



SUMMARY PROCEEDINGS OF THE
CLASSICS AND CLASSICAL STUDIES
TEACHING, LEARNING AND
ASSESSMENT INDABA

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University of the Free State,
Bloemfontein



CONTENTS

Introduction.....	1
Academic Panel: Our Students	2
Academic Panel: Inside the Classroom.....	4
Keynote Address.....	6
Roundtable: Latin and Greek Textbooks for Beginners	8
Roundtable: Classics for the New Generation	12
Round Table: Classics in Multi-Cultural Contexts.....	14
Round Table: Service Modules	17
Final Forum	21
List of Participants	23

Introduction

This Indaba, at which Classics lecturers and teachers could share their experiences and problems, was extremely useful and timely. Classics have at almost all institutions found a new home as a junior partner in departments with modern languages, philosophy, history, or theology. Under these new conditions, lecturers face new challenges and, for the most part, come up with successful or interesting solutions. While it may seem that we have less in common with one another now, the Indaba has shown that members of the disciplinary community are still very much alike and that we have much to share with one another.

The Indaba was made possible by financial contributions from the Teaching and Learning units of the Universities of the Free State and Stellenbosch. The department of Philosophy and Classics at Free State University was particularly supportive. Special mention should be made of the two colleagues from these institutions, Dr Annemarie de Villiers and Dr John Meyer, who organised a memorable event.

The Indaba was spread over a day and a half and included two academic panels and four roundtable events. The academic panels afforded speakers the opportunity to present original research in teaching and learning and were organised like panels at research-centred conferences. The roundtables were created around important issues facing Classics and Classical studies. These consisted of three or four panellists who presented their points, followed by a panel discussion among the panellists, and an open discussion that included the whole indaba.

The Indaba also hosted Steven Hunt (Cambridge) as a keynote speaker. His considerable experience in the teaching of Latin on different continents and under different conditions, as well as his experience in publishing on teaching and learning in Classics, was appreciated by all.

This is a summary of the proceedings of the Indaba. Included below are the abstracts of the papers delivered in the academic panels, abstracts of the roundtable discussions, a summary of important points discussed during the Indaba and a list of the participants with their email addresses.

Academic Panel: Our Students

Jeffrey Murray (University of Cape Town)

Classical Education for Indians in Natal, 1860-2000

The contributions of Indian South Africans to Classics in South Africa have often been overlooked in histories of the discipline in this country (e.g. Smuts 1960, Lambert 2011, Parker 2017, Masters, Nzungu, and Parker 2022). While regularly subsumed into the general category of ‘Black Classicisms’ (usually along with those who were racially classified as ‘Coloured’ South Africans under apartheid legislation), the classical education available to Indian South Africans, mainly in the KwaZulu-Natal province where many Indians found themselves as indentured labourers from the 1860s onwards, was subject to policies and practices unique to that region, both in the colonial period as well as after Union in 1910. Surveying both intellectual and creative responses to the Greeks and Romans produced by Indians in South Africa (e.g. Gandhi’s 1908 Gujarati adaptation of Plato’s *Apology*) as well as both school and university education in the discipline (e.g. the careers of Arthur Dawson Lazarus, Latin Master at Sastri College and the first Indian graduate at the University of Fort Hare, and Jack Naidoo, the first Indian graduate in Classics and part-time lecturer at the University of Natal, Durban), the paper concludes with the closure of the Department of Classical Languages at the University of Durban-Westville in the year 2000.

Helen Lenahan (University of KwaZulu Natal)

Ivory temple, ivory tower: Classics modules and South African programme design

At the University of KwaZulu-Natal, all modules offered in the faculty handbook are subject to their programme design, as developed by the staff of each discipline and described in a document called the ‘Template for the Internal Approval of Modules’. The completion of this document, and its equivalents at other institutions, requires teachers of Latin, Greek and Classical Studies to define their modules in formal pedagogical terms, ranging from the pragmatic, such as learning outcomes and assessment criteria, to the more abstract, such as underlying teaching

philosophy. As may perhaps be expected when applying a format intended for universal use to the eclectic collection of disciplines and knowledge systems represented within a single tertiary institution, the questions asked by programme design templates can feel ill-fitted to the spirit and approach of Classics modules. Using the recent renewal of module templates by the UKZN Classics programme as a case-study, this paper explores how South African Classics teachers may most effectively represent their discipline, its values, needs and overall contribution to a degree in the Humanities within the confines of institutional programme design documentation.

Louise-Mari Muller (Stellenbosch University)

Preaching to the choir: The role of Latin in South African choir music, in conversation with Franco Prinsloo

This paper presents insights and findings involving an interview this scholar conducted with the award-winning composer and choir conductor Franco Prinsloo. Prinsloo is a prolific composer who has composed many works in other languages, but most significantly in Latin. This paper reflects on the utilisation of Latin by composers and choirs in South Africa, and the value of this phenomenon to scholars and instructors of Latin. This study examines the unique relationship between those who use Latin for their art and those whose art is Latin. This paper not only discusses Mr Prinsloo's stance on the role of Latin in South African choir music, but it also proposes ways in which Latinists can practically address certain issues identified by the choir community regarding Latin. This paper upholds that a greater engagement between instructors and scholars of Latin and conductors and members of South African choirs, would be a mutually beneficial endeavour. There is a noticeable gap in the literature on this subject, presenting a unique opportunity for musicians and Latinists to expand each other's knowledge regarding the various applications of Latin. This paper argues that Latin instructors can make a meaningful impact beyond academia by engaging with the performers of South Africa's choral tradition. This endeavour would enable scholars and instructors of Latin to contribute to a vibrant and essential part of the country's rich cultural heritage.

Academic Panel: Inside the Classroom

Sonja Gammage (University of Pretoria)

The teaching of Greek in South Africa to multilingual classes

As our student cohorts become more and more multilingual in South African universities, and the medium of instruction is often exclusively English, we find ourselves in the peculiar situation of having to teach Ancient languages to a majority of students in a language that is not their mother tongue. This makes the task difficult for both lecturers and students, especially in cases where we find ourselves assessing students based on their knowledge of English language and grammar, rather than their comprehension of the Ancient language. The fact that existing teaching materials are generally written from a monolingual English (usually British or American) standpoint exacerbates some of these difficulties.

There is a growing field of study among linguists, especially in South Africa, in the field of trans-languaging. This involves the recognition of the nature of multilingual classrooms and encourages teachers to view it as an invaluable tool in helping students apply and grasp what they are learning, rather than a disadvantage (Williams, 1994; Garcia 2009). Any South African student starting a language at university level, is already bilingual to some degree (based on languages studied in school). Trans-languaging may be especially beneficial when it comes to the teaching of “third or additional languages” (L3+) and there has been growing interest in how existing language knowledge from a student’s first and second language (including metalinguistic knowledge) can be beneficial to teaching additional languages (see D’Angelo 2020).

In this paper, I wish to examine the potential for this approach to language teaching in our Classical languages, with a focus on Greek. I wish to propose ideas for drawing on students’ innate knowledge of their own language/s (something they are not always consciously aware of) to assist in understanding the complexities of Greek. I also wish to consider the potential for developing teaching materials, (and perhaps eventually a reference grammar) specifically targeted at multilingual South African students.

References

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Garcia, O. 2009. *Bilingual Education in the 21st Century: A Global Perspective*. Chichester: Wiley-Blackwell.

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Ursula Westwood (Stellenbosch University)

Small Experiments in Greek Teaching at Stellenbosch

Teaching Greek to both theology and arts students can present certain challenges. While it is a privilege to have a large first year class (28 this year; 35 in 2023) thanks to the requirements of the theology syllabus, many of these students have little interest in the subject and see it as something to "get through" and "tick off" rather than an opportunity for intellectual stimulation and an adventure into the ancient world. For those Arts students in the class, their colleagues' lack of enthusiasm, and at times the slow pace of content, can be a frustration – and in many ways, for us as lecturers it is these Arts students who present our greatest hope of future Honours and Masters students. Balancing these issues in the classroom is a challenge. In this presentation, I talked through some of the interventions I have used to address these various issues. These were:

- Gamifying the Greek verb: using a parsing card game to get students familiar with the terminology and categories involved
- Flipped classroom: making use of videos developed for the hybrid module, and setting these as homework while using class time to work through exercises
- Extension reading group: offering the chance to read Classical Greek texts with colleagues in a low-stakes environment to keen students as early as the second semester of first year
- From koine to classical: navigating the transition in 2nd year effectively using intensive grammar revision in semester 1, and targeted grammar support in semester 2

I concluded that for students who choose to be present and engage, these interventions worked well, but the problem of attendance and low effort is not solved by any of them.

Nuraan Essop (University of the Western Cape)

Using Classics to Approach Contemporary Social Issues

Following the Fees Must Fall movement (2015-2016), the place of Classics in a decolonised education system has been questioned by students, parents, and university management.

According to the UWC academic calendar, Classics concerns the study of the literature and cultures of the Greeks and Romans from their earliest times until the 5th century BCE and 1st century CE, respectively. By studying cultures so far removed from our immediate circumstances, we have an avenue for discussing and interrogating sensitive issues our students may experience in their everyday lives. We may take, for example, a comparison between the Homeric epics, which set the conditions for belonging in Homeric society, and South African society, comparing how men and women were expected to perform in the epics not with our immediate present, in case of triggers, but with the foundations of our own context. Therefore, at UWC we discuss the “hero” Nongoloza, who founded the society which eventually developed into three of the most notorious gangs on the Cape Flats. Issues related to gangsterism are amongst the most direct sources of trauma students face on the Cape Flats where UWC is located. While Nongoloza lived during the 19th century, his story still has a physical, psychological, and visceral effect on citizens today.

The structure of our courses may not allow considerable room for such discussion, but I believe we should recognise the potential of using Classics as an avenue for introducing new perspectives on the societal issues our students face.

Keynote Address

Steven Hunt (Cambridge)

Reviving the Classics – a prospect from England.

What can we learn about supporting the teaching of classical languages and literature from the experience of the UK? The historical decline in the teaching of classics in schools, and its concomitant fall in universities, has led to a number of features – what we might describe as ‘fightback’ – in the face of (until very recently) government indifference. These have included a drawing together of the different parts of the subject community: the Classical Association (for

Higher education) and the Joint Association of Classical Teachers (JACT) (now the Classical Association Teaching Board - CATB) to form a stronger 'voice' for the subjects and a joining of minds and resources to make the case for their study across education phases. The work of the charity Classics for All has been instrumental in encouraging state schools to start up Latin, often with non-specialist teachers already in post. The happy combination of pro-Classics voices (including the former prime Minister Boris Johnson) has led to the formation of a Latin Excellence programme, which has started Latin in 40 state schools across the country. Latin (and ancient Greek) are possible languages to be studied at the primary level. Meanwhile, resources have been developed which more accurately depict the ancient world in its diversity, in ways which are appealing to modern students. Pedagogy is also undergoing change with the common use of digital resources and more active approaches to teaching the languages. Changes to national assessment are currently being debated within CATB, perhaps de-emphasising Latin composition and reducing the subject content in order to make the examination curriculum more feasible in the light of classroom realities. In all, there is a general feeling of positivity towards the future.

Roundtable: Latin and Greek Textbooks for Beginners

Lynton Boshoff (North-West University)

Evert Pistorius (University of the Free State)

Reinhardt Schreiber (University of the Free State)

Ursula Westwood (Stellenbosch University)

The idea for this panel came from a situation arising where the Latin department of the NWU was forced to look for a new textbook given that the *Oxford Latin Course* was going out of print. Not only was it a space whereby we could compare notes as to what worked for us as individual lecturers, but also what the general needs, challenges, and preferences of the different departments were.

Lynton Boshoff

My impulse talk took the audience through our thought process as to how a decision was made regarding the selection of a new textbook. I briefly outlined several textbooks which I had used with *ab initio* students before, ranging from Moreland and Fleischer's *Latin: An Intensive Course* to Collins' *A Primer of Ecclesiastical Latin* and McKeown's *Classical Latin*. Given the large class size, the desiderata for our constituency of students were that we needed a textbook which was fairly traditional in its presentation of grammar, but which still had enough additional material to maintain interest for stronger students as well as the usual needs of readings and exercises. In the end the book we selected was Minkova & Tunberg's *Latin for the New Millennium*, which was interesting to us for a number of reasons. Besides fulfilling the requirements as regards grammar and exercises, its readings are adapted from actual Latin texts, and follow chronologically through the majority of Latin literary history to the eighteenth century. This was especially attractive as it better reflected the broad range of research interests of the department. There are also copious, lavishly illustrated culture and history sections, which will be just as useful to integrate into the course as to use as extension material. It remains to be seen how the book will work in practice when we run the course next year.

Reinhard Schreiber

The Classics program at the University of the Free State (UFS) faces a distinct challenge in that both Latin and Greek are taught within a single module. This results in students lagging behind the national standard, reaching only a second-year level of proficiency by the end of their third year. This constraint significantly impacts the department's selection of textbooks, often necessitating the omission of chapters to cover the required material. Currently, the *Oxford Latin Course* and JACT's *Reading Greek* are used. However, the former has been discontinued and will be replaced by *Latin for the New Millennium*, which is expected to address time limitations by offering a more streamlined progression through the material. *Reading Greek* remains adequate, providing a thorough introduction to essential grammatical concepts and vocabulary, with flexibility in chapter omissions that do not hinder students' learning.

Another challenge is the difficulty students face in acquiring hardcopies of textbooks, which are often expensive and hard to find, particularly in Bloemfontein. Pedagogically, physical textbooks seem to improve grammatical and translation skill acquisition, as students become less dependent on electronic tools, which has shown to hinder their learning.

To further address these challenges, a prose composition component has been introduced in senior modules, utilising Arnold's *Latin Prose Composition* and North and Hillard's *Greek Composition*. This addition has proven effective in reinforcing grammatical knowledge and vocabulary. The department is also exploring alternative textbooks, such as *Introduction to Composition and Analysis of Greek Prose*, as recommended at the Indaba.

Evert Pistorius

This discussion addressed two key topics: firstly, the structure of the Classical Languages curriculum at the University of the Free State and the textbooks used to present these modules; and, secondly, the potential for introducing Medieval Latin at Honours level.

One of the biggest challenges we face with the current curriculum is the lack of time to cover all the necessary material while also dedicating enough time to reading classical texts. Both Classical Greek and Latin are taught simultaneously in unified modules from first to third year. This, unfortunately, limits the time available for in-depth study of either language. As a result, the students, who enrol for this curriculum, will reach a reading proficiency of both Classical Greek and Latin that is equivalent to a second-year level. We are currently using the *Joint Association of Classical Teachers: Greek Course* (commonly known as "Reading Greek") and the *Oxford Latin Course*

to present these modules. However, since the *Oxford Latin Course* will no longer be available, we intend to transition to *Latin for the New Millennium* in 2025.

Lastly, I firmly believe that it is essential for students specializing in Latin to be exposed to Medieval Latin during their Honours year. There are, of course, multiple advantages and challenges to consider when implementing Medieval Latin into the curriculum of a tertiary institution in South Africa. Fortunately, we have already initiated the process for this integration. We are considering two primary textbooks: Keith Sidwell's *Reading Medieval Latin* and K.P. Harrington's *Medieval Latin*. Additionally, students will be required to engage with selected medieval texts that will be chosen at the start of the academic year.

Ursula Westwood

As part of this panel, I discussed some of the 1st year Greek textbooks I have used in the context of teaching New Testament Greek, while attempting to give students a foundation that enables the transition to classical Greek in 2nd and 3rd year. Our department has recently changed to Jeremy Duff's *Elements of New Testament Greek*, which is effective for New Testament basics, but fails those students who want a more comprehensive study. I therefore discussed other textbooks which I have used to supplement Duff – Decker's *Reading Koine Greek* (good for finding examples, including from the Septuagint), Boler's more recent *Introduction to Classical and New Testament Greek: A Unified Approach* (which provides a nice balance of examples, but is really a Classical textbook). I concluded that no textbook provides everything that our particular context wants – and no doubt this is true for other departments as well.

General Bibliography (briefly annotated)

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McKeown, J.C. 2010. *Classical Latin: An Introductory Course*. Hackett Publishing Company

Moreland, F.L. & Fleischer, R.M. 1990 [1977]. *Latin: An Intensive Course*. Berkeley & Los Angeles, CA: University of California Press.

Minkova, M. & Tunberg, T. 2008. *Latin for the New Millennium*, 2 vols. Mundelein, IL: Bolchazy-Carducci Inc.

Greek Textbooks

Jeremy Duff, *The Elements of New Testament Greek*. 3rd ed. (Cambridge University Press, 2005)

- <https://www-cambridge-org.ez.sun.ac.za/highereducation/books/the-elements-of-new-testament-greek/A7277ADBECECF329C5DE56497E0607863C#overview>
- Pros: simplicity, grammar exercises as well as translation, answer key at the back for most exercises, 20 chapters, English grammar explanations at the back
- Cons: lack of accents, a few actual inaccuracies, verb explosion (introduction of 3 new tenses in one chapter), simplified account of participles, infinitives; delayed introduction of strong aorist, passive; leaves students without the tools to move onto classical texts if they wish

Rodney J. Decker, *Reading Koine Greek* (Baker Academic, 2014)

- <http://bakerpublishinggroup.com/books/reading-koine-greek/326720>
- Pros: extremely full accounts of grammar and analysis, starts early with lots of reading (incl. mixed English/Greek sentences); use of Septuagint examples expands the *corpus* for theology students; useful for finding NT/LXX example sentences for various topics
- Cons: no real grammar exercises; overly wordy at times – lacking in simple tables and key information; emphasis on ‘diagramming’ sentences which encourages view of language as a puzzle to be decoded

Donald J. Mastrorarde, *Introduction to Attic Greek* (University of California Press, 2013)

- <https://www.ucpress.edu/books/introduction-to-attic-greek/paper>
- Pros: full, detailed, with excellent exercises and high expectations of students; good mix of practical tables and longer descriptions;
- Cons: level of detail only suitable for students with high linguistic aptitude; inclusion of all exceptions somewhat panic-inducing for most; delayed introduction of participles

Michael Boler, *Introduction to Classical & New Testament Greek: A Unified Approach* (Catholic University Press of America, 2020)

- <https://www.cuapress.org/9781949822021/introduction-to-classical-and-new-testament-greek/>
- Pros: emphasis on the world around the texts; example sentences intended to get students thinking; simple layout, and focused grammar explanations.
- Cons: no grammar exercises, just example sentences; not *really* a NT textbook – a classical Greek textbook masquerading as both.
- Have used this particularly for 2nd years.

JACT, *Reading Greek*. 2nd ed. (Cambridge University Press, 2007)

- Pros: lots of reading with supporting vocabulary.
- Cons: feels fairly unsystematic.

Stellenbosch materials:

- *Didagmata* (A. Kotzé) -
- *Encheiridion* (J. Thom) – overview of NT grammar, available in English and Afrikaans, use with 2nd years as their reference grammar
- *Paradeigmata* (J. Thom) – simple list of all relevant paradigms

Eleanor Dickey, *An Introduction to the Composition and Analysis of Greek Prose* (Cambridge, 2016)

Readers

Harrington, K.P. & Pucci, J. 1997. *Medieval Latin*, 2nd ed. Chicago, IL: University of Chicago Press

Sidwell, K.C. 1995. *Reading Medieval Latin*. Cambridge: Cambridge University Press.

Prose Composition

Dickey, E. 2016. *Introduction to the Composition and Analysis of Greek Prose*. Cambridge: Cambridge University Press.

Mountford, J.F. (ed.) 2011. *Bradley's Arnold Latin Prose Composition*. Mundelein, IL: Bolchazy-Carducci, Inc. [One of several reprints of the classic prose composition textbook]

North, M.A. & Hillard, A.E. 1997. *Greek Prose Composition*. London: Duckworth [Another of several reprints of a classic prose composition course]

Roundtable: Classics for the New Generation

Natasha Ferreira (North-West University),

Louise-Mari Muller (Stellenbosch University),

Simon Idema (St Mary's School, Waverley)

Anyone concerned with the future of Classics in South Africa have asked themselves this question: How do we ensure that new generations develop an interest in and passion for classical studies? This roundtable discussed the possibilities and pitfalls of making Classics more accessible and alluring to younger students.

Natasha Ferreira: Introducing high school students to the study of Classics

In the minds of most South African high school students, the English literary canon starts with Shakespeare, and contemporary South African literature is influenced simply by South African imagery and themes. The IEB subject known as Further Studies English (FS English, previously AP English) challenges students to think beyond these boundaries. Having taught FS English since 2017, I have experienced time and time again that students are fascinated to learn not only about the much older classical myths which have influenced so many English literary works, but also about the ways in which contemporary Southern African poets continue to engage with classical myths. The current FS English syllabus presents various opportunities for classicists (whether lecturers, grad students, or alumni) to offer their knowledge to assist FS English teachers and students. For example, Madeline Miller's *Circe* is a prescribed novel, which many FS English teachers do not have the time to study and research themselves. In addition, FS English teachers have almost complete freedom when choosing which poets and poems to study with their learners, as long as these poems relate to one of five prescribed themes. The poems from Carol Ann Duffy's *The World's Wife* present a great opportunity for classicists here, as do contemporary Southern African poems with classical allusions like Tawanda Mulalu's 'Argo, My Argo' and Siphokazi Jonas' 'Straining Cloth'. While classicists may work within existing structures like FS English, it may be even more useful to look to uncharted territory, like the rapidly expanding homeschooling communities. Young students are curious, and many of them have randomly come across classics on social media. It is up to the members of CASA to create opportunities for a more structured exploration of the Classics that are accessible to younger students.

Louise-Mari Muller: Cultivating a passion for ancient languages

This paper focuses on the importance of cultivating a passion for the ancient world and its languages and discusses the issues of treating Latin as an artefact instead of a functional and accessible language. In the introduction for his poetic volume *Tria Cordia* (1931), the Latinist TJ Haarhoff comments on the dire yet hopeful state of teaching Latin in South Africa. Despite being published nearly a century ago, the pedagogical landscape described by Haarhoff is strikingly familiar to the reality of teaching Latin in South Africa in the 21st century. This paper therefore reflects on the unique experience of teaching and learning Latin in a South African context. It also explores different strategies that can be implemented to make Latin more accessible to a new generation of Latin students. These strategies include the incorporation of active and accurate Greek and Latin in the classroom as well as the utilization of digital Classical language resources that have specifically been designed for learning ancient languages in a digital age. This paper argues

that instilling students with passion and curiosity is a crucial part of language learning that enables instructors to successfully deepen their students' understanding of Latin, regardless of the shortcomings of their textbooks and the limits of their curricula.

Simon Idema: Adapting content and teaching methods for Gen Z

Generation Z (Gen Z) is a somewhat generalised term to refer to students born between 1996 and 2010. While students from different socioeconomic backgrounds are likely to have vastly different experiences, the majority of students in this generation grew up with cell phones and social media. Gen Z faces challenges in navigating vast amounts of information, often lacking the skills to identify accurate sources, structure essays, or reference properly, especially those from less affluent backgrounds. They are constantly online, which correlates with increased anxiety, depression, and short attention spans, and are deeply concerned with social and environmental issues, valuing authenticity and inclusivity. While a university should be a place where students are challenged, a little sensitivity can go a long way when dealing with issues that are important to them. The proposed discussion was around whether teaching methods or prescribed content could be adapted to accommodate generational challenges and concerns. Examples of this may include using ancient sources to explore contemporary issues and implementing digital technology in teaching.

Round Table: Classics in Multi-Cultural Contexts

Madhlozi Moyo (University of the Free State)

Amy Daniels (Stellenbosch University)

Retha Kruger (North-West University)

Nuraan Essop (University of the Western Cape)

Madhlozi Moyo

After the presentation by Amy Daniels on the *Vita Hannibalis*, the panel will sit down and have a round-table talk about our experiences of learning/teaching Classics in a multicultural environment. The round table will be modelled on a format like this:

Roundtable Questions: (one question at a time/round)

- 1) Introduce yourself. And tell us about your journey with Classics. What made you choose the discipline? Did you live in what you could consider a multicultural context at any point in your life? What were the challenges that you met? What did you enjoy about learning in a multicultural context, if so?
- 2) Have you worked in a multicultural environment? What do you enjoy most by working in a multicultural environment?
- 3) Do you teach a multicultural group? Challenges? What do you enjoy most about working in such an environment? Here you may think of examples where various cultures provide different perspectives on materials from the ancient world.
- 4) The challenge of attracting and retaining “non-westernised” students in a discipline like Classics in South Africa, where Classics comes with colonial baggage.
- 5) The roundtable would then include all the participants to share their experiences, and debate further on the topic.

Retha Kruger

In my talk I discussed how African students studying subjects are cognitively closer to the ancient world than their Western peers by examining similarities in beliefs and customs along with how knowledge was passed down through generations in those societies long ago. It underscores the significance of storytelling traditions which are common in various African cultures resembling the way information was conveyed orally in the classical world through historical accounts myths and epic tales before widespread literacy. These students who are well versed in rich storytelling practices can more naturally grasp the ancient focus, on memory persuasion and public speaking.

The conversation also delves into communalism found in Mediterranean and African societies alike. A stark contrast, to the focus on individualism seen in modern Western cultures. In these realms of thought and behaviour lie an emphasis on well-being and civic responsibilities within structured social hierarchies. Aspects that resonate deeply with African students. Moreover, the blending of myths with religion and everyday experiences in both Mediterranean settings serves as yet another connection point, for understanding and learning. Students, from Africa who share a blend of practical influences, in their lives may find it simpler to relate to texts that emphasize the significance of mythology and religion in comprehending the world around them.

Finally, the presentation talks about views of time that're not linear and the importance of ancestors which are common, in ancient cultures. This allows for an understanding that Western students, who usually follow historical timelines might have difficulty grasping. With these perspectives African students have a way of thinking that could give them a natural link to the past than students, from Western cultures.

Nuraan Essop

UWC is located on the Cape Flats. The student body, like at all South African universities are made up of races, cultures, and sexual orientations from its immediate surrounding areas as well as students who have travelled to Cape Town in pursuit of their studies. As a lecturer who is an alumna of the university, I am able to identify and commiserate with many of my students. However, rather than differences in culture, major issues lie in differences in intention regarding their pursuit of studies and levels of communication skills. Many students in the Faculty of Arts and Humanities are first generation tertiary students and it is often the case that their first language is not English. First generation tertiary students often feel obligated to study at university because other adults in their families did not have the opportunity to do so. Many students have also been failed by the South African education system as they were not encouraged to read and find it difficult to write simple sentences. In order to assist and equip these students with skills needed for their future academic career, Classical Cultures 1 focuses on reading with comprehension. We read the ancient texts in at least three different translations and rely on academic articles and books accessible to students through the library or internet. Classroom and tutorial activities focus on listening with intention and developing personal opinions based on the resources dealt with during class or in class preparation. Finally, assessments focus on affective communication during which students are tested on comprehension rather than memory.

Amy Daniels

In 1994, Prof. Jo-Mari Claassen of Stellenbosch University brought out an annotated edition of Cornelius Nepos' *Vita Hannibalis* aimed at South African learners of Latin across linguistic borders. Comprising glossaries in six indigenous languages and English, with grammar and teacher's notes in English and Afrikaans, this ambitious textbook fully and enthusiastically embraced the ideal of a new, linguistically and culturally inclusive South Africa. Thirty years after the fact, Latin having been struck from most school offerings and no longer a requirement for the study of the Law, the dream of many and diverse students learning from Latin books like this one seems out of reach. Still, since 2014, second-year Latin students at Stellenbosch University have taken up the small

volume and rely on it for more than just learning their *ut*-substantive and *oratio obliqua*; they learn the value of interrogating perspectival bias and of centring the African, even as aspiring Latinists. This paper reflected on the experiences of students who have engaged with Nepos' text (with Claassen's Afrocentric framing) in the Rhodes Must Fall era and after. It proposed that multilingual glossaries (translanguaging, even on the "exposure only" end of the spectrum), which put indigenous South African languages on equal footing with Latin and English, may open up epistemic access and even go some way to promoting epistemic justice.

Round Table: Service Modules

Koos Kritzinger (University of Pretoria)

Lynton Boshoff (North-West University)

John Meyer (University of the Free State)

Jeffrey Murray (University of Cape Town)

John Meyer: University of the Free State

The Department of Philosophy & Classics at the University of the Free State offers two modules to the Law Faculty, CLLC 1514 and CLLC 1624, also known as *Legal Language and Culture*. These modules are new versions of RTK (*Regs Taal en Kultuur*), which was created by Prof Louise Cilliers and Prof Cristoff Zietsman. These modules are aimed at giving law students a broad overview of Roman history, from roughly the Age of Kings to the reign of Justinian. Since CLLC is a law module, special emphasis is placed on Rome's constitutional history, the codification of its laws, the reception and revival of Roman law in the Netherlands, and contemporary examples of Roman and Dutch law in South African courts, such as *actio pauperie* (*Levers vs Purdy*) and *damnum iniuria* (*Butgereit vs Transvaal Canoe Union*). Although Latin is not formally taught as part of CLLC, legal Latin phrases, common Latin expressions and abbreviations form an important part of the module.

In addition to CLLC, two classes on medical terminology are offered the Medical Faculty as part of its MGEN 1513 module (*Medical General Skills*). The time allotted for the classes on medical

terminology is woefully insufficient, and as a result, the medical students are not equipped with sufficient knowledge on Greek and Latin prefixes, suffixes and combining forms. The Medical Faculty is aware of the problem and is currently in talks with the Department of Philosophy & Classics to make medical terminology a module of its own. The Department has also recently had a meeting with the Faculty of Theology to offer a few classes in 2025 on the history of the early church, with special emphasis on reading primary sources in translation on the Church Fathers.

Jeffrey Murray: University of Cape Town

UCT's 'service' course, Word Power, is an etymology course focusing on the Greek and Latin roots of English as well as general academic literacy. It was started at UCT in 1997 by Gail Symington. Initially only offered in one semester, it is now taught four times a year: in both the first and second semesters of the standard academic calendar, as well as during the university's 'Third term' semesters (in the summer and winter holidays). The course typically attracts well over 500 students throughout the course of the year. I have convened Word Power since 2018 but began teaching in the course as a tutor in 2010. The main challenges regarding Word Power are administrative, especially in relation to the large number of students. In the past some of the teaching and marking load was effectively taken over by technology, through the hosting of weekly quizzes in computer labs. More recently, however, we have reintroduced in-person tutorials, led by postgraduate students in Classics at the university. This has allowed the students to have smaller group interactions in an environment where they are able to 'workshop' the material they have been studying, and receive immediate feedback on their work, especially their sentence-writing – a key focus of the course. The tutors are able to better address their students' specific needs and challenges. The course is taken by students from all over the university and is therefore a great way for the larger student body to access some Classics-related material. For some of them, this is the only place where they ever 'meet' language, literature, history etc. in their university curricula, particularly when these areas are related to the ancient Mediterranean world.

Lynton Boshoff: North-West University

The two service modules offered at NWU are Legal Terminology and Classical Rhetoric. Both are first year courses aimed at Law students and they follow on from each other. Legal Terminology comprises a list of legal terms which the students must learn (and learn to use in context), some etymological derivations, and some classical culture as it pertains to legal structures.

Classical Rhetoric looks at classical rhetorical principles (i.e. the five canons of invention, arrangement, style, memory, delivery; three appeals of ethos, pathos, and logos; the parts of a

speech according to Cicero) as applied to ancient and modern texts. Students are then asked to analyse a text and to produce a piece in which they apply these principles.

Very briefly the opportunities are that we expose more students to the classical world and classical studies in general, with the result that there is a potential for some to come take the proper course (which I understand tends to be our Ancient Culture courses). The obstacles on the other hand, are that we are generally dealing with rather disinterested students and importantly that these are courses which are generally quite large, which means the time and effort spent on these courses is quite a lot, with low returns for us as a subject area.

Koos Kritzinger: University of Pretoria

The Department of Ancient and Modern Languages and Cultures at the University of Pretoria offers Medical Terminology (MTL 180) as a service course for students of the health professions, including Medicine, Dentistry, Nursing, Veterinary Sciences, Language Pathology and Audiology, Radiography, Dietetics, and a large number of BSc students who want to get into Medicine, Dentistry and Veterinary Sciences. The course is only offered in the first semester and there are 2 lectures per week.

There are only 3 lecturers for the more than 1000 students, which makes the administration and the assessment of the course challenging. We have a variety of assessments: 2 open book tests, 4 timed online tests, 15 online quizzes, a written semester test and a written final exam.

We also introduced an EnterprisesUp course, which is fully online and doesn't have a large intake. This course is mainly for students who repeat the course in the second semester or students from other universities who need Medical Terminology as prerequisite for Veterinary Sciences. We believe that this course has a big growth potential, especially for private nursing colleges. We'll have to spend more attention to the marketing of the course.

The textbook we are currently using is *Medical Terminology for students of the health professions* (3rd edition) and it was written by colleagues from the previous Department of Ancient Languages in collaboration with Prof Jan Meiring from the Department of Anatomy.

Open discussion

During the open discussion we realised that the service modules differ widely from university to university, depending largely on contacts which have been made with individuals from other faculties and opportunities to offer service courses to their students. We heard that the University

of Stellenbosch is also offering a Medical Terminology course and that they are further negotiating with the Department of Dietetics to offer a terminology course to their students.

It is often very difficult to introduce new courses into set curricula, but when new curricula are developed there are sometimes new opportunities to introduce courses either as electives or prerequisites. Despite the fact that these courses demand much time and effort and don't attract many students to classical studies, the large numbers mean a steady income for the Classics departments and in some instances is a lifeline for the language modules with low student numbers.

Final Forum

Johan Steenkamp

Annemarie de Villiers

John Meyer

In the welcoming address, Prof. Johann Rossouw emphasised how important he regards the “ancient voices” to be now in a time about which he is somewhat pessimistic. This gives me hope for the value of our discipline now and in the future.

Several points emerged from discussions at the Indaba, both during panels and during the teatimes, lunches, and dinners – often the more productive part of such gatherings.

Issues of administration

When we speak about cooperation the advantage of having a well-connected disciplinary tribe should not be neglected. Although we need not construct a united front, we can help each other to capitalize on opportunities or at least alleviate institutional impediments. For example, well-written documents of a generic administrative nature could be shared among lecturers within the discipline.

Difference and Similarities

It would seem that people teach completely differently at different institutions. This is, of course, contingent to the different contexts in which everyone finds themselves. This is a problem:

- o We often use different textbooks
- o We develop different solutions for unique problems
- o Our graduates are different.

There are also some opportunities:

- o On a micro level a lot may be gained by comparing notes with colleagues

o Different approaches, facilitated through guest lecturers, could make content much more interesting.

From the Keynote and the panel Classics for the New Generation

The homeschooling movement and independent secondary schools seem to be a growing market for Classics. One suspects this will continue and even speed up in future. This is a promising market for seeding interest in Classics. One could venture to say that these students are more likely to pursue Classics at tertiary level. The point of Classics and Classical Studies for students not yet in university should not be to teach them Classics necessarily, but to introduce them to the field and even make them fans of it. Some of these may end up in a Classics programme, but we also need many who will at least remain interested, and this is important.

The Future of the Indaba

The future success of the Indaba will depend largely on how effectively the participants stay in contact. Three opportunities that can produce immediate benefits are:

- Coordination and sharing of teaching resources. CASA has started such an initiative, and it is still in its infancy. Please contact Ursula Westwood for more information and access.
- Opportunities for course exchanges and guest lectures should be explored.
- A standardised Latin and Greek language proficiency test has been on agenda and discussion lists for a while. The general discussion gravitated towards a solution that would test general proficiency usually reached after two or three semesters but can be taken by any candidate. Such an initiative will depend on an individual to (a) drive the admin, (b) set the tests in a theoretically well-founded manner.

Business Meeting

The Indaba made time for a business meeting to reflect on the value of the Indaba and to decide on future meetings. The meeting felt that this kind of Indaba is very important and expressed the desire to have an in-person Indaba every second year and to have an online Indaba on the years in between.

John Meyer (UFS) was nominated as convenor. CASA will solicit co-organisers in due course. Eventually a position of teaching and learning co-ordinator ought to be made part of the CASA executive. The CASA executive will formulate a proposal to be tabled on the next meeting in Durban 2025.

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