

WELCOME TO KICKSTART!

DR ANNE ALWIS
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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



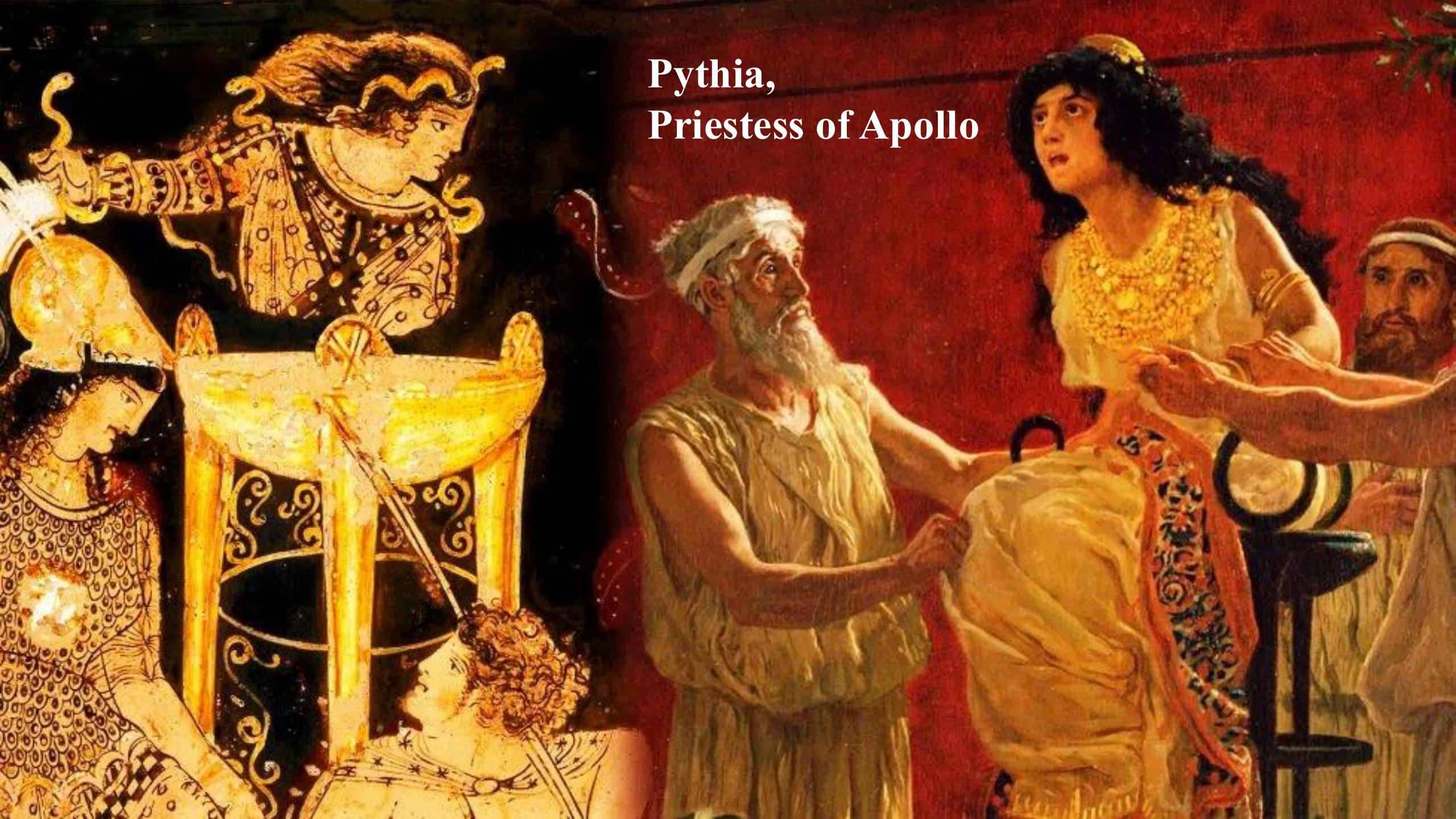
Join WhatsApp Group



or email me:

ah2137@kent.ac.uk





Pythia,
Priestess of Apollo

Oedipus

Directed by

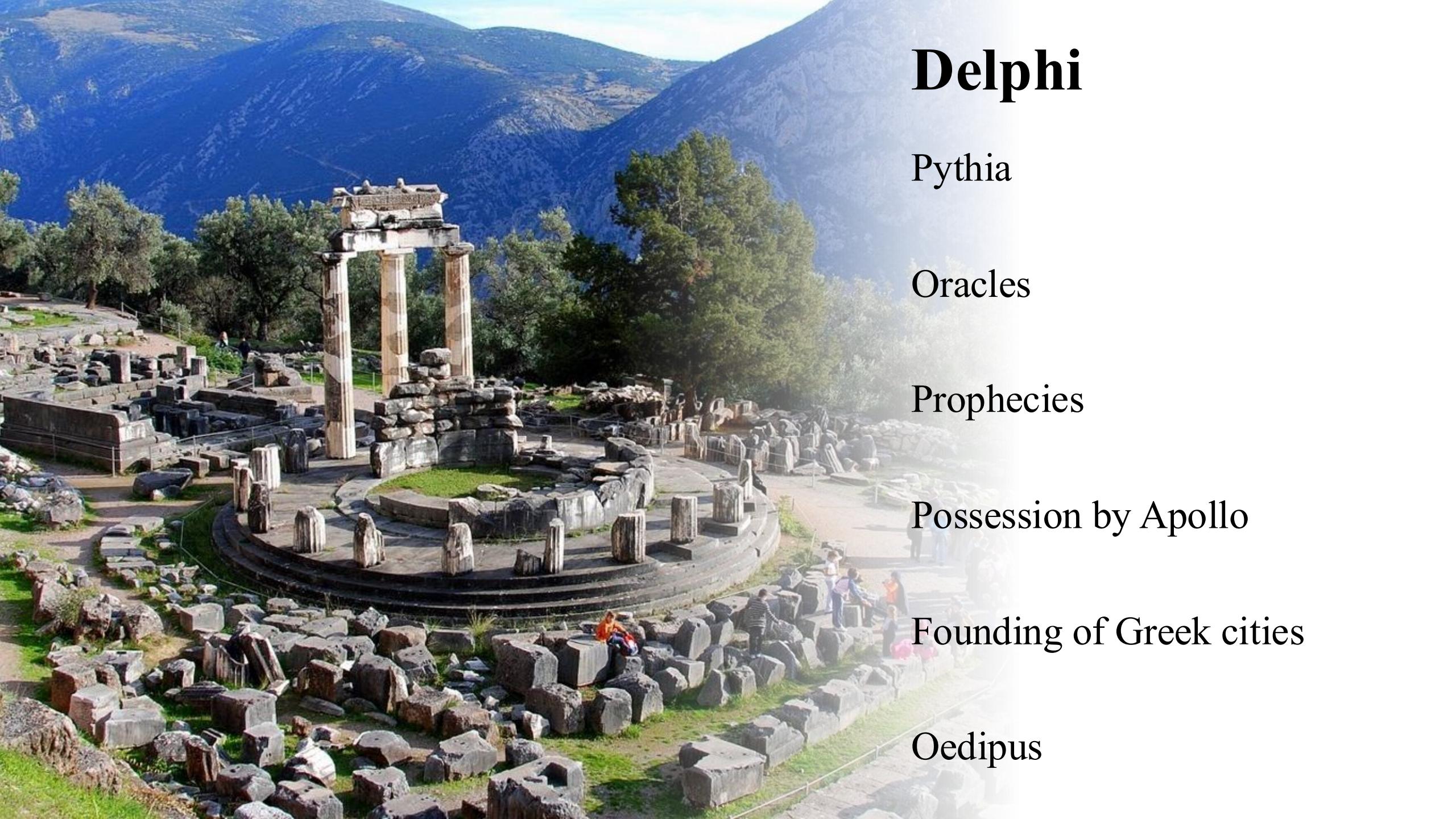
Pier Paolo Pasolini

1967 | 104 min |

Italian with English subtitles







Delphi

Pythia

Oracles

Prophecies

Possession by Apollo

Founding of Greek cities

Oedipus



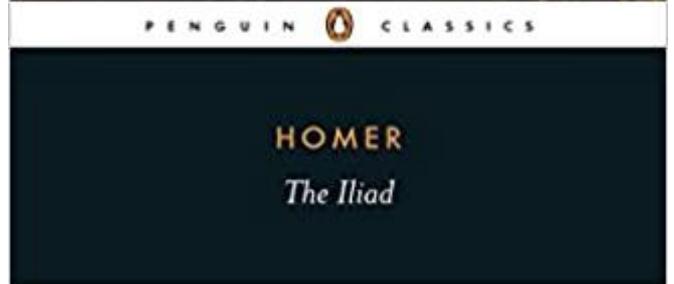
Archaeology
History
Literature

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)

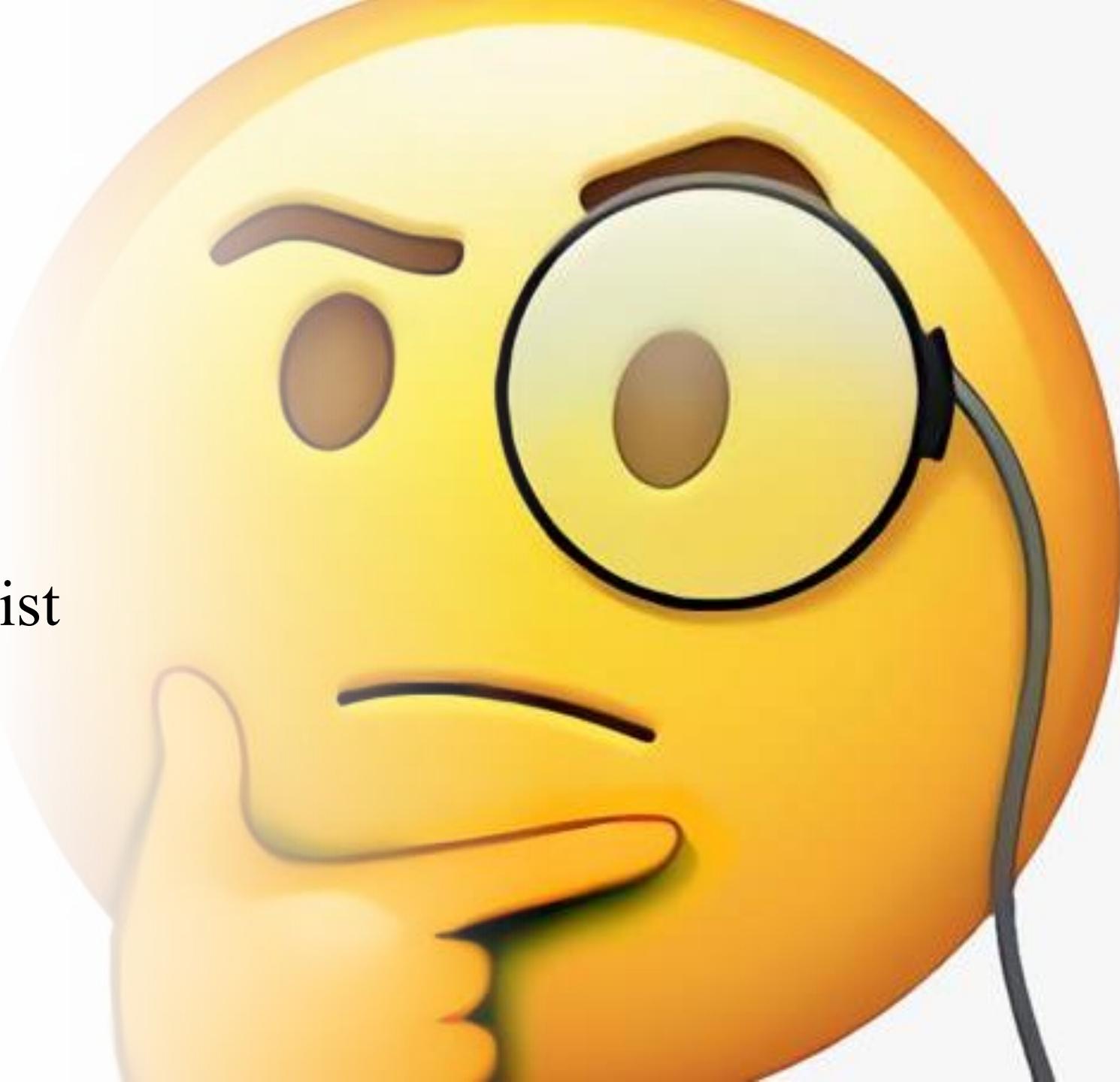
“SOURCED”

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.

PRIMARY

(direct quotation from primary text)

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

“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

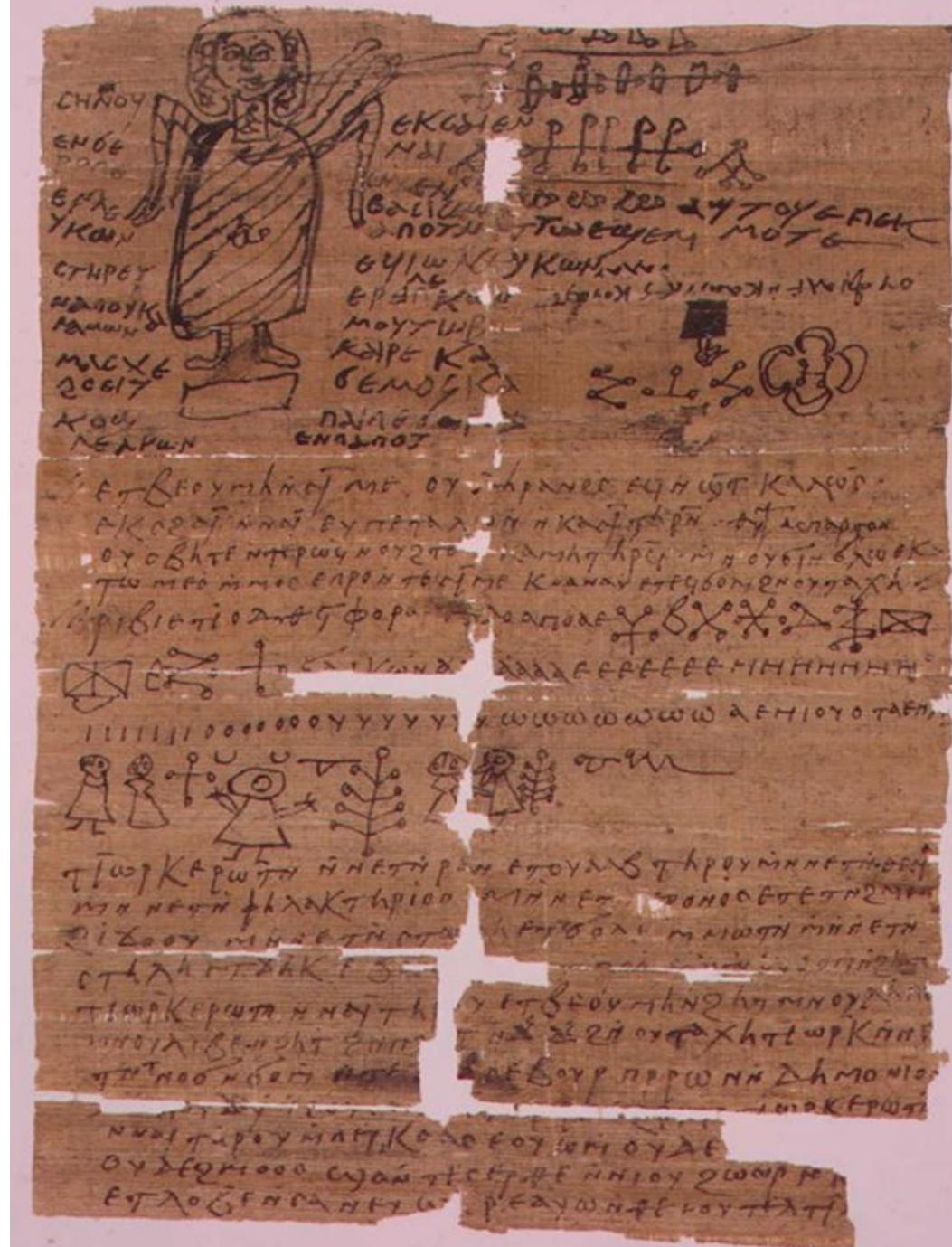
Patriarchal society

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 QUEST

The title 'THE QUEST' is rendered in a massive, gold-colored, 3D-style font. The letters are highly detailed with a metallic, weathered texture. The 'Q' is particularly large and ornate, featuring a circular emblem on its left side that resembles a stylized eye or a sun with rays. The background is a dark, moody landscape with a large, partially obscured sun on the left, casting a golden glow and creating long shadows. In the bottom left corner, the silhouette of a medieval castle is visible against the sky. The overall aesthetic is epic and dramatic.

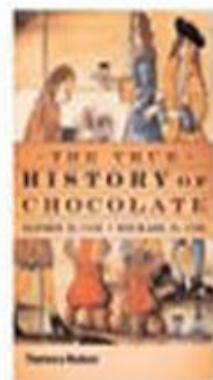


In pairs

Bingo card with classmarks;

Write your names (clearly!) on the bingo card

Locate the book



Books

The true history of chocolate

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

Publisher Thames and Hudson, 2003 1996

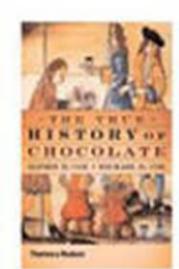
Classmark TP 640 COE

Available: 1 in Templeman Library

Find it on the shelf:

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





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

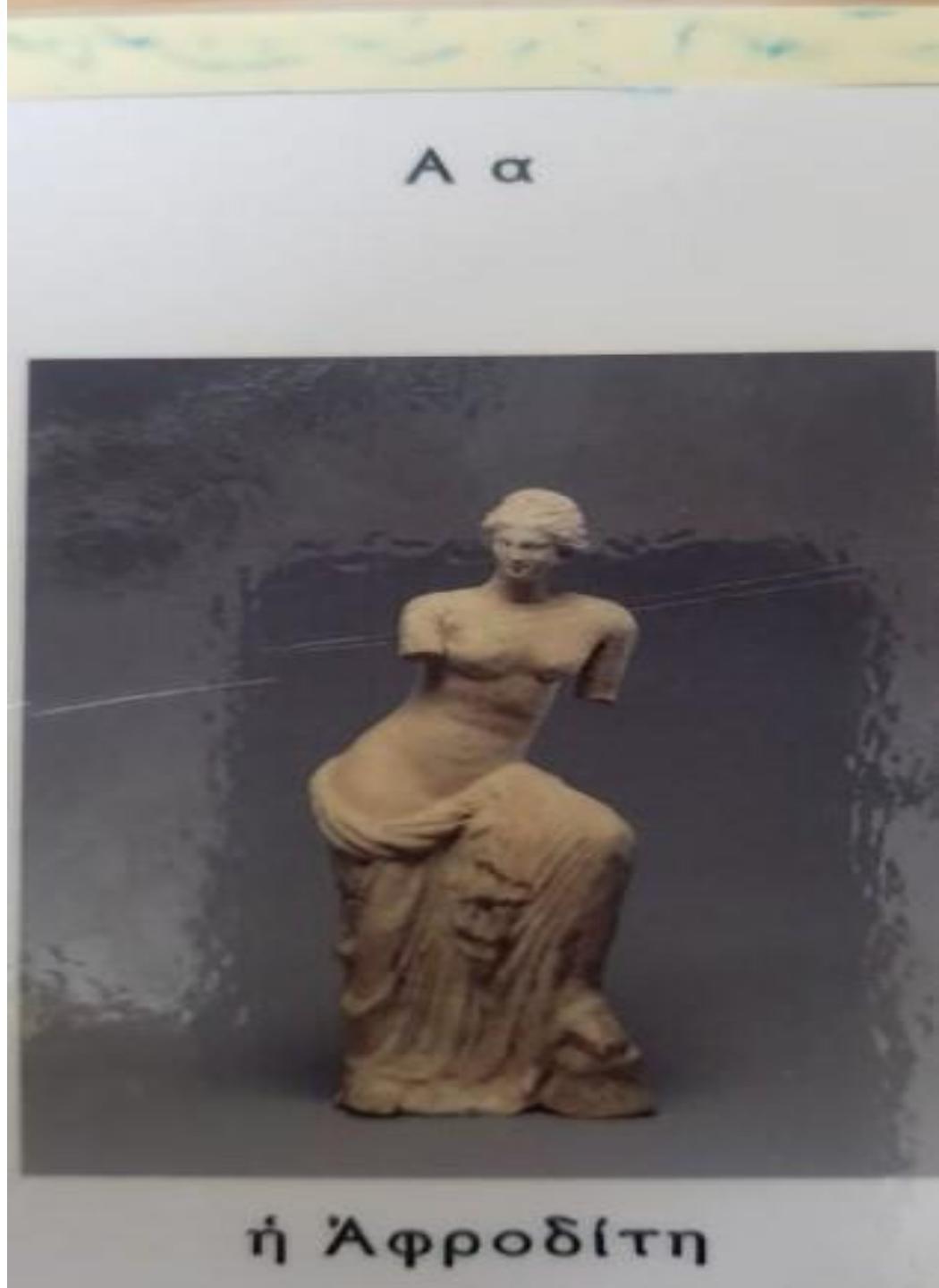
Available: 1 in Templeman Library

Books

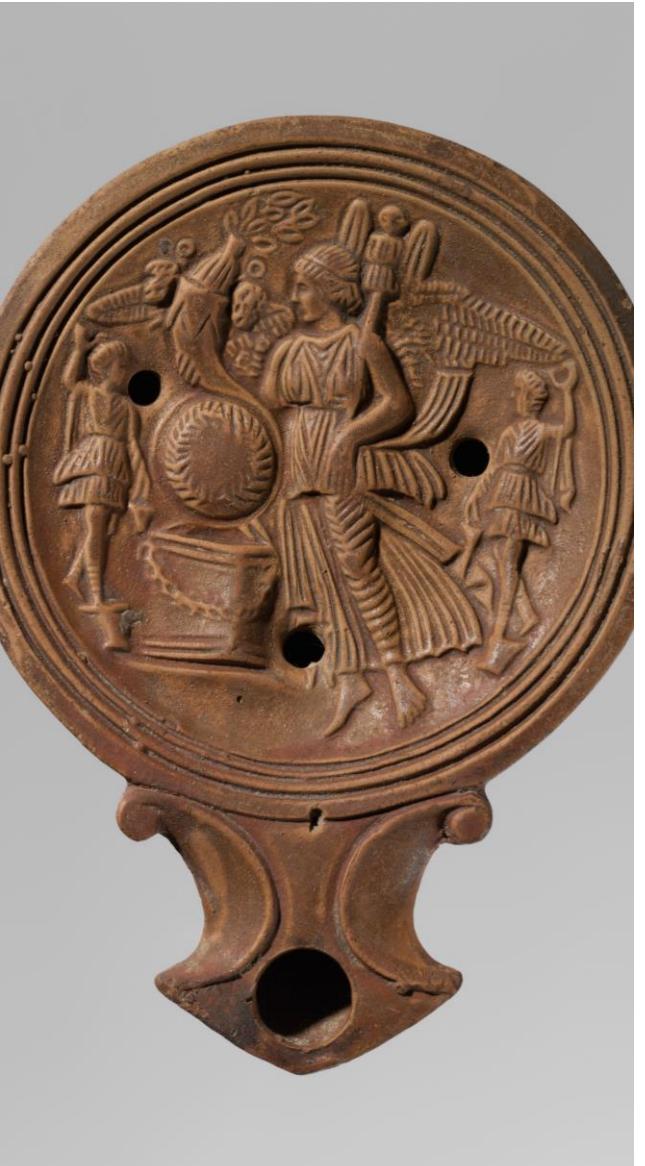
Find it on the shelf:

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)



Η Αφροδίτη



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



BAKKHAI

ΔΙΟΝΥΣΟΣ

"Νέω Διός ποίει τύρδε Θηβαίαν χθόνια
Δαίδανος, ὃν πάντες ποθεὶς ἡ Κάδμος κόρη
Σεμέλη λοχαγίσθεισα" απετραπτόμενος περί-
μορφήν δ' ἀμφίφας ἐνθεός βροτογνων
πάραπον Δίρησης τύραννος Ισημερινὸς θ' ὑδροῦ.
ὅρος δὲ μεγάρος μηῆμα τῆς καρπαντίας
τοῦδε ἀγγίνεις οἰκεῖα καὶ δόμους τρεπτία
τυφόμενα Δίσιν τύρδε ἐπει οὐσας φλόγα,
εβάναντος Ἄριας μητρέ¹ εἰς ἡμέρην οὐρανοῦ.
10 αἰών δὲ Κάδμος, ἀβατος δὲ πεδῶν τοῦδε
τίθητο, θυγατρὸς σπονδίας ἀμετέλους δὲ τοῦ
πέριξ ἄγνη καλλιάνθα βοτρωνώδειος χλόη.
λεπτὸν δὲ Λιβύων τούς πολευχρέστεσσον γῆνας
Φρυγῶν τε, Περσῶν ἡλιοβλέψησσον πλάκας
15 Βαστριδοῖ τε τείχη τῆν τε δύστηχαν χθόνια
Μήδων ἐπελθὼν Ἀραβίαν τ' εἰδεῖμονα
λοιπαν τε πάνταν δὲ πατρὸς ἀλμυρὰν ὅλα
κοίταν μηγάντων Ἐλληνος βαρβάρον δὲ ὅμοιον
πλήρες ἔχοντα καλλιπιρυγύστον πόλεας.

¹ Περισσών Βοθείος Π. Θ. Σ.

BACCHAE

DIONYSUS

To this land of Thebes I have come, I Dionysus, son of Zeus: Cadmus' daughter Semele, midwived by the lightning fire, once gave birth to me.¹ I have exchanged my divine form for a mortal one and have come to the waters of Dirce and Ismene.² I see here by the palace the tomb of my lightning-slain mother and the ruins of her house, snoudering with the still-living flames of Zeus' fire: thus Hera's violence against my mother lives on forever. I praise Cadmus, who made this ground sacred and untrodden, a holy spot for his daughter. And I have covered it all around with the clustering growth of grapevines.

Leaving behind the gold-rich lands of the Lydians and Phrygians, I made my way to the sun-drenched plains of the Persians, the fortifications of Bactria, the harsh country of the Medes, prosperous Arabia, and all that part of Asia Minor that lies along the briny sea and possesses fine-towered cities full of Greeks and outlanders mingled.

¹ Semele, daughter of Cadmus, was loved by Zeus. For the story see the Introduction.

² The two rivers of Thebes.

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)

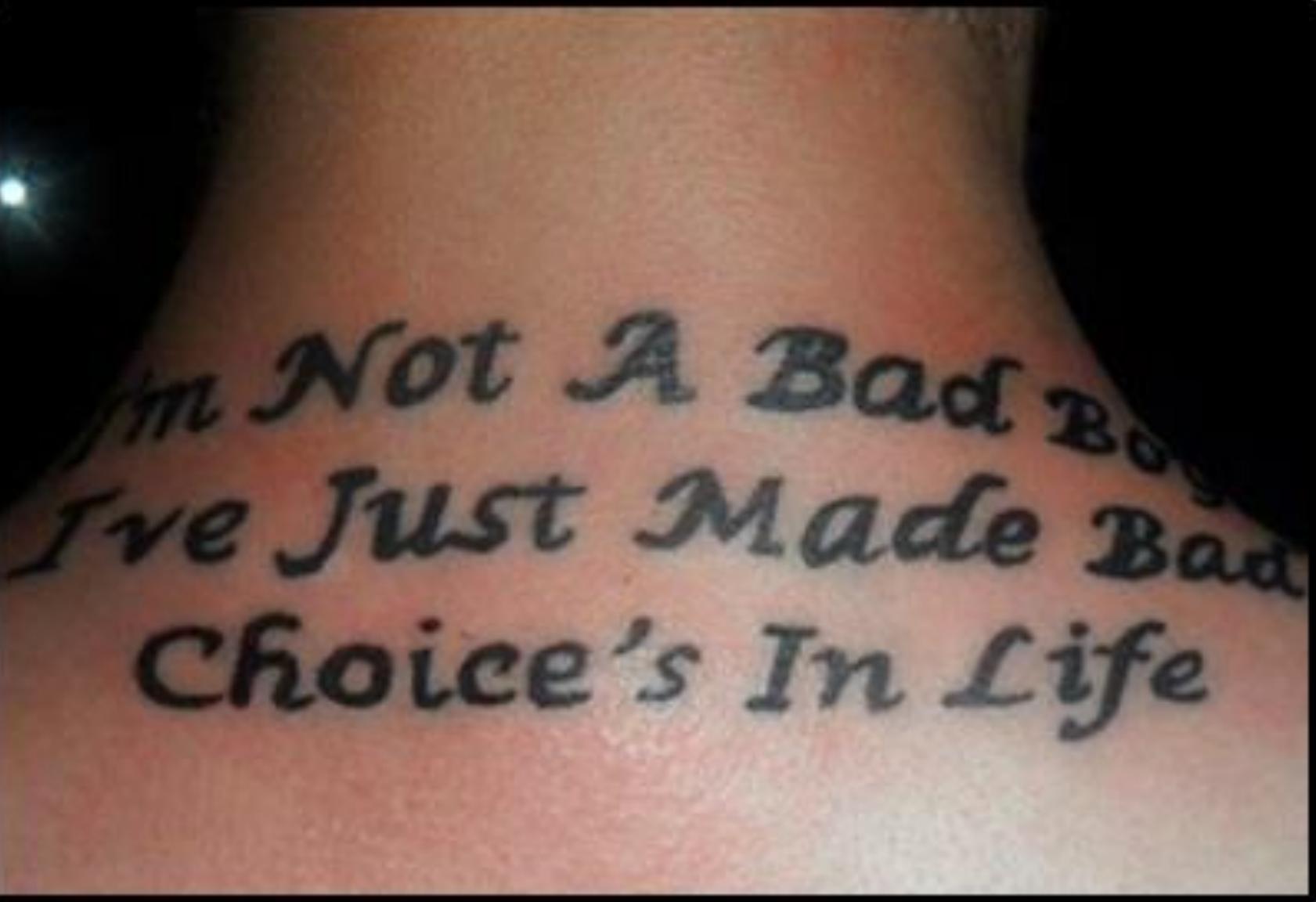
Aristophanes’ comedies

Pericles’ speech

Sophocles’ tragedy

Aeneas’ men

**OPEN
SUNDAY'S
11.00-4.00**



I'm Not A Bad Person
I've Just Made Bad
Choices In Life

Mathew
D'Archambeau
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

Egypt [a place]

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”!

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

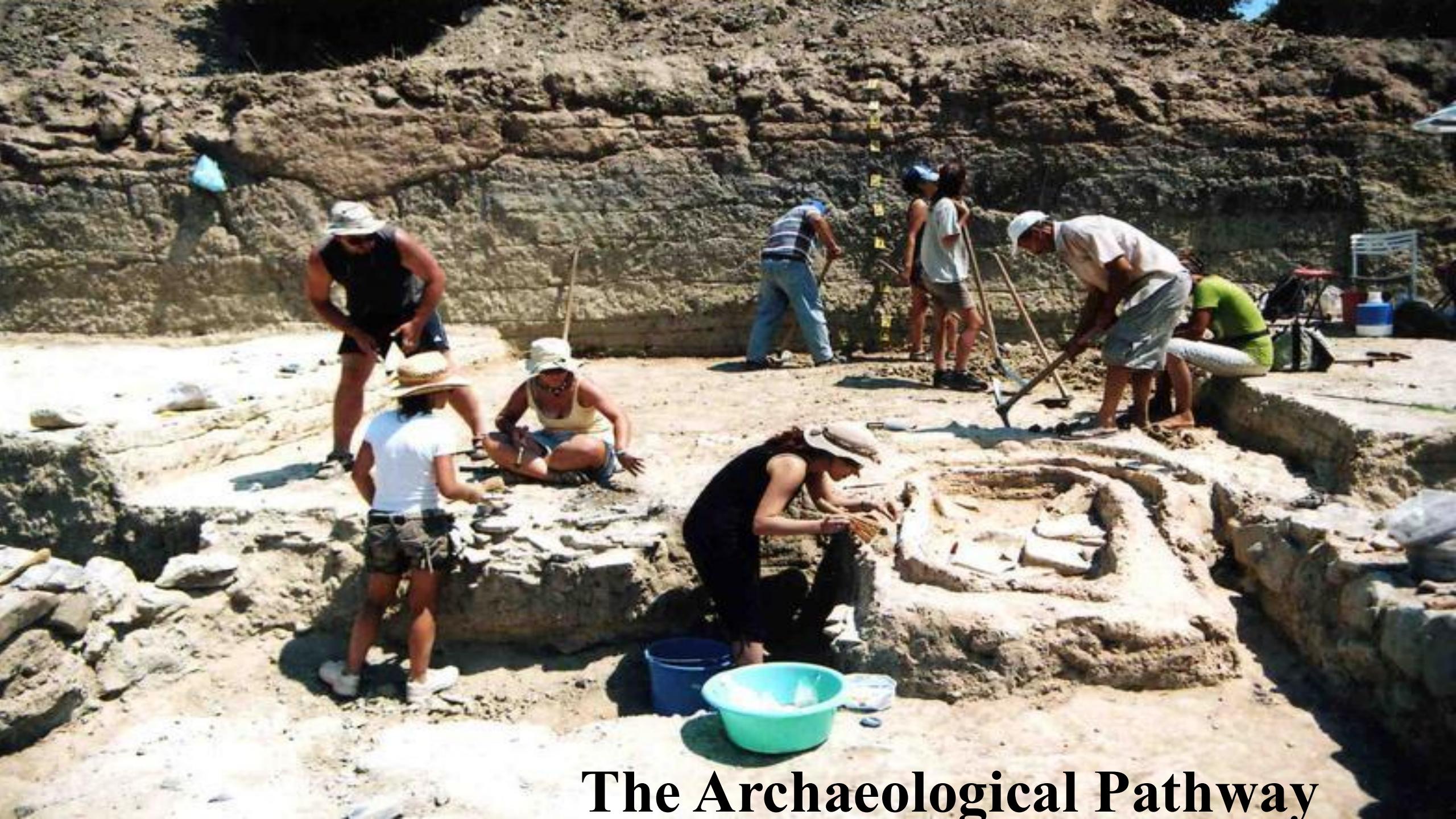
1. Make it more concise
2. Check for typos
3. Break up sentences

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)

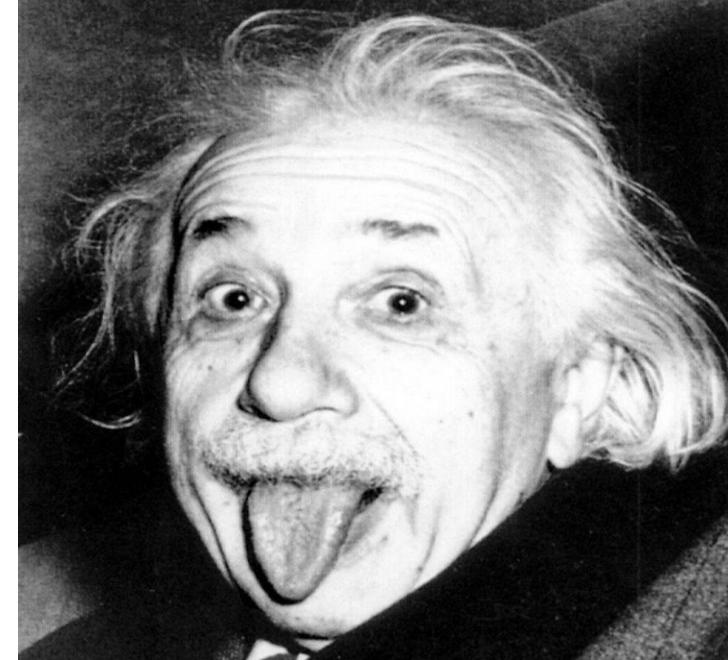
Start early. Please!

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](#) 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 σαύτον

“gnothi sauton”