

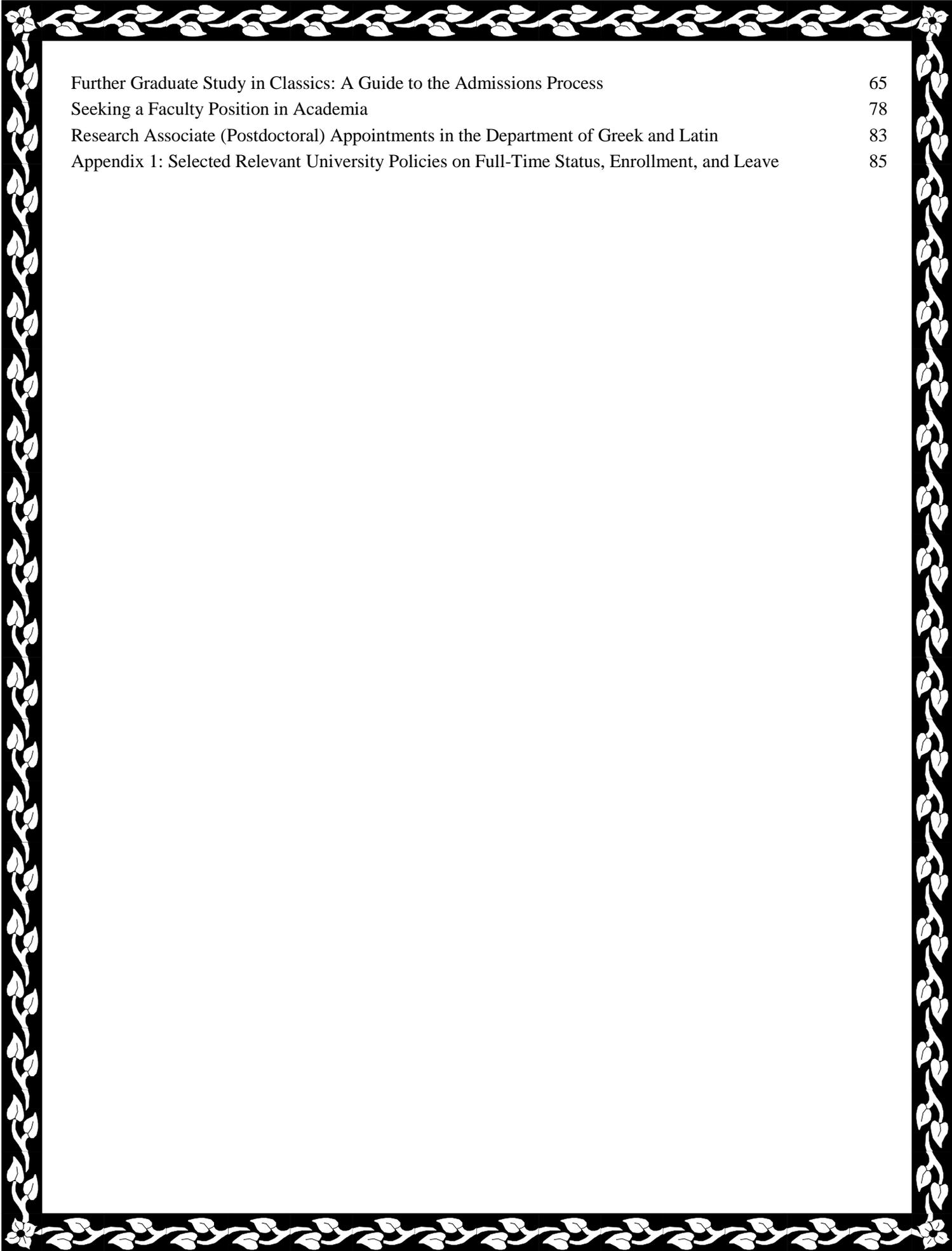
DEPARTMENT OF GREEK AND LATIN
THE CATHOLIC UNIVERSITY OF AMERICA

GRADUATE AND CERTIFICATE
HANDBOOK

2018-2019

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WELCOME

Greetings, and welcome to the Department of Greek and Latin! This handbook gathers into one place most of the departmental information that our graduate and certificate students will need throughout their careers here at Catholic University, 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 and certificate advisers 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 administrator or by faculty members and respond to them promptly. *Faculty and staff of this department will use only your official Catholic University 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 or the certificate adviser at least once per semester for course selection, and more frequently as needed to address adding and dropping courses, 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 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 Catholic University *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 Catholic University 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 Catholic University, 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 Hyvernat (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 Catholic University 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 Ennodi 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 Catholic University 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, Catholic University, 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 Catholic University, 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 Catholic University 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 Catholic University'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 has its central administrative office in McMahon 205, which is actually a suite that serves as the entrance to the following additional rooms:

- Faculty offices: 205A, 207A, 207B
- Teaching fellows' and teaching assistants' office: 205B
- Main administrative office: 205
- Departmental lounge (the 'Map Room'): 203
- Departmental library: 207

The main administrative office houses graduate-student and faculty mailboxes and workspace for the departmental administrator (at Catholic University, this person is called an 'Academic Specialist'). The library is available to all department members for quiet study and research, and the lounge, which contains the departmental refrigerator and coffee service, is open for conversation, relaxation, and student meetings whenever it is not being used for symposia or classes.

Across the hall, classroom 209 serves as the gateway to two further departmental rooms:

- Faculty offices: 209A, 209B

Finally, suite 211, directly across from the entrance to 205, is the home of the Center for the Study of Early Christianity and its Program in Early Christian Studies, a degree-granting academic program for graduate students. The Director of 'ECS,' Professor William Klingshirn, is a member of the faculty of the Department of Greek and Latin, and the ECS suite contains the following facilities:

- Faculty offices: 211A, 211C
- Main administrative office: 211
- Seminar room: 211B

A number of small Greek and Latin classes hold their meetings in the ECS seminar room, and students from the ECS program have full access to the Greek and Latin lounge and library.

A special research asset available to department members is our collection of small antiquities, including pottery, stone and glass vessels, and terracottas, ranging in date from the Bronze Age to the Roman Empire.

At Catholic University's Mullen Library, the department enjoys a large, designated Greek and Latin reading room space on the third floor. The area, 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 University Archives, a collection of over 1500 ancient Greek, Roman, and Byzantine coins provides further support for teaching and research.

The department's contact information (and therefore your student mailing address) is as follows:

Department of Greek and Latin
McMahon Hall, Room 205
The Catholic University of America
620 Michigan Ave., NE
Washington, DC 20064

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

All faculty members can be reached directly through the department. The department's Academic Specialist and administrator is Mr. Bohdan Lonchyna (lonchyna@cua.edu).

LIBRARY AND OFFICE USAGE POLICIES

Departmental library

The Bernard M. Peebles Library of the Department of Greek and Latin is located in McMahon 207. With holdings of over 2000 volumes, including complete sets of Loeb and Oxford Classical Texts and special recent major gifts from the personal collections of Prof. Philip Rousseau (Catholic University), Prof. Joseph O'Connor (Catholic University, Georgetown University), and Prof. Albert Henrichs (Harvard University), the library serves as a research resource for all department members, who together share the responsibility for its security, maintenance, care, and growth. Some important policies help to maintain it:

1. The library is *strictly noncirculating*. Members of the *faculty only* are permitted to take a volume to their offices or to class if they leave a note on the shelf in its place. Such volumes must be returned to their places by the end of the day. Students are not permitted to remove books from the library for any reason.
2. Use of the library is confined to degree-seeking or certificate-seeking members of the Department of Greek and Latin, and to other students actively enrolled in courses taught by the department. Degree-seeking students in Early Christian Studies are also welcome to use the library. Any other admittances must be approved in advance by the department chair.
3. The only entry or exit to the library is through the door communicating with the main office in McMahon 205. The hallway door to the library (the double door labeled as McMahon 207) is a fire exit only and is never to be opened or propped except during special events.
4. The library climate controls are set by the department chair, the departmental administrator, and the library's Bibliographer to accommodate changing weather conditions across the seasons. Heat or air conditioning may be adjusted by individual library users, but must be returned to low levels or turned off by the end of the workday.
5. The windows of the library may not be left open overnight for any reason. The last user out of the library in the evening must ensure that all windows are closed, all lights are turned off, and all doors to the office suite are locked.
6. No food or beverages are permitted in the library except water, and conversation must cease if any individual user wishes to work in silence.
7. Reshelving of books is the responsibility of individual users and must be completed upon the conclusion of any individual user's work session.
8. The large copier/printer in the corner of the library may be employed for scanning free of charge. Photocopying and printing is permitted to faculty, and to TFs, TAs, and other graduate students preparing materials for classes. Any other photocopying or printing requires the permission of the departmental administrator or the Chair.

9. The large desk in the entry corner of the library is the workspace of the departmental Bibliographer, and neither the desk nor its computer may be used by library visitors without permission.
10. Any furniture rearranged by library users must be returned to its original position upon the conclusion of a work session.
11. The use of the library for lectures, symposia, conferences, or other special events may be granted by the department chair. All department members will be notified of such closures in advance.
12. Reports of missing books or suggestions for purchases should be sent to the department chair, copied to the departmental administrator and Bibliographer. Book orders are conventionally placed in the early spring.

To enhance security and help protect the collection, the library is outfitted with multiple video cameras.

Office usage

Access to the departmental office suite and its interior facilities is a privilege, and keys may be revoked from those who fail to adhere to the preceding policies regarding the library or the following policies regarding the office.

1. Keys to the front door (McMahon 205) are issued by the departmental administrator to active graduate and certificate students who are in residence in the DC area. Students who go out of residence are required to surrender their keys, as are alumni at the time of their graduation.
2. Within the suite, keys to the TF/TA office (McMahon 205B) are issued firstly to teaching fellows who are actively engaged in teaching for the Department of Greek and Latin. If space permits, departmental TAs may also be issued keys. (Due to desk limitations, students who are teaching for other units are not entitled to keys to this office.) The individual employ of the TF/TA office for meetings and office hours is worked out on a schedule each semester by collective agreement amongst its users.
3. Students who do not have access to the TF/TA office may rent lockers (and locks) through the departmental administrator at a nominal yearly fee to secure their belongings.
4. The departmental lounge, the 'Map Room,' may be booked for student events such as informal symposia, Classics Club meetings, and the like by consulting with the departmental administrator. It is also used for departmental parties and receptions after lectures. Notification of such bookings will be circulated to the department in advance. Beyond these kinds of events, however, the Map Room is open to all degree-seeking and Certificate program members of the Department of Greek and Latin and of the Center for the Study of Early Christianity.

5. All users of the Map Room are reminded to help maintain a clean environment by wiping down surfaces, disposing of trash, and paying attention to the maintenance of community resources, especially the coffee station and the refrigerator. Unlabeled food or drink left in the refrigerator for more than one week may be discarded.
6. No departmental facilities, whether the offices, the Map Room, or the library, may be employed for meetings, teaching, or tutoring that is not conducted on *official* behalf of the university. Students who are engaged as private tutors (whether volunteer or compensated), even if their clients are otherwise members of the university community, must meet those clients outside of the departmental suite.
7. Security is the collective responsibility of all members of the department. Students are reminded to secure their belongings at all times, to report unknown visitors to the departmental administrator (and, if necessary, to Catholic University Public Safety, 202-319-5111), and to close and lock all doors both when working alone in the department and upon leaving for the evening. The last individual out of the department at night is responsible for closing all windows, resetting or turning off all climate controls, turning off all lights, and locking all doors.

DEPARTMENTAL FACULTY

William E. Klingshirn (AB, Holy Cross, 1977; AM, PhD, Stanford, 1982, 1985), Margaret H. Gardiner Professor of Greek and Latin and Director of the Center for the Study of Early Christianity, specializes in the history and culture of the late antique Mediterranean world. His current research is focused on diviners and divination in late antiquity, on definitions of Christian culture in the early middle ages, and on the reception of Caesarius of Arles in the nineteenth and twentieth centuries. He 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), with Linda Safran *The Early Christian Book* (Washington, DC, 2007); and with AnneMarie Luijendijk *My Lots are in Thy Hands: Sortilege and its Practitioners in Late Antiquity* (Leiden and Boston, 2018). 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*. From 2007 to 2013 he served on the Board of Editors of *Traditio: Studies in Ancient and Medieval History, Thought and Religion*. He now serves on the editorial board (Doctorem Collegium) of the journal *Latinitas (series nova)*, published by the Pontifical Academy for Latin. He is also a member of the Editorial Board of *Fathers of the Church*. A Catholic University faculty member since 1985, he has taught a wide range of courses in classics, ancient history, Latin, Greek, early Christianity, and late antiquity, and regularly participates in the Christian Tradition sequence of the Honors Program. In 2014 he was appointed a Fellow (*sodalis*) of the Pontifical Academy for Latin, and in 2015 was honored with an *ovatio* by the Classical Association of the Atlantic States.

Frank A. C. Mantello (BA, MA, Manitoba, 1965, 1967; MA, PhD, Centre for Medieval Studies, Toronto, 1970, 1977), professor *emeritus* and Margaret H. Gardiner Professor *emeritus*, became a member of the Catholic University faculty in 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). His annotated translation, *The Letters of Robert Grosseteste, Bishop of Lincoln* (Toronto: University of Toronto Press, 2010), completed with Prof. Joseph Goering (University of Toronto), received the Margaret Wade Labarge Prize for 2011, awarded by the Canadian Society of Medievalists, and he was the named dedicatee of *Robert Grosseteste and His Intellectual Milieu: New Editions and Studies*, ed. John Flood et al. (Toronto: Pontifical Institute of Mediaeval Studies, 2013). 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 Catholic University Press. Before coming to Catholic University he was a research associate and Izaak Walton Killam Post-Doctoral Research Scholar at the Pontifical Institute of Mediaeval Studies, Toronto. He has received fellowships (1985, 2010-11) and several research grants (1989-91, 1992-93, 1995) from the National Endowment for the Humanities. He has taught a wide range of courses in classical and medieval Latin and in manuscript studies (paleography, codicology, textual criticism), and was granted the rank of professor *emeritus* upon his retirement from the full-time faculty in August 2016.

William J. McCarthy (BA, Maryland, 1971; MA, Ohio State, 1978; PhD, Catholic University, 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 include projects on Propertius and Prudentius; 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 Catholic University 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 graduate seminars and upper-level reading courses in both languages, as well as regularly offering an exceptionally popular undergraduate course on "The Ancient World in Cinema."

John F. Petruccione (BA, Dartmouth, Classics, 1972; MA, Oxford, Theology, 1974; PhD, Michigan, Classical Studies, 1985), associate professor, studies and teaches classical, patristic, and medieval Latin and Greek literature. His publications include articles in the fields of patristic Latin literature and medieval palaeography. His most recent publication is "Madness in Ante-Nicene Christianity: The Portrayal of the Persecutor in the Martyr Acts and Related Literature," in H. Perdicoyanni, *The Concept of Madness from Homer to Byzantium* (Amsterdam, 2016). He is the founding editor and editorial director of the Library of Early Christianity (LEC), a series of critical editions of early Christian texts with facing-page English translations. The LEC has now produced three volumes: J. F. Petruccione and R. C. Hill, *Theodoret of Cyrrus, The Questions on the Octateuch*, LEC, voll. 1-2 (Catholic University Press: Washington 2007) and G. L. Thompson, *The Correspondence of Julius I*, LEC, vol. 3 (Catholic University Press: Washington 2015). In collaboration with I. Pásztori-Kupán, Dr. Petruccione is producing an annotated edition of the letters of Theodoret of Cyrrus (*collectio sirmondiana*), which will be published as volumes 4 and 5 of the LEC. 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), a Scaliger Fellowship at the University of Leiden (June 2008), and a fellowship from the Loeb Classical Library Foundation (fall 2011). He has been a member of the Catholic University faculty since 1985.

Sarah Brown Ferrario (BSOF, Indiana, 1996; MPhil, Oxford, 1998; MA, Princeton, 2001; PhD, Princeton, 2006), associate professor and department chair, is a specialist in Greek history and literature, particularly of the fifth and fourth centuries BC. For the academic year 2009-10, she was a residential Junior Fellow of the Center for Hellenic Studies (Washington, DC), where she continued work on her book, *Historical Agency and the 'Great Man' in Classical Greece* (Cambridge University Press, 2014), for which she was also awarded a Summer Stipend from the National Endowment for the Humanities (NEH) in 2008. Her most recent book chapters include projects on the reception of Aeschylus in western opera, on Thucydidean leadership, and on Xenophon's political thought. With Norman Sandridge, she is currently co-editing the *Blackwell Companion to Leadership in the Greco-Roman World* (Wiley-Blackwell, under contract), for which her own contribution explores leadership during the 'twilight' of the Athenian democracy at the end of the fourth century

BC; with Judith P. Hallett, she convenes the Washington Ancient Mediterranean Seminar (WAMS), whose academic gatherings serve as a forum for mentoring and scholarly exchange across the university classics and classics-related programs in the DC region. Dr. Ferrario was 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 Catholic University in 2001, 2003, 2004, and 2006). She has been a Marshall Scholar at Oxford (1996-98), a Fulbright Scholar in Greece 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). During the fall semester of 2012 and the spring semester of 2016, she served as a visiting faculty member at Catholic University's Rome Campus in Italy; and in 2017, she led the annual Catholic University Honors Program European spring break program, this time to Greece. She is a recipient of Catholic University's Faculty Award for Teaching Excellence in Early Career (2013) and an honorary inductee into Phi Beta Kappa (2017). Dr. Ferrario has taught courses in ancient languages, literature, history, and culture at Catholic University since 2002, and was named visiting assistant professor in 2005, assistant professor in 2006, and associate professor in 2013. Since spring 2015, she has served as Chair of the Department of Greek and Latin.

Fabio Pagani (PhD, Scuola Normale Superiore, 2011; BA 2004, MA 2006, University of Pisa and Scuola Normale Superiore), assistant professor, is a specialist in the interactions between Classical and Christian learning in the Middle Ages, both West and East. His research interests focus specifically upon the reception of Greek philosophy (mainly Plato and Aristotle) during the Latin Middle Ages through the Italian Renaissance, with particular attention to the roles played by Byzantine intellectuals. Dr. Pagani's PhD dissertation was dedicated to the intellectual quarrel about Platonism that took place in Rome between George of Trebizond and Cardinal Bessarion in the mid-fifteenth century. His work not only included an edition of the Latin text of book I-IV of George's translation and Bessarion's comments, but also demonstrated that translations played a significant role in triggering (and shaping) philosophical discussions about how Platonism might be made compatible with Thomistic interpretations of Aristotle. As part of another large-scale project, Dr. Pagani's recent discovery of Gemistos Pletho's copy of Plato's dialogues allowed him to demonstrate that Gemistos produced his own working edition of Plato by erasing (and therefore censoring) passages for reasons connected to his own distinctive philosophical and religious outlook. Before coming to Catholic University as visiting assistant professor in 2016-17, Dr. Pagani was employed by the long-term project *Commentaria in Aristotelem Graeca et Byzantina* in Berlin, where he continues to collaborate in work upon the reception of Aristotle's *Metaphysics* in Byzantium, and particularly upon the role played by the late thirteenth- and early fourteenth-century scholar George Pachymeres. Dr. Pagani has been an Onassis Fellow in Athens (2009-10) and a fellow at the Warburg Institute, London (Fall 2010). During academic year 2015-16 he held fellowships at Dumbarton Oaks (Washington, DC) and at Princeton (Seeger Center for Hellenic Studies). Due to his broad interest in the reception of antiquity in later periods, he is a member of the Princeton-based 'Postclassicism' network. At Catholic University, he teaches courses in both classical and medieval Latin and Greek language and literature.

Joseph F. O'Connor (AB, Borromeo College of Ohio, 1965; MA, Ohio State, 1967; PhD, Ohio State, 1974) is Distinguished Lecturer in the Department of Greek and Latin. A classicist with a broad portfolio of publications ranging from the pedagogy of mythology to Horace to Renaissance humanism, he has most recently co-authored a series of studies with Christine Smith that address the literary reception of architecture, including *Building the Kingdom: Giannozzo Manetti on the Spiritual and Material Edifice* (Medieval and Renaissance Texts and Studies, 2006), *Eyewitness to*

Old St. Peter's Basilica: Maffeo Vegio's 'Remembering the Ancient History of St. Peter's in Rome' (Cambridge University Press, 2018), and several articles. He and Dr. Smith have received a Research Grant from the National Endowment for the Humanities (NEH, 1991-93) and Senior Research Fellowships from the J. Paul Getty Trust (1990-91) for their work on architectural descriptions, and Prof. O'Connor has also been the recipient of a Mellon Fellowship to the Vatican Film Library at St. Louis University (1994) and of a Program Grant from the NEH to offer a summer institute for teachers on the *Odyssey*. Before coming to Catholic University, Prof. O'Connor was a member of the faculty (Assistant to Associate to Professor) of the Classics Department at Georgetown University from 1971-2004, including serving for nine years as department chair or acting chair. Upon his retirement from Georgetown in 2004 he was awarded the title of Professor Emeritus. He began teaching at Catholic University as a lecturer in 2006, and regularly offers both graduate and undergraduate courses, in Greek, in Latin, and in English translation. Prof. O'Connor was promoted to the rank of Distinguished Lecturer in 2010.

Stephanie Layton Kim (BA, George Washington, Archaeology and Classics, 2003; MA, Florida State, Classical Archaeology, 2006; PhD, Virginia, Art History, Program in Classical Art and Archaeology, 2013), adjunct assistant professor, began as a lecturer at Catholic University in spring 2011. While attending UVA, she received a Dupont Fellowship, a William Seitz Memorial Fellowship, a Nichols Scholars Tuition Award, and a teaching assistantship. She was the vice-president of the Charlottesville Society of the Archaeological Institute of America (AIA) in 2008-9. Her dissertation was entitled *Performance and Visual Culture in Etruria: 7th-2nd Century BC*, and her research interests include Etruscan iconography, Etruscan and Roman ceramics, the study of performance theory, and performance and play in the ancient world. Dr. Layton Kim has excavated primarily at the Etruscan, Roman, and medieval site of Cetamura del Chianti in Italy from 2003-7, returning again in 2014, functioning through the years in various roles that have included Assistant Site Director and Lab Director. She has published on the bucchero pottery from Cetamura in *Etruscan Studies* (v. 12, 21-60) and has presented on the discoveries made at Cetamura at meetings of the Classical Association of the Middle West and South (CAMWS, 2006) and at the AIA annual meeting (2007). Her teaching experience includes courses in archaeology, art history, classics and Latin. Dr. Layton Kim was promoted to Adjunct Assistant Professor in fall 2016.

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 departmental adviser(s) 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 advisers 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 advisers at other times, particularly if academic difficulties are detected.

Because all continuing graduate and certificate students in the Department of Greek and Latin are 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 advising conferences. You should also take note that Catholic University itself has a strict policy regarding “continuous enrollment” for students in degree programs. Failure to register for courses in a timely fashion may place students in violation of this policy, which can lead to a required re-application for re-admission.

If you are planning to take your Catholic University MA or language certificate to another university to pursue a PhD, please consult the section on “Further 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 Catholic University, 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 online departmental placement examinations in both languages prior to beginning their studies, or, for certificate students who are already members of another Catholic University 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 Catholic University* 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 Catholic University, 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 Catholic University’s first six-week summer session in mid-May. They must therefore complete 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.

Graduate-level and non-graduate-level courses

All graduate and certificate students should be aware that *language courses offered by the Department of Greek and Latin with course numbers of 501, 501A, 501B, 502, 502A, 502B, 504, 505, 505A, 505B, 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 in this department.* Rather, they are designed to assist graduate and certificate students in accelerating their earlier levels of language study. Other elementary- and intermediate-level courses may occasionally be offered under different course numbers; if you are unsure as to whether a given course may count towards a departmental program, please consult the advisers or the department chair.

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

Classical (Attic) Greek

The Department of Greek and Latin at Catholic University 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), throughout. 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). This text is employed in many 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 101/505 or GR 103/507 (during the academic year).
- Enroll in GR 509 or GR 516 (during the summer).
- Enroll in GR 511 or another approved advanced Greek course.

Please note that students are not permitted to “sit out” GR 101/505 or 103/507 and then take GR 102/506 or 104/508 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 Catholic University 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. 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); it 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 509 (summer).
- Enroll in LAT 501 (fall semester only), then enroll in LAT 502 (spring semester only).
- Enroll in LAT 516 and/or Latin 517 (summer only).
- Enroll in LAT 103 (fall semester only), then enroll in LAT 104 (spring semester only).
- Enroll in LAT 511 or another approved advanced Latin course.

Please note that students are not permitted to “sit out” LAT 501 or 103 and then take LAT 502 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 Catholic University careers: they are frequently used, for example, in the prose composition courses (GR 511 and LAT 511). The forms that 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 third 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 three master's degree programs: the MA in Greek and Latin, the MA in Greek, 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 30 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 that 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 Greek** consists of 30 credit hours of graduate-level coursework in Greek 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 program provides especially strong foundations for doctoral work in the fields of (e.g.) philosophy, theology, or Near Eastern studies. Although the study of Latin is not required in this program, the department very much encourages it, and some graduate-level Latin courses may be counted towards this degree at the discretion of the graduate adviser and the department chair.

The **MA in Latin** consists of 30 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 that 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. Some graduate-level Greek courses may be counted towards this degree at the discretion of the graduate adviser and the department chair.

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 Latin and Greek, receive training in research methodologies, and accumulate a portfolio of credentials that 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 that can be employed in future applications to doctoral programs.

List of Requirements for the MA in Greek and Latin		
1	GR 511, Greek Prose Composition	3 cr
2	LAT 511, Latin Prose Composition	3 cr
3	GR 655, Survey of Greek Literature	3 cr
4	LAT 655, Survey of Latin Literature	3 cr
5	6 other approved courses	18 cr
6	Modern language examination in French or German	

7	MA comprehensive examinations in Greek and in Latin (preceded by sight exams)	
8	Submission of 2 approved research papers (written for courses)	
	TOTAL HOURS	30 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

IMPORTANT: In any semester in which a graduate student is registered for comprehensive exams at any level, he or she must take one of the following actions to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.

It is university policy that comprehensive exams whose grade needs to be reported at the end of the semester (e.g. if a student is graduating) must be taken by the W deadline for that semester. Exams taken after that deadline will have their grades posted at the end of the next semester (for example, an exam taken in December will have its grade posted in May).

Prerequisite: sight-translation exams

To qualify to take their MA comps 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 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 by individual arrangement with the graduate adviser.

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.

Submission of research papers

Upon the completion of degree coursework *and no later than five months prior to anticipated degree completion (graduation)*, each MA candidate is required to re-submit two papers originally written for courses to the graduate adviser, who will evaluate them as to their demonstration of master’s level skills in research, argumentation, and presentation. Under ordinary circumstances, these papers will be expected to be approximately 15 pages in length, discussing texts in the original and offering an argument original *to the student* (not to the field). Documentation is to be drawn from the body of scholarly secondary literature and presented according to professional disciplinary standards for references, footnotes, and bibliography.

Papers that fail to meet these requirements will be returned to the student, with comments and suggestions, for rewriting. Rewritten papers must be submitted *and approved* by the conclusion of the semester or summer session prior to the one that contains a student’s anticipated degree completion (e.g. by December for a May graduation); otherwise, the degree completion must be postponed to the following semester or summer session until this requirement is completed.

MA in Greek

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

List of Requirements for the MA in Greek		
1	GR 511, Greek Prose Composition	3 cr
2	GR 655, Survey of Latin Literature	3 cr
3	8 other approved courses	24 cr
4	Modern language examination in French or German	
5	MA comprehensive examinations in Greek (preceded by sight exam)	
6	Submission of 2 approved research papers (written for courses)	
	TOTAL HOURS	30 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

IMPORTANT: *In any semester in which a graduate student is registered for comprehensive exams at any level, he or she must take one of the following actions to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.*

It is university policy that comprehensive exams whose grade needs to be reported at the end of the semester (e.g. if a student is graduating) must be taken by the W deadline for that semester. Exams taken after that deadline will have their grades posted at the end of the next semester (for example, an exam taken in December will have its grade posted in May).

Prerequisite: sight-translation exam

To qualify to take their MA comps translation examination in Greek, 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 by individual 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 by individual arrangement with the graduate adviser.

1. ONE 3-hour translation examination in Greek, based on an official departmental list of Greek texts. The Greek MA reading list is appended immediately following this MA degree section.
2. ONE 3-hour essay examination in Greek 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 Greek secondary scholarship and essay question lists are appended immediately following this MA degree section.

Submission of research papers

Upon the completion of degree coursework *and no later than five months prior to anticipated degree completion (graduation)*, each MA candidate is required to re-submit two papers originally written for courses to the graduate adviser, who will evaluate them as to their demonstration of master's level skills in research, argumentation, and presentation. Under ordinary circumstances, these papers will be expected to be approximately 15 pages in length, discussing texts in the original and offering an argument original *to the student* (not to the field). Documentation is to be drawn from the body of scholarly secondary literature and presented according to professional disciplinary standards for references, footnotes, and bibliography.

Papers that fail to meet these requirements will be returned to the student, with comments and suggestions, for rewriting. Rewritten papers must be submitted *and approved* by the conclusion of the semester or summer session prior to the one that contains a student's anticipated degree completion (e.g. by December for a May graduation); otherwise, the degree completion must be postponed to the following semester or summer session until this requirement is completed.

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	LAT 511, Latin Prose Composition	3 cr
2	LAT 655, Survey of Latin Literature	3 cr
3	8 other approved courses	24 cr
4	Modern language examination in French or German	
5	MA comprehensive examinations in Latin (preceded by sight exam)	
6	Submission of 2 approved research papers (written for courses)	
	TOTAL HOURS	30 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

IMPORTANT: *In any semester in which a graduate student is registered for comprehensive exams at any level, he or she must take one of the following actions to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.*

It is university policy that comprehensive exams whose grade needs to be reported at the end of the semester (e.g. if a student is graduating) must be taken by the W deadline for that semester. Exams taken after that deadline will have their grades posted at the end of the next semester (for example, an exam taken in December will have its grade posted in May).

Prerequisite: sight-translation exam

To qualify to take their MA comps translation examination 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 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 by individual arrangement with the graduate adviser.

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.

Submission of research papers

Upon the completion of degree coursework *and no later than five months prior to anticipated degree completion (graduation)*, each MA candidate is required to re-submit two papers originally written for courses to the graduate adviser, who will evaluate them as to their demonstration of master's level skills in research, argumentation, and presentation. Under ordinary circumstances, these papers will be expected to be approximately 15 pages in length, discussing texts in the original and offering an argument original *to the student* (not to the field). Documentation is to be drawn from the body of scholarly secondary literature and presented according to professional disciplinary standards for references, footnotes, and bibliography.

Papers that fail to meet these requirements will be returned to the student, with comments and suggestions, for rewriting. Rewritten papers must be submitted *and approved* by the conclusion of the semester or summer session prior to the one that contains a student's anticipated degree completion (e.g. by December for a May graduation); otherwise, the degree completion must be postponed to the following semester or summer session until this requirement is completed.

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

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 παρεσκευ-ασμένα λαμβάνουσι συγγιγνομένων, ἐπεβουλεύθησαν ἢ ὑπὸ τῶν μηδὲν προσηκόντων· τά τε γὰρ ἄλλα, καὶ πρὸς μὲν ἐκείνους ἔστι τούτους ἀντιτάξαι, πρὸς δὲ τούτους αὐτοὺς οὐκ ἔστιν ἄλλω τινὶ συμμάχῳ χρήσασθαι. ὥσθ’ ἡμῖν διὰ πάντων δεινὸν μὲν τὴν ἐρημίαν δεινὸν δὲ καὶ τὸ πλῆθος, καὶ φοβερὸν μὲν τὴν ἀφυλαξίαν φοβερωτάτους δὲ αὐτοὺς τοὺς φύλακας, καὶ χαλεπούς μὲν τοὺς ἐχθροὺς χαλεπωτέρους δὲ τοὺς φίλους εἶναι· φίλους γὰρ ἀνάγκη πάντας σφᾶς, κἂν μὴ ᾤσι, καλεῖσθαι. εἰ δ’ οὖν τις καὶ χρηστῶν αὐτῶν τύχοι, ἀλλ’ οὐτι γε οὕτω πιστεύσειεν ἂν σφισιν ὥστε καὶ καθαρᾷ 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’ ὄτ’ ἔζη τῆσδε γῆς τύραννος ἦν,
Φάρον μὲν οἰκῶν νῆσον, Αἰγύπτου δ’ ἄναξ, (5)

ὃς τῶν κατ’ οἶδμα παρθένων μίαν γαμεῖ,
Ψαμάθην, ἐπειδὴ λέκτρ’ ἀφῆκεν Αἰακοῦ.
τίκτει δὲ τέκνα δισσὰ τοῖσδ’ ἐν δώμασιν,
Θεοκλύμενον ἄρσεν’ ὅτι δὴ θεοὺς σέβων
βίον διήνεγκ’ εὐγενῆ τε παρθένον (10)

Εἰδὼ, τὸ μητρὸς ἀγλαίσμ’, ὄτ’ 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
 Λήδα κύνου μορφώματ' ὄρνιθος λαβών,
 ὃς δόλιον εὐνήν ἐξέπραξ' ὑπ' αἰετοῦ (20)
 δίωγμα φεύγων, εἰ σαφῆς οὔτος λόγος·
 Ἑλένη δ' ἐκλήθην. ἃ δὲ πεπόνθαμεν κακὰ
 λέγοιμ' ἄν. ἦλθον τρεῖς θεαὶ κάλλους πέρι
 Ἴδαϊον ἐς κευθμῶν' Ἀλέξανδρον πάρα, (25)
 Ἥρα Κύπρις τε διογενῆς τε παρθένος,
 μορφῆς θέλουσαι διαπεράνασθαι κρίσιν.
 τούμῃ δὲ κάλλος, εἰ καλὸν τὸ δυστυχές,
 Κύπρις προτείνασ' ὡς Ἀλέξανδρος γαμεῖ,
 νικᾷ. λιπὼν δὲ βούσταθμ' Ἴδαῖος Πάρις
 Σπάρτην ἀφίκεθ' ὡς ἐμὸν στήσων λέχος. (30)

Latin

Velleius Paterculus 2.91

[1] 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 felicior 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 TERMINAL MA AND THE 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 terminal 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 completed in both Greek and Latin (for example, ancient-language reading lists) are simply referred to as “1” and “2”; each student must decide for himself or herself which language to undertake first.

IMPORTANT: *In any semester in which a graduate student is registered for comprehensive exams at any level, he or she must take one of the following actions to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.*

It is university policy that comprehensive exams whose grade needs to be reported at the end of the semester (e.g. if a student is graduating) must be taken by the W deadline for that semester. Exams taken after that deadline will have their grades posted at the end of the next semester (for example, an exam taken in December will have its grade posted in May).

Scheduling the Terminal 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 terminal MA program.

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 Terminal MA Program in Greek or in Latin

For the terminal MA programs in Greek or in Latin only, omit above the exams in the non-degree language (= anything 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 will teach 3 cr per semester.

MA-PhD year 1

	Coursework	Exam preparation	Exams to take	Other
Fall	• 3 courses • Teaching: 3 cr		• Sight translation 1 (stronger language)	• Do some reading in the weaker (ancient) language over the semester break.
Spring	• 3 courses • Teaching: 3 cr	• 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: 3 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: 3 cr	• MA reading list 1 • MA essay 1	• MA reading list 1 • MA essay 1	

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	• 3 courses • Teaching: 3 cr	• MA reading list 2 • MA essay 2	• Modern language 2 (if not during the summer)	• Have 2 strong research papers ready for MA submission by the end of this semester.
Spring	• 3 courses • Teaching: 3 cr	• MA reading list 2 • MA essay 2	• MA reading list 2 • MA essay 2	• MA COMPLETE. File “Application for Current Catholic University Students to Apply to a Higher Degree.” • Choose doctoral minor field supervisor.

PhD summer between years 3 and 4

	Coursework	Exam preparation	Exams to take	Other
Summer	• Any other modern languages needed for anticipated dissertation project	• Minor field proposal		• Begin reading about external fellowships for dissertation research. • Minor field proposal must be approved <i>and exam taken</i> during fall semester of year 4.

PhD year 4

	Teaching	Exam preparation	Exams to take	Other
Fall	• 2 courses • Teaching: 3 cr	• Minor field • Major field proposal	• Minor field	• PHD COURSEWORK COMPLETE. • Begin sketching out dissertation topic and approach potential supervisor to discuss major field preparations. • Minor field proposal must be approved <i>and exam taken</i> during fall semester of year 4.
Spring	• Teaching: 3 cr	• Major field proposal		• Major field proposal must be approved during spring semester of year 4.

PhD summer between years 4 and 5

	Coursework	Exam preparation	Exams to take	Other
Summer	• Guidance to prepare dissertation proposal	• Major field • Prepare dissertation proposal.	• Major field	

PhD year 5

	Teaching	Research/writing	Exams to take	Other
Fall	• Teaching: 3 cr	• Dissertation work begins after proposal colloquium	• Dissertation proposal colloquium	• Submit dissertation fellowship applications (or wait a year if the project is expected to take longer).
Spring	• Teaching: 3 cr	• 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	• Job applications	• Finish dissertation	• Dissertation defense	• Wintertime job interviews • Springtime applications for temporary academic positions.

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 Center for the Study of Early Christianity. Its doctoral program was developed in partnership with the latter, 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 Catholic University MA program in Greek and Latin	30 cr
2	CLAS 572, Mediterranean World of Late Antiquity	3 cr
3	THREE courses in Greek texts	9 cr
4	THREE courses in Latin texts	9 cr
5	THREE other approved courses	9 cr
6	Modern language examinations (German or French, + any other relevant languages)	
7	Doctoral comprehensive examinations (3 parts)	
8	Doctoral dissertation	
	TOTAL HOURS	60 cr

Application for conversion from MA to PhD student status

Upon completion of the MA degree requirements, all students wishing to pursue a PhD—even if they are nominally listed as “MA-PhD” students in Cardinal Station—must file the university's “Application for Current Catholic University Students to Apply to a Higher Degree.”

Modern language examinations

The Catholic University 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) that 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: minor and major fields

IMPORTANT: *In any semester in which a graduate student is registered for comprehensive exams at any level, he or she must take one of the following actions to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.*

It is university policy that comprehensive exams whose grade needs to be reported at the end of the semester (e.g. if a student is graduating) must be taken by the W deadline for that semester. Exams taken after that deadline will have their grades posted at the end of the next semester (for example, an exam taken in December will have its grade posted in May).

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.

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. **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.
2. **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.
3. **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.

Preparing for a minor or major field examination

In order to prepare for the minor field exam, a student should ideally begin by broadly characterizing his or her area of anticipated dissertation research (e.g. ‘Late Roman material culture,’ or ‘the Second Sophistic’), and then deliberately seeking to *contrast* with it. The minor field is intended to provide an area of secondary expertise in which the student might one day plan to teach (if not research), and as such it is encouraged to come from a genre, time, place, and/or culture distinctively different from that of the dissertation. The minor field will therefore often be explicitly classical if the anticipated dissertation is not.

The major field is more targeted: it is intended to provide a foundation for a student’s dissertation research, and the general dissertation concept therefore needs to be somewhat more closely defined as the major field is being developed.

All field examinations require a faculty supervisor, and so students are encouraged to approach faculty members individually well in advance of beginning work on their exam proposals. In conjunction with his or her faculty minor or major field exam supervisor, the student works, via a series of regular meetings, to create a working bibliography of primary and secondary texts that pertain to the topic at hand, and a series of questions (usually 5-6 each for the minor and major fields) that may be answered through the use of those resources. The scope, scale, and standards for these ‘exam proposals’ are best appreciated through the perusal of past examples, which are available directly from the graduate adviser.

Once an exam proposal for a minor or a major field exam is in what the student and his or her exam supervisor would consider to be near-final form, it must be discussed and voted upon by the full-time departmental faculty at one of their monthly meetings. To be included on a meeting agenda, the proposal must reach the chair one week prior to the faculty meeting scheduled for any given month.

The faculty generally request changes to exam proposals, and these may range from the level of “approve with the following changes,” to “revise heavily and resubmit.” The action to be taken by the student will be communicated and explained after the faculty meeting by the exam supervisor and the graduate adviser. No student will be permitted to take a minor or major field exam whose proposal has not been fully approved by the departmental faculty.

Advancement to PhD candidacy: dissertation proposal (approaching ABD status)

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 (= dissertation proposal).

It should be noted that “doctoral candidacy” at Catholic University is not automatically equivalent to “ABD” (“all-but-dissertation”) status. A student should not represent himself or herself as being “ABD,” whether in writing or in conversation, until the dissertation topic and proposal have undergone all formal university approval procedures, as below, and the student has received confirmation of this approval in writing from the Office of the Vice-Provost and Dean of Graduate Studies.

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 Catholic University, the dissertation supervisor is called the “major professor”) for assistance in refining 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 will likely 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 Vice-Provost and 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, and indeed it *must* be completed within two years (see <http://policies.cua.edu/academicgrad/doctoralfull.cfm>). Registration for doctoral dissertation guidance during this process and throughout the period of dissertation writing is mandatory.

Procedures and timeline 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 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 “sign off,” stating that the dissertation has reached its definitive, “defensible” form.

A student planning for PhD degree conferral should estimate the timeline for completion procedures by counting back two months from the aspirational graduation date. By the beginning of that two-month window, the student should deliver to the committee a copy of the dissertation that the student considers to be in final form. This copy should be in university format, including all bibliography, references, appendices, illustrations, tables, and front matter (table of contents, acknowledgements, lists of abbreviations, and the like), correctly laid out, refined to a professional aesthetic standard, and correctly and accurately paginated. The committee members will read the dissertation and recommend any final changes, which the student must complete prior to the committee signoff described in the paragraph above.

Following the committee signoff, the departmental 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/academicgrad/doctoralfull.cfm>, in the revision of July 2015)

“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 Oral Examination Board appointed by the academic dean of the school with the approval of the Dean of Graduate Studies.

“At least three (3) weeks prior to the proposed examination date, the dean of the candidate's school must submit to the Dean of Graduate Studies an Oral Examination Request for Approval [form]. The

examination may not be scheduled until all members of the dissertation committee have informed the academic dean, in writing, that the dissertation is ready for defense. At least one (1) week before the examination date, the academic 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 (2) faculty members from outside the major department or school, one (1) serving as chairperson and the other as secretary during the examination. The faculty member serving as chairperson has the rank of ordinary professor or its equivalent while the faculty member serving as secretary has at least the rank of associate professor or its equivalent. Academic deans and Department chairs (where applicable) with the rank of associate professor are also eligible to serve as chairpersons of an Oral Examination Board.

"All members of the Oral Examination Board must be physically present for the examination. In extraordinary cases, if a member of the Oral Examination Board who is not the chairperson or the secretary cannot be present, the academic dean of the school in which the candidate is a student may petition the Dean of Graduate Studies for permission for the examiner to participate via video conferencing or some other electronic means.

"Examinations must be conducted in English except in cases where the topic of the dissertation would warrant an examination in a language other than English. In these cases, every member of the Examination Committee including the chairperson and secretary must be fluent in the language used in the examination.

"The duration of the oral examination shall not exceed two (2) hours. Oral examinations generally will not be scheduled during the summer sessions. However, when extraordinary circumstances require that the examination can only convene during the summer session, permission can be granted by the Dean of Graduate Studies.

"No one may be admitted to the oral examination conducted in the presence of the Oral Examination Board without the permission of the academic dean of the school. However, before the start of the oral examination, the academic dean may allow a presentation of the candidate's research methodology and findings, to which the academic dean may extend an open invitation to the public. The scheduling of this public presentation remains at the discretion of the academic dean of the school.

"At the conclusion of the oral examination, two (2) votes are taken. The first vote is a preliminary vote, with only the dissertation committee members voting, while the faculty members serving as the Oral Examination Board chairperson and secretary do not vote. During the second vote, each member of the Oral Examination Board has one (1) vote. In order to pass, the candidate cannot receive more than one (1) "no" vote from the members of the Oral Examination Board. If merited, a notation of "with distinction" will be recorded. The Oral 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 academic dean of the school to retake the examination. A candidate will not be permitted to retake the final oral examination until at least one (1) 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 upon 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 supervisor/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 supervisor/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 *Catholic University Doctoral Dissertation Handbook*, available in full online at <http://graduatestudies.cua.edu/res/docs/DissertationHandbook.pdf>.

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 Catholic University 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 Catholic University 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 Catholic University 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 Catholic University graduate program that will accept the coursework. GR 511 and LAT 511, the two prose composition courses, also carry graduate credit in this way, as do a few other courses with numbers in the low 500s, such as GR 518, Greek Tragedy, and GR 515, Greek Historiography. In contrast, courses numbered 501, 501A, 501B, 502, 502A, 502B, 504, 505, 505A, 505B, 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 Catholic University departments or programs may differ. Students wishing to use courses to fulfill the requirements of *any* program should always consult the departmental advisers to confirm the credit status of those courses.

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-credit-qualified courses (cf. the exclusions listed above) 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 that 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 courses at the level of 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 Catholic University or elsewhere</i>		
Summer 1	[GR 509] + [516-517] or [LAT 509] + [516-517]	[6 cr] + [6 cr] = [12 cr]
Fall semester	LAT 511; 1 approved advanced course	6 cr
Spring semester	GR 511; 1 approved advanced course	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 advanced-level courses. 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	2 approved advanced Greek courses	6 cr
Spring semester	GR 511; 1 approved advanced Greek course	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>.

CLAS 572: Mediterranean World of Late Antiquity (3 cr)

Surveys the process by which the ancient world was transformed into the medieval world; covers roughly the period between the third and eighth centuries AD. During this critical period, Christianity was successfully established throughout the Mediterranean world, Germanic invaders overthrew the Roman empire in the West, and Islam came to dominate North Africa and the Middle East. Particular attention to various issues of continuity and discontinuity in religion, politics, and culture. Readings include both primary and secondary sources.

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.

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, mythology, cinema, and elementary- and intermediate-level Greek and Latin. Certain intensive and non-intensive 500-level courses in the ancient languages are also traditionally 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 that includes a certain amount of grading and/or teaching in return for part or all of his or her stipendiary support. This option is generally extended to new incoming MA-PhD or PhD students only. The teaching assignment may be in Greek and Latin or (occasionally) in Anthropology (where archaeology courses are offered).
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 Catholic University 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 Catholic University, 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 fellowships, which really represent financial support and institutional residency in return for independent writing, and which are addressed separately, below. This section concentrates instead upon 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 that 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 timelines. 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 Catholic University 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 Catholic University, 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>)
- The DAAD programs in Germany (<https://www.daad.org/en/>)

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, Gaiii, the Alban Hills, Ostia, Cerveteri, Tarquinia, and Veii.

For more information, consult the AAR website at <http://www.aarome.org/apply/summer-programs/classical-summer-school>. The AAR also regularly hosts a brief summer session in Latin Epigraphy and a short winter session in Latin Palaeography and Codicology in conjunction with the Vatican Library. Both of these programs are also open to graduate students.

The American School of Classical Studies at Athens Summer Sessions

The American School runs a Summer Session every year enrolling about 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.

A shorter experience at the ASCSA is also possible through the two targeted Summer Seminars that the School offers every year. These are focused upon specific topics and last two to three weeks; they too share in the School’s commitment to site exploration and firsthand learning.

In alternating summers, the ASCSA also holds 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.

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

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 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/summer-epigraphy-course>; not offered every summer)
- The Graduate Seminar of the American Numismatic Society (<http://numismatics.org/seminar/>)
- The Summer Institute in Papyrology of the American Society of Papyrologists (<https://www.papyrology.org/summer-institutes.html>)
- The Greek Palaeography Summer School of Lincoln College, Oxford (<http://www.linc.ox.ac.uk/Greek-Palaeography-About>)
- The Byzantine Greek Summer Programs of Dumbarton Oaks (<http://www.doaks.org/research/support-for-research/summer-program>; in recent years a Syriac program has also been convened at the Hill Museum and Manuscript Library in Minnesota)

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 that 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’ that offer organized and purposeful training in investigative, recording, and interpretive techniques; others more closely emphasize the direct operation of the excavation itself.

Students interested in excavation opportunities should always 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 best way to begin finding information on excavations that 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/fieldwork/afob>. It is, however, by no means a complete listing of all of the opportunities available.

The Athenian Agora

One major excavation that is generally not listed in the AFOB is that of the ancient Agora in downtown Athens, one of the few excavations that does not charge for participation. The 40 volunteer positions on this excavation are competitive for acceptance, and classicists are preferred over non-classicists, graduate students over undergraduates, students able to stay for the full 8-week season over those who need to leave earlier. Volunteers are housed in the CYA (College Year in Athens; cf. above) apartments in the Kolonaki neighborhood of Athens.

For more information, consult the Agora website for volunteers at http://www.agathe.gr/overview/volunteer_application.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-level teachers, or independent researchers.

- National examples: the Society for Classical Studies-Archaeological Institute of America Joint Annual Meeting (“the SCS-AIA,” or just “the SCS,” formerly known as “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 advanced 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 8-10 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 SCS-AIA, the national professional conference for much of the discipline, where first-round job interviews sometimes also take place. CAAS and CAMWS are also especially good conferences to aim for as a graduate student.

Should you participate in graduate-student conferences as well? They can be an excellent opportunity to meet students from other programs, to gain practice in the art 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, and therefore needs to be kept in balance with your other obligations.

EXTERNAL SUPPORT FOR DISSERTATION RESEARCH AND WRITING

Fellowships, assistantships, and most other forms of internal support for graduate study at any university are generally awarded with contingencies attached to them. The most common are, firstly, the requirement that a student continue to make “satisfactory progress” through the degree program (each institution defines and evaluates this regulation a little differently, but generally the most important factors are coursework and exams), and secondly, a time limitation, usually a number of years, beyond which further support cannot be guaranteed.

This time limitation is one of the major reasons why graduate students seek funding for the last phases of research and writing by applying for “dissertation fellowships.” Another significant factor, however, is prestige. A dissertation fellowship granted by a major endowment, an important institution, or even a residential institute (the latter are especially rare) indicates that a number of mature scholars outside of your project have determined it to be worthy of an investment in your future as a professional researcher. This, of course, can be of great assistance when the time comes to apply for academic jobs, so much so that even students who have another year of support guaranteed by their own university may deliberately choose to replace it with an external fellowship, if they can win one.

This section, then, briefly introduces some of the considerations at work in the yearly application process for independent (i.e. not connected with any particular institution) dissertation fellowships. It treats status requirements, timeline strategies, and the contents of the applications themselves, and then lists some of the most important organizations that tend to support dissertation research and writing in this field.

As a final note, the timeline suggested here differs somewhat from the relevant section of the “Sample Coursework and Examination Schedules” (see above) for the MA-PhD program, but every dissertation project is different, and it is most likely that your own path will be composed of an individualized combination of these two possible plans, depending upon your circumstances.

Becoming “ABD”

One essential ingredient for almost any of these fellowship applications is the satisfaction of what the respective funding bodies consider to be true ABD (“all but dissertation”) student status. Catholic University considers doctoral “candidacy” to begin on the first day of the semester following formal approval by the faculty, the department chair, and the Dean of the School of Arts and Sciences of the candidacy application form, which can be filed upon the completion of doctoral comprehensive examinations (see the section above on “The PhD Program”). However, *this may not be sufficient for all funding organizations*, many of which may want proof that the dissertation topic proposal has been fully passed by the institution and that the student is “really” ABD. To reach this point, a student in the Department of Greek and Latin must have passed the departmental proposal colloquium, made all required revisions to the dissertation proposal, and filed and received formal approval of the form entitled “Doctoral Dissertation Topic and Committee: Request for Approval.”

Looking towards the “completion year”

As you might expect, however, many funders are not particularly interested in supporting the beginning or the middle of a project. From their perspective, the real glory comes in supporting the completion of an important dissertation that marks the emergence of a promising new scholar. For this reason, dissertation fellowships are frequently earmarked for the final year of work, and applications may ask for written timelines showing that the funded year will culminate in the dissertation defense. This means that you may be writing applications in November 2025 asking for funding for academic year 2026-27, with a planned defense date in May 2027.

The application timeline

It can be very challenging to plan this kind of research and writing schedule, but one positive side effect of dissertation fellowships is that they encourage ruthless organization. One efficient way to prepare for these applications is to work *backwards* through the requirements and the timeline. If most of the fellowships for which your interests are qualified are completion-year fellowships, you and your supervisor need to discuss carefully, during the preparation of your proposal, whether your potential project is likely to take 18 months, two years, or even a bit more, depending upon your topic, your life circumstances, and your professional goals. This provides a general time frame within which you can operate, bearing in mind that it will probably shift around.

Ideally, by the time of application for external fellowships, you should not only have had your proposal fully approved, but you should also have quite a bit of fully polished prose in place, as the submission of a chapter may be a required part of some application packages. Most applications are due around November or so (although there are quite a few exceptions), so we will take that month as an example. To have a strong application, with at least one sample chapter, ready by November, you should have your proposal fully approved by the previous April-May (departmental colloquia cannot be scheduled during the summer months). This means that you will need to have candidacy status by the previous January, which means your doctoral comps will need to have been completed by the previous December at the latest.

So here is one potential timeline:

December 2024

Complete doctoral comps

File formal application for advancement to doctoral candidacy status

Continue discussions with potential dissertation supervisor and informally constitute dissertation committee

Begin work in earnest on proposal document

January 2025

Begin official doctoral candidacy

Continue work on proposal

February-March 2025

Share drafts of proposal with supervisor, potential committee members, and departmental faculty for frequent feedback

March 2025

Schedule departmental colloquium

March-April 2025

Participate in departmental colloquium

April 2025

Make any mandatory revisions to proposal and resubmit

May 2025

Secure final university approval of dissertation topic and committee

May-October 2025

Research and write at least one strong, argumentative dissertation chapter

November 2025

Submit dissertation fellowship applications

November 2025-August 2026

Continue researching and writing dissertation chapters

September 2026-May 2027

Final year supported by dissertation fellowship

Enter academic job market, if desired

May 2027

Dissertation defense

In reality, strategizing about when to apply for external dissertation fellowships, academic jobs of different types, and the like can be far more complicated than the example presented here: the members of your dissertation committee and the departmental faculty are your best resources for thinking through these considerations, and you should consult them frequently.

The application package

By this point in your academic career, you have probably completed many applications, but the ones you will write for external dissertation fellowships are likely among the most useful you will have encountered thus far. They will compel you to think critically about your own research and present it, often to non-specialists, in the clearest possible way; they will also often require you to articulate realistic work plans, and will *de facto* encourage you to adhere to the schedule you propose.

Here are some of the elements you should expect to include in most fellowship applications:

- Academic CV
- Transcripts
- Summary of your dissertation project (probably a slightly altered version of your proposal, or even just a copy of that document, depending upon how specialized the audience for the application is)

- Sample bibliography, often about two pages in length (this should be specially selected to demonstrate the intellectual approach of your project, and so you may want to pay particular attention to items with usefully descriptive titles!)
- Statement of work accomplished to date and timeline of work remaining, along with a realistic estimate for completion (anticipated chapter summaries can be very helpful here)
- Letters of recommendation (usually two or three, separately submitted)
- Letters or documentation from the home university demonstrating ABD status to the extent required by the funder

Here are some other items that might be requested, depending upon the funding organization:

- Sample dissertation chapter
- Statement demonstrating a match between the dissertation project and/or the candidate's professional goals and (e.g.) the facilities offered by the fellowship or the philosophies of the fellowship program
- Proposed personal budget and/or copies of tax returns (for fellowships that take financial need into account)

Some organizations have very detailed application requirements and reserve the right to summarily disqualify candidates who do not adhere to them, so be certain, as always, to follow all instructions with care, down to page counts, word counts, and formatting.

Selected external dissertation fellowships

The list below is necessarily non-exhaustive, but the following organizations offer external dissertation fellowships for which classicists and specialists in late antique, patristic, early Christian, and medieval topics may be qualified. Some of these may be held in any location; others are confined to the US or to locations overseas.

- The American Association of University Women American Fellowships (<http://www.aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/>)
- The American School of Classical Studies at Athens (various fellowships) (<http://www.ascsa.edu.gr/index.php/admission-membership/grants>)
- The Dumbarton Oaks Junior Fellowships (<http://www.doaks.org/research/support-for-research>)
- The Fulbright Scholarships (<http://us.fulbrightonline.org/>)
- The Josephine De Kármán Fellowships (<http://www.dekarman.org/>)
- The Mellon/ACLS Dissertation Completion Fellowships (<http://www.acls.org/grants/Default.aspx?id=512>)
- The Mellon Fellowships for Dissertation Research in Original Sources (<http://www.clir.org/fellowships/mellon/mellon.html>)
- The Charlotte W. Newcombe Doctoral Dissertation Fellowships (<http://woodrow.org/fellowships/newcombe/>)
- The Rome Prize Pre-Doctoral Fellowships (<http://www.aarome.org/apply>)

- The Mary Isabel Sibley Fellowship of Phi Beta Kappa (<https://www.pbk.org/Awards/Sibley>)

For additional ‘leads,’ the following websites are particularly recommended:

- Harvard University’s graduate grant database, as suggested by Catholic University’s School of Theology and Religious Studies (<http://gsasgrants.fas.harvard.edu/ggg.cgi>)
- The Foundation Center (library on-site in DC where materials can be consulted for free) (<http://www.foundationcenter.org/>)

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

Disclaimer

Your particular situation and/or individual programs that interest you may call for a very different pattern than the one 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 here in no way purport, of course, to guarantee desired results in the graduate school 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 that, like the SAT, is administered by ETS (the Educational Testing Service). The GRE is administered on a computer terminal, but the writing/essay portion of the test means that official scores are not instantly available. Make certain to plan ahead so that your results will be available to the institutions of your choice in time for their respective deadlines. You can register and find other information about the test at ETS’ GRE website, <http://www.ets.org/gre>.

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 online, but the GRE website itself also contains a wealth of free materials that can be accessed with test registration.

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. 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. Remember that an academic CV is not a resume. It should not contain or highlight the same details that 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 that does not ask for it, you can mention it in a cover letter as an additional enclosure for reference or interest.

If you do not already know how to prepare an academic CV, *work with a faculty member* to ready yours. A CV that is not in professional format will be a liability, not an asset.

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 can then divide up the application workload amongst your four recommenders according to their areas of expertise and the particular parts of your academic career that 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, clergy, or the like. Nor should they be faculty members, however eminent, 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. Plan to formally ask them to prepare letters for you in early September at the latest (i.e. one year before you are planning to enter graduate school). The one exception to this scheduling note occurs if you are considering applying for major overseas fellowships, many of which have September deadlines. If you are doing these particular applications, you will need to contact your recommenders much earlier, probably at the beginning of the previous summer.

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 complete a letter 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 contact information and web addresses of the programs to which you are applying (making sure to specify the *exact* degree program that is of interest to you), and with copies of your own CV, personal statement, and cover letter (if applicable), so that they are aware of how you are presenting yourself.

It is natural to suppose that the recommendation transaction is completed once the necessary letters are uploaded. Many students, however, omit the final and most essential step: do not forget to thank your recommenders (preferably via a thoughtful email or, even better, 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

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 that 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 you are about to undertake.

You will need to produce documents and materials that display you and your work at your best. Be prepared to spend the necessary time assembling them. It goes without saying that you will have to follow directions and produce complete and accurate applications, with all required materials arranged and submitted 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 in the proper format.)

Remember throughout this process that graduate school, as one professor put it, is 'adult education.' Admissions offices that 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 exclusively with 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

Finalize application list
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 applications

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)

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

February-March

Offer time for most major programs

April

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

May

Last commitments finish; financial aid offers are generally fixed

Evaluating programs

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 US and Canada are listed by the SCS here: <https://classicalstudies.org/education/graduate-programs-north-america>, so you can take this directory as a central starting point, and combine it with other lists of programs available online (see our own department’s collection of links at <http://greeklatin.cua.edu/careers/index.cfm>).

One helpful way to begin 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 that 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 read websites with particular care 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, and 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 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? Is the program successful in turning out completed PhDs and helping them find employment?); 4) unique program features (is there an interdisciplinary track that 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 online.

Conventional wisdom frequently suggests that you apply to approximately 6-8 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 *and* if you feel you are able to demonstrate that you are a good individual match for all of the programs on your list. As when you applied to undergraduate institutions, remember to consider a spectrum of schools. 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 institution 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 may have 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—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 own 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? Are there decent schools for your children? 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 time out on their enrollment (i.e. continue to work on their dissertations or schoolwork after the official length of their programs expires). A loan total that 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, it is time to make contact with any programs that you are particularly curious (or unclear) about by speaking 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 (by email) a brief telephone call, rather than peppering the faculty member with written inquiries to which he or she must then type out answers.

This phone call is your opportunity to introduce yourself to the department, to ask some of your questions that are not answerable through online research (make certain that they are not *before* you make the call, in order to avoid the embarrassment of just being referred back to the website), 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 itself

A basic graduate school application package will generally consist of an online application form accompanied by an assortment of supplementary materials to be uploaded as files. The most common of these are discussed here.

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 in order to have time to deal with any problems.

Do not let your GRE scores become a source of undue anxiety as you are preparing your applications. GREs are only one of many factors used 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 preliminary transcripts as scanned pdf files; most, however, will immediately or eventually 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.

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 that you have a transcript that 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 that may help to define you as a future teacher and scholar? Are there any patterns that show your special interests within the field? You may want to call attention to these features elsewhere in your application.

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 for this in your personal statement or in an addendum.

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. However, there are a few ways that 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 that are particularly important to you. All of these efforts will assist your recommenders in writing you letters that 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 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 should, of course, be clean and well-formatted 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 that have been favorably received by your instructors, and that you have written in the last year. Aim to include papers that 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 important to submit writing samples that show direct engagement with original Greek and/or Latin.

Including a cover page on each writing sample giving its title and a brief summary or abstract of the contents will make it easier for readers 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*. Merely dropping in a single paragraph about an individual school is obvious to the reader and does not convey the level of commitment that you are trying to show.

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), 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 cycle 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 internet searching 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 that are of particular interest to you, but be careful not to try to characterize yourself as such an ideal student of Professor X that you would never or could never be interested in working with Professor Y.

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’ that 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 represented as a positive acknowledgement of growth potential and accompanied by a commitment to further development, 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 that 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 topics in your statement, about implying that no one has yet done serious work in the area you want to investigate (because chances are they have!), or about making blanket generalizations about your

field that 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 programs require admissions interviews for all of their shortlisted candidates, or use them to break ties near the bottom of their admissions lists. If you are called for one of these interviews, you will generally 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 (perhaps 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 general advice frequently given to job applicants in the business world certainly applies 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 that 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.

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 programs or to similar programs within the same geographic region, you may end up with several 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 that 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 (again, no long lists of detailed questions over email). 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 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.

Other options

External scholarships and fellowships for graduate study in the US

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 list of important links to external scholarship and fellowship opportunities at <http://greeklatin.cua.edu/opportunities/externalscholarships.cfm>. You should also

consult online databases and perhaps a Foundation Center library (there is one of these in downtown Washington, DC) for references and assistance.

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 generally be found in the study abroad or financial aid offices of US schools, and especially online.

IMPORTANT: Preparation for overseas degree seeking is a long and extensive process. Initial *completed* 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, i.e. *one full calendar year before entrance* at a European or other institution is desired. This means that formal preparations and work on personal statements need to begin around the previous April or May. Many viable candidates are rendered ineligible for these competitions due to their lack of attention to these early deadlines, so be sure to follow your current university's directions to the letter. Additional assistance with the extensive applications may be available to you or even required of you: many schools maintain faculty advisers whose responsibilities include preparing students and their files for Rhodes, Marshall, and Fulbright competitions. Ask at your home department or at the career counseling and overseas study offices.

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://www.marshallscholarship.org>)
- Fulbright Scholarship (<http://us.fulbrightonline.org/>)
- Gates Cambridge Scholarship (<http://www.gatesscholar.org>)
- Lionel Pearson Fellowship (<https://classicalstudies.org/awards-and-fellowships/lionel-pearson-fellowship-information-candidates-and-faculty> [*sic*])

¹ This individual recommendation is quoted nearly verbatim from the 1998 recruitment brochure of the Department of Classics at Princeton University (the current version of this material is available here: <https://classics.princeton.edu/programs/graduate/prospectus>).

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 Society for Classical Studies (formerly the American Philological Association) and the Archaeological Institute of America, hold a joint annual meeting. For literary classicists in particular and for the general field as well, the SCS Placement Service acts as the most important single 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 SCS, but a significant portion of it still does, particularly for tenure-track and major temporary positions at four-year colleges and research universities.

The Placement Service facilitates the job-seeking process in a number of ways. It registers institutions and candidates and provides guidance and oversight for the interactions between them. It collects and disseminates advertisements for positions, posting them prominently on its website. Finally, it facilitates an initial round of job interviews held at the joint Annual Meeting of the SCS-AIA each January, although these in-person first-round interviews are rapidly being replaced by online videoconferences over Google Hangouts or Skype.

Does all of this mean that you will never need to look outside the Placement Service for classics positions? Not really: 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 anticipated 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 SCS. If your academic background is particularly diverse—so much so that you might be able to consider employment, for example, in a department of religion, 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 SCS.

For most new PhDs seeking employment in classics departments, however, the SCS is the umbrella under which the majority of your job-seeking efforts will be localized. You should certainly be prepared to attend its conference if you are summoned for a first-round interview (you will be notified far enough in advance to make travel arrangements), and you may wish to start going even without an interview in order to network and gain a better sense of the professional landscape. 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 SCS-AIA may be a financial and logistical burden—but it is usually a worthwhile one.

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

- Online application, submitted by email, through a universal portal like Interfolio or Vitae, or through a customized portal maintained by an individual institution.
 - This may be followed by a solicitation for additional application materials if the first file requested is an abbreviated one. While this solicitation is a hopeful sign, it does not mean that you will receive a first-round interview.
- First-round or preliminary interview, either via videoconference or in person at the SCS Annual Meeting.
- On-campus or finalist interview.

Assembling a professional portfolio for academic job applications

The 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 a full online application portfolio complete with all 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 adapt and upload (in any combination) *by the June before 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. Two single-spaced 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** (emphatically not a resume). Some very useful advice on classics CVs has been collected by the University of North Carolina at Chapel Hill: <https://classics.unc.edu/graduate-2/graduate-placement/crafting-your-curriculum-vitae/>.
- **Publication offprints** (or clean manuscript copies of publications in progress). You should try to publish at least once or twice while you are in graduate school, if you can. (Publications that have not yet been accepted, however, really bear no more weight than university writing samples, and so there is no pressing reason to rush something off to a journal if it will not be evaluated in time.) 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 and produced to a professional level, with no gaps, omissions, personal notes, 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).

- **Teaching portfolio.** Many candidates are now refining this contribution to a very high standard, placing short covering pages on the various internal documentary elements and even producing their own charts and graphs to show overall scores across several courses' or semesters' worth of teaching evaluations. A teaching portfolio typically contains the following documents:
 - **Teaching philosophy.** This is an important document but a challenging one to craft: it essentially calls for you to describe yourself as a teacher (and a potential contributor to the department to which you are applying) in about 2 single-spaced pages. Specific examples and anecdotes often help to structure this essay to best advantage.
 - **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 a readable compilation of the comment sheets that record remarks from your students (it is preferable to have one generated by the university, rather than redacted by you), and a brief covering summary for each course, generated by you, that 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.).
- **Academic transcripts.** If you are hired, you will eventually need to submit an official transcript from your doctoral institution demonstrating the award of your PhD (whether before or after the start of employment). Some institutions will solicit scans of transcripts even in the initial application, and it is easier to simply have them all available from the outset.
- **Mission and diversity statements.** The former is a more common request from religiously-affiliated institutions; the latter is often requested by public institutions, but is by no means confined to them. A mission statement, characterizing the potential relationship between your research and teaching on the one hand and an institution's own mission on the other, needs to be sensitively crafted, but nevertheless an honest representation of yourself. A diversity statement will usually ask you to discuss your prior experiences with diverse populations—leaving the definition of 'diversity' up to you.
- **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 can maintain it electronically at a third-party credentials service such as Interfolio or Vitae, so that you can simply select documents to transmit to individual applications. In this case, you will not be able to see your recommenders' letters, but you will still be able to send them out. This in turn makes the process much easier on your recommenders, who will only need to upload 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 Placement Service of the Society for Classical Studies (SCS).

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 SCS Placement Service. You can then learn about the other professional organizations.

- Placement Service: <https://classicalstudies.org/placement-service>
- Society for Classical Studies (SCS): <http://www.classicalstudies.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 Association of North America (BSANA): <http://www.bsana.net>

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 address the concerns of classicists in particular, and discuss the process of “going on the market” (Connolly’s title) at the annual SCS-AIA conference each January. They contain timeframes, step-by-step guidelines, and checklists for each phase of job-seeking.

- “Advice for Candidates,” SCS: <https://classicalstudies.org/placement/advice-candidates>
- “Going on the Market,” Connolly: <https://sites.google.com/a/nyu.edu/jconnolly/home/job-market-handbook>

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

Finally, like many other disciplines, classics has its own job-seekers’ wiki where candidates post information about job searches and their progress: <http://classics.wikidot.com/>. The wiki is a useful informal resource, but it is neither official nor moderated, and so its contents are only as helpful or reliable as contributors make them. Please note that the wiki is passworded, and information on how to figure out the password and log in is contained at a linked informal blog, *Famae Volent*.

Enhancing your background and preparation for job-seeking

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.

RESEARCH ASSOCIATE (POSTDOCTORAL) APPOINTMENTS IN THE DEPARTMENT OF GREEK AND LATIN

The Department of Greek and Latin invites recent recipients of the PhD in Greek and Latin, the PhD in Early Christian Studies, or the PhD in Medieval and Byzantine Studies from The Catholic University of America to apply for Research Associate status. While this position is non-stipendiary and residency in the DC area is not required, Research Associates of the Department of Greek and Latin receive full access to the Department's library (including keys if applicable), and full access to Mullen Library (including remote database usage) and the University's facilities. They are invited to attend lectures and other scholarly functions, and to participate generally in the academic life of the Department. In return, they are expected to pursue an organized scholarly agenda, to present one formal talk (whether in person or live online) about their research in the course of each academic year that they hold this position, and to acknowledge the Department and the University in all publications resulting from work conducted while a Research Associate.

Research Associate status is granted for one year according to the University's calendar for contracts (August 20-August 19), with the possibility of extension for a second year. No Research Associate will be continued or appointed again past the two-year mark. Applications are evaluated by the departmental faculty. Although there is no explicit number of positions to be filled, the award of Research Associate status is not guaranteed to PhD graduates of the relevant programs: in particular, the Department of Greek and Latin reserves the right to name Research Associates whose work supports both the mission of the University and the intellectual emphases of the Department.

Eligible applicants must:

- have had their PhDs conferred within the last five years (counting from the date of application submission);
- not hold a tenure-track academic position (those who acquire tenure-track employment must resign from Research Associate status effective upon their start date on the tenure track);
- secure a sponsor from amongst the full-time faculty of the Department of Greek and Latin who is willing to serve as a liaison between the Research Associate and the Department;
- submit a full application file by July 20 of the year in which they hope to begin Research Associate status;
- if selected, undergo the University's online hiring process, which involves the submission of a resume, a mission statement, a signature to a privacy policy, and a background check.

A full application file must contain the following items:

1. A letter of application (maximum 1 single-spaced page);
2. A research proposal with an explicit timeline detailing the work to be completed during a potential Research Associate year, and an explanation as to how that work would be facilitated and enhanced by access to Department and University facilities and resources (maximum 2 single-spaced pages);
3. A mission statement connecting the applicant's work with the mission of the University and the intellectual emphases of the Department (maximum 1 single-spaced page);
4. A CV;

5. A statement of sponsorship from a full-time faculty member in the Department of Greek and Latin (maximum 1 short paragraph, signed by the faculty member).

Please attach all items to a single email, which may be sent directly to the Chair of the Department of Greek and Latin for evaluation by the departmental faculty. Notification of outcome will be provided at least two weeks prior to the August 20 start date for University contracts.

APPENDIX 1: SELECTED RELEVANT UNIVERSITY POLICIES ON FULL-TIME STATUS, ENROLLMENT, AND LEAVE

The material below is adopted directly from the Graduate Studies Policies page at <http://graduatestudies.cua.edu/currentstudents/GraduateStudiesPolicies.cfm>. Please refer to that website for the most current, detailed, and binding version of this information.

Full-Time Study

The University definition of full-time enrollment for master's, licentiate, and doctoral students is determined on a semester basis as provided below. The University registrar will certify those students as full-time who meet the criteria listed below. Failure to maintain continuous enrollment can significantly affect a student's academic progress, financial obligations and, in the case of international students, their immigration status.

PLEASE NOTE: The criteria for certification as a full-time student listed below will be effective with the Fall 2015 semester.

Masters Students

To be certified as a full-time master's student, at least one (1) of the following criteria must be met:

- Enrollment in a minimum of eight (8) semester credit hours.
- Enrollment in a minimum of six (6) semester credit hours and hold a half-time appointment as a teaching or research assistant (ten [10] hours per week).
- Enrollment in a minimum of three (3) semester credit hours and hold a full-time appointment as a teaching or research assistant (nineteen [19] hours per week).
- Enrollment for the comprehensive examination.
- Enrollment for master's thesis research.
- Enrollment in a distance learning course for pastoral supervision.
- For the School of Music, enrollment for master's graduate recital and at least one (1) semester credit of private instruction.

Doctoral Students

To be certified as a full-time doctoral student, at least one (1) of the following criteria must be met:

- Enrollment in a minimum of eight (8) semester credit hours.
- Enrollment in a minimum of six (6) semester credit hours and hold a half-time appointment as a teaching or research assistant (ten [10] hours per week).
- Enrollment in a minimum of three (3) semester credit hours and hold a full-time appointment as a teaching or research assistant (nineteen [19] hours per week).
- Enrollment for the doctoral comprehensive examination.

Following admission to candidacy, enrollment:

- For doctoral dissertation research;
- For the School of Music, enrollment for the final D.M.A. recital or, for the D.M.A. in

- Composition, the final recital, research document, and dissertation composition;
- For required internship.

Note: The time limits of candidacy are set forth in the Graduate Announcements under the heading ‘Admission to Candidacy.’

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Enrollment Policies

Continuous Enrollment

In order to qualify for a graduate degree from The Catholic University of America, a graduate student must maintain continuous enrollment. Graduate students should be aware of many important factors that affect continuous enrollment, including registration, drop/add and withdrawal dates on the Academic Calendar.

There are minimum academic standards one must uphold in order to maintain scholarships. Furthermore, academic leaves and term withdrawals from The University not only affect the graduate student’s status as a continuously-enrolled student, but also negatively affect the student’s loan eligibility. It cannot be over-emphasized that failure to be enrolled continuously has significant consequences that may hinder the progress toward one’s graduate degree.

Finally, failure to maintain requirements for Satisfactory Academic Progress will affect one’s government loans. Satisfactory Academic Progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for financial aid. The Catholic University of America is required by federal, state and District of Columbia regulations, as well as institutional policy, to determine whether a student is meeting SAP requirements. SAP evaluation for graduate students occurs once a year at the conclusion of spring semester.

The student’s entire academic career history must be considered when determining SAP status, regardless of whether or not the student has received financial aid during each period of enrollment.

The qualitative component measures the quality of the student’s SAP by conducting a review of the student’s cumulative Grade Point Average (GPA). To meet the qualitative requirement, the student must have a minimum cumulative GPA of at least 3.0.

Specific federal, state, and institutional scholarships and grants may require a higher GPA for continued eligibility. This is a separate and distinct factor in renewing or continuing eligibility for these specific financial aid funds. The GPA for specific scholarships and grants supersedes the GPA requirements referenced above. Information about the terms and conditions of specific student aid programs that have GPA requirements are provided to the student at the time the award is offered.

The quantitative component measures the pace at which the student must progress through his or her program of study to ensure completion within the maximum timeframe permitted and provides for the measurement of the student’s progress at the time of the evaluation. To meet the quantitative requirement, the student must complete at least 67% of the classes that he/she attempts.

Academic Leave and Withdrawal

1. Academic Leave

Because The Catholic University of America is a term-based credit-hour institution, it cannot offer a federally approved leave of absence (LOA) option. However, students may request to be placed on academic leave for a future semester.

A student in good standing who must interrupt his/her studies for adequate reason, such as prolonged ill health or military service, may be granted an academic leave for a stated period, usually not to exceed two (2) semesters or one (1) year.

To request an academic leave, a student must first discuss the issues surrounding academic leave with their adviser, department chair (where applicable), and school dean. Following these discussions, the student must make a formal online application prior to the first day of the semester in which the leave would be taken. Final approval of the request for an academic leave is made by the Vice Provost and Dean of Graduate Studies.

An academic leave, if granted, will be effective as of the last day of the semester in which the student was most recently enrolled. The period of academic leave is not counted as part of the time allowed for the completion of residence or other degree requirements. Any incomplete (“I”) grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar, whether a student is registered for the current semester or not.

Students on academic leave are expected to return to The University when their stated duration of leave has expired, unless they have applied for and have been given an extension. Students who do not return from an academic leave when scheduled will be subject to permanent withdrawal during the semester in which they failed to return. If the student thereby withdrawn from The University desires to return to graduate studies at The Catholic University of America, he/she must apply for readmission and satisfy current degree requirements to be reinstated.

2. Term Withdrawal

Students who wish to temporarily leave The University during a semester in which they are enrolled in classes will receive a term withdrawal for that term.

During Registration Drop/Add Period: Students enrolled in classes who subsequently drop all their classes within the Registration Drop/Add Period will be considered to be on a term withdrawal, effective as of the date they notify The University or, if they do not notify The University, on the date they drop the last class in which they are enrolled. They will receive a notation on their transcript that they dropped every class in which they were enrolled, and are subject to the tuition refund schedule policy.

If the separation from The University is intended to be for the duration of the current semester only, no further action is required, and the student will be eligible to enroll for the next semester. If the separation is expected to go beyond the start of the next semester, they must apply for an academic leave (see above).

After End of Registration Drop/Add Period: Students who are currently enrolled in classes and who decide to withdraw from all their classes after the last day of the Registration Drop/Add Period will be considered to be on a term withdrawal, effective as of the date they notify The University or the date they withdraw from the last class in which they are enrolled if they do not notify The University. They will receive a grade of “W” in every class in which they were enrolled, and are subject to the tuition refund schedule policy.

Students are encouraged to discuss issues surrounding a term withdrawal with their adviser, department chair (where applicable), and school dean prior to submitting a term withdrawal application. The formal application for a Term Withdrawal is submitted online to the Office of the Vice Provost and Dean of Graduate Studies, who gives final approval to the request.

PLEASE NOTE: As required by Federal law and United States Department of Education guidelines, The Catholic University of America must notify the National Student Clearinghouse of all students who fail to maintain continuous enrollment. Recipients of Federal student loans will then enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment.

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Residence and Extended Residence

Residence: The term “residence” denotes enrollment leading to a graduate degree that is done under the direction of the faculty of a school. Such residence, as is usually the case in the United States, entails enrollment for specified course hours and credits for which corresponding tuition and fees are charged. The minimum period of residence for the master’s degree is one (1) year in full-time enrollment or the equivalent; the minimum period of residence for the doctorate is three (3) years of full-time enrollment (including time spent on the master’s degree and in dissertation guidance) or the equivalent. A school or department (where applicable) may, with the approval of the Graduate Board and the Academic Senate, require longer periods of residence than those stated here.

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The normal maximum course load for a full-time graduate student during the period of required residence is nine (9) semester hours per semester or the equivalent. With the permission of the department chair (where applicable) and the school dean, a student may be permitted to register for a maximum of fifteen (15) semester hours.

Teaching or research assistants must be full-time students and may not enroll in more than nine (9) semester hours, depending upon the number of hours of teaching or research per week required by their appointments.

Extended Residence: Students who have completed both the minimum residence requirements and all academic requirements for a degree with the exception of the dissertation and defense must continue in extended residence each semester until all the requirements for the degree are fulfilled. Extended residence is a form of continuous enrollment that requires registration for research or dissertation guidance, for which tuition is charged at the rate of one (1) credit hour per semester, unless a student is granted an Academic Leave. Students in extended residence have full privileges of consultation with their professors and use of University facilities; they also may take courses upon payment of the usual tuition charge. Students registering in extended residence will be required to observe the deadlines for registration as found in the Academic Calendar.

