



MEMORANDUM

To: Donna E. Shalala, President

From: Stephen Sapp
Chair, Faculty Senate

A handwritten signature in black ink that reads "Stephen Sapp". The signature is written in a cursive, flowing style.

Date: October 4, 2006

Subject: Faculty Senate Legislation #2006-04(B) –Major in Classics in the Department of Classics

On September 27, 2006, the Faculty Senate unanimously approved a major in Classics in the Department of Classics, with the understanding that that it become operative in spring 2007. The proposal is enclosed for your reference.

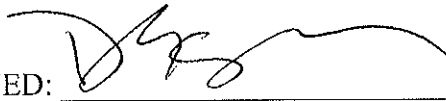
This legislation is now forwarded to you for your action.

SS/kl

cc: Thomas LeBlanc, Executive Vice President and Provost
Michael Halleran, Dean, College of Arts and Sciences
John Paul Russo, Interim Chair, Department of Classics

Faculty Senate Legislation #2006-04(B) –Major in Classics in the Department of Classics

PRESIDENT’S RESPONSE

APPROVED:  DATE: 12/8/06
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean of Arts & Sciences

EFFECTIVE DATE OF LEGISLATION: _____
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Proposal for a Major in the Department of Classics
at the University of Miami
College of Arts and Sciences
18 July 2006

Description of the Mission

The University of Miami College of Arts and Sciences recognizes the need for a major concentration in the Department of Classics to help fulfill its mission as a research institution.

The Department of Classics, which is two years old and which has only a minor concentration, is poised to realize its goal of providing a multi-track major. By mid-summer 2006 the department will have three full-time members as well as sixteen affiliated faculty, enabling it to offer and rotate a sufficiently large number of courses on a regular basis. Many Classics departments in the United States currently offer a major with a small core of dedicated faculty members. Syracuse University, University of Arkansas, University of Rhode Island, and Loyola University, New Orleans have two classicists; Gonzaga University, Swarthmore, Mt. Holyoke, Colby, Beloit, three; SUNY/Albany and Amherst, four.

The most important justification for the major in Classics is the increasing undergraduate demand. A major concentration will enable the Department to sustain the momentum that it has already achieved.

At present, there are 20 minors in the program. A large number of students are taking core and cross-listed courses, e.g., 30-35 students regularly enroll in core courses in classical thought and literature; 35 students took the new course in Greek and Roman mythology in the fall of 2005. In the spring of 2006, 36 students enrolled in Latin 101 and 17 in Greek 101. These are surprisingly large numbers, given the size of the UM's total undergraduate population (10,132). To put the numbers in perspective, in fall 2005, of the 23,000 undergraduates at the University of California, Berkeley, 50 students enrolled in Latin 1 and 32 students enrolled in Greek 1. In sum, UM has a significantly higher proportion. Many undergraduates want to study Greek and Latin authors at an advanced level, and we now have the faculty to provide them with the opportunity to do so. Moreover, for UM undergraduates wanting to pursue advanced degrees and scholarships in Classics, the lack of a major is a grave impediment. A major will allow for more upper level courses and thereby serve the interests of graduate students in related fields (English, Modern Languages and Literatures, History, Philosophy, Art History, Architecture, Early Modern Studies) who may take advantage of course offerings to deepen their knowledge of Classics and to undertake comparative work.

UM undergraduates have been highly responsive to the College's newest department. Many who are taking courses in Classics have written in support of a major. One student requested that the University approve a new major, asserting that "a Classics major is an essential part of a complete education because the study of classical antiquity serves as the foundation for many other fields of study." Another writes that "a minor in Classics is a good start, but in the long run it will not suffice for such a rich, deep subject. If the University of Miami is to move ahead in the humanities, a solid dynamic Classics program is essential, and for this we will require a major in Classics." Still another writes "a major in Classics provides a fundamental background for students regardless of their career objectives . . . I have heard UM seniors admonish themselves for not having enrolled in more Classics courses." "A major in classics," writes still another undergraduate, "would encourage a more refined study of authors in the field by offering students more in-depth courses." Yet another comments: "The depth of insight I have gained into ancient culture and cultural nuances of the present time could not have been attained without the amazing, intelligent, and dedicated classics department. The education I received in Classics opened my eyes to a new world of literature, history, politics, law, religion, philosophy, and culture. It has

been a unique experience." We also call attention to the energetic Classics Club with its many and varied activities and its members' participation in the departmental speaker's program. UM students are clamoring for more exposure to the ancient world.

An article on college language study in the Modern Language Association's 2004 edition of *Profession* presents the results of a recent survey on college enrollments in Classics. Latin and Greek enrollments are rising: "the 2002 count for Latin is the highest in the history of the survey." Of particular interest to the University of Miami is the statistic that the South Atlantic region is tied for first with the Midwest in terms of the number of undergraduates taking Latin and a close second in terms of the number of students taking Greek. Our competition is offering these courses, and students are taking them.

Greek and Latin have played and continue to play a significant role not only in the West but in world culture. Greek is a foundation stone for science and philosophy and the language of one of the world's richest legacies. Latin is another of the great world legacies, the vehicle of Western law and political culture, and the origin of a family tree of languages that includes Spanish, French, Italian, Portuguese, Rumanian, Romansh, and Ladino, among others--languages currently spoken by over 800,000,000 persons or approximately one sixth to one seventh of the world's population. Latin exerted a powerful influence on English (over 50% of whose words are of Latin origin) and the other Germanic languages. Long after Latin had ceased being a spoken language it was a literary, scholarly, and religious language. It has been a part of Western culture for well over two thousand years.

Market Analysis

The proposed major in Classics must take into account the market conditions for UM undergraduates in the program. What are the possibilities for graduate study and financial aid? What are job prospects beyond the B.A., M.A., and Ph.D. degrees? Let us begin by stating that, like majors in English, History, Philosophy, majors in Classics go on to a wide variety of fields, from medical school, nursing school, and the health professions, to business school, the arts, museums, and library sciences. Majors in Classics have a superb preparation for law school, become bankers and entrepreneurs, and work for both governmental and non-governmental organizations such as charitable institutions and foundations.

In a recent edition of the Guide to Graduate Programs in Classics in North America (2003), there are 64 graduate programs in Classics, of which 47 grant Ph.D.'s. There are also 9 Canadian universities with graduate programs in Classics. In Florida, Florida State offers an M.A. and Ph.D.; the University of Florida, an M.A., M.A.T, and Ph.D. Opportunities for graduate study and scholarship aid are plentiful.

What then of post-graduate job opportunities? For the academic year 2001-2002, the American Philological Association listed 210 jobs, most of which were college/university appointments. This figure was up from a low of 144 in 1996-1997. The Association listings are believed to cover between 90-95% of a year's jobs. Classics M.A. and Ph.D. graduates also get jobs in History, Religion, and Philosophy departments, while classicists specializing in archaeology get jobs in Art History and Anthropology departments.

The demand for teachers of Latin and Greek in secondary schools is now higher than it has been at any time in a decade. According to the American Council on the Teaching of Foreign Languages, the number of high school students studying Latin alone has risen from 163,923 in 1990 to 177,447 in 2000. The American Classical League, which has the most extensive listing service, posted 357 jobs in 2002, up from 308 in 2000. Indeed, in the wake of the strenuous efforts of scholars, teachers, and administrators in colleges and high schools, there are currently more positions available in high school classics teaching

than there are qualified applicants. For this reason, many universities advertise teacher certification programs in Latin and Greek.

Assessment of Library Collections

The Richter Library has a basic collection of primary classical works in Greek and Latin, many translations, and most of the major and a good number of the minor journals in the field. The Library has a virtually complete set of the Loeb Classical Library for both Greek and Latin; approximately 51 of the 62 available texts in the Cambridge Greek and Latin Classics series; and 46 of the 90 or so titles from the Scriptorum classicorum bibliotheca Oxoniensis series (it has a significantly smaller percentage of Bibliotheca scriptorum Graecorum et Romanorum Teubneriana); J.-P. Migne, Patrologia latina (almost a complete set) and Patrologia graeca (about half); and F. Jacoby, ed., Die Fragmente der griechischen Historiker and Fragmenta historicorum graecorum. The Richter Library also owns von Arnim, Stoicorum veterum fragmenta and other important sets (Diels-Kranz, Die Fragmente der Vorsokratiker, etc.).

Most recently, to improve its collection of primary sources and fill in gaps, the Richter Library has purchased on sale the Collection des Universités de France (CUF), more familiarly known as the Collection Budé, which includes 794 volumes consisting of 425 Greek and 369 Latin titles.

Major Journals in Classics in the University Library system are:

American Journal of Philology

Arethusa

Classical Antiquity

Classical Bulletin

Classical Journal

Classical Philology

Classical Quarterly

The Classical Review

Greece and Rome

Harvard Studies in Classical Philology

Journal of Roman Studies

Journal of Hellenic Studies

Transactions of the American Philological Association

Yale Classical Studies

Other important journals and related sources in the Richter holdings include:

Ancient Philosophy

Ancient Society (Louvain)

Ancient World

Annual of the British School at Athens

Antike Welt

Apeiron

Archaeology

Arion

Bulletin de correspondance hellenique

Classica et mediaevalia (Copenhagen)

Classical and Modern Literature

Classical World

Gnomon

Greek, Roman and Byzantine Studies

Helios

Hesperia
Historia: Zeitschrift für Alte Geschichte
Illinois Classical Studies (NOT CURRENT)
Journal of Roman Archaeology
Latomus: revue d'études latines
Lustrum
Mnemosyne: Bibliotheca Classica Batava
Oxford Studies in Ancient Philosophy
Papers of the British School at Rome
Phoenix (Toronto) (NOT CURRENT)
Phronesis
Rheinisches Museum für Philologie
Zeitschrift für Papyrologie und Epigraphik

Dictionaries and Encyclopedias: Paulys Real-Encyclopaedie der classischen Wissenschaft (including the supplemental volumes and a CD-ROM that has a full index); Der kleine Pauly, and Der neue Pauly; Oxford Classical Dictionary; Daremberg-Saglio's Dictionnaire des antiquités grecques et romaines (6 vols). There are also invaluable holdings such as Reallexikon für Antike und Christentum, The Oxford Encyclopedia of Archaeology in the Near East (ed. Eric M. Meyers) (5 vols.), and the recently purchased (2005) multi-volumed Lexicon Iconographicum Mythologiae Classicae (or LIMC).

Reference Works: Cambridge Ancient History; a fair number of volumes in Aufstieg und Niedergang der römischen Welt; a complete set of New Documents Illustrating Early Christianity (surveys epigraphic and papyrological publications with a view to their importance for Hellenistic Judaism and early Christianity).

Lexicons: standard Greek and Latin lexica: Liddell-Scott-Jones, Oxford Latin Dictionary, etc. The Richter has some concordances, but not many.

Bibliography: a main bibliographical source in the Richter holdings is L'Année philologique: bibliographie critique et analytique de l'antiquité gréco-latine (1925--). This was published in traditional typesetting from 1925 to 1995, when it began electronic production. The American Philological Society has an electronic version, Database of Classical Studies, which offers 1969-2001 and will soon have 45 volumes going back to 1959. We already have a standing order for the printed volumes and are recommending that the Richter add this electronic subscription for a very modest fee.

Projects under way at the Richter include the ordering of English language volumes lacking in our collections from the AHA Guide to Historical Literature for Greek and Roman history and from Jenkins's Classical Studies: A Guide to the Reference Literature.

Finally, the Law School Library must not be overlooked: it has an ample collection of texts on Roman law, since courses are taught in that field. However, they have virtually nothing on Greek law. The Calder Library contains a select number of texts in the history of medicine.

We conclude that the UM library system has more than adequate resources with which to support a major concentration in Classics.

The Major in Classics: An Overview

What is being proposed is a single "major in Classics," with four ways of achieving the objective, that is, four separate "tracks" to fulfill the requirements, which are now fairly standard in this country.

Universities against which we like to make our standard of comparison (the so-called Southern Privates) have major concentrations along these lines. The present minor in Classics is *not* affected by this proposal and will continue to serve the interests of undergraduates

Generally speaking, undergraduates are introduced to the subject in two ways. They learn languages, Latin or Ancient Greek (or both), and they also take survey or theme courses. Comments on the methods and goals of these courses are offered here. (Please see below for a detailed listing of all courses.)

Language Courses (GRE and LAT):

Beginning language courses are offered on a three semester rotation. Advanced (301 and above) language courses consist of readings in a selected Greek or Roman author, such as Homer, Horace, Catullus, or Tacitus. Assignments average 30 to 40 lines per class for poetry and 1 to 2 pages for prose, somewhat less in 300-level courses, somewhat more in the 400-level courses. Careful translation and syntactical analysis of the text are coupled with thematic discussion. In each class, there are weekly translation quizzes, a midterm, a final. Students in 300 level courses will write a 5 page paper, those in 400 level courses will write a 7 to 10 page paper.

Survey/Theme Courses (CLA):

Classes in the cultures of antiquity present primary materials in English and include survey courses, such as Greek civilization and Roman civilization, as well as themed courses, such as "Greek and Roman Mythology," "Self and Other in the Ancient World," and "Greek Tragedy." In the future, courses such as "Women in Antiquity," "The Decadence of the Late Roman Empire," and "Classical Aesthetic Theory," will be added. Students may also take courses offered in other departments and approved by the Department of Classics as counting toward the major.

Requirements for the Major

1. Track 1: Greek (30 credits)

Greek 101, 102, 201

Six courses at the upper level (301 and above) in Greek. Greek 201 counts toward this requirement.

Two survey courses; at least one CLA

2. Track 2: Latin (30 credits)

Latin 101, 102, 201

Six courses at the upper level (301 and above) in Latin. Latin 201 counts toward this requirement.

Two survey courses; at least one CLA

3. Track 3: Latin and Greek (36 credits)

Latin 101, 102, 201 and Greek 101, 102, 201

Three courses at the upper level (301 and above) in Latin and three courses at the upper level (301 and above) in Greek. Latin 201 and Greek 201 count toward this requirement.

Two survey courses; at least one CLA

4. Track 4: Classical Civilization (30 credits)

Latin 101, 102, 201 or Greek 101, 102, 201

One further course in either Latin or Greek at the upper level (above 301)

Six survey courses; at least four CLA

List of Courses Offered in the Classics Department

CLASSICS (CLA)

CLA 220 Greek and Roman Mythology
 CLA 240 Greek Tragedy
 CLA 301 Ancient Greece
 CLA 302 Hellenistic Age
 CLA 303 The Roman Republic
 CLA 304 The Roman Empire
 CLA 310 Literature and Culture of Ancient Greece and Rome I
 CLA 311 Literature and Culture of Ancient Greece and Rome II
 CLA 370 Self and Other in the Ancient World
 CLA 491 Directed Readings
 CLA 505 Seminar in Ancient Studies

CLASSICS: GREEK (GRE)

GRE 101 Elementary Ancient Greek I
 GRE 102 Elementary Ancient Greek II
 GRE 201 Intermediate Ancient Greek
 GRE 311 Introduction to Greek Prose: Plato
 GRE 321 Introduction to Greek Poetry: Euripides
 GRE 411 Homer
 GRE 421 Greek Orators
 GRE 431 Greek Historians

CLASSICS: LATIN (LAT)

LAT 101 Elementary Latin I
 LAT 102 Elementary Latin II
 LAT 201 Intermediate Latin
 LAT 311 Introduction to Latin Prose: Cicero
 LAT 321 Introduction to Latin Poetry: Virgil
 LAT 411 Catullus and Horace
 LAT 421 Roman Epic
 LAT 431 Roman Historians

List of Approved Courses Offered in Other Departments

The following courses would count toward the *survey/theme course requirement* for the major in Classics.
 This list changes somewhat from term to term.

ANTHROPOLOGY

APY 201 PRINCIPLES OF ARCHAEOLOGY
 APY 301 WORLD PREHISTORY
 APY 340 MARINE ARCHAEOLOGY

ARCHITECTURE

ARC 268 HISTORY OF ARCHITECTURE II: BAROQUE THROUGH CONTEMPORARY
 ARC 371 ARCHITECTURAL HISTORY I: ANCIENT
 ARC 373 EARLY CHRISTIAN, BYZANTINE, AND MEDIEVAL ARCHITECTURE

ART HISTORY

ARH 332 GREEK ART

ARH 333 ROMAN ART
 ARH 335 EARLY CHRISTIAN AND BYZANTINE ART

HISTORY

HIS 327 THE RENAISSANCE IN FLORENCE
 HIS 329 RENAISSANCE HUMANISM
 HIS 531 RENAISSANCE POLITICAL THOUGHT

INTERNATIONAL STUDIES

INS 511 THE WORLD BEFORE EUROPEAN DOMINATION: THE AFRO-ASIAN ROOTS
 OF MODERN EUROPE

PHILOSOPHY

PHI 271 ANCIENT PHILOSOPHY
 PHI 570 PLATO
 PHI 571 ARISTOTLE

POLITICAL SCIENCE

POL 305 WESTERN POLITICAL THEORY: THE EUROPEAN HERITAGE

RELIGIOUS STUDIES

REL 121 INTRODUCTION TO THE NEW TESTAMENT
 REL 305 THE RELIGIONS AND CULTURES OF THE ANCIENT NEAR EAST
 REL 307 RELIGION AND CULTURE IN PRE-ISLAMIC ARABIA
 REL 311 PROPHECY AND PROPHETIC LITERATURE IN THE HEBREW BIBLE
 REL 322 ST. PAUL: LETTERS AND CONTROVERSIES
 REL 325 JESUS IN MYTH AND HISTORY
 REL 356 MYTH AND RELIGION
 REL 505 ROMANS, JEWS AND CHRISTIANS FROM POMPEY TO HADRIAN

Budget

We do not foresee any additional budgetary increase for the major at the present time. It can be managed within existing funds.

Space Issues

At the present time, the Department is housed in three offices in the Ashe Building. This is sufficient for our current needs.