they described Durand as being very helpful, fast with feedback and replies, and actively conducive to a spirit of camaraderie among the students. The small class size was found to be helpful, and the instructor was enthusiastic.

Compared to other classes, the workload is:



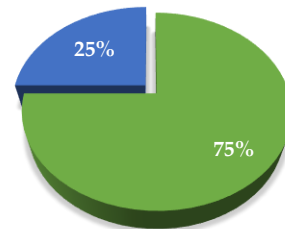
■ High ■ Medium

How much did students agree that the instructor was generally good\*:



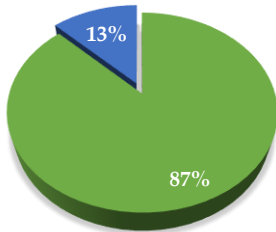
■ A lot ■ Somewhat

What was the overall difficulty?



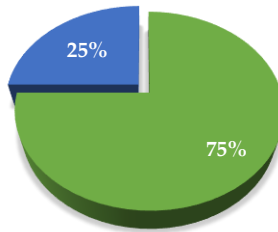
■ High ■ Medium

Was the required reading valuable?



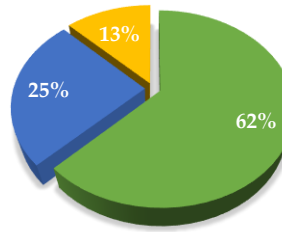
■ High ■ Medium

What was the overall value of the course?



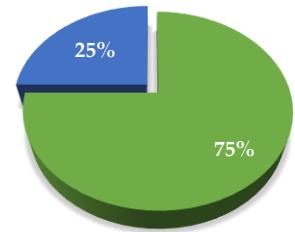
■ High ■ Medium

What was your enthusiasm level at the end of term?



■ High ■ Medium ■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Held ■ Enthusiasm Dropped

**GRK102H1: Introductory Ancient Greek II**

Instructor: David Wallace-Hare

Term: Winter (S) 2016

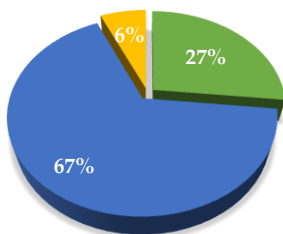
Section: L0201

Time: TR 2-4

Responses: 14/14 students

Students described the instructor as approachable and friendly, attributes that fostered a good environment in such a small class. Students also praised his wide knowledge that Wallace-Hare would frequently share in interesting asides, although some felt this could sometimes eat up too much class time. With respect to course content, most students described the material as very difficult, requiring students to absorb a lot of material in a short period of time. Despite the difficulty, students also emphasized the relevance of the material to the rest of their classical education, and some found the process of learning the language highly enjoyable. Students described the evaluations as difficult, but fairly reflecting the course content. Frequent evaluations, largely in the form of quizzes, required a lot of studying, but students said this helped them keep up with the material and find out their strengths and weaknesses. Most students would not change much about the course, but some said they would have liked more take-home assignments. Overall, students found the course challenging and rewarding, and worth the effort required.

Compared to other classes, the workload is:

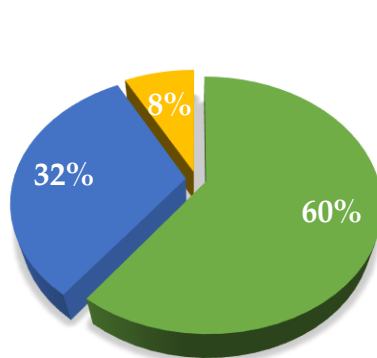


■ High

■ Medium

■ No Response

How much did students agree that the instructor was generally good\*:

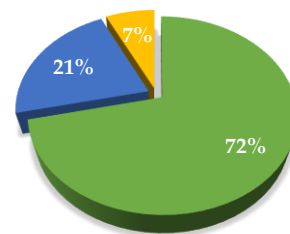


■ A lot

■ Somewhat

■ A little

What was the overall difficulty?

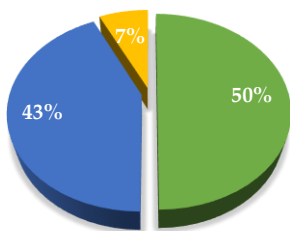


■ High

■ Medium

■ Low

Was the required reading valuable?

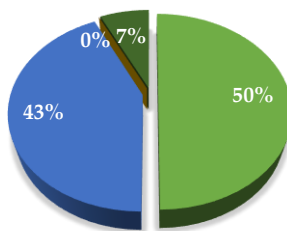


■ High

■ Medium

■ Low

What was the overall value of the course?



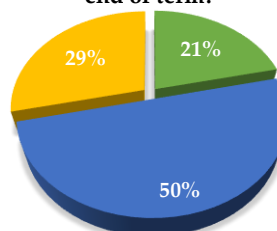
■ High

■ Medium

■ Low

■ No Response

What was your enthusiasm level at the end of term?

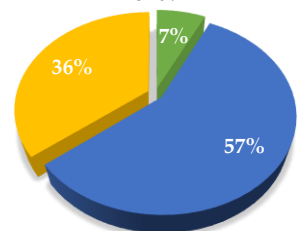


■ High

■ Medium

■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased

■ Enthusiasm Held

■ Enthusiasm Dropped

**GRK102H1: Introductory Ancient Greek II**

Instructor: E. Parker

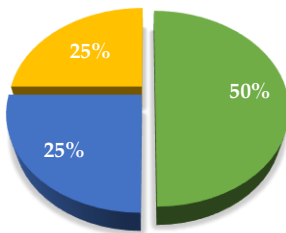
Section: L0101

Time: MWF11-1

Responses: 4/7 students

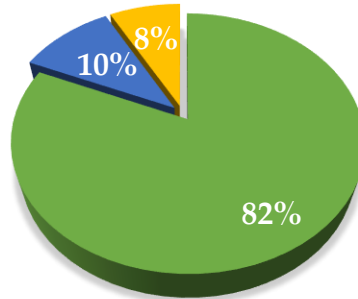
Students felt Parker was patient and encouraging. His evaluations were fair and assessments were helpful. Parker was praised for being very approachable and for his focus on drills during class time. Students found the course content to be difficult but well distributed, making weekly material manageable. However, students would have liked to have read an ancient text in addition to the provided practice sentences as well as have more class time focused on emphasizing the chapter material. Overall, students found Parker to be an enjoyable instructor and the course to be interesting and worthwhile.

Compared to other classes, the workload is:



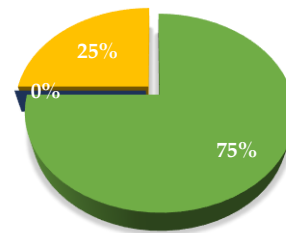
■ High ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



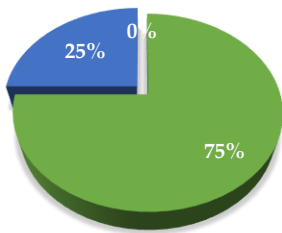
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



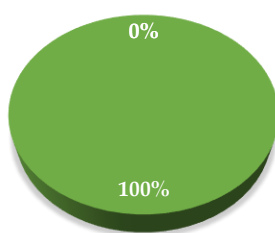
■ High ■ Medium ■ Low

Was the required reading valuable?



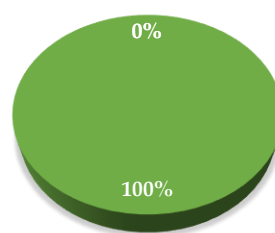
■ High ■ Medium  
■ Low

What was the overall value of the course?



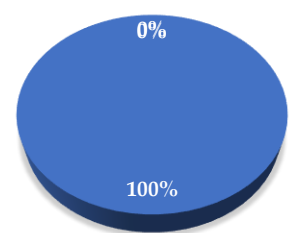
■ High ■ Medium  
■ Low

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**LAT101H1: Introductory Latin I**

Instructor: Rachel Mazzara

Term: Summer (F) 2016

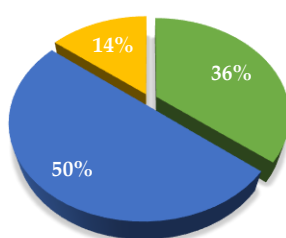
Section: L0101

Time: MWF 9-11

Responses: 14/17 students

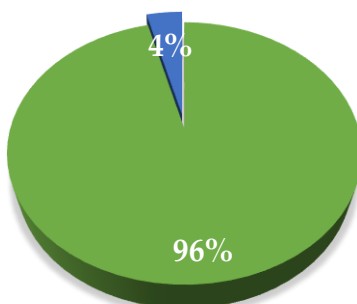
Students felt Mazzara was approachable and engaging. Her assessments were fair and preparation was given well in advance. Mazzara was praised for her effective use of class time and well organized lectures. Students felt that tests were well constructed and that Mazzara gave back a good amount of feedback, making improvements based on class opinion. However, students would have preferred less frequent evaluations and noted that the course was heavily memorization based. Some noted that more group work and worksheets would have been beneficial to their learning experience. Overall, students praised the friendly environment created by Mazzara, and felt that the course was enjoyable and worthwhile.

Compared to other classes, the workload is:



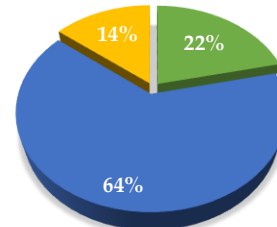
■ High ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



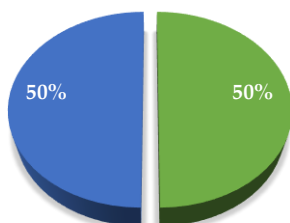
■ A lot ■ Somewhat

What was the overall difficulty?



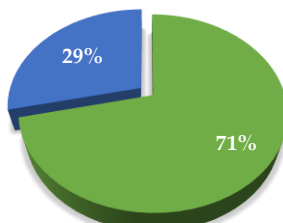
■ High ■ Medium ■ Low

Was the required reading valuable?



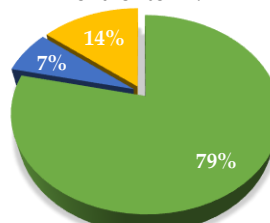
■ High ■ Medium

What was the overall value of the course?



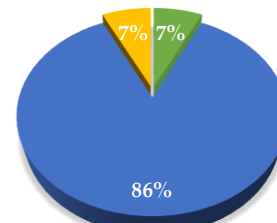
■ High ■ Medium

What was your enthusiasm level at the end of term?



■ High ■ Medium  
■ Low

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

**LAT102H1: Introductory Latin II**

Instructor: Alex Cushing

Term: Winter (S) 2016

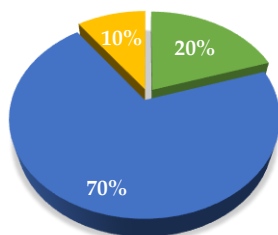
Section: L0101

Time: MTWR 9-10

Responses: 10/15 students

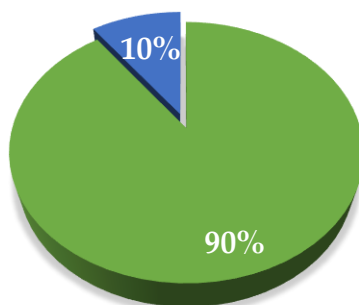
Students felt that the instructor was approachable and helpful. Cushing was described as enthusiastic and knowledgeable in his field. Students felt that course expectations were reasonable and that evaluations were fair. Cushing encouraged class participation and provided an enjoyable learning experience. However, students described the course content as difficult, and felt that more class time should have been spent reviewing homework questions. Cushing sometimes brought in off topic information during lecture time which some students felt could have been better utilized. Overall, the course was described as enjoyable and interesting.

Compared to other classes, the workload is:



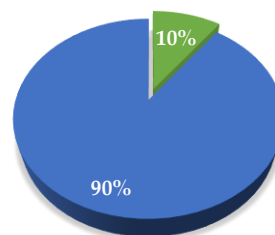
■ High ■ Medium  
■ Low

How much did students agree that the instructor was generally good\*:



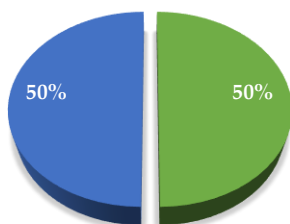
■ A lot ■ Somewhat

What was the overall difficulty?



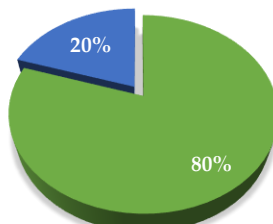
■ High ■ Medium

Was the required reading valuable?



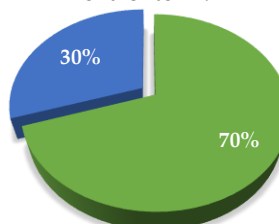
■ High ■ Medium

What was the overall value of the course?



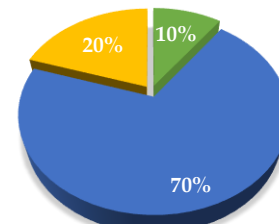
■ High ■ Medium

What was your enthusiasm level at the end of term?



■ High ■ Medium

Students' change in enthusiasm from start to end:



■ Enthusiasm Increased  
■ Enthusiasm Held  
■ Enthusiasm Dropped

## **Related Courses**

*These are courses in other Departments of interest and relevance to Classical Civilization courses. See the Undergraduate Co-Ordinator for whether you can use them in lieu of CLA credits for your programme. Not all courses are offered every year.*

### **ANT200Y1: Introduction to Archaeology [48L/24T]**

How did art and technology develop in the course of human evolution? What led to the development of agriculture and settled village life? How did social inequality and urbanism emerge? This course takes a global perspective to explore the archaeological evidence that sheds light on these questions and other aspects of prehistory and early history. Students will engage with the challenges posed by new discoveries and also with recent developments in archaeological method and theory. The goal of the course is to involve students with the current state of archaeological research and some of the major issues archaeologists work to address.

Recommended Preparation: ANT100Y1

Breadth: 3 (SII); Dist.: Social Sciences

### **ARH305H1: Archaeological Interpretation [24L] (See Archaeology)**

Transforming archaeological results into statements about people and their life ways. Covers basic archaeological theory, including research design, sampling, stratigraphy, seriation, formation and testing or evaluation of hypotheses, regional analyses. Introduces some of the major schools of archaeological theory, including New Archaeology and Post-Processual Archaeology.

Prerequisite: ANT200Y1

Breadth: 2 (TBB); Dist.: Social Sciences

### **ARH309H1: Archaeology, Ethics, and the Public [24L] (See Archaeology)**

An analysis of ethics in contemporary archaeology that covers reburial and repatriation, interpretation of the archaeological record in the context of historically oppressed groups, ethnic minorities, and non-western societies, the ethics of collecting and managing cultural property, relationships with the media, the debates surrounding looting, and other issues.

Prerequisite: ANT200Y1

Breadth: 3 (SII); Dist.: Social Sciences

### **ARH312Y1: Archaeological Laboratory [28L/44P] (See Archaeology)**

Techniques for making archaeological data meaningful after excavation or survey. Archaeological measurements, compilation of data, database design, archaeological systematics, and sampling theory in the context of lithics, pottery, floral, faunal and other archaeological remains.

Prerequisite: ANT200Y1 and a half statistics course

Breadth: 5 (PMU); Dist.: Science

### **FAH207H1: Greek and Roman Art and Archaeology [24L] (See Art)**

An overview of the major monuments, artifacts, themes and problems in the study of the archaeology, art and architecture of the civilizations of Greece and Rome.

Exclusion: FAH101Y5/FAH203H5/FAH204H5/FAH205H1/XBC199Y1 L0211

Breadth: 1 (CCR); Dist.: Humanities

### **FAH313H1: Greek Myth in Ancient Art [24L] (See Art)**

A general introduction to Greek mythology and its uses (and abuses) by the Greeks and Romans through the art of antiquity. Students will learn about gods and goddesses, heroes and heroines, their attributes and stories which constituted the subjects of (not only) ancient art.

Breadth: 1 (CCR); Dist.: Humanities

**PHL200Y1: Ancient Philosophy [72L] (See Philosophy)**

Central texts of the pre-Socratics, Plato, Aristotle, and post-Aristotelian philosophy.

Breadth: 2 (TBB); Dist.: Humanities

**PHL302H1: Ancient Philosophy After Aristotle [36L] (See Philosophy)**

A study of selected themes in post-Aristotelian philosophy. Topics may include Stoicism, Epicureanism, Neo-Platonism, and various forms of scepticism.

Prerequisite: PHL200Y1, 7.5 courses (in any field) with at least 1.5 in philosophy

Breadth: 1 (CCR); Dist.: Humanities

**PHL303H1: Plato [36L] (See Philosophy)**

Selected metaphysical, epistemological, and ethical themes in Plato's dialogues.

Prerequisite: PHL200Y1, 7.5 courses (in any field) with at least 1.5 in philosophy

Breadth: 2 (TBB); Dist.: Humanities

**PHL304H1: Aristotle [36L] (See Philosophy)**

Selected anthropological, ethical and metaphysical themes in the works of Aristotle.

Prerequisite: PHL200Y1, 7.5 courses (in any field) with at least 1.5 in philosophy

Breadth: 2 (TBB); Dist.: Humanities

**SMC176Y1: Medieval Christian Latin for Beginners [72L] (See St. Michael's College)**

An introduction to medieval ecclesiastical Latin based principally on the Vulgate Bible, the major texts of Christian worship, and a selection of texts from later Medieval Latin.

Breadth: 1+2 (CCR+TBB); Dist.: Humanities

**SMC222H1: Mediaeval Latin I (formerly LAT322H1) [48S] (See St. Michael's College)**

This course studies a selection of mediaeval Latin prose and poetry. Emphasis is on the linguistic differences between mediaeval Latin and its classical antecedent, especially in regard to vocabulary, grammar and orthography. A review of Latin grammar is part of the course.

Prerequisite: LAT102H1, Exclusion: LAT322H1

Breadth: 1 (CCR); Dist.: Humanities

**SMC323H1: Mediaeval Latin II [48S]**

Through the close reading of fewer but longer texts than in SMC222, this course gives students a deepened acquaintance of the linguistic features of mediaeval Latin, as well as with its literature, and generic and stylistic conventions. A solid foundation in basic Latin morphology, syntax and vocabulary is assumed.

Prerequisite: LAT202/SMC222

Breadth: 1 (CCR); Dist.: Humanities



## CLASSU Executive Biographies

CLASSU's Senate has eleven positions. Five members (President, Vice-President, and three executives) serve a one year term beginning in March/April and are on both the Summer Senate and Full Senate. Six more executives are elected in September and serve until the following March/April. The portfolios of Secretary and Treasurer are assigned by a general vote in September to already elected Executives. The next election will be in March 2017. Read more about the current senate below.

### *Sophia Alkhoury, Senator*

Sophia is a fourth year Classics and Classical Civilization Double Major. This year will be her first year on the Senate, and she hopes that her tenure will be marked by no major disasters of her own doing. Sophia's classical interests include Latin literature of the Julio-Claudian Age, ancient Roman polytheism, the social hierarchy of Rome, and magic in the ancient world. She can often be found with a coffee in one hand and a Latin dictionary in the other, but on the rare occasion that she and Classics decide to go on a break, she can be found practicing her mediocre calligraphy, or at any one of Toronto's live music venues.

*Classics courses she's taken:* CLA160, CLA204, CLA230, CLA231, CLA232, CLA233, CLA260, CLA303, CLA308, CLA310, CLA369, CLA392; LAT101, LAT102, LAT201, LAT202; GRK 101, GRK102.

### *Elizabeth Colonna, Secretary*

Elizabeth is a third-year Classical Civilizations and Art History Double Major. This year will be her second year on the CLASSU executive as a Senator. Her classical interests lie in Roman art and architecture as well as women in Roman culture. Beyond the classical realm, her interests extend to Baroque paintings and modern sculpture. When she's not working towards beating the record for most hours spent in the Classics Lounge, she can be found taking pictures around Toronto, reading *Plebeian*, or coming up with captions for CLASSU pictures.

*Classics courses she's taken:* CLA160, CLA204, CLA219, CLA231, CLA232, CLA260, CLA366; LAT101, LAT102; FAH206, FAH207.

### *Gabriel Calderon, Senator*

Gabriel is a third-year student at Victoria College, Double Majoring in English and Classical Civilization. His Classical interests include literature, Imperial Roman history, and weird little subjects like ancient environments, witchcraft and medicine, and depictions of animals in ancient texts. On the modern side of things, he enjoys buying way too many books, photography, Japanese food, learning to salsa dance, and flipping pancakes. This is his first term serving as a senator on the CLASSU Senate, and he looks forward to helping build the new issue of *Plebeian*.

*Classics courses he's taken:* CLA160, CLA233, CLA237, CLA260; GRK101, GRK102; FAH207.

### *Willem Crispin-Frei, President*

Willem is a fourth-year student at Victoria College, who has spent his first three years at university as CLASSU Vice-President. Having worked on the first two volumes of *Plebeian*, he is looking forward to his role as Editor-in-Chief for Volume III. Willem is entering his eighth year of Latin and sixth(ish) of Greek. He is Majoring in Classics with a Double Minor in Classical Civilizations and Urban Studies. His interests lie in urban infrastructure both modern and ancient, transportation policy, language and linguistics, and wordplay to the annoyance of some and delight of others. Between CLASSU, working at E.J. Pratt library, and schoolwork (on occasion), he spends most of his time coming up with the latest cheesy CLASSU graphics and puns, avoiding cars on his bike, or productively procrastinating. If you want to hear his latest promotional spiel, or his daily random trivia, come find or [email him](#).

*Classics courses he's taken:* CLA160, CLA230, CLA231, CLA260, CLA378; GRK201, GRK202, GRK350; LAT201, LAT202, LAT341, LAT342, LAT343, LAT350.

## Laura Harris, Senator

Laura is in her second year Double Majoring in her double obsession: Classics and Classical Civilizations. This is her first year on CLASSU. Laura's main Classical interests are women in the ancient world, ancient drama, daily life, and ancient literature and poetry, but she can get excited about pretty much anything in the Classical world. She is in her sixth year of Latin and is struggling through intermediate Greek. Over the summer she participated in an archaeological dig at Roccagloriosa, Italy, which was hard work, but she loved every second of it. When not translating, she can be found learning ballet and historical dance, admiring her cat, or organizing books either at home or at Pratt library.

*Classics courses she's taken:* CLA231, CLA232; GRK101, GRK102; LAT343, LAT351.

## Toby Keymer, Treasurer

Toby is a fourth-year Double Major in Philosophy and Classics, serving his fourth year on CLASSU. He's been studying Latin for seven years, and Greek for six (and he still sucks at it). His classical interests lie in Roman history, military history, social and economic history, and ancient philosophy. Outside the classical realm, he's interested in philosophy, particularly the intersection of political theory and 'continental' philosophy, 20th century literature, particularly science fiction, and keeping up with current events. He dislikes puns and the subjunctive.

*Classics courses I've taken:* CLA160, CLA230, CLA231, CLA260; GRK201, GRK202, GRK340, GRK353; LAT201, LAT202, LAT341, LAT342, LAT350; PHL200.

## Annabelle Kolomeisky, Senator

Eheu! This bio is under construction.

*Classics courses she's taking this year:* TBA

## Sam Mazzilli, Vice-President

Sam is a third-year Classical Civilizations Major, with a Double Minor in Latin and Lit & Critical Theory. She has been on CLASSU as a Senator since the start of her first year, a tenure which critics have rated "Riveting!" and "Almost entirely fuelled by coffee." Currently in her sixth year of Latin, she has faced her fair share of classroom embarrassment, almost always at the hands of the subjunctive. She is most interested in Bronze Age art, Latin profanity, and the roles of educated women in antiquity. In her free time, or time spent procrastinating, she enjoys giving tours of Victoria College, talking about good books, getting aggressive over Trivial Pursuit, and quoting SNL sketches. You can usually find her moving from various couches to caffeine sources on campus (and vice versa), but if not, feel free to [email her](#)!

*Classics courses she's taken:* CLA160, CLA204, CLA230, CLA231, CLA260; LAT101, LAT102, LAT201, LAT202; FAH207.

## Samantha Odrowaz-Sekely, Senator

Samantha is a second year student Double Majoring in History and American Studies with a Minor in Classical Civilization. Her main Classical interests are Roman imperialism, the Julio-Claudian dynasty, the social climate of Athens during various conflicts, and the historiography of Alexander the Great's campaigns, as well as the influence of Classical civilizations on American culture and politics. She took Latin throughout high school as well as a year of Ancient Greek, and still likes to rewind by translating Caesar's *Gallie Wars*, following the footsteps of her grandmother. Samantha has been described as a "nihilist Hufflepuff" and that more or less summarizes her. Her main goals for CLASSU are to run a highly successful mentorship program, make the community as welcoming as possible, and advertise the richness of the department to generate a greater interest in Classics. Aside from gushing about the parallels between Athenian funeral orations and the Gettysburg Address, Samantha can be found drinking tea, collecting maps, and showing the world the extent of her hippomania.

*Classics courses she's taken:* CLA230, CLA231.

## *Allison Suba, Senator*

Eheu! This bio is under construction.

*Classics courses she's taking this year: TBA*

## *Felipe Vallejo, Senator*

Felipe is a Second Year Classical Civilization and Philosophy major. He's from University College (you can't spell CLASSU without UC) and a die-hard Hellenist. This will be his second year on the Senate, having previously served as the First Year Senator last year. His classical interests are Ancient Greek mythology, Greek and Roman Epics, and Ancient Philosophy (Leggo Plato!). When not on CLASSU, Felipe is either rambling about soccer, jamming to music, and, more recently, crying about taking Latin and Greek at the same time.

*Classics Courses he's taken: CLA160, CLA204, CLA231.*

## Department Faculty Listing:

### *Department of Classics, St. George Campus*

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Rachel Barney, Professor

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Seth Bernard, Assistant Professor

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416 978-5477

Peter Bing, Associate Professor

Field: TBC

Office: TBC

Contact: TBC

416-978-TBC

Christer Bruun, Professor

Field: Roman History

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Jonathan Burgess, Professor

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Michael Dewar, Professor

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Erik Gunderson, Professor

Field: Roman Oratory

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Regina Höschele, Associate Professor

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Alison Keith, Professor and Chair  
Field: Latin Literature  
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Ephraim Lytle, Associate Professor and Undergraduate  
Co-ordinator  
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416-946-5161  
John Magee, Professor  
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Hugh Mason, Associate Professor Emeritus  
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416-946-0312

John Traill, Professor Emeritus  
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## *UTM, UTSC, et al.*

Andreas Bendlin, Associate Professor  
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Jarrett Welsh, Assistant Professor and Graduate  
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[Gillian Ramsey](#), PhD

[Yuriy Lozynsky](#), PhD

[Lorenza Bennardo](#), PhD

[Eirene Seiradaki](#), PhD

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## **CLASSU Initiatives**

### *Department Community*

Since January 2015, CLASSU and the Classics Grad Students Union have started greater collaboration efforts with talks and picketing during the CUPE 3902 strike. We hope to have greater collaboration this year and foster a true sense of department unity among undergrads, graduate students, and faculty. So far this year we have had a small Department Orientation to introduce first years to the Chair and Undergrad Co-ordinator, as well as giving a tour of Vic, SMC, and the Lillian Massey Building.

### *"Classics" Major Subject POST Name Change*

This year, we began the process of changing the name of the Classics Major to "Classical Languages" in an effort to help reduce confusion at Subject POST selection time. The change has been approved by the Senate, and the Department of Classics, but due to administrative error at the Faculty level, the change will come into effect a year later than hoped.

### *CUPE 3902 Solidarity*

When CUPE 3902 Unit 1 went on strike, CLASSU supported them in their struggle for an acceptable contract from the University of Toronto that valued their contribution with appropriate compensation. You can see signs made by CLASSU in support while joining them on the picket lines.

### *CLASSU Peer Mentorship Programme*

CLASSU is launching a peer mentorship programme, matching upper and lower year students together.

### *Useful Links*

[Department of Classics](#)

[U of T Libraries Homepage](#)

[Faculty of Arts and Science](#) (The useful bit)

[Course Calendar](#)

[Arts and Science Timetable](#)

[Griddy](#) (Online timetabling app)

[Arts and Science Students' Union](#)

[Online Faculty-run course evaluations](#) (N.B. you must be logged into Portal to access)

[Class Distance Calculator](#)

[CLASSU Facebook Page](#)

## **Plebeian and the Assembly of the Plebs Conference**

The Classics Students' Union has held two annual conferences in March 2015 and 2016. The proceedings of both have been published in the Journal of the Classics Students' Union, *Plebeian*. Copies of *Plebeian* are available in the CLASSU Lounge or at E.J. Pratt Library's Circulation Desk for you to take home. You can also read it online [here](#). For inquiries, email [here](#).

In November 2016, there will be a call for editors for the third volume of *Plebeian*, followed by a call for papers shortly thereafter. The selected papers will be presented at the Assembly of the Plebs Conference in March. Past topics and authors:

### **March 2016, Plebeian Vol. II**

Hadley Staite: "Nudity in the Performance of *The Libation Bearers*"

Elena Shadrina: "The Impact of the Rise of the Visigothic Kingdom in Spain on the Disappearance of Roman Imperial Presence in the West"

Hana Carrozza: "The Virgin and the Whore: Powerful Women from Late Antiquity"

Seán Stewart: "Geiseric and the Fall of Rome"

Amogh Sahu: "Realism and the *Oikos*: Aristotle and the Realist/Liberal Debate"

Russell Durward: "Law under Justinian in a Christian Empire"

Melissa Tobin: "Rape and the Struggle for Power in Ovid and Statius"

Willem Crispin-Frei: "*Aqua est Omnis Divisa in Partes Tres*: The Inequalities of Water Distribution in Ancient Rome"

### **March 2015, Plebeian Vol. I**

Toby Keymer: "The Wounded and the Dead: Objections to the Orthodox Model of the Hoplite Phalanx"

Gillian Scott: "You've got a Friend in Me: Tactics of *Amicitia* in Cicero and Pliny's Letters of Request"

Kate McGrath: "The Western Argolid Regional Project: Final Report"

Ashley Raymer: "Gothic/Roman Identity"

Sean Stewart: "Three Effects of Climate Change on the Later Roman Empire"

Hadley Staite: "Roman *Collegia* as Corporate Entities"

Taylor Stark: "The role of Mycenae Shaft Graves in the creation of a stratified society"

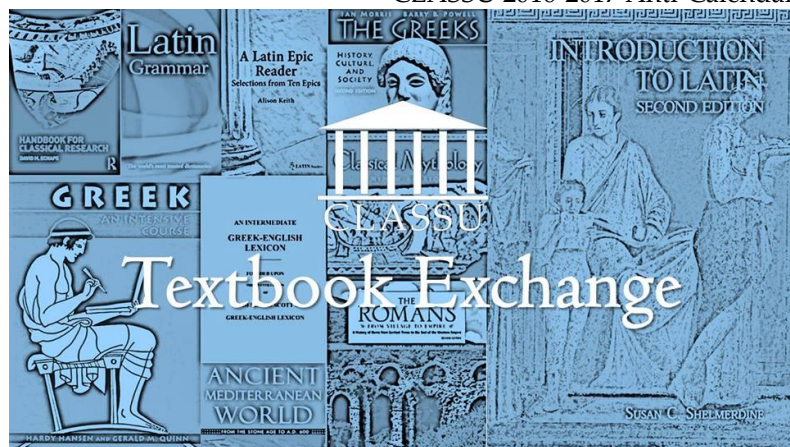




## Textbook Exchange

The Classics Students' Union has an online textbook exchange group on Facebook. We monitor the posts and approve members to keep out bots/general spam. This is not a shop we run, nor guarantee, but is a more focussed place to buy/sell textbooks as they often get lost in the sea of math, chem, and sociology books.

[Click here](#) to go to the group.



## U of T Library Resources

One of the advantages of UofT is the number of libraries on campus. Below is a map and listing of libraries that are especially good for Classics students:

E. J. Pratt Library – Victoria University  
71 Queen's Park Cres. E.

Literature, History, Loeb Classical Texts,  
Reference Dictionaries, *Plebeian* available,  
many PCs, close to the Department.

John M. Kelly Library – St. Michael's College  
113 St. Joseph St.

Literature, History, Late Antiquity,  
Intercampus deliveries, many PCs.

John W. Graham Library – Trinity College  
6 Hoskin Ave.

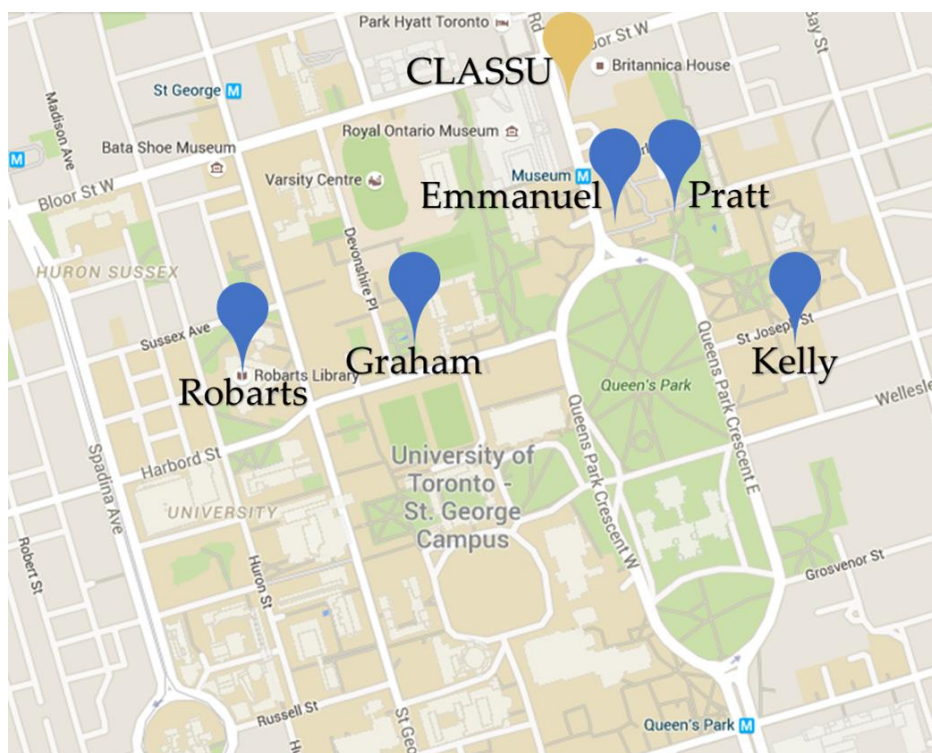
Literature, History, Loeb Classical Texts,  
Theological Collection, Nice chairs.

Emmanuel Library – Victoria University  
75 Queen's Park Cres. E.

Religion, Architecturally gorgeous.

Robarts Library – University of Toronto Main  
130 St. George St.

Lots of everything and lots of people, overnight study hours.





## The Oral Reading Club

*Verba Volant, Scripta Manent*

The Oral Reading Club welcomes anyone who is interested in learning how to read Latin and Ancient Greek literature in its original voicing and meter, although knowledge of these languages is recommended. We will have our first meeting in the first few weeks of October. You can find our performances on the CLASSU website. For more information about the ORC, contact Toby Keymer through the CLASSU email address.

Past Themes:

Spring 2016

No recital was held.

Spring 2015:

"Desine mollium tandem querellarum"

"Quit your whining"

-Horace, *Odes* 2.9

Spring 2014:

"Φαίνεται μοι κῆνος ἴσος θεοῖσιν ἔμμεν' ὦνηρ"/"Ille mi par esse deo videtur"

"He seems to me to be equal to the Gods"

-Sappho 31/Catullus Carmina 51

Fall 2013:

"ΜΗΔ'ΕΝ ἌΓΑΝ", "Nothing in Excess"

- Inscription on the Temple at Delphi

Spring 2013:

"ἥς γαίης δύναμαι γλυκερώτερον ἄλλο ιδέσθαι", "There is nothing sweeter than one's own homeland" - Homer *Odyssey* 9.28

Fall 2012:

"Στόμα τ'εὐφημον ἅπας ἐξοσιούσθω", "Let every man keep his mouth pure"

- Euripides *Bacchae* 69-70

Spring 2012:

"πολεμοῦμεν ἵν' εἰρήνην ἄγωμεν", "We make war so that we might have peace"

- Aristotle *Nicomachean Ethics* 1177b4

JOIN THE ORAL READING CLUB!

## The Oral Reading Club



## Syllabus and Midterm Bank Catalogue

### *Syllabi*

CLA160 - F12 (Carter)  
 CLA160 - F13 (Burgess)  
 CLA201 - W11 (Robinson)  
 CLA204 - W11 (Barbiero)  
 CLA204 - W13 (Sawchuk)  
 CLA230 - F14 (Ramsey)  
 CLA230 - W13 (Nakassis)  
 CLA231 - F11 (Cottier)  
 CLA231 - F12 (Cottier)  
 CLA231 - F13 (Wilkinson)  
 CLA231 - Sum11 (Hope)  
 CLA232 - W14 (Hoschele)  
 CLA260 - W14 (Nakassis)  
 CLA305 - Sum11 (Westerhold)  
 CLA363 - W15 (Cohn)  
 CLA368 - Sum11 (Neel)  
 CLA368 - W15 (Bruun)  
 CLA373 - F14 (Bernard)  
 CLA382 - F13 (Sawchuk)  
 CLA382 - W15 (Hadley)  
 CLA383 - F14 (Cohn)  
 CLA387 - W11 (Jordan)  
 CLA387 - W15 (McCutcheon)  
 GRK101 - F14 (Lytle)  
 GRK102 - W13 (Tracy)  
 GRK201 - F13 (Carter)  
 GRK202 - W14 (Wilkinson)  
 GRK350 - F14 (Burgess)  
 LAT101 - Sum11 (Tindale)  
 LAT102 - Sum11 (Fletcher)  
 LAT102 - W13 (Ramsey)  
 LAT102 - W15 (Dunning)  
 LAT201 - F13 (Dewar)  
 LAT201 - F14 (McCutcheon)  
 LAT202 - W14 (Keith)  
 LAT202 - W15 (Bernard)  
 LAT342 - F14 (Wilkinson)  
 LAT350 - W15 (Dewar)

### *Midterms*

CLA160-F11-Test 1  
 CLA160-F11-Test 2  
 CLA160-F13-Midterm  
 CLA160-F13-Quiz  
 CLA203-F13-Midterm  
 CLA204-F14-Test 1  
 CLA204-F14-Test 2  
 CLA204-F14-Test 3  
 CLA204-F14-Test 4  
 CLA204-W12-Test 2  
 CLA230-F14-Midterm  
 CLA230-F14-Quizzes  
 CLA231-F12-Test 1  
 CLA231-F12-Test 2  
 CLA231-F12-Test 3  
 CLA231-F13-Midterm  
 CLA233-F14-Test 1  
 CLA236-F12-Midterm  
 CLA240-W12-Test 1  
 CLA260-W13-Midterm  
 CLA367-W13-Midterm  
 CLA383-W12-In-Class Essay  
 CLA392-W14-Final  
 CLA392-W14-Midterm  
 GRK201-F13-Quizzes  
 GRK201-F13-Test 1  
 GRK201-F13-Test 2  
 GRK201-F13-Test 3  
 GRK202-W13-Test 1  
 GRK202-W13-Test 2  
 GRK202-W14-Midterm  
 GRK340-F14-Midterm  
 GRK350-F14-Test 1  
 GRK350-F14-Test 2  
 GRK351-F13-Midterm  
 GRK352-W15-Test 2  
 LAT201-F11-Trans. Exercises  
 LAT201-F13-Test 1  
 LAT201-F13-Test 2  
 LAT201-F14-Test 1  
 LAT202-W11-Test 1  
 LAT202-W12-Test 1  
 LAT202-W14-Sight Test  
 LAT202-W14-Test 1  
 LAT202-W14-Test 2  
 LAT202-W14-Test 3  
 LAT342-F14-Test 1

LAT342-F14-Test 2  
 LAT350+450-W15-Test 1  
 LAT350-F12-Test 1  
 LAT350-W15-Test 2  
 LAT350-W15-Test 3  
 LAT350-W15-Test 4  
 LAT350-W15-Test 5  
 LAT353-F11-Test 1  
 LAT353-F11-Test 2  
 LAT353-W14-Final  
 LAT353-W14-Test 1  
 LAT442-F14-Test

This list is incomplete. Please  
[contact us](#) for more information.

# Anti-Calendar Methodology

In this section we want to explain how we compiled the data as presented to you. On the following page, we've included the survey questions as presented. These were distributed by CLASSU Anti-Calendar Action Committee Members in-class on paper. Students were given 10-15 minutes to complete the surveys. Our Senate members then collected the individual forms and returned them to the CLASSU office, where they remained in a secure environment. No professors or instructors ever saw the raw forms.

We then divided the eight classes up among the members of the newly elected Summer Senate to transcribe and compile the data. The eight classes surveyed during the original 2016 Anti-Calendar Pilot Project were:

1. CLA160: Method and Theory (Akrigg)
2. CLA201: Scientific Terminology (Traill)
3. CLA204: Intro to Classical Mythology (L0501, Marion Durand)
4. CLA231: Intro to Roman History (Bruun)
5. CLA233: Intro to Roman Culture (Nathan Gilbert)
6. GRK102: Intro to Ancient Greek II (L0101, Marion Durand)
7. GRK102: Intro to Ancient Greek II (L0102, David Wallace-Hare)
8. LAT102: Intro to Latin II (L0101, Alex Cushing)

In compiling the data, we did it in two parts—the first by reading all the written comments and taking notes on general comments and themes by each question. We then took these and turned them into sentences and repeated the process until each paragraph was written. These were generated from the questions in Part IV.

The next step was to process the quantitative data to and present it in a meaningful way. We had several meetings to try and select which data to present and how. In the end we settled on presenting the plain data for five questions, all of whose response choices were “High,” “Medium,” or “Low”:

1. What was your enthusiasm level at the end of the course?
2. In relation to courses at the same level, the workload is?
3. In relation to courses at the same level, the difficulty is?
4. The value of the required reading is?
5. The value of the overall learning experience is?

We also presented the change in enthusiasm level from the beginning to the end of the course by breaking the answers into changes; where a student's enthusiasm started off high and remained high, we counted it as “Enthusiasm Held.” If it changed from high to medium or high to low, we counted it as “Enthusiasm Decreased,” with the same true for low to medium and low to high both counting as “Enthusiasm Increased.” We chose to do this for the simplicity and because many of the classes had not enough data to have significant results.

Lastly, in Part II of the survey, we asked students to say how much they agreed with nine statements. To keep the survey succinct and data useful, we counted the total number of instances of each response (“a lot,” “somewhat,” and “a little”). These numbers we entered into the pie charts for the final survey.

The first draft was presented at the Department of Classics Bi-Annual Meeting with the paragraphs but not the pie charts. These were prepared during June. We also rushed to get the classes from the first term of the Summer 2016 session.

**If you have further questions or feedback about our methodology or the Anti-Calendar process, please [email us!](#)**

## 2016 Survey Questions

### Part I. Please circle the most accurate response for each question.

1. What year are you in?	I	II	III	IV	IV+/Other
2. Why did you take this course?	Program		Breadth	Interest	
3. What was your level of enthusiasm going into the course?	Low		Medium	High	
4. What was your level of enthusiasm at the end of the course?	Low		Medium	High	
5. How likely is it you would recommend this course to others?	Low		Medium	High	
6. Would you retake this class?	Yes	No	Yes, it's a requirement	Yes, for breadth only	

### Part II. How much do you agree with the following statements in regard to your professor? Please Circle.

1. Course goals and requirements are stated clearly.	A Little	Somewhat	A Lot
2. Evaluations reflect the course content.	A Little	Somewhat	A Lot
3. Presents material in an organized, well-planned manner.	A Little	Somewhat	A Lot
4. Explains concepts clearly with appropriate use of examples.	A Little	Somewhat	A Lot
5. Communicates enthusiasm, interest in the course material.	A Little	Somewhat	A Lot
6. Listens and responds to questions clearly and effectively.	A Little	Somewhat	A Lot
7. Is readily available for help.	A Little	Somewhat	A Lot
8. Returns work within a reasonable period of time.	A Little	Somewhat	A Lot
9. All told, performs effectively as a university instructor.	A Little	Somewhat	A Lot

### Part III. How much do you agree with the following statements in regard to course work? Please Circle.

1. In relation to courses at the same level, the workload is:	Low	Medium	High
2. In relation to courses at the same level, the difficulty is:	Low	Medium	High
3. The value of the required reading is:	Low	Medium	High
4. The value of the overall learning experience is:	Low	Medium	High

### Part IV. Please respond to these more general questions in point form or sentences.

1. What was the professor like? Consider personality, teaching style, effectiveness as an educator, engagement with material, efficiency with lecture time, approachability, usefulness of office hours, effectiveness of help, etc.
2. What was the course content like? Consider difficulty, variety of subject matter, value of readings, personal enjoyment, relevancy to your programme (if applicable), etc.
3. What was the evaluation like? Consider workload/amount of effort, difficulty of assessments/markings, quality of marking feedback, your thoughts on the number/spread/variety of assessments, etc.
4. What worked well in the course? Consider the prompts from the first three questions.
5. What would you change about the course? Consider the prompts from the first three questions.
6. Comment on your overall experience in the course. Was it worthwhile? How did you enjoy it overall? What else would you want to tell people about this course?

**Final Question: Do you think the Anti-Calendar will be a valuable resource?**

Yes

No