DEPARTMENT OF GREEK AND LATIN

THE CATHOLIC UNIVERSITY OF AMERICA

UNDERGRADUATE HANDBOOK

2018-2019

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WELCOME

Greetings, and welcome to the Department of Greek and Latin at Catholic University! Whether you are a major, a minor, or an interested student, we are pleased that you have chosen to get to know us better. This handbook gathers into one place most of the departmental information that our undergraduate majors and minors will need throughout their Catholic University careers, and that our faculty will need in order to advise them and guide their studies. We hope that you will use it to learn more about us and about our programs.

HOW TO USE THIS HANDBOOK

Keep this handbook at your disposal for the full length of time you are a student in one of the department's major or minor 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 your undergraduate adviser and, for seniors, with your senior project adviser.

You should certainly familiarize yourself with the contents of this handbook and with the contents of other Catholic University academic publications (see below), but you should also:

- Monitor the departmental website (http://greeklatin.cua.edu) for announcements and policy changes.
- Read carefully and thoroughly all email messages sent to you by the department's administrative assistant or by faculty members and respond to them promptly. *Faculty and staff of this department, including the undergraduate adviser, 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 your undergraduate adviser at least once per semester for course selection, and more frequently as needed to address adding and dropping courses, study abroad, and other academic issues; for seniors, this also means meeting with your senior project adviser at least every two weeks throughout the academic year. Read the "Advising" and senior project sections of this handbook for more information on your advisers' roles in your academic success.
- Use the resources of the department to enhance your academic life. The Department of Greek and Latin is your academic home (or one of them, if you are a double major or a minor) 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 *Undergraduate Announcements*, the *Advising Handbook of the School of Arts and Sciences*, or the departmental website, http://greeklatin.cua.edu, in which case the latter three 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, Mykenaean, 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."

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[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 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.

LIBRARY USAGE POLICIES

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.

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 (Doctorum 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 'Postclassicisms' 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

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. (On expectations and responsibilities inherent in the adviser-student relationship, see the *Advising Handbook of the School of Arts and Sciences*.)

All majors in the Department of Greek and Latin are required (and all minors are strongly encouraged) to meet with the undergraduate adviser at least once per semester in order to select courses for the following term, examine degree progress, discuss departmental assessments (senior comprehensive examinations, senior project), address any particular needs or difficulties, and ask questions. The undergraduate adviser can also assist in planning for (e.g.) the pursuit of additional majors or minors, study abroad, or future professional goals.

If you are a major, in addition to keeping your regular semester advising appointment, you may also be summoned to meet with the undergraduate adviser at other times, particularly if academic difficulties are detected. You are, of course, expected to respond promptly to requests for such an appointment.

If you are interested in a career in classics, and particularly if you wish to pursue graduate study in the field (whether in ancient literature, ancient history, or archaeology), you should inform the undergraduate 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.

Language study is required for admission to all graduate work in classical studies (even archaeology), and so, even if the ancient languages are not required for your current major program, you should plan to study both Greek and Latin. Consult the members of the faculty—and the section on "Preparing for Graduate Study" later in this handbook—for more information on what to expect from the graduate school application process.

LANGUAGE PLACEMENT GUIDELINES AND PROCEDURES

To fulfill Catholic University's undergraduate language requirement by completing courses in Greek or Latin (or to begin a major or minor in the Department of Greek and Latin), you must be placed in a course that is appropriate for you based on your prior knowledge and experience.

The department has detailed guidelines to help determine the best path to your success, but the basic position on placement can be summarized as follows: *no student may enroll in a course above the intermediate level without presenting a test score*. Such a score may come from an AP exam, an SAT II, or a "freshman Latin test" in the case of incoming Catholic University freshmen who have studied Latin in high school but who have not yet started classes at Catholic University. For more advanced students, the department administers its own placement exams.

If you believe, no later than the end of the first week of classes, that your language placement is incorrect, i.e., that the course in which you have enrolled is too easy or too difficult, please approach your instructor immediately. He or she will probably refer you to the undergraduate adviser of the Department of Greek and Latin. The adviser will discuss your options with you, arrange for you to take additional placement tests if needed, and help you to make whatever schedule changes are necessary.

FRESHMAN LANGUAGE PLACEMENT GUIDE

Incoming freshmen who select Latin to fulfill their language requirement or who are majoring or minoring in this department are typically placed in either LAT 101 (Elementary Latin I) or LAT 103 (Intermediate Latin I). Some students are able to begin beyond the intermediate level as a result of scores achieved on the SAT II Latin exam, on a Latin AP exam, or on the department's own freshman Latin test, which is administered by mail during the summer or in person at the department during orientation and the first week of classes.

Please consult the charts below to determine which Latin course you should enroll in. If you have taken an AP Latin Exam or the SAT II Latin Subject Test, use Chart 1; if you have not taken either of these tests, use Chart 2.

Students wishing to major in Classics or in Classical Humanities (Greek Option) or to use classical Greek to fulfill the language requirement should register for GR 101 (Elementary Greek I). If you wish to explore placement in Greek beyond the 101 level, please contact the department.

Chart 1: Using the AP and SAT II Exams for Latin Placement

Exam and score	**Placement**
Any AP Latin exam: score of 3 or below	Latin 101
Any AP Latin exam: score of 4, with the score reported to Catholic University	Latin 103
Any AP Latin exam: score of 5, with the score reported to Catholic University	EXEMPT from the university language requirement. Students wishing to continue may enroll in an advanced Latin course beyond the intermediate level.
SAT Latin Subject Test: score below 600	Latin 101
SAT Latin Subject Test: score of 600-690, with the score reported to Catholic University	Latin 103
SAT Latin Subject Test: score of 700 or above, with the score reported to Catholic University	EXEMPT from the university language requirement. Students wishing to continue may enroll in an advanced Latin course beyond the intermediate level.

Chart 2: Using Years of Previous Study or the Freshman Latin Test for Latin Placement

Years of study	**Placement**
1 or 2 years of high school Latin	Latin 101 or freshman Latin test
3 or more years of high school Latin (including full senior year), with a grade of B (3.0) or above in the first semester of senior year	Latin 103 or freshman Latin test
Prior informal self-study	Latin 101 or freshman Latin test
Homeschooling	Latin 101 or freshman Latin test

Taking the freshman Latin test for placement

The department's freshman Latin test is offered online. Request access to the exam by sending an email *from your Catholic University email account* to cua-greek-latin@cua.edu, with the words "Freshman Latin Test" in the subject line. You will receive a message back containing notice that you have been admitted to the online exam site in Blackboard, together with instructions and a password for taking the test. After your exam has been graded, you will receive an email message indicating your placement in Latin 101 or Latin 103, or your exemption from the university language requirement (and therefore your permission to take advanced-level Latin courses if desired). Please feel free to contact the department at cua-greek-latin@cua.edu if you have any questions.

Please note that the departmental "Latin placement exam" that you may see described elsewhere in this handbook and on the department's website is not the same as the "freshman Latin test." The Latin placement exam is used for non-freshman students (including graduate students) who are interested in Latin coursework at Catholic University, and so it is not related to the test that you will take by mail.

But what if I want to register for my courses before my freshman Latin test results are back?

You have two options in this situation:

1. Register for four courses only and wait for the test results before going back into the system and registering for Latin.

2. Register for all five of your courses, with one of those being LAT 101. Upon receiving placement results, if a different Latin course is needed, drop LAT 101 and add the other course.

If I wait on registration, will the classes I need fill up?

Quick answer: other Catholic University courses might, so you should always register for them as early as possible! But Latin will *not* leave you out.

This is because the department makes sure that there is enough room in our Latin courses for all of the students who might need them. If you are taking LAT 101, you might not always be able to select which time of day you take it, but there will be space for you in the course. If time of day is important to you, you should register for LAT 101 sooner rather than later and then change to a different course if your test results place you higher.

Some last pieces of very important advice . . .

The Department of Greek and Latin cannot contact you to invite you to take placement tests, or to "check" that your language placement process is completed and you are in the correct course. The department does not have information on what language you took in high school or have studied previously. New students must identify themselves and, if they need exams, contact the department in order to be tested and placed.

If you have not completed the placement process before the start of fall classes, you may miss meetings of the language class you actually belong in. It is your responsibility to settle your placement before fall classes begin. The department will of course assist you if unforeseen circumstances mean that you must complete placement during the first week of classes, but for the sake of your language development and your academic work, you should try to avoid this situation.

Please note that fall language placement may, however, be *changed* during the first week of class if you believe that you have been placed at the wrong level. If your assigned class feels far too easy or far too difficult for you, begin by consulting your current Latin or Greek instructor immediately. He or she will discuss the situation with you and refer you to the appropriate departmental adviser to consider changing courses or taking placement tests or exams, if needed.

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

Please note that this preparation guide section does not apply to incoming Catholic University freshmen in need of Latin placement; our department's freshman language placement guide (the previous section of this handbook) provides freshman information. All departmental language placement exams are accessed online through Blackboard and may therefore be taken from anywhere. Request access and instructions by sending an email to cua-greek-latin@cua.edu with the name of the desired exam in the subject line.

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 conplexity. 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 all departmental courses in elementary Greek (GR 101-102, GR 509), and is recommended for review and preparation for the exam.

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

- Enroll in GR 101, Elementary Greek I.
- Enroll in GR 103, Intermediate Greek I.
- Enroll in another specified Greek course above the intermediate level.

Please note that students are not permitted to "sit out" GR 101 or 103 and then take GR 102 or 104 in the following semester. The department's intensive elementary Greek course, GR 509 (= GR 101-102), offered both during the summer and the academic year, and summer introductory reading courses, GR 516-517 (= GR 103-104), may be appropriate substitutions for some curricular tracks; please consult the undergraduate adviser for more information about these options.

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), 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 email. There are several possible placement outcomes:

- Enroll in LAT 101, Elementary Latin I.
- Enroll in LAT 103, Intermediate Latin I.
- Enroll in another specified Latin course above the intermediate level.

Please note that students are not permitted to “sit out” LAT 101 or 103 and then take LAT 102 or 104 in the following semester. The department’s summer intensive elementary Latin course, LAT 509 (= LAT 101-102) and summer introductory reading courses, LAT 516-517 (= LAT 103-104), may be appropriate substitutions for some curricular tracks; please consult the undergraduate adviser for more information about these options.

UNDERGRADUATE MAJOR PROGRAMS

The Department of Greek and Latin provides students with opportunities to study the world of antiquity and to acquire a broad perspective for understanding the formative Greek and Roman eras within the context of Western civilization. It offers courses in Greek and Latin language and literature and in various aspects of classical culture. Our students are encouraged to pursue an interdisciplinary approach and to cross the limits of traditional subjects. In their search for an intimate understanding of the Greeks and Romans and their societies, specialists will wish to read and study what the ancients wrote as they wrote it. But students who are interested in Western culture and its foundations in the classical world are also encouraged to join in those departmental courses that do not presuppose or require knowledge of either Greek or Latin. These "non-language" courses, called "Classics" courses, make use of modern translations of basic writings and documents to permit majors and non-majors to study classical literature, mythology, history, art, and culture.

The department's majors have been designed not only to provide excellent preparation for professional careers in many different fields, but also to meet the needs of students who wish to work toward graduate degrees in the discipline of classical studies. These students value their mastering at the undergraduate level of one or both of the Western world's most influential languages and literatures. Also highly regarded are the habits of firm, critical judgment, precise and articulate expression, and intelligent, responsible reflection that derive from the careful study of the sources of our Western literary, philosophical and artistic civilization.

Our department has three programs for majors. The first, called **Classics**, consists of six or seven courses in Greek beyond the 102 level, six or seven courses in Latin beyond the 102 level, four courses in ancient history and art history, and the senior project course.

The second major, **Classical Humanities**, allows **two options: Greek or Latin**. The Greek option requires competence in Greek and selected areas of classical civilization; the Latin option requires competence in Latin and selected areas of classical civilization. Both options allow for the possibility of studying the other language through at least the intermediate level, and both require a senior project. For students who wish to pursue careers as high school Latin teachers, the program in Classical Humanities (Latin option) may be complemented by a minor in Secondary Education offered by Catholic University's Department of Education.

The department's third program, **Classical Civilization**, consists of 12 courses in Classics and related fields. Required courses include classical mythology, Greek art and architecture, Roman art and architecture, two courses in ancient history, Greek literature in translation, Roman literature in translation, and the senior project course. Elective courses may be taken in classics or in Greek or Latin beyond the 102 level, but **students need not study either ancient language**. Selected courses from other departments, including courses in ancient philosophy, early Christianity, art history, and anthropology, may also be counted as electives in the program.

To be formally accepted as a major in Classics (Greek and Latin), a prospective junior must have completed at least GR 101-104 and LAT 101-104 or the equivalent. To be formally accepted as a major in Classical Humanities, a prospective junior must have completed at least 101-104 or the equivalent in the major language. To be formally accepted as a major in Classical Civilization, a prospective junior must have completed at least three of the following courses: CLAS 205, 206, 211,

312, 313, 317, 318. In all three programs, students are required to have a 2.5 GPA in all departmental courses and a 2.0 GPA in their other courses. Departmental majors must in their senior year, as stated above, complete a research project (the senior project).

BA in Classics (Greek and Latin)

In this program, students read classical texts in both Greek and Latin. The program consists of six or seven courses in Greek above the 102 level, six or seven in Latin above the 102 level, two in prose composition in the ancient languages, two in ancient history, and two in classical art and architecture. It also requires that students complete a senior project.

Recommended sequence of courses

Freshman year:	LAT 103, 104 (or LAT 101, 102 if needed); GR 101, 102
Sophomore year:	LAT 411 (or LAT 103, 104 if not previously); GR 103, 104; CLAS 205, 206
Junior year:	Two Latin electives; GR or LAT 411 (if not previously); two Greek electives; CLAS 317, 318
Senior year:	LAT 465; GR 465; GR or LAT 411 (if not previously); one Latin or Greek elective; CLAS 425-426

List of Courses Required for the Classics Major		
1	LAT 103	CLAS 205 (also fulfills distribution requirement)
2	LAT 104	CLAS 206 (may fulfill distribution requirement)
3	LAT 465	
4	LAT 411	
5	LAT ELECTIVE	CLAS 317 (also fulfills distribution requirement)
6	LAT ELECTIVE	CLAS 318 (may fulfill distribution requirement)
7	GR 103	
8	GR 104	
9	GR 465	
10	GR 411	
11	GR ELECTIVE	
12	GR ELECTIVE	
13	LAT OR GR ELECTIVE	
14	CLAS 425 (1 credit)	
15	CLAS 426 (2 credits)	
+ PASSING GRADE ON SENIOR PROJECT		

BA in Classical Humanities

This program requires competence in one ancient language and in selected areas of classical civilization. Students seeking to work towards certification as high school teachers may wish to combine the Latin option in this program with a minor in Secondary Education, available through Catholic University's Department of Education.

Recommended sequence of courses (Greek option)

Freshman Year: GR 101, 102 (as prerequisites); CLAS 205, 206
Sophomore Year: GR 103, 104; CLAS 313 or equivalent
Junior Year: GR 465, 411; CLAS 317, 318
Senior Year: Two Greek electives; CLAS 425-426

Distributed throughout: Four electives approved by the undergraduate adviser, which may include LAT 101-104 or form a cognate field

List of Courses Required for the Classical Humanities Major (Greek option)		
1	GR 103	CLAS 205 (also fulfills distribution requirement)
2	GR 104	CLAS 206 (may fulfill distribution requirement)
3	GR 465	
4	GR 411	
5	GR ELECTIVE	
6	GR ELECTIVE	
7	CLAS 313 or equivalent	
8	CLAS 317	
9	CLAS 318	
10	APPROVED ELECTIVE	
11	APPROVED ELECTIVE	
12	APPROVED ELECTIVE	
13	APPROVED ELECTIVE	
14	CLAS 425 (1 credit)	
15	CLAS 426 (2 credits)	
+ PASSING GRADE ON SENIOR PROJECT		

Recommended sequence of courses (Latin option)

Freshman Year: LAT 101, 102 (as prerequisites); CLAS 205, 206
Sophomore Year: LAT 103, 104; CLAS 312 or equivalent
Junior Year: LAT 465, 411; CLAS 317, 318
Senior Year: Two Latin electives; CLAS 425-426

Distributed throughout: Four electives approved by the undergraduate adviser, which may include GR 101-104 or form a cognate field

List of Courses Required for the Classical Humanities Major (Latin option)		
1	LAT 103	CLAS 205 (also fulfills distribution requirement)
2	LAT 104	CLAS 206 (may fulfill distribution requirement)
3	LAT 465	
4	LAT 411	
5	LAT ELECTIVE	
6	LAT ELECTIVE	
7	CLAS 312 or equivalent	
8	CLAS 317	
9	CLAS 318	
10	APPROVED ELECTIVE	
11	APPROVED ELECTIVE	
12	APPROVED ELECTIVE	
13	APPROVED ELECTIVE	
14	CLAS 425 (1 credit)	
15	CLAS 426 (2 credits)	
+ PASSING GRADE ON SENIOR PROJECT		

BA in Classical Civilization

This interdisciplinary program allows non-language majors the opportunity to study Classical civilization using sources read in English. Students take core courses in Greek and Latin literature in translation, ancient history, art history, and mythology, and relevant electives in the Department of Greek and Latin and in other departments and schools of the University. They may also choose to take courses in Greek or Latin language. Like the other two departmental majors, the major in Classical Civilization requires the completion of a senior project.

Recommended sequence of courses

Freshman Year: CLAS 211, 205, 206
Sophomore Year: CLAS 317, 318
Junior Year: CLAS 312, 313 (or equivalents); two Classics electives
Senior Year: Two Classics electives; CLAS 425-426

List of Courses Required for the Classical Civilization Major	
1	CLAS 205
2	CLAS 206
3	CLAS 211
4	CLAS 312 or equivalent
5	CLAS 313 or equivalent
6	CLAS 317
7	CLAS 318
8	CLAS 425 (1 credit)
9	CLAS 426 (2 credits)
10	APPROVED ELECTIVE
11	APPROVED ELECTIVE
12	APPROVED ELECTIVE
13	APPROVED ELECTIVE*
+ PASSING GRADE ON SENIOR PROJECT	

* Up to three of the four electives may be GR or LAT courses *beyond 102*. Electives are approved by the undergraduate adviser in consultation with the department chair and, as needed, with the Associate Dean of Undergraduate Programs in the School of Arts and Sciences.

MINOR PROGRAMS

The Department of Greek and Latin offers three undergraduate minors, in **Greek**, in **Latin**, and in **Classical Civilization**. A minor may begin with a student's completing the Catholic University language requirement in Latin or Greek (LAT 103-104 and GR 103-104 courses count towards their respective minors), but it need not commence that way.

Required courses for the minor in Greek

GR 103, GR 104, four other courses in Greek beyond the 104 level.

Required courses for the minor in Latin

LAT 103, LAT 104, four other courses in Latin beyond the 104 level.

Required courses for the minor in Classical Civilization

Any six approved courses chosen after consultation with the undergraduate adviser from among the "Classics" courses of the department; up to four Greek and/or Latin courses beyond the 102 level may also be substituted for Classics courses.

MINORING OUTSIDE THE DEPARTMENT (OR 'MINORS FOR MAJORS')

Majors in the Department of Greek and Latin, particularly majors in Classical Civilization, are encouraged to use their distribution courses to form coherent minors in related subject areas. These minors add additional strength and documented "expertise" to the BA degree, and can be used to profile a student's strengths and interests for potential employers or graduate programs.

Some common external minors for departmental majors in recent years have included philosophy, theology, history, politics, anthropology, art history, and modern foreign languages. The undergraduate adviser assists in the selection and assembly of minor programs. Current Catholic University minors and their course requirements are listed under departmental and program headings in the Catholic University *Undergraduate Announcements*; minors are also listed in the *Advising Handbook of the School of Arts and Sciences.*

DEPARTMENTAL 'CORE' COURSES AND COURSE DESCRIPTIONS

The courses listed below are *only those 'core' courses that are explicitly required of departmental majors or minors*. A wide variety of other courses are offered each semester both in the ancient languages and in classical civilization, and majors and minors may choose from those as well according to the guidelines of their respective programs. In particular, upper-level language course offerings change each semester and vary according to the interests of both faculty and students; consult the departmental website for a list of these classes.

CLAS 205: History of Ancient Greece (3 cr)
A chronological survey of the political and social history of Greece from 'Agamemnon to Alexander to Augustus.' Covers the period from the late Bronze Age through the Hellenistic era, beginning with the Mycenaean kingdoms and concluding with the conquest of Cleopatra, the last ruler of the Ptolemaic dynasty in Egypt, by the future Roman emperor Augustus (31 BC). Focusing in particular upon the construction of Greek identity as shaped by such factors as geography, warfare, economy, and intercultural contact, the course will employ a textbook, primary sources read in English, and maps and other images to explore important issues in the evolution of Greek society. Subjects treated will include the rise of the Greek *polis* (city-state), the Greek colonization of the eastern and western Mediterranean, the development of diverse governmental and constitutional structures ranging from tyranny to democracy to monarchy, the blossoming of Greek artistic and intellectual life during the classical period and the conflicts between Greeks and Persians and between Athens and Sparta, the expedition of Alexander the Great, and the relationships of the Hellenistic kingdoms with Rome.

CLAS 206: History of Ancient Rome (3 cr)
Surveys the history of Rome and its empire from the foundation of the city in the eighth century BC to its breakup into successor states in the fifth, sixth, and seventh centuries AD. Focuses on economic, social, and political themes, with special attention to geography, archaeology, and cultural exchange. Readings consist of primary and secondary sources, with emphasis on critical interpretation.

CLAS 211: Greek and Roman Mythology (3 cr)
The myths of the Greeks and Romans convey ideas about the divine and the human and the interaction of the two. Investigates creation myths, the divinities and heroes, and such major myth cycles as the Trojan War within their historical and ritual contexts and in terms of their literary and artistic formulations and expressions.

CLAS 312: Greek Literature in Translation (3 cr)
Close reading and study of important works of Greek poetry and prose (read in English) in their historical setting, with an examination of their influence on the Western literary tradition. (Certain equivalents may substitute for this course in the departmental major requirements: consult the undergraduate adviser.)

CLAS 313: Roman Literature in Translation (3 cr)
Close reading and study of important works of Roman poetry and prose (read in English) in their historical setting, with an examination of their influence on the Western literary tradition. (Certain

equivalents may substitute for this course in the departmental major requirements: consult the undergraduate adviser.)

CLAS 317: Greek Art and Architecture (3 cr)
Surveys the art, architecture, and archaeology of Greece from its Minoan and Mycenaean antecedents through the late Hellenistic era. Readings and slide lectures/discussions emphasize the relationship of the arts to their broader cultural context and introduce a variety of art-historical methods. Major themes include the political and historical functions of art, self-definition and the Other, and the role of style in the construction of meaning.

CLAS 318: Roman Art and Architecture (3 cr)
Surveys the art and archaeology of the Roman Empire from its Etruscan origins until the age of Constantine. Examines city planning, architecture, sculpture, painting, and the decorative arts in Rome and its provinces in the context of political and cultural developments. Special emphasis on Roman identities—individual, gendered, social, civic, and cultural—and their effects on and reflections in art.

CLAS 425: Senior Tutorial (1 cr)
This one-credit course, taken independently with the senior project adviser in the first semester of the senior year, will familiarize students with the resources available for research in Classics, Latin, and Classical Civilization. Students will develop the topic and bibliography of the senior research project required for graduation.

CLAS 426: Senior Project (2 cr)
A two-credit course taken independently with the senior project adviser in the second semester of senior year to complete the required research project.

GR 101: Elementary Greek I (3 cr)
First course in a two-semester sequence giving intensive grounding in the forms, vocabulary, and syntax of Attic Greek; frequent exercises in reading and writing Greek.

GR 102: Elementary Greek II (3 cr)
Second course in a two-semester sequence giving intensive grounding in the forms, vocabulary, and syntax of Attic Greek; frequent exercises in reading and writing Greek.

GR 103: Intermediate Greek I (3 cr)
Careful readings of Attic or Atticizing prose to build on the basics of syntax and grammar acquired in 101-102. In conjunction with the goal of increasing mechanical competency (recognition of forms, etc.), some attention to the ways in which prose persuades, informs, educates, and entertains through the careful choice and arrangement of words and thoughts.

GR 104: Intermediate Greek II (3 cr)
Careful readings of Homeric poetry to build on the basics of syntax and grammar acquired in 101-102. In conjunction with the goal of increasing mechanical competency (recognition of forms, etc.), some attention to the ways in which poetry persuades, informs, educates, and entertains through the careful choice and arrangement of words and thoughts.

GR 411: Greek Prose Composition (3 cr)
An accelerated review of Greek grammar and syntax, and an introduction to the composition of Greek prose.

GR 465: Advanced Greek Seminar (3 cr)
Reading and study of selected texts in Greek and English against the background of a rapid survey of the history of ancient Greek literature.

LAT 101: Elementary Latin I (3 cr)
First course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.

LAT 102: Elementary Latin II (3 cr)
Second course in a two-semester sequence giving intensive grounding in forms, vocabulary, and syntax; frequent exercises in reading and writing Latin.

LAT 103: Intermediate Latin I (3 cr)
A continuation of LAT 102 or 509 that provides an introduction to Latin prose and poetry, with emphasis on the close reading, translation, study and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.

LAT 104: Intermediate Latin II (3 cr)
A continuation of LAT 103, with emphasis on the close reading, translation, study, and discussion of representative texts and attention to their characteristic language, syntax, and style. The course also features continued review of the grammatical principles of Latin and expansion of vocabulary.

LAT 411: Latin Prose Composition (3 cr)
An accelerated review of Latin grammar and syntax, and an introduction to the composition of Latin prose.

LAT 465: Advanced Latin Seminar (3 cr)
Reading and study of selected texts in Latin and English against the background of a rapid survey of the history of Roman literature.

STUDY ABROAD OPPORTUNITIES

Study abroad is particularly recommended for classicists, given the field's professional emphasis upon the languages, literatures, and cultures that originated in the Mediterranean world. Undergraduate majors in our department frequently travel overseas for a semester or for part of a summer to pursue their studies: the most popular destinations tend to be Italy, Greece, and England. Some beginning information about the entire process is offered here, but the CUAbroad office (http://cuabroad.cua.edu) can provide even more ideas about destinations and also offers detailed logistical assistance.

How do I get started?

Visit the undergraduate adviser to discuss your interests and look over your transcript to see how studying abroad will fit into your curriculum. Our department encourages all students to think about these opportunities, so your adviser will probably invite you to begin planning even while you are still a freshman.

After consulting with the department, your next stop should be the CUAbroad office website (http://cuabroad.cua.edu), where you can read more about Catholic University policies and procedures, and get some additional information about what programs are available. Finally, visit the CUAbroad office in person to ask any questions you might have, attend a variety of orientation meetings, learn more about visa and other requirements, and submit any necessary hard-copy application materials.

Where can I go?

Two programs are especially relevant for our department's undergraduates and minors; the CUAbroad Office facilitates applications to them.

- **Rome:** Catholic University has its own university program—and campus!—in Rome.
- **Oxford:** Catholic University is affiliated with the Oxford Study Abroad Programme (OSAP) in England. Consideration for this program is highly competitive: consult the CUAbroad Office for details.

But classicists do not necessarily have to study in the Mediterranean or in England. Catholic University also has available programs in a wide variety of other countries.

Can I study abroad during the summer?

Absolutely! Summer study abroad is an attractive option for many undergraduates. It often provides an intensive, condensed experience over the course of several (generally two to seven) weeks; it can complement the regular pursuit of the Catholic University degree during the academic year; and, in many cases, it need not provide highly specific transfer credits to assist in the progression towards graduation.

As with all study abroad proposals, summer study abroad should be discussed with and approved by the undergraduate adviser ahead of time, particularly if you want or need to transfer credit for such

summer study back to Catholic University. (The CUAbroad Office provides guidance on credit transfers, and approval for this must be gained in advance.)

There are some special summertime non-Catholic University study abroad programs for classicists, too, and the department strongly encourages students to consider them: we summarize some of these later in this section of the handbook.

Can I go on an archaeological dig?

Absolutely! 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 undergraduate 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.

What academic requirements should I bear in mind?

The following is quoted from the CUAbroad office (http://cuabroad.cua.edu/guidelines/eligibility.cfm), lightly copyedited for consistency and formatting:

"**All applicants:**

- Good academic standing
- Good disciplinary standing (not on disciplinary probation).
- Minimum GPA, as required by Catholic University:
  2.3 for students in the School of Business
  2.5 for students in other Catholic University Schools
  Individual programs may have higher GPA requirements.
- Absence of any holds that would prevent course registration. Failure to clear such holds will result in withdrawal from the program and the implementation of the CUAbroad Cancellation & Withdrawal Policy.
- Other requirements as determined by the program (pre-requisite language level, etc.)

"*Catholic University reserves the right to rescind permission to study abroad if a student does not meet academic eligibility criteria or is not in good disciplinary standing at the end of the semester prior to the term abroad.*

"**Semester and academic year program applicants:**

- Full-time enrollment
- Completion of 45 credits prior to the start of the program (exception: Rome Honors Track)

- Completion of the Catholic University language requirement
  *Students may petition to the Associate Dean for an exception to the language requirement policy in either of the following circumstances. The Associate Dean will assess each situation individually before granting or denying a request for an exception.
    The student will make progress on the language requirement while studying abroad;
    The student can submit a feasible plan for finishing the language requirement upon their return."

"**Additional notes:**

- With the exception of the Catholic University Rome program, it is typically difficult to study abroad during the last semester before graduation and still graduate on time.
- In accordance with the Academic Regulations for Undergraduates, "at least 30 of the last 36 credits taken for a baccalaureate degree must be taken at this university. Consortium and Catholic University study abroad courses meet this requirement." In practice, this means that seniors may only study abroad on a Catholic University or Catholic University-affiliated program. They may not study abroad on a non-affiliated program."

What about finances?

Sometimes studying abroad can actually work out to be more affordable than staying on campus! It is worth doing the math to discover whether your major expenses may remain the same or even decrease—bearing in mind, of course, that you will probably spend more on transportation and on special experiences than you do while you are here at Catholic University.

You might also like to consult the Catholic University Office of Financial Aid to learn more about what effect studying abroad may have on any aid you are already receiving. Some of the support you have may be applicable to the international experience you are considering.

CUAbroad has a detailed division of its own website to help you consider the financial side of studying abroad (http://cuabroad.cua.edu/planningguide/financing.cfm), with helpful guidance and even information on scholarship opportunities.

Semester Programs (during the academic year)

Programs affiliated with Catholic University

Catholic University has its own university program in **Rome**, and is also affiliated with the **Oxford Study Abroad Programme** (OSAP). The CUAbroad Office provides much more detailed information about these programs than it is possible to reproduce here; the office also facilitates applications to the programs themselves.

The Catholic University Rome program offers intensive study of the Italian language and a variety of humanities classes taught in English. It provides at least one course each semester (and often more) related to the study of the ancient world. Participating students may choose between homestays to enhance their development in Italian (available for advanced language students only) or dormitory living (more common) to focus upon the study of Rome as an ancient, medieval, and modern city.

The Oxford Study Abroad Programme (OSAP) emphasizes traditional Oxford tutorials that involve the research and writing of scholarly essays in student-selected topic areas. Consideration for the OSAP program in Oxford through Catholic University is highly competitive, and undergraduate applicants must have a 3.5 minimum cumulative GPA: consult the CUAbroad Office for more details.

Summer Programs (outside of the academic year)

The Department of Greek and Latin offers this material for informational purposes only, and cannot vouch for the specific accuracy of the program summaries presented here, or for the general conditions abroad on any of the programs themselves. You, the student, must retain the responsibility for a happy, healthy, and productive study abroad experience. Always ask as many questions as necessary to arrive at the information you need, make certain to follow the particular directions provided by the institutions and programs to which you are applying, and consult before, during, and after your stay overseas with the CUAbroad Office. The faculty of our 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 us about these or any other programs, and make sure to look carefully at a given program's website for scholarships.

Two major summer options for classicists are the 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 both graduate students and undergraduates, 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 strong preparation for graduate study in classics, but neither actually awards formal academic credit, since the American Academy and the American School are advanced institutions for scholarly research, not universities. For students interested in formal academic credit, the summer program of the College Year in Athens is also available.

The American Academy in Rome Classical Summer School

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

The American School of Classical Studies at Athens Summer Sessions

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

as Crete, the Peloponnese, and the northeast. Student 'members' of the sessions each prepare two major site reports as part of their academic work.

Excavations

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 searchable online 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 shared apartments in central Athens. For more information, consult the Agora website for volunteers at http://www.agathe.gr/bulletin.html.

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 Latin and one in Greek, 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 Classics or Classical Humanities majors 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 411 and LAT 411). 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 undergraduates are H. W. Smyth, *Greek Grammar* (Harvard University Press) and Anne Mahoney, *Allen and Greenough's New Latin Grammar* (Focus Press); for more junior students, 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). Classics and Classical Humanities majors 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.

SENIOR PROJECT

The graduation requirements of the School of Arts and Sciences at Catholic University include a "senior comprehensive assessment" at the time of the completion of the major. This assessment must be passed in order for a student to graduate and receive his or her degree (see the *Advising Handbook of the School of Arts and Sciences*).

In the Department of Greek and Latin, this assessment takes the form of a senior project, pursued under the direction of an individual member of the departmental faculty.

Choosing an Adviser and a Topic

Depending upon the specific interests of a student and the recommendations of his or her faculty adviser, this project may take the form of (for example) a major research paper (a "thesis"), a translation with commentary of a substantial passage of an ancient text, or a portfolio of argumentative essays. The preparation of your project will last throughout your senior year, and you will have the support not only of the department as a whole, but also of your project adviser.

During your junior year, you should read the guidelines and expectations in the section below and begin considering which areas of classics are of greatest interest to you. Remember that you will be spending an entire academic year on your project, and your chosen topic should therefore be one that will not only pique your curiosity but also hold your attention.

You might start by asking yourself some basic questions: Are you more interested in Greece or Rome? Do you enjoy the study and analysis of the languages themselves, of literature, of ancient history, of archaeology and art? What historical periods have held the most appeal for you, and why? Even if at this point you have only managed to narrow your topic to "Latin poetry" or "Classical Greek art," you have made a good beginning.

At this stage you should consider with which faculty member you might like to pursue your work. Every senior in the department selects a project adviser who helps to refine his or her topic, set parameters for research, solve problems, formulate goals for writing, and polish the final product.

Your project adviser may be, for example, someone who is clearly the departmental "expert" in your chosen area, or a faculty member whose classes you have enjoyed. In any case, you will spend at least one hour with your adviser approximately every two weeks (more at certain times or as the situation calls for it) throughout the academic year.

It is your responsibility to approach a faculty member and ask him or her to supervise your senior project. You may choose to do this even before the conclusion of your junior year, but you should be prepared to do so in any case by the beginning of your senior year. The Senior Project Topic Approval Form must be completed by you and your new adviser together, and since the form also asks for the proposed subject of your project, you and your adviser must work together to shape your topic and your methodology by the form's due date (the last day of midterm week of the fall semester).

Refining your general idea of (e.g.) "Latin poetry" or "Classical Greek art" into a viable topic for a senior project is not something that you need to undertake alone: your adviser will discuss possibilities with you and help you select a project of the right scope and scale. He or she will also help you plan your first semester's work, since the equivalent of approximately 10 pages of a well-polished draft must be submitted by the last day of classes of the fall semester. Your grade at that time in CLAS 425 will depend not only upon the quality of your draft work, but also upon your sustained progress throughout the fall semester.

Senior Project Guidelines and Expectations (CLAS 425-426)

The contents of this section supersede the examples of prior senior projects that have been deposited in the departmental library.

Description

The senior project in the Department of Greek and Latin at Catholic University is intended to demonstrate a student's capacity for independent work and, where appropriate to the topic, research. While it need not break new ground in the field at large, the project should display the following characteristics:

- It should possess a clearly defined topic appropriate to its level, scope, and scale (see below). Topics that are too general will not permit the demonstration of more advanced skills.
- It should contain, topic permitting, a coherent argument that arrives at a plausible conclusion, *or* (as, for example, in the case of a translation with commentary) it should possess a feasible goal to which all of its content clearly contributes.
- It should show engagement with a varied selection of the major research tools and resources of the discipline (e.g., databases, electronic resources, textual editions, journal articles, etc.). In many cases this requirement will be demonstrated in the references, footnotes, or endnotes.
- It should demonstrate original (to the student) analysis or use of an appropriate selection of primary sources. It is this requirement, above all, that may set the senior project apart from a student's past work.
- It should contain translations of all quotations in the ancient languages. At the discretion of the adviser, these translations may either be cited appropriately from other sources or produced by the student.
- It should employ formal academic language and contain, when submitted, no stylistic, grammatical, or typographical errors.

Scope

A senior project need not explore its topic at the level of detail that would be expected of a graduate student, but it should at least acknowledge in an organized fashion the major categories of evidence that may be brought to bear upon its argument or its goals. It is the responsibility of the student and the faculty adviser to select and shape a topic that will be sufficiently narrow to be addressed in the manner described above.

Scale

The senior project is to be approximately 6500-7500 words in length, excluding footnotes or endnotes, bibliography, block quotations, images, or reprints of ancient texts. This is equal to approximately 25-30 pages in Times New Roman 12-pt type with 1-inch margins. In all cases where length is assessed, however, the word count will be preferred over the physical presentation.

It is recommended that the student submit a finished draft to the project adviser approximately two weeks prior to the formal deadline, so that scale can be assessed.

References

Students are to become familiar with the Chicago/Turabian style required by Catholic University for references in dissertations and to observe this style when submitting their work for review and evaluation. Examples are available online from the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html).

All illustrations included in the project should be numbered and appropriately acknowledged, preferably in captions immediately above or below them.

Format and presentation

When the completed project is formally submitted to the department (*on the last day of classes for the semester in which the student is enrolled for CLAS 426*), it must observe the following guidelines:

- All changes and corrections recommended by the faculty adviser must already have been made; the submitted version is considered to be final. No project is to be revised, corrected, or otherwise altered following submission.
- The hard copy version of the project is to be printed on one side of the paper only. The left-hand margin must be at least 1.5 inches wide and the right, top, and bottom margins 1 inch wide to permit the archiving of the department's copy. Cosmetic matters such as font and the arrangement of illustrations are, however, left to the discretion of the adviser.
- The project must bear a cover/title page formatted as shown in Appendix 2 of this handbook.
- The first page of the project behind the cover/title page must bear only a 200-word abstract headed by the project title and the student's name. The project itself must begin on the following page.
- All pages of the project behind the cover/title page (including the abstract and bibliography) must be numbered consecutively with Arabic numerals in the upper right corner. No additional headers (e.g. last name) are required or recommended.
- Any illustrations employed must be scanned and incorporated into the electronic version of the project (cf. below).
- The project must be submitted in two collated hard copies. One of these should be unbound and submitted unfolded in an envelope; the other may be bound or held together in whatever way the student wishes. (The 'bound' copy is for the faculty adviser to read; the unbound one is for the departmental archive. The faculty adviser, at his/her request, may elect to receive an electronic copy instead.)
- Along with the project, the student must submit on disposable media (e.g. CD or disposable flash drive, *not* by email) a pdf copy complete *in a single file* that is identical *in every way*

(including bibliography, title page, and abstract) to the printed document. Word-processed electronic copies will not be accepted, nor will projects separated into multiple different files or documents.
- Along with the project, the student must submit the Submission and Abstract Release Form available from the department.

Summary of materials for submission

Therefore, a complete senior project submission will include the following:

- 1 unbound copy of the complete project, printed single-sided and submitted unfolded in an envelope.
- 1 bound copy of the complete project, printed single-sided and held together in whatever way you wish (unless your adviser has requested an electronic copy instead).
- 1 pdf copy of the complete project (including all illustrations) on disposable media.
- 1 Submission and Abstract Release Form.

Assessment and archiving

The project will be read and graded by the student's adviser, who will record the project mark as the final grade in CLAS 426. The adviser may, at his or her discretion, ask other faculty members to read and consult upon the project and its grade.

The unbound copy of the senior project (see above) will remain the property of the Department of Greek and Latin and will be archived in the departmental library. The title of the project, the name of the student who completed it, and its abstract may, at the department's discretion, be reproduced in departmental publications, including, but not limited to, brochures, handouts and other publicity materials, and departmental or other Catholic University websites. The Submission and Abstract Release Form records the student's awareness of this and serves as permission.

A sample senior project title page follows this handbook as Appendix 2.

Avoiding potential problems

While the adviser is at the student's disposal for help, advice, and support, *responsibility for completing the senior project according to these rules and on time rests with the student.* Here are some strong suggestions that merit particular attention, arranged in roughly chronological order.

- Do not postpone initial discussions of your project topic during the busy time at the start of the school year. The submission of the "Faculty Approval of Senior Project Topic" form, which is due at midterm of the fall semester (see Appendix 1 of this handbook) should not represent the outcome of a single conversation, but should rather indicate that you have a clear plan, an argument, a tentative outline, and a starting bibliography *already in place*.
- Meet with your project adviser frequently. Ideally, arrange a standing meeting time every week or two, perhaps during his or her office hours, when you can report on your progress and ask questions. These sessions will not only help you move through your project more efficiently, but will also make you accountable to yourself to continue working independently.

- A corollary to the above: if you are having problems, even if these are related to time management rather than research or writing, be open with your adviser. Do not avoid him or her until you "get something done." All messages and requests for meetings that come from your project adviser should be treated with the same level of priority you would give to those made by any other faculty member for any other reason.
- Stay organized. This may be the first time you have dealt with this quantity of information for a single project, so dedicate some binders, folders, and new computer files to tracking your research, reading, notes, and writing with particular care. Record citations in full detail when you encounter new sources, so that you do not have to re-locate bibliographic data later on.
- Try to research and write at roughly the same time. For briefer papers in earlier courses, you may have studied your sources, taken notes, and then written up the prose shortly before the project was due. This technique generally does not work for larger research projects in the humanities, and so by mid-November at the very latest you should be actively writing passages of the ten-page excerpt that is due in December.
- Do not expect your project adviser to do the mechanical editing of your prose. Your senior project is a document that the department takes very seriously, and so it is held to a correspondingly high standard in terms of writing style and mechanical accuracy. All corrections requested by your adviser in this regard should be made *immediately* in the course of the year, but if you know that your writing tends to contain weaknesses in terms of grammar, punctuation, and spelling, you should read especially carefully for your own mistakes and perhaps ask a friend or two to offer some proofreading support, as well.
- Make certain that your project is submitted complete to your adviser *at least* a week before it is actually due to the department. Your adviser will need to read through the final version to recommend any last-minute corrections, and, given that the corrections will need to be made by you, your adviser cannot perform his or her final read-through the night before the due date.
- Make certain that your document, with all of its required accompanying materials (see the submission checklist), is actually assembled by lunchtime on the due date, since it must be submitted to the department before 5:00pm, and printing or other computer problems may require your attention before that time.

PREPARING FOR 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 current trends in graduate studies in classics

Lengthening timelines

In recent years, the time spent in graduate school (most notably from end of undergraduate to end of PhD) by classics candidates has generally increased. A number of factors have probably contributed to this trend, but two of the most notable ones are the later arrival of classicists to the profession (many graduate students in classics began one or both ancient languages only as undergraduates, or even as MA candidates), and a growing tendency for graduate students to take on substantial teaching loads (whether elective or required) in order to fund their educations and broaden their preparation for the academic job market. Time from end of undergraduate to end of PhD now easily ranges from 7-10 years for candidates hoping to seek university positions.

Intensive language study

Many future classicists, not having had the opportunity to study Latin or (especially) Greek in middle school or high school, need to work quickly to enhance their abilities in the ancient languages and reach a comfortable reading level. In response to this need, intensive summer language courses in Latin and Greek have been created at universities throughout the country. These summer sessions enroll both undergraduate and graduate (the latter usually MA-level) classicists, and aid in accelerating the learning process—provided that students continue working and reading on their own without stopping once the courses are over.

Postbaccalaureate programs

Future classicists are also sometimes discovering at the conclusion of their undergraduate years that they need (most frequently) more language study or perhaps some work in ancient history or archaeology prior to entering the graduate programs of their choice. One-year postbaccalaureate programs (or 'postbacs') at certain institutions have been designed to answer this challenge. At a 'postbac,' a student who has just completed a bachelor's degree can spend an additional year earning a certificate of study and/or (more importantly) preparing for admission to more competitive graduate schools. Some postbac programs have special seminars just for their members, but more often, postbac students pay a flat fee for their tuition (generally somewhat reduced from standard university tuition, since no degree-seeking is involved) and are permitted to register for whatever courses on offer fit their levels and needs. While a postbac can be a perfect solution for accelerated work, it can

also create advising challenges, since postbac students will actually need to spend their first semester applying to the very graduate schools they are studying to enter.

Even if these situations do not apply to you now, they will inevitably have an impact on your future if you are seeking a professional life in academia. You will likely teach and advise students in accelerated or postbaccalaureate programs at some point in your career, and so it is in your interest to familiarize yourself early with the needs which these initiatives are seeking to meet.

The 'prerequisite' MA

This is perhaps one of the most confusing situations at work in the humanities graduate school world today. Quite a number of PhD programs in classics award an MA in the midst of an integrated (and unalterable) course of study. To a student researching these programs, it therefore frequently sounds as if these institutions are expecting (or at least inviting) admission straight after the completion of a BA.

At many programs, however, many or most of the entering students, despite the fact that they will earn an MA while in residence, already have a master's degree from another institution, or a second bachelor's degree from (e.g.) Great Britain or Germany, or at least a postbac year. Having only a BA when you apply to one of these programs can compromise your chances for a competitive fellowship package, or even just your basic chances for admission.

So how do you discover whether there might be a situation like this at the programs you are interested in? One tactful way to do this is to ask about the profiles of recent entering classes. Have new graduate students in the past few years generally arrived with only a BA in hand, or with additional advanced study to their credit? Would a faculty member be willing to discuss the compatibility of your level of educational experience with recent admissions trends during a campus visit? What courses or endeavors might you be able to undertake during this application year that might, even while they are in progress, help to strengthen your application? (Modern languages are often particularly relevant here.)

And what do you ultimately do about this situation? If you get the impression that many of the programs you want to attend would really prefer that you have an MA before entering, this does not mean that you cannot put together the best possible application packet and seek admission now. It does, however, mean that you should take special care to have some backup plans in place. Try to add to your list some institutions that offer terminal MA degrees, and apply for those as well. That way if your first-choice PhD program believes you are not quite ready yet, you can seek an MA, make yourself that much more competitive, and reapply.

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-facutly [*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).

CAREERS FOR CLASSICISTS OUTSIDE OF ACADEMIA

Classics is an inherently interdisciplinary field, embracing the study of languages, literature, history, and material culture (archaeology, architecture, and art). Students who succeed in earning a classics degree, whether in languages or in civilization, have gained command of a broad and diverse body of knowledge, have been challenged to engage with great ideas, have read widely, and have honed their abilities in critical thinking, argumentation, research, and writing. These skills are valued by a wide variety of professions.

Many students who graduate from our department stay in the field, but a significant number also choose careers outside of classics, successfully entering such areas as law, medicine, business, and government. We enthusiastically support our students no matter where their goals may take them!

To learn more about where a classics degree may take you out in the wider world, we invite you to explore our own departmental website at http://greeklatin.cua.edu/careers/index.cfm, where we have collected a large number of links to electronic resources and career services.

APPENDIX 1.

FACULTY APPROVAL OF SENIOR PROJECT TOPIC

Classics 425-426

Due: ***[Last day of midterm week for the semester in which Classics 425 is taken]***

PART I (to be completed by the student):

Name of Student: _____

Student's Major Program: _____

Proposed Project Title/Topic: _____

_____

I understand that it is entirely my responsibility to make and keep regular appointments with my faculty adviser throughout the academic year, to follow his/her instructions, to complete all assignments, to observe all requirements of CLAS 425 and CLAS 426 respecting content, length, and submission dates, and to satisfy all other expectations stipulated by my faculty adviser.

_____

(Student signature and date)

PART II (to be completed by the faculty adviser):

*I have discussed this project topic with the student and agree to meet with him/her regularly (weekly or bi-weekly), to guide his/her work, to read and evaluate assignments and drafts, to approve the final version of the first semester's work and of the project in the spring semester, and to submit a grade for each term's work to the course coordinator.**

_____

(Faculty signature and date)

Please photocopy the completed form, passing the original to the course coordinator and a copy to the student, and retaining another copy for your own records.

Date received by course coordinator: _____

APPENDIX 2.
SAMPLE SENIOR PROJECT TITLE PAGE

THE RELEVANCE OF CLASSICS IN THE MODERN ERA

Jane Doe

A Senior Project *

Presented to the Faculty of

The Department of Greek and Latin at

The Catholic University of America

in Partial Fulfillment of the

Requirements for the Degree of

BACHELOR OF ARTS IN CLASSICS **

June 2025

* or Senior Thesis, as appropriate.
** or CLASSICAL HUMANITIES, or CLASSICAL CIVILIZATION, as appropriate.

APPENDIX 3.

SENIOR PROJECT SUBMISSION AND ABSTRACT RELEASE FORM

Classics 425-426

Due: ***[Last day of classes for the semester in which Classics 426 is taken]***

PART I *(to be completed by the student):*

Name of Student: _____

Student's Major Program: _____

Project Title: _____

I understand that the title of my senior project, my name, and my senior project abstract may, at the sole discretion of the Department of Greek and Latin, be reproduced in departmental publications, including but not limited to brochures, handouts and other publicity materials, and departmental or other Catholic University websites.

Please check the box, sign, and date below:

□ *I give permission for the unlimited use of the title of my senior project, my name, and my senior project abstract.*

_____

(Student signature and date)

PART II (to be completed by the faculty adviser):

*I have received in final form all components for the submission of this senior project. I agree to submit a grade for this term's work to the course coordinator in due course.**

_____

(Faculty signature and date)

Please photocopy the completed form, passing the original to the course coordinator and a copy to the student, and retaining another copy for your own records.

Checklist of components for submission

□ 1 unbound copy of the complete project, submitted in an envelope.
□ 1 bound copy of the complete project, held together as the student wishes.
□ 1 pdf copy of the complete project in a single file (including all illustrations) on disposable media.
□ This Submission and Abstract Release Form.

Date received by course coordinator: _____