

# INDIVIDUAL FACULTY ANNUAL SUMMARY OF ACTIVITIES

Due June 30 to the Dean of Faculty's Office

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<b>ACADEMIC YEAR:</b>	2014-2015
<b>NAME:</b>	Dan Curley
<b>DEPARTMENT/PROGRAM:</b>	Classics
<b>RANK:</b>	Associate Professor
<b>TENURED?</b>	Yes

TEACHING
<p>1. Courses taught for the department, FYE, or programs:</p> <p><u>FALL 2014</u></p> <p><i>Elementary Latin</i> (CL 110).</p> <p><i>Masters of Roman Prose</i> (CL 311, Seminar in Latin Prose).</p> <p><u>SPRING 2015</u></p> <p><i>Classical World</i> (CC 200, coordinator).</p> <p><i>Reading Rome</i> (CC 265) and <i>Writing Rome</i> (TX 200, travel seminar), both team-taught with Gregory Spinner (Religion).</p> <p><i>The Classics Major and Beyond</i> (CC 395).</p> <p><i>Ovid's Metamorphoses</i> (CL 310, Seminar in Latin Poetry).</p>
<p>2. Independent studies:</p> <p><u>SPRING 2015</u></p> <p>HF 371 and TX 300, both team-taught with Gregory Spinner (Religion). These courses were the academic components of Sarah Breitenfeld's ('15) peer mentorship in Reading/Writing Rome.</p>
<p>3. Teaching innovations:</p> <p><i>Elementary Latin</i> (CL 110) and <i>Masters of Roman Prose</i> (CL 310): In both classes I implemented a team-based learning approach, to which I was introduced at Academic Technologies' ProfCamp in spring 2014. By dividing students into teams and devoting class time to problem-solving, I was able to cover a large amount of material and (in CL 110) to teach a large number of students.</p>

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## TEACHING – *continued*:

### 3. Teaching innovations – *continued*:

*Classical World* (CC 200): For this, our team-taught gateway course, my colleagues and I “flipped” the classroom, offering lectures as online videos/podcasts, which the students watched before coming to class. Class time was then devoted to more hands-on activities such as workshops, discussion, and group problem-solving. Making the videos took an enormous amount of time, but my colleagues and I found them worthwhile, as did the students. Our work would not have been possible without the support of the VPAA-DOF and Academic Technologies, who provided both guidance and funding for the video-production software.

*Reading/Writing Rome* (CC 265/TX 200): Gregory Spinner and I implemented several key changes to these courses (last taught in Spring 2011), among them: substituting weekly online quizzes for major exams; strengthening the writing component of *Reading Rome*; and adding new material and emphases on the Roman Jewish experience from ancient to modern times.

My courses had a strong web presence, including automated front pages. I wrote and used a simple, web-based quiz program for *Reading Rome*. I used Google Drive / Documents for both in-class exercises and collaborative projects.

### 4. Other:

Panelist, Theater Department Pre-orientation (Aug. 29, 2014).

Presenter, “Writing Rome: History Where It Happened.” Minicollege (Oct. 18, 2014).  
(with Gregory Spinner)

Guest instructor, *American Medea* theater troupe (Oct. 20 and 27, 2014).

Program reviewer, Intercollegiate Center for Classical Studies (ICCS) in Rome (Oct. 31–Nov. 8, 2014).

Guest instructor, *Penelopeiad* theater troupe (Jan. 29, 2015).

Presenter, NY6 Blended Learning Showcase (Feb. 6, 2015).

Commencement (May 16, 2015).

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## SCHOLARSHIP

### 1. Publications, exhibits, performances, works in progress:

#### COMPLETED

Review: Goldenhard, Ingo and Andrew Zissos. *Transformative Change in Western Thought: A History of Metamorphosis from Homer to Hollywood* (Legenda 2013). *Bryn Mawr Classical Review* 2014.09.41.

Essay: "Clash of the Titans (1981): Divine Animation." In Monica Cyrino and Meredith Safran (ed.) *Classical Myth on Screen* (Palgrave-Macmillan, 2015), 207-17.

Essay: "A Tragedy (or Comedy) in the Making." A pedagogical essay about the semester projects in my ancient drama survey courses. Still under review at *Didaskalia: The Journal for Ancient Performance*. (In fact, I'm going to pull it and submit elsewhere: two years of so-called review is long enough.)

#### IN PROGRESS

Essay: "Latin Epic and Tragedy: An Introduction." invited by A. Marinis and S. Papaioannou (ed.) for a proposed volume on tragedy in Latin epic.

*Classical Myth on Film*. A scholarly textbook on cinematic representations of Greco-Roman myth. Under contract with Wiley-Blackwell.

#### ABANDONED

Book project: Diane Middlebrook, *Young Ovid: A Life Recreated* (Counterpoint Press, 2015). In fall 2013 I accepted the task of editing the manuscript and providing primary source selections for Diane Middlebrook's posthumous biography of the poet Ovid. Over the course of the year, however, it became clear to me that the book was fundamentally flawed due to the incomplete state in which Middlebrook left it before her death. In July 2014 I asked that I be excused from the project and that my name be omitted from the book and any related publicity.

## SERVICE

### 1. Service to the college:

Faculty Advisory Board (FAB).

Advisory Group, Moore Documentary Studies Collaborative.

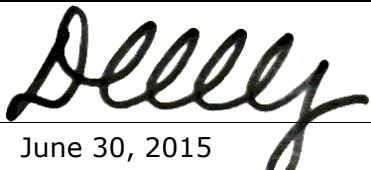
Librarian Search Committee.

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<b>SERVICE – <i>continued</i>:</b>
2. Advising and mentoring to students:  Advisor to six Classics majors.
3. Other:  Exploremore Classics (Mar. 24, 2015).  Accepted Candidates Days (April 13, 2015).

<b>BRIEF REFLECTION ON PROFESSIONAL ACHIEVEMENTS AND GOALS</b>
1. Please describe what you believe to be your most important achievement this year:  This was a teaching intensive year, between new team-based approaches, flipping the CC 200 classroom, and teaching a travel course, I don't know where I found the time or energy to do all these things, but I think I did them tolerably well.
2. What are two or three professional goals (in teaching, scholarship or service) you have for the next academic year and beyond? How might the institution support those efforts?  <u>TEACHING:</u>  I'd like to get in the queue to lead an FYE in London. I applied last fall, unsuccessfully, but I would hope my successful track record of leading travel seminars would recommend me.  <u>SCHOLARSHIP:</u>  My main goal for the next few years will be to work on the classical myth on film book for Wiley-Blackwell. With this teaching-intensive year behind me, I hope to be able to devote much more time and energy to this project.  <u>SERVICE:</u>  It's been some time since I served on a major committee. With another book on the horizon, I'm leery of overcommitting myself, but I look forward to discussing appropriate service opportunities with my chair.

<b>SIGNED</b>	
<b>DATE</b>	June 30, 2015