

A decorative border in a Greek key (meander) pattern surrounds the text. The border is composed of a repeating geometric motif of interlocking lines, forming a continuous frame around the central text.

DEPARTMENT OF GREEK AND LATIN
THE CATHOLIC UNIVERSITY OF AMERICA

GRADUATE AND CERTIFICATE
HANDBOOK

2008-2009

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WELCOME

Greetings, and welcome to the Department of Greek and Latin at CUA! This handbook gathers into one place most of the departmental information that our graduate and certificate students will need throughout their CUA careers, and that our faculty will need in order to advise them and guide their studies. We hope that you will use it to learn more about us and about our programs.

POLICIES, PROCEDURES, AND THIS HANDBOOK

Keep this handbook at your disposal for the full length of time you are a student in one of the department's graduate degree or certificate programs. This publication is intended to function as a guide to departmental resources, policies, procedures, and requirements. It is no substitute, however, for regular contact with the department itself, especially with the graduate adviser and, for doctoral candidates, with your dissertation supervisor and the members of your committee.

You should certainly familiarize yourself with the contents of this handbook, but you should also:

- Monitor the departmental website for announcements and policy changes.
- Read carefully and thoroughly all email messages sent to you by the department's administrative assistant or by faculty members and respond to them promptly. Faculty will use your official CUA email address, so be sure to check it often.
- Make *and keep* appointments with your adviser(s). For all students, this means meeting the graduate adviser at least once per semester for course selection, and more frequently as needed to address adding and dropping courses, graduate exams, and other academic issues.
- Use the resources of the department to enhance your academic life. The Department of Greek and Latin is your academic home (or one of them) and welcomes your presence for quiet study in the library; for general consultation, assistance, and advice; for talks and presentations hosted by the department around campus; and for the various gatherings and celebrations held throughout the year.

For the purposes of internal departmental policy, the contents of this handbook should be considered binding unless they conflict with the CUA *Graduate Announcements* or with the departmental website, <http://greeklatin.cua.edu>, in which case the latter two publications are to be preferred in that order. All CUA students are also bound by the body of university policies, <http://policies.cua.edu>.

EARLY HISTORY OF THE DEPARTMENT OF GREEK AND LATIN (1891-1918)

by Professor William E. Klingshirn

The formal study of classical philology at the Catholic University of America began in 1891 with the appointment of the Rev. Daniel Quinn (1861-1918) as Professor of Greek.¹ A graduate of Mt. St. Mary's College, Maryland (AB, 1883; AM, 1886), Fr. Quinn had spent two years at the American School of Classical Studies at Athens (1887-89) where his fellow students included Carl Darling Buck, Gonzalez Lodge, and other promising young classicists.² As it had done for other newly-hired faculty members, the University then sent Quinn back to Europe for his doctorate. He spent the 1891-92 academic year at the University of Berlin, and the following academic year at the American School and the University of Athens. In 1893 he received his PhD from the University of Athens and returned to the United States. At CUA, having joined a faculty not yet divided into separate schools, the Rev. Dr. Quinn taught for two academic years (1893-95) under the rubric of Biblical Science. His courses focused on the New Testament, Biblical archaeology, and classical Greek philology.

When the Schools of Philosophy and Social Science were created in 1895 as entities separate from the School of Divinity, Dr. Quinn joined the newly formed Faculty of Philosophy. This faculty was at first divided into the Departments of Philosophy, Letters, Mathematics, Physical Sciences, Technology, and Biological Sciences. Dr. Quinn entered the Department of Letters, whose founding members, in addition to himself, were the Rev. Prof. Henry Hyvernatt (Oriental Languages) and Prof. Charles Warren Stoddard (English).

Although trained as a Hellenist, Dr. Quinn also taught Classical Latin, first mentioned as a separate field of study at CUA in the Announcements for 1895-96. Courses for that year included Greek Philology, Latin Philology, Greek Archaeology, Roman Archaeology, History of Greek Literature, History of Latin Literature, and Greek and Latin Epigraphy. An overt philhellene, Quinn's zeal was manifested in his spelling habits (Keramics, Mykenaeen, Sophokles) and in his Academy of Hellenic Studies, which students were eligible to join upon completion of a thesis of four thousand words, written in Greek or Latin. In 1895-96, Academy discussions (to take place in Greek!) centered on Aristophanes' *Acharnians* and Sophocles' *Antigone*, and were reported in the quarterly in-house journal *Deltion*. Quinn also busied himself during this and the following year with articles on the American School of Classical Studies in Athens (*Catholic University Bulletin* 1 [1895], 65-72), education in Greece (United States Bureau of Education, *Report of the Commissioner for Education for 1896-97*, ch. 8, pp. 267-347), and "the duty of higher education in our times" (*Journal of Social Science* [1896]).

The following academic year (1896-97) saw the appointment of George Melville Bolling (1871-1963) as Instructor in Comparative Philology. Born into an established Virginia family, he converted to Catholicism and attended Loyola College in Baltimore (AB, 1891). In 1896 he received his PhD in Classics from The Johns Hopkins University. His dissertation, *The Participle in Hesiod*, was written under the supervision of Basil Lanneau Gildersleeve and published in *The Catholic University Bulletin* 3 (1897), 421-71. In addition to comparative philology, Bolling also taught Sanskrit and Latin.³

Dissatisfied with the University's level of support for Greek studies, Fr. Quinn resigned at the end of 1897 and returned to Athens.⁴ He spent two further years at the American School (1900-02) and in 1902 was appointed Rector of the Leonteion, a secondary school established for Catholics by Pope Leo XIII. In 1906 he returned to his birthplace of Yellow Springs, Ohio, and became pastor of St. Paul's Church and professor at Antioch College. In 1908 he published *Helladian Vistas*, a collection of essays on Greece that went into a second edition the following year. His courses for the remainder of the academic year 1897-98 were taken over by Dr. Bolling, who seems not to have continued the work of the Hellenic Academy.

The following academic year (1898-99), the Faculty of Philosophy was reorganized into five separate schools. The Department of Letters became the School of Letters, and took its place alongside the Schools of Philosophy and the Physical, Biological, and Social Sciences. (It is essentially this division that is marked in the inscription over the entrance to McMahon Hall: SCIENCE - PHILOSOPHY - LETTERS.) The new School of Letters was divided into six departments, three of which were staffed by classicists. These were Comparative Philology and Sanskrit, Latin Language and Literature, and Greek Language and Literature. The non-classical departments in the School of Letters were Semitic and Egyptian Literatures, Keltic Languages and Literature, and English Language and Literature. George Bolling headed Comparative Philology and Sanskrit and taught in the other two classical departments as well. He received help in 1899 with the appointment of John Joseph Dunn (AB Yale, 1895; PhD Yale, 1898) as Instructor in Latin. Dunn was not a classicist, however, and in 1900 he migrated to the University's Department of Keltic Languages and Literature. The same year the Rev. John Damen Maguire (1868-1916) was hired as Assistant Professor of Latin Language and Literature.⁵ A graduate of La Salle College (AB, 1886) he received his PhD from the University of Pennsylvania in 1900 with a dissertation on word order in the speeches of Livy.⁶

Between 1900 and 1905, Bolling headed the Department of Greek Language and Literature as Associate Professor and also ran the Department of Comparative Philology and Sanskrit as Assistant Professor. Maguire headed the Department of Latin Language and Literature, first as Assistant, and then from 1902 as Associate Professor of Latin. It was during these years that the first doctoral degrees were awarded in Greek and Latin. In 1904 the Department of Greek Language and Literature awarded the PhD to the Rev. Michael Matthias F. Oswald, C. S. C. (AB Notre Dame, 1898) whose dissertation, *The Use of the Prepositions in Apollonius Rhodius, Compared with their Use in Homer*, was published by the Notre Dame University Press in 1904. The same year the Rev. James Joseph Trahey, C. S. C. (AB Notre Dame, 1899) received a PhD for his *De Nominibus et Verbis Ennodii Hieronymique inter se Collatis*, which compared the diction of Jerome and Ennodius of Pavia. This work was also published by Notre Dame University Press in 1904 under the title *De Sermone Ennodiano Hieronymi Sermone in Comparationem Adhibito*. Both men returned to Notre Dame, whose faculty they joined.

In 1905, after some lobbying by his supporters and intimations that he might return to Johns Hopkins, Dr. Bolling was named to a newly endowed position, the Margaret H. Gardiner Chair of Greek and Sanskrit, and so became full professor.⁷ The following year the Department of Sanskrit was separated from the Department of Comparative Philology, with Bolling heading both. Two more dissertations were written during this period, also by members of the Congregation of the Holy Cross. In 1906 (at the age of 20) the Rev. Jean-Baptiste Étienne DeLaunay, C. S. C. (Bachelier-ès-Lettres, Sorbonne, 1902) completed a dissertation on *Tertullian and his Apologetics*, published in 1914 by the University of Notre Dame Press. In 1910 the Rev. Charles Louis Dorémus, C. S. C. (AB, Notre

Dame, 1906) produced a dissertation on *Word Formation in the De Statu Animae of Claudianus Mamertus*, which apparently was not published. Both men joined the faculty of Notre Dame upon graduation.

In 1913 George Bolling left CUA to take up a fellowship at Johns Hopkins University, which he left in 1914 for Ohio State. At his departure, the Department of Sanskrit was eliminated; Comparative Philology was taken over by the Rev. James Aloysius Geary (AB Holy Cross, 1903) of the Department of Keltic Language and Literature. To fill the vacancy in Greek, Dr. John Bartholomew O'Connor (1864-1918) joined the university in the fall of 1913. A graduate of Rochester University (AB, 1897), he had taught at numerous secondary schools and studied at the American School at Athens (1901-02), where he would have met Fr. Quinn. In 1908 he received his PhD from Princeton University. His dissertation, *Chapters in the History of Actors and Acting in Ancient Greece*, was published by the University of Chicago Press. Between 1908 and 1913 he taught at Adelphi University in Brooklyn. Under him and Maguire eight more dissertations were produced, including, in 1917, the first two by women: *Consolations of Death in Ancient Greek Literature* by Sr. Mary Evaristus Moran, S. C. (AB University of London, 1910; AM Dalhousie University, 1915) and *The Nurse in Greek Life* by Sr. Mary Rosaria Gorman, S. C. (AB, AM Catholic Sisters College, CUA, 1914, 1915). Both women belonged to the Sisters of Charity of Halifax, Nova Scotia.

When Fr. Maguire died in 1916 no successor was appointed to head the Latin department. Dr. O'Connor died in October, 1918, leaving both classical departments without a professor. Instruction in Latin and Greek was continued by the Rev. Patrick Aloysius Collis (STB St. Charles Seminary, 1912; AM CUA, 1912) and the Rev. Thomas Joseph McGourty (AB, AM Mt. St. Marys College, 1899, 1901), both of whom had recently completed their doctorates at the University. It was at this point, as he himself recalls in his *Memoirs of the Catholic University of America, 1918-1960* (Boston, 1962), that Dr. Roy Joseph Deferrari (1890-1969) was hired, in December 1918, to take over the departments of Greek and of Latin. Shortly after this the separate departments were united into a single Department of Greek and Latin. A sign of what was to come appears in "Greek and Latin at the University," *Catholic University Bulletin* 26 (1920), 61-64. In this description of the new department and its curriculum, Deferrari wrote, "The University aims to give a thorough training in the methods of careful study, and to have ultimately in its conspectus all that is best from Homer through the floruit of ancient Christian literature."

¹ *Who Was Who in America*, vol. 1 (Chicago, 1896), 1004.

² Louis E. Lord, *A History of the American School of Classical Studies at Athens* (Cambridge, Mass., 1947), 72, 388.

³ Further details of his life and career can be found in the *Biographical Dictionary of North American Classicists*, ed. Ward W. Briggs, Jr. (Westport, Conn., 1994), 51-52.

⁴ Peter E. Hogan, *The Catholic University of America, 1896-1903: The Rectorship of Thomas J. Conaty*, (Washington, DC, 1949), 104-7.

⁵ A brief biography can be found in *The American Catholic Who's Who*, ed. G. P. Curtis (St. Louis, 1911), 386-87.

⁶ *De Verborum in Livianis Orationibus Collocatione*.

⁷ Colman J. Barry, *The Catholic University of America, 1903-1909: The Rectorship of Denis J. O'Connell* (Washington, DC, 1950), 167-68.

⁸ Gildersleeve's letter of recommendation for him can be found in *The Letters of Basil Lanneau Gildersleeve*, ed. Ward W. Briggs, Jr. (Baltimore and London, 1987), 315-16.

FACILITIES, RESOURCES, AND CONTACT INFORMATION

The Department of Greek and Latin is located in historic McMahon Hall, at the heart of the CUA campus. McMahon, dedicated in 1895, was the second building constructed following the foundation of the university, and serves simultaneously as an administrative and an academic center, housing offices, computer labs, and classrooms, as well as the university post office. It looks out directly over the university's central green space, where Commencement is held each year, and faces towards the Basilica of the National Shrine of the Immaculate Conception. Only a two-minute walk away from both Mullen Library and the Przybyla Student Center, and a five-minute walk away from CUA's Metro stop, McMahon is a convenient and hospitable academic "home" for students and faculty alike. On a clear day, the dome of the US Capitol can be seen from the campus, a reminder of our special location in the nation's capital.

The department occupies "McMahon 308," which is actually a suite incorporating the following rooms and functions:

- Faculty offices: 310A, 310B, 308B, 306A, 306B
- Teaching assistants' office: 308A
- Main administrative office: 308
- Records room: 310
- Departmental library: 306

The main administrative office houses student and faculty mailboxes, workspace for the administrative assistant, a student computing terminal, and the departmental photocopier. The departmental library, which also contains a faculty computing terminal, is available to all department members for quiet study and research.

Many departmental courses meet in McMahon classrooms 304, 312, and 316, which are all clustered together at the same end of the hallway. Also located just down the hall is the central office shared by the Center for the Study of Early Christianity and the Program in Medieval and Byzantine Studies. Students in the Department of Greek and Latin, particularly those at the doctoral level, are in frequent contact with the members and the resources of those programs.

Other research resources available to department members upon request include an extensive slide collection (currently completing conversion to digital format) that contains images of ancient sites, monuments, and artifacts, as well as a small collection of antiquities, including pottery, stone and glass vessels, and terracottas, ranging in date from the Bronze Age to the Roman Empire.

At CUA's Mullen Library, the department enjoys a special, demarcated Greek and Latin Reading Room on the third floor. The space, which is open to all Mullen users, houses a select collection of essential research resources for ancient studies, including holdings in linguistics, textual criticism, literature, ancient history, papyrology, epigraphy, numismatics, archaeology, and art. Mullen's rare books holdings also include items of special interest to department members, especially medieval and Renaissance manuscripts and diplomata, and 10,000 volumes from the Clementine library assembled by Gian Francesco Albani (Pope Clement XI, 1700-1721) and his family. At the CUA Archives, a collection of ancient Greek, Roman, and Byzantine coins provides further support for teaching and research.

The department's contact information is as follows:

Department of Greek and Latin
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The Catholic University of America
620 Michigan Ave., NE
Washington, DC 20064

phone: (202) 319-5216
fax: (202) 319-5297
general email: cua-greek-latin@cua.edu
website: <http://greeklatin.cua.edu>

All faculty members can be reached directly through the department.

DEPARTMENTAL FACULTY

William E. Klingshirn (AB, Holy Cross, 1977; AM, PhD, Stanford, 1982, 1985), ordinary professor, is the author of *Caesarius of Arles: The Making of a Christian Community in Late Antique Gaul* (Cambridge, 1994) and *Caesarius of Arles: Life, Testament, Letters* (Liverpool, 1994). With Mark Vessey, he edited *The Limits of Ancient Christianity: Essays on Late Antique Thought and Culture in Honor of R. A. Markus* (Ann Arbor, 1999), and with Linda Safran *The Early Christian Book* (Washington, DC, 2007). His current research is focused on diviners in the Roman empire, and especially on the nature of their expertise and their place in urban society. Recent articles include: "Defining the Sortes Sanctorum: Gibbon, Du Cange, and Early Christian Lot Divination," *Journal of Early Christian Studies* 10 (2002), 77-130; "Isidore of Seville's Taxonomy of Magicians and Diviners," *Traditio* 58 (2003), 59-90; "Divination and the Disciplines of Knowledge according to Augustine," in *Augustine and the Disciplines: From Cassiciacum to Confessions*, ed. Karla Pollmann and Mark Vessey (Oxford, 2005), 113-40; "Christian Divination in Late Roman Gaul: the Sortes Sangallenses," in *Mantikê: Studies in Ancient Divination*, ed. Sarah Iles Johnston and Peter T. Struck (Leiden, 2005), 99-128; "Inventing the *sortilegus*: Lot Divination and Cultural Identity in Italy, Rome, and the Provinces," in *Religion in Republican Italy*, ed. Celia E. Schultz and Paul B. Harvey, Jr. (Cambridge, 2006), 137-61; and "Comer y beber con los muertos: Mónica de Tagaste y la adivinación de los sueños beréber" (trans. Enrique A. Eguiarte), *Augustinus* 52 (2007), 127-31. Professor Klingshirn has received fellowships from the National Endowment for the Humanities (1988-89; 2006-07) and the American Council of Learned Societies (2000-01). He is past president of the Classical Association of the Atlantic States (CAAS) and a member of the editorial committee of *Translated Texts for Historians*. In fall 2007 he was appointed to the Board of Editors of *Traditio: Studies in Ancient and Medieval History, Thought and Religion*. A CUA faculty member since 1985, he has taught a wide range of courses in classics, ancient history, Latin, Greek, early Christianity, and late antiquity, regularly participates in the Christian Tradition sequence of the Honors Program, and serves as one of two Associate Directors of the Center for the Study of Early Christianity.

Frank A. C. Mantello (BA, MA, Manitoba, 1965, 1967; MA, PhD, Centre for Medieval Studies, Toronto, 1970, 1977), ordinary professor, Margaret Gardiner Scholar, and visiting professor at the Medieval Institute, University of Notre Dame, has been a member of the CUA faculty since 1979. He is a medievalist and co-editor (with A. G. Rigg) of *Medieval Latin: An Introduction and Bibliographical Guide* (Washington, 1996; repr. 1999). His other published work has usually focused on editions of medieval Latin texts--especially the writings of Robert Grosseteste, bishop of Lincoln (1235-53)--which have been published in *Mediaeval Studies* (v. 36: 144-59; v. 47: 367-78; v. 53: 89-123), *Franciscan Studies* (v. 39: 165-79), *The Journal of Theological Studies* (n.s., v. 36: 118-28), *Revue Bénédictine* (v. 96: 125-68), *Recherches de théologie ancienne et médiévale* (v. 54: 52-112), *Viator* (v. 18: 253-73), and the *Toronto Medieval Latin Texts* series (v. 14). Other articles have appeared in *Speculum* (v. 54: 100-103), *The Catholic Historical Review* (v. 70: 581-86), *Scriptorium* (v. 39: 102-105), *Revue d'histoire des textes* (v. 10: 57-75), *Classical Outlook* (v. 72: 126-29), and *A Distinct Voice: Medieval Studies in Honor of Leonard E. Boyle, O.P.*, ed. J. Brown and W. Stoneman (1977). He has also just completed a translation of the Latin letter collection of Robert Grosseteste. Professor Mantello has served as research associate for *CANTUS: A Database for Gregorian Chant* and is currently an editorial adviser for *The Electronic Grosseteste* and a member of the editorial board of the series, *Medieval Continuation of the Fathers of the Church*, published by CUA Press. Before coming to CUA he was a research associate and Izaak Walton Killam Post-Doctoral Research Scholar at the Pontifical Institute of Mediaeval Studies, Toronto. He has received a fellowship

(1985) and several research grants (1989-91, 1992-93, 1995) from the National Endowment for the Humanities. He teaches a wide range of courses in classical and medieval Latin and in manuscript studies (paleography, codicology, textual criticism).

William J. McCarthy (BA, Maryland, 1971; MA, Ohio State, 1978; PhD, CUA, 1984), associate professor, is a specialist in Greek and Latin literature, with an emphasis on the relationship of late antique and patristic literature to its classical models. His articles on Propertius and Prudentius have been published in *Hermes* (v. 109: 196-206), *Vigiliae Christianae* (v. 36: 282-86), and *Classica et Mediaevalia* (v. 40: 213-25); other publications include contributions to *Festschriften* for R. Meyer (*Diakonia*, Washington, 1986) and T. Halton (*Nova et Vetera*, Washington, 1998), as well as *Rhizoterion*, a hypertextual computer program (Duke University Press, 1992). Dr. McCarthy's current research projects focus centrally upon rhetoric, broadly defined: in addition to his ongoing work on the homiletics of John Chrysostom and the reception of Hellenistic poetics by Gregory Nazianzus, he is also engaged in the study of the visual rhetoric of early and modern cinema and its indebtedness to the literary rhetorical patterns established in classical antiquity, and regularly presents at interdisciplinary conferences focused on both literature and film. He also bears a long-term interest in the application of new technologies to the study of literature. Dr. McCarthy held a university fellowship at Ohio State and a Hochwald endowment fellowship at CUA during his graduate studies before being named adjunct assistant professor in 1984, assistant professor in 1985, and associate professor in 1991. Within the Department of Greek and Latin, he teaches upper-level reading courses in both languages, as well as regularly offering a course entitled "Progress and Literacy in the Ancient World" for the CUA Honors Program.

John F. Petruccione (BA, Dartmouth, Classics, 1972; MA, Oxford, Theology, 1974; PhD, Michigan, Classical Studies, 1985), associate professor, is the founding editor and editorial director of the Library of Early Christianity (LEC), a series of scholarly editions of early Christian texts with facing-page English translations. His publications include articles on the martyr hymns of Prudentius in *Analecta Bollandiana*, *Etudes Augustiniennes*, *Sacris Erudiri* and *Vigiliae Christianae*. He was also the editor of *Nova et Vetera: Patristic Studies in Honor Of Thomas Patrick Halton* (CUA Press, 1998). Most recently, in collaboration with R. C. Hill, he has published an *editio minor* with translation and notes of Theodoret of Cyrrus, *The Questions on the Octateuch*, volumes 1f. of the LEC (CUA Press, 2007). Dr. Petruccione is currently editing several traditions of the medieval glosses on Prudentius' *Peristephanon* and, with Prof. T. P. Halton, the correspondence of Theodoret of Cyrrus. His article "The q; quare hoc, and ad quid Glosses: Observations on Their Purpose and Distribution" will appear in *Scriptorium* in the late summer of 2008. He has been the recipient of a Mellon Fellowship in Post-Classical Humanities at the American Academy in Rome (1990-91), a Margo Tytus Fellowship at the University of Cincinnati (fall 2003), a Fulbright Research Fellowship in Rome (2007-08), and a Scaliger Fellowship at the Universiteitsbibliothek of the University of Leiden (June, 2008). A member of the CUA faculty since 1985, he has taught courses in both languages at all levels, as well as courses in Greek and Latin classical and patristic literature and in medieval Latin literature.

Sabine Albersmeier (PhD, Trier, Germany, 1998), adjunct associate professor, is Associate Curator of Ancient Art at The Walters Art Museum in Baltimore, responsible for the Greek and Roman collection. Her dissertation on female statues of the Ptolemaic period was published as *Untersuchungen zu den Frauenstatuen des ptolemäischen Ägypten*, *Aegyptiaca Treverensia* 10 (Mainz, 2002). She curated the traveling exhibition "Bedazzled – 5000 Years of Jewelry from the Walters Art Museum" and published a highlights guide for the Greek collection at the Walters (*The*

Art of Ancient Greece) in 2008. She is currently working on a special exhibition for 2009 on the various concepts of heroes in ancient Greece. Recent articles include: “Das Isisgewand der Ptolemäerinnen. Herkunft, Form und Funktion,” in *Fremdheit – Eigenheit. Ägypten, Griechenland und Rom – Austausch und Verständnis*, Städel Jahrbuch N.F. 19 (Frankfurt, 2004), 421-32, ed. P.C. Bol, G. Kaminski, and C. Maderna; “Zu zwei Kanopen des Badischen Landesmuseums Karlsruhe – Aus zwei mach drei,” *Jahrbuch der Staatlichen Kunstsammlungen Baden-Württembergs* 37 (2000), 7-18, and contributions to the exhibition catalogue *Ägypten-Griechenland-Rom. Abwehr und Berührung*, Städelsches Kunstinstitut and Städtische Galerie (Frankfurt, 2005) 252-7, 310-14. Before coming to the Walters in 2003, she worked for four years at the Baden State Museum in Karlsruhe, Germany, as a research curator for their Egyptian collection (catalogue: *Aegyptische Kunst – Badisches Landesmuseum Karlsruhe*, Edition Minerva, 2007). With Susanne Erbeling, she edited the exhibition catalogue “Im Labyrinth des Minos. Kreta – die erste europäische Hochkultur” (2001), and curated the exhibition “The Myth of Tutankhamun” (on the Egyptomania of the 18th-20th centuries) in 2002. She has been teaching courses in Greek, Roman, and Egyptian art and archaeology and ancient daily life at CUA since 2004, and was named adjunct associate professor in fall 2006.

Sarah Brown Ferrario (BSOF, Indiana, 1996; MPhil, Oxford, 1998; MA, Princeton, 2001; PhD, Princeton, 2006), assistant professor of Greek and Latin, is a specialist in Greek history and literature, particularly of the fifth and fourth centuries BC. Her recent publications include “Replaying *Antigone*: Changing Patterns of Public and Private Commemoration at Athens c. 440-350,” in *Antigone’s Answer: Essays on Death and Burial in Classical Athens*, ed. Cynthia Patterson (Lubbock, TX, 2006), and projects associated with the reception of ancient literature, particularly Greek tragedy, into opera (in *Classical World* and *Didaskalia*). Dr. Ferrario was also the translator and librettist for The *Oresteia* Project, which set all three dramas of Aeschylus’ *Oresteia* as new one-act operas in English (performed at CUA in 2001, 2003, 2004, and 2006). She is currently at work on a book tentatively entitled *Athens the Great? The Ascendancy of the Individual in Classical Greek Historical Thought*, for which she was awarded a Summer Stipend from the National Endowment for the Humanities (NEH) in 2008. Dr. Ferrario has been a Marshall Scholar at Oxford (1996-98), a Fulbright Scholar in Greece during her year as a Regular Member of the American School of Classical Studies at Athens (2001-02), a Graduate Prize Fellow of the University Center for Human Values at Princeton (2003-04), and a Dolores Zohrab Liebmann Fellow (2004-05). She has taught courses in ancient languages and literatures at CUA since 2002, was named visiting assistant professor in 2005, and was appointed assistant professor in fall 2006.

ADVISING AND COURSE REGISTRATION

Advisers are very important figures in the pursuit of a degree, but the amount of good advice and useful assistance that they can provide is dependent upon the formation of an effective partnership between student and adviser.

All graduate and certificate students in the Department of Greek and Latin are required to meet with their adviser at least once per semester in order to select courses for the following term, assess progress, discuss departmental assessments (preliminary and comprehensive examinations, modern language examinations, etc.), address any particular needs or difficulties, and ask questions. The graduate adviser can also assist in planning for (e.g.) the informal accumulation of cognate areas of study, additional language acquisition, time abroad, or future professional goals. Students may also be summoned to meet with their adviser at other times, particularly if academic difficulties are detected.

Because all continuing graduate and certificate students in the Department of Greek and Latin are also required by the department to register in full for their intended academic-year courses by the end of regular classes for the preceding semester, it is important to plan ahead for the scheduling of in-person conferences with the adviser.

If you are planning to take your CUA MA or language certificate to another university to pursue a PhD, please consult the section on “Preparing for Additional Graduate Study” later in this handbook for more information on what to expect from the application process. Finally, if you anticipate seeking a career in academia, you should inform your adviser or another faculty member of those goals as soon as possible, so that you can receive assistance in planning the strongest possible course of preparation. Some early discussion on the academic job-seeking process is provided in this handbook in the section on “Careers in Academia.”

LANGUAGE PLACEMENT GUIDELINES AND PROCEDURES

In order to begin or continue your study of Greek or Latin at CUA, you must be placed in courses that are appropriate for you based on your prior knowledge and experience. The department administers its own language exams for this purpose.

All incoming graduate and certificate students must take the departmental placement examinations in both languages prior to beginning their studies, or, for certificate students who are already members of another CUA graduate program, immediately following their formal acceptance to study for a certificate in this department.

At the discretion of the graduate adviser or department chair, the placement exam in a given language may be waived and placement completed by advisement *if and only if*:

1. The student is starting the study of a given language at the elementary (101 or 509) level; or
2. The student has completed for a letter grade prior courses in the language in question *in the Department of Greek and Latin at CUA* at any time during the previous two academic years; or
3. In the case of Latin only, the student submits official College Board score results of an SAT II Latin exam taken during the previous calendar year. Older SAT II Latin scores or former AP exam scores from high school study cannot be accepted.

Timing of departmental placement exams for certificate students

Some certificate students, particularly those who are not combining a certificate with any other graduate programs at CUA, may have it as a goal to complete their certificate programs as quickly as possible, i.e. in a calendar year (2 semesters + 1 summer) or 15 months (2 semesters + 2 summers).

For these students, any elementary- or intermediate-level “catch-up” work in either language will need to begin during the department’s Summer Program in the Ancient Languages, i.e. as early as the beginning of CUA’s first six-week summer session in mid-May.

Those who are accepted into a certificate program under these circumstances therefore have two options for departmental language placement testing:

1. Take the tests in person at the department during the spring semester prior to the start of certificate studies. The department is flexible about the times and dates when placement tests can be administered, and can provide them by appointment. In any case, however, the placement tests must be completed by the first Monday in May, so that summer language work can begin by mid-May if it turns out to be needed.
2. Take the tests at a home institution. Incoming certificate students who choose to exercise this option will need to locate a college or university faculty member (not an administrative assistant, TA, or graduate student) who is willing to administer and proctor the exams. The faculty member should contact the graduate adviser of the Department of Greek and Latin directly in order to arrange for the test(s) to be sent to him or her, along with instructions for their administration and return. Again, the

placement tests must be completed and received back at the department by the first Monday in May, so that summer language work can begin by mid-May if it turns out to be needed.

All graduate and certificate students should be aware that *language courses offered by the Department of Greek and Latin with course numbers of 509, 510, 516, 517, and 519 are elementary- and intermediate-level courses, and do not count towards the course requirements for graduate degrees and certificates*. Rather, they are designed to assist graduate and certificate students in accelerating their earlier levels of language study.

PREPARATION GUIDES FOR DEPARTMENTAL LANGUAGE PLACEMENT EXAMINATIONS IN GREEK AND IN LATIN

Classical (Attic) Greek

The Department of Greek and Latin at CUA administers a placement examination in classical Attic Greek only. Students who have studied *koinê* (also known in some contexts as “Biblical” or “New Testament”) Greek for one or more semesters may choose to take the examination in order to assess their preparation for, and proper placement in, the department’s classical Greek courses, but should be aware that the exam’s vocabulary, and the forms and constructions tested, are those of the classical era.

The examination is three hours long, and you may use a copy of H. G. Liddell and R. Scott, *An Intermediate Greek-English Lexicon* (Oxford University Press, ISBN 0199102066), throughout. A copy of this lexicon will be lent to you for the test if you do not bring your own. No other aids are permitted. Many students may not have time to complete the entire assessment; you should aim to progress through as much of it as possible in three hours. The examination itself is in four parts, ascending in order of difficulty and complexity. The first three parts consist entirely of multiple-choice questions; the fourth part requires written responses.

Part 1 (30 questions) tests morphology by presenting questions about parts of speech, agreement, forms, and the completion of analogies. Part 2 (30 questions) asks you to select the correct word or word-form to complete a brief sentence, or to choose the correct translation of a given sentence from a series of multiple-choice options. Part 3 (20 questions total) presents two short (c. 10 half-lines) prose passages for reading comprehension and then asks 10 questions about grammatical forms and the content of each passage. Part 4 (translation + 10 parsing/syntactical questions) presents two passages for translation, one prose (c. 8 half-lines) and one poetry (c. 8 lines), and then asks 10 parsing or syntactical questions, for which you must provide written responses, based upon those passages.

The textbook that is best representative of departmental standards for those elements of morphology and syntax tested on this placement examination is H. Hansen and G. Quinn, *Greek: An Intensive Course*, 2nd rev. ed. (Fordham University Press; ISBN 0823216632). This text is employed in all departmental courses in elementary Greek (GR 101-102, GR 509), and is recommended for review and preparation for the exam.

Your exam will be graded by a member of the departmental faculty, and your placement evaluation communicated to you via email. There are several possible placement outcomes:

- Enroll in GR 101 or GR 103 (during the academic year).
- Enroll in GR 509 or GR 516 (during the summer).
- Enroll in GR 465 (during the academic year).
- Enroll in GR 511 or another approved advanced Greek course.

Please note that students are not permitted to “sit out” GR 101 or 103 and then take GR 102 or 104 in the following semester. Other placement options may become available according to the department’s course schedule: consult the graduate adviser for the most updated list of possibilities.

Classical Latin

The department of Greek and Latin at CUA administers a placement examination in classical Latin only. Students who have studied Biblical or medieval (also known in some contexts as “ecclesiastical” or “Christian”) Latin for one or more semesters may choose to take the examination in order to assess their preparation for, and proper placement in, the department’s classical Latin courses, but should be aware that the exam’s vocabulary, and the forms and constructions tested, are those of the classical era.

The examination is three hours long, and you may use a copy of C. T. Lewis, *An Elementary Latin Dictionary* (Oxford University Press; ISBN 0199102058), throughout. A copy of this lexicon will be lent to you for the test if you do not bring your own. No other aids are permitted. Many students may not have time to complete the entire assessment; you should aim to progress through as much of it as possible in three hours. The examination itself is in five parts, ascending in order of difficulty and complexity. The first four parts consist entirely of multiple-choice questions; the fifth part requires written English translations.

Part 1 (30 questions) tests morphology by presenting questions about parts of speech, agreement, forms, and the completion of analogies. Part 2 (30 questions) asks you to select the correct word or word-form to complete a simple sentence. Part 3 (20 questions) asks you to choose the correct translation of a given complex sentence from a series of multiple-choice options. Part 4 (20 questions total) presents two short (c. 12-13 lines) prose passages for reading comprehension and then asks 10 questions about the grammatical forms and content of each passage. Part 5 presents two brief passages for translation into English, one prose (5 lines) and one poetry (6 lines).

The textbook that is best representative of departmental standards for those elements of morphology and syntax tested on this placement examination is F. L. Moreland and R. M. Fleischer, *Latin: An Intensive Course* (University of California Press; ISBN 0520027469). This text is employed in all departmental courses in elementary Latin (LAT 101-102, LAT 509) and is recommended for review and preparation for the exam.

Your exam will be graded by a member of the departmental faculty, and your placement evaluation communicated to you via e-mail. There are several possible placement outcomes:

- Enroll in LAT 101 or LAT 103 (during the academic year).
- Enroll in LAT 509 or LAT 516 (during the summer).
- Enroll in LAT 465 (during the academic year).
- Enroll in LAT 511 or another approved advanced Latin course.

Please note that students are not permitted to “sit out” LAT 101 or 103 and then take LAT 102 or 104 in the following semester. Other placement options may become available according to the department’s course schedule: consult the graduate adviser for the most updated list of possibilities.

MORPHOLOGY AND VOCABULARY OF THE ANCIENT LANGUAGES: SOME STUDY RECOMMENDATIONS

“Morphology” is the technical term used to refer to the inflected word-forms of the ancient languages, such as the declension of nouns and the conjugation of verbs. Two sets of “morphology tests,” one in Greek and one in Latin, are employed from time to time in some departmental classes to track a student’s mastery of forms. The tests consist of one hundred questions each; most of the questions are multiple-choice and the remainder ask for brief written responses. The roles of these tests within a course are determined solely by the course instructor.

Most students of the department will therefore likely encounter the morphology tests in several different contexts during their CUA careers: they are frequently used, for example, in the prose composition courses. The forms which are examined on the tests can be studied and reviewed in a variety of ways according to the recommendations of faculty members. Two useful handbooks for advanced students are H. W. Smyth, *Greek Grammar* (Harvard University Press) and Anne Mahoney, *Allen and Greenough’s New Latin Grammar* (Focus Press); for those with less extensive experience, Greek can be approached through H. Hansen and G. Quinn, *Greek: An Intensive Course*, 2nd rev. ed. (Fordham University Press), and Latin through F. L. Moreland and R. M. Fleischer, *Latin: An Intensive Course* (University of California Press). F. M. Wheelock, rev. R. A. La Fleur, *Wheelock’s Latin*, 6th rev. ed. (HarperCollins Publishers) may also be helpful, particularly on i-stem nouns of the 3rd declension.

The vocabulary employed on the morphology tests is drawn from two major word-lists: for Greek, J. R. Cheadle, *Basic Greek Vocabulary* (Focus Press) and for Latin, J. Wilson and C. Parsons, *Basic Latin Vocabulary* (Duckworth Publishing). All students are encouraged to acquire copies of these lists early in their studies and to begin working through them, as command of these vocabularies is an invaluable foundation for courses that focus on reading and translating ancient texts.

MA PROGRAMS

The Department of Greek and Latin offers two master's degree programs: the MA in Greek and Latin and the MA in Latin. The strong foundations we provide in the ancient languages form the essential background to all that we do, and to all that we want to help our students accomplish.

The **MA in Greek and Latin** consists of 31 credit hours of graduate-level coursework in both ancient languages and related fields, a modern language exam in French or German, comprehensive exams in translation and literary history, and the submission of two approved research papers written for classes or seminars. This is the MA program which the department recommends for students who already know that they are planning professional careers in classics, whether in the university world, in archaeology, or in museum work.

The **MA in Latin** consists of 31 credit hours of graduate-level coursework in Latin and related fields, a modern language exam in French or German, comprehensive exams in translation and literary history, and the submission of two approved research papers written for classes or seminars. This is the MA program which the department recommends for students who plan to pursue teaching at the secondary level. Although the study of Greek is not required in this program, many students elect it nevertheless, and the department encourages this choice.

MA in Greek and Latin

This program provides the strongest possible foundation for additional work in the broader field of classics. Its graduates gain high linguistic competence in both ancient languages, receive training in research methodologies, and accumulate a portfolio of credentials which includes the study of prose composition, the passing of translation and essay examinations, the acquisition of reading skills in a modern foreign language, and the preparation of formal papers which can be employed in future applications to doctoral programs.

List of Requirements for the MA in Greek and Latin		
1	GL 701, Introduction to Classical Studies	1 cr
2	GR 511, Greek Prose Composition	3 cr
3	LAT 511, Latin Prose Composition	3 cr
4	GR 655, Survey of Greek Literature	3 cr
5	LAT 655, Survey of Latin Literature	3 cr
6	6 other approved courses	18 cr
7	Modern language examination in French or German	
8	MA comprehensive examinations in Greek and in Latin (preceded by sight exams)	
9	Submission of 2 approved research papers (written for courses)	
	TOTAL HOURS	31 cr

Modern language examination in French or German

Competence in French or German is demonstrated by passing a departmental examination. The examination is one hour long and consists of a single passage of academic French or German. A dictionary may be used. To pass the examination, students must be able to translate approximately

one full page into standard English with a high level of accuracy. Students who have not previously studied the language at the college level should first take and pass the graduate-level reading courses offered by the Department of Modern Languages (FR 500 or GER 500).

Masters comprehensive examinations

Prerequisite: sight-translation exams

To qualify to take their translation examinations in Latin or Greek, graduate students must first pass a sight examination in that language.

Sight examinations are one hour long in each language, and consist of a single passage in prose and a single passage in poetry. They are taken without a dictionary in October or March by arrangement with the graduate adviser.

Comprehensive exams

A passing grade on comprehensive examinations is B minus (80%). Each examination is graded separately and awarded a high pass (90-100), pass (80-89), or failure (below 80). Students who fail any examination may retake that examination a second time. Comprehensive examinations are offered on the days set in the university's academic calendar.

1. TWO 3-hour translation examinations, one in Greek and the other in Latin, based on official departmental lists of Greek and Latin texts. The Greek and Latin MA reading lists are appended immediately following this MA degree section.
2. TWO 3-hour essay examinations, in Greek and in Roman Literature/History, based on official departmental lists of secondary scholarship, with essay questions (one or more required) drawn from official departmental lists of questions known in advance. The Greek and Latin secondary scholarship and essay question lists are appended immediately following this MA degree section.

MA in Latin

This program provides the necessary training for future teachers of Latin to become skilled, self-motivated readers and researchers, and polishes their language skills to a high level to ensure that they will always feel comfortable and confident at the front of the classroom. Students who enter this program may also elect the study of Greek to enrich their work, although this is not required.

List of Requirements for the MA in Latin		
1	GL 701, Introduction to Classical Studies	1 cr
2	LAT 511, Latin Prose Composition	3 cr
3	LAT 655, Survey of Latin Literature	3 cr
4	8 other approved courses	24 cr
5	Modern language examination in French or German	
6	MA comprehensive examinations in Greek and in Latin (preceded by sight exams)	
7	Submission of 2 approved research papers (written for courses)	
	TOTAL HOURS	31 cr

Modern language examination in French or German

Competence in French or German is demonstrated by passing a departmental examination. The examination is one hour long and consists of a single passage of academic French or German. A dictionary may be used. To pass the examination, students must be able to translate approximately one full page into standard English with a high level of accuracy. Students who have not previously studied the language at the college level should first take and pass the graduate-level reading courses offered by the Department of Modern Languages (FR 500 or GER 500).

Masters comprehensive examinations

Prerequisite: sight-translation exam

To qualify to take their translation examinations in Latin, graduate students must first pass a sight examination in that language.

Sight examinations are one hour long, and consist of a single passage in prose and a single passage in poetry. They are taken without a dictionary in October or March by arrangement with the graduate adviser.

Comprehensive exams

A passing grade on comprehensive examinations is B minus (80%). Each examination is graded separately and awarded a high pass (90-100), pass (80-89), or failure (below 80). Students who fail any examination may retake that examination a second time. Comprehensive examinations are offered on the days set in the university's academic calendar.

1. ONE 3-hour translation examination in Latin, based on an official departmental list of Latin texts. The Latin MA reading list is appended immediately following this MA degree section.
2. ONE 3-hour essay examination in Roman Literature/History, based on an official departmental list of secondary scholarship, with essay questions (one or more required) drawn from an official departmental list of questions known in advance. The Latin secondary scholarship and essay question lists are appended immediately following this MA degree section.

SAMPLE PASSAGES FOR MA SIGHT TRANSLATION EXAMINATIONS

The following passages should be considered representative of the length and level of difficulty expected on MA sight-translation exams. Students should recall that these exams are one hour in length for each language, that they are taken without the aid of a dictionary, and that candidates are expected to translate as much of each passage as possible, with about 30 minutes dedicated to prose and 30 minutes to poetry.

Greek

55.15.4: Augustus and Livia discuss monarchy.

ὑπολαβὼν οὖν ὁ Αὐγουστος “ὅτι μὲν πολλοὶ πολλάκις καὶ ὑπ’ αὐτῶν τῶν συνόντων ἐφθάρησαν, οὐδέν” ἔφη “δέομαι λέγειν. πρὸς γὰρ τοῖς ἄλλοις καὶ τοῦτ’ ἐν ταῖς μοναρχίαις χαλεπώτατόν ἐστιν, ὅτι μὴ μόνον τοὺς πολεμίους, ὥσπερ οἱ ἄλλοι, ἀλλὰ καὶ τοὺς φίλους φοβούμεθα. καὶ πολὺ γε πλείους ὑπὸ τῶν τοιούτων, ἅτε καὶ αἰεὶ, καὶ μεθ’ ἡμέραν καὶ νύκτωρ, καὶ γυμνουμένοις σφίσι καὶ καθεύδουσι σιτία τε καὶ ποτὰ ὑπ’ αὐτῶν παρεσκευασμένα λαμβάνουσι συγγιγνομένων, ἐπεβουλευθήσαν ἢ ὑπὸ τῶν μηδὲν προσηκόντων· τά τε γὰρ ἄλλα, καὶ πρὸς μὲν ἐκείνους ἔστι τούτους ἀντιτάξαι, πρὸς δὲ τούτους αὐτοὺς οὐκ ἔστιν ἄλλω τινὶ συμμαχῶ χρήσασθαι. ὥσθ’ ἡμῖν διὰ πάντων δεινὸν μὲν τὴν ἐρημίαν δεινὸν δὲ καὶ τὸ πλήθος, καὶ φοβερόν μὲν τὴν ἀφυλαξίαν φοβερωτάτους δὲ αὐτοὺς τοὺς φύλακας, καὶ χαλεποὺς μὲν τοὺς ἐχθροὺς χαλεπωτέρους δὲ τοὺς φίλους εἶναι· φίλους γὰρ ἀνάγκη πάντα σφᾶς, κἂν μὴ ὦσι, καλεῖσθαι. εἰ δ’ οὖν τις καὶ χρηστῶν αὐτῶν τύχοι, ἀλλ’ οὔτι γε οὔτω πιστεύσειεν ἄν σφισιν ὥστε καὶ καθαροῖ καὶ ἀφροντίστῳ καὶ ἀνυπόπτῳ τῇ ψυχῇ προσομιλεῖν.

Helen begins her story.

Νείλου μὲν αἶδε καλλιπάρθενοι ῥοαί, (1)

ὃς ἀντὶ δίας ψακάδος Αἰγύπτου πέδον
λευκῆς τακείσης χιόνος ὑγραίνει γύας.

Πρωτεὺς δ’ ὅτ’ ἔζη τῆσδε γῆς τύραννος ἦν,
Φάρον μὲν οἰκῶν νῆσον, Αἰγύπτου δ’ ἀναξ, (5)

ὃς τῶν κατ’ οἶδμα παρθένων μίαν γαμεῖ,
Ψαμάθην, ἐπειδὴ λέκτρ’ ἀφήκεν Αἰακοῦ.

τίκτει δὲ τέκνα δισσὰ τοῖσδ’ ἐν δώμασιν,
Θεοκλύμενον ἄρσεν’ ὅτι δὴ θεοὺς σέβων
βίον διήνεγκ’ εὐγενῆ τε παρθένον (10)

Εἰδῶ, τὸ μητρὸς ἀγλαίσμ’, ὅτ’ ἦν βρέφος·
ἐπεὶ δ’ ἐς ἥβην ἦλθεν ὠραίαν γάμων,
καλοῦσιν αὐτὴν Θεονόην· τὰ θεῖα γὰρ

τά τ' ὄντα καὶ μέλλοντα πάντ' ἠπίστατο,
προγόνου λαβοῦσα Νηρέως τιμὰς πάρα. (15)

ἡμῖν δὲ γῆ μὲν πατρὶς οὐκ ἀνώνυμος
Σπάρτη, πατὴρ δὲ Τυνδάρεως· ἔστιν δὲ δὴ
λόγος τις ὡς Ζεὺς μητέρ' ἔπτατ' εἰς ἐμὴν
Λήδαν κύκνου μορφώματ' ὄρνιθος λαβών,
ὃς δόλιον εὐνήν ἐξέπραξ' ὑπ' αἰετοῦ (20)

δίωγμα φεύγων, εἰ σαφῆς οὔτος λόγος·
Ἑλένη δ' ἐκλήθη. ἃ δὲ πεπόνθαμεν κακὰ
λέγοιμ' ἄν. ἦλθον τρεῖς θεαὶ κάλλους πέρι
Ἰδαῖον ἐς κευθμῶν' Ἀλέξανδρον πάρα,
Ἥρα Κύπρις τε διογενῆς τε παρθένος, (25)

μορφῆς θέλουσαι διαπεράνασθαι κρίσιν.
τοῦμὸν δὲ κάλλος, εἰ καλὸν τὸ δυστυχές,
Κύπρις προτεῖνας' ὡς Ἀλέξανδρος γαμεῖ,
νικᾷ. λιπῶν δὲ βούσταθμ' Ἰδαῖος Πάρις
Σπάρτην ἀφίκεθ' ὡς ἐμὸν σχήσων λέχος. (30)

Latin

Velleius Paterculus 2.91

Dum pacatur occidens, ab oriente ac rege Parthorum signa Romana, quae Crasso oppresso Orodes, quae Antonio pulso filius eius Phraates ceperant, Augusto remissa sunt. Quod cognomen illi iure Planci sententia consensus universi senatus populique Romani indidit. 2 Erant tamen qui hunc felicissimum statum odissent: quippe L. Murena et Fannius Caepio diversis moribus (nam Murena sine hoc facinore potuit videri bonus, Caepio et ante hoc erat pessimus) cum iniissent occidendi Caesaris consilia, oppressi auctoritate publica, quod vi facere voluerant, iure passi sunt. 3 Neque multo post Rufus Egnatius, per omnia gladiatori quam senatori propior, collecto in aedilitate favore populi, quem extinguendis privata familia incendiis in dies auxerat, in tantum quidem, ut ei praeturam continuaret, mox etiam consulatum petere ausus, cum esset omni flagitiorum scelerumque conscientia mersus nec melior illi res familiaris quam mens foret, adgregatis simillimis sibi interimere Caesarem statuit, ut quo salvo salvus esse non poterat, eo sublato moreretur. 4 Quippe ita se mores habent, ut publica quisque ruina malit occidere quam sua proteri et idem passurus minus conspici. Neque hic prioribus in occultando felicius fuit, abditusque carceri cum consciis facinoris mortem dignissimam vita sua obiit.

Tibullus 2.2

Dicamus bona uerba: uenit Natalis ad aras:
quisquis ades, lingua, uir mulierque, faue.
urantur pia tura focus, urantur odores
quos tener e terra diuite mittit Arabs.
ipse suos Clenius adsit uisurus honores,

cui decorent sanctas mollia sarta comas.
illius puro destillent tempora nardo,
atque satur libo sit madeatque mero,
adnuat et, Cornute, tibi, quodcumque rogabis.
en age (quid cessas? adnuit ille) roga.
auguror, uxoris fidos optabis amores:
iam reor hoc ipsos edidicisse deos.
nec tibi malueris, totum quaecumque per orbem
fortis arat ualido rusticus arua boue,
nec tibi, gemmarum quidquid felicibus Indis
nascitur, Eoi qua maris unda rubet.
uota cadunt: utinam strepitantibus aduolet alis
flauaque coniugio uincula portet Amor,
uincula quae maneant semper dum tarda senectus
inducat rugas inficiatque comas.
haec ueniat, Natalis, auis prolemque ministret,
ludat et ante tuos turba nouella pedes.

MA COMPREHENSIVE EXAMINATION LISTS

MA Reading List of Greek Texts

- Aeschylus, *Oresteia*
- Aristophanes, *Nub.*, *Ran.*
- Aristotle, *Poetics*
- Callimachus, *Hymn to Apollo*
- Demosthenes, *Phil.* 1, *Ol.* 1-3
- Euripides, *Bacch.*, *Hipp.*, *Alc.*
- Herodotus 1, 7, 8
- Hesiod, *Theog.*, *Op.* 1-212
- Homer, *Il.* 1, 3, 6, 9, 16, 22, 24; *Od.* 1, 4, 6, 9, 11, 19, 23
- Lyric poets: D. A. Campbell, *Greek Lyric Poetry*
- Lysias 12
- Menander, *Dys.*
- Pindar, *Ol.* 1; *Pyth.* 1, 3; *Nem.* 1
- Plato, *Ap.*, *Resp.* 1, *Phaedo*
- Sophocles, *Ant.*, *Aj.*, *O.T.*
- Theocritus 1, 7, 11
- Thucydides 1, 2.35-65, 3.69-85, 5.84-116, 6.1-32
- Xenophon, *An.* 1

MA Reading List of Latin Texts

- Caesar, *Gall.* 1.1-29
- Catullus 1-11, 64, 66, 101
- Cicero, *Arch.*, *Som.*, *Tusc.* 5
- Horace, *Epp.* 1, 7, 16; *Sat.* 1.1, 2.1, 6; *Carm.* 1-3.6
- Juvenal 1
- Livy 21, 22
- Lucretius 1, 3.830-1094
- Ovid, *Met.* 1, 2.1-400
- Plautus, *Mil.*
- Propertius, book 1
- Sallust, *Cat.*
- Tacitus, *Ann.* 13-16
- Terence, *Eun.*
- Virgil, *Aen.*

MA Reading List of Secondary Studies in Greek Literature/History

- A. Wace and F. Stubbings, *A Companion to Homer* (1962)
- I. Morris and B. Powell, *A New Companion to Homer* (1997)
- G. Nagy, *Poetry as Performance* (1996)
- M. Davies, *The Greek Epic Cycle* (1989)
- J. Burgess, *The Tradition of the Trojan War in Homer and the Epic Cycle* (2001)
- A. R. Burn, *The Lyric Age of Greece* (1960)
- G. Hutchinson, *Greek Lyric Poetry* (2003)
- J. Herington, *Poetry into Drama. Early Tragedy and the Greek Poetic Tradition* (1985)
- W. K. C. Guthrie, *History of Greek Philosophy*, vol. 4 (1975) and vol. 5 (1978)
- J. Dillon, *The Heirs of Plato* (2003)
- H. Parke, *Festivals of the Athenians* (1977)
- E. Simon, *Festivals of Attica. An Archaeological Commentary* (1983)
- E. Gruen, *The Hellenistic World and the Coming of Rome* (1984)
- C. Gill and T. Wiseman, eds., *Lies and Fiction in the Ancient World* (1993)
- G. Kennedy, *The Art of Persuasion in Greece* (1963)
- S. Porter, ed., *Handbook of Classical Rhetoric in the Hellenistic Period* (1997)
- H. Foley, ed., *Reflections of Women in Antiquity* (1981)
- H. Foley, *Female Acts in Greek Tragedy* (2001)
- M. Usher, *Homeric Stitchings. The Homeric Centos of the Empress Eudocia* (1998)
- P. Crone, *Pre-Industrial Societies* (1989)
- E. Fantham et al., *Women in the Classical World* (1994)
- P. Horden and N. Purcell, *The Corrupting Sea: A Study of Mediterranean History* (2000)
- S. Hornblower, *The Greek World, 479-323 BC*, 3rd ed. (2002)
- A. Kuhrt, *The Ancient Near East, c. 3000-330 BC*, 2 vols. (1995)
- P. Levi, *Atlas of the Greek World* (1980)
- L. Mitchell and P. J. Rhodes, eds., *The Development of the Polis in Archaic Greece* (1997)
- A. Momigliano, *Alien Wisdom: The Limits of Hellenization* (1975)
- J. Ober, *Mass and Elite in Democratic Athens: Rhetoric, Ideology and the Power of the People* (1989)
- R. Osborne, *Greece in the Making, 1200-479 BC* (1996)
- S. B. Pomeroy et al., *Ancient Greece: A Political, Social, and Cultural History* (1999)
- G. Shipley, *The Greek World after Alexander, 323-30 BC* (2000)

The following titles are additional required readings for Mellon-Helis Fellows who are enrolled in the MA-PhD program of the Department of Greek and Latin and who began their studies in or after the fall semester of academic year 2005-2006:

- G. Anderson, *The Second Sophistic: A Cultural Phenomenon in the Roman Empire* (1993)
- A. Cameron, *Christianity and the Rhetoric of Empire: The Development of Christian Discourse* (1991)
- R. A. Kaster, *Guardians of Language: The Grammarian and Society in Late Antiquity* (1988)
- R. Lane Fox, *Pagans and Christians* (1987)

MA Essay Questions on Greek Literature/History

1. Discuss the formulation of the Homeric question, in particular the consequences of the stress laid upon that question in the contemporary study of Homer's poetry. What view do you take of Gregory Nagy's regard of Homer as "a carefully developed multiple exposure . . . of a fluctuating poetic organism that still kept [his] own unique identity so as to be recognized by all who knew and heard [him]"?
2. It is abundantly clear that Aeschylus, Sophocles, and Euripides make considerable use of the Epic Cycle. Discuss their adaptation of epic and sub-epic material to the Attic stage. How--and why--does each differ in his manner of adaptation?
3. How should the apparent exoteric and literary nature of Plato's dialogues affect our appreciation of both the philosophy and the prose artistry of the works? To what extent are the dialogues intended to be reflections of an esoteric teaching?
4. Athenian democracy has been described as a "performative culture." What civic institutions and literary forms encapsulate the performativity that defined classical Athens?
5. The commingling of the Greek and Roman cultures was perennially unsettled: Greeks tended to resent Roman power, while Romans, despite a deep respect for Greek culture, generally distrusted the Greek character. Discuss the history of the cultural encounter between Greece and Rome from its beginnings to the reign of Diocletian.
6. Compare the literary, especially the narrative, qualities of the histories of Herodotus and Thucydides (plot, characters, theme, tone, voice). How do these qualities enhance the works' power to inform and convince their audience (of listeners or readers)?
7. Discuss the emergence of sophistry and rhetoric as a potent political and philosophical force in the 5th-3rd centuries BC. Who are the crucial figures in the evolution of rhetoric, and what is their relationship to one another?
8. "Classical literature, far more explicitly than much later Western literature until the nineteenth century, virtually begs us to ask questions about gender. Plato and Aristotle confronted such issues directly. Most Greek comedies and tragedies commonly taught put gender conflict at the heart of the plot and allow their female characters to challenge male authority and assumptions . . . As male-generated texts, these works reflect anxieties and concerns that were of greatest significance to them" (Helene Foley).

Does Greek literature seem to you to be as charged with gender conflict as Foley believes it to be? Feel free to agree or to disagree with her, but be certain to buttress your arguments with specific references to texts, art, and architecture.

9. Some scholars have taken up the cause of (re)establishing the literary legitimacy of the cento, a form that, until fairly recently, had been generally regarded as (at best) a kind of modestly witty parlor game. For example, M. Usher finds in the recasting of strands of the *Iliad* and the *Odyssey* into the Gospel story--an effort that, as late as 1960, one noteworthy German scholar had dismissed as worth neither being printed nor read--a rebirth of the rhapsodic tradition. Indeed, Usher claims

that Eudocia succeeded in producing a *parole* re-generation of Homer within the larger context of late antique aesthetics, where, in the words of one of its finest exponents, “fragments of earlier poets, invested with brilliance and color by their original context, are manipulated and juxtaposed in striking new combinations, often exploiting the contrast with the previous text in sense, situation, and setting.”

Having first addressed broadly the provenance and the evolution of the Homeric texts and the enormity of the influence of Homer on earlier Greek literature, consider the legitimacy of the effort to (re)legitimate the Homeric cento. You may wish to consider, for example, if there are any limits that one should impose upon the term “rhapsodic.”

10. How can material and documentary sources supplement our meager and often tendentious evidence for studying women’s lives in the ancient Greek world? What distortions might the use of such sources avoid and/or introduce into this subject?

11. What are the major factors that explain the rise of the polis as a distinctive form of social organization?

12. How important a role did Alexander’s conquests play in the cultural exchange between the Greek-speaking world and its “near eastern” neighbors? (To answer this question you should also discuss the main vehicles for cultural exchange before 330 BC.)

The following two questions are intended for Mellon-Helis Fellows who are enrolled in the MA-PhD program of the Department of Greek and Latin and who began their studies in or after the fall semester of academic year 2005-2006:

13. “When Lucian makes brief allusion to Christ in connexion with his own enemy Peregrinus, he describes the subject of Christian worship as a crucified sophist. The term in context is clearly meant disparagingly, but it is easy enough to see how it could be applied in a neutral or even complimentary way: Jesus Christ after all was during his lifetime a popular public speaker with an inner circle of disciples. And if Christ could be perceived as a sophist, then the tools of sophistic could be all the more readily rendered accessible to Christians” (G. Anderson, *The Second Sophistic: A Cultural Phenomenon in the Roman Empire*, pp. 205-6). To what extent could Christian intellectuals of the third and fourth centuries be considered practitioners and heirs of the set of rhetorical and cultural practices known as the Second Sophistic?

14. In an important review of Robin Lane Fox’s *Pagans and Christians* (*The New York Review of Books*, March 12, 1987, pp. 24-27), Peter Brown criticizes the author (and the discipline of ancient history in general) for missing the “symbolic system,” the “richness,” and the “passion” that characterized early Christian texts, ideas, and experiences. In your opinion, has the study of early Christianity in the two decades since the publication of *Pagans and Christians* continued to move along the parallel tracks represented by the approaches of Lane Fox and Brown, or has there been a convergence of purposes and methods?

MA Reading List of Secondary Studies in Roman Literature/History

- E. J. Kenney and W. V. Clausen, *The Cambridge History of Classical Literature*, vol. 2 (1985): Should be read in its entirety.
- W. Clausen, *Virgil's Aeneid and the Tradition of Hellenistic Poetry* (1987)
- G. E. Duckworth, *The Nature of Roman Comedy* (1952)
- D. C. Earl, *The Political Thought of Sallust* (1961)
- K. Galinsky, *Ovid's Metamorphoses: An Introduction to the Basic Aspects* (1975)
- H. C. Gotoff, *Cicero's Elegant Style: An Analysis of the Pro Archia* (1979)
- E. Fränkel, *Horace* (1957)
- J. Griffin, *Latin Poets and Roman Life* (1985)
- D. Leeman, *Oratoris Ratio* (1963)
- R. O. A. M. Lyne, *The Latin Love Poets* (1980)
- J. D. Minyard, *Lucretius and the Late Republic: An Essay in Roman Intellectual History* (1985) = *Mnemosyne*, supplementary vol. 90
- N. Rudd, *Themes in Roman Satire* (1986)
- L. P. Wilkinson, *Golden Latin Artistry* (1963)
- T. P. Wiseman, *Catullus and his World: A Reappraisal* (1985)
- C. Ando, *Imperial Ideology and Provincial Loyalty in the Roman Empire* (2000)
- M. T. Boatwright et al., *The Romans: from Village to Empire* (2004)
- T. Cornell, *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c. 1000-264 BC)* (1995)
- P. Crone, *Pre-Industrial Societies* (1989)
- E. Fantham et al., *Women in the Classical World* (1994)
- P. Garnsey and R. Saller, *The Roman Empire* (1987)
- M. Goodman, *The Roman World, 44 BC - AD 180* (1997)
- P. Horden and N. Purcell, *The Corrupting Sea: A Study of Mediterranean History* (2000)
- D. S. Potter, *The Roman Empire at Bay, AD 180-395* (2004)
- R. Syme, *The Roman Revolution* (1939)
- G. Woolf, *Becoming Roman: The Origins of Provincial Civilization in Gaul* (1998)
- P. Zanker, *The Power of Images in the Age of Augustus* (1988)

MA Essay Questions on Roman Literature/History

1. Compare and contrast Plautine and Terentian comedy. Topics you should discuss include metric, use of music and song and dialogue, characterization, plot development, humor, social setting, and relationship to Greek sources. Cite concrete examples to support each point.
2. Discuss the influence of Alexandrian sources on Roman poetry. What is meant by "Roman Alexandrianism"? In what ways are Ennius, Catullus, Propertius, and Virgil Alexandrian or non-Alexandrian? Cite concrete examples to support each point.
3. Discuss the development of the genre of satire at Rome from Ennius to Juvenal. What are its enduring characteristics? How does it change in the course of its development? Cite concrete examples to support each point.

4. Discuss Sallust's importance in the development of both the style and the thematic of Roman historiography. How are Sallust's accomplishments as a writer of history similar to or different from those of Caesar and Livy? Cite concrete examples to support each point.
5. Discuss the relationship between Roman civic values and late republican Roman literature. To what extent are Cicero, Caesar, Lucretius and Catullus Roman authors? Cite concrete examples to support each point.
6. Consider the critical dichotomy of public vs. private. In what ways and to what extent are different types of Latin poetry public or private in theme, style, and purpose? Cite concrete examples to support each point.
7. Compare and contrast the presentation of romantic love in comedy and elegy. Consider topics such as the relationship of the lover to the beloved, and the role played by such factors as money, poetry, family, and civic responsibilities. Cite concrete examples to support each point.
8. Is the *Aeneid* the quintessential Roman poem? Cite concrete examples to support each point.
9. "Ovid . . . is a kind of smiling destroyer. The literary genres practiced by him, the various types of elegy and epic, in the end transform unimaginably their traditional identity (G. B. Conte). Comment, and cite concrete examples to support each point.
10. What were the main cultural and political mechanisms by which emperors maintained consensus for their rule among subject populations?
11. The term "Romanization" has fallen out of fashion in the past decade, in large part because it seems to posit a one-way flow of ideas, structures, and practices. For any province of your choice, discuss the two-way cultural exchange that resulted from its conquest by Rome.
12. The city of Rome was the main stage on which aristocrats and eventually emperors displayed and enacted their political ideals. How did powerful Romans try to represent themselves, their parties, and their platforms by shaping the city's appearance? Augustus offers the obvious example, but you should discuss other aristocrats from the republic and empire as well.

SAMPLE COURSEWORK AND EXAMINATION SCHEDULES FOR THE MA AND MA-PHD PROGRAMS

These sample plans are intended to provide possible maps through the schedule of coursework, exams, and other requirements and concerns for students who are pursuing the MA or MA-PhD programs. Each plan proceeds upon several academic, financial, and logistical assumptions; these are outlined under each heading. Throughout, exams that are repeated in both Greek and Latin (for example, ancient-language reading lists) are simply referred to as “1” and “2”; each student must decide for him- or herself which language to undertake first.

Scheduling the MA Program in Greek and Latin

Assumptions

- Student is pursuing full-time study and is resident in the DC metro area.
- Student does not need to remediate ancient languages.
- Student has little or no prior modern language study.
- Student can devote at least half-time during the summer between the MA years to study.
- Student will not be teaching during the MA program.
- Student will take GL 701, a required 1-cr course, as soon as it is offered during his or her enrollment as a degree-seeking student in this graduate program. This course will be taken *in addition to* any other courses during the semester in question.

MA year 1

	Coursework	Exam preparation	Exams to take	Other
Fall	3 courses		• Sight translation 1 (stronger language)	• Do some reading in the weaker (ancient) language over the semester break.
Spring	3 courses	• Sight translation 2 (weaker language)	• Sight translation 2 (weaker language)	• Try to write at least one strong research paper for MA submission.

MA summer between years 1 and 2

	Coursework	Exam preparation	Exams to take	Other
Summer	• FR 500 or GER 500 • 1 course, if desired	• Reading list 1	• Modern language	• Try to start reading list 2, as well.

MA year 2

	Coursework	Exam preparation	Exams to take	Other
Fall	• 3 courses (2 if one was taken during the summer)	• Reading list 2	• Modern language (if not during the summer) • Reading list 1, if desired	• Have 2 strong research papers ready for MA submission by the end of this semester.
Spring	• 1 course	• Essay 1 and 2	• Reading list 1 and 2 • Essay 1 and 2	

Scheduling the MA Program in Latin

For the MA program in Latin only, omit above the exams that could be taken in Greek, i.e. all those that are marked “2.”

Scheduling the MA-PhD Program in Greek and Latin

Assumptions

- Student is pursuing full-time study and is resident in the DC metro area.
- Student does not need to remediate ancient languages.
- Student has little or no prior modern language study.
- Student can devote at least half-time during the summers to study.
- Student has a 3-year coursework tuition waiver.
- Student will teach 6 cr per semester (a normal university load) beginning in year 2.
- Student will take GL 701, a required 1-cr course, as soon as it is offered during his or her enrollment as a degree-seeking student in this graduate program. This course will be taken *in addition to* any other courses during the semester in question.

MA-PhD year 1

	Coursework	Exam preparation	Exams to take	Other
Fall	4 courses		• Sight translation 1 (stronger language)	• Do some reading in the weaker (ancient) language over the semester break.
Spring	4 courses	• Sight translation 2 (weaker language)	• Sight translation 2 (weaker language)	• Try to write at least one strong research paper for MA submission.

MA-PhD summer between years 1 and 2

	Coursework	Exam preparation	Exams to take	Other
Summer	• FR 500 or GER 500	• MA reading list 1	• Modern language 1	• Try to start MA essay 1, as well.

MA-PhD year 2

	Coursework/teaching	Exam preparation	Exams to take	Other
Fall	• 3 courses • Teaching: 6 cr	• MA reading list 1 • MA essay 1	• Modern language 1 (if not during the summer)	• Continue reading list work over the semester break.
Spring	• 3 courses • Teaching: 6 cr	• MA reading list 1 • MA essay 1	• MA reading list 1 • MA essay 1	• Have 2 strong research papers ready for MA submission by the end of this semester.

MA-PhD summer between years 2 and 3

	Coursework	Exam preparation	Exams to take	Other
Summer	• FR 500 or GER 500	• MA reading list 2	• Modern language 2	• Try to start MA essay 2, as well.

MA-PhD year 3

	Coursework/Teaching	Exam preparation	Exams to take	Other
Fall	<ul style="list-style-type: none"> • 3 courses • Teaching: 6 cr 	<ul style="list-style-type: none"> • MA reading list 2 • MA essay 2 	<ul style="list-style-type: none"> • Modern language 2 (if not during the summer) 	<ul style="list-style-type: none"> • This is a very important semester break: study for MA essay 1 and 2.
Spring	<ul style="list-style-type: none"> • 3 courses • Teaching: 6 cr 	<ul style="list-style-type: none"> • MA reading list 2 • MA essay 2 	<ul style="list-style-type: none"> • MA reading list 2 • MA essay 2 	<ul style="list-style-type: none"> • MA + ALL COURSEWORK COMPLETE. • Choose doctoral major and minor field supervisors.

PhD summer between years 3 and 4

	Coursework	Exam preparation	Exams to take	Other
Summer	<ul style="list-style-type: none"> • Any other modern languages needed for dissertation project 	<ul style="list-style-type: none"> • Create reading lists for major and minor field exams. 	<ul style="list-style-type: none"> • Modern language 3 (if needed) • Have reading lists for major and minor field exams approved. 	<ul style="list-style-type: none"> • Begin reading about external fellowships for dissertation research.

PhD year 4

	Teaching	Exam preparation	Exams to take	Other
Fall	<ul style="list-style-type: none"> • Teaching: 6 cr 	<ul style="list-style-type: none"> • Major field • Minor field 	<ul style="list-style-type: none"> • Modern language 3 (if needed and if not during the summer) 	<ul style="list-style-type: none"> • Begin sketching out dissertation topic and choose supervisor.
Spring	<ul style="list-style-type: none"> • Teaching: 6 cr 	<ul style="list-style-type: none"> • Major field • Minor field 	<ul style="list-style-type: none"> • Major field • Minor field 	

PhD summer between years 4 and 5

	Coursework	Exam preparation	Exams to take	Other
Summer	<ul style="list-style-type: none"> • Guidance to prepare dissertation proposal 	<ul style="list-style-type: none"> • Prepare dissertation proposal. 		<ul style="list-style-type: none"> • Prepare to write applications for external dissertation fellowships in the fall.

PhD year 5

	Teaching	Research/writing	Exams to take	Other
Fall	<ul style="list-style-type: none"> • Teaching: 6 cr 	<ul style="list-style-type: none"> • Dissertation work begins after proposal colloquium 	<ul style="list-style-type: none"> • Dissertation proposal colloquium 	<ul style="list-style-type: none"> • Submit dissertation fellowship applications.
Spring	<ul style="list-style-type: none"> • Teaching: 6 cr 	<ul style="list-style-type: none"> • Dissertation work 		

PhD completion semester (ideally a fall semester, due to the academic job search schedule)

	Job search	Research/writing	Exams to take	Other
Fall	<ul style="list-style-type: none"> • Job applications 	<ul style="list-style-type: none"> • Finish dissertation 	<ul style="list-style-type: none"> • Dissertation defense 	<ul style="list-style-type: none"> • Wintertime job interviews

THE PHD PROGRAM

This program as a whole emphasizes the interdisciplinary study of the ancient, late antique, and medieval worlds from the classical (at the MA level) through the Christian (at the PhD level) eras.

This later emphasis at the doctoral level reflects the department's reputation as a center for the study of Christian Greek and Latin, which is exemplified by two series of published dissertations it has sponsored over the years, *Patristic Studies* and *Studies in Medieval and Renaissance Latin Language and Literature*, and by *The Fathers of the Church*, a well-known series of English translations published by The Catholic University of America Press and long associated with this department. This unique heritage in the study of late antiquity and the medieval period, which is shared by other departments and programs at the university, has also been responsible for the development of a number of projects undertaken by the university press, notably *Studies in Christian Antiquity*, *Medieval Latin: An Introduction and Bibliographical Guide* (co-edited by Professor Frank Mantello, a member of the department's faculty), and the *Catalogus translationum et commentariorum*, a series devoted to the medieval and Renaissance translations of ancient Greek authors and the Latin commentaries on ancient Greek and Latin authors up to the year 1600. The most recent initiative is *The Library of Early Christianity*, a new series of texts and facing-page translations, whose editorial director, Dr. John Petruccione, is also a faculty member in the department.

The Department of Greek and Latin also participates in the university's Center for Medieval and Byzantine Studies and interdepartmental program in Comparative Literature. Its doctoral program was developed in partnership with CUA's Center for the Study of Early Christianity and many of the department's courses simultaneously satisfy the requirements of the program leading to the Certificate in Medieval and Byzantine Studies.

List of Requirements for the PhD in Greek and Latin		
1	The CUA MA program in Greek and Latin	31 cr
2	Early Christian Studies (ECST) 600, Introduction to Early Christian Studies	3 cr
3	ONE course in early Christian theology	3 cr
4	ONE course in classical or late antique philosophy	3 cr
5	ONE course in the history of early Christianity/late antiquity	3 cr
6	TWO courses in Greek texts	6 cr
7	TWO courses in Latin texts	6 cr
8	TWO other approved courses	6 cr
9	Modern language examinations (German or French, + any other relevant languages)	
10	Doctoral comprehensive examinations (3 parts)	
11	Doctoral dissertation	
	TOTAL HOURS	61 cr

Modern language examinations

The CUA MA program in Greek and Latin requires the passing of a modern language examination in either French or German. The doctoral modern language examination will therefore be administered in the other of these two languages, as well as in any other modern languages (e.g. Italian, Russian, modern Greek) which are essential for the student's proposed areas of specialization and dissertation research. Any such additional modern languages will be agreed upon by the student and his/her

faculty adviser, and must be submitted for approval to the faculty of the department, who may require changes.

The departmental modern language examination is one hour long and consists of a single passage of academic German, French, or other language deemed necessary for research. A dictionary may be used. To pass the examination, students must be able to translate approximately one full page into standard English with a high level of accuracy. Students who have not previously studied a given language at the college level should first take and pass the graduate-level reading courses offered by the Department of Modern Languages (e.g. FR 500, GER 500) or similar courses, if desired, at other local institutions.

Doctoral comprehensive examinations

A passing grade on comprehensive examinations is B minus (80%). Each part is graded separately and awarded a high pass (90-100), pass (80-89), or failure (below 80). Students who fail any part may take that part a second time. Comprehensive examinations are offered by arrangement with the department's graduate adviser on the days set in the university's academic calendar.

Doctoral comprehensive examinations in the Department of Greek and Latin are comprised of three separate exams.

Two of these exams are in an area known as the "major field," whose content is broadly conceived around a topic, theme, or genre (e.g. "Early Christian asceticism," "Late antique and medieval epistolography," etc.). The major field is understood as being within the general area of a student's anticipated dissertation research: the graduate adviser and the student's anticipated dissertation supervisor assist in identifying a student's major field and in the student's preparation of the required reading lists and questions (see below).

The third exam is in an area known as the "minor field." The minor field may focus in greater detail upon some aspect of the major field, or on another area of the student's choice. As with the major field, the graduate adviser and other faculty members assist in the identification, refinement, and list preparation for the minor field.

The three parts of the "doctoral comps" are therefore as follows.

1. MAJOR FIELD TRANSLATION: ONE 4-hour translation examination, based on an *ad hoc* reading list of Greek and Latin texts from the postclassical period, i.e. patristic/late antique texts exclusively, or some combination of patristic/late antique and medieval Latin texts, reflecting broadly the content of the student's major field. This reading list, developed by the student and his/her anticipated dissertation supervisor, must be submitted for approval to the faculty of the department, who may require changes.
2. MAJOR FIELD ESSAY: ONE 6-hour essay examination in late antique/patristic literature/history and/or medieval Latin, based on an *ad hoc* reading list of secondary studies that reflects broadly the content of the student's major field, organized around specific questions (one or more required) known in advance. Both the reading list and the questions will be developed by the student and his/her anticipated dissertation supervisor, and must be submitted for approval to the faculty of the department, who may require changes.

3. MINOR FIELD: ONE 3-hour essay examination in a “minor” specific field, i.e., the field of the PhD dissertation or another field of the student’s choice, based on an *ad hoc* reading list of primary texts and secondary studies and organized around specific questions (one or more required) known in advance. Both the reading list and the questions will be developed by the student and a member of the faculty, and must be submitted for approval to the faculty of the department, who may require changes.

Admission to doctoral candidacy

Admission to doctoral candidacy requires a distinct evaluation by the faculty that the student is qualified to do the research necessary for the preparation of a doctoral dissertation. After passing all three parts of the comprehensive examinations, the student should submit a formal application for candidacy, using the form available in the office of the Dean of the School of Arts and Sciences. Upon the recommendation of the department’s faculty, and with the approval of the chair, the student will be admitted to candidacy as of the first day of the following semester and is then permitted to submit a dissertation topic.

Departmental procedures for approval of the doctoral dissertation topic and committee

After admission to doctoral candidacy and in consultation with the graduate adviser, the student approaches the anticipated dissertation supervisor (at CUA, the dissertation supervisor is called the “major professor”) for assistance in choosing a dissertation topic and in approaching the second and third potential members of a dissertation committee (the “first and second readers”).

When a topic has been tentatively agreed upon by the student and supervisor/major professor, a draft proposal is prepared according to the rules detailed on the university form “Doctoral Dissertation Topic and Committee: Request for Approval.”

Once the student has completed the draft proposal, it is presented for review to the departmental graduate adviser and the proposed three members of the dissertation committee (the supervisor/major professor, the first reader, and the second reader). The departmental graduate adviser and committee members offer evaluations of the draft proposal and communicate any required changes to the student.

After any required revisions are made to the draft proposal, and when the committee agrees that the proposal is ready to be considered by the department, a departmental colloquium is scheduled. Present at this event, at which the department chair presides, are the doctoral candidate, the three dissertation committee members, and all remaining departmental faculty members. At this colloquium, the proposal is discussed and evaluated, and further revisions may be required.

Once the department chair and supervisor/major professor are satisfied that the proposal has reached its final form, the supervisor/major professor endorses the dissertation topic, the dissertation proposal, and the membership of the dissertation committee, and submits this information to the offices of the Dean of the School of Arts and Sciences and of the Dean of Graduate Studies. After formal approval has been granted by these offices, the student begins full investigation of the dissertation topic.

Under ordinary circumstances, the process of approving a doctoral dissertation topic and committee should be completed within six months of a student's admission to candidacy. Registration for doctoral dissertation guidance during this process is mandatory.

Procedures for completion and oral defense of the dissertation

Progress on the dissertation--which must under ordinary circumstances be completed, defended, and deposited no later than five years after the date of the doctoral candidate's formal admission to candidacy--is closely monitored by the graduate adviser and by the student's supervisor/major professor.

A dissertation is considered to be ready for oral defense when the supervisor/major professor informs the graduate adviser and the department chair that all the members of the dissertation committee agree that the candidate has completed all required revisions and has satisfied the relevant criteria of the university for acceptability of the dissertation. The committee members must therefore all be willing to state that the dissertation has reached its definitive, "defensible" form.

The graduate adviser supervises the procedures that lead to the formal oral examination and defense of the dissertation.

The oral examination (dissertation defense)

University policies (from <http://policies.cua.edu>)

"Upon completion of the dissertation, but prior to final approval, the candidate must defend the dissertation in an oral examination in the presence of an examination board appointed by the academic dean of the school with the approval of the dean of graduate studies.

"At least three weeks prior to the proposed examination date, the dean must submit to the dean of graduate studies the form Oral Examination for the Doctorate: Request for Approval. The examination may not be scheduled until all members of the dissertation committee have informed the dean, in writing, that the dissertation is ready for defense. At least one week before the examination date, the dean's office shall publish a leaflet publicly announcing the defense and containing a summary of the dissertation and biographical information on the candidate.

"The oral examination board shall include, in addition to the candidate's dissertation committee, two faculty members from outside the major department or school, one serving as chair and the other as secretary during the examination. The duration of the oral examination shall not exceed two hours. Oral examinations will not be scheduled during the summer sessions. No one may be admitted to the examination room without the permission of the dean of the school. Each member of the examination board has one vote. In order to pass, the candidate must receive a "pass" vote from at least four examiners. If merited, a notation of "with distinction" will be recorded. The examination board is not permitted to pass the candidate conditionally. After successful completion of the final oral examination, the candidate may proceed with arrangements for deposit and publication of the dissertation.

"If a candidate fails in the first oral examination, he or she must obtain permission from the school to retake the examination. A candidate will not be permitted to retake the final oral examination until at

least one semester, or an equivalent period of time, has elapsed from the date of failure. If the candidate fails a second time in the oral examination, he or she ceases to be a candidate for the doctoral degree.

Department of Greek and Latin policies

The Department observes the following additional practices, based on those followed in the School of Arts and Sciences:

1. The Chair of the Examining Board is normally a faculty member holding the rank of Ordinary Professor; the Secretary normally holds the rank of Associate Professor. The Chair presides over the examination; the Secretary keeps time and records the votes.
2. The oral examination must be at least one hour in length.
3. Before the examination begins, the candidate is asked to step out of the room for a few minutes while the Chair discusses the procedures for the examination with the examining board. The candidate is then invited back into the room, and the agreed-upon procedures are explained by the Chair.
4. During the first round of the exam, the candidate delivers a 10-15 minute summary of the dissertation's purpose and major findings; the candidate is not permitted to use notes or props of any kind. This is followed by approximately fifteen minutes of questioning by each member of the committee, beginning with the Major Professor, and followed by the First and Second Readers.
5. During the second round of the exam, there is a second session of questioning by each committee member. This lasts for a maximum of fifteen minutes for each member of the dissertation committee, and may be followed by questions from the Chair and Secretary.
6. The candidate is sent out of the room while the Board discusses the Examination and signs various documents. The candidate is then summoned back into the room by the Chair or Major Professor and informed of the result.
7. Successful examinations are followed by a reception in the department.

As noted in the university policies above, the oral examination and defense is graded "Pass with Distinction," "Pass," or "Not Passing."

Practical information on formatting, presentation, and deposit procedures for dissertations is available in the *CUA Doctoral Dissertation Handbook*, <http://graduatestudies.cua.edu/dissertation.pdf>.

SOME RECOMMENDATIONS ON PREPARING FOR THE PHD COMPREHENSIVE EXAMINATIONS

PhD students work closely with individual faculty members to refine “major field” and “minor field” topics and define reading lists, and so the following recommendations are not so much methodological as they are career-oriented. Many of the exam-preparation and exam-writing suggestions presented with relation to the MA comprehensive examinations, above, can also be applied to the PhD exams.

Students who are interested in seeking academic employment after the completion of a doctorate may wish to bear some of the following issues in mind as they work to design and master their major and minor fields.

The humanities in general have never called for greater diversity of skills, research interests, and teaching abilities than they do today. There are a variety of interesting reasons for this, ranging from the economic to the theoretical, but what this really means for a new PhD contemplating the academic job market is that he or she should aim to show the widest possible command of his or her field. One of the most significant ways to do this as a student is to deliberately select coursework, prepare examination topics, and pursue projects that depart from the (intended) subfield of the dissertation.

Doctoral exams represent a superb opportunity, therefore, to demonstrate accomplishment in secondary and even tertiary areas of the discipline. While your major field may be closely related to your thesis research plans, you should aim to extend it outside or beyond your dissertation subject in an interesting and productive way. Your minor field, however, may be something completely unrelated to your dissertation: for example, you might consider a Greek historical topic to complement a medieval Latin dissertation, or something on Latin prose in response to a dissertation on Greek poetry. Since *the department permits doctoral minor fields on classical topics*, your minor field may also serve as an opportunity for you to document your interest in earlier time periods with an eye towards seeking employment in a traditional classics department.

A typical application portfolio for academic employment will not include the reading lists that you have compiled for your PhD comprehensive exams, and so the *titles* of your major and minor fields, which can and should be reported on your academic CV and possibly in your job-search cover letters, are extremely important. Select your wording with great care and with the guidance of your adviser: the titles must be fully descriptive of your endeavors and also invite appropriate follow-up questions at job interviews.

CERTIFICATE PROGRAMS

The department has three certificate programs (in Greek, in Latin, or in Greek and Latin) available to postbaccalaureate, graduate, or continuing-education students. Each certificate consists of 15 credit hours (5 courses) of language study at the advanced level, and can be achieved in less than one calendar year if a student enters with intermediate-level language work already completed. There are no comprehensive examinations or other non-course requirements within the certificate programs.

For students interested in entering graduate school in classics, a certificate program, particularly the Certificate in Greek and Latin, provides the extra year of training of a traditional classics postbaccalaureate program, with an especially intensive focus on the languages.

For graduate students currently enrolled in other academic fields at CUA or elsewhere, the certificate programs provide an opportunity to enhance a degree, to prepare to write a dissertation that will draw significantly upon Greek or Latin texts, or to acquire additional preparation for admission to other competitive graduate programs or for the academic job market.

A special opportunity unique to CUA is the chance for interested certificate students to achieve competency in *postclassical* Greek and/or Latin, which may be especially desirable to those planning to enter fields outside of classics. The CUA Department of Greek and Latin has a long and distinguished history of training future scholars to read, edit, interpret, and utilize late antique, patristic, and medieval texts in both languages.

Departmental courses numbered 520 or higher in the certificate programs carry *graduate* credit in the Department of Greek and Latin, and can be transferred directly into any CUA graduate program that will accept the coursework. GR 511 and LAT 511, the two prose composition courses, also carry graduate credit in this way. (In contrast, courses numbered 509, 510, 516, 517, and 519 are elementary- and intermediate-level language courses, and do not confer graduate credit within the Department of Greek and Latin, though the regulations of other CUA departments or programs may differ.)

Credit hours earned in pursuit of a language certificate in this department can be transferred to any school or degree program that will accept all or some of them. The department is happy to provide course descriptions and syllabi that will assist other institutions in evaluating work for a certificate.

The graduate (MA and PhD) programs here in the Department of Greek and Latin will accept for transfer, program requirements permitting, any of the graduate-level courses taken within this department in pursuit of a certificate, if a certificate student is subsequently admitted to pursue a graduate degree.

In all charts below, it should be noted that the certificate student's adviser within this department and the chair of the Department of Greek and Latin have final jurisdiction over which courses may be counted as "approved advanced courses" within the certificate program.

Certificate in Greek and Latin

This bilingual certificate may also serve as a classics postbaccalaureate: it provides the strongest possible foundation for further work in the broader field of classical studies. Its students gain high linguistic competence in both Greek and Latin, skills which can be highlighted in future applications to masters' and doctoral programs.

Potential students desiring to complete this bilingual certificate in one year should already possess strong intermediate-level skills in one of the two languages (the equivalent of four prior semesters of study at the university level) and be able to test into Prose Composition (511) in that language.

List of Requirements for the Certificate in Greek and Latin		
1	GR 511, Greek Prose Composition	3 cr
2	LAT 511, Latin Prose Composition	3 cr
3	1 approved advanced Greek course	3 cr
4	1 approved advanced Latin course	3 cr
5	1 approved advanced Greek or Latin course	3 cr
	TOTAL HOURS	15 cr

Minimum schedule of time to complete the Certificate in Greek and Latin (continuous enrollment)

The Certificate in Greek and Latin can be completed in a minimum of one two-semester academic year for students who enter with intermediate-level language studies already completed and who are able to test directly into GR 511 (Greek Prose Composition) and LAT 511 (Latin Prose Composition). Summer study may also be needed for some students. Those who plan to proceed on this timeline should note that they will need to be prepared to register for courses at the days and times they are offered, something that may be incompatible with less flexible schedules involving other work and school commitments.

The Certificate in Greek and Latin may also be completed gradually, in the course of other graduate studies, in which case this timeline need not apply.

Courses enclosed within square brackets in the schedule below are elementary- and intermediate-level courses that are available, if necessary, to bring language skills up to the level required to begin certificate studies. The credit hours for these bracketed courses do not count towards the total credit hours required for the certificate.

Term	Courses	Credit hours
<i>Prerequisite: intermediate level of one language already completed at CUA or elsewhere</i>		
Summer 1	[GR 509] + [516-517] or [LAT 509] + [516-517]	[6 cr] + [6 cr] = [12 cr]
Fall semester	GR 511; LAT 511	6 cr
Spring semester	2 approved advanced courses	6 cr
Spring semester or Summer 2	1 approved advanced course	3 cr

Certificate in Greek

This certificate provides an opportunity to study ancient Greek at the advanced level. Its students gain the high linguistic competence that can be used to enhance a degree program in progress, applied to graduate research, or carried into the classroom to teach.

Students may begin this certificate program with no prior background in Greek and, with summer study, complete the certificate in one calendar year of continuous enrollment.

List of Requirements for the Certificate in Greek		
1	GR 511, Greek Prose Composition	3 cr
2	1 approved advanced Greek course	3 cr
3	1 approved advanced Greek course	3 cr
4	1 approved advanced Greek course	3 cr
5	1 approved advanced Greek course	3 cr
	TOTAL HOURS	15 cr

Minimum schedule of time to complete the Certificate in Greek (continuous enrollment)

The Certificate in Greek may be completed in a minimum of one two-semester academic year for students who enter with intermediate-level language studies already completed and who are able to test directly into GR 511 (Greek Prose Composition). Summer study may also be needed for some students. Those who plan to proceed on this timeline should note that they will need to be prepared to register for courses at the days and times they are offered, something that may be incompatible with less flexible schedules involving other work and school commitments.

The Certificate in Greek may also be completed gradually, in the course of other graduate studies, in which case this timeline need not apply.

Courses enclosed within square brackets in the schedule below are elementary- and intermediate-level courses that are available, if necessary, to bring language skills up to the level required to begin certificate studies. The credit hours for these bracketed courses do not count towards the total credit hours required for the certificate.

Term	Courses	Credit hours
Summer 1	[GR 509] + [516-517]	[6 cr] + [6 cr] = [12 cr]
Fall semester	GR 511; 1 approved advanced Greek course	6 cr
Spring semester	2 approved advanced Greek courses	6 cr
Spring semester <i>or</i> Summer 2	1 approved advanced Greek course	3 cr

Certificate in Latin

This certificate provides an opportunity to study Latin--from the classical through the medieval periods--at the advanced level. Its students gain the high linguistic competence that can be used to enhance a degree program in progress, applied to graduate research, or carried into the classroom to teach.

Students may begin this certificate program with no prior background in Latin and, with summer study, complete the certificate in one calendar year of continuous enrollment.

List of Requirements for the Certificate in Latin		
1	LAT 511, Latin Prose Composition	3 cr
2	1 approved advanced Latin course	3 cr
3	1 approved advanced Latin course	3 cr
4	1 approved advanced Latin course	3 cr
5	1 approved advanced Latin course	3 cr
	TOTAL HOURS	15 cr

Minimum schedule of time to complete the Certificate in Latin (continuous enrollment)

The Certificate in Latin may be completed in a minimum of one two-semester academic year for students who enter with intermediate-level language studies already completed and who are able to test directly into LAT 511 (Latin Prose Composition). Summer study may also be needed for some students. Those who plan to proceed on this timeline should note that they will need to be prepared to register for courses at the days and times they are offered, something that may be incompatible with less flexible schedules involving other work and school commitments.

The Certificate in Latin may also be completed gradually, in the course of other graduate studies, in which case this timeline need not apply.

Courses enclosed within square brackets in the schedule below are elementary- and intermediate-level courses that are available, if necessary, to bring language skills up to the level required to begin certificate studies. The credit hours for these bracketed courses do not count towards the total credit hours required for the certificate.

Term	Courses	Credit hours
Summer 1	[LAT 509] + [516-517]	[6 cr] + [6 cr] = [12 cr]
Fall semester	LAT 511; 1 approved advanced Latin course	6 cr
Spring semester	2 approved advanced Latin courses	6 cr
Spring semester <i>or</i> Summer 2	1 approved advanced Latin course	3 cr

DEPARTMENTAL 'CORE' COURSES AND COURSE DESCRIPTIONS

The courses listed below are *only those 'core' courses that are explicitly required in one or more departmental graduate or certificate programs*. A wide variety of other courses are offered each semester, students may choose from those according to the guidelines of their respective programs. In particular, graduate-level language course offerings change each semester and vary according to the interests of both faculty and students; consult the departmental website for the most updated listings at <http://greeklatin.cua.edu/courses>.

GL 701: Introduction to Classical Studies (1 cr)

An orientation in the main areas of classical scholarship: literature, history, archeology, epigraphy, paleography, art history, etc.

GR 511: Greek Prose Composition (3 cr)

An accelerated review of Greek grammar and syntax, and an introduction to the composition of Greek prose.

GR 655: Survey of Greek Literature (3 cr)

A review of selected works of Hellenic and Hellenistic literature, from the emergence of the Homeric texts in the mid-eighth century BC to late antiquity.

LAT 511: Latin Prose Composition (3 cr)

An accelerated review of Latin grammar and syntax, and an introduction to the composition of Latin prose.

LAT 655: Survey of Latin Literature (3 cr)

Studies, in their chronological and cultural contexts, selected works of poetry and prose from the mid-third century BC through the reign of Hadrian.

ECST 600: Introduction to Early Christian Studies

The course examines the way in which the early Christian period was interpreted by scholars between the early sixteenth and the early twentieth century. Topics include: the growing distinction between the 'ancient' and the 'modern'; changes of method in the editing and interpretation of texts, and in the handling of archaeological data; the development of a particular interest in patristics; more general changes in historical method; the development of biblical scholarship, particularly in relation to the New Testament and to religious documents contemporary with its emergence; the influence of the Enlightenment, the Romantic Movement, and revolution and nationalism; attitudes to the early church evident in developments in canon law and liturgy; and the impact of newer disciplines like sociology, anthropology, and psychology. The opportunity occurs for each student to undertake the study of a major figure in the period.

TEACHING IN THE DEPARTMENT

The Department of Greek and Latin regularly employs graduate students as grading assistants, teaching assistants, and lecturers in its undergraduate courses on ancient history, art and archaeology, and elementary- and intermediate-level Greek and Latin. Certain intensive 500-level courses in the ancient languages are also taught by departmental graduate students, both during the summer and during the regular academic year.

Allocation of teaching within the department

Teaching in the department is allocated in three ways:

1. Upon a student's admission to a degree program, he or she may be offered a financial package which includes a certain amount of grading and/or teaching in return for part or all of his or her stipend support. This option is generally extended to new incoming MA-PhD or PhD students only.
2. A student already continuing in the program may be offered a new grading or teaching position for one or more semesters.
3. A student may be separately contracted and paid as a lecturer for an individual course. This is, for example, how teaching is offered to graduate students during the CUA Summer Sessions.

Teaching outside the department

Students who are interested in teaching should express this to the department chair and to the graduate adviser, particularly because other institutions of higher education and seminaries in the area often approach CUA, sometimes on very short notice, in search of potential adjunct instructors for Greek and Latin courses. The department energetically seeks to fill such positions when they are offered, and mentors external teachers as closely as possible.

SPECIAL ACADEMIC OPPORTUNITIES IN THE FIELD

Graduate students in the field of classics (broadly defined) have access to a wealth of special opportunities to assist them in honing their knowledge of the ancient languages and literatures, studying the material culture of the ancient world, acquiring new research skills, and preparing to practice the discipline as professionals.

Graduate school alone can feel like an all-encompassing project, with little time, energy, or funds left over for what may seem like extra work, especially when the effort invested does not immediately yield credit hours, degree credentials, or a salary. But opportunities like those described below can produce results whose long-term positive consequences far outweigh the immediate sacrifice.

Aside from building your CV, you may work beside other apprentice classicists who will one day become your first colleagues and contacts; you may learn new ways of approaching the primary sources that form the raw materials of the field; you may test out your ideas in new situations and perhaps develop some fresh ideas for research projects; you may train to teach subjects in which you had little experience before; and you may meet professionals who can become additional mentors and role models for you as you prepare for your own independent career. You will also inevitably develop a far better grasp of professional standards and practices in the field at large than you could ever gain from within the walls of any single institution.

Omitted from this section is any discussion of dissertation or postdoctoral research fellowships, which really represent financial support and institutional residency in return for independent writing and perhaps some teaching. Instead, this section concentrates on organized opportunities for study, research, and professional training that are open to pre-dissertation and dissertation-level students alike.

Disclaimer

The Department of Greek and Latin offers the following material for informational purposes only, and cannot vouch for the specific accuracy of the summaries presented here, or for the general conditions on any of the programs themselves. The faculty of the department are always available to advise you in your search for an appropriate program and in planning its relationship to your academic career. Feel free to consult with them about these or any other programs, and make sure to look carefully at a given program's website for scholarships.

Overseas Study

Work abroad is, of course, particularly recommended for classicists, given the field's professional emphasis upon the languages, literatures, and cultures which originated in the Mediterranean world. The most popular destinations naturally tend to be Italy and Greece, but American graduate students in the field also sometimes pursue studies in England, due to the long history of the discipline as practiced at some of the leading British universities, or elsewhere in Europe or the Near East.

Academic year options

Regular Membership at The American School of Classical Studies at Athens

The American School of Classical Studies at Athens (ASCSA), founded in 1881, serves as an advanced research institute and academic home base for hundreds of American and international scholars every year. In addition to engaging in its own excavations in the Athenian Agora and at Corinth, providing oversight for American archaeological projects and permits throughout Greece, and publishing several important serials, including the leading journal *Hesperia*, it also houses two of the finest libraries in the field and a major research laboratory for the archaeological sciences; hosts lectures, presentations, and conferences; and offers intensive instruction on the history and material culture of ancient and Byzantine Greece to (mainly) graduate students in both summer and academic-year programs.

Students and professionals at the School are all known as ‘Members’ of varying kinds, according to the length and type of their affiliation with the institution. The ‘Regular Members’ are the advanced graduate students (usually about 12-18 in number) who spend the entire academic year from September through May in residence on the School’s campus, pursuing a full-time organized program of study (in seminars, site visits, and museum lectures), travel (on several extended trips throughout Greece, and often to Turkey as well), excavation training (at Corinth) and research (for trip presentations and on independent projects). Most Regular Members are supported by full fellowships, awarded competitively either through the School itself or through the Fulbright program.

The best time to join the School as a Regular Member is immediately prior to beginning a dissertation, as there is no significant space within the program for dissertation research and writing. Dissertating students, however, may choose to affiliate with the School as ‘Associate Members,’ which gives them access to the School’s facilities and activities; they may also attend class sessions and pay to join trips organized for the Regular Members when space permits. Associate Members may also be supported by Fulbright scholarships and by certain fellowships from the School.

For more information, consult the ASCSA website at <http://www.ascsa.edu.gr>.

Visiting at another institution either within or outside the United States

The traditional undergraduate “semester abroad” model does not typically apply to graduate students, who tend to engage in overseas study on either much shorter or much longer timeframes. The one exception to this is the possibility of temporarily enrolling at another university as a “visiting student.”

Some US institutions actually have formal exchange agreements with one another, and can easily welcome classicists from other schools within their networks for a semester or a year of coursework and involvement in their departments. But exchange agreements can also be proposed and created *ad hoc*, and some universities (including, for example, the University of Oxford in England) have special enrollment rubrics for short-term visiting students.

If you are a PhD student (there is not generally time for this during an MA) interested in spending a semester or a year visiting at another institution, the easiest time to consider it is after the completion of required CUA coursework and exams, but before starting a dissertation, i.e. when you do not need to earn credit hours but may benefit significantly from additional study and research, whether formally guided or not. You may need to pursue a leave of absence from CUA, and you will

certainly need to be prepared for a financial investment in what is essentially an independent-study project, but the opportunity to engage with students and faculty, to (possibly) attend courses or lectures, and to use the research facilities at another institution may be worthwhile, depending upon your dissertation plans. Members of the faculty from this department can discuss this option with you in more detail and assist you in researching departments and crafting a proposal.

Independent study and research abroad

A number of scholarship and fellowship programs are available to support independent study and research abroad by graduate students during the academic year. Again, these are not exclusively dissertation fellowships.

- The Fulbright Scholarship program (<http://us.fulbrightonline.org/home.html>)
- The Rotary Ambassadorial Scholarship program (<http://www.rotary.org>)
- The DAAD programs in Germany (<http://www.daad.org/page/46131>)

General-survey summer programs abroad

Two major options are the summer programs of the American Academy in Rome and of the American School of Classical Studies at Athens. Both programs last approximately 6-7 weeks, are competitive for entry, include mainly graduate students with some undergraduates and secondary-school teachers, and demand serious academic commitment, personal maturity, and good physical stamina (due to the Mediterranean heat, the amount of hiking and climbing to ancient sites, and the amount of standing in museums). Both of these programs provide exceptionally strong academic experiences, but neither actually awards credit, since the American Academy and the American School are advanced institutions for scholarly research, not universities.

The American Academy in Rome Classical Summer School

The Classical Summer School, which is designed for classicists at the graduate or advanced undergraduate levels and for teachers of high school, is centered upon the American Academy in Rome. Its 20 or so students are housed at the Centro, i.e. the Intercollegiate Center for Classical Studies in Rome (cf. above). The Summer School focuses upon the study of primary sources, both literary and material, which enhance scholarly understanding of the ancient city of Rome and its region. Archaeology, art, and architecture are studied through site and museum visits both within and outside Rome: major Etruscan and Roman sites visited outside the city often include (e.g.) Palestrina, Gabii, the Alban Hills, Ostia, Cerveteri, Tarquinia, and Veii.

For more information, consult the AAR-CSS website at <http://www.aarome.org/summer/css>.

The American School of Classical Studies at Athens Summer Sessions

The American School runs two Summer Sessions per year, each enrolling 20 students, all of whom are housed at the American School's residence, Loring Hall, in the Kolonaki neighborhood of Athens. The academic program, which is designed for classicists at the graduate or advanced undergraduate levels and for teachers of high school, consists of on-site and museum study both in Athens and on three extended trips (approximately one week each) to other regions of Greece, such as Crete, the Peloponnese, and the northeast. 'Members' of the sessions each prepare two major site reports as part of their academic work.

In alternating summers, the ASCSA also offers a Byzantine studies summer session, focusing on medieval Greek language, texts, art, architecture, and monuments. Students on the Byzantine session engage in classroom study of literature and history, as well as site and museum visits. They are housed in apartments in the neighborhood of Pangrati, in central Athens.

For more information, consult the ASCSA website at <http://www.ascsa.edu.gr>.

Department of Greek and Latin spring break programs

The Department of Greek and Latin has recently (2008) initiated a new series of overseas trips during spring break. The 2009 trip to Greece will spend time in Athens, Sounion, Mycenae, and Epidaurus, as well as three days on Crete. It is anticipated that future years will introduce itineraries to Italy and to other places of interest in Greece, as well as to Turkey. Preference in selection for departmental spring break trips is extended to undergraduate majors, graduate students, and undergraduate minors in the Department of Greek and Latin.

For more information, consult the department website for the spring break programs at <http://greeklatin.cua.edu/abroad/springbreak.cfm>.

Intensive Summer Institutes

Academic institutions and classics-related organizations regularly host short-term intensive summer programs on specialized subjects to assist graduate students in expanding their knowledge and extending their skills. Many of these programs offer significant financial support along with (competitive) admission, and the experiences and connections they provide can significantly enrich a developing career. Here are just a few of the best-known ones:

- The Graduate Summer Seminar of the Center for Hellenic Studies (http://chs.harvard.edu/chs/summer_seminar_2008)
- The International Summer Course in Greek and Latin Epigraphy of the Center for Epigraphical and Palaeographical Studies at The Ohio State University (<http://epigraphy.osu.edu/courses/summer.cfm>)
- The Graduate Seminar of the American Numismatic Society (<http://www.numismatics.org/about/gradsem.html>)
- The Summer Institute in Papyrology of the American Society of Papyrologists (<http://www.papyrology.org>)
- The Greek Palaeography Summer School of Lincoln College, Oxford (<http://users.ox.ac.uk/~mert1177>)
- The Byzantine Greek Summer School of Dumbarton Oaks (http://www.doaks.org/research/byzantine/byz_greek_summer_school.html)

Excavations

Working as a member of an archaeological excavation offers a different type of study abroad experience for the student of classics. It presents the opportunity to learn about this important area of the discipline firsthand, in a way that cannot be experienced in the classroom, and offers hands-on

training in the identification, analysis, and interpretation of ancient artifacts. In return, excavating demands physical stamina, flexibility in the acceptance of living conditions, long work hours, and the willingness to forsake extensive personal travel in return for the chance to share in the discovery of new things and the acquisition of new knowledge.

There are many archaeological excavations which accept student ‘volunteers’; nearly all of them charge fees for room and board, and some for participation as well. Some excavations are archaeological ‘field schools’ which offer organized and purposeful training in investigative, recording, and interpretive techniques; others more closely emphasize the direct operation of the excavation itself.

The best way to begin finding information on excavations which students can join is via the Archaeological Fieldwork Opportunities Bulletin, a publication produced yearly by the Archaeological Institute of America. The AFOB is also now online--and searchable--at <http://www.archaeological.org/webinfo.php?page=10015>. It is, however, by no means a complete listing of all of the opportunities available.

In all cases, students interested in excavation opportunities should consult faculty members and enlist their assistance in researching projects. The Department of Greek and Latin recommends that students, particularly those excavating for the first time, affiliate with field schools or excavations run by US universities.

Excavations in Greece and Italy take place only during the summertime, when the official fieldwork seasons are opened by their respective governments. Not all sites excavate actively in a given year; sometimes a “study season,” during which artifacts are examined, records updated, and research conducted, is declared. Be certain to check that the activities in which you want to be involved are actually taking place!

The Athenian Agora

One major excavation which is generally not listed in the AFOB is that of the ancient Agora in downtown Athens, one of the few excavations which does not charge for participation. The 40 volunteer positions on this excavation are competitive for acceptance. Classicists are preferred over non-classicists, graduate students over undergraduates, and students able to stay for the full 8-week season over those who need to leave earlier. Volunteers are housed free of charge in apartments in the Kolonaki neighborhood of Athens and paid a small weekly stipend to cover meals.

For more information, consult the Agora website for volunteers at <http://www.agathe.gr/bulletin.html>.

Conferences

Academic conferences in the broader field of classics generally come in four major varieties.

1. Open-call conferences that encompass multiple areas within the discipline. These conferences are generally hosted by organizations or consortia, and are most often national or regional. Presenters may be university faculty members, graduate students, secondary-school teachers, or independent researchers.

- National examples: the American Philological Association-Archaeological Institute of America Joint Annual Meeting (“the APA-AIA,” or just “the APA”); the Classical Association, the national classics organization in the United Kingdom; the Association of Ancient Historians (AAH)
- Regional examples: the Classical Association of the Atlantic States (CAAS); the Classical Association of the Middle West and South (CAMWS)

2. Open-call conferences that are limited in their scope and subject. These conferences are generally hosted by individual institutions, and while their calls for papers may be international, their responses will vary tremendously according to the focus of the conference and the perceived prestige of the host institution. Presenters will tend to be university faculty and some graduate students.

3. Invitation-only conferences. These are generally limited in their scope and subject and hosted by individuals or groups on behalf of specific institutions; their goal is often to bring together interested scholars on an international scale. Potential presenters may be invited to submit abstracts or papers for consideration or may be invited directly onto the program. Presenters will tend to be university faculty with perhaps a few graduate students active in the relevant subfield.

4. Graduate student conferences. These are generally organized around a specific concept or theme by a group of graduate students from a specific institution; they often aim to be national in their scope, but within a limited program length (perhaps 8 or fewer papers). Calls for papers are circulated to classics departments around the country via flyers and email; the organizing panel vets (generally anonymous) abstracts from other graduate students and invites selectees to attend and present. The keynote speaker is usually a university faculty member; the other presenters are all graduate students.

As a graduate student, you should certainly aim to present at one or more conferences if you intend to stay in the field following the completion of your degree. Category 1., above, includes the APA-AIA, the national professional conference for much of the discipline, where first-round job interviews also take place. CAAS and CAMWS are also good conferences to aim for as a graduate student.

Should you “do” graduate-student conferences as well? They can be an excellent opportunity to meet students from other programs, to gain practice at the act of “conferencing,” and even to motivate you to finish a seminar paper or other project, but they carry less “weight” in the search for academic employment than professional conferences do. Make certain, therefore, not to give over too much time in your progress towards your degree to them--or, indeed, to any conferences. Presenting should complement and support your studies, not limit them.

FURTHER GRADUATE STUDY IN CLASSICS: A BRIEF GUIDE TO THE ADMISSIONS PROCESS

Disclaimer

A document of this nature will naturally be affected by the opinions and experiences of its compilers. General statements and recommendations are just that: *general*. Your particular situation and/or individual programs which interest you may call for a very different pattern than that outlined below. *Always* ask as many questions as necessary to arrive at the information you need, and make certain to follow above all else the particular directions provided by the institutions and programs to which you are applying. *The information and advice contained within this handbook in no way purport to guarantee desired results in the admissions process.*

Some essential early considerations

The GRE (Graduate Record Examination)

Many, if not most, graduate programs in classics require scores from the ‘general’ GRE (there is no ‘subject’ GRE for classics or its affiliated fields), a national exam which, like the SAT, is administered by ETS (the Educational Testing Service). Changes in administration and structure in recent years mean that this exam can now be accomplished on somewhat shorter notice. Most of the GRE is now administered on a computer terminal, but *caveat lector*: the newer essay portion of the test means that scores are still not instantly available. Make certain to plan ahead so that your marks will reach the institutions of your choice in time for their respective deadlines.

To receive GRE registration materials, you may be able to consult career counseling offices at your current university, or you may request materials and find other information about the test online at ETS’ website, <http://www.gre.org>.

One of the best ways to prepare for the GRE is by taking a practice exam or two, just to get a feel for the length and structure of the test. Up-to-date GRE preparation books are readily available at most major bookstores and websites.

Transcripts

If you have attended more than one institution for your past degree(s), if you have completed substantial work (especially in classics) at an outside school or overseas, or even if you are simply no longer in residence at your former university, gathering the documentation of your prior study may be a longer process than initially anticipated. Spend some time on the internet and/or the telephone to ensure that you know which offices to contact for your transcripts, how much they charge (and how to pay them), and what their anticipated processing time may be.

Your *curriculum vitae* (CV)

Potential graduate programs will want to know the full shape of your academic background after high school. If you have already completed some graduate study, done any teaching in (or outside of) the field, added one or more of the classics-associated modern languages (most notably German, French, Italian, or Modern Greek) to your repertory, studied abroad in the Mediterranean, interned at a museum or archives, or even published something, you will need to provide exact and correct information about your achievements.

One of the best ways to prepare for graduate application-writing, therefore, is to begin assembling a formal academic CV, if you have not already done so. Some useful general guidelines for a CV in classics can be found at the APA-AIA (American Philological Association-Archaeological Institute of America) website (<http://www.apaclassics.org>). Since these guidelines are for candidates actually seeking academic jobs in classics and classical archaeology, some of their headings may not apply to you or your experiences, but they are a good place to start. Consult with an adviser for some ideas about how to incorporate your other achievements into this basic framework. You may also want to examine the *Placement Book* published by the APA-AIA's Placement Service. This spiral-bound packet contains the CVs of most of the candidates on the classics job market in a given year, and many classics departments own a recent copy. Just paging through the *Placement Book* will probably give you many good ideas for formatting and organizing your own information.

Remember, as you are embarking upon this project, that an academic CV is *not* a resume. It should not contain or highlight the same details which would concern an employer in e.g. the business world. If you have already prepared a business resume, it will be a very useful resource for you as you shape your CV, but it cannot substitute for it. A CV is generally longer than a resume, and focuses most significantly upon academic activities, rather than upon responsibilities held or projects executed within the workplace.

You may not need, want, or be able to enclose your academic CV in every graduate or scholarship application you complete, but many venues will either invite you to do so or not expressly forbid it. If you choose to add a CV to an application which does not ask for it, you can mention it in your cover letter as an additional enclosure for reference or interest.

Letters of recommendation

Most graduate programs require three letters of recommendation; to be certain that you have enough recommenders for any situation, however, try to plan for four writers if possible (you will probably not need more than this unless you elect to apply for a Rhodes scholarship). You can then divide up the application workload amongst your four recommenders according to their areas of expertise and the particular parts of your own academic career they know best.

A good time to think about potential recommenders is the summer before you begin your applications. Review your recent years of study. Which faculty members did you best connect with? With whom have you taken classes most frequently? Most recently? Who is advising your independent work? Ideally, your recommenders should be instructors who have taught you in more than one course, or worked with you on an especially detailed level, so that they can offer a fuller view of your academic strengths.

Your recommenders to graduate school in classics should ideally *not* be former employers (unless you were doing basically academic work, such as research on behalf of a professor, museum or archive tasks, archaeological excavation, humanities computing, etc.), family friends, local governmental officials, and the like. Nor should they be faculty members, however eminent or famous, who barely know your work. Remember that the admissions committee is attempting to evaluate your potential for success as a future teacher, researcher, and scholar, and select your recommenders accordingly.

Assuming that the guidelines above apply to you, most of your recommenders will probably be college or university faculty members with whom you have worked fairly recently. As such, they

will probably be difficult to contact over the summer, when schedules are irregular. Plan to formally ask them to prepare letters for you in early September, when schools are back in session. *The one exception* to this scheduling note occurs if you are considering applying for major overseas fellowships, many of which have preliminary September deadlines. If you are doing these particular applications, you will need to contact your recommenders earlier.

Remember that university faculty members expect to write recommendation letters for students. It is a normal part of their general responsibilities, and they will always tell you in advance if they feel they do not know your work well enough to write for you, or if their schedule will not permit them to get a letter out on time. In return for their effort and their candor, however, you will need to supply some logistical planning to make their jobs as easy as possible.

Ideally, have a list of application destinations (both programs and external scholarships and fellowships) ready when you approach your recommenders. They will then be able to tailor their letters to the needs and interests of the institutions and organizations to which you are applying. Request letters as far in advance as is practical, and tell faculty members up front that you will email a friendly reminder or two as deadline dates approach. Provide your recommenders with the full addresses, contact information, and web addresses of the programs to which their letters need to be sent, and make certain to give them any forms which they need to fill out and enclose. Do not forget to tell recommenders how their letter is to be packaged (signed, sealed, emailed as an attachment, etc.).

It is natural to suppose that the recommendation transaction is completed once the necessary letters are in your hand or in the mail. Many students, however, omit the final and most essential step: do not forget to thank your recommenders (preferably via the always-correct formal handwritten note) *and* to let them know the results of the applications they have supported. Not only is it a courtesy to your recommenders to notify them of your outcomes, but it is also useful to them to know the effects their letters have had upon particular institutions and organizations.

Time and expense

Researching and applying to graduate programs (in classics or in any other field) is a time-consuming, money-consuming, and often emotional process. It is also an endeavor which inevitably takes place at a particularly busy time in a student's life, generally near the conclusion of an earlier degree. As best you can, try to plan ahead for the effort and expense which you are about to undertake.

You will probably need to spend a good deal of time on both the internet and the telephone. Making certain that you have private access to reliable connections will save both time and embarrassment. If at all possible, try to avoid making important calls (e.g. to discuss admissions issues with faculty members) on an unreliable cell phone, or giving out a cell number to any professional who may ultimately try to reach you. Dropped connections or difficulty communicating will reflect poorly upon your planning. It may be worth the expense of using a land line to be able to hold a calm and professional conversation.

You will need to produce documents and materials which display you and your work at your best. Be prepared to spend the necessary time printing and assembling, whether at home or in a university computer lab. It goes without saying that you will have to follow directions and produce complete and accurate application packets, with all required materials arranged as requested. (This is

particularly the case for external scholarship and fellowship programs, which frequently reserve the right to summarily disqualify candidates whose applications are not submitted in the proper format. Often the programs for which this is the case have the most complex application requirements, as well.)

You will inevitably need to transmit materials rapidly. Unless an institution or program explicitly states that it will accept electronic attachments or faxes, you cannot count on being able to submit items instantly at the last moment. Make sure to reserve a certain amount of cash to cover extra Postal Service or overnight service charges, which can frequently mount to a surprisingly high level. To minimize the amount of express mailing you will have to do, take special care to follow up with your recommenders to ensure that they have submitted their letters, and do not hesitate to contact most admissions offices or departmental assistants to inquire about the completion of your application file.

Remember throughout this process that graduate school, as one professor put it, is ‘adult education.’ Admissions offices which might have been proactive with undergraduate candidates (e.g. notifying them if portions of their applications are missing, or making exceptions to deadlines) will frequently not do the same with potential graduate students. The responsibility for the application and admissions process rests almost solely upon you in a way that it may not have done before. Be prepared to serve as your own administrator and your own advocate.

The basic timeline

All of the dates in this section refer to the academic year prior to the one in which you plan to start a graduate program. For example, if you are projecting starting an MA in September 2026, the dates below apply to the academic year 2025-26, starting with June-August 2025.

Bear in mind that most major graduate programs in the humanities do *not* practice ‘rolling’ admissions; expect firm and specific deadline dates in most contexts. If you wait until spring to begin seeking out programs for the following fall, you have missed most of the opportunities.

June-August

- Research programs and make individual lists of questions for each
- Schedule and study for GRE
- Track down past transcripts and check on ordering process
- Put CV in order
- Make list of potential recommenders
- Start drafting personal statement
- Research external scholarships and fellowships and note deadlines

September

- Request materials and applications from desired programs
- Take GRE (to allow time for a later retake if necessary)
- Contact recommenders and request letters as per application instructions
- Seek an adviser’s input on personal statement and revise as needed
- Many major external fellowship applications are due this month

October

- Contact programs of interest to ask questions and schedule a visit
- Schedule travel for self-generated campus visits
- Take GRE again, if desired
- Complete personal statement and finish application packets

November

- Submit applications, if desired (most deadlines are in December)
- Visit programs; meet faculty and students (informal interviews)
- Many other external fellowship applications are due this month

December

- Submit applications (most deadlines are this month)
- Contact programs of interest to ensure applications are complete

January

- A few other external fellowship applications are due this month
- Main ‘application season’ winds down

January-February

- Many programs make contact to schedule formal admissions interviews
- A few early offers may arrive via email or telephone

February-March

- Offer time for most major programs; formal letters sent out

April

- Commitment time: most classicists select by the end of the month

May

- Last commitments finish
- Financial aid offers are generally fixed

Evaluating programs

The internet has completely changed the way prospective students learn about colleges and universities. Many graduate programs do not even stock paper brochures and glossy mailings anymore; instead, they refer inquiries to increasingly sophisticated websites, where information can easily be updated from moment to moment as a program grows.

Although you may think that you are starting ‘cold’ when you begin to research potential programs, you probably already have some relevant ideas and experiences that will help you to narrow the field quickly. Most of the major classics programs in the country are listed in the APA-AIA’s *Guide to Graduate Programs in Classics* (probably owned by your current department, or available online at <http://www.apaclassics.org/Publications/publications.html>; look under “publications produced by the APA Office”), so you can take this directory as a starting point, with the caveat that most of its more

specific information (e.g. names of department chairs, specific sub-programs of study) is inevitably out of date. But you will adjust for this in the future with your internet searching.

One helpful way to begin from a long list like this is by accommodating the ‘negatives.’ Eliminate areas of the country where you are unwilling or unable to live (e.g. where a spouse would have no chance of finding employment). Next eliminate institutions which do not offer the specific program or degree in which you are interested (e.g. no terminal MA available, or no program in classical archaeology as opposed to literature). You may need to visit websites or make a few quick telephone calls to administrative assistants to confirm that individual schools do *not*, after all, have what you are looking for. Bear in mind that classical archaeology programs may be located within departments of (e.g.) art or anthropology, ancient history programs within departments of history (as opposed to classics).

At this point your list is probably already fairly short. Now is the time to consult with your current faculty members or other contacts you may have within the field for their recommendations about programs you should examine more closely. A few that you have eliminated may get back onto your list as a result of these conversations. At this point your primary concerns should probably be (although not necessarily in this order): 1) academic strength (will you come out with a well-rounded, intensive degree, with a number of exam credentials and a broad spectrum of coursework and teaching to show? Is the program strong in multiple areas so that your interests can be accommodated if they change?); 2) faculty breadth and depth (does the institution have at least several faculty members whose work is of interest to you and who are recognized outside their institution as making significant contributions to the field? Are there any famously good teachers and mentors on the faculty?); 3) program finances and viability (does the program have access to funding for graduate fellowships, academic travel, and the like? Is the program of a healthy size for the size of the institution? Has there been an entering class every year? Is the program successful in turning out completed PhDs and helping them find employment?); 4) unique program features (is there an interdisciplinary track which interests you? Is there an ongoing excavation to which graduate students have access? Is the program highly prescriptive, or are you allowed to choose your courses with a special degree of freedom?).

Many of these questions will be answered or at least hinted at in conversation with your current instructors; others you will answer yourself by researching actively on the internet. Conventional wisdom frequently suggests that you apply to approximately 5 graduate programs (probably simply because of the time involved), but there is no reason you should not apply to more if you feel that your situation warrants it. As when you applied to undergraduate institutions, however, remember to place a spectrum of schools on your list. Indulge in one or two ‘reach’ applications, if you like (filing at schools where your odds of admission may be lower), but try to submit the bulk of your applications to institutions whose students have academic profiles somewhat in line with your own. And do not forget to include at least one graduate version of the proverbial ‘safety school,’ an institution which you would still be pleased to attend, but whose admissions policies should give you an excellent chance of receiving an offer.

Typical non-academic concerns of a graduate student

As you are researching graduate programs, do not forget to take quality-of-life issues into consideration. Not only do you have the right to give some thought to your financial and personal situation, but you *must* do so; by the time you are entering graduate school, you have probably been

emancipated from your parents' or guardians' health insurance policy, you are likely financially independent or nearly so, and you may have a spouse or significant other and even children to accommodate for--or will by the time you finish school and begin looking for full-time employment.

Although there are various offices and programs in place at many major universities to deal with 'graduate student life,' family affairs, finances, and the like, your planning should begin the moment you take interest in a given institution. Where in the country is the school located? Can you travel to and from there quickly and easily? What is the cost of living in the town, and how does it relate to the kind of financial aid and fellowships typically offered to graduate students in the humanities? Will you be able to afford your own apartment, or will you need to rent a room or take in multiple roommates? Will the institution's health insurance be sufficient for you, or will you need a supplemental policy? Will you need a car to get around? Is there a job market for your partner, and decent schools for your children, whether you have them or not? (Family circumstances can change in the decade or so you may be in school.) A little advance question-and-answer work during preliminary research and an early campus visit can very quickly give you some ideas about whether you will be able to *live* at a given institution.

Do not forget, in your advance planning, to complete a realistic assessment of the amount of debt you anticipate being able to handle when you leave school. Many graduate students borrow throughout the course of their studies, and are in school for so long that they virtually forget that their loans will be tallied up and become a significant part of their financial lives once they receive their degrees or become unenrolled (i.e. continue to work on their dissertations or schoolwork after the official length of their programs expires. This is *very* common). A loan total which covered only the equivalent of *one year* of tuition and living expenses can easily become the monthly equivalent of an extra car payment (or more) when it comes due, and many newly minted PhDs and their families experience financial hardship as a result of this. It may be in your long-term interests to accept a better financial offer from your second- or third-choice institution rather than borrowing to attend your first choice.

Making initial contact with potential programs

Once you have narrowed your list down to something less than ten programs, it is time to make contact with them. At the very least, you will need to consult with the graduate admissions office or the administrative section of the department of your interest in order to receive application materials and/or confirm electronic application guidelines. But you should also make a point of asking to speak with the department's director of graduate studies in order to ask some preliminary questions. The best way to do this is generally to schedule a brief telephone call, rather than peppering the faculty member with questions over email.

This phone call is your opportunity to introduce yourself to the department, to express your interest in the program, to ask some of your questions which are not answerable through web research, to try to get a feel for whether your academic profile is in line with general admissions trends, and perhaps also to set up an informal campus visit, if you already know that your interest in the program is serious.

The 'informal' visit

Many programs have systems in place for handling what we will consider as 'informal' (i.e. not containing required admissions interviews) campus visits, so do not be surprised if you are asked to

wait a month or two before coming to campus, or to submit your application before scheduling a visit. Once you are allowed to make this appointment, however, you will probably be directed to work with the administrative assistant or the director of graduate studies to plan a half-day or so at the department. You will almost certainly meet with the graduate director (and you should ask to do so if at all possible), and perhaps with other faculty members who share your general academic interests, as well; you may be able to sit in on a class or seminar; and you will likely be given the opportunity to meet with current students and ask them some questions about their experiences. Under these circumstances, expect to travel at your own expense and cover your own lodging and meals; if the department wishes to make arrangements for you to stay overnight with a current student or to take you out for a coffee, the offer should be made by them, not requested by you.

Informal visits, if permitted (some institutions only have ‘formal,’ i.e. admission-interview, visits available, and these are necessarily by invitation only; cf. below), are an excellent way to gain some preliminary perspective on the academic and social conditions of the department in which you are interested. It goes without saying that you should present yourself throughout this time at your professional best, because you will inevitably be affecting your prospects. Try to maintain a give-and-take in the conversations which are scheduled on your behalf, striking a balance between discussing how you might fit into the program and asking questions about it. Be prepared to share some general ideas about your interests and your future career. Use the graduate students you encounter as resources, and try to make some specific inquiries about the student experience in the department and at the institution. Above all, maintain an open, friendly, and enthusiastic attitude throughout your visit, whether your interest in the school is waxing or waning as time progresses. Many of these people you are meeting will one day be your professional colleagues out in the larger field.

The application package

Remember to label every enclosure in your application package with your name and the name of the department or program to which you are applying. A basic graduate school application package will generally consist of a paper or online application form accompanied by an assortment of supplementary materials. The most common of these are discussed here.

Cover letter

Although one is generally not explicitly required, it is always a good idea to begin with a cover letter, if only to announce your application to a specific department or program and list the contents of your package. This will help to ensure that all of your enclosures are noted and processed properly.

A cover letter is also a good place to explain any exceptions which you have negotiated with regard to your particular situation (e.g. “My third recommender, Professor X, is currently on sabbatical in Country Y, and will be submitting his letter of recommendation (with permission) directly to the Department of Classics, rather than with this application package”).

GRE scores

These will need to be sent by ETS directly to the institutions where you are applying. Make sure to request them well in advance of deadlines, as the processing time can be longer than expected and the charges for score reports are even higher when they are rush-ordered. Follow ETS’ instructions for requesting these reports (<http://www.ets.org>).

Do not let your GRE scores become a source of undue anxiety as you are preparing your applications. GREs are only one of the many factors which are taken into account when admissions committees make their decisions. Frequently, larger universities will use GRE scores at the schoolwide level for purposes like breaking tied competitions for university fellowships between (e.g.) a historian and a physicist. Individual departments and programs will evaluate them as part of your total profile, not as the sole indicator of your potential.

Transcripts

Some graduate programs prefer to receive transcripts as part of the application package you send in yourself (and they may want them sealed, stamped, signed, etc.); others will want to receive transcripts directly from other institutions. Make certain to follow the individual directions of the programs to which you are applying, and do not forget to order transcripts for work completed at outside institutions if this work is relevant to the graduate program you want to enter.

If your academic record contains any gaps or bumps in the road, e.g. if you took a semester off due to financial constraints or illness, or if you changed schools and worked for a year in between, etc., be prepared to offer an explanation along with your application packet. You can enclose a self-generated letter which is clearly labeled 'Transcript Explanation,' 'Transcript Addendum,' or the like; even better, if pertinent, you can enclose official documentation from your current or recent university (e.g. from a dean of students or the like) explaining your situation.

Transcripts are a significant admissions factor for all graduate programs, and they can represent a good opportunity for you to really shine. If you are interested in going to graduate school in classics, chances are you have a transcript which reflects your enthusiasm. Look over your past courses and grades as you are getting ready to write your personal statement. Are there any trends visible there which may help to define you as a future teacher and scholar? Are there any patterns which are revealing of your special interests within the field? You may want to call attention to these features elsewhere in your application.

Letters of recommendation

Now that you have selected your recommenders, it is your responsibility to see to it that they are able to submit their letters on time. As suggested above, a friendly email as deadline dates approach will probably be welcome, particularly if you have promised one in advance. You may also wish to offer your recommenders a copy of your current CV, so that they can review your recent achievements and learn more about your other interests as they are writing their letters.

Your recommenders will keep the letters they write for you on file. Once they have submitted one reference, they are often willing to adjust and rework their letters on shorter notice if a sudden opportunity arises for you (e.g. you discover a scholarship on the internet for which you want to apply--and the deadline is 48 hours away).

Letters of recommendation are the portion of your application portfolio over which you have the least control, comparatively speaking: in many cases, you will not even see the envelopes which contain them. However, there are a few ways in which you can help to maximize the potential of this part of your credentials. Cultivate intellectual relationships with faculty members whose classes and ideas interest you. Take multiple classes with the same faculty members so that they can evaluate your work in different contexts. As you are considering recommenders, meet with them in person to talk about your graduate school and career goals. Offer them some samples of work done outside of their

classes to skim over, if they like. Provide them with copies of your CV and explain items on it which are particularly important to you. All of these efforts will assist your recommenders in writing you letters which are, above all else, specific to you and to your academic career.

Reading lists

Some programs, particularly when students are entering at the MA level, will request itemized lists of ancient texts studied or read in the original Latin and Greek. It will be to your advantage to begin compiling these lists early, particularly if your experience in the ancient languages is long or extensive. Do not worry about listing specific chapters or sections *unless* they are explicitly requested or are in fairly simple formats: Hdt. 1.1-130 is a reasonably useful indication; the numerous letters and numbers required to cite a passage of Aristotle will be less quickly appreciated by those who skim your lists, and you may do better to refer to percentages of a whole (e.g. “about 10% of each of books 1 and 2 of Plato’s *Republic*”).

Writing samples

Many programs will invite (or more often, require) you to submit samples of past academic work so that departmental admissions committees can evaluate your writing skills and your scholarly development. These work samples, of course, should be freshly printed, clean copies of recent papers, free of all grades and instructor comments. They should also be, if at all possible, work related to the field of classics and to your interests within it.

Given the page limits set by the application requirements, try to select a paper or papers which have been favorably received by your instructors, and which you have written in the last year. If possible, aim to include papers which represent at least some research (think bibliography), analysis (think ancient evidence and arguments about it), and independent thought (think conclusions you draw yourself). Particularly if you are applying to programs in ancient literature or ancient history, it is especially helpful to submit writing samples which show direct engagement with original Latin and Greek.

Placing a cover page on each writing sample giving its title and a brief summary or abstract of the contents will make it easier for admissions committees to follow your arguments quickly. This is particularly the case if your writing sample is an excerpt from a longer work like an undergraduate thesis. Some programs will accept complete undergraduate theses as exceptions to their page-limit requirements; you can find out if this is the case by contacting them.

The personal statement

For some individual evaluators or admissions committees, the personal statement is the most important component of the application package after former degree credentials and transcripts. As such, it should be crafted with great thought and care, and *rewritten for each application you submit so that it is specific to each institution.*

Although it occupies the same position in the graduate application as the ‘essay’ did in the undergraduate one, the personal statement is a very different kind of document. In a nutshell, it is your opportunity to justify and discuss your academic career to date, outline your future intellectual and career goals, and explain why the program to which you are applying is an appropriate bridge between your past and your future. The personal statement should not be a virtual academic paper or dissertation proposal (students in the US are not expected to arrive in graduate school with dissertation topics in hand, and indeed are almost discouraged from doing so), nor should it be a

mirror reflection of the institution's self-proclaimed strengths (do not write, "I want to attend the University of Q because of its excellent library"). Rather, it should show how and why the institution (department, program) is a good fit with both your prior qualifications and your coming plans.

The personal statement does not have to be overly long (about 2 single-spaced pages should probably be sufficient, and this is a commonly requested length), but it should still be detailed and well-organized. Although you should avoid simply re-rehearsing a 'laundry list' of achievements presented elsewhere in your application packet, you might think of the 'past' portion of the statement as your chance to expand upon and prioritize the information in your CV. What areas of study are particularly meaningful to you now, and what experiences in the past led you to them? Were there any significant moments of change in your academic career? If so, how have they shaped the apprentice scholar you are now? What kind of independent work have you done, and what impact has it made on you? What do you consider to be your most advanced study to date?

Your description of your future goals and plans should be sufficiently specific to demonstrate real depth of thought (not "I want to be an archaeologist," but "I am particularly interested in future teaching, excavation, and research which focuses upon the Bronze Age in the ancient Near East because . . ."), and should be elaborated upon to demonstrate a good fit with the program to which you are applying ("University Y's ongoing excavation in Israel is a particular point of attraction for me, as is the yearly program of papers in the Near East Seminar, which I would plan to join immediately upon entering the program"). If you choose to mention specific faculty members at the destination university, do so with care. A little work on the internet will tell you whether Professor X, with whom you want to work, has just accepted a temporary three-year fellowship to the other side of the world, or whether Professor Z has recently departed for another institution. Above all, "do not stop at 'I want to work with Professor X'; rather, continue on to 'I would look forward to working with Professor X because . . .'"¹ If you have had a prior conversation with the faculty member, you will be able to be even more specific about the areas of his or her research which are of particular interest to you.

The usual rules of good writing apply: organize with impeccable clarity, be concise, be lively, use correct grammar, spelling, and punctuation. Remember, this is the most recent example of your 'work' that the admissions committee will read, and they will pay a great deal of attention to it in order to make sense of your vision of your academic career. Do not be reluctant to seek advice from your current and past instructors as you are crafting your personal statement; they can often be an excellent resource.

As a last note, there are a couple of "red flags" which you should avoid in your personal statement:

1. Negative language of any kind, e.g. "I do not have much experience in ancient history, but . . ." This should always be recast in the positive, e.g. "My enthusiasm for my chosen field of study has only grown with my increasing experience, and in the summer before entering a graduate program I plan to deepen my knowledge by . . ."
2. Language which could potentially be dismissed or deconstructed by a more experienced scholar. Be very careful about using absolute terminology like "always" or "never" when discussing academic

¹ A point raised in these words in the graduate recruitment brochure disseminated by the Department of Classics, Princeton University (1998).

topics in your statement, or about making blanket generalizations about your field which you do not yet have adequate experience to support, no matter how firmly you may believe they are true.

The interview process

A number of the most competitive programs require admissions interviews for all of their shortlisted candidates, or even use them to break ties near the bottom of their admissions lists. If you are called for one of these interviews, you will work with an administrative assistant to schedule what we will call a 'formal' visit to campus. As on an informal campus visit, you may have time to speak with current students, and also with individual faculty members, whose conversations with you may or may not be a codified part of the actual interview evaluation. (You may still safely assume, however, that every meeting you hold will help to create an overall departmental impression of you as a candidate.) Other interviewees may or may not be on campus at the same time. Under these circumstances, it is likely that you will travel at the evaluating department's expense, and that some coverage will be provided for lodging (likely with a current student) and meals; however, as in the case of the informal campus visit, the offer for these arrangements should be made by the department, not requested by you.

Often these kinds of campus visits will culminate for you in a scheduled formal interview, sometimes held before an entire committee of faculty members. The kinds of general tips which are frequently given to job applicants in the business world certainly apply here: suitable attire, positive and professional body language, a confident tone of voice, a *thorough* knowledge of the institution and the program (as best as can be achieved by an outsider), and the ability to present your particular strengths and relate them to that program in a concise and articulate fashion will all serve you well. The faculty members will drive these kinds of interviews with the questions they ask you. Do not extend your answer to any one question for so long that there is no time for follow-up; instead, pause after a summary response and ask the committee members if they would like you to elaborate further. Remember to reread your own CV, writing samples, and personal statement (the one you crafted *for this particular institution*) before your interview, as these documents or their equivalents will form the basis for many of the questions you will receive. And if you cannot answer an intellectual or field-related question which is posed to you, describe instead how you would go about discovering that answer. It will give you an opportunity to demonstrate your knowledge of the basic processes of academic research.

There are frequently rumors that these kinds of interviews culminate in staged ordeals such as required sight translations of Pindar or Thucydides. These rumors, mercifully, are untrue.

Evaluating program responses and offers

Offer time and negotiation

Perhaps it is February, and you have just received a tantalizing email from your second-choice program offering you admission and a partial fellowship. This is your first offer, and in your excitement you are tempted to take it and get the decision-making over with.

Do not jump too quickly. Particularly if you have applied to several competitive programs or to similar programs within the same geographic region, you may end up with competing offers that need close comparison before you can make the choice that is truly right for you. Is admission with no financial support at your first-choice school better than that partial fellowship at your second choice?

Given the cost of living in each location, how much financial aid will you require? Is there more than one faculty member at the top school whose work fascinates you? (Your academic career should never hang upon your intellectual relationship with only one mentor. People do move, change jobs, and retire.) Do students at the second school tend to be more successful on the job market when they finish?

Some of these kinds of questions are ones you can answer yourself by researching graduation rates or crunching cost-of-living numbers once again. But you may have other questions which require additional contact with the faculty members and administrators at the institutions you are considering. Do not hesitate to contact them, but try to keep your emails and telephone calls organized and concise when you do. Explain what ongoing concerns you have, even if they are primarily financial in nature. Occasionally fellowship offers may be readjusted as a recruiting tool, or a financial aid office may be able to find one more grant or loan program that makes the difference for you.

Remember that it is still your right to complete your research and have your questions answered, no matter how badly a department may want your answer early. Watch the deadlines and conduct your discussions with good sense and tact, but take that extra time if you need it to wait for all of your responses to come in and talk the various issues over with friends and family, or to revisit one or two campuses.

Accepting an offer and planning for entry

At long last, you telephone or email the director of graduate studies at your chosen department, send back the relevant forms (and the checks for the various mandatory deposits) to the relevant offices, and commit to a program. Congratulations and celebrations are in order at this stage, of course, but it is crucial that you do not waste the time available to you in the intervening summer. This is the last summer until you complete your dissertation during which you will not have some kind of graduate work or exam preparation pending, and this empty space can be used to your great advantage. Plan to spend the summer preparing to relocate, if necessary; earning some extra money (always needed); and either formally studying a modern language (e.g. an intensive class at a local university) or reading ancient texts. If you choose the latter option, make sure to select texts from your required graduate school reading list (ask for a copy from the department if a reliable and updated one is not available online). You will be examined on this material quite soon, comparatively speaking, and the preparation for it takes a great deal of time.

Once you do commit to a program, ironically, the academic department's involvement with you, which may have been fairly detailed up to this point, generally takes a hiatus until you actually enter. You should direct any questions you may have about housing, finances, health insurance, etc., to the proper university offices rather than to the department itself. Consider this your opportunity to get to know the infrastructure of your new institution so that you can hit the ground running when you arrive.

Other options

External scholarships and fellowships for graduate study in the US

Counting exclusively on your destination university of choice for graduate school funding is the logistical equivalent of putting all of your eggs in one basket. As you are applying to graduate school, do not forget to submit additional applications to external scholarship and fellowship programs. In many cases, a university will extend equivalent support for a certain amount of time to

the winner of a prestigious scholarship after the scholarship's funding expires, in effect providing a much clearer financial path to the final degree.

The department maintains a website with some important links to external scholarship and fellowship opportunities here: <http://greeklatin.cua.edu/opportunities/externalscholarships.cfm>. You should also consult a Foundation Center library (<http://www.foundationcenter.org>; there is one of these in downtown Washington, DC) for references and assistance. Be prepared to commit significant time and energy to this endeavor, but also be comforted that it really does reward most industrious students on some level.

Above all else, it is important that you begin this process *early*. If you wait until you have already been accepted to a graduate program, you will have missed the deadlines for the scholarship and fellowship applications, which are usually in the early to middle fall of the academic year in which you plan to complete your previous degree. One easy way to handle it is to apply for the funding first, and *then* do the degree applications.

Finally, in no case whatsoever should you pay an independent 'service' or website to locate sources of financial aid for you. If you need assistance in determining whether a given source of funding is legitimate, an academic adviser or university career counselor should be able to help you.

Overseas scholarships and fellowships

There are a number of well-known international scholarships and fellowships designed to assist American students who want to pursue graduate-level work (or a second bachelor's degree) in other countries. Additional information on specific programs can most easily be found online.

IMPORTANT: Preparation for overseas degree seeking is a long and extensive process. Initial applications for major fellowships such as the Rhodes, Marshall, and Fulbright are generally due in home university offices (for initial rounds of vetting and elimination) in early to mid-September of one's final year of study on a previous degree, i.e. one full calendar year before entrance at a European or other institution is desired. Many viable candidates are rendered ineligible for these competitions due to their lack of attention to these early deadlines, so be sure to follow the directions to the letter.

Here are just a few of the major overseas scholarship and fellowship programs that may be of interest to you:

- Rhodes Scholarship (<http://www.rhodesscholar.org>)
- Marshall Scholarship (<http://marshallscholarship.org>)
- Fulbright Scholarship (<http://us.fulbrightonline.org/home.html>)
- Rotary International Ambassadorial Scholarship (<http://www.rotary.org>)
- Gates Cambridge Scholarship (<http://www.gatesscholar.org>)

SEEKING A FACULTY POSITION IN ACADEMIA

Many classicists who earn PhDs spend part or all of their careers in higher education, whether as full- or part-time faculty, academic librarians, or administrators. This section represents an introduction to the academic employment process for new (and soon-to-be) PhDs in classics and affiliated fields who will be seeking faculty positions at colleges and universities.

Introduction: the basics

In many ways, classicists are especially fortunate when it comes to the logistics of job-seeking. Our two largest North American professional organizations, the American Philological Association and the Archaeological Institute of America, provide a joint Placement Service that acts as the main clearinghouse for the academic employment process in the US, and for many positions in Canada as well. Not all hiring of classicists takes place through the APA/AIA, but much of it does, particularly for positions at four-year colleges and research universities.

The Placement Service facilitates the job-seeking process in many ways. It registers institutions and candidates and provides guidance and oversight for the interactions between them. It collects and disseminates advertisements for positions, releasing a fresh bulletin every month (with updates every two weeks at the height of the “season”). Finally, and perhaps most importantly, it facilitates the initial round of job interviews held at the joint Annual Meeting of the APA/AIA each January. Institutions and candidates can therefore generally leave the planning to the Placement Service; as long as both parties are registered and communicate their schedules to the Service, their interviews will be scheduled for them.

Does this mean that you will never need to look outside the Placement Service for classics positions? Not entirely: if you are interested in working (for example) in Canada, the UK, Australia, New Zealand, or elsewhere in the world, you will need to cast your net more widely to look for positions for which you can apply, and you would do well to join and communicate with the professional organizations in your proposed destination country. If you plan to apply for positions at two-year, junior, and community colleges, you should know that very few of these schools tend to advertise with the APA/AIA. If your academic background is particularly diverse--so much so that you might be able to consider employment, for example, in a department of art, comparative literature, or modern languages--you will need to venture into those fields to explore their job listings as well. Finally, ancient historians should be aware that many history departments will advertise with, and interview through, the AHA (the American Historical Association) rather than the APA/AIA.

For most new PhDs seeking employment in classics departments, however, the APA/AIA is the umbrella under which the majority of your job-seeking efforts will be localized. *As such, you should plan to attend the entire Annual Meeting of the APA/AIA in any year in which you are on the job market.* The conference is large and extensive (it lasts for the better part of four days), follows closely upon the winter holidays, typically ends just before many people’s second semesters begin, and moves to a different city every year. For many graduate students, attending the APA/AIA may be a financial and logistical burden--but it is a worthwhile one. *If you do not attend, you will be unavailable for many first-round interviews, and may therefore be left out of the running for positions that interest you.*

The general curve of the application process for classicists typically moves through three major stages, especially if the position is advertised through the APA/AIA Placement Service:

- Paper or electronic application.
- First-round or preliminary interview at the APA/AIA Annual Meeting.
- On-campus or finalist interview.

Institutions that choose not to interview candidates at the Annual Meeting may handle their first-round selections via (for example) telephone interviews or some other process.

Assembling a professional portfolio for academic job applications

The paper or electronic application represents a candidate's first response to an advertised job opening. In classics, the precise anatomy of this response will vary slightly from position to position. Some institutions, for example, require an online application in addition to the submission of supplementary materials; others ask for a very basic initial submission and prefer to request additional information later in the process. (To learn more about finding jobs to apply for, skip down to the "Professional associations and job listings" section, below.)

In order to be ready, therefore, to respond to the diverse application requirements you may encounter, you should ideally have the following items polished and ready to photocopy/upload and send out (in any combination) by the beginning of the fall semester in which you are planning to start your job search.

- **Cover letter draft or template.** This will need to be altered, even rewritten, for each position you apply for, but you should still begin organizing your "talking points" and overall presentation. One and one-half to two pages is a reasonable length for a finished letter, but no longer. *The cover letter is one of the most critical parts of your job application*; it is essentially the "essay" in which you present a coherent summary of your career to date and outline your qualifications for the opening you are seeking. It is also the easiest part of your application for search committee members to digest quickly, and so it needs to present you at your very best.
- **Academic curriculum vitae** (not a resume). The Joint Placement Service of the American Philological Association and Archaeological Institute of America, which oversees much of the job application process for classicists, publishes the *Placement Book*, a bound grouping of reprinted candidates' CVs. Your CV in the *Placement Book* is limited to two pages, but you can--and should--prepare a more extensive one for your job applications if your situation warrants it. The APA provides some guidance on the preparation of the *Placement Book* version of your CV in its yearly "Description of Services and Guide" for the Placement Service, but you might also do well to consult the CVs of current and former mentors to learn more about presentation.
- **Publication offprints** (or clean manuscript copies of publications in progress). You may not produce any publications while you are in graduate school (this is a fairly normal situation in this field). If you do not yet have any publications, make sure that your dissertation materials (see below) are in excellent shape and present your research to its best advantage.

- **Dissertation chapter** (even better, two chapters) that demonstrates both breadth and depth of technique. This chapter should be fully complete, with no gaps, omissions, or typos; it will serve as your primary writing sample unless you have already published extensively. The second dissertation chapter will provide additional information if any institutions ask for further evidence of your work (or of your dissertation progress to date).
- **Syllabi of courses you have taught.** Ideally, these should be courses you designed yourself and taught alone, rather than courses for which you served as a TA. If the latter are all that you have, you should also gather and polish some supplementary course materials that you yourself created, such as review sheets or handouts.
- **Course evaluations.** The summary sheets that many universities generate are useful, but you should also have ready any comment sheets that record remarks from your students, and a brief covering summary for each course, generated by you, which lists the final enrollment and the percentage of students who actually submitted evaluations. You might also use your cover summary to offer a one-paragraph description of the course itself and the demographic from which it drew its students (e.g. majors, non-majors, freshmen, upperclassmen, etc.).
- **Letters of recommendation from academic faculty.** You should solicit letters from about 4 individuals; most job applications in classics will require about 3 letters, and you may be able to ask specific faculty to address particular features of your career.

These materials, taken together, will comprise your "credentials file" or "job file." You may be able to deposit most of the file at a third-party location and simply request that copies be sent out on your behalf (at CUA, this is done through Interfolio, an online provider used by many universities), you may have to prepare all of your applications individually, or you may find yourself somewhere between these positions. At a minimum, however, you will need to submit your own separate, up-to-date cover letter and CV for each position you apply for.

If you have the option to maintain your file at a third-party location, you should generally take it: it will make the process much easier on your recommenders, who will only need to submit their letters once, no matter how many applications you may choose to send out--and you should send out as many as possible.

Professional associations and job listings

The sub-disciplines of most classicists (broadly defined) are covered by the following professional organizations and associations. As suggested above, if you are seeking a position in a classics department, it is likely that most of the process will be handled for you through the joint Placement Service of the American Philological Association and the Archaeological Institute of America (APA/AIA).

If, however, your areas of specialization are sufficiently interdisciplinary (e.g. you could also qualify for a position in a medieval studies program or a religion department), you may want to join more than one of these organizations, monitor their positions listings, and attend their annual conferences, particularly if they maintain their own interviewing processes (as, e.g., the American Historical Association and the Modern Language Association do).

To see how your portfolio materials align with the requirements for academic job applications, it is recommended that you begin your explorations at the APA/AIA Joint Placement Service. You can then learn about the other professional organizations.

- Placement Service: <http://www.apaclassics.org/administration/placement/placement.html>
- American Philological Association (APA): <http://www.apaclassics.org>
- Archaeological Institute of America (AIA): <http://www.archaeological.org>
- American Historical Association (AHA): <http://www.historians.org>
- Modern Language Association (MLA): <http://www.mla.org>
- American Academy of Religion (AAR): <http://www.aarweb.org>
- Medieval Academy of America (MAA): <http://www.medievalacademy.org>
- Byzantine Studies Conference (BSC): <http://www.byzconf.org>

Advice on job-seeking for the humanities in general--and for classics in particular

The academic job-seeking process is complicated, and much useful advice has been composed to assist candidates in negotiating the various steps and stages. Two major documents, prepared by Knorr/Nappa and Connolly, respectively, address the concerns of classicists in particular, and discuss the process of “going on the market” (Connolly’s title) at the annual APA/AIA conference each January. They contain timeframes, step-by-step guidelines, and checklists for each phase of job-seeking.

- “Checklist of Advice for Job Candidates in Classics,” Knorr/Nappa, for the APA/AIA: <http://www.apaclassics.org/profmat/candidatechecklist.html>
- “Going on the Market,” Connolly, for the Women’s Classical Caucus of the APA: http://www.wccaucus.org/connolly_jobmarket.pdf

Additional links and advice are available on the departmental website page that shares most text with this topic, <http://greeklatin.cua.edu/careers/academia.cfm>.

Enhancing your experience

As you explore this information, you may find yourself wondering how best to prepare your professional portfolio for the job market. One piece of advice that seems almost universal in North American classics nowadays is the recommendation that graduate students work to become as *diverse* and *flexible* as possible. Classics departments in both the US and Canada (with a few notable exceptions) tend to be on the small side, and so their faculty members generally need to be prepared to teach a wide variety of courses: ancient languages at all levels, literature in translation, mythology, history, material culture. Faculty also need to be able to collaborate, both with one another and with colleagues in other departments and programs and even at other institutions, to keep programs energized, to design new endeavors that will continue to attract students, and to enhance opportunities to pursue their own research.

As a graduate student, then, as expressed elsewhere in this handbook, one of your goals should be to train yourself in more than one subfield by selecting courses, paper topics, exam specializations, reading list entries, and summer experiences that comprise a coherent narrative of your developing expertise. At least one of your subfields should be in an area that is significantly removed from your

dissertation topic, and your teaching experience should ideally reflect this diversity as well. If you are a specialist in language or literature, teaching a course in history or even mythology will strengthen your portfolio; if you are an archaeologist, your teaching Greek and Latin courses can be an opportunity for you to highlight your language skills.

Apply for as many special opportunities as are feasible for you: summer institutes, conferences, excavations, study abroad, research assistantships, dissertation fellowships, and awards demonstrate not only the quality of your work as a student, but the potential you may hold as a professional. If you are able to publish while you are in graduate school, this can also be a positive sign for job search committees, but it will nevertheless comprise only one part of the criteria on which you will be evaluated.

Finally, no matter what the topic of your dissertation is, it should be something that you can stay focused upon for a long period of time; excite others about; discuss with confidence, conviction, and passion; and point to as the foundation for future research projects. Choose your dissertation carefully--it will be a part of your life and your career for a long time to come!--and in consultation with trusted advisers. If possible, select a topic that can demonstrate your breadth as well as your depth, and that touches upon multiple different areas within the wider discipline.