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Preface

We do not assume that the value of studying classical languages, culture, and civilization is self-evident; nor do we assume that by itself the long and venerable tradition of Classics at the University of Washington necessarily justifies extraordinary support for the Department. But while we do not intend this self-study to be an exercise in validating the discipline, we hope it underscores and heightens awareness of what is by several measures one of the most successful departments in the College of Arts and Sciences, in either the Humanities or other divisions. As one of the external reviewers remarked in the course of the 1998 review, the Department of Classics at the University of Washington is a "jewel."

Ten years later, we believe this to be a still stronger department -- a department that through wise leadership, careful management and cultivation of its resources, and uniform commitment to its pedagogical and scholarly mission has taken its place alongside and is competitive with the best Classics Departments in the country.

Yet we write this report at a time when the University (along with many other institutions of higher learning, both public and private) faces what might well be the most serious budget crisis in its history. There is at present great uncertainty about the effect that this will have on us. It seems inevitable, however, that the task of maintaining the excellence we have fostered will become still more challenging in the face of dwindling resources for both graduate students and faculty positions.

With this report we not only document the advances we have made in the past decade, but offer as well a sense of our goals and desires for the future. This is not a department that has ever rested on its laurels; we recognize that while we depend on the University for a large portion of our resources, responsibility for maintaining and enhancing such distinction as we have achieved rests with us. Nonetheless, we hope to demonstrate that the confidence placed in and support long accorded this Department by the College and the University over the course of its existence has been and should continue to be fully warranted.

CHAPTER 1: CONTEXT

A. Mission statement of the Department of Classics

The ancient cultures of Greece and Rome hold an extraordinary place in the American past and present, thanks to their central role in forming the basic conceptual categories that shape our intellectual, professional, and civic lives. The field of Classics is dedicated to the recovery and interpretation of these cultures. To study Classics is to take an active part in the humanistic enterprise, and to grasp the complexity of its diverse historical manifestations from Plato's Academy to our own. Yet research and teaching in Classics is not confined to celebrating the achievements of antiquity and analysing its impact on the present. The vast temporal and geographic gulf that divides these ancient cultures from modernity brings students and scholars of Classics face to face with the Otherness of antiquity and forces a critical examination of our purported cultural roots. In adjusting our perspectives on ancient Greece and Rome, we find that our perception of ourselves, too, has been altered, and our interests, preconceptions and prejudices challenged, by a critical examination of their "classical" genealogy. Like a fun-house mirror in which we can observe ourselves in a state of distortion, simultaneously familiar and other, Greek and Roman antiquity furnishes us with a special vantage point from which to critique what is taken for granted in our own time and place.

As a field of study Classics is intrinsically comparative, since it concerns two related but distinct peoples. The complex relationship between the ancient Greeks and the Romans offers a productive model of cultural interpretation and appropriation that is very relevant to the postcolonial world in which we now live. The ways in which Greek and Roman writers described the world around them - a world vibrant with cultural interaction and exchange - likewise offer us valuable conceptual tools for a better understanding of our own multicultural age. The accident of history that placed these peoples under the rubric of a single department has thus proved a fruitful one.

Classics is also the first area study. That is, it concerns a wide range of cultural productions (literature, history, philosophy, science, architecture, art and other material remains), and employs the full range of methodologies developed for their interpretation. The long history of our discipline continues to be enriched by new interpretive tools, including those generated through the crisis of postmodernity and beyond. In recent years, Classics has reasserted itself as a major player in the humanities on an international scale, largely because its adaptations to the present have not affected its commitment to understanding the past. Classicists thus have a unique perspective to offer scholars in many other fields, especially at a moment when, after decades of critiquing conventional approaches to the past, many humanists are becoming freshly conscious of its power.

The success of the Classics Department at the University of Washington in this marriage of past and present is manifest in our flourishing language programs, both undergraduate and graduate. The ancient languages are the soil in which all interpretation of the ancient world must take root before it can blossom, but many students balk at the intensive study of difficult languages. Our success in conveying the richness of Latin and ancient Greek to an extraordinary number of students distinguishes our department from many others in the country and around the world. These high enrollments attest to the department's achievement in awakening students to the unique combination of ancient and modern, language and interpretation, text and culture, that Classics at its best can offer.

B. Summary of Departmental organization and governance

[See also Appendix A]

The Department is administered principally by a Chair, currently Alain Gowing, and the Assistant to the Chair, Douglas Machle. In 2008 Machle completed his twentieth year in his position, and it is safe to say that the Department could not function as effectively as it does without his considerable expertise and good humor. Doug performs multiple functions: Undergraduate Adviser, Graduate Program Assistant, Time Schedule Coordinator, Budget Coordinator, Payroll Coordinator, Inventory Contact, Insurance Contact, Denny Hall Building Coordinator, and is by default the 'go to' person for coordinating computing in the Department. In certain respects Machle's job has been complicated by the increasingly intricate financial situation of the Department, in particular the addition of the Jim Greenfield Endowment and other endowments (these are detailed in Chapter 4). As the Department's financial picture has improved, that is, at least with respect to the support we are able to offer our students, increased administrative oversight has been required of both Machle and the chair; also required has been the expansion of departmental committees and their responsibilities.

In addition to Machle, the Department employs a *circa* 75% Secretary (in the 1993-95 biennium, as a result of budgetary concerns, our full-time position was cut to half time, subsequently increased to 75%, where it has remained). Since 2005 this position has been filled by Jerome Kohl. Kohl's responsibilities encompass many of the day-to-day activities of the Department (answering the phone, responding to inquiries at the desk, handling mail) as well as making travel arrangements, processing reimbursements, etc.

The Department also employs on an hourly basis a Student Assistant to help with photocopying and sundry tasks. The current student assistant, Dana Kubilus, has also performed the invaluable task of cataloguing the seminar room collection in preparation for the move out of Denny Hall in the late summer of 2009 (Denny is scheduled to undergo a two year renovation, after which the Department will return). Funding for this position is problematic, an issue we address further below in Chapter 4.

We place a high premium on shared governance and responsibility. Thus in addition to the Chair, there is a Graduate Program Coordinator, a position held since 2006 by Catherine Connors and from 2001-2006 by Ruby Blondell. The GPC oversees the large job of running of the graduate program, from advising students to graduate admissions. The GPC works closely with the Chair, and virtually no major decision is made without considerable consultation between the two. The position of GPC carries with it a small

course load reduction of one course every second year (the normal course load in the Department is 2-2-1); in the case of the Chair, the course load is generally 1-1-1.

Additionally, faculty serve on a number of departmental committees, appointment to which is made by the chair at the beginning of each academic year. While there is an attempt to achieve some continuity, we are equally concerned to expose as many faculty as possible to the various facets of departmental oversight. The functions of these committees, as well as their current members, are detailed in Appendix A.

Finally, in addition to monthly faculty meetings, Department has held several retreats over the past 10 years in order to discuss in depth a broad range of issues, from the curriculum (undergraduate and graduate) to departmental policies to development. Since the last review, the College has in fact mandated that every Department produce and review a 'strategic plan' every five years -- the first of these was written following retreats in 2000 and the second in 2005 (see Appendix F of this report) -- although we have used those sessions to do considerably more than produce a strategic plan. However, we hold additional retreats as circumstances warrant (as happened in June 2008, in anticipation of producing this report).

C. Brief history of the field at the University of Washington with summary of changes and issues since the 1998 ten-year review

The 1998 review narrated a decade of tremendous strides in the Department of Classics, which rose from the very firm foundations laid by former chairs John McDiarmid and Dan Harmon, whose leadership put the Department on the scholarly map, to a position of enhanced national prominence under Dan's successors, Michael Halleran (chair, 1991-1997) and Stephen Hinds (chair, 1997-2002). Jim Clauss, who chaired the department from 2002-2007, made further advances, especially in the area of development. A good deal of what you will read in this report, therefore, is an account of change, but change effected with an eye toward preserving core values established by the faculty over four decades of growth and development. These values include a deep sense of collegiality, a serious commitment to undergraduate education, a holistic view of our role within and responsibilities toward the College and the University at large, and a shared desire to prepare our graduate students to be productive, thoughtful members of the profession. Moreover, the faculty maintains a very high research profile, a fact that has increasingly made us a 'destination' program for graduate students.

It is safe to say that in 2008, the Department -- the largest in the Pacific Northwest and the only one with a doctoral program -- is in many respects in the strongest position it has been in its long history, a position arrived at through a series of astute chairs, strategic hires, and a supportive administration. Classics has been at the core of the Humanities at the UW since the university was founded, a fact reflected in the several buildings on campus named after former members of the faculty who were classicists (Kane, Thomson, and Haggett). The doctoral program, instituted by John McDiarmid in 1960, has produced a string of distinguished scholars in the field, among them recent APA President Jenny Strauss Clay. Of the 72 PhDs awarded over the course of the doctoral program's 48-year history, 18 received their PhDs between 1998-2008, and the great majority of those are tenured or in tenure-track positions. No less distinguished are the many undergraduates who have gone on to pursue careers in the field. While among these are Wendell Clausen and Philip DeLacy, both well-known classicists, it is worth noting that beginning in the 90s and continuing into the new millennium, the Department has *every year* placed anywhere from 3-6 undergraduate majors in first-rate Classics graduate programs (see Chapter 2). Many of these are now in tenure track or tenured positions. Few Classics programs can rival that record. In short, the Department has continued to build upon its strengths, rendering it by almost every measure one of the most notable and impressive units in the College of Arts & Sciences.

This is not to say we do not face substantial challenges. Even before the economic downturn we are currently experiencing (the potential impact of which we discuss below at several points, and especially in Chapter 5), we had – and continue to have -- serious concerns about the dire level of the University's graduate stipend as well as about the diminished number of faculty in the department. The uncertain economic situation has only exacerbated these concerns, and it is not at all clear yet what the long-term consequences will be.

What follows is a summary of the principal developments and concerns over the course of the past ten years (more detailed discussion of most of these may be found in the chapters that follow):

Faculty positions:

In 1988, the Department had 8 2/3 regular faculty positions. In response to that review, however, as well as to growing enrollments in our classes and continued success on the part of the faculty, the Department was granted additional positions, until finally in 1997 the Department reached a milestone when we were approved to hire in a 12^{th} position. This was short-lived, for through departures (invariably for personal reasons), retirements, and recruitments to administration, for most of the past decade we have been a faculty of 10 and in recent years a faculty of 9 (roughly the same number of faculty we had for most of the 1980s). Effectively, with Jim Clauss' move to Honors (he became Director of the Honors Program in 2007, thereby removing him from our teaching ranks with the exception of one class per year), we are again a faculty of 9 and will be for the foreseeable future. To be sure, we have made several superb appointments over the past few years (five of the current nine have been hired since 2001); and last year, we were approved to search for an archaeologist (to replace Merle Langdon, who retired in 2002), leading to the hire of Kathryn Topper. But we remain very much understaffed, a situation that, if uncorrected, will only worsen over the next couple of years (we will lose, for example, the services of emeritus Dan Harmon after this year and of emeritus Larry Bliquez after 2009-10). This is clearly a very serious issue – along with graduate funding, the most serious issue we raise in this report – and we expand on and discuss the consequences of faculty understaffing below (Chapter 3.1).

Salary

One substantial consequence of the 1998 review was the recognition on the part of the College of Arts & Sciences that faculty in the Department of Classics were grossly underpaid in comparison to their peers both within the University and in Classics

Departments at peer institutions. To its credit, the College moved swiftly to rectify this situation, and within a year of the 1998 report, the faculty was granted a substantial unit adjustment. Moreover, in each of the past two years (2006-7, 2007-8), the Department has been granted additional unit adjustments, allowing us to address two pressing circumstances: compression (experienced most seriously by Associate Professors) and salaries that continued to lag behind those of our peer institutions.

While these adjustments have substantially ameliorated our situation -- and made us more competitive in terms of attracting (and, it should be said, retaining) high-quality faculty -- we still remain behind. Inevitably, this has to factor into concerns about faculty retention and recruitment. But there is no doubt that in comparison to other faculty in the Humanities at the UW, we are in a considerably better position than we were a decade ago, and for this we are grateful to the administration.

Greenfield endowment and other endowments

Certainly, the most transformative event of the past decade for the Department has been the bequest from Meg Greenfield. At a market value of \$4,563,904 at the end of the last fiscal year, the Greenfield Endowment is currently one of the top ten endowments for scholarships at the University of Washington (source: 2007-2008 Report to Contributors). A long-time supporter of the Department (beginning in 1989, Meg underwrote on an annual basis a generous undergraduate scholarship program), upon her death in the spring of 1999 the Department received a bequest in memory of Meg's brother, Jim Greenfield, of about \$2.9 million. Under the terms of the bequest, funds generated from the Jim Greenfield Endowment go solely toward support of students (details of this and our other endowments may be found in Chapter 4). From this revenue we offer several different scholarship programs, all in generous support of both undergraduates and graduate students.

The Jim Greenfield Endowment has dramatically enhanced both the undergraduate and graduate experience. Its impact cannot be exaggerated. Not only are we able to offer substantial fellowship opportunities and travel support to our undergraduates, but we have also put in place graduate fellowships (for both entering graduate students and those at the dissertation stage) as well as supplementary stipends that have allowed us to narrow the support gap with far better funded Classics programs, so that (in particular) we can include in our top recruitment offers the element of fellowship support which is an absolute precondition for national competitiveness in our field.

In addition, as documented in Chapter 4, several additional endowments have been established since the Greenfield Endowment was put in place in 1999, with more on the way. The lion's share of these funds currently goes toward support of students, and certainly, in that respect, the department is in a dramatically different position than it was a decade ago.

Diversity

The Department is firmly committed to fostering diversity in a field that has historically lagged behind others. To that end we have developed a formal Diversity Plan, authored by Professor Connors and approved by the faculty in January 2008. This is included as Appendix H; here I limit myself to some key points. We aggressively seek

to identify and recruit well-qualified and underrepresented applicants to our graduate program. As remarked in our plan, we have "welcomed a steady stream of students who identify themselves as members of an ethnic minority according to the Graduate School's criteria." Over the past decade, and in a cohort of graduate students that in any given year numbers about twenty, two or three, on average, are ethnic minorities. That represents 10% of our total graduate contingent, which, as Professor Connors has noted, is significantly higher than the 2.5% in the profession as a whole, as reported by the our chief professional organization, the American Philological Association.

In 2008, to cite one recent example, we recruited Allison Das, a minority applicant who did her undergraduate work at UNC-Chapel Hill: Das declined an offer of admission with full support from Berkeley to come here, and currently holds a Graduate Opportunity Research Assistantship for 2008-2009 from the UW Graduate School's Graduate Opportunities and Minority Achievement Program.

It should be stressed that many of our *undergraduate* majors identify themselves as ethnic minorities (see the OAP Data Summary in Appendix D), and a number of these are currently in Classics graduate programs (one entered Berkley this past fall) or have completed their degree and are now in tenure track positions. In this respect, the Department's impact on diversity in the field as a whole has been substantial and improved significantly over the past ten years.

In addition to these efforts focused on students within the Department, however, in 1995 Jim Clauss established a highly successful two-week intensive program in Rome during spring break in conjunction with the UW Office of Minority Affairs and aimed at historically underrepresented groups in the University at large. Run annually since '95, this has over the years afforded a number of such students the opportunity to visit and study in Rome. With three exceptions, Clauss has taught the program every year; Sarah Stroup will lead the trip this coming March. Every year of the last decade, the Department has provided substantial financial support for this program (in recent years, \$5000 per year).

Finally, we would note that in 2004 Allyssa Lamb, an African American and one of our undergraduate Classics majors, one a Rhodes Scholarship. This is of course perhaps the highest academic honor an undergraduate can achieve. Given the dearth of African American students in the field of Classics, this was a significant achievement, and all of us in the Department are proud of what Allyssa accomplished.

Undergraduate program

In addition to the many opportunities now available to our undergraduates as a result of the Greenfield and other endowments, we have made the following enhancements to our undergraduate program. Each of these is examined more fully later in the report:

- creation of the undergraduate seminar (Classics 401)
- increased opportunities for study abroad (including Sarah Stroup's archaeological field school at Tel Dor, Israel)

- we now fund, to a significant degree, undergraduate participation in our Rome program, one of the most distinctive features of our undergraduate curriculum (discussed further in Chapter 3.1)
- increased scope for undergraduate research (see esp. Chap. 3.1)
- normalizing credit offerings of our Classics ('in translation') courses (to correct discrepancies that have accrued over time)
- improvements to Classics 101 (Greek and Latin Roots of the English Language)
- we actively encourage both junior and senior faculty to develop and try out new Classics courses with an eye toward making them permanent offerings (e.g., Deb Kamen is doing a course on ancient slavery in WQ 09)
- improvements to the senior essay
- emendation to the Classics major requirement

Graduate program

As with our undergraduate program, and as noted above, the graduate program has benefitted significantly from the Greenfield Endowment in particular; we describe in Chapter 4 the substantially improved funding opportunities now available to our graduate students. Since the 1998 review, we have also instituted several curricular changes to the graduate program:

- The proseminar (Classics 520): starting in 2000, we have offered every other year, as a required course, a team-taught proseminar for graduate students, the aim of which is to introduce graduate students to the chief sub-fields, together with their various methodologies and resources, of the broad discipline of classical studies.
- As an initiative in response to both faculty and graduate discussion, we devised Lat/Greek/Clas 540, 'Topics in Literary History'. The aim is to allow a range of literary texts, usually representing more than one genre, to be studied for their interrelations, and/or their relations to other frames and contexts. Prescribed readings in the original language(s) are drawn in large part (but not exclusively) from the PhD reading list.
- Increased opportunities for work in cognate units. We regularly encourage our graduate students, when appropriate, to take courses with colleagues in other units. With the hire in 2003 of Roman historian Sandra Joshel in the History Department and of Peg Laird in 2004 in the Division of Art History such opportunities have increased significantly.
- As we did for our undergraduate program, we now provide substantial subsidies to graduate students who participate in our Rome program (typically travel expenses and a \$1000 contribution to their program fees)

Preliminary overview

In the last decade the Department has been blessed with remarkable opportunities, tackled serious issues, made some forward-looking decisions, and contributed substantially to the University and the community at large through its teaching, service, and research. The establishment of the Greenfield and other endowments has without question altered the playing field for us. But it must be remembered that it was the Department of the 80s that attracted the attention of Meg Greenfield in the first place. With characteristic insight and discernment, she saw something special in the program,

the faculty, and the students that merited nurturing and support. She shared with us an unwavering belief in the value of the discipline of Classics, in what it could teach anyone willing to put in the time and effort. Obviously, to judge from the other endowments that have come and will come online, as well as from regular donations large and small, she was not alone in her belief. It is our hope that we will be able not only to preserve those qualities that prompted so many individuals to place their confidence and trust in us, but to aim for a still higher level of excellence. This has been the legacy of past members of the Department, and we intend it to be the legacy of the present faculty as well.

Thus in the chapters ahead we survey not only the successes and advances of the past decade, but also our hopes for the future. Chief among these is our wish to fill at least one of the current vacancies in the faculty and to encourage a serious dialogue with the administration about the need to address the level of the graduate stipend. While we recognize that the current economic situation poses real challenges, we remain convinced that the College and the University is as committed to excellence as we are.

CHAPTER 2: DEGREE PROGRAMS

A. The Bachelor's degree (majors and minors)

[For full details of the undergraduate program, including a list of courses offered, see Appendix M: Undergraduate Brochure]

Majors

There are four possible BA tracks in the Department:

- BA IN CLASSICS: advanced work in both Latin and Greek (15 credits of 400-level classical Greek, 15 credits of 400-level Latin, and 6 credits chosen with Department approval from an array of courses (see Appendix M)
- BA IN GREEK: 27 approved credits in classical Greek courses at the 400-level plus 9 credits chosen with Department approval from approval from an array of courses (see Appendix M)
- BA IN LATIN: advanced work in Latin; 27 approved credits in Latin courses at the 400 level plus 9 credits chosen with Department approval from approval from an array of courses (see Appendix M)
- BA IN CLASSICAL STUDIES: 2 years of Greek or of Latin plus 36 credits of additional work in related areas

Each student majoring in the Department must work closely with a faculty member to complete a Senior Essay (see further below). Three of the degree options (Classics, Greek, Latin) require language study to advanced levels (i.e. third year and beyond); the fourth (Classical Studies) requires language study to intermediate level (through the second year). Work in related areas includes courses chosen with Departmental approval from among courses in classical literature in English translation, classical art and archaeology, ancient history, the history of ancient science and the history of philosophy.

Latin and Greek

Our Latin program is one of the largest in the country, and notable in that in contrast to many other programs, most of our students *begin* Latin at the University of Washington; very few come from area schools with sufficient (or any) preparation to enter intermediate or advanced classes. Although fewer students undertake the study of Greek than Latin, here too our program is one of the largest in the country (on average some 20-25 students complete the first-year sequence, and in most quarters we enroll roughly the same numbers each of the intermediate and advanced sequences). Thus our undergraduate majors are almost without exception entirely products of our program.

We offer several sections of first year Latin -- in recent years, 6 sections (of 25 students each) of Latin 101 in the fall, 5 in the winter, and 4 in the spring. These courses are generally filled to capacity; thus typically, in a given year, nearly 100 students will complete the 100-level sequence. We also offer, in both Latin and Greek, an intensive

sequence twice a year, which allows students to complete essentially the first year of the language in a shorter period of time (Latin or Greek 300-301, taught over the course of Winter/Spring Quarters or in the summer, Terms A and B).

The first-year Latin program, as well as intensive Latin, is taught by TAs, who work closely with the faculty supervisor -- since 1990, Professor Catherine Connors. Under Connors' supervision (undertaken without course reduction), the TAs receive considerable training and guidance. This, combined with the generally high quality of our graduate students, has made our Latin program one of the most successful in the country. Because of the very high premium our field places upon strong preparation at the elementary language level, we regard the supervision of elementary Latin as central to our disciplinary mission; this has always been an assignment for tenure-line faculty.

With respect to the second-year sequence in Latin and Greek (Latin or Greek 305-306-307), we typically teach two sections of Latin 305 in AQ, two of Latin 306 in WQ, and one of Latin 307 in SQ (we have found that in SQ only one section is needed: apart from natural attrition, several students in 307 invariably attend our Rome program in the spring, where are able to take Latin 307 as well). We offer one section each quarter of the intermediate Greek sequence (Greek 305-306-307). For the most part these courses are taught by faculty, although on occasion, especially in Latin, TAs (invariably ABDs) teach an intermediate class.

In every quarter, we strive to offer two 400 (advanced) level classes each in both Latin and Greek, and an array of Classics courses (courses in translation). Departmental majors, therefore, of whatever ilk, have ample opportunity to choose from any number of courses toward the fulfillment of their major requirements. These courses are regularly taught by faculty, although we may assign advanced graduate students (ABDs) a course in translation or a 400-level class during the summer session.

One advantage of our system, consistently remarked upon by both our students and the faculty of the graduate programs they go on to attend, is the unusually broad exposure to all aspects of the literature. They are exceptionally well prepared, as well read in prose as they are in poetry, as strong in Latin as they are in Greek. This is without doubt one of the chief reasons why our undergraduates are highly sought after by graduate programs around the country: there is no question that they have the academic preparation to succeed in a rigorous graduate curriculum.

Assessment in language classes, at all levels, includes regular exercises in translation, both in class and by examination; at the intermediate level, in both Latin and Greek, one day a week is devoted to composition. Where appropriate, especially at the advanced level, critical thinking and writing are developed through paper assignments, reaction papers, and examination essays. Above all, however, students are encouraged to become close readers of the original language, and to that end are taught to develop good habits and skills right from the beginning.

Courses in translation and classical art and archaeology

Of courses in translation, our flagship course -- and a model for other such courses taught in the College (e.g., in the German Department) -- is Classics 210, Greek and

Latin Literature in Translation. Team-taught by the entire departmental faculty as an overload (i.e., 3-4 lectures each per quarter), with two TAs leading discussion sections, Classics 210 is usually offered every quarter (except during the summer), and is regularly filled to its current enrollment capacity of 100. While it contributes valuably to our major, the great appeal of 210 (and the great majority of its enrollments) comes from its availability every term to students throughout the college and the university, especially freshmen and sophomores, in search of 'gateways to the Humanities.' (Notably, Classics 210 was recently identified as an "interesting course" to take by Honors students, one whom remarked "I loved it [Classics 210], the professors, and my TA; I'm going to be majoring in Classics because of it!" [http://depts.washington.edu/uwhonors/courses/electives] Classics 205 was similarly singled out by Honors students.)

In addition to Classics 210, we offer every quarter -- and sometimes twice a quarter --Classics 430, Greek and Roman Mythology. This is an enormously popular and large lecture course: we could easily fill a room of any capacity, but in general we restrict the size to between 200-250 students. The reason is a simple one: a single faculty member teaches the course, with no TA support. While we have from time to time offered a 5credit version with TAs -- something we would very much like to do more often -- the fact is that we simply do not have the TA numbers to allow us to do that (all the more reason why we are very concerned about the threatened reduction in our TA contingent).

Our other courses in translation, which while smaller than either Classics 210 or 430 still feature capacities of 35 to 75), are all very popular and in their own ways models of their kind. In every quarter we will offer anywhere from 3-6 of these courses, as staffing permits. In contrast to 210 and 430, we do not employ TAs in these courses (they are generally not large enough for that), though we may occasionally employ readers to help the instructor with the grading of papers or exams. For a full listing of our courses in translation, as well as in classical art and archaeology, see the Undergraduate Brochure in Appendix M.

In addition to our courses in translation, a substantial portion of our curriculum consists of courses in classical art and archaeology. For many years these courses were housed in the Department (and technically, most of them still are), and taught solely by departmental faculty (both emeriti Bliquez and Harmon held joint appointments in Art History). In the 90s, the Division of Art History hired a Roman art historian, a position currently held by Assistant Professor Margaret Laird (who joined the faculty in Art History in 2004). With the retirement of Merle Langdon in 2002, it has been difficult to staff these courses. However, with the hiring of Kate Topper this past year, we are delighted to be able to revive this crucial and popular part of our curriculum. We enjoy extremely good relations with Art History, and Topper and Laird will be working together in the coming years to enhance our offerings in classical art and archaeology.

It is worth remarking that we actively encourage faculty to try out new courses, especially courses in translation. The rubric under which we teach such courses is Clas 495: Special Topics. Thus Gowing taught a course on the Age of Nero in 2002; Kamen is currently offering a course on Greek slavery; Stroup will offer a course this coming spring on epistolography. Often these courses will evolve into permanent additions to

our curriculum (e.g., Gowing's Clas/HSTAM 300, The Age of Augustus, began life as a Clas 496 class).

Assessment in our courses in translation is conducted through examination and the writing of papers.

Minors

The Department began offering Minors early in the 1990s. At present there are four minor 'tracks':

- GREEK 25 credits in classical Greek including at least 6 at the 400-level but excluding 490 credit.
- LATIN 25 credits in Latin including at least 6 at the 400-level but excluding 490 credit.
- CLASSICAL STUDIES 25 credits chosen with Departmental approval from classics in English, classical art and archaeology, ancient history, the history of ancient philosophy, and the history of ancient science.
- CLASSICS AND ANCIENT HISTORY Requirements are 30 credits, at least 20 at the upper division level with a minimum of 15 of these upper division credits to be taken at the University of Washington. 100-level credit is not accepted. A minimum of 10 applicable credits is required in each Department. Per course minimum grade of 2.0 is required. This joint minor in the History and Classics Departments is not available to students pursuing majors or other minors in the Classics Department. Majors in the Classics Department who have an abiding interest in Ancient History are encouraged to obtain a full minor in History.

Enhancements

In the past decade we have made several modifications to the undergraduate curriculum. These are the most important:

• Senior Essay (Clas 495): In response to a suggestion made in the wake of our 1998 review, in 1999 we increased the minimum credit requirement for the senior essay from 1 to 2, in the belief that we needed to improve the amount and quality of critical writing our majors were required to do in the discipline. The senior essay itself, first instituted in the early 90s and meant to be a capstone experience to the major, is an independent research project devised by the student, who works closely with a faculty member on the paper.

The senior essay has proven to be a valuable experience for our undergraduates, and was recently featured in an article in *Perspectives*, the College's newsletter:

http://www.artsci.washington.edu/news/summer06/Thesis.htm

However, we also wished to provide still more opportunities for close and sustained supervision of a writing project, and this led to the institution of the Undergraduate Seminar.

- **Undergraduate seminar:** In 2001 the Department instituted an undergraduate seminar for majors (Clas 401), the aim of which is to emphasize research techniques and the development of effective writing skills. In part this was prompted by the realization that our students were not often enough prepared to engage in sustained, critical writing (and rewriting). Offered every other year, the seminar typically centers on a particular topic or area of research of broad potential appeal to majors, and grounded in the interests of the faculty member; an effort is made to read representative texts in both Latin and Greek. Although the class is not required of majors (since we do not have enough faculty to offer it every year), they are strongly urged to take it, especially those who intend to go on to graduate study. The ability to read Latin and/or Greek is a prerequisite; the seminar is in fact offered in lieu of a regular Latin or Greek 400 level, and students receive credit for it as such. Topics have included: "Food, Society and Self in Ancient Greece and Rome" (Connors), "History and Memory in Classical Antiquity" (Gowing), "Textual Exchange and Reciprocity" (Stroup), "Helen of Troy" (Blondell).
- Classics 101: The 1998 review identified this course in particular as requiring some attention, and we agreed. Classics 101, The Greek and Latin Roots of the Engish Language, is taught exclusively by TAs, under the supervision of a faculty member (since 2003, Professor Stroup). Several sections are offered per quarter (the course fills to capacity very rapidly), and in a given year, between 600 and 700 undergraduates enroll; university advisors, including at OMA, often recommend the course to students (some of them with ESL backgrounds) who need courses suitable for strengthening basic foundations. Until 1998, Classics 101 was offered strictly as a credit/no credit course; since then, we have changed it to a graded course. In addition, we have abandoned standardized testing in the class, in favor of having TAs construct examinations and quizzes, which we find more beneficial to all parties. Furthermore, in the wake of our June 2008 retreat, Professor Stroup and the current 101 TAs have been actively engaged in identifying and trying out a different text, in the belief that the text used since the early 90s (Dunmore's) has substantive shortcomings.
- Changes to language course requirements: In 2001, also in response to our 1998 review as well as to a strategic planning session in 2000, we made a change to the requirements for our Classics major, reducing from 18 to 15 the number of approved credits required in Greek and Latin at the 400-level; and increasing the number of additional credits that students could earn by choosing from an increased array of courses: courses in translation, classical art and archaeology, ancient history, ancient philosophy, or ancient science, or additional coursework in 400-level Greek or Latin (still available, but now as just one option among many). Previously, the additional 1-3 credits had to come solely from either Classics 495 (the senior essay) or additional coursework in 400-level Latin or Greek. The intent of this change was to emphasize the importance genre, theme, historical period, and material culture to the study of Classics.
- **Rome program:** Although not a *curricular* change (the Rome program has been in existence since the late 80s), we have been able, since the Greenfield bequest, to underwrite undergraduate expenses associated with the Rome program to a

significant degree. As a result, virtually any undergraduate major who wishes to do so need not be prevented from doing so for financial reasons. See further on the Rome program Chapter 3.1 as well as the remarks of some of our undergraduates in Appendix K.

Measures of success: enrollments, evaluations, graduate school placement, awards

There are four ways in which we measure and track how well we are doing in terms of educating undergraduates: our enrollments, including the numbers of majors and minors we attract; student evaluations; the degree of success experienced by our BAs who decide to go on to graduate school; and the awards won by our students as well as by faculty and Teaching Assistants.

Enrollments

Over the past decade, while the numbers of registered majors and minors has fluctuated slightly from one year to the next, overall totals have remained strong, with a ten-year average of 60 majors (and an average of 87 majors and minors combined). (From time to time we have a few double majors/minors within the Department, and the numbers in the table below represent registered majors and minors rather than absolute numbers of students.) Consistently, the largest group among our majors is Classics majors, the most demanding and most language intensive of our four degree tracks:

Table: Departmental Majors and Minors 1999-2008

M=Majors m=minors

Clas=Classics majors Lat.=Latin majors and minors Grk.=Greek majors and minors Cl.Stud.=Classical Studies majors and minors Cl./AH.=Classics and Ancient History minors

Year:	200	8	200	7	200	6	200	5	200	4	200	3	200	2	200	1	200	0	199	9
	м	т	М	m	м	m	м	т	М	т	м	m	м	m	М	m	м	m	м	m
Clas	25	na	30	na	22	na	27	na	34	па	33	na	42	na	28	na	28	na	27	na
Lat.	8	4	10	10	6	3	7	4	5	8	7	9	8	11	5	6	2	10	1	5
Grk.	4	2	8	4	2	0	7	3	1	2	0	1	3	5	3	2	3	1	2	1
Cl.Stud.	14	15	22	14	17	16	16	15	21	17	15	17	30	28	20	9	29	13	22	6
CI/AH	na	3	na	6	na	5	na	4	na	5	na	4	na	2	na	2	na	2	na	1
Totals									-											
Majors:	51		70		47		57		56		55		83		62		62		52	
Minors	24		34		24		26		32		31		46		19		26		13	
Comb.	75		104		71		83		88		86		129		81		88		65	

Overall departmental enrollments remained healthy by any standard, and especially in comparison with other departments in the Humanities. Our ten-year average is 3263 students. While the numbers have dipped somewhat over the past decade, this is in large measure a direct result of the shortfall in faculty manpower in the wake of recent departures and retirements. Most classes are consistently filled to capacity.

Quarter:	Autumn	Winter	Spring	• TOTAL
• 2008	• 1063	• 909	• 808	• 2780
• 2007	• 1112	• 1170	• 739	• 3021
• 2006	• 1071	• 983	• 787	• 2841
• 2005	• 1043	• 1017	• 845	• 2905
• 2004	• 1195	• 1080	• 786	• 3061
• 2003	• 1236	• 1240	• 1049	• 3525
• 2002	• 1323	• 1303	• 1009	• 3635
• 2001	• 1235	• 1062	• 1141	• 3438
• 2000	• 1372	• 1192	• 982	• 3546
• 1999	• 1194	• 1493	• 1187	• 3874

Table: Quarterly and annual enrollments 1999-2008:

In short, our numbers remain strong.

• Evaluations

As the data for 2006-2007 provided by the Office of Academic Programs and contained in Appendix D indicates, the Department of Classics consistently receives exceptionally high evaluations. The five-year average in all courses taught in the Department is 4.3 (out of 5), with 4.2 in lower division courses and 4.5 in upper. We consistently surpass other Humanities departments at the UW and indeed across the UW as a whole in virtually every category of student evaluations. In short, as far as our students are concerned, we are doing a very good job indeed.

A further measure of our success, also included in the OAP data, is the satisfaction of recent graduates: for the five-year period 2002-2007, this was 4.8. It would be difficult to do much better.

• Placement of departmental majors (vel sim.) in graduate programs in Classics and elsewhere (1998-2008)

Equally important to us, however, is how successful our majors are in getting into good graduate programs. Since the last ten-year review, we have consistently placed on a yearly basis a significant number of our BA recipients in first-rate graduate programs in Classics. In the past decade alone, we have sent students to Berkeley, Harvard, Michigan, Columbia, Yale, Princeton, Pennsylvania, Brown, Bryn Mawr, UCLA, USC, and more.

These are too numerous to summarize here -- instead, we provide an accounting of these students in Appendix J.

It should be observed that a large number of these students end up teaching, at both the secondary and collegiate level.

• Undergraduate Awards and Distinguished Teaching Awards

National Undergraduate Awards:

- 2004:
- Rhodes Scholarship: Allyssa Lamb

Undergraduate Awards (UW): We discuss in Chapter 4 the various internal departmental scholarships available to our undergraduates from the Jim Greenfield Fund in particular. But our undergraduates often receive honors and awards from outside the Department, and these are also an important gauge of our success. This is just a sampling:

• 2008-2009:

Mary Gates Research Scholarship: Nicholas Rupert Phi Beta Kappa: Ella Wallace

• 2007-2008:

Lederman Scholarship 2008-2009: Jacqueline Pincus Dean's Medalist: Joshua Fincher Phi Beta Kappa: Kayla Slyter, Nicholas Rupert, Arianna Beck, Jeremy Brown, Peter Gangar

• 2006:

Dean's Medalist: Patrick Ringland Phi Beta Kappa: Joshua Boguch, Joshua Fincher, Valerie Hoagland Lederman Scholarship: Joshua Fincher, Ari Kirby

- 2004:
 Rhodes Scholarship: Allyssa Lamb
 Fritz Endowed Scholarship in the Humanities: Jonathan Rowland
- 2002:

Fritz Endowed Scholarship in the Humanities: Jody Valentine

Distinguished Teaching Awards: Each year, the University of Washington honors several members of the faculty as Distinguished Teachers. Awardees are chosen based on a variety of criteria, including mastery of the subject matter; enthusiasm and innovation in the learning/teaching process; ability to engage students both within and outside the classroom; ability to inspire independent and original thinking in students and to stimulate students to do creative work; and innovations in course and

curriculum design. In addition, two graduate teaching assistants are chosen each year to receive the Excellence in Teaching Award for demonstration of extraordinary ability in the teaching/learning process as a graduate TA.

Both faculty and Teaching Assistants in the Department of Classics are regularly nominated by students for Distinguished Teaching Awards. Among the faculty, such awards have been won by Jim Clauss and Larry Bliquez. In virtually every year in last decade, a faculty member or a Teaching Assistant in the Department has been nominated.

B. Graduate program (Master's and Doctoral)

[NB: Full details on the graduate program, including requirements, standards, expectations, etc. may be found in the Graduate Brochure in Appendix L of this report.]

The UW graduate program in Classics is the largest on the west coast with the exception of UC Berkeley and a strong presence on the national and international Classics scene. Since the last self-study in December 1998, eighteen PhD degrees have been earned. Seventeen of those individuals currently hold academic jobs; recent graduates hold tenure-track jobs at Gustavus Adolphus, Marshall University, Pomona, Skidmore, Washington University in St. Louis, among others.

Our current enrollment as of Autumn 2008 is 30 students enrolled and 1 on on-leave status (this student currently holds an academic post elsewhere). Admission to the graduate program is competitive. As set out in the *Graduate Student Statistical Summary* for Classics, there has been a substantial increase in the number of applications, from 45 (for 99-00) to 55 (for 04-05) to 66 for (for 08-09) to our current pool of 73 applications for 09-10. Admissions standards remain high: the average rate of rejection since 99-00 is 62.6%. The GRE scores of our applicants are strong; it is particularly notable that the GRE scores of accepted and enrolled students are higher than that of those accepted who did not enroll. In short the Department is attracting a strong applicant pool (applicants to whom we are not able to offer funding regularly secure funding at highly regarded institutions including Penn, Stanford, Texas) and succeeding in recruiting some of its strongest members. In recent years candidates have turned down funding from Berkeley, Michigan and Texas to join our program. Holders of Beinecke and Mellon Fellowships have been successfully recruited to the program. Crucial in this effort has been the impact of the Greenfield bequest. Typically we are able to award two Jim Greenfield graduate fellowships to incoming students, and also to offer one or two quarters of fellowship support in the final stages of the dissertation. We have been awarded funds from the GSFEI from the Graduate School, which take the form of one year long RAship (support for three quarters) and one additional tuition waiver (to pair with one of the Jim Greenfield Fellowships), along with some money to support visits by prospective students. The Greenfield bequest also allows us to add some supplemental grants to our graduate stipends in an attempt to make our packages (based on the UW regular (non-variable) rate TA stipend, \$13,392 in 2008-9) more competitive with the packages offered by the institutions with whom we compete for students, which typically start at \$17-18,000. Current graduate students participate actively in the recruitment process, hosting visitors and arranging meals, and the

Department very much appreciates their contributions to the recruitment successes we have enjoyed.

The Department aggressively pursues the opportunity to recruit graduate students from under-represented groups as defined by the American Philological Association and makes every effort to retain those students who matriculate to the UW. The number of students from under-represented groups is approximately 10% in the UW Graduate Program, notably higher than the 2.3% reported by the APA for the profession as a whole in 2004 (http://www.apaclassics.org/profmat/2004census.html).

Structure

The specific requirements for advanced degrees are described in detail in the Graduate Program in Classics brochure, attached after the appendices.

As our brochure states, 'The program of formal instruction has been designed to insure comprehensive and thorough training in the basic disciplines needed for teaching and research. Courses are offered in the major authors and periods of literature, philosophy and history, classical art and archaeology, and Greek and Latin linguistics. Seminars introduce research techniques through study of specialized topics. Students may also do supporting work in other departments in such areas as ancient philosophy, ancient and medieval history, literary theory, and linguistics.' Progress toward the PhD entails, in addition to coursework, passing examinations in German and French or German and Italian; translation examinations in both Greek and Latin, which consist of sight passages and passages drawn from the Department's reading list; two special author examinations, one in Greek and one in Latin; and a special field examination on some topic in Classical Studies, e.g. Roman topography, paleography, a historical period, etc. Students must also satisfy through coursework or the equivalent requirements in Greek and Latin prose composition. The PhD oral examination, administered upon completion of all other requirements for the PhD aside from the dissertation, is a two-hour comprehensive examination covering Greek and Latin literature, history and philosophy.

Admission to PhD candidacy depends on completion of the requirements for the MA degree. In addition to the required coursework, MA candidates must pass one examination in a modern language and write an MA paper, typically a revision of a seminar paper. In some cases, an MA thesis may be substituted with a reduction in the course-load. In general, however, it is felt that at an early stage of the student's preparation, the benefits of additional coursework outweigh those of writing a full-fledged thesis. Upon completion of the MA, those who wish to continue to the PhD are admitted to doctoral candidacy by a vote of the entire faculty. In advance of that vote the student's overall performance to date is evaluated by the student's MA reading committee, which makes a recommendation to the faculty for continuance or not. Following the full meeting of the faculty the chair of the reading committee and the Graduate Program Coordinator meet with the student to convey the result of the vote as well as the gist of the faculty's assessment and to discuss the student's strategy for future study.

The opportunity to study in Rome through the Department's annual quarter-long Classical Seminar in Rome is an extremely valuable part of the graduate experience. The Rome program provides students not only with indispensable first hand knowledge of Classical sites but also with a body of experiences that prepare them to take leadership roles in study abroad programs as one has gone on to do at the Intercollegiate Center for Classical Studies in Rome (administered by Duke). Students who wish to apply for the various programs offered by the American School of Classical Studies in Athens are encouraged to do so, and several have taken advantage of this. Should an international seminar (e.g. paleography or papyrology) offer an exceptional opportunity for a graduate student, he or she is encouraged to apply and every effort is made to secure adequate funding to support his or her participation. The Archaeological Dig and Field School at Tel Dor directed by Professor Stroup has also offered an exceptional set of opportunities for interested graduate students to develop an expertise in both ancient material culture and modern archaeological method, each significant assets in their academic portfolios.

Graduate students have the option to work with faculty in other departments in several ways. They may take courses in departments such as Art History, Asian Language and Literature (e.g. Sanskrit), Comparative Literature, History, Philosophy and Comparative Religion; many have taken the opportunity to do so. The PhD program in Classics and Philosophy offers additional opportunities for interdisciplinary work, as does the PhD Program in Criticism and Theory (since 1998 two PhDs in Classics have completed this Program and several other students have taken courses through the Program). In addition, students may work on a special field examination with a member of another department who has particular expertise in the student's area of interest, and it is also possible to have such a faculty member serve as a member of the dissertation reading committee, as was the case for two dissertations completed in 2008.

Mentoring of graduate students

The department takes seriously its responsibility to offer candid evaluation and thoughtful guidance to graduate students and to listen carefully to their concerns throughout their time in the program. The annual review of graduate students undertaken by faculty each February offers an opportunity to share perspectives on students' progress and formulate strategies to address any concerns. Strategic planning and formal departmental retreats, of course, involve detailed consideration of issues pertaining to graduate students; out of these processes came our institution of the Proseminar for graduate students and our decision to create and offer Classics 540: Topics in Greek and Latin literary history. A more-or-less biennial Graduate Summit meeting convened by the Chair and the Graduate Program Coordinator invites graduate students to express their perspectives and concerns in a meaningful and efficacious way, and program and curricular changes have been implemented in response to graduate student concerns. The Graduate Program Coordinator meets with each graduate student every quarter to review progress to date, discuss plans for taking various examinations, establish the next quarter's course of study, and in general advise the student as well as listen to any concerns the student may have. The Department sponsors a dozen or so visiting speakers each year, with a lively reception scheduled after each lecture. Students have the chance to present work in progress by participating in the lunchtime colloquium series. At the dissertation stage, faculty take an active role

in preparing students for the job market. Each candidate is encouraged to take advantage of a mock interview prior to the annual meeting of the APA, and the department contributes funding toward the expenses of graduate students traveling to the APA as part of the job search. Dissertation advisors as well as other interested faculty members take an active interest in helping candidates prepare an effective *curriculum vitae*, write letters of application, and identify suitable positions.

In light of the steps the department takes on a regular basis to foster the intellectual and professional growth of the graduate students, we are pleased, but perhaps not *very* surprised, to receive letters such as this one from a faculty member at a selective liberal arts college who offered a job first to one UW PhD, and then, after the first candidate declined the offer, to a second UW PhD:

"We were really impressed with the way that your department prepares graduate students--as both teachers and scholars--for the job market. Though folks would have enjoyed having [the first candidate] here for next year, I completely understand about her situation, and we are honestly just as excited about what [the second candidate] can offer in his own way. He got along with the students and the Foreign Language faculty very well, and I'm looking forward to getting to know him better.

So thanks to you and your department for producing such personable, smart, and promising candidates!"

C. TA experience

As our program brochure states, graduate students are expected to have teaching experience before completing their terminal degrees.

As a Department we are deeply appreciative of the contributions our Teaching Assistants make. They run their classes smoothly, work effectively with faculty supervisors, attain very good scores on student evaluations and attract wonderful undergraduates to take more courses in the Department. Virtually all of our distinguished BA alumni now teaching and in PhD programs began the study of Latin at the UW in a class taught by a TA. Many of our undergraduate majors took their first Classics class from a TA. Scarcely any major has not taken a class from a TA. TA teaching of Latin and Greek language, of sections of multi-section Classical Studies courses and of stand-alone Classical Studies courses is absolutely indispensible to the teaching mission of the Department.

We aim to provide a variety of teaching experiences as a graduate student progresses through the program. The first appointment is typically to teach sections of Classics 101: Latin and Greek in Current Use, or Classics 205: Bioscientific Vocabulary Building from Latin and Greek. Often the next assignment is Latin 101, 102, 103 (first year Latin), then Classics 210 (faculty team-taught literature survey in which TA sections provide the continuity). At an advanced stage, graduate students may be asked to teach one or more of the following: intensive or summer intensive courses in first year Latin or Greek, Latin 305, 306, 307 (second year Latin with a strong literary component), and standalone Classical Studies courses in Epic Tradition, Tragedy, Comedy or Mythology. PhD graduates often remark that their teaching experience while in the program ensured that they were exceptionally well prepared as they embarked on their faculty careers. As candidates prepare for the job market, faculty offer advice and recommendations on the preparation of Teaching Portfolios.

Course supervisors make every effort to ensure that the amount of time TAs are required to spend on their teaching is reasonable and within the parameters of the union contract governing the terms of their employment.

D. Trends, Outcomes, and Placement

The Graduate Program in Classics has attracted increasing numbers of very strong students who have progressed steadily through the program, served as extremely effective and valued Teaching Assistants in a variety of courses, and been snapped up on the academic job market, usually prior to defense of the dissertation. Holders of the PhD have attained strong mastery of four languages, two cultures and 2500 years of history. Time to degree from 2001-4 is 7.5 years

(https://www.grad.washington.edu/mgp-dept/outcome/outcome-main.asp). The first awards of Jim Greenfield fellowships were made in 2000, so this cohort of students is the first to have significant amounts of non-teaching support during their pursuit of the degree.

PhD graduates of the Department have achieved a near 100% rate of placement in academic jobs since 1998 (and the rate was nearly as high before that).

PhD graduates, listed by date of degree, are teaching at the following (see also Appendix I):

2008: Washington University in Saint Louis (tenure track) 2008: Bear Creek School 2007: Cornell College (visiting) 2007: Gustavus Adolphus (tenure track) 2007: Marshall University (tenure track) 2005: Georgetown University (visiting) 2005: Whitman College (visiting) 2005: Skidmore (tenure track) 2004: University of Waterloo (tenure track) 2003: University of Winnipeg (tenure track) 2003: Crispus Attucks Magnet School 2003: Loyola Marymount (tenure track) 2002: Pomona College (tenure track) 2002: Memorial University, Newfoundland (tenure track) 1999: Skidmore (Associate Prof.) 1999: University of Central Florida 1999: Seattle Pacific University (Associate Prof.)

Since the last self-study in December 1998, 31 MA degrees have been earned. Of those 31, 7 have completed the PhD, 11 are progressing to the PhD, 4 embarked on careers in education (two in Washington State, one in Massachusetts and one at the College of

William and Mary), 1 transferred to another PhD program in Classics, 1 is now pursuing a PhD in History, 2 went to law school, 5 have gone on to other pursuits.

Locally, the evidence of the graduate school's exit questionnaire indicates a high degree of satisfaction with the program. In addition, Classics graduate students have been highly successful in competing for UW fellowships since 1998: in recent years Classics graduate students have won the year-long Alvord Fellowship (two awards), the Simpson Humanities Center Society of Fellows (two awards), Simpson Center Summer Dissertation Fellowship, Simpson Center Seminar in the Public Humanities, Graduate School Dissertation Fellowship Quarters (multiple awards), and Gerberding Rome Fellowship Awards (multiple awards), which contribute to funding their participation in the Department's Classical Seminar in Rome.

On the national level, one graduate student was the 2007 winner of the John J. Winkler Memorial Prize, our field's major national prize for innovative student work (a previous winner of this prize took graduate classes at UW while an exchange student during his BA degree); more recently, the same student won the prize for best paper presented at a conference by a graduate student awarded by the Women's Classical Caucus of the APA. Also at the national level, we await with interest the results of the NRC survey of graduate programs, not disseminated as of this writing. Internationally, during the past decade an astounding seven of our students have been holders of Canada's prestigious multi-year Social Sciences and Humanities Research Council Fellowships.

The 1998 Classics self-study (p. 23) identified three strategies for improving the graduate program:

1) fostering interdisciplinarity at the level of graduate teaching

2) 'offering a healthy mix of seminars that address themes and issues current in the field as well as those that ... provide students with the fundamental skills we expect of welltrained classicists'

3) fostering the professional development of graduate students by encouraging them to give papers at conferences and by establishing the practice of having graduate students select, invite and host a high-profile visiting speaker.

Significant progress has been made on all of these fronts:

 links between Classics and other departments have been strengthened at the level of graduate teaching: numerous Classics graduates take courses in other departments and two recent dissertations had faculty from other departments on the reading committees.
 in line with our commitment to offer a 'healthy mix' of seminars, new course offerings were designed: The proseminar, a formal introduction to research methods, and Classics 540: Topics in Greek and Roman Literary history

3) Because of the support of generous donors we are able to encourage our students, in line with what has become best practice in the field of Classics, to present their research at major conferences. The John B. and Mary K. McDiarmid Endowed Lectureship was established in 2000-2001; the graduate students have selected, invited and hosted an internationally known visitor every year. Graduate job placement, measured by interviews secured and positions accepted, has improved, and we believe that our

students' ability to make themselves known as researchers before completing the PhD has been a significant part of this.

Fellowship support from the Greenfield endowment and the award of an RAship from the GSFEI, as well as the recent award of a GO-MAP RAship, has enabled us to offer several students support free from teaching in their first year. Support from the Greenfield Endowment and our students' success in winning UW fellowship competitions at the dissertation stage has provided two to three quarters of support free from teaching in the final year to most students. In 1998 we wrote (p. 26) 'Our graduate program would operate more efficiently if (above all) we could free our students from the classroom in the crucial first year ... and if there were more ways to secure fellowship time for the dissertation write-up year.' Based on our analysis of student progress during the annual review of graduate students, our evaluation of the research they present at conferences, and the evidence of their distinguished placement record we observe that the ability to combine teaching and non-teaching support has been truly transformational for our graduate program in the past decade.

CHAPTER 3.1: UNIT ROLES AND RESPONSIBILITIES.

INSTRUCTION

A. Overview: the Department's broad view of its role within the College and the University

Classics is necessarily a field where many disciplines intersect, a fact perhaps more apparent now than at any other time in its history. We have natural affiliations with History, Art History, and Near Eastern Studies, to name the most obvious, and we have done and continue to do much to foster and nurture those affiliations. Virtually all of us on the faculty have joint or adjunct appointments in other units (these are detailed below in Section D); all of us can claim close ties with faculty in other departments. At the University of Washington the study of classical antiquity is by no means confined to the Department of Classics, and we recognize (and welcome) the fact that for many of the cognate units we constitute an important resource -- through the courses we offer, the rich array of visiting speakers we bring to campus throughout the year, the funds we provide in support of other units' efforts, and simply through the sense of collegiality we try to foster.

In this section of the report, therefore, we discuss not so much the nature of teaching *within* our majors, but rather the ways in which our students as well as the faculty make connections beyond the Department.

And importantly, we conclude this part of the report with some remarks about what we perceive to be the most serious threats to the quality of the instructional program we outlined in the last chapter and continue to describe here.

B. Teaching outside the classroom: senior essays, honors theses, and their role in undergraduate research

A significant development in the past decade has been an increase in the number of opportunities available to our undergraduate majors to participate in learning experiences beyond the classroom. Two existing experiences, the senior essay and the honors thesis, provide significant opportunities for students to work closely with a faculty member outside the traditional classroom setting. We discussed the senior essay in Chapter 2. The honors thesis is a much more substantial piece of work than the senior essay; majors wishing to write an honors thesis must satisfy several requirements, including having a GPA of at least 3.5 in courses taken in the Classics Department and successful completion of at least one 400-level course in Greek or Latin, with a grade of 3.5 or higher. The honors thesis is typically about 30 pages long, the product of an independent reading and research project that carries 9 credits (in contrast to the senior essay's usual 2).

Both the senior essay and the honors thesis present the opportunity for a student to engage in research. In recent years, there has been increased interest at the UW in providing such opportunities, and the Department, and in particular Catherine Connors, has led the way in articulating how students in the Humanities, and especially in an area as language-intensive as Classics, can usefully collaborate with faculty in research.

Central to this movement has been the University of Washington's Undergraduate Research Program. The aim of this program is the facilitation of research experiences for undergraduates with UW faculty members across the disciplines. Connors has worked closely with this program, giving, for instance, a presentation in 2008 on 'Undergraduates and the Cultures of Research in Classics' for the UW Teaching Academy sessions on Undergraduate Research. Janice DeCosmo, the Director of the Undergraduate Research Program, has praised Connors for her work.

The principal event that showcases undergraduate research over the year is the Annual UW Undergraduate Research Symposium held in the spring. At the 2008 Symposium, in a session chaired by Jim Clauss, one of our undergraduate majors, Cortney Norris, delivered a paper on "Wit, Charm, and Control in Plautine Comedy." Norris had won a Mary Gates Research Scholarship for 2007-2008, a "competitive scholarships available to enhance the educational experiences of students across campus who are engaged in research with faculty." Thus Norris had written this paper as a senior essay under the supervision of Catherine Connors. Now a graduate student in Classics at Berkeley, Cortney remarked in an interview the value of her experience:

"I'm really glad that we had to participate in the Undergraduate Research Program. Because I'd never really done a presentation of my own work before, it gave me the opportunity not only to learn about giving a presentation but also how to present my work to people who don't necessarily do the exact same thing as myself. It was a *really* different experience because most of the time I talk about my work I talk about it with professors or other students of Classics. But this, I had to expand it and open it up, which I think is going to be something that is really important when I'm teaching..."

This is precisely the reason why these experiences are worthwhile, and they give heightened value to the collaborations between faculty and undergraduates afforded by the senior essay and honors theses. Not only are the opportunities to present work in such a setting valuable in terms of preparing our undergraduates for graduate school, but they also (and just as importantly) bring them into contact with students in other disciplines.

Norris, by the way, is not the only student in the Department to win a Mary Gates Research Scholarship. A former student in the Department, Yin Hung, won one in 2000 to work with Visiting Professor Paul Scotton to organize the Department's collection of lantern slides; this year, Nicholas Rupert won a Mary Gates Research Scholarship to work with Stephen Hinds on a paper on Ovid.

Students not continuing on to graduate school in Classics also construct capstone experiences in the senior essay or senior thesis: one student who did a project on Ovid's

Metamorphoses in Renaissance art recently had a show in Seattle of their own mythologically themed work; another student did a project on Diocletian's palace at Split which combined architectural history with her memoir of living on the grounds of the palace.

C. International study: the Department's role in global education and experiential learning

The faculty attaches tremendous value to experiences abroad. We recognize, moreover, that the benefits of such experiences go far beyond acquiring an academic familiarity with the sites and cultures associated with classical antiquity, but additionally expose students to the vibrant modern cultures that have succeeded their classical predecessors. In a very real sense, the discipline of Classics, as practiced at the University of Washington, is heavily invested in fostering global citizens and in encouraging the experiential learning that study abroad entails.

The Department currently offers two programs abroad of its own, the venerable Classical Seminar in Rome and a relative newcomer to our offerings, Sarah Stroup's archaeological field school at Tel Dor, Israel. In addition, the Office of Minority Affairs Rome program, now entering its 14th year, is a Jim Clauss' creation and heavily supported by the Department.

The Classical Seminar in Rome (the Rome Program). In 1985, Dan Harmon instituted the Department's Classical Seminar in Rome, sharing with Architecture the then-newly acquired facility in the Palazzo Pio on the Campo di Fiori in Rome. Every spring quarter since then, faculty have brought of group of 10-12 students to Rome, where they take an intensive course in Roman topography as well as a seminar on a special topic typically related in some way to the ancient city. These are taught by the professor in charge. In addition, students take a third course taught by a TA: this course is usually one required by the student's particular major (e.g., if a student is in the intermediate Latin sequence, we will offer Latin 307 so the student is able to keep on track in terms of required courses). In short, departmental majors who participate the Rome program experience no interruption in meeting their degree requirements.

The value of the Rome program cannot be overestimated, and we regard it as one of the most important experiences we provide our undergraduates and graduate students. So do they: note how many of the respondents in Appendix K point to the Rome program as a seminal experience.

The Department is fortunately able to underwrite the cost of this program to a significant degree. Accepted applicants may generally be assured of receiving a generous Greenfield Travel Bursary; in addition, the Department contributes \$1000 per student to program fees, thereby significantly reducing the cost to all our students. Insofar as we can, we want all qualified undergraduates majors who wish to participate to have the opportunity to do so.

Tel Dor: A welcome addition to the experiences abroad we are able to offer undergraduates and graduates alike has been the summertime archaeological field school founded in 2007 and conducted by Sarah Stroup. Stroup has been affiliated with this dig since her days as a graduate student at Berkeley, and continued the association after joining the faculty here. This allows students from both Classics and other disciplines to get hands-on experience -- and academic credit -- at an active dig. Students earn credit for their work at Tel Dor, which attracts students not only from Classics but also from across the UW in, e.g., architecture, anthropology, museology, etc. Indeed, students from all over the US and world participate as non-matriculated UW students as well as non-student members of the community who become UW students for a summer. As is true for students in our Rome program, departmental majors who apply to and are accepted may generally expect to have at least their travel costs covered. More information on the site and on the school may be found at:

http://depts.washington.edu/teldor/

The OMA Rome Program: As observed in Chapter 1, in 1995 Jim Clauss established a highly successful two-week intensive five-credit program in Rome during spring break in conjunction with the UW Office of Minority Affairs. This was the very first program at the UW to support foreign study specifically for minority and non-traditional students. Over the years this program has provided some 150 students of diverse ethnic backgrounds the opportunity to study abroad that they would not have been able to do otherwise. Since there is no permanent budget for the program, Clauss, who has taught the program every year as an add-on with the exception of three times, has each year solicited funding from the provost's office, OMA, Classics, IPE, and the Rome Center to make this happen. This year, Classics professor Sarah Stroup has agreed to lead the program, again as an additional course. The department has been supporting this program from the beginning and has been contributing a quarter of the budget (\$5000) for the past several years from the Greenfield Endowment.

Additional opportunities: Thanks to the Jim Greenfield Endowment and, more recently, the new Classics Student Travel Fund, the Department is able to support undergraduates who wish to participate in other programs abroad. These are some of the undergraduate awards from the past two years:

- Jenna Nace: funded participation in a dig in Spain (Nace is now a graduate student in archaeology at Bryn Mawr College)
- Trevor Layman: funded a summer of travel and study in Turkey
- Misa Jeffereis: funded participation in the Porta Stabia dig
- Leah Orr: fund participation in an Undergraduate Classics Conference at the Univ. of Alberta Edmonton
- Zeynep Tareen: funded participation in a dig at Claros

We remark here too one unusual – but especially noteworthy – instance of the Department's support of experiences abroad. In the summer of 2007 Jim Clauss accompanied the UW men's basketball team on an 11-day trip to Greece, during which they played several games with professional teams. In between games and site tours, however, the players took a class with Jim on Socrates. The course actually began in August with meetings before their departure in September, which continued both during and after the trip. Students read several Platonic dialogues, and as a final project, attempted their own Socratic dialogues. By all accounts, this was an enormously successful endeavor for all concerned. The Department of Classics contributed \$1000 to the undertaking.

D. Instructional collaborations beyond the Department

Departmental faculty have developed strong ties with colleagues in other units, and these frequently result in productive instructional collaborations in the classroom. In the last decade these have included:

- Humanities 220: From Citizen to Self, co-taught by Catherine Connors with Mary O'Neil in the History Department for the Simpson Center for Humanities (2001)
- Hum 210/Clas 496A/Clit 496B: 'Shakespeare and Rome', co-taught by Alain Gowing and John Webster (English) (sponsored by the Simpson Center for Humanities, 2001)
- Sarah Stroup also taught in a Simpson Center Undergraduate Summer Institute in 2002 on "Innovations: Text, Technologies, and New Media in Ancient Worlds and Contemporary Cultures"
- Humanities 103: "Self and Society: Changing Conceptions of Humanity in the Ancient Mediterranean World," co-taught by Sarah Stroup with Scott Noegel (NELC) (a Danz course, 2003)
- CLAS 496/Drama 490: "Greek Tragedy in Performance," co-taught by Ruby Blondell and Cathy Madden (Drama) (2003)

Frankly, we wish there were more opportunities for collaborations of this nature; staffing shortages and other demands on our time, however, make such courses increasingly difficult to arrange. As resources and scheduling permit, we pursue such collaborations whenever possible.

In addition to these collaborations, many of us have adjunct appointments in other units, and participate regularly in administering examinations or reading dissertations in other units. These appointments are:

- Blondell: Adjunct Professor of Women Studies; Faculty Member, Program in Theory and Criticism; Comparative History of Ideas Policy Committee
- Clauss: Adjunct Professor in Comparative Literature; Adjunct Professor in Near Eastern Languages and Civilization
- Connors: Adjunct Associate Professor of Women Studies
- Gowing: Adjunct Professor in History
- Hinds: Faculty Member, Program in Theory and Criticism
- Hollmann: Member, Steering Committee, UW Hellenic Studies Center
- Stroup: Faculty Member, Program in Theory and Criticism; Faculty Member, Comparative Religion Program

By the same token, a number of faculty in other units, including History, Art History, and Philosophy, are affiliated with the Department of Classics.

Finally, it is appropriate to mention here our occasional efforts to sponsor visiting faculty. We have had an especially welcome opportunity this year, using the UW's exchange program with the University of Crete (Olga Levaniouk was on the exchange there in the fall of 2004) to bring Professor Lucia Athanassaki to the UW for the WQ 2009. She is accompanied by Ewen Bowie (Fellow, Corpus Christi College, Oxford University). Lucia and Ewen are team-teaching a graduate seminar on Greek lyric poetry, a unique opportunity indeed for our students.

E. Continuing education

Apart from the fact that we have an ongoing arrangement with the UW's Office of Educational Outreach to teach a course in the Evening Degree program every year, Gowing developed in 1996 a Distance Learning version of Classics 430 (Greek and Roman Mythology) for the Distance Learning (now called Online Learning) branch of Educational Outreach. He taught the course until 2006, when it was ably taken over by Sarah Stroup. At any given time, she has some 20 students enrolled in the class. Since its inception, well over 1000 students have taken Clas 430DL. Although originally intended to serve the needs of continuing education students or of those who were unable to take a traditional university course on campus, students are increasingly from the UW.

F. Challenges to instructional quality and effectiveness

As we bring this portion of our self-study to a close, it is imperative that we reflect on the most serious challenges to instructional quality and effectiveness we face: diminished faculty numbers and an imminent reduction in funding for our TAs. The former is an issue we have struggled with for some time; the latter is a recent development. We begin with TAs.

Teaching Assistants: For the 2009-2011 biennium we have been informed that funds allocated to the Department for TAs will be reduced by 20%. In effect, this means that instead of being able to fund roughly 13 TAs each year, we will be able to fund 10. It would be difficult to exaggerate the impact this will have on our program. Not only does it signal a reduction in the number of new graduate students we can admit -- and therefore reduce the number of MAs and PhDs we produce -- it also means that student enrollments in the Department will of necessity be reduced. Given that the University is currently admitting more undergraduate students than at any other time in its history, such a reduction in enrollments will not be welcomed by anyone. The Department already teaches a very large number of large lecture courses (Classics 210, with enrollments of 100 per quarter, is taught every quarter; Classics 430, with enrollments of ca. 200-250 per class, is taught at least once per quarter, including during the summer session); per capita, Departmental faculty teach more students than most other units in the Humanities. Our response to this will be, in the short term, to reduce the number of Classics 101 and 205 sections we offer. Removing TAs from other assignments -- teaching first-year Latin and TAing for Classics 210 -- would represent an unacceptable cut to our core mission and is not a viable option. Yet further cuts to our TA budget would make such reductions inevitable. We have been brought to the

point where any additional reductions will indeed significantly affect the quality of our program. That is a precarious situation.

It is not at all clear, however, whether the reductions imposed on us for the next biennium are permanent or temporary. If permanent, as we fear, both our graduate and undergraduate programs will be smaller, and that is a more serious scenario.

In the section on the TA stipend in Chapter 4, we make the point, which cannot be stressed enough, that "we measure quality by the caliber of graduate students attracted, the excellence of the teaching they do while here, and the high profile of the jobs they get when they leave." Fewer graduate students in our program mean fewer opportunities for our undergraduates to encounter what many who have gone through our program identify as a crucial experience for them, being taught by a first-rate TA. Combined with the reduced numbers of faculty, this makes the situation all the more concerning.

Faculty: As reported in Chapter 1, in 2008 the faculty available to teach in the Department is roughly the same as it was in 1988. Although the Department enjoyed for a time an increase in numbers, through departures (invariably for personal reasons), retirements, and recruitments to administration, for most of the past decade we have been a faculty of 10 and in recent years a faculty of 9.

This situation has been and will increasingly be exacerbated by a number of factors. As one would expect of any first-rate research institution, our faculty is encouraged -- and will continue to be encouraged -- to apply for external grants and fellowships. In any given year, it is likely that we will lose the teaching services of a faculty member to such opportunities (in Chapter 4 we list recent recipients of external awards). In addition, between sabbatical leaves, Junior Faculty Development Quarters, and other sorts of internal awards (e.g., Royalty Research Fund Fellowships), it is ever more of a challenge to staff the courses we need to offer. To some extent we have been able to forestall the effects of understaffing. For past three years we have fortunately had the services of emeriti Dan Harmon and Larry Bliquez (both on 40% appointments); in addition, we have had fairly substantial recapture the past few years, allowing us to employ one or two ABDs on a regular basis.

This will not be the case next year. Dan Harmon will not teach after this year, and after 2009-2010, neither will Larry Bliquez; nor do we expect substantial recapture. This, combined with the reduction in TA funding, means we will have little to no leeway, and it will be a stretch to staff core courses needed by our majors.

In each of the past two years we have asked to hire a replacement for Tim Power (who left the faculty for personal reasons in 2008); and on each occasion, the College has had to deny to request. Tim's field was Greek poetry -- obviously a central field in this or any Classics department -- and we cannot go too long with no one in this position without feeling the effects, at both the undergraduate and the graduate level. Given that we are currently experiencing a hiring freeze, there is great uncertainty about when the position will be filled.

We are concerned that both situations -- with our TAs and faculty -- will create difficulties that go far beyond issues of instructional quality. For well over a decade, the Department of Classics has been able to attract the best and brightest young scholars in the field -- and at the same time to retain, in its senior faculty, some of the best and the brightest. In an era of diminished resources -- and diminished support -- it will be a challenge to compete for such talent (assuming, as we must, that the current hiring freeze will at some point be lifted). Moreover, more than one senior faculty member regularly receives offers from other institutions. But the quality and success of our students, the sense of collegiality amongst the faculty, an environment conducive to first-rate scholarship as well as to thoughtful pedagogy, and indeed the very nature of the University as a whole have proven powerfully attractive. Nonetheless, relying on goodwill may not prove sufficient either to preserve the quality we (and with us, we hope, the College and the University) value or to keep the current faculty intact. If not in the short term, in the long term we need, with the administration's help and support, to confront these threats to maintaining excellence.
CHAPTER 3.2: UNIT ROLES AND RESPONSIBILITIES.

RESEARCH

A. The evolving nature of research in the field

In the past 20-30 years, the nature of scholarly research in the general field of Classics has evolved in some exciting ways. Beginning essentially in the 70s, Classics as a discipline was heavily influenced by -- and subsequently contributed a good deal to -- critical theory, and in the past decade the benefits of this development have begun to be increasingly apparent. The field has broadened considerably to embrace cultural studies, foster increasing interactions between material culturists and traditional philologists, and expand the view of the traditional canon of classical authors. The current departmental faculty represents the best of these trends, offering to both our undergraduate and graduate students alike a rich diversity of interests and expertise.

This is a consequence of deliberate strategizing on our part. In all the hires made in the past decade, we have sought to build a faculty that features scholars on the cutting edge of their fields who at the same time bring to their work traditional philological rigor. Our placement ads typically make it clear that we are less wedded to a narrowly defined field, more interested in identifying and hiring the best in a generously defined area. Such hires have naturally complemented the considerable, existing strengths of the senior faculty. We believe this has contributed positively to the success of our undergraduate and especially our graduate program.

B. The Department's research profile

All departmental faculty have -- and are expected to have -- active research agendas. As at any major research institution, scholarship constitutes an important part of every tenure and promotion decision. While it is difficult to paint with broad strokes a collective picture of our research profile, faculty work is characterized by considerable breadth, expertise in all major areas of classical literature and a wide variety of authors and texts, and a number of useful specializations (e.g., epigraphy, geography, Roman topography, papyrology, linguistics, and art and archaeology, critical theory, women's studies, intellectual history, to mention only the most obvious).

Faculty scholarship features strengths in both traditional and not-so-traditional authors; our members have authored or are working on books on authors as varied as Plato, Homer, Herodotus, Cicero, Ovid, Petronius, Apollonius of Rhodes, and Cassius Dio. While much of our work is centered on literature, a substantial portion of work produced over the past decade or in progress uses literature and material culture as a window on the culture, society, and later receptions of the ancient world: thus Connors is working on a book about the representation of geographical information in Greek and Latin texts; Blondell is bringing to completion a study of the ideological significance of Helen in Troy in ancient Greece; Stroup's forthcoming book studies Catullus and Cicero in conjunction to illuminate the nature of patronage in the Late

Republic - and of 'textual communities'; Gowing has written on the phenomenon of historical memory in the imperial period; the growing tendency of classical Latinists to take on Renaissance and early modern receptions is reflected in articles by Connors and Hinds. Still others of us work more squarely in cultural and historical studies: thus Kamen draws on a broad spectrum of evidence, literary as well as epigraphical, in writing a book on status in classical Athens that questions the commonly accepted ideology of three clear-cut status groups-namely, slave, metic-foreigner, and citizen; Topper uses Athenian vase painting, supplemented with literary evidence, to reexamine Athenian sympotic imagery and to argue that contrary to received opinion, such imagery reflects not the world of the *polis*, but of a world *before* the formation of the "modern" polis; Bliquez continues his work in the field of ancient medicine, a subject on which he has long been an international authority; Hollmann is preparing an edition of and commentary on curse tablets of Antioch. Faculty have also produced or are working on translations, of both ancient and modern texts: Blondell has produced landmark translations of both Euripides and Sophocles; Clauss and Harmon have recently published an enormously well-received translation of Coarelli's archaeological guide to Rome, the standard book on the subject and hitherto accessible only to those who read Italian; Hollmann's translation of Bierl's Der Chor in der Alten Komödie (2001) will soon appear from Harvard University Press. Equally impressive are the volumes edited by faculty members: of particular note is Hinds' work on the highly influential series 'Roman Literature and its Contexts', a series founded by Hinds and his co-editor Denis Feeney in 1993 and published by Cambridge University Press (13 volumes have appeared); both Clauss and Blondell have edited, or are in the process of editing, important collections of work.

We should not overlook, by the way, other editorial work contributed by faculty members to the field at large. Thus Hinds sits on the editorial boards of *Trends in Classics*, a new journal and monograph series from DeGruyter, the *American Journal of Philology*, and *Studi Italiani di Filologia Classica*; Blondell is on the editorial boards for the *Bryn Mawr Classical Review* as well as the *American Journal of Philology*; Levaniouk is a member of the editorial board for the Center for Hellenic Studies as well as an assistant editor at Rowman and Littlefield; Gowing is an Associate Editor of the *Bryn Mawr Classical Review* and on the editorial board of *Classical Antiquity*. In addition, many of the faculty are in frequent demand as referees for major presses and journals.

Especially noteworthy, in terms of this ten-year review, is the change in and expansion of the departmental research profile from the last decade to this one; especially impressive to note is the ways in which the work of the senior faculty has evolved and grown. Moreover, at present the faculty represents a broad and representative spectrum in terms of age, gender, experience, and interests; in these respects, it is a more diverse faculty than at any other point in the Department's history. A graduate applicant is as likely to want to come here to study Hellenistic poetry or Plato or Ovid or Homer or the Greek novel as the culture of the late Roman Republic and early Empire, ancient slavery, or issues of gender in classical culture.

Finally, the degree to which our respective research agendas complement and overlap with one another should be remarked. This, combined with a sense of warm collegiality, contributes to a vibrant intellectual environment in which to work. A common remark among our visiting speakers and graduate applicants -- as well as

among our current students -- is simply how well we get along with one another. The supportive atmosphere in which we conduct our research is not a negligible factor in assessing our achievements.

C. External measures of faculty achievement

In 1998, we were able to point to the NRC rankings released in 1995, and in particular to the NRC's "improvement" ranking, as evidence of the dramatic advance of the Department. As we observed in the 1998 report, "the National Research Council published rankings of research-doctorate programs in 41 disciplines, including Classics, based upon a survey conducted in 1993 (see *The Chronicle of Higher Education*, Sept. 22, 1995, p. A21). The University of Washington was ranked 20th among PhD programs in Classics for quality of program faculty, and 16th for program effectiveness. These are respectable rankings (compare our 1982 rankings of 26th and 23rd), but still not as high as we would wish." However, as our 1998 report also noted, the NRC gave the Department a five-year rating for improved PhD program quality of +0.69 o a scale of -1 to +1, "A five-year improvement statistic which was by a significant margin the best recorded by any Classics program in the nation, the best recorded by any UW Arts or Humanities program, and one of the top ten recorded among all 585 Arts and Humanities programs assessed."

As is well known, this past year's NRC survey has been mired in controversy, and the report has been repeatedly delayed. The process proved to be flawed, especially in Classics, a fact that drew an official response from the American Philological Association. Thus as of this writing, we do not know how we will fare in the new rankings -- or frankly, whether the report will be of much value at all. For a number of reasons, however, as we hope this report has demonstrated, we have reason to believe that our stock has risen still higher in the intervening decade.

Although it is not a measure in which we place a great deal of stock, it is at least worth mentioning that in the Top Research Universities Faculty Scholarly Productivity Index for Classics and Classical Languages in 2007, the University of Washington Department of Classics was ranked 7th in the country, ahead of Princeton, Stanford and Johns Hopkins (source: http://chronicle.com/stats/productivity/). (For the virtues -- and flaws -- of this index see "A New Standard for Measuring Doctoral Programs" in *The Chronicle of Higher Education*, 1/12/2007.)

Thus we must turn to other measures. The degree to which faculty are in demand is one indicator; while we do not list the various invited lectures and conference papers here -- the list is too long -- the faculty at all levels are very active in this regard. Certainly the quantity, quality, and breadth of faculty publication are equally useful indicators of productivity and success.

D. Conspectus of a decade of faculty publication

To that end, here is an overview of faculty publications, exclusive of reviews, between 1999-2008:

Books (published or under contract)

Sole author

• R. Blondell

The Play of Character in Plato's Dialogues (Cambridge 2002; paperback 2006); named a Choice Outstanding Academic Title for 2003; selected for "Author Meets Critics" session, American Philosophical Association March 2004.

• A.M. Gowing

Empire and Memory. The Representation of the Roman Republic in Imperial Culture. Cambridge 2005.

• S. Hinds

Commentary on Ovid, *Tristia* 1, under contract to Cambridge Univ. Press (for Cambridge Greek and Latin Classics, edd. Kenney & Easterling)

• D. Kamen

Isaeus' Orations 2 and 6, Bryn Mawr Commentaries (Bryn Mawr 2000) Status in Classical Athens (under contract with Princeton UP)

• O. Levaniouk

On the Eve of a Festival: Making Myth in Odyssey 19. Center for Hellenic Studies (forthcoming, Harvard University Press)

• S. Stroup

Catullus, Cicero, and a Society of Patrons: the Generation of the Text. (Cambridge UP, forthcoming)

Edited

• R. Blondell

Queer Icons from Greece and Rome = Helios 35.2 (2008); edited, with an Introduction Ancient Mediterranean Women in Modern Mass Media, edited, with an Introduction (with Mary-Kay Gamel) = Helios 32.2 (2005)

• J. Clauss

Companion to Hellenistic Literature (Blackwell, forthcoming in 2009). Co-editor with Martine Cuypers and a contributing author

• S. Hinds

As co-editor with Denis Feeney of the influential series 'Latin Literature and its Contexts', published by Cambridge University Press, Stephen has edited with Denis every volume in the series since it began in 1993 (xx number in all?). Constructing Identities in the Roman Empire: Three Studies, edd. Stephen Hinds and Thomas Schmitz, Millennium 4 (De Gruyter 2007)

Ovidian Transformations: Essays on Ovid's Metamorphoses and its Reception, edd. Philip Hardie, Alessandro Barchiesi and Stephen Hinds, Cambridge Philological Society Supplement 23 (1999)

Translations

• L. Bliquez

Translations contributed to M. Lefkowitz and M. Fant (edd), *Women's life in Greece and Rome, A Source Book in Translation*, 3rd edition, (Johns Hopkins Press 2005) 184-5.

• R. Blondell

Women on the Edge: Four Plays by Euripides; co-authored with B. Zweig, N. Sorkin Rabinowitz and M.-K. Gamel (New York and London 1999)

Sophocles: The Theban Plays, Antigone, King Oidipous, Oidipous at Colonus; Updated Translations with Introductory Essay and Notes (Newburyport MA 2002)

• J. Clauss

Filippo Coarelli, *Rome and Environs*. An Archaeological Guide, co-translator with Daniel P. Harmon (University of California Press 2007)

• D. Harmon

Filippo Coarelli, *Rome and Environs*. An Archaeological Guide, co-translator with James J. Clauss (University of California Press 2007)

• A. Hollmann

A. Bierl, *Der Chor in der Alten Komödie* (2001) (monograph, to be published by Harvard University Press 2009)

Books (in progress)

• L. Bliquez

The Tools of Asclepius, Surgical Instruments in Greek and Roman Times

• R. Blondell:

A book on Helen of Troy (contract with Oxford University Press in the offing)

• J. Clauss

The Argonautic Myth from Self to Self-Conscious (working title)

• C. Connors Roman Geographies

A.M. Gowing

Genius urbis. The city of Rome in Latin historiography. (working title)

• A. Hollmann The Master of Signs • D. Kamen

Manumission in Ancient Greece: Modes, Meanings, and Metaphors

• S. Stroup

In Dialogue with Cicero: the Life and Afterlife of Cicero's Roman Voice (working title)

• Topper

Athenian Sympotic Imagery and the Construction of the Past

Articles (published or forthcoming):

- L. Bliquez
- "Miscellaneous Minor Objects" (with Alain M. Gowing). In Catalogue of the Collection of Antiquities at the American Academy in Rome, ed. Jacque Clinton (U. of Michigan Press)
- "Gynecological Surgery from the Hippocratics to the Fall of the Roman Empire" forthcoming in *Women and Medicine in the Graeco-Roman World*, David Ladouceur ed. (U. Toronto Press)
- Summary article on 7 Hippocratic treatises for *Biographical Encyclopedia of Ancient* Natural Scientists (EANS), ed, Paul Keyser and Georgia Irby – Massie (Routledge).
- "The Hippocratic Surgical Instrumentarium, a Study in Nomenclature," *Medicina nei* Secoli 15/3 (2003) 403-440
- Translations of Hippocrates, Epidemics 5.101 and Aetius 16.44 apud Mary Lefkowitz and Maureen B. Fant, *Women's life in Greece and Rome*, ed. 3 (2005) (Appendix)
- "Paulakion and Securicella: Two Hitherto Unidentified Greco-Roman Veterinary Instruments" (with Emily J. Munro), Mnemosyne 60 (2007) 490-494
- "The PURRIXH of Kinesias, A Pun? Aristophanes, Frogs 153," Classical Quarterly 58 (2008) 320-326
- R. Blondell:
- "Bitch that I Am: Self-Blame and Self-Assertion in the *Iliad*," *Transactions of the American Philological Association* (forthcoming)
- "How do you solve a problem like Medea?" in *Enacting Pleasure*, edd. Peggy Cooper Davis and Lizzy Cooper Davis (London, forthcoming)

"Hercules Psychotherapist," 239-49 in Super/Heroes: From Hercules to Superman, ed. Wendy Haslem, Angela Ndalianis and Chris Mackie (Washington DC 2007)

- "Antigone," 119-20 in The Oxford Encyclopedia of Women in World History, ed. Bonnie G. Smith (Oxford 2007)
- "Where is Socrates on the 'Ladder of Love'?" 147-78 in *Plato's Symposium*, edd. J. Lesher, D. Nails and F. Sheffield (Cambridge, MA 2006)
- "From Fleece to Fabric: Weaving Culture in Plato's Statesman," Oxford Studies in Ancient Philosophy 28 (2005) 23-75
- "How to Kill an Amazon," 73-103 in Ancient Mediterranean Women in Modern Mass Media, edd. Ruby Blondell and Mary-Kay Gamel = Helios 32.2 (2005)
- "Antigone: Introduction," pp. 31-54 in R.C. Jebb, Sophocles: Plays, Antigone (Bristol Classical Press 2004)

- "The Man with No Name: Socrates and the Visitor From Elea," in *Plato as Author: The Rhetoric of Philosophy*, ed. Ann N. Michelini (Brill 2003) 247-66
- "Letting Plato Speak for Himself," in Who Speaks for Plato? Studies in Platonic Anonymity, ed. Gerald A. Press (Rowman and Littlefield 2000) 127-46
- J. Clauss
- "From the Head of Zeus: The Beginnings of Roman Literature," in *The Blackwell Companion to Hellenistic Literature* (J. Clauss and M. Cuypers, edd.), Forthcoming (2009)
- "Hercules Unchained: Contaminatio, Nostos, Katabasis, and the Surreal," Arethusa 41 (2008) pp. 51-66
- Articles on Callimachus, Capitol, Carinae, Forum, and Medea for *The Virgil Encyclopedia* (Harvard University Press)
- "When Nature Becomes Natural: Spiritual Catastrophe in Pasolini's Medea," Phasis 10.2 (2007) pp. 147-152
- "Theriaca: Nicander's Poem of the Earth," Studi Italiani di Filologia Classica 6 (2006) pp. 160-182
- "Large and Illyrical Waters in Vergil's Eighth Eclogue," *Hermathena* 173/174 (2003/04) [2005] pp. 165-173
- "Vergil's Aeneas: The Best of the Romans," in *Approaches to Teaching Vergil*, W. S. Anderson and L. N. Quartarone (edd.) (Modern Language Association 2002) pp. 87-98
- "Vergil's Sixth Eclogue: The Aetia in Rome," in M. A. Harder a.o. (edd.), *Hellenistica Groningana VI: Callimachus* (Groningen 2004) pp. 71-93
- "Once upon a Time on Cos: A Banquet with Pan on the Side in Theocritus Idyll 7," Harvard Studies in Classical Philology 101 (2001) pp. 289-302
- "Cosmos without Imperium: The Argonautic Journey through Time," Hellenistica Groningana IV: Apollonius Rhodius, (Groningen 2000) pp. 11-32
- "Descent into Hell: Mythic Paradigms in John Ford's The Searchers," Journal of Popular Film and Television 27 (1999) pp. 2-17
- C. Connors
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E. Conferences and lecture visits

The Department continues to maintain an extremely vigorous schedule of events and visiting speakers. Most importantly:

John B. and Mary K. McDiarmid Lecture: A significant development since the last tenyear review has been the creation in 2000 of the McDiarmid Lecture. This lecture is delivered by a distinguished scholar chosen and invited by the Classics graduate students. This lecture was named after Professor John McDiarmid, chair of the Department from 1949-1973 and founder of the graduate program in 1960, and his wife Mary. In 2005, the Lectureship was endowed (see further Chapter 4). The McDiarmid Lecturer delivers a formal lecture, but in addition will deliver an informal talk to or simply engage in a roundtable discussion with our graduate students alone. Students also have several occasions to socialize with the McDiarmid Lecturer.

The list of McDiarmid Lecturers is impressive:

- 2008-2009 Peter Bing (Emory)
- 2007-2008 Patricia Rosenmeyer (University of Wisconsin Madison)
- 2006-2007 Catharine Edwards (Birkbeck College, University of London)
- 2005-2006 Diskin Clay (Duke University)
- 2004-2005 David M. Halperin (Michigan)
- 2003-2004 Denis Feeney (Princeton)

- 2002-2003 Helene Foley (Barnard)
- 2001-2002 Simon Goldhill (Cambridge)
- 2000-2001 John Henderson (Cambridge)

UW Annual Faculty Lecture, co-sponsored by Classics and the AIA: As remarked as well in Chapter 3.3, a further development since the last ten-year review in 1998 has been the institution of the Annual Faculty Lecture on Classical Culture. Co-sponsored by the Seattle Chapter of the AIA and the Department of Classics, the Annual Lecture showcases "a broad spectrum of UW faculty research on the cultures of the Greco-Roman world...with speakers from Classics or related departments, and the topic sometimes but not always strictly archaeological." This has proven to be an enormously successful event, with lectures delivered by our faculty as well as faculty from cognate departments at the UW and area institutions.

Lunchtime Colloquia: In 1992 Professor Ruby Blondell instituted a Lunchtime Colloquium series designed to fulfill three needs:

- First, to enable graduate students, especially those working on their dissertations, to practice presenting their work to a professional audience in an informal and friendly setting. This should prove especially valuable for those who are about to enter the job market and need to polish a 'job talk' or who are preparing to present a paper at a professional conference (e.g., APA, CAMWS, CAPN, etc.)
- Second, to provide an informal forum in which faculty may try out new ideas at a relatively early stage, and students may find out more about the faculty's research projects.
- Third, to provide a context in which visitors or others outside the Classics department may share their ideas with members of the department without giving a more formal presentation.

We typically hold two Lunchtime Colloquia per quarter, with presenters ranging, as the Colloquium's founder envisioned, from graduate students to departmental faculty to faculty from cognate units (indeed, such faculty often *ask* us if they can do a LC for us).

Conferences: The Department has often organized, funded, and hosted major conferences. Since that last ten-year review, there have been two:

- In 2003 Olga Levaniouk and Tim Power organized a conference entitled "Displaced Dialects: From Local Language to Panhellenic Poetics" (Levaniouk and Power both presented papers). Presenters included both Levaniouk and Power, as well as noted scholars from other units at the UW and from around the country: Stephen Colvin, Andrew Garrett, Nino Luraghi, Gregory Nagy, Scott Noegel, Richard Solomon, and Calvert Watkins. The event was made possible by a grant from the Simpson Center for the Humanities.
- In 2008, Alain Gowing, Peg Laird (Art History), and Sandra Joshel (History) collaborated to host a conference on "Roman Imperial Art and Ritual" held in conjunction with the Louvre exhibition of Roman art at the Seattle Art Museum.

The conference, attended by some 200 people, was funded by a very generous grant from the University's Simpson Center for the Humanities, with additional assistance from Classics, Art History, History, the College of Arts and Sciences (the divisions of Humanities and Social Sciences), the Graduate School, with further assistance from the Seattle Art Museum. Participants included John Clarke (Texas), Mary Beard (Newnham College, Cambridge), Lauren Hackworth Petersen (Delaware), Jennifer Trimble (Stanford), Keith Bradley (Notre Dame), and Natalie Boymel Kampen (Barnard and Columbia).

Visiting Speakers: In any given quarter, the Department typically hosts one to two visitors. We view these visits as important not merely for the faculty but for our graduate and undergraduate students alike. Talks are invariably well attended (audiences can range from ca. 40 to 50), and are followed by a reception where students have an opportunity to meet and talk with the speakers. Among our speakers we often have a visitor from the University of Calgary, with whom we have a longstanding, informal tradition of 'exchanging' faculty lectures.

In addition to departmentally invited speakers, the local chapter of the Archaeological Institute of America brings to campus each year several speakers, including the Ridgway Lecturer (the Ridgway Lecture was established in 1992 by an anonymous donor and in honor of Brunilde Ridgway, Professor Emerita at Bryn Mawr College). Together with the Department, the local AIA also sponsors the Annual Faculty Lecture. (See Chapter 4 for Department's special relationship with the Seattle Chapter of the AIA).

This is a list of visitors to the Department over the last five years, including AIA lecturers:

2007-08:

- Patricia Rosenmeyer (Wisconsin); 2007-2008 McDiarmid Graduate Lecturer
- Kristina Milnor (Barnard)
- Crawford Greenewalt (Berkeley), 2007-2008 AIA Ridgway Lecturer
- Michael Fuller (St. Louis Community College, AIA Lecture)
- Kazim Abdullaev (Institute of Archaeology in Samarkand, Uzbekistan)
- Michele Ronnick (Wayne State)
- James J. Clauss (Univ. of Washington) Ninth UW Annual Faculty Lecture
- John Papadopoulos (Cotsen Institute of Archaeology, UCLA, AIA Lecture)
- Richard Thomas (Harvard University)
- Alessandro Schiesaro (Università di Roma 'La Sapienza')
- Kurt Raaflaub (Brown University)
- Andrea Berlin (Univ. of Minnesota, AIA Joukowsky Lecturer)

2006-07:

- Catharine Edwards (Birkbeck College, Univ. of London), 2006-2007 McDiarmid Graduate Lecturer;
- Kim Hartswick (City University of New York), 2006-2007 AIA Ridgway Lecturer
- Lisa Hughes (Calgary)

- Ewen Bowie (Corpus Christi College, Oxford)
- Lucia Athanassaki (Crete)
- Alessandro Barchiesi (Stanford / Arezzo)
- Denise Schmandt-Besserat (Texas, AIA Lecture)
- Roy Gibson (University of Manchester)
- Nicholas Cahill (Wisconsin-Madison, AIA Lecture)
- Stephen Hinds (Univ. of Washington, Eighth UW Annual Faculty Lecture)

2005-06:

- Donald Mastronarde (Berkeley)
- Mary T. Boatwright (Duke University), 2005-2006 AIA Ridgway Lecturer
- Diskin Clay (Duke University), 2005-2006 McDiarmid Graduate Lecturer
- James Russell (British Columbia AIA Lecture)
- Bradley Parker (Utah, AIA Lecture)
- Adolf Köhnken (Münster)
- Alexander Arweiler (Münster)
- Lea Stirling (Univ. of Manitoba, AIA Lecture)
- Tony Woodman (University of Virginia)
- Carol Thomas (Univ. of Washington), Seventh UW Annual Faculty Lecture, cosponsored by Classics and the AIA

2004-5

- Andrew Wallace-Hadrill (Director, British School at Rome, AIA Lecture)
- John Vanderspoel (Univ. of Calgary)
- David Halperin (Univ. of Michigan), 2004-2005 McDiarmid Graduate Lecturer
- Richard Brilliant (Columbia University), 2004-2005 AIA Ridgway Lecturer
- Erich Gruen (Berkeley), Walker-Ames Professor
- Ilan Sharon (Hebrew University)
- Mary M. Voigt (William and Mary, AIA Lecturer)
- Amy Richlin (Univ. of Southern California)
- Alain M. Gowing (Univ. of Washington), Sixth UW Annual Faculty Lecture
- Leslie Kurke (Berkeley)
- Richard Martin (Stanford)

2003-04

- Stephen G. Miller (Berkeley), 2003-2004 AIA Ridgway Lecturer)
- Sheila Murnaghan (University of Pennsylvania)
- Hanne Sigismund-Nielsen (University of Calgary)
- John McKesson Camp II (Randolph-Macon College, AIA Joukowsky Lecturer)
- Ellen Oliensis (Berkeley)
- Leonard Barkan (Princeton), Phi Beta Kappa speaker
- Mary Kay Gamel (Univ. of California at Santa Cruz)
- Denis Feeney (Princeton University) 2003-2004 McDiarmid Graduate Lecturer
- Robert Ousterhout (University of Illinois at Urbana-Champaign, AIA Lecturer)
- Ili Nagy, (University of Puget Sound), Fifth UW Annual Faculty Lecture
- Ilan Sharon (Hebrew University)
- Mark McPherran (Univ. of Maine-Farmington)

• Mark Griffith (Berkeley)

CHAPTER 3.3: UNIT ROLES AND RESPONSIBILITIES.

SERVICE

A. Major supra-departmental administrative service

A distinctive characteristic of the Department is the degree to which faculty engage in service, apart from departmental needs, in a variety of capacities and areas. In this section we document our service to the University, the community (and in particular to area schools and teachers), and to the field. We discuss our service to the community in greater detail below. This list represents a representative sample of faculty service to the University and field over the course of 1999-2008:

Service to the University

• Blondell:

Department of Near Eastern Languages and Civilization, Chair Search Committee (chair), 2006

Executive Board, Simpson Center for the Humanities, 2000-2004 Humanities Center Director Search Committee 1999-2000 Program in Theory and Criticism, Faculty, 1989-present

Clauss:

Director of Honors Program Vice Provost, Office of Global Affairs Advisory Search Committee, 2008 Arts and Sciences Dean Search Committee, 2007 Chair, Chair Search Committee for Slavic Languages, 2007 CIDR Advisory Board, 2000-2003 Task Force on the First Year Experience, Chair, 2000-2001 Ten-Year Review of the Department of Architecture, Chair, 2000-2001

Connors:

Labor relations bargaining team for negotiations with UAW for TA/RA contract, 2007 Review Committee for Division of French and Italian Studies, 2006 Search Committee Art History, 2004 A&S Dissertation Fellowships Committee, 2006 'Undergraduates and the Cultures of Research in Classics', UW Teaching Academy sessions on Undergraduate Research, 2007-2008

• Gowing:

Faculty Appeals Board, 1994-2007 Spanish/Portuguese Chair Search Committee, WQ 1999 (chair) Royalty Research Fund (reviewer), AQ 1999, SQ 2007 Simpson Center for the Humanities: Curriculum Forum, 2000-2001 Language Technology Steering Committee, 2000-2004 University of Washington's Rome Center Faculty Board (chair), 2001-2007 Member, UW Rome Center Advisory Board, 2007-present Electronic Thesis and Dissertation Task Force, 2005-present

• Hinds:

Graduate School Council (2007-10)

Executive Board, Simpson Center for the Humanities, 2004-2007 Chair, English Department Ten-Year Review Committee, 2001-2002 Program in Theory and Criticism, Faculty Member, 1993- present

• Hollmann:

Faculty Council on Educational Technology, 2007 - present

• Kamen

University Disciplinary Committee, 2009-present

• Levaniouk:

Search Committee for the Chair of Classics Department, 2007

• Stroup:

Webb Scholarship Committee (Comparative Religion), 2007-2008 Faculty Senator, 2006-2008 Faculty Senate Special Committee on Legislative Matters, 2007-persent Faculty Council for Academic Standards, 2008-present FCAS subcommittee on Admissions and Graduation, 2008-present Gerberding Rome Fellowship Committee, 2007 Convocation Marshal, 2008 Commencement Marshal, 2008 College Marshal, 2005, 2007 Faculty presenter at "UW Research Exposed!" series, 2004, 2007 Faculty participant, 'Dawg Daze' Faculty Connections program, 2004, 2005

Service to the field

• Blondell:

Board of Directors, American Philological Association, 2006-2008; Executive Board, 2008 Nominating Committee, American Philological Association, 1996-1999 Treasurer, Lambda Classical Caucus, 2003-present Secretary-Treasurer, Women's Classical Caucus, 1998-2002 Editorial Board, American Journal of Philology, 2000-present Editorial Board, Bryn Mawr Classical Review, 1990-present Referee, CP, AJP, Cambridge U. Press Numerous tenure reviews

Clauss:

Referee, *CA, Phoenix, TAPA, CJ, CP,* Princeton UP, Cornell UP, U. Michigan Press Advisory Editor, *Focus Classical Library*, 1987 - present Managing Committee, American School of Classics Studies in Athens, 2004-present Several tenure reviews

Connors:

College Board Colloquium on AP Latin Program and Examinations (2008) WEST-E Latin Examination Review Committee (for WA certification of public school teachers of Latin) (2008)

Seminar for college teachers: Neronian Literature (week-long seminar for faculty of Associated Colleges of the South Oikeosis consortium in Classics) 2005

Referee, Oxford U. Press, Cambridge U. Press, Routledge, Chicago Tenure reviews (2), review for promotion to full professor

• Gowing:

Board of Directors, American Philological Association, 2007 - present Secretary, Advisory Council to the Committee on the School of Classical Studies, American Academy in Rome, 2002-2008

Member, Editorial Board, Classical Antiquity, 2004-present

Member, Editorial Board, Bryn Mawr Classical Review, 1990-2005

Associate Editor, Bryn Mawr Classical Review, 2005-present

WEST-E Latin Examination Review Committee (for WA certification of public school teachers of Latin) (2008)

Refereeing: AJP (twice), CP, CJ, TAPA, OUP, CUP (twice), APA Monographs, Michigan U. Press, Focus

Several tenure reviews

• Hinds:

Goodwin Award Committee, American Philological Association 2004-07; Chair 2006-07) [adjudicates major book prize]

For American Philosophical Society / Humboldt Foundation:

- Organizing Committee for Inaugural 'German-American Frontiers of the Humanities' Symposium 2004
- Refereeing: (books and proposals) 6 presses served, incl. regular work for Cambridge Univ. Press; (articles) 10 journals served, several repeatedly

Series Commissioning Co-Editor, Roman Literature and its Contexts (Cambridge UP)

- Member, Editorial Boards, AJP, Studi Italiani di Filologia Classica, Trends in Classics (DeGruyter)
- External peer evaluations since 2003: 25; External peer senior or full professor evaluations since 2003, 12

• Kamen

Member, Steering Committee of the Lambda Classical Caucus *APA* Editor, *Iris* (the LCC Newsletter)

• Levaniouk

Editorial work, Center for Hellenic Studies and Lexington Press

• Stroup:

Referee, CA, Religion Compass, Focus Vice-President, Seattle Society of Archaeological Institute of America (2008-present)

• Topper:

Secretary, Seattle Society of Archaeological Institute of America (2008-present) Refereeing: *Hesperia, Transactions of the American Philological Association*

B. Outreach to K-12 schools and teachers

There are several components to our outreach to and engagement with K-12 schools and teachers. This is in fact an area to which we are paying increased attention. These are the principal areas of our activity:

- 1. Annual Teachers Conference. For many years the Department has sponsored an Annual Conference for Teachers of Classics, a half-day conference that concludes with lunch. Originally conceived as a conference mainly for teachers of Latin, the scope of the conference was expanded several years ago in an effort to appeal to a broader range of teachers. Thus in 2007, the theme was 'Shakespeare and Classics', with a session featuring presentations by Gowing and English professor John Webster (they had taught a class on the subject in 2001); in 2008, the theme was Greek and Roman Comedy, with presentations by Tim Power and Cathy Connors. Connors, characteristically, employed the help of several undergraduates to perform scenes from various plays and explain how teachers might incorporate this into their own classrooms. This year the theme is slavery, with presentations by Deb Kamen on Greek slavery and Sandra Joshel (History) on Roman slavery. As is apparent, the conference often features fruitful collaborations between Classics faculty and faculty in other fields. A development since the last ten-year review has been arranging for teachers to receive 'clock hours' for attending the conference.
- 2. Visits to area schools and consultations: For many years, Emeritus Professor Larry Bliquez has been in high demand in area schools as a guest speaker, a service he has provided unstintingly. Other faculty members have followed in his footsteps. In addition, many of us are frequently called upon to be 'interviewed' by local high school students in connection with class projects. In

short, the region clearly values the Department as a valuable resource for information about classical languages and civilization.

- 3. Junior Classical League: The Junior Classical League is very active in the Pacific Northwest. (The JCL in the PNW comprises several chapters of the National JCL, an organization of junior and senior high school students sponsored by the American Classical League and the largest Classical organization in the world today with over 50,000 members. Its purpose is to encourage an interest in and an appreciation of the language, literature and culture of ancient Greece and Rome and to impart an understanding of the debt of our own culture to that of Classical antiquity.) More often than not the annual weekend meeting is held in Seattle. This is usually held in an area school; in 2001, it was held on the UW campus. Departmental faculty -- typically, 2-3 of us -- participate in this event regularly, giving presentations, serving as 'judges', etc. In recent years Connors, Gowing, and Hollmann have all participated; this coming year Gowing and one of our graduate students, Lindsay Morse, will lend their talents. This is an important way for us to connect with area students and high school teachers alike.
- 4. **College of Education:** In recent years we have striven to build our relationship with the College of Education and to involve ourselves more actively in the training of teachers and to advocate for certification of teachers in Latin. Professor Connors has spearheaded this effort. To that end we recently facilitated a meeting between Cap Peck, the UW Director of Teacher Education, and Nora MacDonald, longtime Latin teacher at Roosevelt High School and one of the most respected teachers of Latin in the state. In addition, both Connors and Gowing attend meetings of the Teacher Education Program, a new program in the College committed to preparing new teachers to work effectively with students in culturally and racially diverse communities. We are preparing a list of Classics courses to be included with the College's list of approved courses for the newly-instituted Minor in Education, Learning, and Society (ELS), a minor elected by those exploring the possibility of education as a career.

As one anecdote related to this section, we cite the example of Christy Stocker (BA '98), whom we supported in 2002 with a Jim Greenfield Academic Initiative Award so she could earn certification. Stocker is now in her third year as Principal of the Nicasio School in Marin County, CA, where in addition to her administrative duties she has developed a vigorous program in Latin. Last year, under Christy's leadership, Nicasio won a Golden Bell Award in the category of Programs (awarded by Marin County Office of Education) for their Exploring World Languages program, which provides Spanish instruction to all students in grades K-8 and Latin instruction to grades 6-8.

5. World Languages Day: Departmental faculty are regular participants in World Languages Day, when high school students and teachers visit the UW campus for a day in the Winter Quarter. They have the opportunity to visit classes, attend presentations of a wide variety of topics, learn about careers using world languages, and visit the University's Language Learning Center.

6. WEST-E. In 2008 Connors and Gowing were invited to participate in the redevelopment of the Washington Educator Skills Tests - Endorsements in Latin. This exam will replace the Praxis II series test currently being used for subject area endorsement for public school educators in the state. Test development is being organized by the Professional Educator Standards Board and the Office of Superintendent of Public Instruction (OSPI), and contracted out to the Evaluation Systems group of Pearson. Gowing participated in the first brainstorming session in July 2008; Connors has attended and will attend subsequent meetings to finish developing the test. The significance of this should not be overlooked: it means that the state has committed itself to having in place a endorsement test in Latin (which bodes well for support accorded the teaching of Latin in Washington) as well as recognizes the value of input from faculty at the region's largest Department of Classics.

C. Seattle Society, Archaeological Institute of America

The Department has a long-standing association with the local chapter of the Archaeological Institute of America, which brings several classical archaeologists to Seattle each year to give lectures to audiences of 150-300 people. The Seattle Society of the AIA currently has a membership of well over 100: some academics and students, but mostly members of the general public with interests in archaeology and the ancient world. The lectures are held on campus (in Kane Hall), and the Department assists with the arrangements, both logistically and financially. Department faculty alternate with members of the non-university community as officers of the Society, and help to identify potential speakers for the Society's prestigious annual Ridgway Lecture.

A significant development since the last ten-year review in 1998 has been the institution of the Annual Faculty Lecture on Classical Culture. Co-sponsored by the Seattle Chapter of the AIA and the Department of Classics, the Annual Lecture showcases "a broad spectrum of UW faculty research on the cultures of the Greco-Roman world...with speakers from Classics or related departments, and the topic [is] sometimes but not always strictly archaeological." This has proven to be an enormously successful event, with lectures delivered by our faculty as well as faculty from cognate departments at the UW and area institutions.

Governance of the local chapter has always been shared between the Department and members of the community. Typically, the president will be, in one two-year term, a member of the faculty; and in another, a member of the community. Thus this has proven over the years to be a very fruitful and cordial relationship. As time has passed, however, the number of individuals ready and willing to serve the chapter, both from the faculty and from the community, has dwindled. Happily, under the gifted and capable leadership of Emeritus Professor Bliquez -- who has served as president of the chapter many times in the past and is currently doing so again -- we have turned this particular corner. Several individuals from the community have been elected to office; Bliquez has wisely established an advisory board of both faculty and community members which will provide continuity and leadership; and two faculty members have stepped into the breach: Sarah Stroup will succeed Bliquez as president next year, and our new hire, Kate Topper, is now the chapter secretary.

The chapter faces, however, a major challenge in dramatically escalating costs. When the chapter was first instituted, no charge was made for the lecture hall. Beginning in 1980, a nominal fee was charged (\$30); 28 years later, this has risen to ca. \$452 a night -well over double what it was in 1999. While the Department underwrites the local AIA to a significant extent, these increases have severely cramped the chapter's activities. We have cut back on the lectures and will in all likelihood go to electronic mailings to save on mailing costs. But the chapter relies on the national organization for funding (essentially a portion of membership dues), and this is inadequate to the cost of renting a room, paying for visiting speaker lodging, etc. We have appealed -- and will again appeal -- these fees to the administration, on the view that this is a crucial outreach to the community, an outreach that current university policy seems destined to curtail. While this policy seems to us self-evidently contrary to the University's mission and best interests, in the current economy, it is not likely to be reversed any time soon. For that reason we are concerned about the future of the AIA, which for the better part of five decades has been an important link between the Department (not to mention the University) and the community at large -- a very public showcase for some of the best work in the field.

D. Miscellaneous and everyday service to community

Not a day goes by that we do not receive requests for some form of assistance or advice from the community. In most cases, these are requests for translations (usually of diplomas), mottoes, or the like. These we happily provide.

Last, but by no means least, the Department is a frequent and consistent contributor to conferences and initiatives around the campus. We are often asked to help underwrite visiting speakers in History or Art History, and we are pleased to do so. We also make regular, if modest, contributions to graduate student conferences organized by students in other disciplines; our own graduate students often participate in these. In addition to the many other and more substantial forms of service catalogued above, this is one way in which we offer service, financial and otherwise, to both the University and local community.

CHAPTER 4: RESOURCES

A. Overall picture

In general, as will be apparent from the following, the Department is in moderately sound financial shape, at least in terms of its 'internal' sources of funding (e.g., endowments) and for students in particular. These allow us to fund generously undergraduate scholarships, travel for both graduate and undergraduate students, and dissertation quarters as well as to offer supplementary graduate stipends, etc.

However, we face serious obstacles, chief among them shortage of faculty as well as the threat of diminished resources for employing TAs (previously discussed in Chapter 3.1) and an inadequate TA stipend (discussed below). These situations threaten our ability to maintain the excellence we have worked very hard to achieve. In the present and future economic situation, diminishment of state resources (and the concomitant reduction in TA funding, discussed in Chapter 3.1) is likely to increase the pressure on funds and endowments — forcing us to divert funds currently used as supplements to the stipend into paying for the stipend itself. While we understand that there are economic forces at work beyond our control, we nonetheless feel that the ramifications of a continued or reduced lack of support need to be made unambiguously clear. Moreover,

One side note: In 1998, as our report underscored, we were quite concerned with the dearth of office space. Happily, this situation will be resolved with the renovation of Denny Hall, scheduled to be completed in 2011. Denny will be vacated this coming summer, and faculty and staff will decamp to Condon Hall for two years.

B. Administrative office and staff

At present the Department is well served by its staff, most especially by Doug Machle, Assistant to the Chair. In many important respects the Department owes its smooth running to his experience, guidance, and care. It was no surprise to us that he won a richly deserved Distinguished Staff Award in 2005. As mentioned in Chapter 1, Machle discharges a number of functions: Undergraduate Adviser, Graduate Program Assistant, Time Schedule Coordinator, Budget Coordinator, Payroll Coordinator, Inventory Contact, Insurance Contact, Denny Hall Building Coordinator, and also looks after the Department's computing needs. Moreover, although the departmental website was thoroughly redesigned by a webmaster from the College of Arts & Sciences, maintenance for the site falls chiefly to Machle.

With all that he has to do, it is nothing short of miraculous that it all gets done and done well. We are well aware of how fortunate we are to have Doug. He is irreplaceable, one of the Department's most valued assets.

The Department would clearly benefit from a full-time secretary. At present, it is difficult for the current secretary, Jerome Kohl, to keep up with the various tasks

required of him. On most days, after 3 PM the departmental office is staffed solely by Machle. As a consequence, in addition to his regular duties he must answer the phone, greet visitors, or answer questions from any number of people – all duties that properly fall to a secretary. Thus for the office to achieve optimal performance and efficiency, we really need a full time secretary.

The greatest area of concern at present is with our student assistant and the amount of money we have for hourly expenses. Dana Kubilus, our current student assistant and now in her second year, has been invaluable. In addition to the usual tasks of photocopying and other minor clerical tasks, Dana has kept our seminar room collection in order and fully catalogued the collection in preparation for our move out of Denny. This task has required more than average clerical skills, and we are very fortunate to have Dana's services. In short, a good office assistant is essential, but it may be increasingly difficult to afford one.

In the 01-03 biennium we had \$245/mo in year 1 which was raised to \$259/mo in year 2 for a total of \$6,048. The figures prior to that had been essentially the same for many, many years. The regular hourly line was cut from the budget in 03-05 as a result of budget cuts and has not been restored. We have been using recapture and borrowing from the bottom line since then to pay for our hourly help, which includes, by the way, funds for hiring readers. Roughly 2-3 readers or graders, who may be assigned to various classes to assist faculty members in assessing papers and examinations, are hired each year.

In 2008-2009, for instance, we have allocated \$5400 in recapture money to cover hourly expenses for both this year and for 07/08. For FY 06/07 recapture was \$941. Recapture is likely to diminish in the short term. Given other growing demands on our recapture funds (it seems probably that almost all of future recapture will have to go toward TA support), it is not clear how much we can spare to pay for either a student assistant or for readers.

C. Research support resources

Given the degree to which this faculty is active in the field, attendance at conferences -local, national and international -- is crucial. We place a high premium on such activity, and for that reason are committed to funding faculty travel and related expenses to the greatest degree possible. The Department receives from the College of Arts and Sciences a modest sum each biennium (this for some time held steady at \$11,000), which is earmarked for faculty travel as well as for other travel (e.g., visiting speakers). Faculty may also apply to the Graduate School for travel awards, though these funds are limited (and cover only airfare) and the international travel awards have been discontinued as of December 2008. Since we exhaust our biennial allotment fairly quickly, we supplement with funds from our Classics Endowment. As a rule, we are able to fund at least one conference trip per year for each faculty member.

As noted below, we have in place one endowment (the Morgan Endowment) and another that will eventually come online (the Kranidas Endowment) that will provide funds for faculty travel. **Extra-Departmental Resources:** Travel funds aside, faculty rely chiefly on external sources in support of research. Junior faculty on a tenure track may expect two Junior Faculty Development Quarters; for faculty at all ranks, the two most important sources of funding, both highly competitive, are the Royalty Research Fund and the Simpson Center for the Humanities.

• The Simpson Center for the Humanities: Among the various programs offered in support of faculty, the most important for faculty research is the Faculty Research Fellowships (Society of Scholars). Classics faculty have been very successful indeed in competing for these awards. A Research Fellowship allows one to pursue individual research as well as participate in the biweekly meetings of the fellows throughout the academic year. Faculty at all ranks are eligible to apply; in any given year, eight awards are typically made. The award secures a certain amount of recapture for the home department. In recent years, the following have won these fellowships:

> Gowing (2002-2003) Stroup (2002-2003) Connors (2005-2006) Blondell (2006-2007)

In addition to these awards, the Center has also generously funded two major conferences sponsored by the Department: a conference in 2003 organized by Olga Levaniouk and Tim Power, entitled "Displaced Dialects: From Local Language to Panhellenic Poetics" (Levaniouk and Power both presented papers); a most recently, a conference on "Roman Imperial Art and Ritual" held in conjunction with the Louvre exhibition of Roman art at the Seattle Art Museum in spring 2007 and organized by Gowing, Peg Laird (Art History), and Sandra Joshel (History)

• **Royalty Research Fund**: Faculty may apply for a quarter's worth of support from the University's Royalty Research Fund. The stated goal of the RRF is to advance new directions in research, particularly: 1. in disciplines for which external funding opportunities are minimal; 2. for faculty who are junior in rank, and/or 3. in cases where funding may provide unique opportunities to increase applicants' competitiveness for subsequent funding.

There are highly competitive awards. Since 1998, the following have applied for and been awarded an RRF:

Blondell (1999) Power (2002) Levaniouk (2003) Gowing (2003) Connors (2010)

• Junior Faculty Development Quarters: Assistant Professors on tenure track may expect two 'Junior Faculty Development Quarters' in the course of the years leading up to the tenure year, one in the second year and another in the fourth.

While this frees them up from teaching duties, it does not relieve them of other duties, though in practice the Department tries hard to reduce other responsibilities insofar as is practicable. In contrast to other types of awards, the Department receives no 'recapture' funds for JFD Quarters.

National fellowships: Departmental faculty are encouraged to apply for national and international fellowships. Since the last ten-year report, the following have applied for and secured such support:

Hinds: American Philosophical Society Sabbatical Fellowship (2003-04)

Stroup: Getty Foundation Grant: "Hellenization at Dor: Acculturation and Resistance" (2003-2005)

Levaniouk: Loeb Library Foundation Fellowship (2005)

Power: Junior Fellow, Center for Hellenic Studies, Washington DC (2006-2007)

Blondell: NEH 2008 Summer Stipend Incentive Award (awarded through the Simpson Center)

D. Summary of departmental endowments and funds and their uses

In 1998 the Department had two endowed funds, the Classics Department Endowment Fund and the Harvey Densmore Memorial Fund. In 2008, the number of endowed fund has grown to seven, one mark of very successful fundraising efforts, with two additional endowments in the works. As of July 2008, the market value of these endowments totaled \$5,157,670 (see also Appendix B). We summarize below, in order of their establishment, the currently endowed departmental funds, endowments in the works but not yet 'online', and our several non-endowed funds.

- Harvey Bruce Densmore Fund (1979): This fund provides annual grants to undergraduate students of Greek. In recent years, we have used this fund to supplement Jim Greenfield Undergraduate Scholarships, competitive awards given to our very best students. The market value of the Densmore as of 6/30/08 was \$93,380.
- **Classics Department Endowment Fund** (1981): The market value of our Endowment was \$312,381 as of 6/30/08. This is our chief discretionary fund, and is used to support a variety of Departmental activities.

New endowments since 1998

• The Jim Greenfield Endowed Classics Scholarship (1999): As of 30 June 2008, the market value of this endowment was \$4,563,904, making it currently one of the top ten endowments for scholarships at the University of Washington (source: 2007-2008 Report to Contributors). The department receives quarterly disbursements, which have fairly consistently hovered between \$50,000 and

\$53,000 per quarter. From this income of roughly \$200,000 per annum we fund a substantial variety of scholarship funds for both undergraduates and graduate students. These are:

For undergraduates:

Jim Greenfield Undergraduate Scholarship Jim Greenfield Travel Bursaries Jim Greenfield Reimbursement of Graduate School Application Fees

For graduate students:

Jim Greenfield Graduate Fellowship Jim Greenfield Travel Bursaries

Jim Greenfield Dissertation Fellowships

In addition, funds from the Endowment are used for other purposes as deemed appropriate by the two committees that oversee the undergraduate and graduate scholarship programs respectively. For instance, we underwrite each student who participates in our Rome program in the amount of \$1000, thereby reducing significantly their costs; we have made a number of Academic Initiative awards (e.g., we paid tuition expenses for a former undergraduate seeking to be certified in teaching Latin, program expenses above and beyond travel expenses for students participating in programs abroad, etc.).

- Thomas and Joyce Morgan Endowment for Classics (2002): This fund was established by Thomas Morgan and his wife Joyce. Tom, a retired doctor, earned his MA in Classics from the Department in 1989. Tom and Joyce are longtime, much loved friends and the supporters of the Department; Tom has for many years been extraordinarily active in the Seattle Chapter of the American Archaeological Association, whose relationship with and importance to the Department we discussed in Chapter 3.3. The market value of the Morgan Endowment was \$36,725 in June 2008. No award has yet been made from this fund (the current distribution is about \$1700). Further substantial contributions by the Morgans are provided for under the terms of the endowment.
- John B. and Mary K. McDiarmid Endowed Lectureship (2005): In 2000 the Department instituted a lecture to be delivered by a distinguished scholar chosen and invited by the Classics graduate students. This lecture was named after Professor John McDiarmid, chair of the Department from 1949-1973 and founder of the graduate program in 1960, and his wife Mary. In 2005, the Lectureship was endowed, thereby ensuring its continuance. The market value as of 6/30/08 was \$36,524.
- Nesholm Family Endowed Fellowship (2006): This endowment, valued at \$176,006 as of 6/30/08, is held jointly between Classics and the Department of French and Italian Studies; the revenues are split evenly between the two departments. Its purpose is broad, to provide financial assistance to graduate students. We were able to make our initial award from this fund in 2008, providing a graduate student with the means to study papyrology in Oxford during the summer.
- Classics Student Travel Endowment (2007): This fund, initiated by an anonymous donor who agreed to match every dollar contributed up to \$25,000,

was established in 2007; through an aggressive fundraising campaign, the fund was swiftly endowed soon after the pledge was made. As of 12/29/08, the value of the fund was \$38,252. As its name implies, this fund is dedicated to providing travel support to undergraduate and graduate students in connection with their studies.

There are two additional funds that will eventually be endowed:

- The Department is the beneficiary of a Charitable Remainder Trust in the amount of \$1,000,000 from alumni **Jim and Jane Barthelmess**. The gift will be used to support graduate students and faculty. The Barthelmesses, longtime contributors to and supporters of the Department, first established a general use fund in 2000 for support of graduate students; several awards have been made from this fund since its inception.
- The Mary Orphanou Kranidas and Theodore Kranidas Endowed Fund is in place as of December 2008 and will come 'online' once the minimum required funding is received. The Kranidas Endowment will be earmarked for support of both faculty and graduate travel.

Non-endowed funds

In addition to our endowments, the Department maintains several non-endowed funds central to our operations, all of which rely on the generosity of donors to the department:

- Friends of Classics Fund: a discretionary fund for non-state funded activities (e.g., post-lecture receptions)
- Classics Library Fund: This fund was established in June 2002, partly by a onetime grant from the Libraries' 21st Century Fund, and partly by faculty and other donor contribution, to counteract the immediate effects of cuts to our acquisitions budget in Classics. The long-term goal is to establish an endowment to guarantee the continued excellence of the University Libraries' Classical holdings.
- Friends of Tel Dor: This fund was established in connection with Professor Sarah Stroup's association with the excavation at the site of Tel Dor in Israel, and in particular with the summertime archaeological field school she established there in 2007. Sarah has been extremely successful at securing support from the community for this particular endeavor. In 2007-08 alone, this fund received \$5,438.04 in donations.

We also maintain two scholarship funds, both instituted prior to the Greenfield bequest, each of which is at present too modest to permit especially meaningful awards. We hope these will grow over time:

- **Classics Fellowship Fund:** Graduate student support for the most promising scholars in the Department of Classics.
- Classics Department Scholarship Fund: Supports undergraduate scholarships for students in the Department of Classics

E. Donor development

Under the leadership of the previous chairs, as well as through the efforts of current and retired faculty members, we have established good and lasting relationships with various members of the community. Under Jim Clauss in particular, donations to the Department increased significantly; of particular note was the campaign, mentioned above, that resulted in the rapid endowment of the Classics Student Travel Fund -- a fund to which, we are proud to say, every faculty member donated. Indeed, it is noteworthy that faculty are frequent and generous contributors to the Department. In recent years, the College of Arts & Sciences has offered to match contributions made by faculty members in support of graduate students (in 2008 the match was 50%, in 2009 it will be 100%): the Department has taken full advantage of that offer.

Support of the Department in general has been consistently generous and gratifying, and comes not only from former students and graduates but also from a significant number of people simply interested in promoting the discipline and helping students. Meg Greenfield was one such person.

One major development since the 1998 report has been the expansion of the College development (now called 'advancement') team. We now have at our disposal several individuals who provide advice and guidance on all aspects of fundraising, most importantly Chris Landman and Molly Purrington. The chair meets regularly with Purrington (once or twice a quarter, with more frequent communication by phone and email) and a couple of times a year with both Landman and Purrington.

One notion that has been much discussed over the past couple of years has been the possibility of constituting a 'Visiting Committee', composed of individuals in the community who have both contributed to the Department and maintain ties with us. At our retreat in June 2008 we decided on a tentative list of people to invite. Subsequently, our development contacts have advised against such a move, at least until such time as we could identify specific, concrete tasks for such a Committee to accomplish. This is an ongoing conversation, but we expect that at some point in the near future such a committee will indeed be constituted.

Departmental faculty are often invited to participate in fundraising activities that benefit the department both directly and indirectly. Thus both Gowing and Clauss have recently given Dean's Club presentations (the Dean's Club consists of donors who contribute \$500 or more annually to the College of Arts and Sciences or any of its units and departments); fundraisers for Friends of Tel Dor, sponsored by members of the community have become an annual event, and feature presentations by Sarah Stroup as well as by students; several of us regularly participate in the annual fundraiser for the Palazzo Pio, our facility in Rome.

There are in addition three desiderata, two of which we hope to achieve within the next year or two: an updated format for the Newsletter and an annual appeals letter.

The Newsletter appears once a year, typically in December, and is one of the principal fundraising tools of the Department. Maintaining the mailing list for this has been a

challenge, but happily, this year the College has been working with the Departmental secretary to update the lists and to ensure that all alumni of the Department are on our mailing list. In addition, if funding permits (and it is at this point not at all certain that it will), we would like to improve the appearance and perhaps expand the scope of the Newsletter (including, for instance, more news about our various alumni and their activities than is currently the case). We have been urged to go to an entirely electronic newsletter (our Newsletter is already made available, however, on the Departmental website, but we remain convinced that this will reduce the effectiveness of the document as a fundraising tool, and are prepared to spend the Department's own resources to continue and improve the paper version.

Our advisors in development have also urged us to consider an annual appeals letter -- a mid-year supplement to the Newsletter that will constitute a direct appeal for support. This has proven quite effective in other units, and we will try such an appeal in the coming year. In connection with this, as well as with the Newsletter, we hope to appeal more efficiently and broadly to our alumni. The success of the campaign for the Classics Student Travel fund, during which a portion of our alumni were solicited (primarily those who had participated in our Rome program), suggests that this may prove to be a prudent move for us.

But an infinitely more ambitious wish is an Endowed Professorship. This would require raising \$250,000. An Endowed Professorship brings prestige and national visibility, and apart from its advantages as important retention tool for exemplary faculty, it would provide further recognition of the Department's excellence.

F. The TA Stipend: a deepening crisis

In Fall 2007, the President of the American Philological Association invited graduate programs in Classics to provide information about the financial packages offered to incoming graduate students. The UW and twenty-one other programs responded. Seventeen of these programs reported packages that were higher than UW's base TA stipend, which in 2007 was \$13,059 for 9 months. The three programs that offer packages lower than UW's are located in areas where living expenses are significantly lower than in Seattle. We keep excellent records of the decisions made by students who decline our offer of admission. While the Greenfield Endowment and other funds make it possible for us to compete on this playing field by adding some top-up grants to TA stipends -- in some instance top-ups of as much as \$5000 -- and by offering some opportunities for summer TAships, it is definitely an uphill battle to get students who are considering awards two or three thousand dollars more than even our best offer is to take us seriously.

While we are realistic about the current financial challenges that face the UW, we would be remiss not to consider in our forward planning the impact of the extremely low level of the TA stipend in relation to the resources of the departments with whom we compete. The low level of this stipend, and the lack of other funds to increase offers made to recruit students, is the main obstacle to increasing quality faced by departments at the UW which are not supported by research grants and contracts. In grant-supported departments, support in the form of TAships is often relatively insignificant in terms of the overall package being awarded, but in non grant-supported departments, teaching is central to the mission of every member of the unit and TA support is at the core of every offer of funding. The Classics Department maintains excellent records of TA student evaluations, and faculty who supervise TAs visit their sections in person. On that basis, Classics faculty who are directly involved in the supervision of TAs affirm unanimously that the more successful we are in attracting top prospects for graduate school, the better the quality of the teaching in our TA courses. By investing in graduate students we are strengthening the quality of the undergraduate experience at UW.

In the short term, and on a relatively small scale, it would make a significant difference if we could be awarded an additional in-state tuition waiver to pair with a Greenfield Fellowship. While we typically offer two Greenfield Fellowships to first year students, we have only been awarded one tuition waiver from the GSFEI, and thus use the endowment to pay the other Greenfield Fellow's tuition. If we could obtain an additional waiver we would use the endowment funds now devoted to paying tuition to increase the competitiveness of our offer by adding to our top-up grants. This would also send a strong message to future donors about the willingness of the University to partner with Departments to support investments in graduate education.

In the longer term, we hope to be part of conversations with the College and the Graduate School about how support of graduate education is presented in advancement campaigns. Right now, in the development materials we are aware of, support of Graduate education seems to be almost entirely 'off the radar.' Our experience with the transformative impact of gifts in support of graduate funding could be a useful contribution to conversations about making such support less marginal in the University's fund-raising campaigns. We measure quality by the calibre of graduate students attracted, the excellence of the teaching they do while here, and the high profile of the jobs they get when they leave. The experience of the Classics Department shows just how much quality money, carefully spent, can buy.

CHAPTER 5: CONCLUSIONS. LOOKING AHEAD AND MOVING FORWARD

A. Summary: a decade of change

The ten-year review of 1998 was a watershed moment in the history of the Department of Classics at the University of Washington. That report documented a long period of growth and development under a series of highly successful chairs -- John McDiarmid, Dan Harmon, Michael Halleran, and Stephen Hinds -- that brought the Department to a position of national prominence and recognition. As a consequence of that review, the College duly recognized and rewarded the achievements of the Department.

The Greenfield bequest

Shortly after that review, we were blessed by an extraordinary gift in the form of the bequest from Meg Greenfield, a longtime friend and supporter of the Department. As should be apparent from nearly every page of this report, the effect of that bequest on the Department and its students has been sweeping and transformative. Under the stewardship of Hinds, who chaired the Department from 1997-2002, and then Jim Clauss (Chair, 2002-2007), programs for utilizing the funds from the Greenfield bequest were put in place and have evolved over time. The benefits to our undergraduate and graduate students alike have been incalculable.

Our best undergraduates compete for Jim Greenfield Scholarships, of which we award several per year, with awards ranging from tuition to tuition plus substantial living expenses. We have also made available travel bursaries to allow students to participate in programs abroad; all students participating in the Department's well-respected Classical seminar in Rome may apply to have their travel costs covered, as well as have a substantial portion of their program expenses covered (we contribute \$1000 per student). We offer Meg Greenfield Essay Prizes, awarded to the best undergraduate papers written in a given year. We have made Academic Initiative awards from Greenfield funds to allow students to get their teaching certification. We subsidize graduate school application fees for our majors applying to graduate schools.

The Greenfield Endowment has allowed us to become competitive with the best graduate programs in the country. We now routinely offer one or two Jim Greenfield Graduate Fellowships to incoming graduate students, providing them with the most precious commodity a graduate student needs – time to pursue their scholarship. As they progress through our program, graduate students continue to receive supplementary stipends in recognition of their achievement; this is also a partial attempt to address the problem of uncompetitive TA stipend levels (see below). When they reach dissertation stage, they may compete for Jim Greenfield Dissertation Quarters. As we did for undergraduates, we have in place Travel Bursaries for graduate students, allowing them to attend academic conferences both here and abroad; those who participate in our Rome program can also apply for funding for their travel. UW graduate students are now a palpable presence at conferences throughout the year, and winning awards for it in the process (see Chapter 2). We believe that the Greenfield Endowment is being spent just as Meg Greenfield intended it should be – and more important, is having precisely the effect she intended. Please look carefully at Appendix J (Select list of UW Classics BAs: where are they now?) and notice how many of these students were recipients of Greenfield funding. In the past decade our undergraduates have been enormously successful at getting into first-rate graduate programs; as of this writing, former students are in graduate programs at Harvard, Michigan, Columbia, Yale, Princeton, Bryn Mawr, UCLA, USC, to name a few. Many past holders of Greenfield fellowships are now tenure track or tenured at institutions across the country and in Canada.

The successes experienced by our graduate students as a result of the Greenfield Endowment are equally impressive. It is no accident that of the 18 PhDs awarded in the past ten years, 17 are in teaching positions, several of them tenure track. Our placement of PhDs in the last decade is thus nearly 100%. That is a remarkable achievement, and a testimony to what can be achieved with comparatively little non-teaching support.

Change and enhancement

In addition to changes effected by the Greenfield bequest, in the past decade the Department has made some noteworthy advances. To summarize these:

- We have made considerable strides in the area of diversity. We now have in place a Diversity Plan (Appendix H), and in that document we detail some of our successes in this area. We have successfully recruited graduate applicants from historically underrepresented groups, and in comparison to the discipline as a whole, our record is strong. Among our undergraduates, one, an African American student, won a Rhodes Scholarship in 2004; another, also African American, was awarded a Mary Gates Research Scholarship last year, and this year has entered the graduate program in Classics at UC-Berkeley.
- The undergraduate program has been enhanced in a number of ways, in particular, through the institution of the undergraduate seminar (Clas 401), which provides our students with an opportunity for sustained critical writing as well as exposing them more directly to topics and areas of special interest to the faculty.
- In addition to our own Rome program, students have more (and better funded) opportunities for experiences abroad, most notably through Sarah Stroup's archaeological field school at Tel Dor, Israel
- Our graduate program has been improved by the institution of the proseminar (Clas 520) and well as by the establishment of Lat/Grk/Clas 540, 'Topics in Literary History'. In the former, our students are introduced to the wide range of subdisciplines and methodologies in the field; in the latter, they have the opportunity to read a variety of text as part of a survey of some aspect of classical literary history.
- Our outreach to K-12 teachers has been enhanced through increased collaborations with the College of Education, and most recently, through

participation in the development of the Washington Educator Skills Tests -Endorsements in Latin. This exam will replace the Praxis II series test currently being used for subject area endorsement for public school educators in the state. We continue to offer an Annual Teachers Conference, many of us participate in the annual Junior Classical League convention, and we also have regular departmental involvement in World Language Day.

- Our vigorous program of speakers has been enhanced in some interesting ways, most notably through the addition of the McDiarmid Lecture, which allows graduate students to select and invite to campus a leading scholar in the field. We have added as well the Annual Faculty Lecture, co-sponsored by the Department and the Seattle Chapter of the Archaeological Institute of America. This is a significant outreach for us.
- The 'face' of the faculty has changed somewhat since 1998, with five new hires since then, and the research profile of the Department has expanded in some exciting ways. In addition to strengths in text-centered studies and some traditional areas of research, such as epic, Hellenistic poetry, or historiography, we now feature as well significant strengths in social and cultural studies, material culture, and reception studies, to mention a few. We have in our ranks, too, a Lockwood Professor of the Humanities, Stephen Hinds, yet another indication of the caliber of the faculty.
- Faculty service to the College, the University, and the community is exemplary (see Chapter 3.3). In addition, many of us are active leaders in organizations both national (the American Philological Association) and local (Classical Association of the Pacific Northwest).
- In the past decade the number of endowments in the Department has risen from two to seven, including the Greenfield, with two more endowments in the works. We take this as a significant vote of confidence in what we are doing on the part of the community.

B. The Departmental wish list

The Greenfield bequest is not the only important story here. An equally important resource for the Department – as well as for the University – is the Department's faculty, graduate students, and staff. Our greatest concerns for the future of the Department lie with these three groups. While we recognize that these are inextricably linked with economic issues, for us they are also linked with issues of quality and excellence. Clearly not every problem can be fixed with money, but in this instance, increased support would reap great dividends.

Staffing: For nearly two decades the Department has lived with a part-time secretary. As the Department's financial picture has become more complicated, and increased demands have been placed on the shoulders of Doug Machle, the indefatigable Assistant to the Chair, it is apparent that our current situation vis-a-vis our secretary is not optimal. This is exacerbated by fluctuating and uncertain levels of support for a

student assistant (as well as for readers and graders for our courses). The Department would benefit significantly by having a full-time secretary.

Faculty: As we have had occasion to observe at several points in this report, in 2008 we are essentially a faculty of 9 (10, if one counts Jim Clauss, but for the foreseeable future, during his tenure as Director of the Honors Program, his teaching for the Department will be limited to one course per year), about the size of the faculty in 1988. With the loss of the services of emeriti Harmon and Bliquez, and in the expectation that our faculty will continue to be very successful at securing both internal and external fellowships in support of their research (as they should be encouraged to do), it is increasingly difficult to staff core courses. Inevitably, we will be able accommodate fewer and fewer students, despite consistent demand for our courses. Given heightened enrollment pressures in the University as a whole, this is not the sort of scenario one wants to contemplate. Frankly, the fact that we have for the most part been able to maintain our overall enrollments and majors is a testament to the strength and appeal of the Department.

It is worth pointing out that Departmental faculty often take on extra duties, including teaching. Stroup and Clauss have taught, for instance, in the Early Start program; Cathy Connors work as course supervisor for first-year Latin TAs, to which she devotes considerable time and effort, is an add-on. Faculty lectures for Classics 210 -- each of us gives 3-4 of these per quarter -- are add-ons. In short, we do more than our fair share, above and beyond what we are required to do. Our teaching load of 2-2-1 remains among the highest in the College.

TA Stipend: The quality of the graduate students we recruit -- and in turn the quality of the TAs we employ to teach UW undergraduates -- is directly related to the amount of support we are able to provide. The current level of the stipend, absent any sort of enhancement or supplement, simply cannot attract the best graduate students. Yet no one would deny that our undergraduates deserve the best. We all know that the undergraduate population at the UW is expanding; and we all know the many pressures that expansion is going to put on our classes, especially those offered by the College of Arts & Sciences. The demand for highly capable TAs is only going to increase; the economic situation is not going to change that. Our current stipend, however, seems destined to ensure mediocrity rather than encourage excellence. This is a difficult situation to accept for a Department such as ours, which has a long and continuing tradition of producing excellent PhDs and placing them in first-rate institutions.

Simply put, we would welcome advocacy from the College of Arts and Sciences, in partnership with the Graduate School, with respect to this issue. Indeed, we believe it calls for *strong* advocacy on the part of those who determine budgetary and advancement priorities at the supra-departmental level, since the stipend issue adversely affects disciplines less likely to attract significant sources of outside funding, even if the discipline is represented by an historically outstanding and nationally recognized department, as Classics has shown itself to be.

In Classics, we lag behind our competitor graduate programs by a *minimum* of 25% in terms of the stipend we can offer. It is against *competitor* graduate programs that our

stipend should be measured, not necessarily against the UW's HEC Board comparison group; measured against the latter group, the stipend issue will look (only) slightly and misleadingly less dire. In this department we are in the fortunate position of being able to supplement the stipend, but those resources are limited and increasingly strained. In light of the fact that our TA allocation is to be reduced by some 20% for the coming biennium (with no indication that it is to be restored should the economy recover), our own internal resources may well be diverted to provide, rather than supplement, the basic stipend. Without doubt, this will force us to be less competitive.

This problem has existed for some time, and unfortunately, the current situation will make it even more difficult to resolve. As long as ten years ago, in the report of the Graduate School Task Force on a Variable TA Rate, a report commissioned by then Dean Marsha Landolt, one read, "At UW, units which find the mandated TA salary scale too low to compete for the best prospective graduate students are responsible for addressing the problem. At peer institutions, this problem is usually handled centrally, by either authorization of a salary level that varies by discipline, or provision to the unit of financial supplementation (fellowships, etc.)." While the implementation of the variable TA rate at the UW benefited some units, it clearly has had the effect of leaving others behind, and thus for many of us the Committee's observation is as true in 2009 as it was in 1998. Reviewing some of the ways various units were struggling with the situation, including using departmental funds to supplement the stipend (as we in Classics currently do), the report concluded, "...there is no obvious reason for a policy which leaves to impacted units the task of solving the problem of competing with their peers in this arena, particularly when...the majority of peer institutions deal with this problem centrally. The present policy leaves the upper administration without tools to help academically strong units experiencing this problem."

The situation remains unchanged or, if anything, more alarming. We are not alone in this. The authors of recent ten-year review of the Department of Geography urged, "We strongly recommend to the College and Graduate School deans that a task force be established to address the issue of graduate funding across units, particularly for developing the best recruitment packages possible, given the limitations in available funds."

With all due allowance for the altered economic situation, the Department of Classics strongly seconds the view of the Department of Geography. The establishment of a task force would do much to assure the faculty, and not only of this department, that the administration takes this issue seriously and is eager to address it. It seems to us the least that can be done, and now is the time to do it.

Coda

We began this review by citing the word an external reviewer used in 1998 to characterize the Department -- a "jewel." We will conclude with another word that same reviewer applied to the Department -- "fragile." We are acutely aware that for all our strengths, for all the clear confidence in us expressed through the generosity of individuals such as Meg Greenfield, the Barthelmesses, the Nesholm Family, the Morgans, and many, many other individuals, and for all the support we have received from the administration, our situation still remains fragile. Our collective pride in the achievements of this Department -- and we mean not only the achievements of the past decade -- will no doubt be apparent. We have worked hard to bring the Department to a level of excellence and distinction that we know has secured us considerable respect here at the UW and nationally in our field. We recognize, too, that much of our fate rests in our own hands. But as in 1998, in 2009 we are again at a crossroads. If some of these issues are not addressed, it will be increasingly difficult to attract faculty (and graduate students) of the caliber we have thus far been fortunate enough to attract; and perhaps equally difficult to retain those who are here. It is our hope that in 2018, when the next ten year report is written, we shall be able to report on a Department with a vigorous (and larger) faculty, still some of the best graduate students to be found in any Humanities department at the UW, and a reputation for a rigorous academic program and scholarly distinction on a par with, if not superior to, that which it enjoys in 2009.

Appendix A: Organization Chart

Chair: Professor Alain M. Gowing (2007 - present)

Assistant to the Chair: Douglas Machle

Graduate Program Coordinator: Associate Professor Catherine Connors (2006 - present)

Undergraduate Advisor: Douglas Machle

Departmental Secretary: Jerome Kohl

Departmental Committees (as constituted for 2008-09):

• Greek Examination: sets and evaluates the graduate translation exam in Greek, offered once a quarter during the academic year. Meets as needed.

Members: Blondell (chair), Kamen, Levaniouk (AW), Hinds (S)

• Latin Examination: sets and evaluates the graduate translation exam in Greek, offered once a quarter during the academic year. Meets as needed.

Members: Gowing (chair), Connors, Clauss

• Modern Language Examination: sets and evaluates the graduate translation exam in Modern Languages, offered once a quarter during the academic year. Meets as needed.

Members: Stroup (Chair), Topper, Hollmann (AW), Gowing (S)

 Admissions, Appointments & Awards (Graduate): oversees the graduate admissions process as well as the awarding of graduate-level fellowships, travel bursaries, etc. The committee meets as a body, usually 2-3 times, during the WQ in order to confer about graduate admissions. Other meetings and discussions are scheduled as warranted.

Members: Connors (Chair), Kamen, Stroup

 Undergraduate Curriculum, Scholarships, and Awards Committee: oversees undergraduate awards (e.g., the Jim Greenfield Scholarships) as well as matters pertaining to the undergraduate curriculum. Meets as needed in order to evaluate applications for various scholarships; conducts interviews in late WQ with select applicants for the Jim Greenfield Undergraduate Scholarships

Members: Gowing (Chair), Topper, Levaniouk

• Relations with the Schools: principally concerned with organizing our Annual Teachers Conference and fostering and maintaining ties with area school teachers. Meets as needed

Members: Hollmann (Chair), Connors, Gowing

• Library Committee: oversees the seminar room collection (and in particular acquisitions) and serves as liaison between the Department and our selector in UW Libraries. Meets as needed.

Members: Hinds (Chair), Connors

• Classical Seminar in Rome: responsible for the selection process for the Rome program; usually entails one meeting, often by email, per year.

Members: Levaniouk (Chair), Hollmann, Stroup, Gowing

• Development Committee: has responsibility for building relationships with donors, current and future, to the Department. Meets as needed.

Members: Gowing (Chair), Clauss, Harmon

• Visiting Speaker and Lunchtime Colloquia Committee: oversees arranging for visiting speakers as well as our bi-quarterly Lunchtime Colloquia series. Meets or consults as needed

Members: Gowing (Chair), Stroup, Hinds

Course supervision:

Classics 101: Stroup

Classics 205: Levaniouk

Classics 210: Stephen Hinds

Latin 101-3: Connors

TA Coordinator: Gowing

Appendix B: Budget Summary

Budget Summary

2007-2009 Biennium 7/1/2007-6/30/2009	06-0422 Classics Oper
01 Personnel <i>01-10 Permanent Faculty</i> <i>01-20 Temporary Faculty</i>	2,042,947 1 <i>,412,901</i>
01-30 Academic Student Employees	355,758
01-60 Classified Staff	50,028
01-70 Professional Staff	105,004
01-80 Emeriti Teaching	119,256
02 Honoraria	1,000
03 Services	44,168
04 Travel	11,000
05 Supplies	10,152
06 Equipment	2,500
Grant Support	
Lockwood Professor	45,000
Beineke	10,000
*Endowments - Amount of Principal	
Greenfield	3,411,430
Classics Endowment	139,141
Densmore	35,952
Classics Student Travel Morgan	38,252
McDiarmid Endowed Lecture	26,025
Nesholm Family Endowment	29,960
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*See pp. 72-73 for our most recent Contributions and Endowments Report

Department of Classics

Contributions and Endowment Report: 8/20/2008



Total Giving – FY2000 through FY2008

Notes:

- From 1999 2002, the vast majority of contributions received were designated for endowments (primarily the Greenfield Endowments and the Barthelmess Planned Gift). For example, in FY00 \$2.62M of a total of \$2.638M came from two donors. See below for a breakdown of gifts directed to general operating funds.
- In FY03 the total number of gifts began to increase, adding to the overall base of support.
- In FY08, 38% of donors were alumni from the department.
- In FY08, of the 547 solicitable Classics alumni, 20% made a contribution to the UW. However, only 5.7% gave to the Department.

General Support (gifts to "Friends of Classics")