

WELCOME TO KICKSTART!

DR ANNE ALWIS
a.p.alwis@kent.ac.uk



Temple of Poseidon, Sounion, Greece

Sign into this event by scanning the QR code below

The event name is 'Kickstart'





Your PAL Leader is...

Ash Highsted-Bragg

About me

I am the Social Secretary for KCAS

I enjoy playing TTRPGS and reading horror books.

Peer Assisted Learning

- Small group discussions
- A leader who's completed the module
- Get advice on aspects of your course
- Consolidation of learning: what to learn & how to learn
- Become more independent in your studies

Contact me



Join WhatsApp
Group



or email me:
ah2137@kent.ac.uk



**Pythia,
Priestess of Apollo**



Oedipus

Directed by

Pier Paolo Pasolini

1967 | 104 min |

Italian with English subtitles





Delphi

Pythia

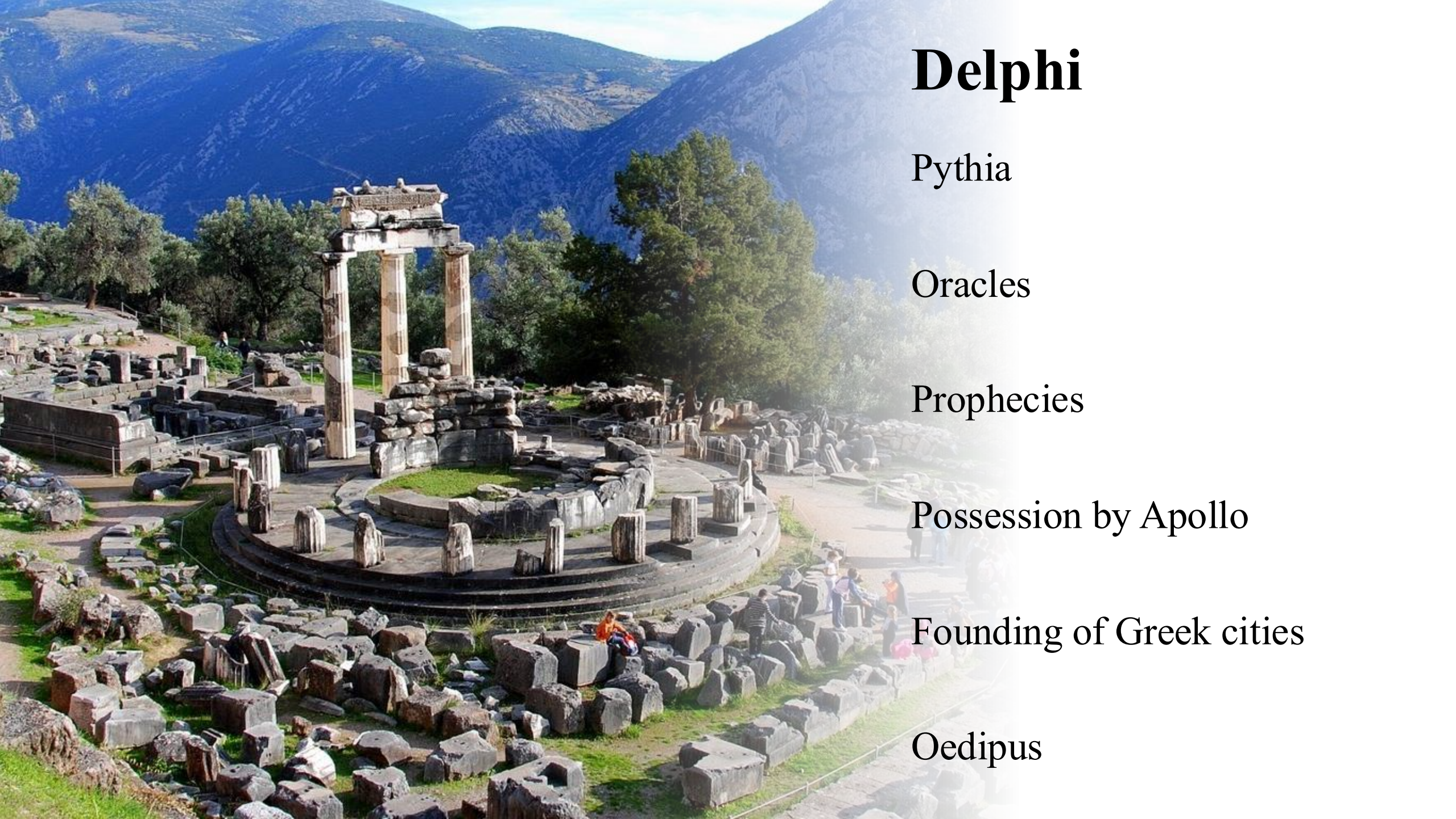
Oracles

Prophecies

Possession by Apollo

Founding of Greek cities

Oedipus





Archaeology

History

Literature

Inscriptions

Fieldwork

Histories (= literature, as well)

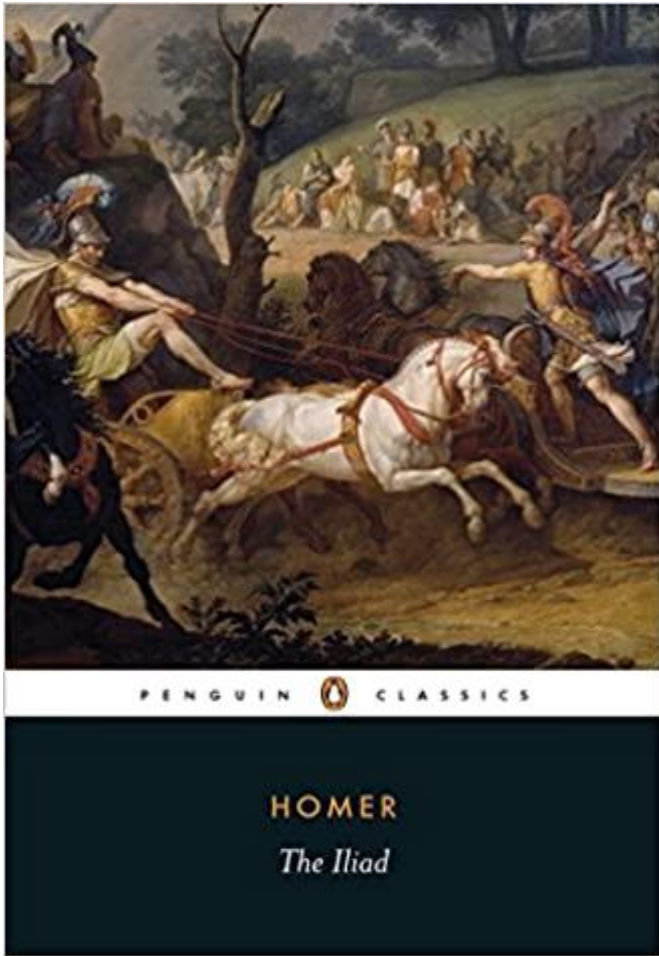
Tragedy (plays) (= history, as well)

Poetry

CLAS:

Interdisciplinary Approach

PRIMARY SOURCES



PRIMARY SOURCES



Document/ physical
object written/
created during the
time you are
investigating





Example of a primary source in a bibliography

Caesar, *De Bello Gallico*, T. Rice Holmes (ed.), (New York: Arno Press, 1979)

How can you tell it's a primary source?

First name, no initial ('Caesar')

(ed.) = edited

(trans.) or (tr.) = translated



Seneca, *Apocolocyntosis*,
P.T. Eden (ed.),
(Cambridge: Cambridge
University Press, 1984)

SECONDARY SOURCES

Scholars who write about the ancient world



Example of a secondary source in a bibliography

Mitchell, A., *Greek Vase-Painting and the Origins of Visual Humour*
(Cambridge: Cambridge University Press, 2009)

“SOURCED”

In pairs...

Ancient scrolls with a list
of references

Which are primary?

Which are secondary?



“SOURCED” ANSWERS

Primary Sources

3, 5, 9,
11, 12, 13

3. Caesar

5. Cicero

9. Livy

11.
Petronius

12. Pliny

13. Vergil/
Virgil

“REFS”

References (using a primary or secondary source) are **ESSENTIAL** when writing an assignment

When writing an essay, when do you use a primary source and when do you use a secondary source?

When do you insert them?

What can insults in ancient literature tell us about social class?

Thersites' description begins when his mind is called “a great store of disorderly words”. (nt)

PRIMARY

**(direct quotation from
primary text – the *Iliad*)**

“REFS”

Epics such as the *Iliad*
had a moral or
educational purpose. (nt)

SECONDARY
(general statement)

“REFS”

Is it right to suggest that homosexuality did not exist in ancient Rome?

One of the most common same-sex relationships is between free-born males and male slaves.

Our earliest evidence for master/slave sexual relations comes from the plays of Plautus (late third/ early second centuries BC).

The comedies frequently reference such relationships. (nt)

PRIMARY

(give examples from the primary texts – Plautus’ comedies)

**“Where can
I find all
these
references?”**

Reading Lists (on Moodle, and on
Library Catalogue)

The more you read and use, the
higher the mark you will get

Research capability



“REFS”: Task

In the following extracts, work out which needs a primary source or a secondary source.

After each example, hold up a Green (Primary Source) card or a Yellow (Secondary) card

“REFS”

His “scarlet cloak”, “fringed napkin”, and “smaller ring” (nt) appear to be gold, but are actually iron.

These combine to present a picture of a man using ostentatious effects to hide his common status.

PRIMARY
**(direct quotation from
primary text)**

“REFS”

In *The Persian*, when a slave accuses another younger slave of being “bedded” by their master, the boy replies that he is “going to be free” because of the services that he has provided (nt).

PRIMARY

(direct quotation from primary text)

“REFS”

In his first poem, Martial describes his ideal slave boy.

This illustrates his desire to have this kind of sexual relationship, as well as presenting this desire as acceptable (nt).

Ideally, PRIMARY
(give examples from the primary text/s)

Can be secondary!

P.E.A.L

Point

The point/ idea of the paragraph (1 or 2 sentences max)

Evidence

Quotations/ information from primary sources
Support with secondary source(s)

Analysis

Analyse your evidence

Link/ Conclude

A connection to the point of your paragraph or the hypothesis (main idea of your essay)



P.E.A.L

*Are there any differences between
the wrath of Achilles and the wrath of Medea?*

POINT

Gender plays an important role in distinguishing the two characters' display of wrath.

P.E.A.L

*Are there any differences between
the wrath of Achilles and the wrath of Medea?*

EVIDENCE

Medea's sense of honour may not be typically feminine (nt.), but it derives from her sense of pride as a wife and mother (nt.)

Achilles' wrath is typical of a hyper-masculine Homeric hero in his defence of his honour (nt.)

P.E.**A**.L

*Are there any differences between
the wrath of Achilles and the wrath of Medea?*

ANALYSIS

Medea's wrath is the opposite of what was expected of women. She is neither passive (**nt.**) nor submissive (**nt.**) but violent (**nt.**) and vengeful (**nt.**)

P.E.A.L

*Are there any differences between
the wrath of Achilles and the wrath of Medea?*

LINK/Conclude

Medea's position as a mother, and thus her gender, adds depth to her conflict because her love as a mother is outweighed by her rage at the injustice she has suffered.

This is the opposite portrayal of a typical maternal figure in Greek literature.

How were female same-sex relationships depicted in Rome?

Female same-sex relationships

Very little evidence

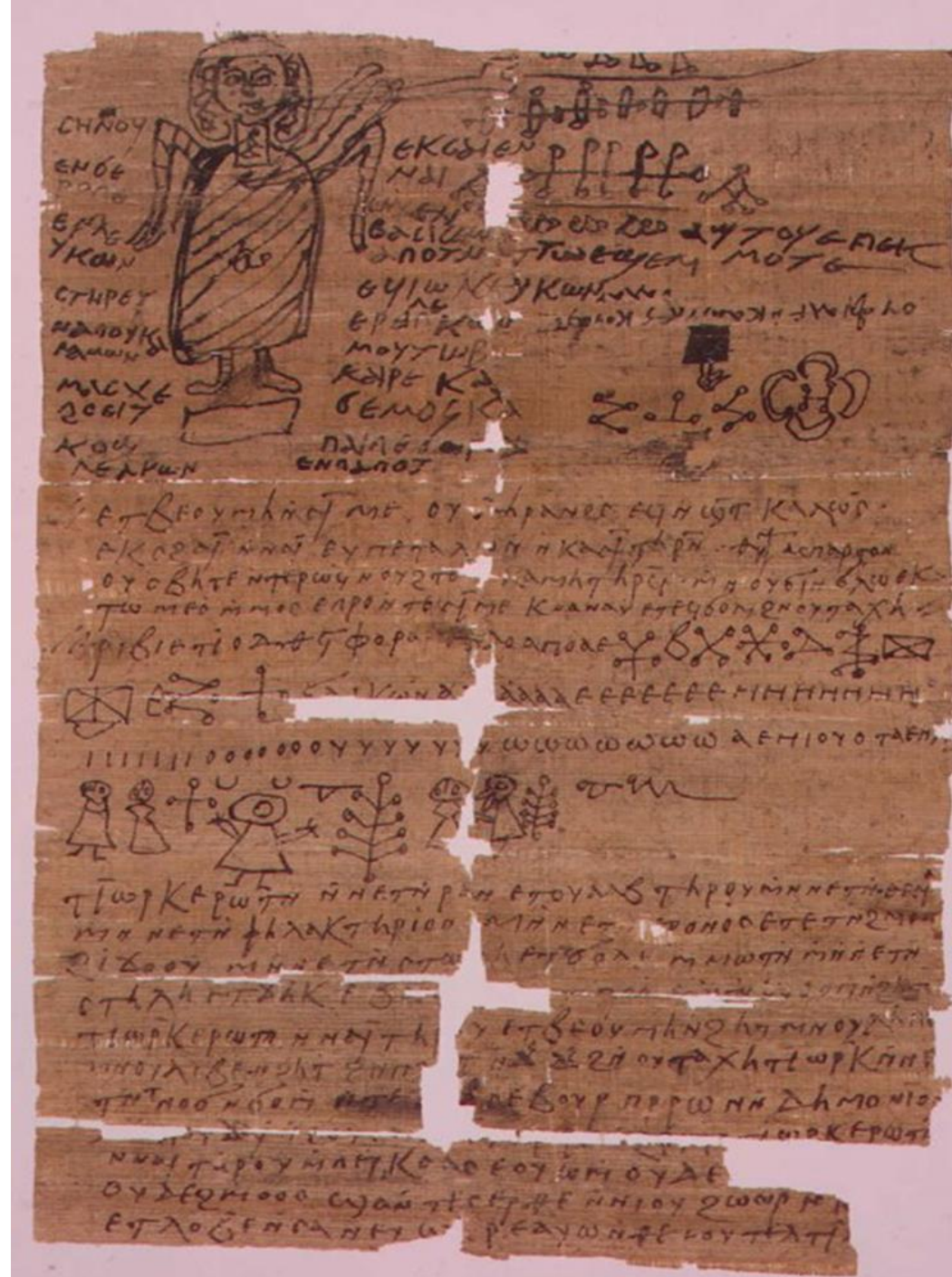
Patriarchal society

Usually mentioned negatively

Women are made 'masculine' (muscles, over-eating, vomiting, binge-drinking)

Previously in the essay: all the negative aspects of female same-sex relationships

Now: positive evidence (magical papyri – from Egypt)



“P.E.A.L” ANSWERS

“P.E.A.L”

POINT

[3] Other sources offer us a perception of female homoerotic relationships that suggest that some relationships were considered acceptable.

For example, one type of unbiased source that confirms the existence of female homoerotic relationships is magical papyri.

“P.**E**.A.L”

EVIDENCE

[1] Two such papyri record magical spells written by women to the gods, asking them to assist in binding the women that they desire to them (**nt.**).

“P.E.**A**.L”

ANALYSIS

[2] This evidence provides us with confirmation that female homoerotic relationships and desire did occur in Rome, without male bias or stereotypes muddying the waters like the sources mentioned above.

“P.E.A.L”

LINK/CONCLUDE

[4] Therefore, it may be argued that female homoeroticism did occur in Roman society and, possibly, that there were two forms of such relationships: one condemned by society, and the other so accepted that there is very little mention of it altogether.

SO FAR, TODAY...

Become more familiar with recognising primary and secondary sources

Their importance for assignments

When to use them in an essay assignment

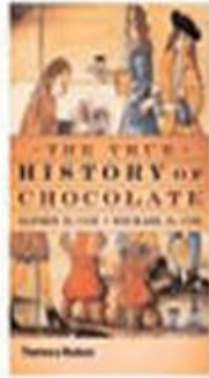
How to structure an assignment

NOW: To become familiar with basic secondary sources



The image is a title card for 'THE QUEST'. It features a dark, atmospheric background with a cloudy sky in shades of brown and orange. In the bottom left corner, the silhouette of a castle with multiple towers and spires is visible. Centered in the image is a large, dark, circular compass rose with intricate markings. Overlaid on the compass rose is the title 'THE QUEST' in a large, ornate, golden font. The word 'THE' is smaller and positioned above 'QUEST'. The letter 'Q' in 'QUEST' is particularly large and has a bright light source at its base, creating a lens flare effect. The overall mood is mysterious and epic.

THE QUEST



Books

The true history of chocolate

by Coe, Sophie D. (Sophie Dobzhansky), 1933-1994.

Publisher Thames and Hudson, 2003 1996

Classmark TP 640 COE

Available: 1 in Templeman Library

Find it on the shelf:

D Block Ground Floor - Row 909 - classmark TP 640 COE

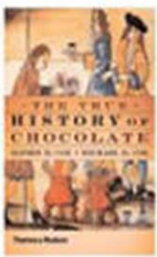
In pairs

Bingo card with classmarks;

Write your names (clearly!) on the
bingo card

Locate the book





The true history of chocolate

Place Reservation

by Coe, Sophie D. (Sophie Dobzhansky), 1933-1994.

Publisher Thames and Hudson, 2003 1996

Classmark TP 640 COE

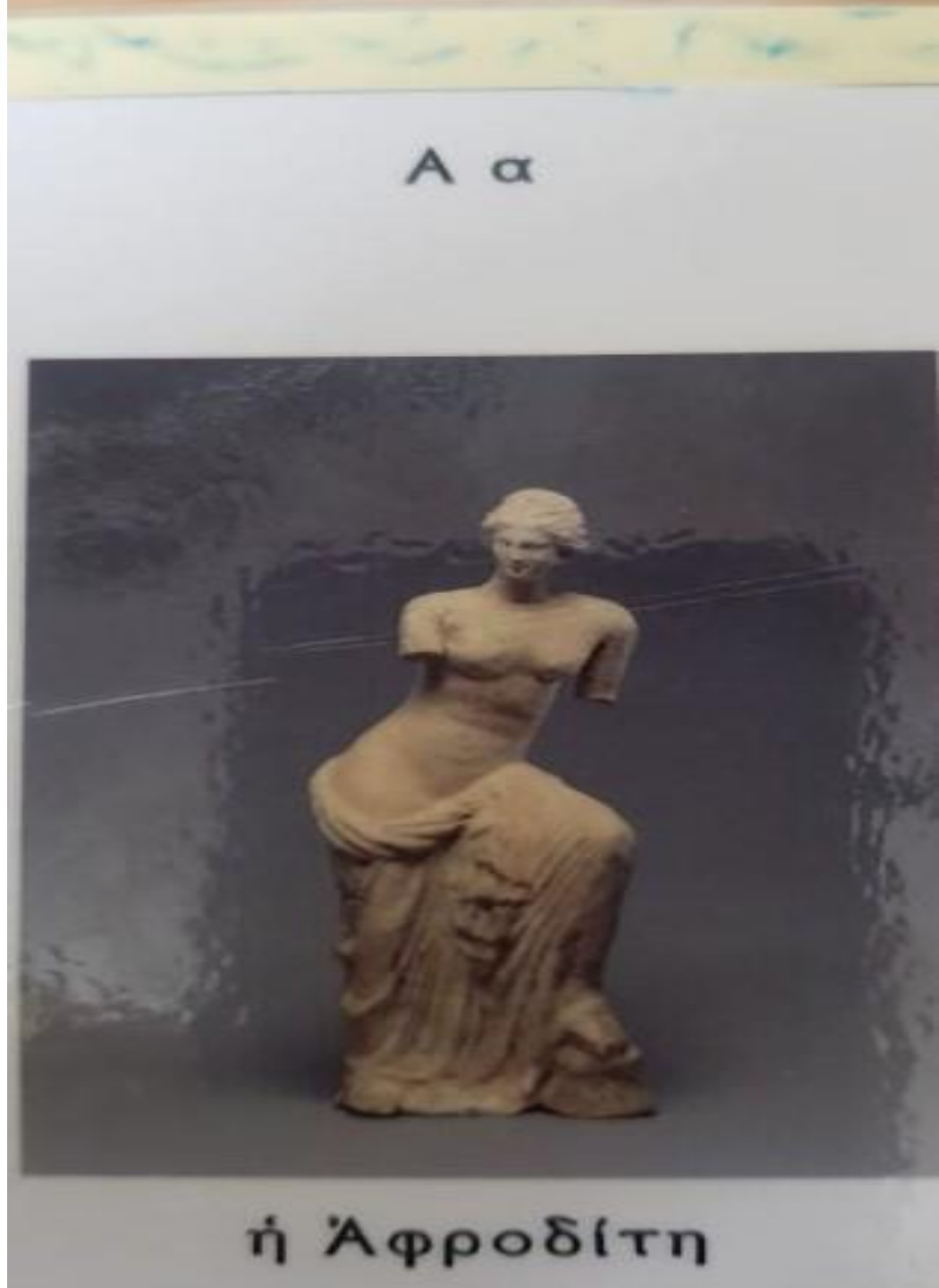
Available: 1 in Templeman Library

Books

Find it on the shelf:

D Block Ground Floor - Row 909 - classmark TP 640 COE

1. Chosen books have god-cards inside
2. Once you locate the book, enter the name of the god next to the classmark
3. Return to Grimmond once you've finished.
4. Leave all cards inside books!
5. All completed cards are put in a draw, and winning entry is drawn (prizes)





Small enough to hold
in the palm of your hand

12 sides; this one is 8cm long



Classics Hub

Classics Hub

<https://research.kent.ac.uk/classics-hub/>

Oxford Classical Dictionary

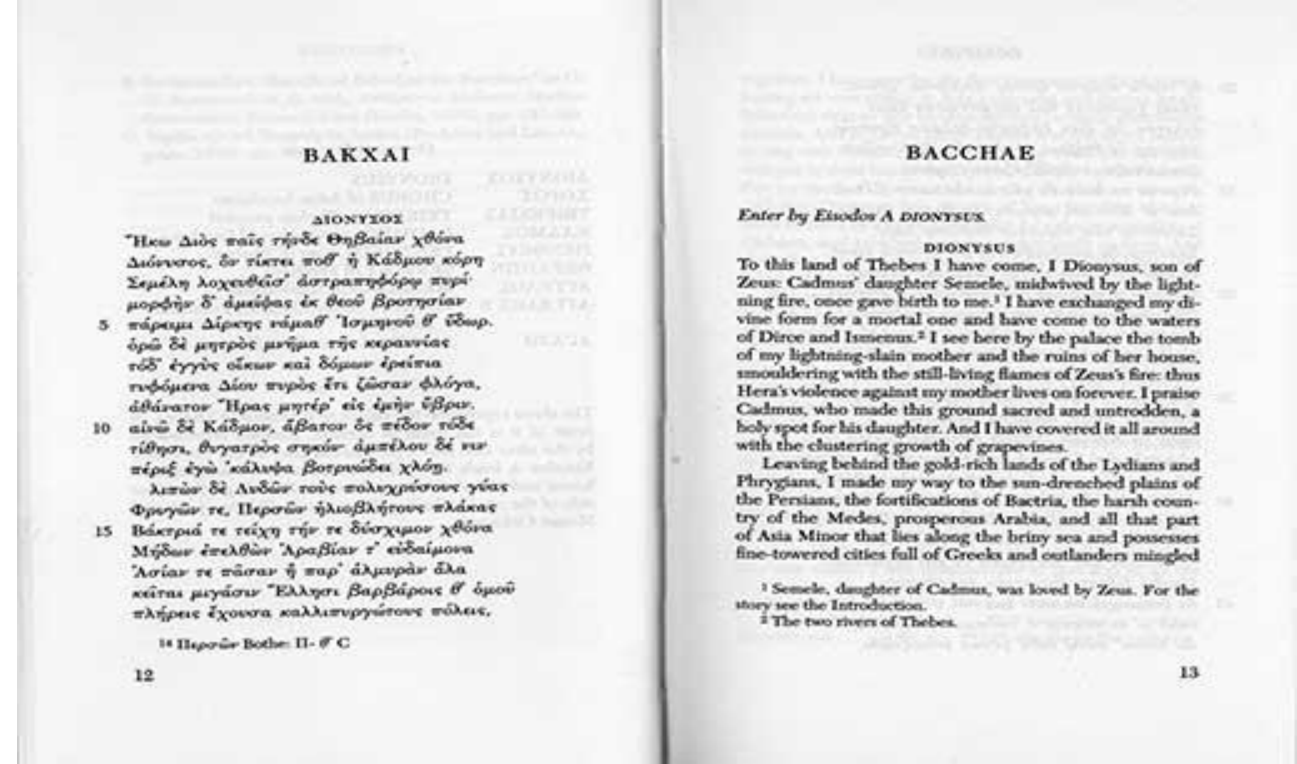
Who's Who in the Classical World

Loeb Classical Library (primary source)

Oxford Companion to Archaeology

Cambridge Companion to Greek Mythology

Cambridge History of Classical Literature



JSTOR

Database of journals

Can use Library Search (Templeman library catalogue)

Presentation

Marking criteria

First (70 +): Format adheres to the guidelines, is correct and consistent.

2:1 (60-69): Format adheres to the guidelines, is correct, and usually consistent.

2:2 (50-59): Format disregards some aspects of the guidelines but is appropriate to the assignment.

Referencing

Style Guide

Different degrees; different styles

Attention to detail (transferable skill); different publishing houses

Harvard (reference is in the main text)

The author, the date, and page number(s) are included in brackets in your essay

Many emperors contributed to the construction of buildings in Rome (Smith 2000: 74-79).

Many emperors contributed to the construction of buildings in Rome (Smith 2000, 74-79).

According to Smith (2000, 74-79), many emperors contributed to the construction of buildings in Rome.

Harvard: Ancient Authors

Plutarch, *Life of Tiberius Gracchus*, 8

Aristophanes, *Acharnians*, lines 450-500 **OR** ll. 450-500

Homer, *Odyssey* 16: 345-359

Do not write Homer 2004, 5.10

Homer did not write in 2004

Footnoting/ Turabian/Chicago

Creating a footnote

Alwis, A, *Narrating Martyrdom* (Liverpool: Liverpool University Press, 2020)

Alwis, A,

Alwis, A, *Narrating Martyrdom*

Alwis, A, *Narrating Martyrdom* (Liverpool: Liverpool University Press, 2020)

Alwis, *Narrating Martyrdom*, 5-27.

Footnoting journals

Scott, J, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91 (1986), 10-54

Scott, J,

Scott, J, “Gender: A Useful Category of Historical Analysis,”

Scott, J, “Gender: A Useful Category of Historical Analysis,” *American Historical Review*

Scott, J, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91 (1986),

Scott, J, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91 (1986), 10-54

Scott, “Gender”, 29.

Footing ancient authors

Aristophanes, *Lysistrata*, trans. A. Sommerstein (Warminster: Aris & Philips, 1980), ll. 223-34

Aristophanes, *Lysistrata*,

Aristophanes, *Lysistrata*, trans. A. Sommerstein

Aristophanes, *Lysistrata*, trans. A. Sommerstein (Warminster: Aris & Philips, 1980),

Aristophanes, *Lysistrata*, trans. A. Sommerstein (Warminster: Aris & Philips, 1980), ll. 223-34

Lysistrata, 321-33

Bibliography

You need one at the end of each essay

Separate primary and secondary sources

List them alphabetically

Do not number them

Do NOT....

Reference your lecturer/ seminar leader/ the lecture

Quote big chunks of text from a secondary author; paraphrase (summarise) them

Use Wikipedia

Avoid the passive...

Democracy **was highlighted** as important because...

By whom?

X observed that democracy was important **(in what way?)**

And reference X

Some scholars say....(DON'T WRITE IT)

Academic English

No Contractions (shortening a word)

isn't

is not

didn't

did not

couldn't

could not

Apostrophes...

Its best to do some research before deciding on a topic

It's (it is) best to do some research before deciding on a topic

The dog chased **its** tail

The dog chased **it is?** tail

‘it is’ doesn’t make sense here: The dog chased **its** tail

Ownership / possession(belong to)

Sometimes **students workloads** are such they feel **theres** no time to proofread their work.

Sometimes **[students]'** workloads are such
they feel **there's (there is)** no time to proofread their work.

Grammerly

Names ending in 's'

Aristophanes (comic poet)

Pericles (stateman)

Sophocles (tragic poet)

Aeneas (mythological hero)

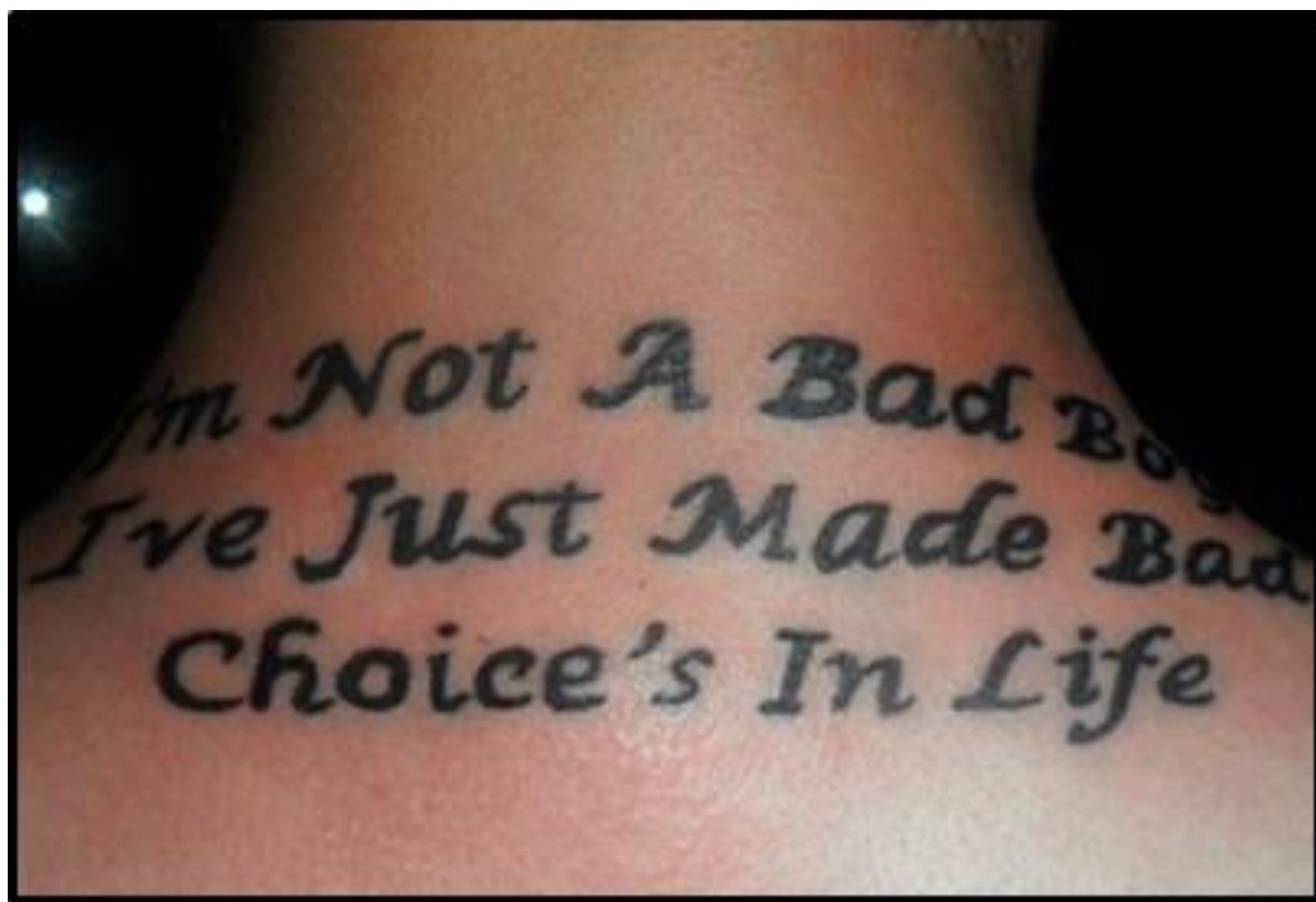
Aristophanes' comedies

Pericles' speech

Sophocles' tragedy

Aeneas' men

**OPEN
SUNDAY'S
11.00-4.00**



The
D'Archange
Difference

✓
You're
Needs ✓

✓ You're
Price ✓

You're
Personal
Service

“STICK THE ‘STROPHE”

Groups of 3

One of you is blindfolded

Work out where the apostrophe
should go in the sentence



Odyssey 1.27-31 trans. Emily Wilson

The other gods were gathered on Olympus, in
Father Zeus palace. He was thinking of fine,
well-born Aegisthus, who was killed by
Agamemnons famous son Orestes.

Aeneid. 6.13-14 trans. Robert Fagles

Here is the man, hes here! Time and again youve
heard his coming promised -- Caesar Augustus!

Italicise

Titles of ancient sources – for example, Plato's *Apology*; Sophocles' *Electra*

Any Greek/Latin words written in English – for example, *oikos*; *paterfamilias*; *persona*

Do not randomly italicise anything else

Which word shouldn't be italicised?

asinus [a Latin word]

sol [a Latin word]

Egypt [a place]

Egypt

Which word shouldn't be italicised?

bestia [a Latin word]

document [a noun/ a thing]

document

Aeneid [a primary source]

Capitals

Romans/Roman/Rome needs a capital R

Greeks/ Greek/Greece

DO NOT randomly capitalise words

e.g. The girl talks to her **Father**

The **Women** in Livy's *History*



“SLAP-ITALS”!

T. SIRRELL

Which word SHOULD be italicised?

pulcher [a Latin word]

Classics [an area of study]

Plutarch [a person]

Which word SHOULD be italicised?

The Iliad [a primary source]

vase [an object]

Greek gods [mythological figures]

Which word SHOULD NOT be italicized?

helios [a Greek word]

terminus [a Latin word]

Nando's [a place]

Which SHOULD NOT be a capital?

Zeus

City

Greece

Which SHOULD NOT be a capital?

Roman

British

Woman

When you finish your essay (ideally) – part 1

Draft 1: the essay you intend to submit

Draft 2: Check structure

1. Have I answered the question in one sentence in the Intro?
2. Does each paragraph start with a hypothesis?
3. Do I conclude each paragraph?
4. Do I have enough paragraphs?

When you finish (ideally) – part 2

Draft 3:

1. Do I have references to support every statement that is not my own idea?
2. Have I added enough examples for every point?

Draft 4: Check English

1. Make it more concise
2. Check for typos
3. Break up sentences

When you finish (ideally)— part 3

Draft 5:

Leave essay for a couple of days

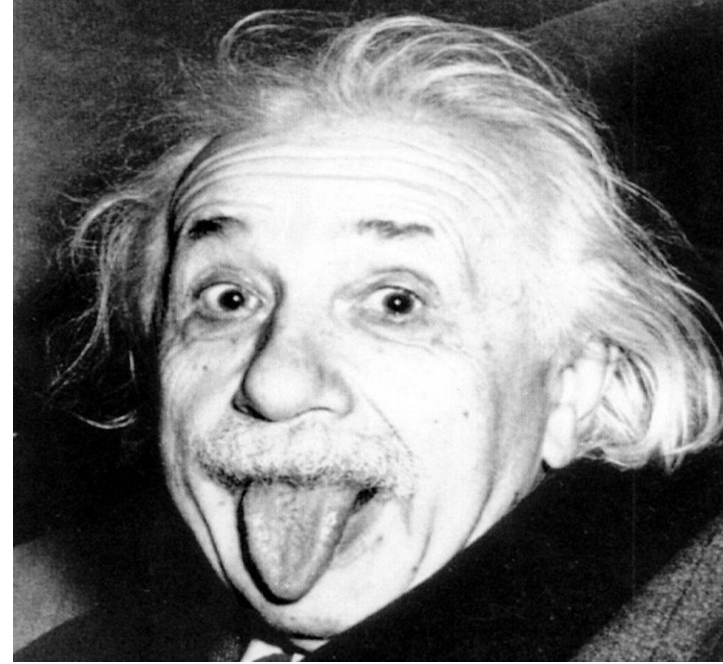
1. Print it out
2. Read it out loud
3. Break up sentences; correct grammar
4. Add the bibliography
5. Do not create side headings



The Archaeological Pathway

Deadlines may be scheduled at same time (Moodle)

Start early. Please!



For anything on extensions, ILPs (Inclusive learning plans): dyslexia, ADHD, illness, anxiety etc: student support tab on Kent Vision

If you do not submit on time = 0

Einstein: “Genius is 1% talent and 99% percent hard work...”

After each seminar/ lectures, write up/ go through notes. Supplement them.

Asking for help

Seminar leader/ convenor of module (convenor – person who created the module).
Contact details on Moodle

Academic advisor – email them for an appointment (48 hrs)

Addressing emails

Me: Anne (Dr Alwis): a.p.alwis@kent.ac.uk

Please don't disappear

More Help

1. Anything to do with seminars/ modules/ degree/ finance etc:

artshumsugandpgt@kent.ac.uk

arts hums ug and pgt

2. SLAS

Internships

Register on CES (Careers and Employability) [vacancy database](https://www.kent.ac.uk/ces/) to receive details of volunteering, summer internships and placements

<https://www.kent.ac.uk/ces/>

Gain work experience in preparation for applying to graduate roles, whether that be through a summer internship, industrial placement, volunteering

Try to secure some work experience, if you haven't already done so. Employers want to see what you are doing outside of your degree, so gaining experience, whether paid or voluntary, can be extremely valuable

Update your CV, including your most recent experience, degree and extra-curricular activities, so it's ready when you start applying

Start to apply for placements and summer internships from the autumn term.

Attend Kent's annual Employability Festival and Careers Fair (usually mid-October), to meet with employers and explore career opportunities.

Email!!!!

CHECK YOUR EMAIL EVERY DAY

CREATE EMAIL FOLDERS

CLAS Welcome Week

Canterbury Tours

02 — 03 October 2025

Thursday, 2 October, **Roman Museum tour**

14:00 for Ancient History students;

15:00 for Classical Studies students

Friday, 3 October

9:00 **Cathedral visit** (Meet Cathedral Front Gate on Buttermarket)

10:00-12.00 **Canterbury City Tour** (Meet at bottom of Dane John Mound, at end of footbridge to East Station).

12.00 **St Augustine's Abbey** and **St Martin's Church** (World Heritage Site) (meet at Abbey)

13:50 **Trip to Richborough Roman Fortress** (Meet at bus station; return to Canterbury bus station at ca.18:00)



**CANTERBURY ADDRESS +
DOWNLOAD CARD AHEAD**

OF TRIP

<https://www.canterburybid.co.uk/mycanterbury/>

CARPE
DIEM

KNOW
THYSELF
γνῶθι σαυτόν

“gnothi sauton”