

## THE CLASSICS DEPARTMENT JUNIOR QUALIFICATION GUIDE

**I. Overview:** One of the goals of the Classics Major is to enable our students to execute in-depth, independent research in Classics. The required courses provide students with the skills such research needs. The Junior Qualifying Examination, which consists of a research paper approximately twenty pages in length, tests and affirms those skills as it prepares students for the Senior Thesis. Each Classics major is expected to write their Qualifying Examination in one of their upper-level Classics courses during their junior year. The Qualifying Examination typically substitutes for a research paper in a class and may replace other work in that course, according to the discretion of the professor involved. The Examination will also count as fifty percent of the grade in the course in which the student qualifies.

**Through the Junior Qualifying Examination, Classics majors are** asked to execute a sustained research project on a topic within the field of Classics through which they 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 with their adviser to discuss their progress according to the schedule below
- 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

**II. Guidelines:** Students have the option to write their Junior Qual 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. Students must identify the class in which they plan to qualify at the beginning of their junior year and convey their intentions to the professors teaching these courses. Near the beginning of the semester in which the student plans to qualify, the student needs to meet with the faculty member to determine a topic and to set a meeting schedule. Over the next nine weeks, the student **MUST** submit a preliminary thesis, an annotated bibliography, an outline, and then a draft of the paper. The supervising professor will provide feedback on each item. After revising the paper, the student will defend the final document in an oral examination before the adviser and a second professor from the department. These professors will evaluate the qual as a pass, fail, or conditional pass. The final letter grade for the Junior Qual counts as fifty percent of the course grade and is determined solely by the supervising professor. This grade takes into account not only the quality of the final document but also the quality of the process, i.e., the timely submission of all parts of the project. **In other words, you must submit all parts of the qual on time throughout the semester if you expect to pass the junior qual.**

A qual pass is immediately reported to the Registrar, who then permits the student to register for Thesis. In the event of a failed qual, the student must do a new qual in a different Classics

course. In the event of a conditional pass, the student must meet the terms of the conditional pass in a timely fashion as determined by the student, the qual adviser, and the other faculty member on the qual oral.

**III. Schedule:** The following schedule involves hard and fast deadlines. The timely submission of all parts of the project is a key element of the process, and late submissions will be reflected in the final grade awarded in the course in which the student writes the Junior Qualifying Examination.

- Week 1: Brief meeting to talk about possible topics and set schedule and expectations for the semester. Students unfamiliar with Classics databases need to set up an appointment with Classics liaison in the Library.
- Week 2: Students submit topic proposal and research plan.
- Week 3: Meeting to discuss progress on the qual. Student requests second professor for orals.
- Week 4: Introduction to project and preliminary thesis (1/2 to one page in length).
- Week 5: Meeting to discuss progress on the qual. Annotated bibliography and 3-5 pages of work (more formal and organized than notes) are due.
- Week 7: Meeting to discuss progress on the qual. Detailed outline and properly formatted bibliography of qual are due.
- Week 9: Meeting to discuss progress on the qual. First complete draft of qual is due.
- Week 10: Student revises qual.
- Week 11: Final draft of qual is due. For the requirements for a passing grade, see below
- Week 12: Qual orals with adviser and second Classics professor.

**Nota bene: Orals must be completed by the last day of classes in order for the student to pass the qual and advance to senior status.**

#### **IV. Criteria for a passing Classics qual:**

- 1) **Deadlines:** The department expects all juniors to meet the deadlines designated above in line with the adviser's expectations and the department's guidelines.
- 2) **Length:** The document (NOT including bibliography) is to be at least 20 double-spaced pages.
- 3) **Primary and secondary work:** The qual demonstrates active engagement with and synthesis of primary and secondary sources.
- 4) **Bibliography:** The bibliography demonstrates consistency in its formatting and consists of a list of the works cited and consulted.
- 5) **Clarity:** The document presents a clear thesis, methodology, and structure.
- 6) **Argumentation:** The document presents a clear and coherent argument.
- 7) **Engagement with feedback:** The final paper incorporates feedback from the adviser and other faculty, if consulted.
- 8) **Clean document:**
  - a) The document has been carefully edited and proofread to minimize grammar, spelling, and typographical errors.
  - b) Citations, notes, and bibliography are to be properly and consistently formatted.

V. Research: Please check out the Classics Research Guide, which you can find on the library webpage (<http://libguides.reed.edu/classics>) and will point you to the following:

**A. Locating primary and secondary sources:**

- 1) The Primary Text Sources link on the Classics Research Guide will give you direct access to both the *TLG (Thesaurus Linguae Graecae)* and the *LLT-A/B (Library of Latin Texts, Series A and B)*.
- 2) The Primary Text Sources link on the Classics Research Guide will give you direct access to The Perseus Project, which is a good resource if you need to do research on Greek and Latin texts or to search for images of archaeological sites, buildings, works of art, and coins. Its most useful feature is the collection of on-line electronic texts of many ancient authors, which offer direct links for all Greek and Latin words in the texts to the major dictionaries. In addition, many ancient works are linked to commentaries and English translations.
- 3) L'Année Philologique: The Articles & Journals link on the Classics Research Guide will give you access to the most useful database available for Classics research: L'Année Philologique. You can search via modern authors, ancient authors, subjects and disciplines, dates, terms, and other criteria. There is a lag-time of a couple years before recent publications make it into the database.
- 4) Gnomon Online: If you want to find the very latest in scholarship, try this index to classical studies, which is also available via the Articles & Journals link on the Classics Research Guide. It has a German interface but is not too hard to navigate and primarily indexes publications from 1997 to the present.
- 5) L'Année Epigraphique: This database focuses on inscriptional evidence and scholarship (<http://www.anneepigraphique.msh-paris.fr/>).
- 6) Interdisciplinary databases: JSTOR (<http://www.jstor.org/>) can be very helpful. You can conduct searches on it in a number of ways, and it in many cases offers immediate access to complete articles in pdf form. You may also find PROJECT MUSE helpful, since it offers highly current full text content (<http://www.muse.jhu.edu>). Both are listed among other databases on the Classics Guide.
- 7) Oxford Bibliographies (<https://www.oxfordbibliographies.com/>): The Classics entries are generally very good, detailing what an expert in the field considers the most relevant scholarship on a given topic. You can also access this database via the Background Information link on the Classics Research Guide.
- 8) Bryn Mawr Classical Review: You can also find out about recent works and read reviews of such works by consulting the archives of the Bryn Mawr Classical Review, which you can access via the Finding Books link on the Classics Research Guide. You can search this site by authors, subjects, key words, etc. Reviews can help you get a rough idea of a field very quickly, if they are good. BMCR is generally reliable, but you should take all

reviews with a grain of salt (except those written by your own faculty). Seriously, see if you agree with the review when you read the book.

- 9) Library Catalogue: You can also get a start by doing keyword searches on the catalogue. Please make sure that you search both Reed's catalog and Summit to make sure that you are not missing works available from local libraries.
- 10) Books and articles in the field: It is a good idea to check out the footnotes and bibliographies of recent work published in your field of interest. Let other scholars do some of your work for you. Even if articles or books are in languages that you do not read (esp. French, German, and Italian), do not overlook these works. Their footnotes and bibliographies are every bit as helpful as those of scholarly works in English.
- 11) Websites: For certain topics you should consult specialized websites, such as Diotima, which is an excellent site for works on gender.

## **B. Notes and Note-Taking:**

- 1) Always take careful notes that include a full bibliographical citation for each article or book that you are reading and page numbers. It is also a good idea to make it clear when you have quoted directly from a secondary source. You should probably keep notes on secondary articles and monographs separate from notes concerning your own ideas. You might want to keep a separate journal for your original ideas and your reactions to what you are reading (both positive and negative). Spend a few minutes each day thinking about where your work is leading you or where your research has proved satisfying or frustrating. You should note both kinds of reactions somewhere, so that you can discuss them with your thesis adviser.
- 2) If you keep your notes organized in folders (both the paper and computer kinds) connected with each chapter, you might find it easier to access your notes.
- 3) When you meet with your adviser and first reader, you should take careful notes concerning both ideas and corrections. There is nothing more frustrating than you and your adviser having important ideas about your topic in a thesis meeting, and then not being able to recall them later. You should also try to address the ideas and changes suggested by your adviser and first reader as soon as you can, while these ideas are still fresh and clear.

## **C. Footnotes, Citations, and Bibliography:**

- 1) Keep a running bibliography of everything that you have read or that you plan to read. Briefly note how you reacted to each work or the main point of each work.
- 2) Each professor in this department likely uses a different style for both footnotes and bibliographical citations. Either ask your adviser for suggestions or pick a style that you

like from the articles and monographs that you read. Please make sure that the press you use is well known and that your style remains consistent throughout the thesis. If you use more than a handful of references, you could benefit from using bibliographic management software such as Zotero. Help is available from CUS and the Library. The effort you will need to invest in learning one of these packages will pay off amply, especially if you start early.

- 3) Citations: For abbreviations of the names of ancient authors and ancient works, please consult the Oxford Classical Dictionary (<https://oxfordre.com/classics/page/abbreviation-list/>)
- 4) Make sure that the bibliography is formatted correctly and consistently!!