

DEPARTMENT OF GREEK, LATIN, AND ANCIENT MEDITERRANEAN STUDIES  
Junior Qualifying Examination Guide

## I. REQUIREMENTS

### Overview and Objectives

One of the goals of the Greek, Latin, and Ancient Mediterranean (GLAM) Studies major is to enable students to execute in-depth, independent research in the discipline. The courses required for the major equip students with the skills necessary for such research. The Junior Qualifying Examination tests and affirms those skills as it prepares students for the Senior Thesis. Students may not advance to senior status or register for Senior Thesis until they have passed the Junior Qualifying Examination.

### Format and Process

The Junior Qualifying Examination consists of a research paper approximately twenty pages in length on a topic of the student's choice within the field. Each GLAM major is expected to write their Qualifying Examination in one of their 200 or 300-level GLAM courses during their junior year; the supervising professor will determine which assignments in that course the qual will replace. Over the course of the first 11 weeks of the semester, students will submit a preliminary thesis, an annotated bibliography, an outline, a first draft, and a final draft. The professor serving as adviser will offer feedback on each of these assignments; students are expected to take this feedback into account at every step of the process. Once a final draft has been submitted, the student will defend the final document in an oral examination before the adviser and a first reader, another professor from the department.

In the course of completing the Junior Qualifying Examination, students are expected to:

- execute a sustained research project that they have chosen and defined in consultation with their adviser in connection with the course for which the qual is being written
- 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 regularly 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, in an oral examination scheduled at the end of the qual semester

### Evaluation

The adviser and first reader will evaluate the qual as a pass, conditional pass, or a fail. ***In order to pass the qual, students must meet all of the following criteria:***

- 1) **Deadlines:** Juniors must meet all deadlines for submitting all components of the qual throughout the semester.
- 2) **Length:** The final research paper (not counting bibliography) must be 18-20 double-spaced, standard-formatting pages.
- 3) **Engagement with Primary and Secondary Sources:** The final research paper 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, as appropriate for the topic, derived from thorough research.
- 4) **Clarity:** The thesis of the paper must be clearly stated and easy to identify within an introductory paragraph. Methodology or methodologies used should be clearly articulated. The structure of the paper must be clear and easy to follow, offering, if needed, an overview or “road map” of the paper in the introduction and using specific and appropriate transitions and signposting language.
  - 5) **Argumentation:** The qual should present a coherent, evidence-based argument.
  - 6) **Engagement with and Response to Feedback:** The final paper 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 document, including notes, should be properly formatted according to departmental guidelines. When in doubt, students should check with their adviser. The final document must 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.

A passing result is immediately reported to the Registrar; the student will then be permitted to register for Senior Thesis. In the event of a conditional pass, the supervising professor and the first reader will set the terms of the conditional pass, to be completed in a timely fashion by a deadline agreed upon with the student. In the event of a failing qual, the student must undertake a new qual in a different GLAM course. After the oral examination, each student will receive a written feedback in the form of a qual report, which will summarize strengths and weaknesses in the process, product, and oral examination; outline conditions for a conditional pass if applicable; and make recommendations for ensuring a successful senior thesis.

The final letter grade for the qual is determined solely by the supervising professor and will be based both on the quality of the final document and the quality of the process over the course of the semester, including timely submission of all parts of the project as well as response to and engagement with feedback.

### **Planning/Preparing for the Qual**

Students have the option to write their Junior Qualifying Exam during either semester of their junior year. The precise timing should be discussed with the major adviser at the time of major declaration in relation to courses offered, study abroad, and overall student preparedness.

At the beginning of their junior year, students must identify the class in which they plan to qual and convey their intentions to the professor teaching the course as soon as possible. Near the beginning of the semester—ideally, before classes start—students should schedule a meeting with the professor to

consider topics and set a meeting schedule. *It is the student's responsibility to initiate this process, and it is recommended that students do so as early as possible.*

## II. SCHEDULE

The Junior Qualifying Exam consists of a scaffolded process of assignments that follow a strict timeline throughout the semester, designed to help students work up to the final product and to ensure that students are making satisfactory progress along the way. The assignments required for the qual and listed below do not reflect the full amount of work required for the qual; students should also be doing extensive independent reading of primary and secondary source material, note-taking, writing, and drafting in order to produce these assignments.

The exact due dates and specific parameters and guidelines for individual assignments will be set by the supervising professor; supervising professors may also ask for further work, assign additional tasks, or impose deadlines beyond those listed here.

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

<b>Week 1</b>	<b>Getting Started</b> Juniors completing the qual will participate in a <i>required department symposium</i> to go over requirements and expectations. Students should meet with qual advisers as early as possible to talk about potential topics, establish expectations, and set a meeting schedule. It is also highly recommended that at this time students set up an appointment with the GLAM librarian to familiarize themselves with discipline-specific library resources.
<b>Week 2</b>	<b>Topic Proposal and Research Plan due</b>
<b>Week 3</b>	<b>Choosing a First Reader</b> Students should identify which faculty member within the GLAM department they would like to serve as a first reader and contact that faculty member to request their participation. Students should have an alternate choice in mind in case their first choice is unable to participate.
<b>Week 4</b>	<b>Introduction to the Project and Preliminary Statement of Thesis due</b> (half a page to one full page in length)
<b>Week 5</b>	<b>Annotated Bibliography and 3-5 pages of work due</b>
<b>Week 7</b>	<b>Outline and Bibliography due</b>
<b>Week 9</b>	<b>Full First Draft due</b>
<b>Week 10</b>	<b>Revising</b>
<b>Week 11</b>	<b>Final Draft</b> Students must submit a final draft of their Junior Qualifying Exam to both their supervising professor and first reader.
<b>Week 12</b>	<b>Orals</b> Students will defend their project in an oral examination with their supervising professor and first reader.  <i>Qual orals must be completed by the last day of classes in order for the student to pass the qual and advance to senior standing.</i>

## III. RESOURCES FOR RESEARCH

Work on the qual starts from your encounter with your primary text or primary materials. The set of primary materials you will be working with will be dependent on the course in which you are qualling, and your supervising professor will be able to 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 note 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. RECOMMENDATIONS AND BEST PRACTICES**

##### **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.

##### **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 turn in 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) can be enormously helpful when you are dealing with a large number of sources and references. It takes some time and effort to get familiar with these programs, but it may be well worth the investment both now and for your Senior Thesis. The Library also offers [one-on-one assistance with Zotero](#) (see "Zotero on Demand" on the left-hand sidebar).

##### **Citation and Formatting**

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.

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.

### **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.