

SECTION A-IV: NEW COURSE

Department of Classics

Date of Departmental Approval: 9 November 2010

Effective Date: Fall 2011

CLAS 5200 Research Assistantship

9 hours plus conference; 3 credits

Bulletin Description

Supervised participation in a professional research project in Classics or an allied discipline. Experience gathering and analyzing data, surveying existing scholarship, and preparing findings for presentation and publication. This course may be repeated twice for credit on the same research project, three times on separate projects.

Prerequisite: English 1012 and permission of the chairperson

Frequency of offering: Once a semester

Projected enrollment: up to 5 students

Clearances: none

Rationale: There is at present no structured framework for students to collaborate with faculty on their research projects and there is no means of acknowledging the independently arranged internships our students have found off campus. Faculty in the department have had positive experiences employing recent graduates through PSC-CUNY grants to participate in data collection and the American Numismatic Society has provided informal unpaid internships to motivated students. This course will allow students to receive credit for their work and provide guidelines to faculty on how to appropriately supervise undergraduate research assistance. The assistantships themselves will provide key professional development to students interested in a variety of careers: academia, publishing, museum work, rescue archaeology, and auction houses.

Department Goals Addressed by Course:

The following are the departmental goals as reformulated in the most recent self-study. This course could potentially intersect with all six, but will most strongly link with goals C, D, and E.

The Classics program aims to help students achieve the following goals:

- a) mastery of the fundamental morphology, syntax and vocabulary of ancient Greek and/or Latin; familiarity with the influence that the Latin and Greek languages have exerted on English
- b) through learning at least one complex, highly inflected language, the ability to use language in general with analytical rigor and clarity
- c) a simultaneously broad and deep familiarity with the range of surviving cultural products**

from Greco-Roman antiquity, including both texts and material evidence

d) an understanding of the diverse interpretive frameworks and contextualizing factors related

to these cultural products, including literary trends, history, geography, and social patterns of ancient Greece, Rome, and their neighboring cultures

e) the ability to build cogent and critically rigorous arguments rooted in textual and material evidence, arguments that respect the complexity and ambiguity of primary and secondary sources

f) a familiarity with the influence that Greece and Rome have exerted on later phases of Western culture

Objectives of Course:

1. Students will be able to articulate the primary hypothesis and aims of the research project.
2. Students will be able to describe how the research project intersects with the broader discipline.
3. Students will be able to identify meaningful evidence related to project.
4. Students will be able to find relevant scholarship.
5. Students will be able to organize materials related to the project in a efficient system.
6. Students will be able to assist in the presentation of materials to the wider scholarly community.

Outcomes Anticipated for Course:

1. Students use the primary hypothesis and aims of the research project to inform their assigned task, such as data collection, analysis, and editing.
2. Students describe with precision how the research project intersects with the broader discipline in their final project report.
3. Students collect evidence related to the project and evaluate it collaboration with the primary investigator.
4. Students use a variety of traditional and electronic library skills to augment the bibliography for the project.
5. Students present the materials they have collected to the primary investigator in a logical format and integrate these new materials into the existing project systems.
6. Students assist in the publication and presentation process with the primary investigator.

Course Outline:

Week 1: Introduction to the project with faculty member, and if relevant off campus supervisor; background readings on the material and sub-discipline

Week 2: Discuss short response paper to initial readings; assistantship design: establish goals, tasks, and work schedule; further targeted readings on the project itself

Week 3: Tasks as appropriate to research project; blog or journal reflections

Week 4: Tasks as appropriate to research project; blog or journal reflections

Week 5: Tasks as appropriate to research project; blog or journal reflections

Week 6: Tasks as appropriate to research project; blog or journal reflections

Week 7: Tasks as appropriate to research project; blog or journal reflections

Week 8: Tasks as appropriate to research project; blog or journal reflections; and midterm progress report

Week 9: Tasks as appropriate to research project; blog or journal reflections

Week 10: Tasks as appropriate to research project; blog or journal reflections; conference to finalize the nature of the final presentation.

Week 11: Tasks as appropriate to research project; blog or journal reflections

Week 12: Tasks as appropriate to research project; blog or journal reflections

Week 13: Tasks as appropriate to research project; blog or journal reflections

Week 14: Final public presentation of finding to department faculty and students in collaboration with primary investigator

Method of Evaluation:

First Seven Weeks Blog or Journal, plus report of primary investigator (40%): This includes not only confirmation of completion of required hours, but also successful completion of tasks and the ability to reflect on the experience.

Second Seven Weeks Blog or Journal, plus report of primary investigator (40%): This includes not only confirmation of completion of required hours, but also successful completion of tasks and the ability to reflect on the experience.

Short Response Paper to Initial Readings and Midterm Progress Report (5%): These writing assignments are intended to demonstrate that student engages with the role of the project in the discipline as a whole.

Final Presentation (15%): This may either be a 30-minute polished oral presentation with PowerPoint on the finding of the project to date or circulated 8,000 word research paper on a topic allied to research project. The nature of the final project will be determined in conjunction with the Primary Investigator and Faculty Advisor.

Method of Assessment:

First and Second Seven Weeks Blog or Journal will allow for assessment of O1, O3, O4, and O5, but will also address O2 and O6 to a limited extent.

The *Short Response Paper to Initial Readings and Midterm Progress Report* will primarily allow for assessment of O2.

The *Final Presentation* will primarily allow for assessment of O2 and O6, but will also reflect of O1, O3, O4, and O5.