

Classics Students' Union

2018-2019 Anti-Calendar

Version as of June 22, 2018



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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 and Secretary) are assigned by a general vote in September to already elected Executives. The next election will be in September 2017. For more details, check out our [website](#).

The CLASSU Office and Lounge

Term Lounge Hours:

Monday to Friday, TBA.

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

Email: classu@utoronto.ca

Website: classu.sa.utoronto.ca

Facebook: www.facebook.com/classicsstudentsunion

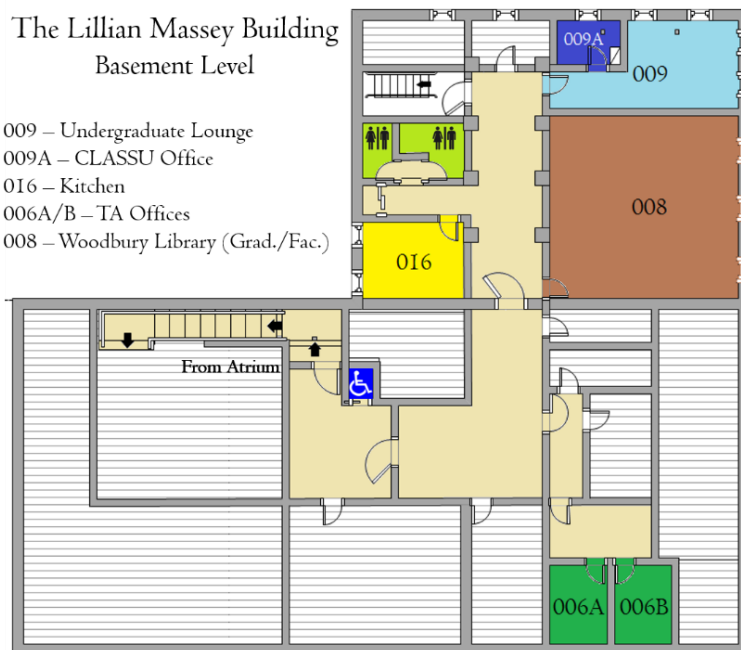
Department Administration:

Chair: Christer Bruun

chair.classics@utoronto.ca, 416-978-3179

Undergrad Co-Ordinator: Eph Lytle

undergrad.classics@utoronto.ca, 416-978-4848



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. Most 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 span from the F term of the summer 2017 up until the Winter term of 2017-2018, with some exceptions. Summer courses from the 2018 term are currently being surveyed and compiled by the Summer Senate. Instructors 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.

A star (★) next to a course title means that the course has been rated as suitable for non-Classics students (ie. as a breadth course).

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 (data from winter 2017) ★

Instructor: Professor Ben Akrigg

Term: Winter (S) 2017

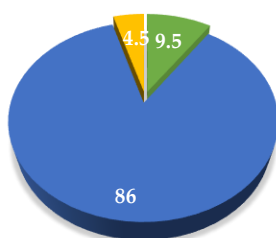
Section: L0101

Time: TR 9-11

Responses: 43

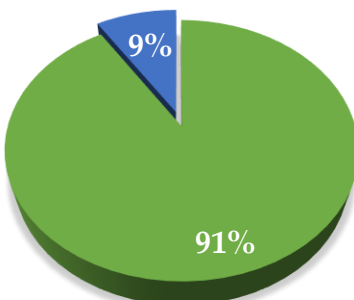
Overall students felt that this course was fair, well-organized, and had interesting content. A majority found the professor very approachable and accommodating and commented that he is very passionate and knowledgeable about the subject. His method of having students hand in written questions to be answered next class was very popular, as were the lecture handouts. However, some felt that the lectures contained too many tangents, making for inefficient use of time and students feeling less certain of what to expect on exams. Students overwhelmingly enjoyed the readings of ancient texts and felt that the weekly assignments and the feedback from the TAs furthered their understanding and motivated them to do the reading, although some felt that the secondary source readings were unnecessary and/or un-enjoyable. Overall, students enjoyed this class and found the workload reasonable, including students not enrolled in a Classics or Classical Civilizations program.

Compared to other classes, the workload is:



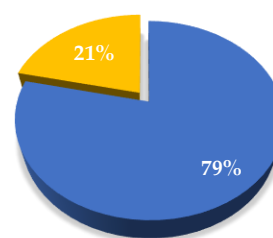
■ High ■ Medium
■ Low

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



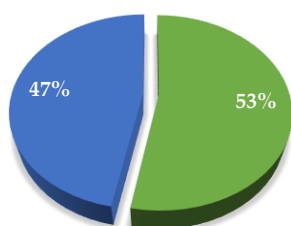
■ A lot ■ Somewhat

What was the overall difficulty?



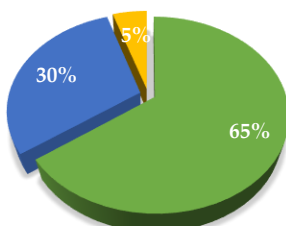
■ Medium ■ Low

Was the required reading valuable?



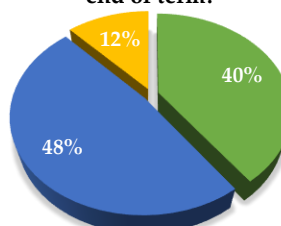
■ High ■ Medium

What was the overall value of the course?



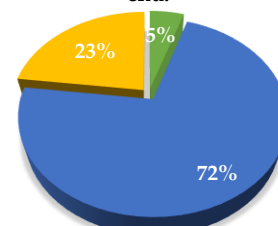
■ High ■ Medium
■ Low

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: Edward Parker

Section: L0101

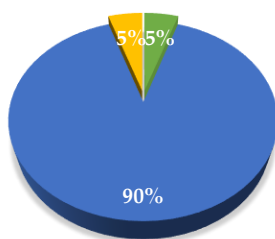
Term: Summer (F) 2017

Time: MWF 1-3

Responses: 19/29 students

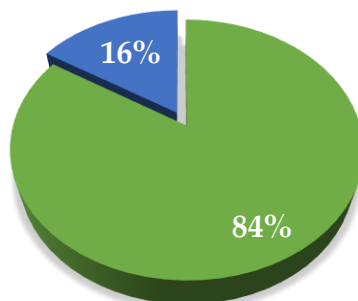
Students felt that Parker was a friendly, approachable, and organized instructor. Classes were conducted in an organized manner, and were clear and concise. Students noted that he even made the class cookies! Most felt that the readings were heavy but very interesting and helpful in evaluations – the workload made sense for the assignments. Parker used a system of journal-style responses to allow students to comment on the readings, which many enjoyed as it helped them study along the way. The only thing students would have changed is to ensure that the workload was divided more evenly week by week, but most genuinely enjoyed the course as it is and would not change anything.

Compared to other classes, the workload is:



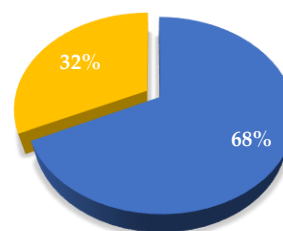
■ High ■ Medium
■ Low

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



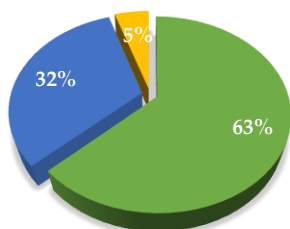
■ A lot ■ Somewhat

What was the overall difficulty?



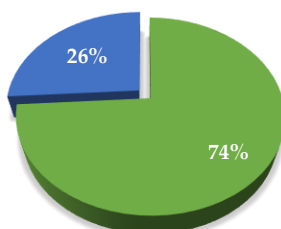
■ Medium ■ Low

Was the required reading valuable?



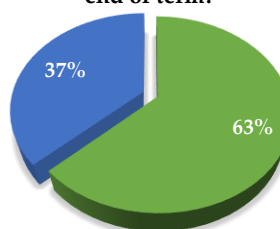
■ High ■ Medium
■ Low

What was the overall value of the course?



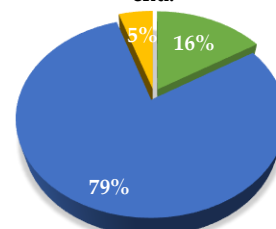
■ High ■ Medium

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: Prof. John Traill

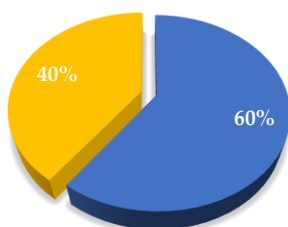
Section: L0101

Time: MWF 2-3pm

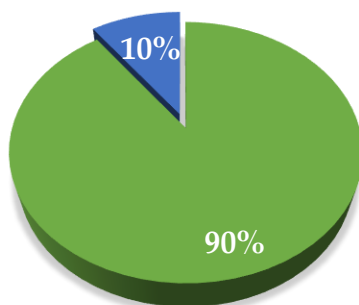
Responses: 10

Professor Traill has been hailed as an extremely kind and considerate teacher. He is approachable and available for students who have questions. Multiple students have reported that he genuinely cares for his students. However, he has a tendency to wander off in digressions. His enthusiasm makes the class interesting, despite the at times dry course material. As for the course content, students say that the lectures are useful and the information studied can be applicable outside of the Classics field, specifically for life science students. The course overall is not difficult, with a focus on memorization. Evaluations are fair, and the practice tests are very similar to the actual tests. Attending lectures is very beneficial for success. As long as effort is put into learning the material, students should walk away with a good mark.

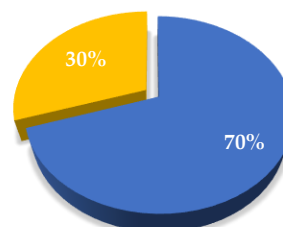
Compared to other classes, the workload is:



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



What was the overall difficulty?

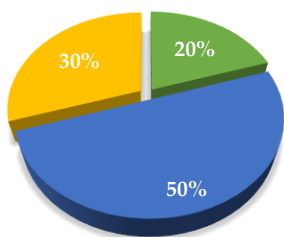


■ High ■ Medium
■ Low

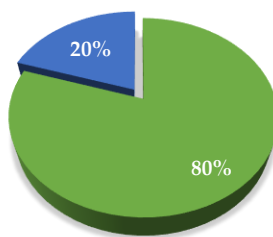
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

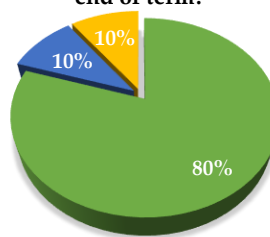
Was the required reading valuable?



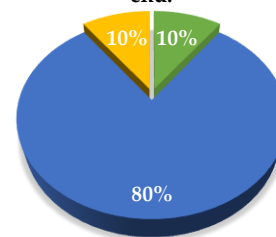
What was the overall value of the course?



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

CLA203H1: Science in Antiquity ★

Instructor: Marion Durand

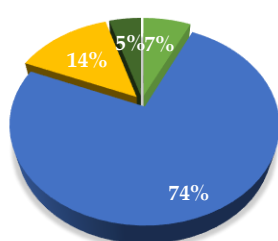
Section: Winter

Time: R 5 – 8 p.m.

Responses: 43

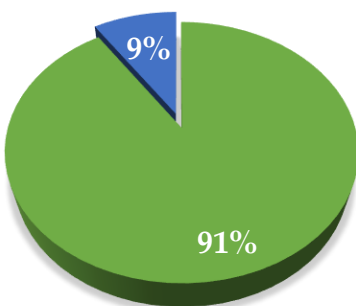
This course focuses on the scientific traditions of the classical Mediterranean and the Near East with an emphasis on Greek science, based on primary sources in translation. Students have found that the assigned readings were good and relevant, though certain ones to be dry, difficult, or unnecessary, and helped with understanding class material as well doing well in the class. Journal assignments were considered fair for course evaluation, though some deemed the midterm to be a bit difficult. Students found Durand's lectures to be informative but a little bit slow, and that she is friendly and approachable when students have any questions.

Compared to other classes, the workload is:



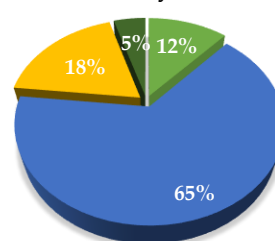
■ High
■ Medium
■ Low
■ No Response

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



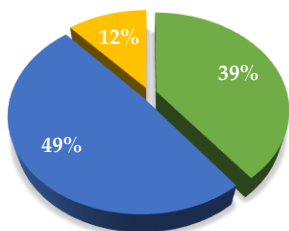
■ A lot ■ Somewhat

What was the overall difficulty?



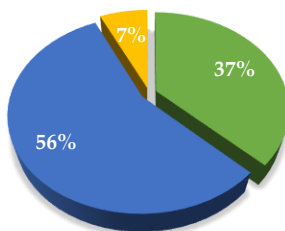
■ High
■ Medium
■ Low
■ No Response

Was the required reading valuable?



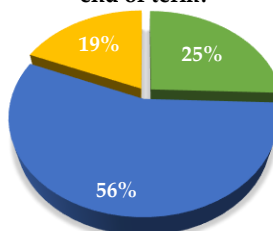
■ High ■ Medium
■ Low

What was the overall value of the course?



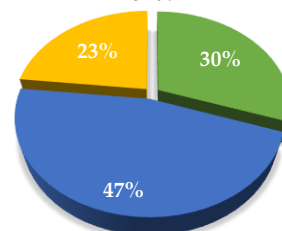
■ High ■ Medium
■ Low

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: Chiara Graf

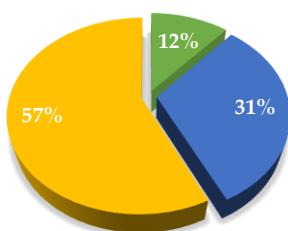
Section: L5101 and L2501

Time: MW 2-4pm

Responses: 70

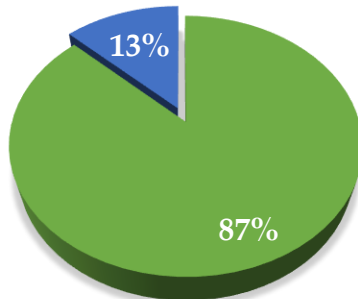
This course offers an introduction to Greek and Roman mythology, focusing on aetiological and foundation myths. A majority of students have reported that the workload for the course is low in comparison to other classes, and that the overall difficulty of the class was at a mid-range value. As for the instructor, students praised her for her enthusiasm not only toward the content, but also for making sure she does her best to answer as many class questions as she can. She is extremely approachable and engaging, keeping lectures focused and on topic. Graf works to make the course material relatable to a 21st century class. Past students' feedback shows that this course is strongly recommended to non-Classic major students.

Compared to other classes, the workload is:



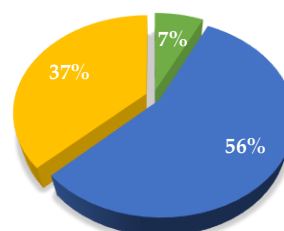
■ High ■ Medium
■ Low

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



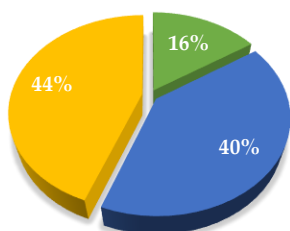
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



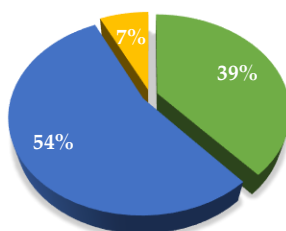
■ High ■ Medium ■ Low

Was the required reading valuable?



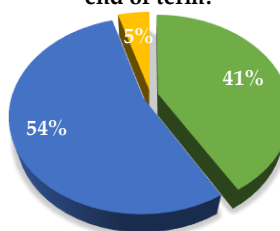
■ High ■ Medium
■ Low

What was the overall value of the course?



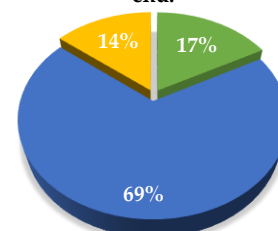
■ High ■ Medium
■ Low

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

CLA219H1: Women in Antiquity ★

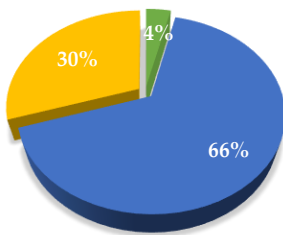
Instructor: Regina Hoeschele

Section: H1F

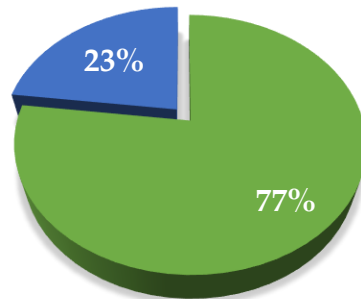
Responses: 28

Students were very enthusiastic about this course and the material! They found it interesting and generally well-organized, although it was not taught chronologically and covered more Greek than Roman material. The readings were generally short, enjoyable, and valuable and were important for the tests, three of which made up the full grade, along with the lectures. Students said the lectures contained good material and examples, but some expressed a feeling that the instructor spoke very fast, which would be alleviated if the posted slides contained more text rather than just pictures. Students appreciated that they only were required to buy one book, and at least one student found the reading helpful for English courses. Evaluations, for which outlines were provided, tested the material in detail, and were generally considered challenging, but fair. The professor discouraged the use of laptops in class.

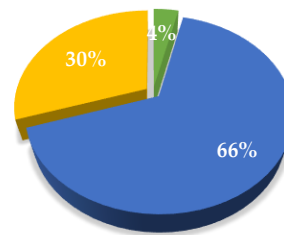
Compared to other classes, the workload is:



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



What was the overall difficulty?

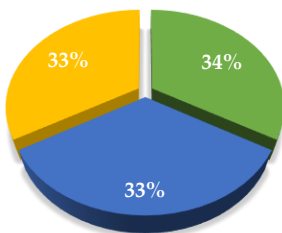


■ High ■ Medium
■ Low

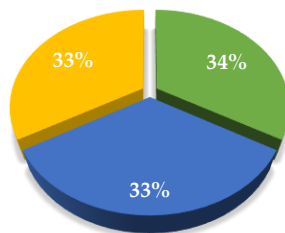
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

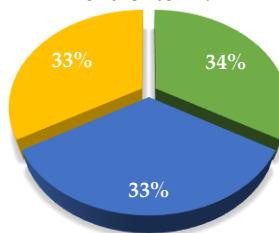
Was the required reading valuable?



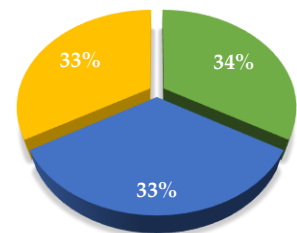
What was the overall value of the course?



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

CLA232H1: Introduction to Greek Culture ★

Instructor: Victoria Wohl

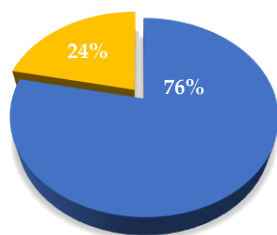
Section: Fall

Time: TR 12-2 PM

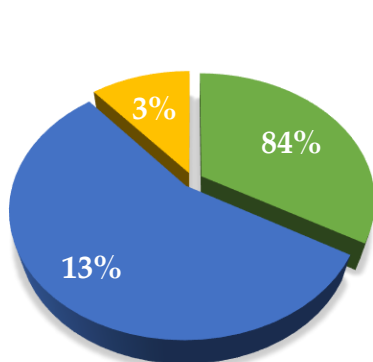
Responses: 38

Professor Victoria Wohl is very friendly and approachable. She is an extremely enthusiastic teacher whose passion motivates all her students to work harder and succeed. She is very well prepared and organized for class and her teaching style keeps students engaged and focused during class. Professor Wohl has excellent presentation skills and does an excellent job explaining classics concepts to all students. She is available for extra help in office hours and after class. Professor Wohl's presentations and class readings clearly explain the course materials. She is clearly dedicated and passionate about the content she teaches. The readings are very important to understanding the course content, and the lectures provide background information on topics briefly covered in the readings as well as providing a combination of pertinent primary and secondary sources that provide detailed information on Greek culture, art, religion, and other topics covered in this class.

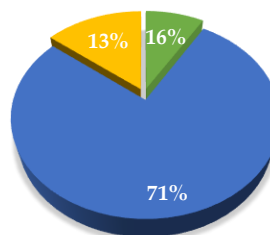
Compared to other classes, the workload is:



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



What was the overall difficulty?

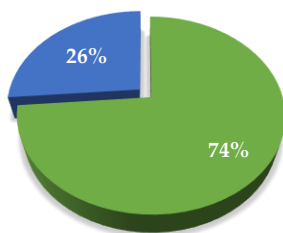


■ High ■ Low

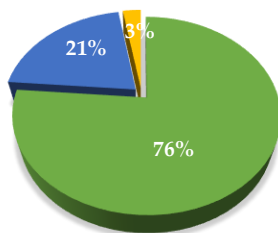
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

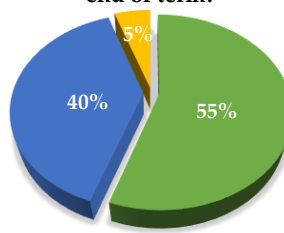
Was the required reading valuable?



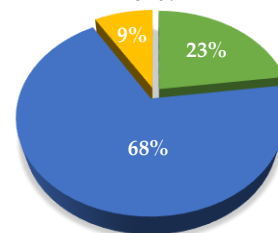
What was the overall value of the course?



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

CLA231H1: Intro to Roman History★

Instructor: Christer Bruun

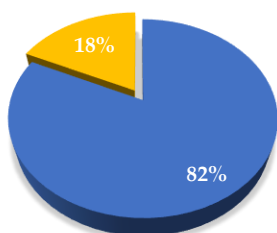
Section: Winter

Time: 6pm – 9pm

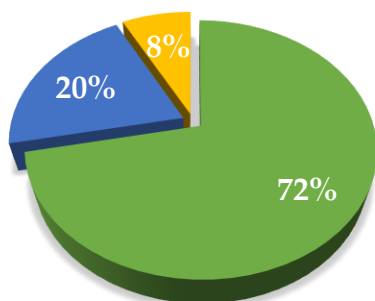
Responses: 39

Bruun displays a deep knowledge and passion for the material: the workload is manageable, and the readings and lectures both play significant roles in the overall experience of his course. Students comment that the organization of course content is at times unclear, which can be a challenge, particularly for a three-hour evening lecture. Evaluations often involve the knowledge of specific details, derived from both lectures and readings. Generally, Bruun provides a sufficient overview of his expectations for such evaluations and most students respond well to his energy and style of lecture.

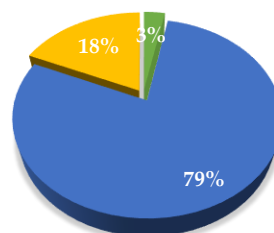
Compared to other classes, the workload is:



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



What was the overall difficulty?

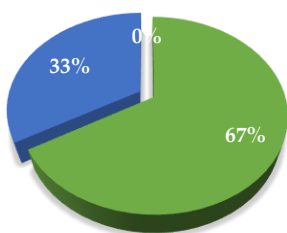


■ High ■ Medium
■ Low

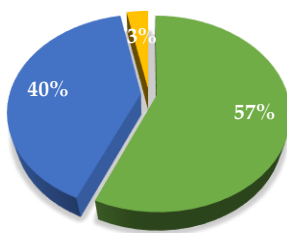
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

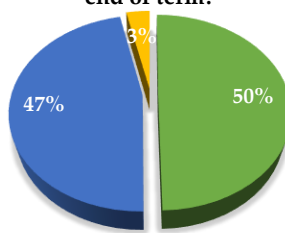
Was the required reading valuable?



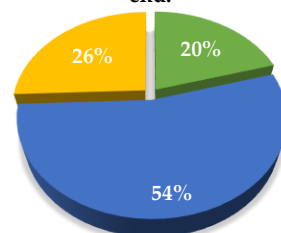
What was the overall value of the course?



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

CLA303H1: Ancient Novel ★

Instructor: Regina Hoeschele

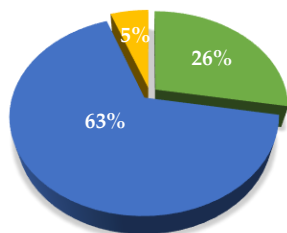
Section: Fall

Time: Mondays 5-8 PM

Responses: 19

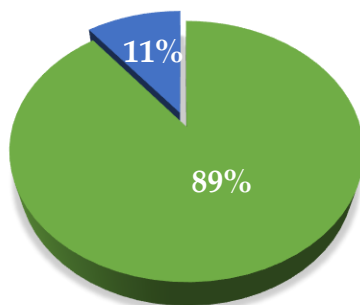
Professor Hoeschele is enthusiastic and knowledgeable. She is approachable and does a great job explaining information to students with prior knowledge in classics and to students new to classics alike. Hoeschele creates an open environment for discussion and is very helpful in office hours and after class. Hoeschele encourages her students to succeed and challenges them to meet her expectations. She provides clear and constructive criticism on assignments to help her students grow and improve their writing abilities. She answers emails quickly and always has suggestions on how students can do well in the course work as well as in their future studies.

Compared to other classes, the workload is:



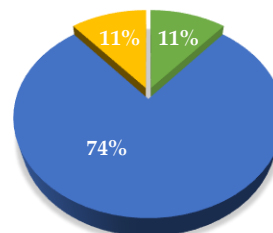
■ High ■ Medium
■ Low

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

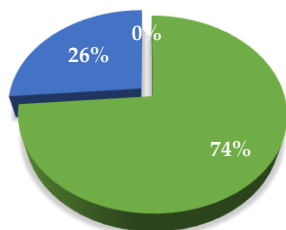


■ A lot ■ Somewhat ■ A little ■ High ■ Medium ■ Low

What was the overall difficulty?

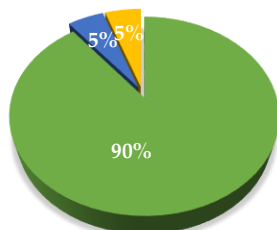


Was the required reading valuable?



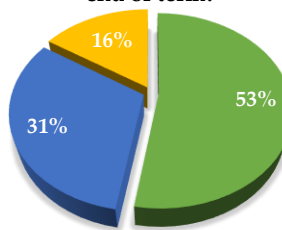
■ High ■ Medium
■ Low

What was the overall value of the course?



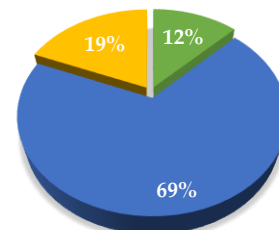
■ High ■ Medium
■ Low

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

CLA305H1: Theories of Myth ★

Instructor: Jonathan Burgess

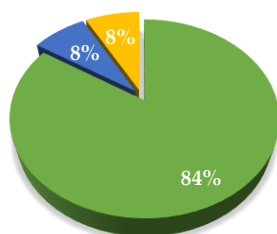
Section: Fall

Time: MW 3- 5pm

Responses: 25

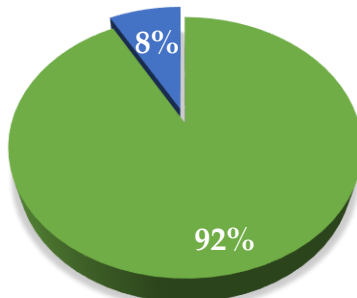
Burgess' course was highly well-received by students. The workload is constant, involving frequent and often difficult readings as well as weekly responses, but his criticism and grading system are reported as fair. He is a passionate and approachable instructor with good energy and consideration for his students. The classroom is discussion-heavy and he is reported to generally provide an excellent course experience!

Compared to other classes, the workload is:



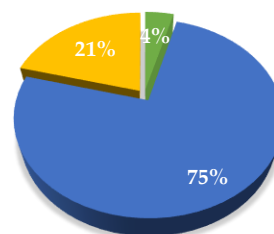
■ High ■ Medium
■ Low

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



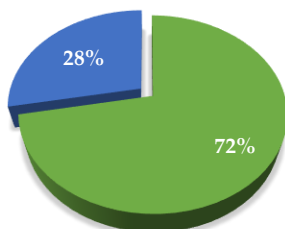
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



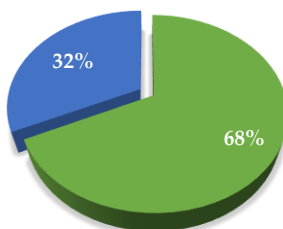
■ High ■ Medium ■ Low

Was the required reading valuable?



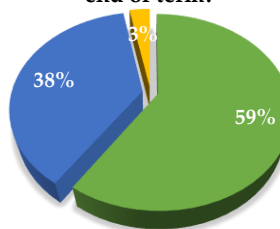
■ High ■ Medium
■ Low

What was the overall value of the course?



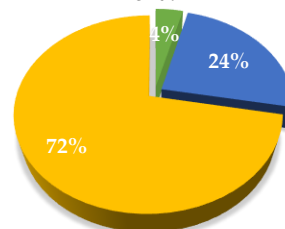
■ High ■ Medium
■ Low

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

CLA364H1: The Hellenistic World

Instructor: Ephraim Lytle

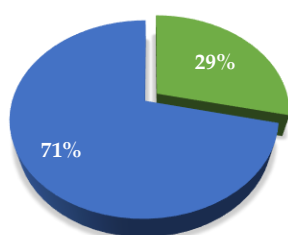
Section: Fall

Time: TR 10 – 12

Responses: 28

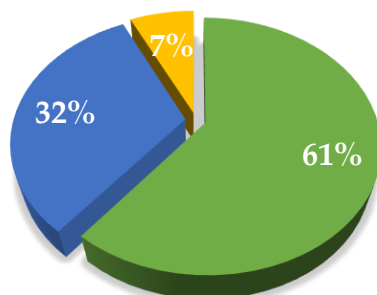
This class covered the history of the Greek world from the age of Alexander the Great to Ptolemaic rule, while touching upon Hellenistic art, culture, economy, science and politics. Students enjoyed Lytle's enthusiasm with the course content, but sometimes found lectures to be disorganized; although they enjoyed his relaxed lecture style, they had trouble figuring out what was important. A lot of reading was required in order to do in-class assessments but these were interesting and led to engaging class discussion. Students found Lytle to be a very charismatic and knowledgeable professor for this class, and helpful with regards to question on class material or assigned work.

Compared to other classes, the workload is:



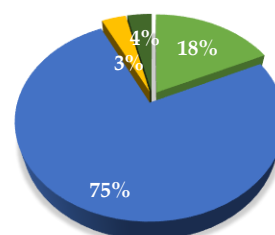
■ High ■ Medium

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



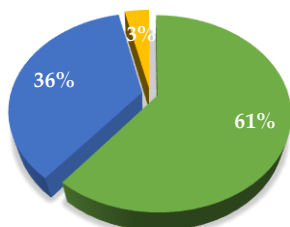
■ A lot ■ Somewhat ■ A little

What was the overall difficulty?



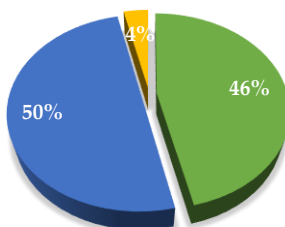
■ High
■ Medium
■ Low
■ No Response

Was the required reading valuable?



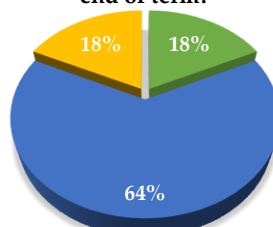
■ High ■ Medium
■ Low

What was the overall value of the course?



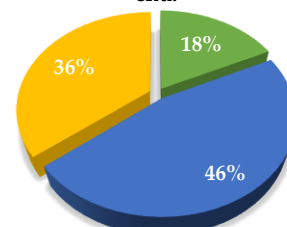
■ High ■ Medium
■ Low

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

CLA368H1: Augustus & the Julio-Claudians

Instructor: Drew Davis

Section: L0101

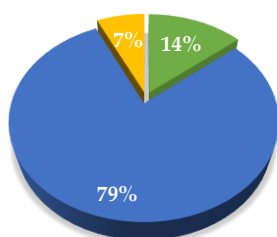
Term: Summer (S) 2017

Time: TR 2-5

Responses: 14

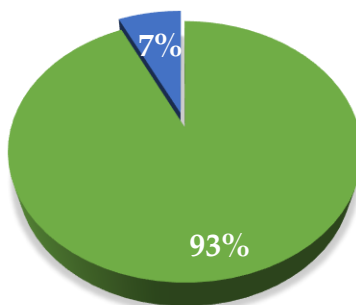
Students felt that the instructor was enthusiastic, and created a safe, accessible class environment. He gave clear instruction as to assignments, and used his lecture time effectively. Some felt he held both his students and himself to high standards, which was challenging but useful in making the course was appropriately challenging and interesting. Davis was a fair marker, and many enjoyed the fact that there were many assignments, thus lots of opportunity for grade improvement. Most felt that the readings complemented lectures well, and included a wide variety of primary sources. Consensus was that this was an extremely effective and interesting course, with good discussion time—one main suggestion was that it might have functioned better were it not held over the summer, to allow for more class time and even more discussion.

Compared to other classes, the workload is:



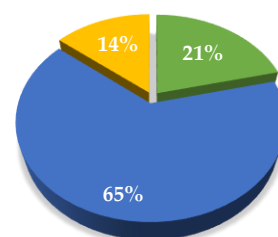
■ High ■ Medium
■ Low

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



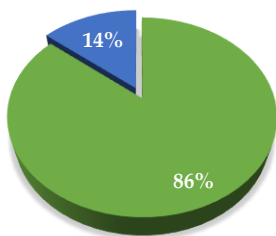
■ A lot ■ Somewhat

What was the overall difficulty?



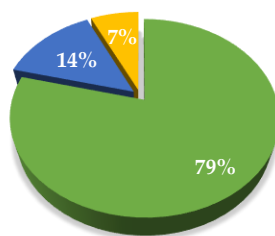
■ High ■ Medium ■ Low

Was the required reading valuable?



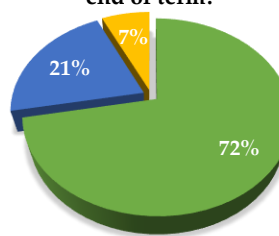
■ High ■ Medium

What was the overall value of the course?



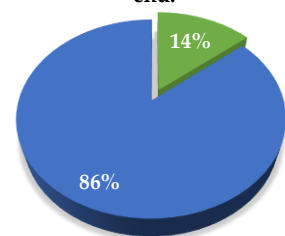
■ High ■ Medium
■ Low

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

CLA386H1S: Classical Literature in Translation ★

Instructor: Caitlin Hines

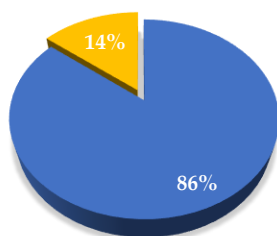
Section: Winter

Time: Tuesday and Thursdays 11-1

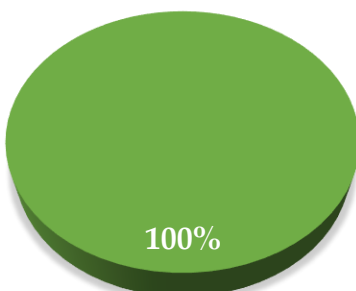
Responses: 7 students

Students' enthusiasm for this course was remarkably high, calling it "fantastic" and "one of the best courses I've taken." Many enjoyed the readings which focused on Ovid, but included a variety of authors and methods of analysis. They reliably called the instructor amazing, inspiring, kind, helpful and approachable, encouraging, very passionate and knowledgeable about the material and overall a great teacher, with one commenting that "everyone student would be lucky to be taught by Dr. Hines." Several also mentioned that the discussions were very stimulating and conducted so as to help the class reach a goal, while lectures were organized and well-timed and office hours were very helpful. Although some commented students were expected to do a large amount of writing, the majority said that assignments allowed students to explore interesting content and were fairly marked with good feedback and opportunities to improve. The majority of students also recommended the course to non-classics students.

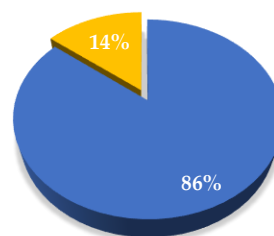
Compared to other classes, the workload is:



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



What was the overall difficulty?

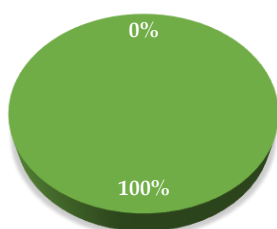


■ High ■ Medium
■ Low

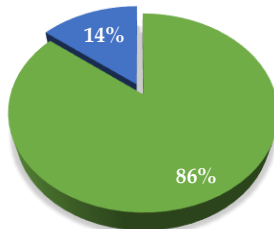
■ A lot ■ Somewhat ■ A little

■ High ■ Medium ■ Low

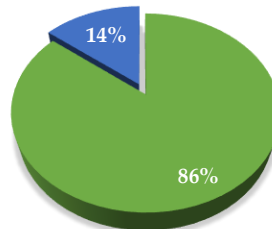
Was the required reading valuable?



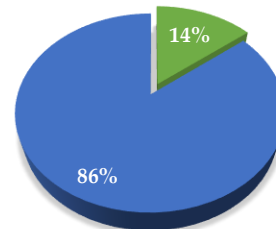
What was the overall value of the course?



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

GRK350H1: Greek Epic I (Data from 20

Instructor: Jonathan Burgess

Time: MW 11-1

Responses: 2/3 students

All in all, students felt that the instructor was friendly, easy-going, and approachable with a deep knowledge of Greek Epic. They appreciated the no pressure-learning environment he provided. Students believed the workload was feasible largely due to the fact there was very little writing required except for a small section on the exam. In addition to the small writing component on the exam, the course included the completion of several short sight passages. Course evaluation consisted of two midterms, participation, and an exam. Students agreed that although the class was fast paced, it was well balanced and focused largely on content rather than grammar. Students believed class participation was not quite voluntary as the instructor preferred calling upon pupils to answer questions in class. Overall, students found this course to be enjoyable and manageable.

(NOTE: Since Fall 2016, we have no longer included qualitative questions on language course surveys, therefore there are no charts displayed here. More information in the Methodology section below.)

LAT102H1: Introductory Latin II

Instructor: Chiara Graf

Section: Winter

Time: MWTR 9-10

Responses: 6 students

Chiara is reported to be a wonderful and approachable instructor! As a 100-level course, the focus is primarily on grammar. Evaluations were primarily 5 tests and a final exam, and sight translation was well-integrated into the curriculum with plenty of preparation. Class participation was encouraged. The general feedback on the course was extremely positive.

(NOTE: Since Fall 2016, we have no longer included qualitative questions on language course surveys, which is why there are no charts displayed here. More information in the Methodology section below.)

LAT202H1: Intermediate Latin II

Instructor: Caitlin Hines

Time: MW 3-5

Responses: 14

Students agreed that the instructor was very helpful, approachable, and encouraging, always ready to give extra help and detailed answers to questions. They said that Dr. Hines was very knowledgeable and passionate about Latin poetry, organizing the class efficiently so that students not only learned the material, but enjoyed it and the course. Some also mentioned her willingness to accommodate extra challenges students might be facing and research any questions for which she did not immediately have an answer. While a few students found the workload somewhat challenging at points in the semester, the majority agreed that it was manageable and worthwhile. The course balanced making sure the students understood the grammar of the text with discussion of its content. The evaluation consisted of ten percent participation, two terms tests comprising questions on translation, grammar, scansion, and content, a final exam, and a sight test. This last was on an author students were familiar with and glosses were provided for some words, such that it was not intimidating and indeed was a popular component of the course. Students were called upon to participate by translating but could also volunteer to ask or answer questions.

(NOTE: Since Fall 2016, we have no longer included qualitative questions on language course surveys, which is why there are no charts displayed here. More information in the Methodology section below.)

LAT341H1: Latin Historians I

Instructor: Christer Bruun

Section: Fall

Time: MW 1-3 PM

Responses: 10/10 students

Professor Christer Bruun has very high expectations of his students and he teaches at a very quick pace. He is very knowledgeable and he focuses equally on the content of the passages and the grammar. He assigns a fair amount of readings per class, but he also answers students' questions and concerns on every reading he assigns. Professor Bruun is approachable, helpful, and his office hours are very useful for students. He provides great context for the texts that are translated in class, which helps students understand the setting and time period of the readings they are working on.

(NOTE: Since Fall 2016, we have no longer included qualitative questions on language course surveys, which is why there are no charts displayed here. More information in the Methodology section below.)

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

FAH206H1 Prehistoric Aegean and East Mediterranean Art and Archaeology [24L]

An overview of the major monuments, artifacts, themes and problems in the study of the archaeology, art and architecture of the Aegean region and the east Mediterranean to 1000BC.

Exclusion: FAH101Y5/FAH203H5/FAH204H5/FAH205H1

Distribution Requirement Status: Humanities

Breadth Requirement: Creative and Cultural Representations (1)

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

FAH303H1 Emergence of Greek Civilisation [24L]

This course investigates the material culture, art and architecture of the Aegean civilizations from the Neolithic through to the building of the palaces of Crete around 2000BC.

Prerequisite: FAH205H1/FAH207H1

Distribution Requirement Status: Humanities

Breadth Requirement: Creative and Cultural Representations (1)

FAH311H1 Greek Sculpture [24L]

The course provides a thorough examination of ancient Greek sculpture from 7th - 1st century BCE, which in many ways defined the canon of western art that was to follow. Classic issues of style, dating, and technique are complemented by putting them into the contexts of cultural history, religion and socio-politics. While the course is a traditional monument-based survey of major sculptural works from the ancient Greek world, several important issues are also addressed, pertaining both to contemporary society and the study of other areas of art history. These include but are not limited to: gender, social class, colonialism, notion of the artist, originality, and aesthetic theory.

Prerequisite: FAH207H1

Distribution Requirement Status: Humanities

Breadth Requirement: Creative and Cultural Representations (1)

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 September. Read more about the current senate below.

Laura Harris, President

Laura is in her fourth year at Victoria College double majoring in her double obsession: Classics and Classical Civilizations. This is her second year on CLASSU. Laura's main Classical interests are women in the ancient world, social and cultural history, and literature, particularly poetry and drama, but she can get excited about pretty much anything in the Classical world. She is in her eighth year of Latin and is struggling through Greek 300. She likes to spend her summers looking at pottery at archaeological digs in Italy. When not translating or annoying people with the latest book she's reading, she can be found learning ballet and historical dance, admiring her cats, or organizing books either at home or at EJ Pratt library.

Classics courses she's taken: CLA 230, CLA231, CLA232, CLA260, CLA303, CLA310, CLA364, CLA368, CLA382; GRK101, GRK102, GRK201, GRK202, GRK351; LAT342, LAT343, LAT350, LAT351, LAT428.

Irum Chorghay, Vice-President

Irum is a third year student within the departments of Classics and Philosophy, happy to have stumbled upon the cake and tea flavoured comforts of CLASSU. Keen to achieve some level of existential enlightenment via the Undergraduate Experience™, Irum can often be found at Lillian Massey sipping on coffee (she is a strikingly slow drinker) and pondering the never-ending mysteries of reconstructing daily life in the Greco-Roman world. Sometimes this means considering flouncy-skirted and bare-breasted Minoan women. Other times it is observing the complexities of sexuality in classical Athens. And still at another moment, it is revisiting some good ol' Catullus for a quick chuckle. Just as the intricacies of classical antiquity are infinite, so are her interests in the field, and she always holds her mind open for a new and puzzling conversation!

Classics courses she's taken: CLA160, CLA260, CLA232, CLA308, CLA362, LAT101-202, LAT353, GRK101-102.

Patricia Salata, Senator

Patricia is completing her final year as a St. Michael's College student doing an Archaeology major and a double-minor in Classical Civilizations and Near-Middle Eastern Civilizations. Her interests in the oh so magnificent Classical world focus on social and cultural history, and art (Red-figure pottery 4 life). After doing a workshop in Bulgaria on conservation of Ancient Greek pottery she has discovered she does not want to be the next Indiana Jones, but to be a part of the preservation and restoration of material of the ancient world. When she's not in class, you'll probably find her in the lounge aggressively playing UNO with friends or crying in Robarts. #CampHalfblood4ever

Classics courses taken: CLA 160, CLA 231, CLA 232, CLA 260, CLA 373, CLA 387, GRK 101, GRK 102, FAH 207, FAH 303.

Elise Sintim-Aboagye, Senator

Elise is in her 5th year at UofT pursuing double majors in Classics and Cell & Molecular Biology. It would seem like she just can't get enough of this place. While she is enthralled with all things science, she has and will always have a strong fascination with Greek, Latin, and the ancient world. Therefore, medicine in Antiquity is her perfect niche. When she isn't translating or writing lab reports, you can typically find her in the CLASSU lounge quoting vines and memes, colouring, or engrossed in a rousing game of UNO. Her other interests include playing guitar, reading crime novels, meeting new people, and hanging out with friends. She takes her tea with two milks and one sugar.

Classics courses she's taken : CLA160, CLA260, CLA204, CLA201, LAT201, LAT202, LAT341, LAT350, LAT430, LAT443, GRK101, GRK102, GRK201, GRK202, GRK341.

Erica Venturo, Senator

Erica is a fourth-year Classical Civilizations Major, with a Double Minor in History and Political Science. This is Erica's first year on the CLASSU senate, even though she spent most of last year procrastinating on her work by attending CLASSU events and relaxing in the CLASSU lounge. In the summer, Erica likes to dress up like Indiana Jones and work on archaeological projects in Greece and Rome to find the lost bust of Emperor Commodus (or at least a Roman coin). She is most interested in Greek mythology, Roman numismatics and Late Roman settlement patterns. She enjoys curling up on the couch with a hot chocolate and Ovid's *Tristia* on a cold winter day. In her free time, she enjoys completing jigsaw puzzles in record time, destroying the competition in Uno, and nerding out over the DCTV shows. Classics courses she's taken: CLA160, CLA204, CLA230, CLA231, CLA232, CLA233, CLA260, CLA336, CLA364, CLA386, CLA389; LAT101, LAT102, LAT201, LAT202.

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UTM, UTSC, et al.

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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 constantly work to foster a true sense of department unity among undergrads, graduate students, and faculty. In the past, 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

In 2016, 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 has a peer mentorship programme, matching upper and lower year students together. More details as to how to sign up (as either a mentor or mentee) will become available in September.

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 three annual conferences in March 2015, 2016, and 2017. 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 2018, 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 2018, Plebeian Vol. IV

Laura Harris: What Dress Reveals: The Connections Between the Fetiales and Sacrifice to Fides through Ritual Dress

Hannah Lank: Art Becomes Nature, and Nature Art: A Close Reading of The Ekphrastic Garden in Book Four of Longus' *Daphnis and Chloe*

Sam Minden: The Roman "Barbarians" and Barbaric Romans: The Ostrogothic Kingdom of Italy and the Disappearance of Roman Power in The West

Clifton Tataryn: The Horror of Seneca's *Oedipus*

Erica Venturo: The Archaeology of Late Roman Greece's Imperial Administration

Andrew White: Shortfall in the Ptolemaic Revenue: Economic Policy as a Political Necessity

Leora Bromberg: Letter from Philomela to King Pandion



March 2017, Plebeian Vol. III

Sophia Alkhoury: Evaluating the Religious Spectrum of the Ancient Greek World and the Magic Within It

Leora Bromberg: Classical Reception in Contemporary Canadian Theatre: Violence and Resilience in *If We Were Birds* by Erin Shields

Laura Harris: Barbarian or Greek Murder: Medea's Gift of Clothing and Identity in Euripides' *Medea*

Andrew Mayo: Sophism and the Irrational in Euripides' *Cyclops*

Samantha Mazzilli: *Romana simplicitate loqui*: Latin Profanity and Power

Jeffrey E. Schulman: (A)rising in the East: The Case for a Palmyrene *Sol Invictus*

Seán Stewart: "I Don't Know How to Greek": The Background and Social Context of P.Col. 4 66



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, chemistry, 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

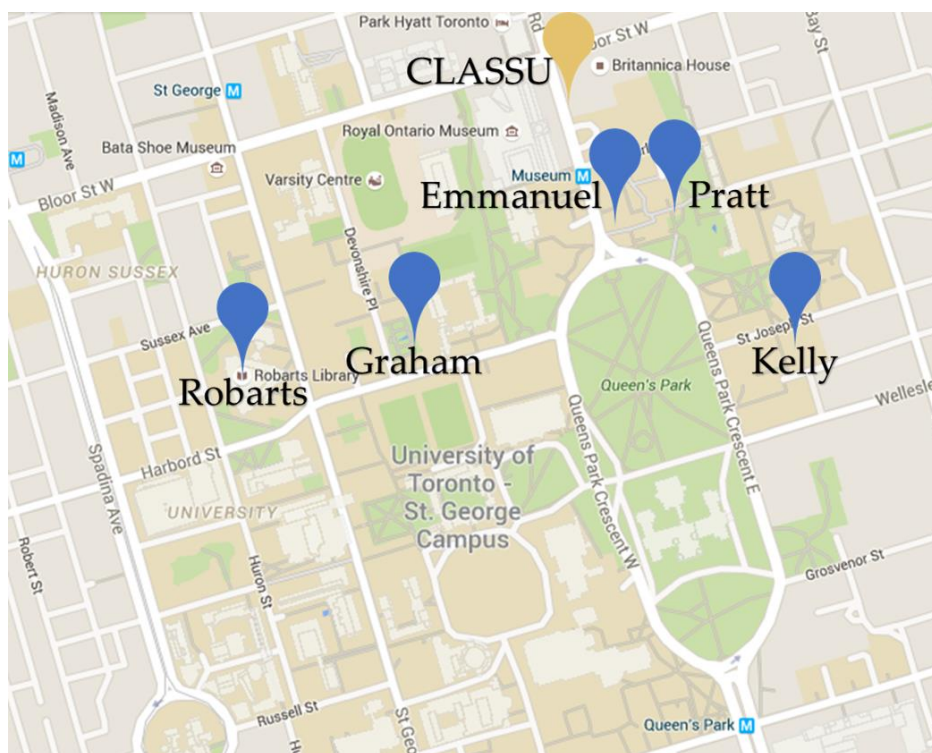
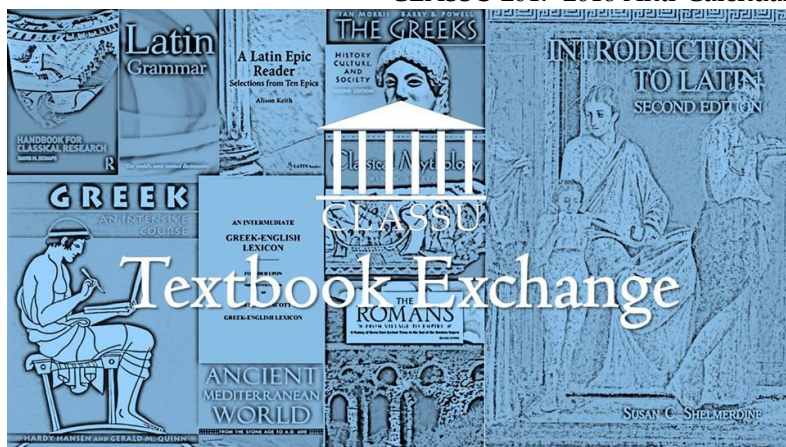
75 Queen's Park Cres. E.

Religion, Architecturally gorgeous.

Robarts Library – University of Toronto Main

130 St. George St.

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



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.

In our first round of surveying, we used the first sheet of questions presented below to all Department courses. Since Fall 2016, we have used individualized surveys for CLA courses and language (LAT/GRK) courses, also presented below.

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 III (previously 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.

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

Current CLA Survey Questions

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

- | | | | |
|---|-----|--------|------|
| 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 |
| 5. What was your level of enthusiasm going into the course? | Low | Medium | High |
| 6. What was your level of enthusiasm at the end of the course? | Low | Medium | High |
| 7. Would recommend this course to non-Classics Students? | Yes | | No |
| 8. Did you consult the CLASSU Anti-Calendar this year? | Yes | | No |
| 9. Do you think that the Anti-Calendar is a useful resource? | Yes | | No |

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. 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 and evaluation like? Consider difficulty, variety of subject matter, value of readings, personal enjoyment, relevancy to your programme (if applicable), workload/amount of effort, difficulty of marking and assessments, quality of marking feedback, your thoughts on the number/spread/variety of assessments, etc.
3. What worked well and what didn't? What would you keep and what would you remove from the course? Consider the prompts from the first two questions.

Current LAT/GRK Survey Questions

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 pace of the course? Was it manageable? If you're in the 400-version, please specify.
3. What is the balance of focusing on content versus grammar? If you're in the 400-version, please specify.
4. What was the evaluation structure? Were there any written components? If you're in the 400-version, please specify.
5. How was the sight translation component incorporated into the evaluation scheme?
6. How is class participation handled? Is it voluntary or called upon?
7. Did you consult the CLASSU Anti-Calendar this year? Please Circle: Yes No
8. Do you think that the Anti-Calendar is a useful resource? Please Circle: Yes No

Old (Summer/Winter 2016) Survey Questions

CLASSU 2017-2018 Anti-Calendar

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/marking, 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