

1. PURPOSE AND TERMS OF THE SELF-STUDY

The Department of Classics has prepared this Self-Study document as an integral component of its Academic Program Review (APR). The APR is a process that is conducted under the authority of the Senate, with administrative assistance from the Dean of Arts, the Centre for Institutional Analysis and Planning (CIAP), and financial support from the Office of the Vice-President (Academic). An earlier APR for the Department was conducted in 2001.

The Department of Classics has reached an important and delicate stage of its development. As will be discussed below, the Department has had an extended period of complete renewal during which it has had to rebuild virtually all aspects of its faculty operations. According to the university schedule, the current APR is several years overdue; this is in large part because it was necessary to reach a moment of stability and maturity within the structure of the Department in order to most benefit from the process of an APR. This self-study therefore intentionally looks at the current state and future development of the Department rather than dwelling on the past. Thus, we have chosen to focus on a five-year period, taking 2007-2008 as the starting point for much of our self-analysis. Where appropriate for reaching better understanding of the Department, data from earlier years is included. We are aware that we have inherited a department and program from its previous members, but we hope to achieve a thorough representation of our teaching and research activity with particular reference to the current members of the Department. We also wish to demonstrate our role in the university and community, both academic and non-academic.

In short, we hope to provide a description and assessment of the Department, to outline plans for the future, and to assess our contributions to scholarship in our discipline, and to the University.

2. METHOD OF CREATING THE SELF-STUDY

A prior self-study in support of an APR was conducted in 2001 by the former members of the Department. Because of the wholly different composition of the Department at the time of that study's creation (except for the Administrative Secretary), the former self-study documents, the report and the follow-up action plan have not been referenced in the current report.

In June 2012, an initial meeting was held with members of the Department, the Acting Dean of Arts, the Associate Vice President (Academic) as a member of the Planning and Budget Committee, and a representative from CIAP. The purpose of the meeting was to lay the framework for the process and to answer any immediate questions arising. In July and August, the Department conducted a series of preliminary discussions in order to assess the components of the review that were considered to be essential. This required careful review of the Revised Procedures document provided at our initial meeting.¹ The Department also reviewed self-study documents completed by other units and posted on the CIAP website. The aim was to familiarize ourselves thoroughly with the process as well as to determine our most effective course of action in the creation of the self-study materials.

By September, each regular member of the Department had submitted an up-to-date CV based on the format suggested by CIAP. This proved to be an essential component in the further proceedings of the self-study as it compiled a quantity of data regarding the members of the department. As well, a general outline of the contents of the self-study was written; this outline aims to take account of the questions that are posed in the Revised Procedures document,

¹ Please see Appendix 10 for a copy of the Revised Procedures document.

although without specifically adhering to the structure of that document. On the basis of the outline and the areas highlighted in the Revised Procedures document, various elements of the self-study were allocated to members of the department who prepared materials to be brought forward into weekly discussion.

Throughout the fall term, members of the Department have met regularly to discuss the progress of the self-study. As elements have been completed, each has been submitted to the Head of the Department as compiler and editor of the self-study report. The aim has been to craft a cohesive and accurate report. Nevertheless, because each component of the document has been prepared by individual members of the Department, there are resulting distinctive nuances and, at times, differing points of view. The members of the Department are aware of such discrepancies and have chosen to embrace them as representative of its multi-faceted self-reflective view and the discipline of Classics.

The contents of the Self-Study report include the main body of the report, arranged in the appropriate headings relevant to the operations and self-reflection of the Department of Classics. There are a number of additional appendices that provide all faculty CVs, the University Calendar entries for Classics (undergraduate and graduate), a selection of course materials from each permanent faculty member, a library report, an infrastructure funding application, a MA program proposal and the Revised Procedures document. Other items may be requested as needed and added to the Self-Study with the consent of all department members.

It is worth noting that this has been a fully consultative and collegial process. All members have had opportunity to participate at all stages of the preparation of the document. All members have endorsed the contents of the self-study.

3. HISTORY OF THE DEPARTMENT²

The study of Classics at Memorial University has a long tradition of excellence, beginning in 1925 with the founding of Memorial University College, the forerunner to MUN. This occurred under the leadership of J.L.A. Paton, a renowned Classics master with some 40 years of experience in Manchester prior to his arrival in Newfoundland.³ Paton was committed to providing Newfoundlanders with appropriate liberal arts educational opportunities; this included continuing the study of Latin at the College. It is worth noting that even in the early days, the high quality of Classics students was evident; the first graduate of the college, Helena McGrath, was able to advance her standing by a full year because of her abilities in language and she taught Latin with Paton at the college until 1933 when both scholars left their positions.

While it is always of interest to reflect on the historical basis of an institution such as the Department of Classics at MUN, these comments are included as particularly illustrative of the importance of Classics' role at this university. Not only does the Department reflect an integral and historical role in the function of the university within the province, but even from its earliest days it displayed a high level of achievement.

Over the succeeding decades, the Department of Classics continued to build a reputation of excellence by providing the province with the highest level of access to studies in ancient Greek

² The information for much of this section is drawn largely from the research undertaken by M. Joyal, former member and head of the Department of Classics at MUN. See: M. Joyal, "Classics at Memorial, 1925-2000, in *In Altum: Seventy-Five Years of Classical Studies in Newfoundland*, 2001, 3-38.

³ It is worth noting that on 13 December 2012, MUN instituted new award named in honour of J.L.A. Paton as the founding president of Memorial University College. The award recognizes those who distinguish themselves across the continuum of teaching and learning, research and public engagement.

and Latin. This corresponded to educational goals and aims in the province; indeed, between 1949 and 1954, students enrolled at MUN were required to study either Classics or English. Appropriate and significant shifts in the curriculum were introduced in the 1970s when it became apparent that there was interest in subject matter other than language instruction. Courses in literature, ancient history, art and archaeology, and mythology were developed in response to declines in language enrolments; at the time, this was a trend seen across North America. Moreover, concurrent with this specific language instruction shift, a remarkable growth occurred in university populations, both at MUN and elsewhere. Thus, where the Department of Classics had in its earlier years operated with a faculty complement of 2-4 members, the expanded teaching duties and student interest required a greater number of instructors. By the early 1990s, the Department of Classics had reached a complement of seven. Moreover, during the 1980s and 1990s, the members of the Department not only served the needs of the students, they also created an impressive scholarly presence with extensive research and publication careers. MUN's Department of Classics gained a well-earned international reputation for high-quality scholarship.

4. STRATEGIC OBJECTIVES

The Department's primary objective is to impart to our students a holistic understanding of the ancient world of Greece and Rome. Such study entails a thorough grounding in all aspects of these cultures, from history to archaeology, from literature to philosophy. The study of this content also involves a well-rounded set of methodological approaches: students analyze the subject matter through the careful examination both of the literary sources, aided by the acquisition of ancient Greek and Latin, and of the material remains of these societies. Furthermore, since the discipline studies these ancient societies as totalities, students learn to see the connections between different elements of society and how they can mutually influence and determine one another. Finally, students also develop their ability to research, assess, and communicate a body of knowledge, both within the field and beyond it, with a particular emphasis on the acquisition of proper writing skills.

While the study of Classics is of intrinsic value, the Department also strives to show to its students how such study is applicable to modern circumstances. The inherently multi-disciplinary and holistic approach of Classics provides students with an excellent model by which to understand modern societies, since it trains them to recognize and understand underlying patterns and structures within society as a whole. Similarly, the discipline's high standards in research, assessment and writing give to the students a fundamental skill-set useful in any number of career choices.

We have been developing some of our course offerings to reflect further these objectives. For example, the recent development of a course on the ancient world in film speaks to the goal of

showing students how the ancient world continues to influence and shape perceptions in the modern. Similarly, a new myth and religion course is designed to draw together the subfields of mythology, religion and archaeology, by examining the archaeological remains of religious sites in tandem with the literary sources in order better to understand religious life in the ancient world.

Looking to the future, the Department has a number of other initiatives currently under development. In one example, we plan to develop an archaeology field-work course, in which students will travel abroad to ancient sites for direct study (and discovery) of the material remains pertinent to our discipline. The advantages of such a course for the students are many, since it involves the development of the students' ability to analyze and interpret a body of material evidence, thereby giving them practical, "hands-on" experience in the comprehension of a diverse set of data. Furthermore, such courses naturally expose the students to modern-day foreign cultures and allow them to observe points of contact (and distance) between ancient and modern societies. The course would also increase the Department's and the University's links with academic programs and institutions abroad.

These objectives in the teaching of Classics are dependent upon the Department's commitment to research and publication, by which we both add to the discipline's knowledge as a whole, and by which we keep abreast of recent advances and convey them to our students. A particular strength of the department's research profile is its focus on incorporating both literary and material evidence into its investigations. A number of members work directly with archaeological remains and the literary record, as seen in the publications of Dr. Allen (on

Roman baths), Dr. Nikolic (on our understanding of Roman architecture) and Dr. Roman (on the interaction between Roman poetry and the city of Rome itself), as well as in other current projects such as Dr. Maynes' work on Roman Comedy and its use of doors as a poetic trope. This focus rests well within the department's overall commitment to a holistic appreciation of Classical cultures, as further evidenced by Dr. Simonsen's work, which unites literary evidence with numismatics and epigraphy in the study of Athenian maritime history, and Dr. Levett's study of the intersections between Greek literature and philosophy and between Athenian tragedy and societal values of the day.

The Department is committed to advancing our contribution to scholarship at both the individual level and as a department. The Department is currently organizing a colloquium on technology and society (Spring 2013), gathering together a range of scholars from different faculties and institutions, by which we hope to bear good scholarly results through the use of a multi-disciplinary approach and a wide range of evidentiary material (scientific, physical, literary and sociological). The research projects of individual members of the Department continue to advance its profile, such as with Dr. Maynes' anticipated monograph on architecture and Roman Elegy and Dr. Nikolic's monograph on Roman aqueducts. Finally, our commitment to the discipline of Classics and the dissemination of new discoveries within the field to a wide audience is reflected in the fact that faculty members in the department (Levett, Simonsen, Maynes) serve as editors of the Classics journal *Mouseion*.

A major means to the further realization of the Department's objectives would be a seventh position specifically designed to increase the multi-disciplinary, multi-cultural and generally

holistic direction of the program. We envision a scholar who applies modern approaches to Classics that emphasize its ongoing contribution to current concerns. Such a scholar would be well-versed in the fundamental skills of a Classicist and also possess expertise in a range of contemporary methodological approaches (possible examples include gender studies, post-colonialism, canon-studies and “digital humanities”). Having a scholar with such a research profile would also serve as an attraction to potential applicants for our recently reestablished MA in Classics. The position would thus further advance and develop our already existing objectives to a degree that faculty resource limitations have not allowed us to do thus far.

5. CURRENT STATE OF DEPARTMENT

The Department currently performs its full breadth of teaching, research, and service tasks with six permanent faculty members, one teaching term appointment, and one administrative staff position.

5.1 REQUIRED DEPARTMENT RENEWAL

In the last decade, the Department of Classics has faced significant challenges. This is largely due to the fact that, from the period of 2002-2003, the Department has had to completely rebuild itself due to a complete loss of all former members to resignation, retirement, and untimely death. The longest serving member is the current Head, appointed into a tenure-track position in July 2002 (see chart below for summary of all appointments), with four other positions appointed over the succeeding years. Following the appointment of a sixth member of the Department in July 2008, we had anticipated at last achieving stability amongst our faculty members and being able to develop both our undergraduate and graduate programs. However, one of the members of the Department unexpectedly resigned effective December 2008. This left us again in the position of finding it difficult, if not impossible, to service the various aspects of the program. The Department was pleased to be able to hire a replacement position and we have now achieved a stable faculty complement.⁴

Even amid such challenges, the Department has focused on creating a stable departmental environment and has worked extensively to develop programs at both undergraduate and graduate levels that reflect the interest and expertise of all members. Without dwelling on the

⁴ A complete CV for each current regular full-time member and adjunct member can be found in Appendix 2.

difficulties we have faced, let it be noted that there has been no institutional knowledge or memory from which we have been able to draw as we have worked to develop strong teaching and research profiles, and to undertake curriculum reform. Due to the junior nature of the Department's members, much energy and attention has necessarily been given to the Promotion and Tenure process. At this point, three of the six members of the Department have been granted tenure. It is worth commenting as well that the Faculty of Arts has been strongly supportive of the Department of Classics and has given us the opportunity to move forward in our discipline, both by allowing tenure-track positions to be maintained but also by providing contractual support as required.

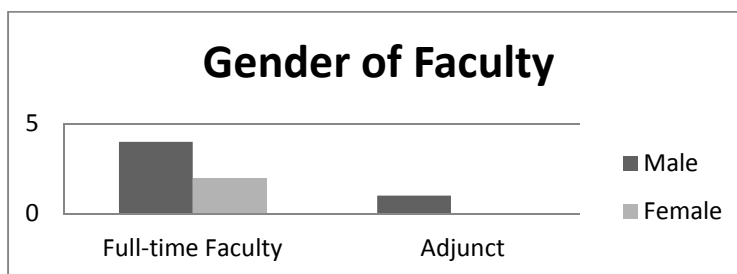
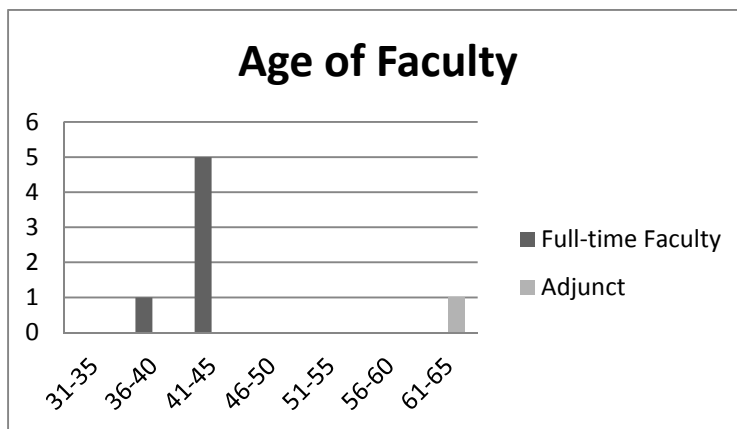
	Year Appointed	Current Rank	Status	Year Tenure Granted
Tana Allen	2002	Associate	Tenured	2006
Kathryn Simonsen	2004	Associate	Tenured	2010
George Robertson	2004	Resigned 2008		
Brad Levett	2005	Associate	Tenured	2011
Craig Maynes	2007	Assistant	Non-tenured	2012*
Luke Roman	2008	Associate	Non-tenured	2013*
Milo Nikolic	2010	Assistant	Non-tenured	2015*

*anticipated year of application for promotion and tenure

5.2 AGE AND GENDER OF CURRENT REGULAR AND ADJUNCT FACULTY

The current faculty cohort is relatively junior both in stage of career and age in comparison to other units at MUN and other departments of Classics in Canada. Four members are between

fifteen and ten years beyond the completion of their doctoral studies; two members obtained their PhDs within the last five years. Only one member has been tenured for more than five years at Memorial. No regular members of the Department are older than 45.



5.3 DATE AND UNIVERSITY OF PHDS OF CURRENT FACULTY MEMBERS

Position	Name	PhD	Date
Regular Faculty			
	Tana Allen	Alberta	1998
	Brad Levett	Washington	2002
	Craig Maynes	Toronto	2007
	Milo Nikolic	Victoria	2008
	Luke Roman	Stanford	1999
	Kathryn Simonsen	Toronto	1998
Adjunct Faculty			
	Jeremy Rossiter	Alberta	1986

5.4 CONTRACTUAL APPOINTMENTS

The Department of Classics regularly includes eight-month Teaching Term Appointments, as well as Per Course Instructors, not only for Sabbatical replacement, but also to enhance program offerings. All such appointees hold either the Ph.D. or are working toward such a degree. The Department has attracted scholars with a wide variety of teaching experience and research interests and who complement those of regular Academic Staff Members (ASMs) by further enriching the student experience. When it comes to teaching, these appointments have the same duties and responsibilities as regular ASMs and equal rights to academic freedom. Teaching Term Appointments are entitled to office space and the administrative and secretarial services of the Department.

From an administrative point of view, Teaching Term Appointments are strictly teaching appointments, but the eight-month term does not reflect the reality of academic lives. Planning for courses begins well before the beginning of the term, while follow-up with students often extends beyond the term of the appointment. Research activity receives only limited recognition or support from the university. Although a Teaching Term Appointment may retain essential services such as a library card and a MUN account between terms, professional development and travels funds are only available to appointments of 12 months or more.

A Teaching Term Appointment in the Department of Classics is welcomed as a member of a dedicated group of scholars. It is a testament to the members of the Department that nearly all those who have held Teaching Term Appointments over the years are still in the field and have remained gainfully employed as scholars and teachers in Classics. Indeed, of the 15 contractual

appointments since 2001 (both Teaching Term and/or Per Course Instructors), 7 hold tenured or tenure-track positions, 3 have full-time contractual appointments, and 3 entered into doctoral studies.

5.5 ADMINISTRATIVE POSITIONS AND SUPPORT

Administrative Structure	Department Head
	Graduate Coordinator
	Undergraduate Advisor
Administrative Staff	Administrative Secretary

The administrative team serves a department of six full-time faculty members, typically one contractual appointment, four graduate students, as well as *ca.* 35 undergraduate students in a major program and a total of 863 FTE students in 2011-12.

The Administrative Secretary is responsible for ensuring the daily running of the departmental office, and providing the sole administrative and secretarial support to the Department head, faculty, and students. It is difficult to catalogue a full description of the myriad of duties undertaken by the Administrative Secretary, but the following gives a general account of some of the main aspects of her activities. The Administrative Secretary represents the public front of the Department and provides a smooth interface between the university and the students, at both undergraduate and graduate levels. All queries and consultations are initially handled by the Administrative Secretary with follow-up arranged as necessary. The Administrative Secretary, in consultation with the Head of Department, arranges the course offerings and timetable each term.

The Administrative Secretary also manages all aspects of the graduate program, including program registration and the management of funding. She is responsible for administering all budgets of the Department, including the departmental operating budget, professional development accounts, research pool accounts, and other individual research accounts. On top of regular departmental activity, the Administrative Secretary is also providing support to *Mouseion* and its editorial team. As is no doubt the case in many other departments, the Administrative Secretary is an absolutely critical component of the operations of the Department.

6. CONTRIBUTIONS TO RESEARCH AND SCHOLARSHIP

The Classics faculty at Memorial has developed specialties in several major areas of Classics, stretching across both literary and material culture disciplines. As noted above, given that most members are in the earliest stages of their academic careers, the research profile of the Department is continuing to develop. Since 2007, members have published seventeen books, book chapters or articles in peer-reviewed journals. These contributions have been published by major international journals and presses: *Classical Philology*, *Hermes*, *Mnemosyne*, *Journal of Roman Studies*, *Journal of Roman Archaeology*, *Classical Antiquity*, University of Ohio Press, University of Toronto Press. Others have appeared in the Canadian journal, *Mouseion*. Non peer-reviewed publications have appeared in the Canadian classical journals, *Phoenix* and *Mouseion*, as well as *American Journal of Archaeology*, *Journal of Roman Archaeology*, *Bryn Mawr Classical Review*, and *Classical Review*. All members of the Department are engaged in active research programs and, as the demands of new careers and teaching duties even out, all members express determination and dedication to furthering their publishing profiles.

6.1 INDIVIDUAL RESEARCH INTERESTS

Dr. Tana Allen: Roman archaeology; Roman spas and bathing; Greco-Roman medicine; Roman North Africa, esp. Carthage; Roman lamps

Dr. Brad Levett: Greek tragedy; Greek Rhetoric, esp. Gorgias; Greek philosophy, esp. Plato

Dr. Craig Maynes: Latin poetry, esp. Augustan elegy and late antique poetry; Roman comedy; Latin textual criticism; Roman social identity and domestic architecture

Dr. Milo Nikolic: Ancient technology and engineering, esp. water systems and aqueducts; computer modeling; Vitruvius; Pliny the Elder; Roman Germany and its frontier; Roman Jordan

Dr. Luke Roman: Latin literature, especially late republican, Augustan, and early imperial poetry in first-person genres; Martial's Epigrams; Renaissance Latin literature; literary theory; the concept of literary autonomy; representations of the city of Rome

Dr. Kathryn Simonsen: Archaic and Classical Greek history and historiography; development of the *polis*; Greek navies; ancient ships and ship construction

Dr. Jeremy Rossiter (Adjunct Professor): Roman archaeology, esp. archaeology of the Roman provinces; Roman North Africa; Roman housing; Roman farming technology; Roman ceramics, esp. lamps; Roman baths

6.2 CLASSICS FACULTY RESEARCH SINCE 2007

Faculty Publications and Presentations	Current Faculty	Adjunct
Books	1	
Peer-reviewed journal articles / book chapters	16*	7
Non peer-reviewed publications	15	7
Conference papers	19	7
Invited Talks	5	3

*Includes the translation of a chapter in a book.

6.3 RESEARCH FUNDING GRANTED TO DEPARTMENT MEMBERS

Many members of the Department have been able to conduct significant research in the early stages of their careers without requiring the support of large research grants. Most members' research activities have benefitted from various internal sources, including personal development funds, start-up funding and internally-administered SSHRCC/VP travel funds. These funds are regularly used for research trips, conference presentations, and equipment purchases.

Nevertheless, given the importance of funding to further research careers, since 2007 (and prior), members have regularly applied for external funding totaling more than \$500,000. These include applications to the Social Sciences and Humanities Research Council of Canada (SSHRCC), the National Endowment for the Humanities (NEH) and the Loeb Classical Library Foundation. Most of these applications have been unsuccessful, although 4A ranking in the SSHRCC Standard Grants Competition has been obtained on several occasions.⁵ The lack of success that members have had pursuing SSHRCC funding is not entirely surprising. The SSHRCC Committee that evaluates Classics proposals has been known to award funding at a slightly lower rate than other committees (anecdotally the success rate for Classics' proposals from 2011-2012 was four out of eighteen or 22%). A more significant factor, however, is the junior nature of the department and its number of publications. As members publish more and develop better research profiles, the Department can expect greater success with external funding.

⁵ SSHRCC 4A rankings at MUN result an internal research award of between \$3000-\$5000 supported by the Dean of Arts and Vice President (Research) Special Awards. This amount has been applied to further research by recipients.

There are indications that this change may already be in the works. One member of the Department has indeed met with considerable research funding success in successfully obtaining the NEH Rome Prize (worth US \$26,000). This grant was in fact declined because of a more favorable opportunity through the successful application to a fellowship at the Villa I Tatti, the Harvard Center for Renaissance Studies. The amount of funding obtained was approximately \$75,000. Additionally, the current editor of *Museion*, a member of the Department, holds SSHRCC grant (approx. \$65,000 over three years) from the Aid to Scholarly Journals funding opportunity. In addition to helping to fund the journal, the grant also provides part of the stipend for graduate-student editorial internships.

7. UNDERGRADUATE PROGRAM

7.1 DESCRIPTION OF UNDERGRADUATE PROGRAM

The undergraduate programs in the Department of Classics are designed to acquaint students with the ancient Greek and Roman cultures from which Western Civilization has developed. The Department is especially concerned with imparting to its students the abilities to identify, evaluate, and analyze the sources of evidence that are the fundamental components of Classical scholarship: ancient texts and material culture. Familiarity with the languages of ancient Greek and Latin is a key component of the discipline, thus the Department is committed to offering comprehensive training in these languages. In addition to this, due to the holistic nature of the discipline, the Department considers it essential that students are familiarized with a broad range of Classical subjects through the study of material evidence and ancient texts, together with a range of methodological approaches to their interpretation. Thus, the Department offers courses of two general types: the “Classical Civilization” courses, which offer much variety and require no knowledge of Greek or Latin; and the Greek and Latin language courses, which encourage rapid language acquisition.

The civilization courses are designed to operate without a structured curriculum in order to allow flexibility; thus they have no pre-requisites, although students are discouraged from jumping into 3000-level courses without any familiarity with the discipline of Classics. The first-year (1000-level) courses provide general surveys within the broad areas of mythology (CLAS 1050 and 1051) and Classical civilization (CLAS 1100 and 1200). The second-year (2000-level) courses serve as introductory surveys of more specific areas: art and architecture (CLAS 2010 and 2015), history (CLAS 2020, 2025, 2035, 2041, 2042), gender (CLAS 2055), literature (CLAS 2400 and

2500), philosophy (CLAS 2701), and science and technology (CLAS 2900). The third-year (3000-level) courses are lecture-based investigations of specific topics, with particular emphasis on methodology; some are social-historical (CLAS 3010, 3020, 3030, 3040, 3050), some are thematic (CLAS 3150, 3270, 3600, 3700, 3900), and some focus on specific literary genres (CLAS 3405, 3410, 3415, 3420). The fourth-year (4000-level) courses are small seminars offered on very specific, instructor-driven topics; in recent years the topics have included Roman baths and bathing, water in the ancient world, the city of Rome, the city of Pompeii, and the Roman army. Each level of course has a corresponding level of expectation and evaluation, ranging from ability to express general comprehension to advanced critical analysis of primary material.

The language courses are arranged in a curriculum designed to provide students with advanced reading ability by the third year of studies. In the first year, students complete the Elementary I (CLAS 1120 / 1130) and Elementary II (CLAS 1121 / 1131) levels; in the second year, the Intermediate (CLAS 2200 / 2300) and Advanced (CLAS 3200 / 3300) levels. After this, students continue on into the “senior” language courses, which are 4000-level reading courses (CLAS 42XX / 43XX) on specific authors or genres.

The flexibility of the Department’s courses permits a certain amount of “piggy-backing”, a process that allows a topic to be taught at two levels simultaneously. For example, in Winter 2011, Advanced Latin (CLAS 3200) was offered in tandem with Latin Hexameter Poetry (CLAS 4220), and a senior Honours student was able to complete Roman Art and Architecture (CLAS 2015) as a seminar (CLAS 4100) by teaching a class and completing a research project. This

“piggy-backing” allows the Department to serve the needs of its own students, who occasionally require additional upper-level courses to complete their programs, and also benefits all students involved: the more senior students hone their skills by helping the more junior while themselves learning new skills, and the more junior students benefit from that help while also becoming engaged in this “generational” learning environment of which they might continue to partake in the future as the more senior members.

In the 2006-07 year, the Department undertook an extensive review and overhaul of its undergraduate course offerings in order to better reflect the interests of the faculty members and to meet student needs. Due to a rapid turnover in faculty members, many old courses were no longer being offered, and new faculty were teaching courses designed by and for their predecessors. Thus, some courses were deleted and others were created. Some of the new courses have proven to be quite popular with students (e.g. Ancient Myth and Cult, the Ancient World in Film, Greek and Roman Medicine), and this has resulted in increased interest and enrolment. Other changes included: splitting the first-year mythology course and the second-year Roman history course into two courses each; the transformation of the second-year literature courses into research and writing courses; and the streamlining of the language curriculum.

In addition to serving the needs of the Department’s own students, Classics courses serve the wider student body and encourage inter-disciplinarity. Many Classics courses are “cross-listed” with cognate disciplines, including History (CLAS 2020, 2025, 2035, 2041, 2042, 3270), Religious Studies (CLAS 3010, 3020, 3150, 3270, 3600), and Philosophy (CLAS 2701). These courses expose students of these other disciplines to the methods and perspectives of Classics,

and the reciprocal nature of cross-listed courses benefits Classics students by introducing them to the nature of these other disciplines in turn. Classics courses are also valued as components of other programs within the Faculty of Arts. Many Classics courses are applicable to the major and minor programs in Medieval Studies; CLAS 3700 is applicable to both the Film Studies minor and the Communication Studies minor; and the French major and Honours students are encouraged to enroll in CLAS 1120. The Classics program also serves the needs of the Faculty of Arts by offering courses which fulfill core components for the Bachelor of Arts: the second-year literature courses (CLAS 2400 and 2500) fulfill the research and writing requirement and the first-year language courses fulfill the second language requirement. In addition, any Classics course fulfils the core Humanities requirement, and the Department offers several courses which are popular electives, such as the introductory civilization and mythology courses.

The Department of Classics maintains a healthy body of core students, many of whom are high achievers. 33 students are currently declared majors, 26 declared minors, and 4 declared Honours students.⁶ In the past five years, 23 students have graduated with a major in Classics⁷ (5 of these with a double major⁸), 48 with a minor in Classics, and 9 with an Honours degree offered by the Department.⁹ The Department is proud of the high ratio of Honours students and double major students to majors, and of the proportionally high number of Classics students who appear on the Dean's list.

⁶ These numbers do not reflect those students who have not yet declared or those who are not currently registered.

⁷ Two of these received a degree with a major designation in "Greek and Roman Studies", a legacy program which (following a recommendation of the previous Academic Program Review) was discontinued in the 2007-08 year in favour of a single, streamlined Major program.

⁸ Three with Archaeology, one with Medieval Studies, and one with Sociology.

⁹ see 6.4

7.2 THE MAJOR IN CLASSICS

The objectives of the major program are: (1) to familiarize the student with many aspects of the ancient Greek and Roman world, and with how Classicists study them, (2) to develop in the student an awareness of the influence of the Classical world on modern civilization, and (3) to enable the student to locate, evaluate, and employ various types of primary evidence. A student who graduates with a major in Classics will have received a rich - and personally rewarding - education, and will also have developed critical and communication skills which will serve her/him well in life after university. A major in Classics will also position a graduate well for application to professional programs in fields such as Law, Museum Studies, or Library Science.

The major is quite rigorous, requiring 39 credit hours (3 more than most major programs), at least 15 of which are at the 3000 or 4000-level, and at least 6 of which must be in either the Greek or Latin language. At the same time, the major program allows a great deal of flexibility to suit a student's interests: the student may choose to pursue more than the minimum 6 credit hours in language, or may choose to focus instead on the civilization courses. No specific courses are mandated beyond that one year of language, allowing the student to pursue a diverse selection of the Department's 2000 and 3000 level offerings. As a result, a Classics major will become familiar with a broad range of subjects and approaches. Recently, the Department made a slight adjustment to the major by requiring that at least 3 credit hours be at the 4000-level. This amendment, which came into effect in the current academic year, ensures that students graduating with the major will have undertaken very detailed, seminar-based research within at least one sub-discipline, thereby further increasing the depth of their education.

7.3 THE MINOR IN CLASSICS

The objectives of the minor program are: (1) to familiarize the student with a range of Classical subjects and approaches, and (2) to foster awareness of the intrinsic value of Classics. A student who graduates with a minor in Classics will understand the discipline of Classics and appreciate the influence of the ancient world on modern societies.

The minor requires 24 credit hours in Classics courses. Recently, the Department adjusted the minor to give it a little structure: at least 3 credit hours must be at the 3000-level or above, and the number of non-language 1000-level credit hours is limited to six. This amendment, which came into effect in the current academic year, brought the minor into line with the majority of other minor programs in the Faculty and also ensured that students graduating with the minor will have explored some aspect of Classics beyond the introductory level. No specific courses are dictated, so the minor is extremely flexible and responsive to the student's own interests.

7.4 THE HONOURS PROGRAMS

The Department of Classics offers four different Honours programs, each with its own distinct purpose. In general, the Honours programs provide superior education in Classics than the major program, with the different programs achieving this in different ways, ranging from an increased breadth and depth of general studies to an extremely focused, language-intensive program. Graduates with any of these Honours degrees will have a very strong education in the ancient world and superior critical and communication skills which will position them for success both in life in general, and in more advanced studies, either in Classics or in other fields.

7.4.1 Honours in Classics

The Honours in Classics is intended primarily for students who desire to continue on to graduate studies in Classics. Thus, its primary objective is to produce graduates who are well prepared for Masters-level work in Classics. It is very demanding. As most Masters programs require significant familiarity with Greek and Latin, the Honours in Classics requires the completion of at least 39 credit hours in Greek and Latin language. In addition to this, the student must complete another 18 credit hours at the 3000-level or above and write an Honours essay.

In the past five years, one student has graduated with an Honours degree in Classics.

7.4.2 Joint Honours in Classics

Classics may be combined with another subject to form a joint Honours program. The Joint Honours in Classics is intended primarily for students who wish to pursue graduate studies either in Classics with an inter-disciplinary focus, or in another field where significant training in Classics is an asset. This program requires 27 credit hours in either Greek or Latin, but not both. In addition, the student must complete a further 24 credit hours, 15 of which must be at the 3000-level or above. The Honours essay may be written in Classics or the other subject.

In the past five years, three students have graduated with a Joint Honours in Classics (one joint with each: English, Psychology, Religious Studies).

7.4.3 Honours in Greek and Roman Studies

The Honours in Greek and Roman Studies is intended for students who desire a more thorough and rigorous education in Classics than the major provides, but do not necessarily intend to continue on to graduate studies in Classics. As such, the language requirements for this program are no higher than for the major program (6 credit hours in either Greek or Latin), but the increased number of required credit hours (3 credit hours at the 1000-level, 15 credit hours at the 2000-level, and 33 credit hours at the 3000 or 4000-level) in addition to an Honours essay, enable the student to acquire a much more complete repertoire of subjects and approaches than the major.

In the past five years, three students have completed the Honours in Greek and Roman Studies.

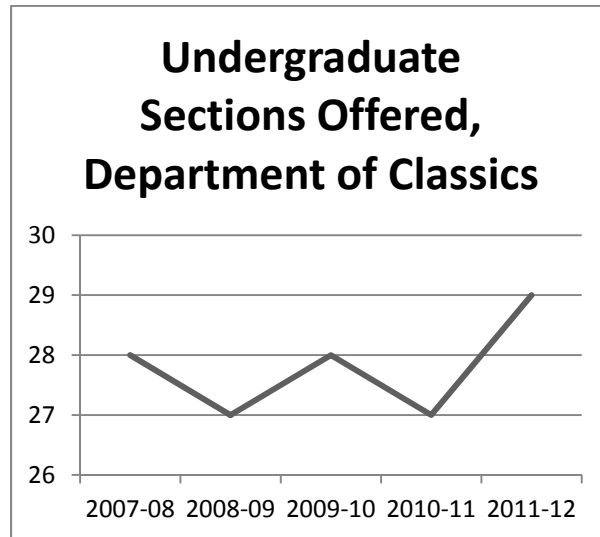
7.4.4 Joint Honours in Greek and Roman Studies

Greek and Roman Studies may be combined with another subject to form a Joint Honours program. The objectives remain the same as for the Honours in Greek and Roman Studies, but this program allows the student to pursue interdisciplinary interests. The requirements are similar to those of the Honours in Greek and Roman Studies: 6 credit hours in Greek or Latin language, 3 credit hours at the 1000-level, 15 credit hours at the 2000-level, and 27 credit hours at the 3000 or 4000 level.

In the past five years, two students have completed the Joint Honours in Greek and Roman Studies (one joint with Archaeology, one with English).

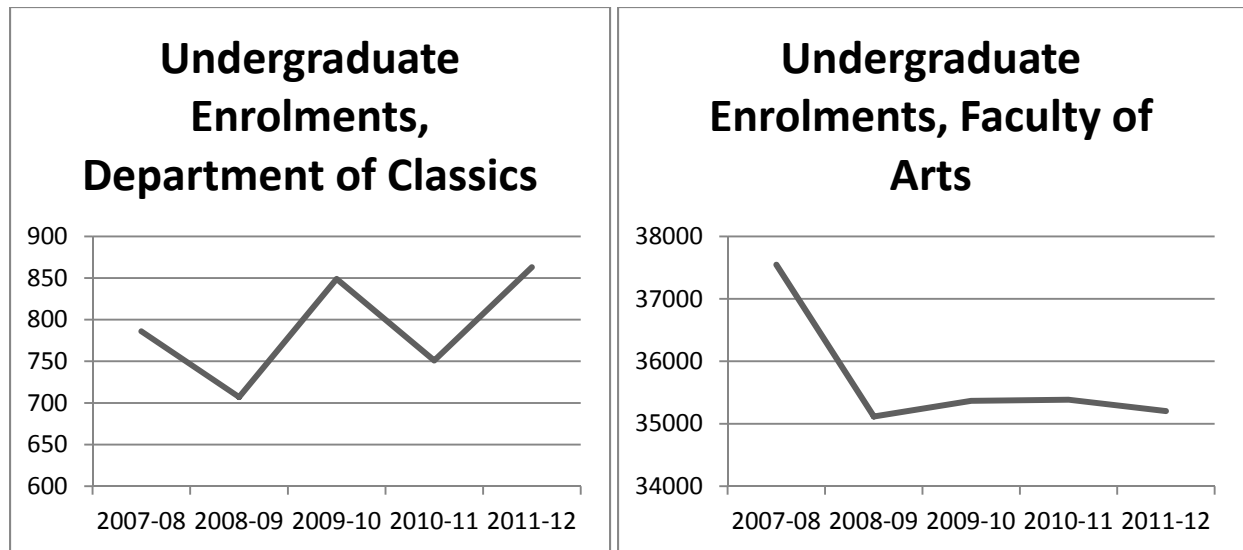
7.5 UNDERGRADUATE ENROLMENTS

The number of undergraduate course sections offered by the Department has remained relatively stable over the past five years, fluctuating between 27 and 29.¹⁰

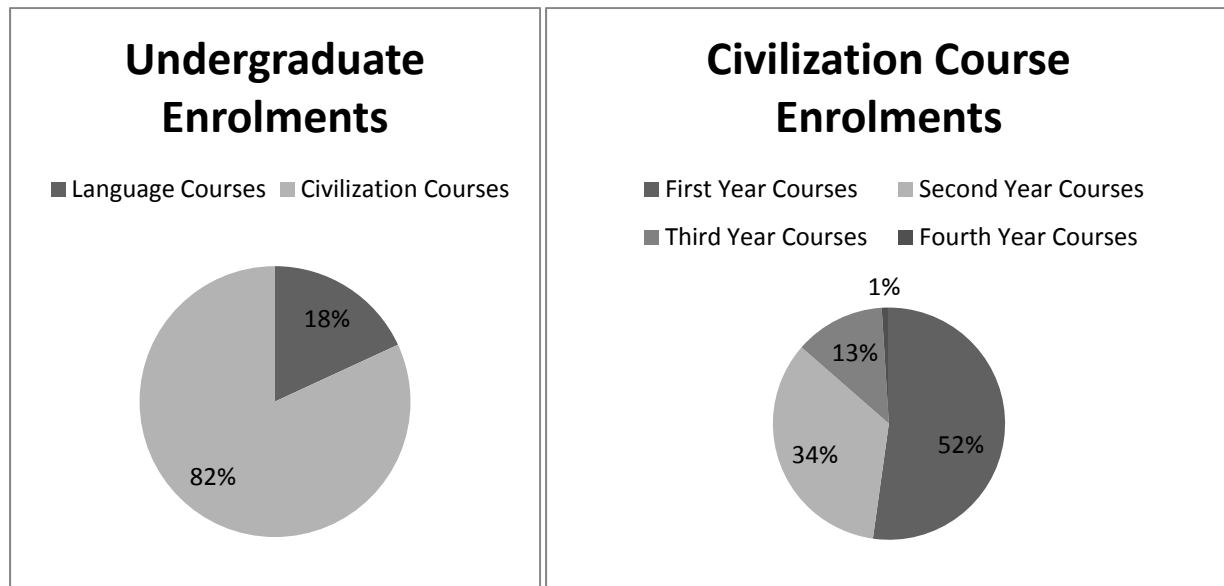


Undergraduate enrolments in Classics courses have also remained relatively stable (between 707 and 863), to some extent fluctuating along with the number of sections offered. The ability to offer extra sections has resulted in significant increases; and an additional section is forecast as a result of the newest faculty member “coming online” in 2012-2013. The Department’s recent undergraduate enrolment figures are thus healthy, and somewhat ahead of the trend for the Faculty of Arts as a whole, while future forecasts promise increased enrolments due to additional sections.

¹⁰ In calculating the actual number of undergraduate course sections offered, sections which were cancelled and the honours essay section were not considered. Cross-listed courses were counted only as one section, and “piggy-backed” or independent study sections were not considered.

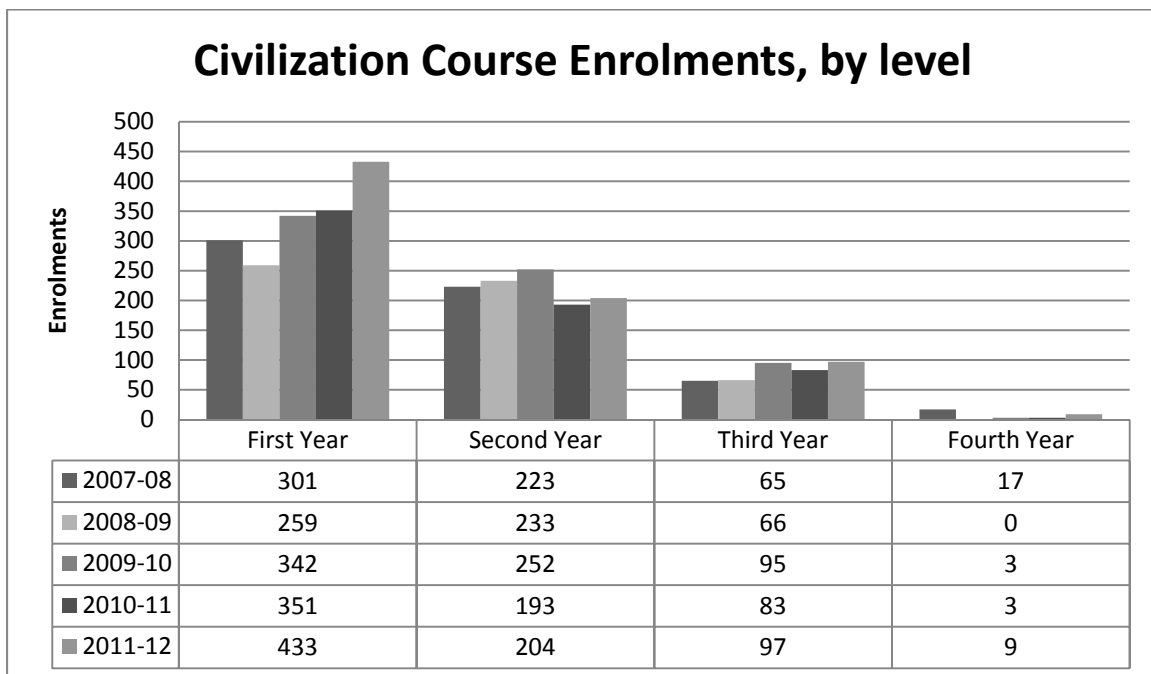


7.5.1 Greek and Roman Civilization Course Enrolments



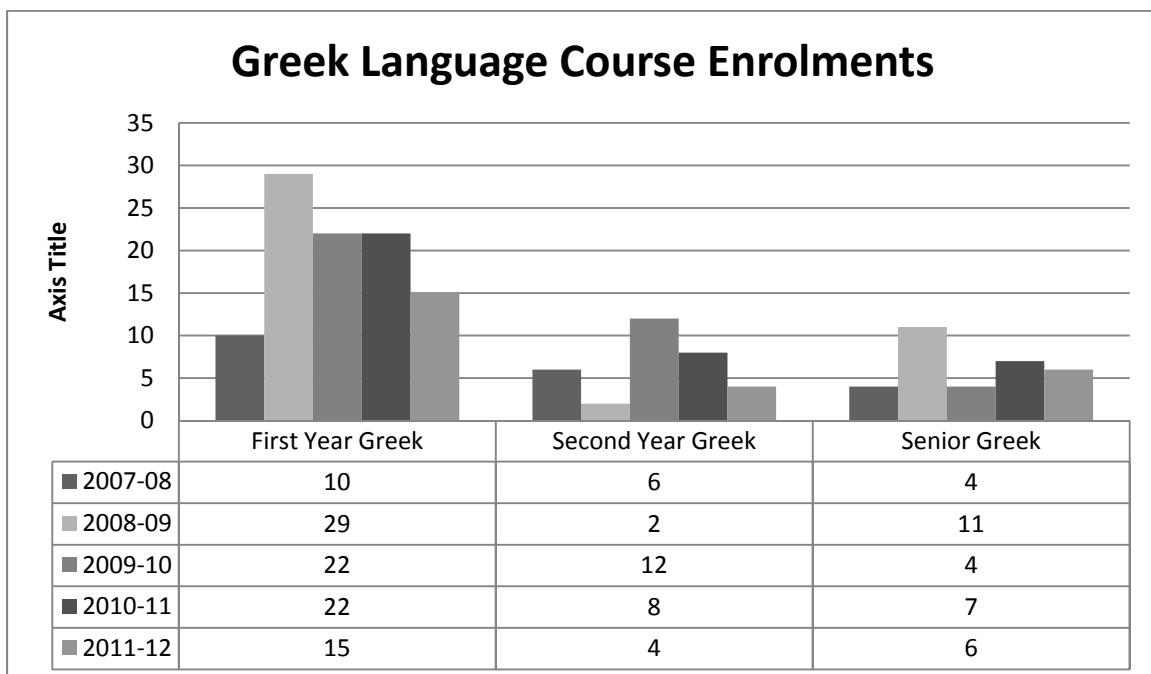
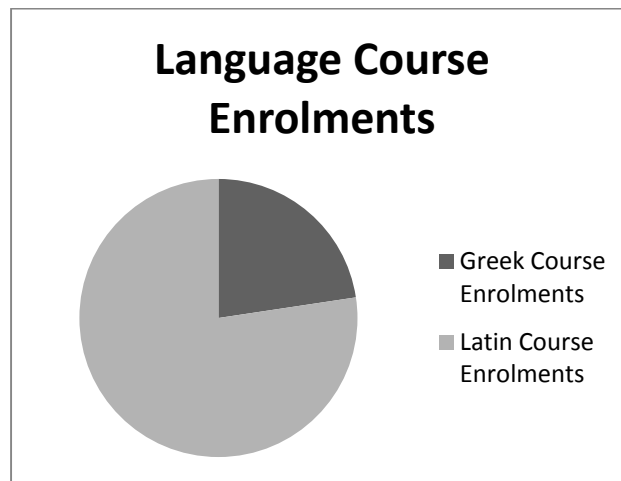
Over a five year period, enrolments in the Greek and Roman Civilization courses accounted for approximately 82% of all Classics course enrolments. Of the Greek and Roman Civilization Course enrolments, over 52% were in first year (1000-level) courses and 34% were in second year (2000-level) courses.

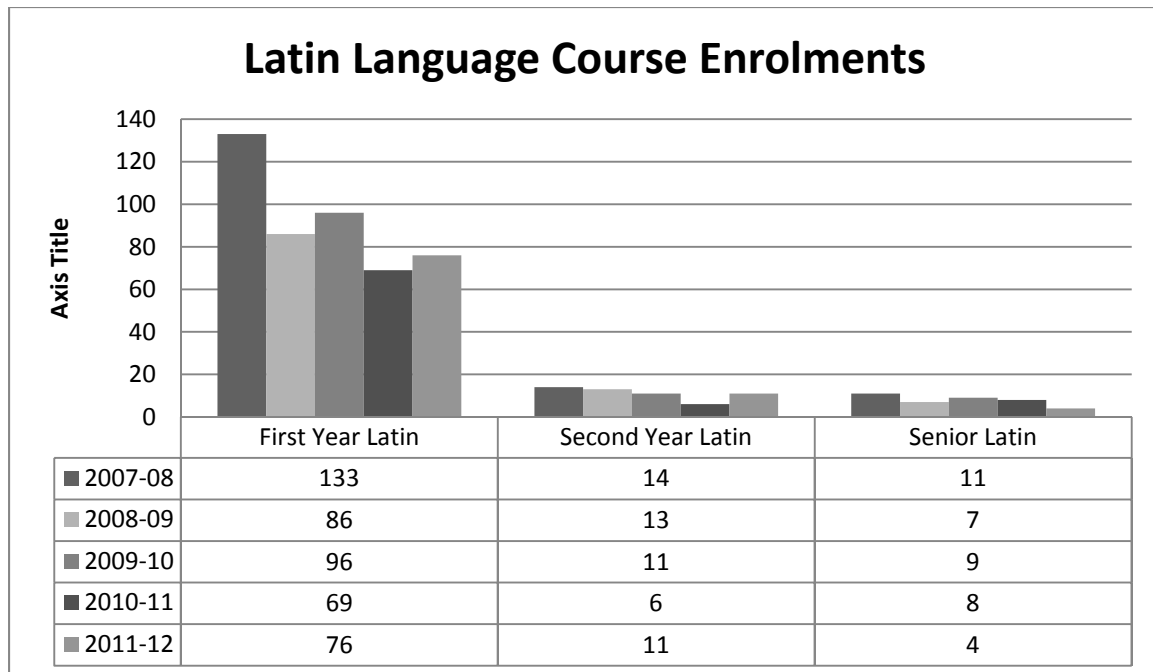
This reflects the popularity of certain “high enrolment” courses: particularly the mythology courses at the 1000-level, and the ancient history courses at the 2000-level. In response to the student demand for such courses, starting in the 2009-10 year, the Department split two of the more popular courses into two separate courses: mythology (CLAS 1050) was divided into courses on gods (CLAS 1051) and heroes (CLAS 1052), and Roman history (CLAS 2040) was divided into courses on the Republic (CLAS 2041) and the Empire (CLAS 2042). This offered students the ability to continue their introductory studies in these areas and resulted in an immediate increase in enrolments at the 1000-level in the 2009-10 year. First-year enrolments have continued to increase since. The Department has not yet been able to offer both Roman history courses in a single year, but when this becomes possible, an increase in 2000-level enrolments should also occur.



7.5.2 Language Course Enrolments

Of the Greek and Latin language enrolments, approximately 77% were in Latin courses, with the majority of the enrolments in both languages at the 1000-level.





The Department is very pleased that many Arts students are exposed to Classics through the first-year language courses, which fulfill the core second-language requirement for the Bachelor of Arts degree. Those students who choose to continue into the second year of the languages are much fewer in number and are mostly Classics major and Honours students. The difficulty in retaining language students past the first year is not unique to the Department of Classics, as other language programs at MUN experience similar trends; it is also a common trend in Classical language programs across the country. Nevertheless, more advanced language studies are vital to the program's core students and to the research interests of the faculty. Thus, recently the Department has undertaken some steps to remedy this retention issue, including (in the 2010-11 year) the adoption of new textbooks and the regularization of first-year Latin from four weekly class hours to three. These efforts seem to be having a positive effect in Latin, as current enrolment figures are very encouraging (70 first-year Latin, and 10 second-year Latin). The Department is also undertaking a tentative exploration of the university's Digital Language

Centre in order to determine if it can offer Greek and Latin students any computer-based support or resources.

8. GRADUATE PROGRAM

The Department of Classics at Memorial University offers an MA in Classics.

8.1 PURPOSE OF THE GRADUATE PROGRAM.

The purpose of the graduate program in Classics at Memorial is to serve the needs both of students planning a professional career in Classics and of students who do not plan such a career in Classics but wish to enrich their knowledge of the classical world. For those wishing to pursue a career in Classics, the Department of Classics at Memorial can offer a rigorous program with a high faculty-student ratio and with a focus on the relation between literary texts and material culture within the various sub-disciplines of classical studies. In close dialogue with faculty members, students are able to develop a sophisticated research essay topic that may serve as a springboard for further studies in a top-level doctoral program. For those who wish to enrich their knowledge but do not plan to pursue a career in Classics, the Department of Classics of Memorial is able to offer a flexible program that is tailored to their specific needs and interests and that will respond to and enhance their enthusiasm for classical antiquity.

8.2 BACKGROUND TO THE PROGRAM

The graduate program in Classics at Memorial was established in 1995; Classics was the last unit in the Faculty of Arts to introduce graduate studies. The original emphasis was on language and history, which were the department's strengths at the time. The first student graduated in 1998, and some adjustments were made to the program in order to facilitate students' progress. In his

short history of the department, Mark Joyal commented that “[t]he programme has had some short-term successes, but its long-term fortunes remain to be seen.”¹¹ His words were prophetic.

Following a 2002 moratorium on the acceptance of new students, the graduate program in Classics at Memorial began taking applications for the Fall Term of 2009. The revived program is currently in a formative stage but still depends on the curriculum established by the former members of the department between 1997 and 2001 when the faculty complement was seven ASMs.

8.3 CURRENT PROGRAM

The current graduate program in Classics was designed prior to the moratorium on new students imposed in 2002. The program was considered to be a one-year degree and was designed, upon the recommendation of the School of Graduate Studies (SGS), to accommodate a single year of funding. The minimal entrance requirements are an Honours degree in Classics (or a related field) with at least two years of study in both Latin and ancient Greek. Ideally, a student with at least three years of language study in each can complete the program in twelve months of full-time study. Students complete 18 credit hours in courses at the 6000-level over the Fall and Winter Terms and write the research essay or study for the translation exam over the summer. Students must also fulfill a modern language requirement before they can graduate.¹²

In reality the program requires two years of full-time study. Applicants to the program tend to meet the minimum (or less than minimum) entrance requirements. Students who have not

¹¹ M. Joyal, 2001, “Classics at Memorial, 1925-2000,” in M. Joyal (ed.), *In Altum: Seventy-Five Years of Classical Studies in Newfoundland*, St. John’s: Memorial University Press: 32.

¹² Please see Appendix 1 for the Calendar Regulations for the MA in Classics.

completed at least three language courses numbered 3000 or above must do so before they are allowed to take 6000-level courses. Provision can be made for students to take senior undergraduate courses. Unfortunately the necessity for students to take these undergraduate courses slows their progress and spreads the graduate course work over more terms. As a result, completion of the program in twelve months becomes something of an impossibility.

The current small number of active students means that “stand-alone” graduate courses have not been feasible. All graduate courses are offered at the same time as, and in conjunction with, senior undergraduate courses (“piggy-backing”), although the syllabus will differ slightly and the instructor may meet separately with the graduate class. This need to link undergraduate and graduate courses presents challenges in the classroom as students are often at quite different levels of preparation and sophistication. Classics 6100 (Greek Literature / Research Methods) and Classics 6101 (Latin Literature / Research Methods) conform least of all to current undergraduate offerings; hence offer these courses in any manner appropriate to their content presents grave challenges.

8.4 FINANCIAL AND RESOURCE SUPPORT

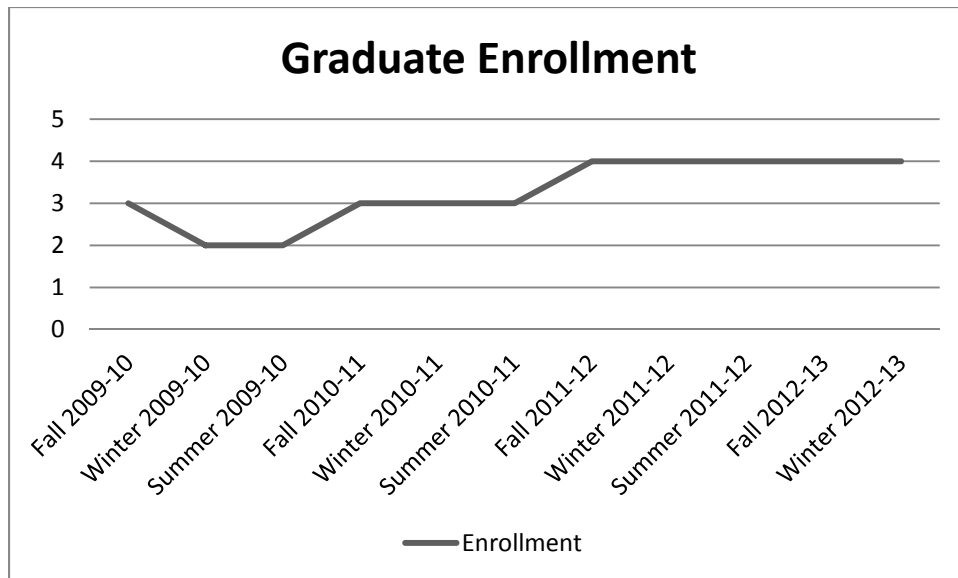
The Department aims to provide sufficient support to attract students into its MA program. We have been able to provide incoming students with offers of approximately \$10,000 per year of internal funding. Funding packages are put together from a variety of sources, including baseline funding from the School of Graduate Studies (SGS), Graduate Assistant units administered by the Faculty of Arts (2 units for 2012-2013), and other allocations of funding variously offered by SGS. Additionally, the editors of *Mouseion*, in collaboration with the School of Graduate

Studies, are able to offer an annual student internship with the journal, which is worth \$10,000. Two students have served as *Mouseion* interns. All students are encouraged to seek external funding. At present one student is being funded by a Bombardier CGS Master's Scholarship.

The department also tries to support graduate students through the provision of study space within the department. Between 2009 and 2011 students were able to use A2057A as study / office space. More recently, students have been housed in A2052, a small space with many functions including editing *Mouseion*. In addition students have access to books and computer equipment in the departmental library (A 2072).

8.5 GRADUATE STUDENT ENROLLMENTS

The reactivation of the MA program in 2009 saw a strong intake of three students (two external, one internal). Of these students, one took a two-term hiatus from the program in order to improve his background preparation. A number of external applications have been received in the last two years, but have been deemed ineligible on the basis of unsatisfactory academic achievement, insufficient language preparation, or inappropriate research interests. One internal student applied for 2011 and was accepted. To date no student has completed the program. Three have completed their course-work. Of these two are still working on their research essays, and one has submitted the final version of his essay, which is currently in the hands of the examiners. A second student is on track to complete the degree requirements in the recommended program time.



8.6 FUTURE DEVELOPMENT OF THE PROGRAM.

Discussions about the future shape of the MA program and its revision to suit the current aims of the Department are ongoing. All aspects are under consideration. Are the entrance requirements appropriate? While it is essential for students to come as well prepared as possible, the reality is that most of our applicants are weak in one or both languages and require, if accepted, much remedial study. Should they be accepted straight into the graduate program or should there be some other mechanism to bring them up to our required entry level outside of the standard graduate system? The course offerings themselves need reworking and, if “piggy-backing” remains the normal procedure, should be brought into greater conformity with the senior undergraduate courses. In one possible scenario, the Department of Classics will offer two streams: a thesis-based stream and a course-based stream, corresponding respectively to

professional and enthusiast student profiles. The Department hopes to achieve a more concrete and detailed plan in the near future.¹³

¹³ Please see Appendix 6 for an MA Proposal which was submitted to SGS in 2009 for consideration and unfortunately, was not permitted to go ahead. The Department has been unable to address the program effectively since then.

9. CONTRIBUTIONS TO ACADEMIC SERVICE

The members of the Department of Classics participate actively in all aspects of service in order to ensure the proper functioning of the Department and the University as well as within the larger scope of the discipline. The types of service performed fall into several categories, not all discussed in this section. Administrative duties which are formally compensated appear in the section on administration (see section 5.5). The supervision of Honours and Master's research essays falls under undergraduate and graduate teaching. This discussion focuses on committee work at different levels, although other types of service are mentioned.

9.1 DEPARTMENTAL SERVICE

All members perform service within the Department. Since 2007 all non-administrative members have participated in search committees, which are normally committees of all available Department members. Because of the terms of the Collective Agreement and because of the relatively junior nature of the members of the Department, only one Department member per year has been able to serve on Promotion and Tenure Committees, the other members having been drawn from cognate departments. In addition to these committees, the Department has three standing committees: Graduate Studies (consisting of the Head, Graduate Coordinator, and one other), Speakers (two members), and Communications (two members). Members also perform other duties such as first-year Latin Coordinator, Collections manager, Digital Language Centre representative and Library representative.

9.2 FACULTY OF ARTS / UNIVERSITY SERVICE

Since 2007 every member of the Department has participated in one or more Faculty of Arts standing committees: Academic Planning, Distinguished Speakers, Graduate Studies, Nominating Committee, Undergraduate Studies. One member has represented the Department on the Digital Languages Centre Advisory Committee. Members have also been asked to serve on several *ad hoc* committees (Dean's Award for Teaching Excellence, Teaching Remissions, etc.). Members have assisted other departments by serving on Promotion and Tenure Committees (German & Russian, Gender Studies) and Search Committees (Headship: History, Religious Studies; Tenure Track Appointment: Philosophy). Members have taught classes for the Master of Arts in Humanities program. One member has served on the Senate Advisory Committee on the Library. One member assists the Secretary of Senate as Latin advisor for translations of names and titles for honorary degree diplomas.

9.3 REGIONAL / NATIONAL / INTERNATIONAL SERVICE

Members of the Department have performed a substantial amount of external service. Members have served on the council of the Classical Association of Canada as well as on the editorial board of the journal *Phoenix*. Several Department members are involved with the editorial board of the journal *Mouseion* (as editor, review editor and secretary-treasurer). Members have reviewed manuscripts for *American Journal of Philology*, *Amphora*, *Ancient History Bulletin*, *Experimental Thermal and Fluid Science*, *Mosaic*, *Mouseion*, *Phoenix* and *Transactions of the American Philological Association*. One member organizes the annual lecture tour for the Atlantic Classical Association. Several members have acted as adjudicators for the Classical Association of Canada's annual Sight Translation Competition. The Department has twice hosted regional or national conferences (Annual Meeting of the Classical Association of Canada (CAC),

2007; Annual Meeting of the Atlantic Classical Association (ACA), 2011). One member has served as a committee member for SSHRC's Aid to Scholarly Journals Program.

9.4 COMMUNITY OUTREACH

Members of the Department regularly assist the public with the translation of documents from Latin (diplomas, family records), as well as with translations into Latin (mottos, tattoos). Some members have participated in High School advising or other sorts of school visits. The Department's lecture series is open to the public, especially the annual ACA lecture.

10. FACILITIES AND RESOURCES

10.1 CURRENT USE OF SPACE

In 2006 the Department of Classics moved from the fourth floor to its current location on the second floor of the Arts Building. The current location has a number of advantages: a larger departmental library; the Department's own seminar room; a departmental photocopier/printer. Perhaps the most significant change is the greater public exposure due to the more prominent location at the thoroughfare between the Arts and Administration Building and the Bruneau Centre.

AA 2052	“media room” for slide and DVD collections, doubles as a graduate-student office, and as a work space for <i>Mouseion</i>
AA 2055	office of the Department Head (Allen)
AA 2056	office of the Administrative Secretary (Kieley)
AA 2057	photocopier room and storage space
AA 2057A	spare office, usually occupied by grad students (currently by the term appointment)
AA 2058	office (Nikolic)
AA 2059	office (Maynes)
AA 2060	office (Levett)
AA 2061	office (Simonsen)
AA 2063	office (Roman)
AA 2072	departmental library and undergraduate study space
AA 2073	departmental seminar room

10.2 INITIATIVES FOR IMPROVEMENTS TO INFRASTRUCTURE

The seminar room (AA 2073) is in need of an upgrade as it has no multimedia system. An application for approx. \$20,000 to improve the infrastructure of the seminar room has been submitted, and a decision is currently pending.¹⁴ The intent is to reformat the space into a fully-functioning multimedia room. If the request is granted, the room will be equipped with extra-large wide-screen TV to serve as a viewing monitor, a built-in computer, document camera, and switchgear cabinet.

10.3 ESSENTIAL INFRASTRUCTURE REQUIREMENTS

The Department would benefit from at least two additional offices. One would be given over to contractual appointments and adjunct positions. At the moment, contractual instructors routinely have had to occupy space which is allocated for graduate students. As a result, graduate students have been moved to the miniscule media storage room. This room, which is really little more than a closet, also doubles as editorial office of the journal *Mouseion*. None of this is very satisfactory, yet the Department tolerates these conditions instead of making use of alternate space in non-departmental offices because of the value it places on the proximity of its members and the integrity of departmental space. Furthermore, as the Department is the home of *Mouseion*, it would be of use to have a dedicated space for the functions of the journal, both for the storage of the significant volumes of review copies that arrive and for the editorial work required to operate the journal. Finally, the Department needs a social space, such as a lunchroom or a mixing space for faculty and students. The seminar room has been used for

¹⁴ Please see the funding request in Appendix 7.

occasional social gatherings, but will no longer be available for that purpose after a multimedia upgrade that is scheduled ideally for early 2013 (see above).

10.4 LIBRARY RESOURCES¹⁵

Since 2001, the library has acquired a total of 3,223 titles for the Department of Classics, an average of 269 titles per year. The library subscribes to 67 Classics journals, has 12 standing orders for publications to which regular additions are made, and purchases electronic access to 177 titles with interest to the Classics.

Book Acquisitions	
Fiscal Cycle	Books Acquired
2001	228
2002	266
2003	295
2004	188
2005	223
2006	198
2007	274
2008	275
2009	314

¹⁵ Please see the Full Library Report in Appendix 3.

2010	345
2011	339
2012	278
Average titles / year	269

total acquisitions 2001-12 3223

10.5 DEPARTMENTAL INITIATIVES

The Department has routinely made use of MUN's internal funding sources to enhance its functions. Most commonly, the Department has hosted visiting speakers, with the aim of bringing together not only specialists in the discipline, but also interested students and the general public. Speakers have been brought in with support from the Henrietta Harvey Distinguished Lecture Series and application has been made to the George Storey Lecture in Humanities funding source. The Department has also regularly accessed funds from the Dean of Arts office and the VP (Academic) office to support visiting speakers.

Over the past five years, the Department has hosted the Annual Meeting and Conference of the Classical Association of Canada (2007), the Annual Meeting and Conference of the Atlantic Classical Association (2011), and one Henrietta Harvey Distinguished Lecturer (2011). An application for hosting the George Storey Lecturer 2013 has been submitted (value \$5,000), and a decision is currently pending. Funding from external (to the Department) sources for the above events breaks down as follows:

- Annual Meeting and Conference of the Classical Association of Canada (2007): \$4000
- Henrietta Harvey Distinguished Lecturer (2011): ca. \$ 5,200

- Annual Meeting and Conference of the Atlantic Classical Association (2011): \$500
(Dean of Arts office)

The Department and individual faculty members have also actively sought support through the MUCEP program which provides funding to employ students every year as language tutors, departmental-library monitors, and research assistants.

10.6 PUBLIC PROFILE AND PROMOTION

The Department is working to develop a stronger profile in terms of its offerings and activities. For undergraduate students, the Department very actively advertises its offerings during the Faculty of Arts New Undergraduate Student Orientation Departmental Fair, making use of both a display table of relevant reading materials and a large-scale replica arrangement of Roman armour. As well, an annual Meet & Greet pizza event is arranged for interested students to meet with faculty members; this is funded in part by the Dean of Arts office. Course offerings are advertised through several methods, including website listings, hand-outs, and posted flyers; this is especially the case with new or unusual courses.

Special events, such as conferences and talks by visiting speakers, are promoted in advance primarily through advertisement in the monthly electronic bulletin distributed by the Classical Association of Canada, through the Dean of Arts list server, and on the MUN events Calendar. Events such as the Henrietta Harvey Lecture are, moreover, advertised in advance in local print media.

10.7 FUTURE INITIATIVES REQUIRING ADDITIONAL RESOURCES

There are several areas that members have identified as potentially beneficial for the operations of the Department.

The Department feels that it is ready to undertake a regular newsletter to circulate to current and former students. This would provide an opportunity to generate further interest in the discipline and possible funding outcomes. Such a publication would require a significant amount of work and would be challenging with the current personnel; support and training from outside the Department, perhaps through the Communications office of the Faculty of Arts (newsletter template; layout; printing) would be essential to move forward on such a project.

In 2007, the Department held a retreat which was funded by our departmental resources. Current members have expressed an interest in regular retreat sessions with the aim of generating new ideas for programs and courses.

The offerings of the Department would be enhanced greatly by field-work courses and study-abroad courses. The current complement of faculty members feels very enthusiastic about organizing such opportunities for students, but has only limited experience in this respect. The Harlow Campus would be a useful mechanism to use as would other international arrangements. However, the Department is hindered in proceeding with these kinds of initiatives because of the serious impact to our teaching staff and the lack of knowledge of procedures for developing such initiatives.

11. COMPARISON WITH OTHER CANADIAN DEPARTMENTS AND PROGRAMS¹⁶

The Department of Classics at Memorial University (St. John's Campus) is a stand-alone department, with six full-time faculty members, that offers both a BA and an MA. In a time when many Classics programs have been merged with other disciplines to form combined departments or reduced to an interdisciplinary program, the Department of Classics at Memorial represents a strong and thriving classics community. Memorial's Department of Classics is one of 19 stand-alone Classics departments out of a total of 39 universities in Canada that offer a Classics program (as represented on the Classical Association of Canada website).¹⁷ Of these 19 departments, seven Classics departments offer no graduate degrees, and of those, two offer only a minor. The Classics experience available to students at Memorial compares especially well with medical-doctoral universities that lack a stand-alone department (Alberta, UBC, Ottawa, McGill), comprehensive universities that offer only a BA or minor in Classics (Carleton, Concordia, Wilfrid Laurier, Regina), and comprehensive and medical doctoral universities that have no Department of Classics—either stand-alone or combined—but offer only courses or programs in Classics (York, Windsor, Guelph, Saskatchewan, Simon Fraser). It is notable that no combined departments at comprehensive universities (Concordia, Wilfrid Laurier, Regina) offer an MA.

Of the 12 stand-alone Classics departments that offer graduate degrees, five offer both an MA and a PhD. All of these programs, however, are housed in universities in the medical doctoral

¹⁶ “Classics” is used for convenience, and refers to departments devoted to the study of classical antiquity: Classics, Classical Studies, Greek and Roman Studies, Classics and Ancient History, etc. The Maclean's categories of “medical doctoral”, “comprehensive”, and “primarily undergraduate” have been adopted for their heuristic utility in distinguishing different kinds of institutions.

¹⁷ Please see Appendix 9 for information on the state of programs in Canada.

category. Memorial belongs to a group of only five comprehensive universities that offer an MA in Classics (Brock, Waterloo, Victoria, Memorial, New Brunswick); of these, three programs have a greater number of full-time faculty in Classics than Memorial (Brock has 8, Waterloo 9, Victoria 8). The University of New Brunswick is the only other comprehensive university in Atlantic Canada that offers both a BA and an MA in Classics. Comparison with this set of departments that most closely resemble the scope and nature of the Department of Classics at Memorial suggests that the number of faculty in Classics at Memorial is not optimal for maintaining an MA program. Most other comparable stand-alone departments offering both BA and MA (Brock, Waterloo, Victoria) have substantially more faculty. Queen's University, one of the two stand-alone departments in medical doctoral universities that offer a BA and MA but not a PhD, has 13 full-time faculty members. The Department of Classics at Waterloo has 9 full-time faculty members, but the MA program in Ancient Mediterranean Cultures is offered jointly with Wilfred Laurier University, and according to the department website, is staffed by "13 regular and eight adjunct faculty members."

Similar conclusions can be drawn from a comparison of program requirements and course offerings within the group of seven stand-alone Classics departments, in comprehensive *and* medical-doctoral universities, that offer a BA and MA (only). Compared even with programs in the medical-doctoral category and with programs that have a greater number of full-time faculty, the Department of Classics at Memorial shows strength both in range and depth of courses offered and in rigour of requirements: for example, the number of discipline-specific courses required for a Honours degree in Classics at Memorial (6 full-time faculty) is the same as at Queen's (13 full-time faculty, medical-doctoral category) and Waterloo (9 full-time faculty), and

substantially greater than at Victoria (8 full-time faculty) and Manitoba (6 full-time faculty, medical-doctoral category). The number of advanced courses offered in Greek and Latin at Memorial exceeds that of all of the departments within this comparison group except Brock (9 full-time faculty). However, the Department of Classics at Memorial is at the low end of the scale when it comes to graduate offerings: only 9 courses compared to 40 at Waterloo, 23 at Brock, and 33 at Queen's. One inference that may be drawn is that the maintenance of an MA program with 6 full-time faculty strains the resources of Classics at Memorial. This number of full-time faculty is more comparable with programs that offer a BA only (e.g. Mount Allison, University of Winnipeg, Concordia).

Thus while the Department of Classics at Memorial is well-positioned to provide an integrated, coherent program of study for students at the undergraduate and graduate level, a comparison of Classics departments across Canada suggests that an additional faculty member would enable the Department to offer a more effective graduate program.

12. SUMMARY COMMENTS

This self-study report demonstrates the unique position of the Department of Classics at Memorial University and its importance not only for the province but for all of Atlantic Canada. Its relatively young and junior complement of faculty performs successfully all relevant tasks and functions with a relatively limited set of resources and is working with enthusiasm and in a spirit of great collegiality towards consolidating the position of the Department. While this report identifies a few drawbacks, it also attempts to point out opportunities for the remedy of these drawbacks. The authors of this report are confident that the Department of Classics will continue to thrive on the basis of the current achievements and future plans.