CLASSICAL STUDIES 600
RESEARCH AND METHODOLOGIES IN CLASSICAL STUDIES

Fall 2017  M 11:30 – 2:20  AL 209

Instructor: Dr. Christina Vester  ML 230  Email: cmvester@uwaterloo.ca

Office Hours: T & Th 11:00-12:00, or by appointment. I am best reached via email, which I will respond to within two working days. Messages can be left on my office phone (888.4567 Ext. 32855), and in emergencies, at the Department of Classical Studies Office (ML 214: 888.4567 Ext. 32377).

Required Texts:
LEARN: Assigned readings for each subdiscipline lecture.

Course Description:
This course has three objectives: (1) The first is to introduce students to the major sub-disciplines in the field of Classical Studies. We will look at topics ranging from the Bronze Age to the end of the Roman Empire. The approaches within such immense chronological and disciplinary boundaries will be discussed through focused lectures on a series of topics, which will demonstrate and explain the ways in which scholars have traditionally thought about and presented the material of Classical Studies to the world. Lectures will be given by the course coordinator and professors from within the department, each of whom will present an overview of a sub-discipline and a topic from within their research specialization. (2) The second, and complementary, objective of the course is to introduce students to the methodologies of research in the field of Classical Studies. An initial lecture will be dedicated to discussing the broad spectrum of methodologies and resources available to researchers, while subsequent lectures will consider in more detail particular methodologies and resources relevant to the content being considered. Assignments for the course will also challenge students to expand their methodological approaches to the study of antiquity. (3) The third course objective is to build and sharpen student communication skills, both written and oral.

Learning Outcomes:
By the end of this course students will have gained a basic familiarity with the major trends in Classical Studies. In addition to learning about the various sub-disciplines within Classical Studies, students will learn to place the topics studied in their appropriate cultural, historical and archaeological contexts and to understand the methodologies. At the end of the course, students should be able to perform detailed analyses of a range of material from multiple perspectives and express their analyses in appropriately clear and germane language. The assignments will help develop students’ research, analytical, and presentation skills. Finally, students will be able to undertake more advanced studies in the field and apply the methodologies studied to their own research.
Requirements:
- Attendance and Participation: 10%
- Book Review: 15%
- Lecture Review: 10%
- In-Class Presentation – course colleagues: 5%
- Peer Review of course colleague presentation: 10%
- Presentation – advisors, course colleagues, etc.: 10%
- Final Paper: 40%

1. Attendance and Participation
   You are expected to contribute to the overall academic environment of the course by attending class and participating in discussions and questions. You are expected to have done all readings for the given topic and be prepared to engage in a lively debate. You must participate in all but two classes.

2. Book Review
   This summary is to be done after reading one academic book - of your choice on a topic related to your research. The work must be a book, not an article (though it may be a book consisting of several collected essays). You should choose a book that has some bearing on the area in which you intend to carry out your major research paper or thesis and you must have the book approved by me in advance. It should be a relatively recent book.

   The review should demonstrate your familiarity with the author’s or authors’ central thesis and subsidiary argumentation (i.e., it can be in part descriptive). But it should also feature some critical assessment that goes beyond the purely descriptive. You are encouraged to consult other (published) book reviews as models for the balance between description and analysis. A small part of the review should be devoted to critical discussion of the methodologies employed in the study or studies.

   NB: so as to be a fair assignment for all, all must read a minimum of 150 pages and a maximum of 180 pages (including front matter, bibliography, and index). You may finish the book if you wish, but you don’t have to. As long as you capture the author’s central argument, and assess whether or not he/she succeeds in making that argument - and how - you can stop somewhere between 150-180 pages.

   Due date: October 16, 4:00 p.m.   Length: About 800 words (1000 maximum)

3. Lecture Review
   This assignment consists of attending Dr Wheatley’s lecture, asking questions, and writing up a one to two page summary of his lecture. The summary will include a skeleton of the argument, the approaches used, and a very brief one paragraph assessment of the presentation’s strengths – and weaknesses, if any are identified.

   Due: November 6, 4:00 p.m.   Length: 1.5 – 2 pages
4. In-Class Presentation: Short

This presentation is intended to get you to think about the formulation of your own thesis/major paper topic, and the methods and resources you will be employing in order to carry out this research. This assignment should represent the beginning steps of your final paper for the course. When you present, consider your target audience to consist of those who know little or nothing about your topic.

Among the issues you should address with this assignment:
- Defining the question or problem that you will be addressing.
- Formulating a thesis statement.
- Defining the primary evidence available.
- Providing a prospectus (not a final version) of secondary bibliography (and your methods of determining it).
- Defining the methodologies you will be employing for the purpose of this topic (historical, literary, archaeological, etc.)
- Identifying the major challenges you will be facing.

You will be asked to give an oral presentation on this assignment – its purpose will be to allow feedback from the instructor(s) and others in the class. The written portion will be due a few days later, and should reflect suggestions made in the class (if any).

**Oral presentation length: About 7-8 minutes. Happens: November 6**
**Written component: 3 - 5 pages. Due: November 13**

5. Presentation – Peer Review (of In-class thesis presentations)

This assignment consists of attending and shaping a summary for each in-class lecture presented by your colleagues. A half page summary of each lecture will be submitted and will include: a description of the argument’s skeleton, the approaches used, and a very brief one paragraph assessment of its strengths – and weaknesses, if any are identified. All comments are meant to be constructive and usable in the final presentation.
**Due: November 27th, 4:00 p.m.**
**Length: .5 - 1 page per presentation**

6. Final Presentation.

**Length: 15-18 minutes**

7. Final Paper

The final paper is the major assignment in this course (worth 40% of your grade). It is not due until mid-December, but you must start working on it early as not all resources will be easily obtained locally.

Although this paper is the final assignment in CLAS 600, it is intended to be in some respects open-ended. Specifically, it should consist of setting the stage for your major
research paper or thesis through completion – and conscious reflection on – the preliminary steps taken in researching your topic.

As such, this assignment should include – but not be limited to – the following:

- A clear statement of the question or problem that you propose to research.
- A survey of the primary evidence, with an assessment of its character.
- A literature review that examines the state of the question and provides a critique of previous scholarship.
- A prospectus of methodological and/or theoretical approaches to be taken (where relevant).

The assignment is not intended to make you write a compressed preliminary version of your actual major paper/thesis – rather, it is intended to have you explicitly address and clearly formulate the steps taken in your research. For some help with structure, see the ‘Articulating Academic Research’ section.

Due date: December 15, 4:00 p.m. (with an extra deadline of December 18 for those who need it)
Length: 5500 – 6000 words

Please note the following:

Academic Integrity

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check [Guidelines for the Assessment of Penalties](#).

*Grievance:* A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

*Appeals:* A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

*Note for students with disabilities:* The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to
arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre