DEPARTMENT OF GREEK, LATIN, AND ANCIENT MEDITERRANEAN STUDIES
Senior Thesis Guide

I. REQUIREMENTS
Overview and Expectations
Over the course of their final year at Reed, Greek, Latin, and Ancient Mediterranean Studies majors must complete a Senior Thesis.

In the course of completing the Senior Thesis, students are expected to:
- execute a sustained research project that they have chosen and defined from a major field or fields in consultation with their adviser
- develop a clear methodology appropriate to the research topic
- independently investigate that topic with the support of their adviser
- develop, critique, and evaluate a bibliography of primary and secondary sources appropriate to the research topic
- meet weekly with their adviser to discuss their progress
- respond effectively to feedback
- write a persuasive and coherent document that meets the criteria set below
- present, discuss, and defend their work orally, both in the GLAM Department's spring thesis symposia and in the oral exams scheduled in late spring

Format and Process
The Senior Thesis is a research project of 18,000-22,000 words (not including notes and bibliography) in length, divided into chapters with an introduction and conclusion, on a topic in the field of the student's choice, and developed in consultation with a faculty adviser. An oral examination board typically made up of the adviser and three other faculty members, two from the Division of Literature and Languages and one from outside the Division, will read and evaluate the thesis and conduct the oral examination.

Completing the thesis is a year-long process, and several intermediate deadlines established by the Division must be met along the way to ensure that satisfactory progress is being made. The thesis process, then, can be roughly divided into six stages:

I. Preliminary Topic/Assignment of Adviser + Thesis Information Form
Adviser assignments will be finalized by the department at the beginning of the semester. A Thesis Information Form confirming a preliminary title or topic and adviser assignment must be submitted to the Division.

II. Statement of Topic
Seniors must submit a one- to two-page statement of thesis topic to the Division.

III. Submission of First Chapter + Prospectus/Mini-Orals
Late in the first semester of the thesis year, seniors must turn in a complete draft of one chapter and a prospectus of the remainder of the thesis to the Division. Students will meet the adviser and first reader in a "mini-oral" examination. Each student will receive a written summary of feedback on the first chapter after the mini-oral.

IV. Departmental Symposia + Submission of Complete Thesis Draft to Division/Revisions
In the second semester of a thesis year, GLAM seniors must formally present their research to the department during Senior Thesis Symposia. A complete draft of the thesis must be submitted to the Division one month before the final due date. After this submission, oral exams will be

scheduled, and the adviser will provide feedback for the student on the draft. Seniors should choose a fourth reader at this time and continue revising until the deadline for final submission.

V. Submission of Complete Thesis Draft to Registrar's Office/Orals
A final draft of the complete thesis must be submitted to the Registrar's Office on the last Friday of classes. Thesis Orals take place the week before final exams.

VI. Final Submission of Complete Thesis to Library

Specific deadlines are set by the Division each academic year: see Thesis Due Dates and Section II below.

Evaluation
The oral examination board will evaluate the thesis; the adviser will assign a final grade. ***In order to pass the Senior Thesis, students must meet all of the following criteria***:

1) **Deadlines**: Seniors must meet all deadlines for submitting all components of the thesis throughout the year.
2) **Length**: The first chapter submission should be around 20 pages in length (approximately 5,000-6,000 words; not counting notes or bibliography). The final thesis document (not counting notes or bibliography) should be between 18,000-22,000 words.
3) **Engagement with Primary and Secondary Sources**: The document must demonstrate active engagement with and synthesis of both primary and secondary source material. While each individual project will vary in terms of the number and range of sources it requires and the emphasis should always be on quality rather than quantity, the bibliography should demonstrate proficiency in bibliographic search methods (i.e., beyond simple JSTOR searches) and should include a range of different types of sources derived from thorough research.
4) **Clarity**: The main argument of the thesis as well as that of each chapter must be clearly stated and easy to identify within an introductory paragraph or section. Methodology or methodologies used should be clearly articulated. The structure of each chapter as well as of the thesis as a whole must be clear and easy to follow, offering, if needed, an overview or "road map" of the entire thesis in the introduction and of each individual chapter in the chapter's introduction, and using specific and appropriate transitions and signposting language.
5) **Argumentation**: The thesis should present a coherent, evidence-based argument.
6) **Engagement with and Response to Feedback**: The final thesis should show evidence of having taken into account feedback from the adviser and any other faculty consulted. This does not mean that students must always agree with their adviser, but rather that they must demonstrate that they have considered any concerns or objections brought up by the adviser or any other faculty consulted, and have formulated a response or modified or adjusted their claims accordingly.
7) **Appropriate Citation**: All sources consulted, ancient/primary and secondary, must be cited correctly and consistently both when referred to within the document and included in a properly- and consistently-formatted bibliography/works cited list.
8) **Formatting and Presentation**: The thesis document must be formatted correctly according to the standards established by the Reed Library. When in doubt, students should check with the Library. The document should also adhere to correct conventions of style and should be carefully edited and proofread to ensure that it is free of grammar, spelling, and typographical errors. Any Greek and Latin (and any other languages if applicable) should be double-checked for typos; all translations should demonstrate an accurate understanding of the original.

For further questions or clarification of policies, ask your adviser and/or department chair, and consult the Division of Literature and Language [Thesis Guidelines](#) and the [Senior Handbook](#).

II. SENIOR THESIS SCHEDULE FALL 2021-SPRING 2022

The Senior Thesis is a year-long process that includes several major deadlines established by the Division of Literature and Language. The following schedule notes all divisional deadlines and outlines the major steps of the process. Note that the divisional deadlines for the thesis do not reflect the full amount of work required for the thesis: individual advisers may also ask for further work, assign additional tasks, or impose deadlines beyond those listed here, and students should also be doing extensive independent reading of primary and secondary source material, note-taking, writing, and drafting consistently throughout the year in order to ensure timely and successful completion of their thesis.

During this time, students will also be meeting regularly one-on-one with their adviser; students and their advisers will establish their own schedule for these meetings.

Failing to meet deadlines, particularly those later in the process, may jeopardize a student's chances of graduating on time.

Late August	**Preliminary Topic/Assignment of Adviser** Adviser assignments will be finalized at the beginning of the semester. Students should consult with their advisers on starting points for background reading and narrowing down a topic and to set a meeting schedule.
15 September 2021 by 12 pm	**Thesis Information Sheet Due** The Thesis Information Form, confirming a preliminary title/topic and adviser assignment, must be submitted to the Division via Moodle.
29 September 2021 by 12 pm	**Statement of Thesis Topic Due** Seniors must submit a one- to two-page statement of thesis topic to the Division via Moodle.
Early/Mid-October	Once they have finalized a topic, students should be gathering bibliography and engaging in extensive reading and note-taking to gain more background on their topic and to formulate a clear research question. At this point, students should be writing as they read and take notes; this writing will constitute the beginning of the first chapter.
16-24 October 2021	**Fall Break**
Late October/November	Students should finalize their first chapters during this period and continue reading and working on the material that will lead to a second chapter.
19 November 2021 by 12 pm	**First Chapter and Prospectus Due** Seniors must turn in a properly-formatted draft of one clear, cohesive, and complete chapter, approximately 20 pages or 5,000-6,0000 words not counting notes or bibliography, and a brief prospectus of the remainder of the thesis to the Division. ***In order for the draft to be considered "passing," it must meet the criteria for the Senior Thesis at large, outlined above.***
29 November – 2 December	**Mini-Orals** Students will meet the adviser and first reader in a "mini-oral" examination to discuss the draft of the first chapter, current research question, and plans going forward. Mini-orals will be scheduled by the Division. Students are strongly encouraged to meet one-on-one with both their advisers and first reader after the mini-oral to debrief and for further feedback.

17 December 2021 – 23 January 2022	**Winter Break**
February/March	Students should be making consistent effort at reading, note-taking, writing, and revising throughout this time; the draft should be nearing completion.
March	**Departmental Symposia** (exact dates TBD) In the second semester of a thesis year, GLAM seniors must formally present their research to the department during Senior Thesis Symposia. Presentations should last at least twenty minutes and must be accompanied by either a handout or a PowerPoint presentation. ***All seniors are required to attend all Senior Thesis Symposia*** and should be prepared to offer constructive feedback to their peers. **Contacting a Fourth Reader** At this time, students should consult with their adviser to identify a professor from outside the Division of Literature and Languages whom they would like to serve as a fourth reader and contact that professor requesting their participation. Professors get booked up very quickly, so it is best to take care of this sooner rather than later. It may be a good idea to have alternate fourth readers in mind.
19-27 March 2022	**Spring Break**
28 March 2022 by 12 pm	**Complete Thesis Draft Due to Division** Students must submit a draft of the complete thesis to the Division via Moodle; copies of this draft may be sent to the adviser electronically. This draft should represent a complete preliminary version of the thesis and should include a clearly-articulated introduction and conclusion. The Division recommends a length of 18,000-22,000 words (not including notes or bibliography). Advisers will provide feedback within one week. For the draft to be considered "passing" and to earn the adviser's signature indicating approval, it must meet all criteria laid out above. ***Any student who does not meet the draft deadline will not be guaranteed comments by their adviser. In addition, because the Division considers the draft to be an essential portion of the thesis course, any student who does not meet the draft deadline should not expect to graduate at the regular time.***
April	Students should revise the entire thesis, incorporating the feedback from their advisers and striving to produce as coherent, sharp, and strong a final product as possible. Students should also leave themselves ample time to edit and proofread the document.
29 April 2022 by 3 pm	**Complete Thesis Due to Registrar's Office** Four copies of the complete and correctly-formatted thesis, accompanied by the adviser's signature on a separate piece of paper indicating the adviser's approval of the thesis, must be submitted to the registrar. No further revisions or changes may be made to the thesis except for those required by the oral examination board. At this point, orals will be scheduled by the Division. ***Students should immediately confirm their fourth reader's availability*** to serve on their orals committee and if necessary, seek out an alternate fourth reader.
2-8 May 2022	**Thesis Orals** Students will discuss and defend the thesis project in an oral examination before a board consisting of the adviser and three other faculty members.

Early May	Students should finalize any changes required by their oral examination board.
13 May 2022 by 12 pm	**Complete Thesis Due to Library** After the oral examination and making any revisions required by the committee, seniors must submit to the Library two bound, correctly-formatted copies of the thesis with the adviser's signature on the approval page.

III. RESOURCES FOR RESEARCH

Work on the thesis should start from your encounter with your primary text or primary materials. The set of primary materials you will be working with will be dependent on your chosen topic; your adviser can point you to the best ways to access them.

When it comes to accessing research materials, we recommend taking advantage of Reed Library's **Greek, Latin, and Ancient Mediterranean Studies Research Guide**. This guide offers an overview of and access to a wide range of resources that will help you at each stage of the process, from gaining background knowledge, accessing primary source material, finding out about and obtaining books and resources in other formats from the library or interlibrary loan programs, writing help, and formatting and citation guides. The list below includes some of the most generally useful resources from the guide, but not all, so be sure to explore the Library Research Guide more fully to see if other resources are suitable for your project. The list here also includes additional resources that the Library Research Guide does not list. Depending on the project you are undertaking, you may not use all the resources listed here, or you may need resources beyond those listed here. If you're uncertain about how to use any of these resources, get in touch with the GLAM subject librarian and/or ask your supervising professor.

Background and Reference Tools
For looking up basic information and defining key terms, the Oxford Classical Dictionary (OCD) and Oxford Encyclopedia of Ancient Greece and Rome (OEAGR) are excellent starting points. Remember, however, that these are not scholarly arguments; these are reference tools—effectively a more scholarly and rigorous Wikipedia—and generally speaking you will not want to quote them directly. Instead, treat them as gateways to further research, and follow up on any bibliographical references you find in them.

Accessing Primary Source Material
A number of resources make Latin and Greek texts, and occasionally commentaries, available online: these include (but aren't limited to) the Thesaurus Linguae Graecae, the Library of Latin Texts, the Digital Loeb Classical Library, the Perseus Project, Oxford Scholarly Editions Online, and Packard Humanities Institute Latin Texts.

If you are searching for inscriptions or epigraphical material, *L'Année Épigraphique* or the database of The Electronic Archive of Greek and Latin Epigraphy (EAGLE) are good starting points.

Images of monuments, buildings, coins, artifacts, and other materials can be found through Reed's Ancient Mediterranean Studies Image Database or the Perseus Project.

Finding Secondary Sources
Bibliographies
It's often very helpful to start from recent, comprehensive treatments of your topic and read their introductions and search through their bibliographies to get a sense of what the major trends in scholarship on the topic are and what works of secondary scholarship are

the most important, influential, and highly-regarded. Companions are especially useful for this purpose, if they exist for your topic: both the Cambridge Companion and Blackwell Companion series (many of which are available online through the Reed Library website) offer "Further Reading" suggestions at the end of each chapter and very extensive bibliographies.

Oxford Bibliographies Online offers a number of bibliographies on a wide variety of topics in GLAM compiled by an expert in the field; usually the entry will offer a short account of the history of scholarship on the topic or an overview of major trends in scholarship.

Databases
The most efficient way to find scholarly secondary sources on your topic is by searching discipline-specific publication databases, the most useful of which is *L'Année Philologique*, which compiles a list of all publications in the discipline each year and generally includes an abstract of the work. Note that it does not offer access to the book or journal article itself; you will need to seek those out from the library or using the library's various digital periodical subscriptions. Also not that it takes a year or two for the database to be updated, so you won't find publications from the last few years.

JSTOR and Project MUSE are interdisciplinary journal article databases that offer access to pdfs of articles from a wide range of journals or periodicals. You may also find access to pdfs of some books and book chapters on JSTOR.

Book Reviews
A number of journals also include reviews of recently-published books in the field. It is a great idea to read the book review before you check out the book itself. A good book review will give you an idea of the main argument of a book, and if it's really good, can be extremely helpful in giving an overview of the state of the question and history of scholarship on it. A book review can aid you in ascertaining whether a book is useful or interesting to you and will enable you to focus your reading so that you can read just the most relevant chapters of a book rather than the entire book. Book reviews appear in major journals in the field; the Bryn Mawr Classical Review also publishes open-access reviews. Reviews are generally written by other scholars in the field, and occasionally you will find that they may inject their own opinions into their evaluation of the work or even carry on their own arguments or attacks in their reviews. You may or may not agree with the reviewer's assessments or approaches (except for the reviews written by your own faculty; those are always right). So, as you read a review, make sure you are evaluating not just the book reviewed, but also the review, with a critical eye.

Getting Secondary Sources
The Library Catalogue
Generally, it's not the best use of your time to browse the library catalogue at random for resources; instead, start your search with databases and in bibliographies of recent scholarly books on the topic. Once you have found an item you want, then go to the library catalogue to find out if the Reed Library has it and to find out where it is so you can go and get it.

Summit/ILL
Occasionally, you will find that the Reed Library doesn't have an item you want. If that's the case, you can request it from Summit, a consortium of academic libraries in the

Pacific Northwest, or if it is not held by any Summit libraries, from another library via interlibrary loan (ILL). Summit is generally a bit faster and more generous with its lending terms than ILL, and you can search and request items from Summit libraries directly through the Reed Library website. To request an item from ILL, you will need to log into the ILL system (ILLiad).

IV. FORMATTING AND PRESENTATION

The Reed Library determines the correct [thesis formatting guidelines](#); the final thesis document must adhere to these guidelines when it is submitted to the Library. [Computer User Services (CUS)](#) offers correctly-formatted templates for use with a number of programs (including Microsoft Word and Google Docs) for download as well as drop-in consulting about formatting.

For other formatting questions, such as integrating and formatting quotations, footnotes, and other issues of style, consult the departmental formatting guide and/or ask your adviser.

V. RECOMMENDATIONS AND BEST PRACTICES

Time Management

Treat your thesis as if it is another class: block out 8-10 hours each week in your calendar dedicated solely to working on your thesis, and guard it fiercely. Do not let other courses or responsibilities infringe upon it during busy weeks.

Rather than thinking about "the thesis" as a whole, break the thesis process up into manageable, "bite-sized" pieces that you can tackle at a steady pace.

Start writing early in the process. Getting in the habit of writing early on and keeping it low stakes will prevent you from building up too much fear and anxiety when you eventually have to sit down to start the draft.

Be judicious about how much time you are spending reading and taking notes. It is very easy to spend too much time reading and researching, and in fact, to start using reading and note-taking as a procrastination strategy to avoid or put off writing and revising. There will also be one more article to read, one more book to get from the library; it's not possible to read and synthesize every single thing written on a given topic, and that's not your objective here.

Every project is different and will necessitate a different process and generate different obstacles. Do not look at other seniors' progress or measure your own progress against theirs; it's different for everyone.

Working with Your Adviser

Be mindful of your adviser's time: if you aren't able to make a meeting with your adviser, let your adviser know as soon as you can.

Take notes during meetings with your adviser so that you can remember ideas, corrections, and suggestions that come up during your meetings. Don't assume that you will remember.

The entire department is here to support you throughout this process; feel free to consult with not only your adviser but with any faculty in the department (or outside the department) about your ideas, your process, and any challenges or successes you're experiencing.

Narrowing Down a Topic
Take some care and time in selecting a topic. You will want to write on a topic that really interests you and can keep you engaged for the entire academic year.

Start by casting your net broadly, but bear in mind that you will want to narrow your focus down to a research question that you can reasonably address in the time-frame and space allotted.

Consulting past theses (available in the Reed Library Thesis Tower, electronically at the Reed Electronic Theses Archive, and in the GLAM/Religion Student Lounge on the 2nd floor of ETC) can help give you a sense of the scope, shape, and organization of past theses and their research questions.

Remain flexible as to your final thesis/argument and allow it to develop naturally. While you don't want to be switching topics in February, be open to the possibility of new ideas and new perspectives as you do further reading in both primary and secondary sources.

Start with primary sources, and try to come up with your own questions, ideas, and hypotheses before you look at secondary sources. Scholarly articles and monographs will help you sharpen your question and get a better sense of where you stand on an issue, but you should start from your own ideas and your own encounters with the primary material.

Don't worry excessively about or fetishize "originality." Please do not think that everything in your thesis must be entirely new; rather, you should consider what you are adding to an ongoing discussion about a particular author, field, or question.

Writing Help
Writing support is available from the **Reed College Doyle Online Writing Lab**.

Notes and Note-Taking
Keep your notes organized! It's a good idea to keep a separate document of notes for each source you are reading. Make sure to include the full bibliographic citation for each source at the top of the document (this will come in handy when it comes time to create your full bibliography), note the main argument of each work, any quotes you think are especially useful and their page numbers, your own reactions, thoughts, and ideas as they come up, and any questions or points of discussion that you want to bring up with your adviser.

Be sure to mark clearly and consistently (use a different color or use quotation marks, e.g.) whenever you have taken a direct quote from a secondary source to ensure that you attribute and cite it properly when you include it in your own work. Don't put yourself in the awkward situation of thinking that a quote is actually your own idea and not citing it properly: accidental plagiarism is still plagiarism.

Bibliography Management
Bibliography management software, such as Zotero (free; using your Reed email will allow you unlimited storage) or Endnote, can be enormously helpful when you are dealing with a large number of sources and references. The Library also offers one-on-one assistance with Zotero (see "Zotero on Demand" on the left-hand sidebar).

Citation
The Library's Greek, Latin, and Ancient Mediterranean Studies Research Guide offers a guide to citation practices and major style handbooks.

You will likely notice in your coursework as well as in your research that each professor in the department has individual preferences for footnote and bibliography style, and that various publications use their own styles that may differ from the major style guides' formats. Ask your adviser for suggestions, or pick a major scholarly journal or academic publisher whose style you like. Whatever style you choose, ensure that your formatting is correct for that style and consistent throughout your final document.

Be aware that if any text, images, or data you wish to use are under copyright, you will need to either ensure that your use of it meets the criteria for "fair use," or you will need to seek permission from to copyright holder to use it. The Library can help you navigate issues of copyright.

Formatting
The rules governing presentation are few and simple, but they are not negotiable, and they may pose problems for you at the time of final submission if your document does not adhere to them. Save yourself time and trouble by formatting your thesis according to these guidelines as soon as you start writing: don't leave it for later!
When in doubt, consult the Library's guidelines for thesis formatting and the Senior Handbook; don't necessarily rely on looking at past theses, as guidelines may have changed. Drop-in consulting about thesis formatting is available from CUS.

If you need to integrate non-text elements (e.g., images, tables, or other figures) into your document, CUS can help you do so correctly.

Backing Up Your Data
Back up all of your data and all of your files, including notes and drafts. Back them up, not just on your own computer but somewhere online (iCloud, Dropbox, Google Drive, e.g.) as well. Whatever you are doing, make sure that you are syncing your backups early and often and make sure that you are labelling your files clearly so that you know what is the most recent version.