Highlights: Department of Classics

The Department of Classics offers the following programs, which include the only degrees in Classics, Greek, or Latin in the state of Kansas or Kansas City area:

- BA and BGS in Classical Antiquity
- BA and BGS in Classical Languages
- MA in Classics
- Four Minor tracks for the BA: Classical Antiquity, Classical Languages, Greek, Latin

Classics faculty members integrate teaching, research, and creative scholarship, and have earned many distinctions, including the Rome Prize, and fellowships from the NEH and ACLS. All of our programs are inter-disciplinary, focusing not only on ancient languages, but on literature, culture, religion, history, material culture, architecture, and the arts.

We offer:

- Honors courses in Greek, Latin, and Classics
- Study Abroad courses in Greece and Italy
- Archaeological excavation experience in Greece
- General Education courses, including Greek and Latin for Language Proficiency, and the most popular Principal Course in the Humanities, which requires students to read Homer’s *Iliad* and *Odyssey* and other classics in translation.
- A Latin curriculum that fulfills the professional education component for the Bachelor of Science in Education degree.
- The Wilcox Classical Museum, open to students in all disciplines, including Classics, The School of the Arts, History of Art, Museum Studies, and the School of Architecture.
- Courses in ancient art that fulfill requirements for the BA, MA, and PhD in History of Art, the BAE and MA in Visual Art Education, and the BFA in History of Art.

Our BA and MA graduates in the past decade have fared extremely well in graduate admissions, continuing their studies with funding in many prestigious programs in Classics, including those at Boston University, Indiana University, UCLA, University of Florida, University of Iowa, University of Massachusetts, University of Pennsylvania, University of Toronto, University of Washington, and University of Wisconsin. Our graduates have also obtained high levels of funding to continue their studies in the fields of Law, Library Science, and Museum Studies.
Self-Study Program Statement

Department of Classics at the University of Kansas

Introduction

When the University of Kansas opened in 1865, its three-member faculty included a Classicist. Since then, Greek, Latin, and classical studies have been offered at KU without interruption. Today the department has eight faculty members: three Latinists, three Hellenists, one Greek archaeologist and art historian, and one Roman archaeologist and art historian. Most of our scholarship and teaching is interdisciplinary, and the boundaries between our various disciplines are fluid and permeable.

Three degrees are now offered: the BA in Classical Antiquity, the BA in Classical Languages, and the MA in Classics. In addition, we offer four Minor tracks for the BA: Classical Antiquity, Classical Languages, Greek, and Latin. The B.G.S. degree (Bachelor of General Studies) is also available in both of our undergraduate majors. We teach all of the University’s courses in ancient art, classical archaeology, and Greek and Latin. Ancient philosophy and ancient history are offered in the departments of Philosophy and History respectively.

In addition to offering the broad range of courses for the degrees in Classics, the department offers four General Education principal courses, one of which routinely enrolls 500 students. KU students pursuing the BA in any department of the College of Arts and Sciences may take Greek or Latin to fulfill the College’s two-year language proficiency requirement. Students also study with us to meet requirements for other degrees, such as undergraduate or graduate degrees in Anthropology, Fine Arts, History, History of Art, Humanities and Western Civilization, Linguistics, Theatre and Film, and Women’s Studies. We have healthy enrollments, and we consistently produce more credit hours per faculty member than most departments in the Humanities at KU. Most of our faculty members have received high awards for undergraduate teaching.

Research Focus

Each faculty member is active in the field of Classics, having produced a refereed publication or paper within the past two years. All are engaged in interdisciplinary work. Our two archaeologist/art historians have research programs that cross chronological and geographical specialties. The scholarly programs of the Hellenists and Latinists stress literary texts (including oratory and other prose), but frequently engage material culture. While the focal points of our research are diverse, there is much common ground and we consult each other frequently, both informally and in formal settings such as the “Before 1500” research seminar at the Hall Center for the Humanities, where we present work
in progress. Gender studies is a particular interest for several members of the
department. Other shared concentrations include the classical tradition, literary
criticism, literary translation, and the function and representation of public space.
Every member of the faculty has at least one research specialty closely related to
the canonical Greek and Latin texts of classical antiquity, or to the equally
canonical monuments of ancient art and archaeology. But each is also currently
involved in scholarship that goes beyond the traditional confines of the canon. All
of us have the opportunity to teach graduate courses directly related to our
research specialties. This shared ability to integrate research with teaching; and
to work both inside and outside the conventional boundaries of classical studies
serves the department well. Our scholarship crosses many forums, and our
students’ grounding in the essentials is firm but not narrow.

Faculty Publications since 2003 include six books (not including work currently
under contract or in press), from Hackett Publishing Co, Ohio State University
Since 2003, faculty members have also published chapters in books from
publishers including Cambridge University Press, Harvard University Press, and
Oxford University Press. Peer-Reviewed articles have appeared in American
Archaeology, Prudentia, and Transactions of the American Philological
Association. Also since 2003, we have given fourteen papers at the annual
meetings of the American Philological Association and the Archaeological
Institute of America. Appendix 1 contains each faculty member’s curriculum vitae
and statement.

Undergraduate Degrees in Classics

Both of our undergraduate degrees—whether the focus is on literature or
material culture—require Greek and/or Latin language as well as the study of
Greek and Roman art and archaeology. Classical Languages majors may
specialize in Greek or Latin, but they must take a minimum of one year of each.
Classical Antiquity majors study Greek or Latin for at least two years. Unlike
many Classics departments, we do not suffer from a divide between language
and literature on the one side, and material culture on the other. It is not unusual
for our students (currently numbering 42 majors and seven minors) to complete
both majors, or to move from one to the other. For detailed information about
degree requirements and our curricula, see the entries for Classics in the KU
Course Catalog (Appendix 2).

Recruiting talented undergraduate majors and minors and serving them well from
the start is one of the department’s primary interests. Students sometimes decide
to major in Classics after taking several courses, talking to faculty and peers, and
attending Classics events. Sometimes a Study Abroad trip to Greece or Italy
solidifies a student’s interest. But much depends on the first class the student

takes in the department. To ensure that new life comes to the department every year, we take particular care to offer an abundance of high-quality courses at the introductory level. We also make certain that every Classics faculty member teaches such courses on a regular basis, thus giving our potential majors direct access to the full range of faculty and our various areas of expertise. Almost all future Classics majors—whether they focus on Classical Antiquity or Classical Languages—take Greek or Latin as their first or second course in our department. Thus the quality of our elementary language courses is particularly crucial. Data on Recruitment of Majors is presented in Appendix 3.

**Strategies for Recruiting Majors in the Future:** Over half of our current Classics majors declared the major during the first or second semester of contact with the department. Continuing to offer high quality introductory courses will be fundamental to future success. We cannot afford to be complacent, however, about the need for a steady influx of new students. Bringing the number of our majors up to 50 would be a reasonable goal. We hope that this Program Review helps us clarify some of our thoughts about curriculum development and increased recruitment of majors. We have talked recently about the possibility of changing the 500-level art and archaeology survey of Greek and Roman art into a 300-level course, strictly for undergraduate credit. (Courses at the 500-level qualify for undergraduate or graduate credit.) Such a change would suit the course’s status as a general Greek/Roman survey, and might recruit majors. We also need to examine the strengths and weaknesses of our introductory classical studies surveys (Greek Literature and Civilization, and Roman Literature and Civilization). Both of those courses fulfill a General Education requirement and thus attract large enrollments. But perhaps we should develop some principal courses that better serve our majors; or that attract more future Classics majors.

It would also be helpful to recruitment if the History department were to offer more courses in ancient history. We explain that issue below, under “Challenges Facing the Department.” An expansion of KU’s program in ancient philosophy would also be productive for both our undergraduate and graduate programs. The Philosophy department’s emphasis on Aristotle, Hellenistic philosophy, and Plato complements our specialties well, and further development of an ancient philosophy program would do good things for Classics.

**The Master’s Degree in Classics**

The Master’s program in Classics is designed mainly for students who hope to progress from our program to a PhD program in Classics or a related field, but who require further linguistic preparation and a more thorough introduction to the profession before they are ready to pursue the doctorate. We also serve current and future secondary-school teachers of Latin who wish to broaden their exposure to Greek and Roman authors and to classical scholarship. Most of our
students are not Kansas residents, but come to us from a variety of colleges and universities across the country.

The program is designed to be completed in two years by an incoming student with strong preparation in Greek and Latin. Our average time-to-degree is 2.5 years. Some of our most promising students take three years in order to build up the strongest possible record for applying to PhD programs. Many of these students come to us with excellent undergraduate records, but with gaps in their training. Some chose Classics late in their undergraduate careers, or attended small liberal arts colleges that did not have full-fledged Greek programs. Our seminars require students to grapple with current scholarly issues, but—as is appropriate for the Master's level—also involve serious linguistic work. All of our graduate students are required to learn a modern research language (usually French, German, or Italian), and those intending to pursue the PhD usually write a Master's thesis. For detailed information about degree requirements and our curricula, see the entries for Classics in the KU Graduate Course Catalog (Appendix 4).

Although national rankings do not exist for MA programs in Classics, we would place ourselves among the top two of the five best terminal MA programs in the U.S. (other top programs would include the Universities of Arizona, Georgia, Kentucky, and Maryland-College Park). Anecdotal evidence suggests that we have a smaller applicant pool than most, but we base our high assessment largely on our excellent placement record, the breadth of our program, the quality of our students and faculty, and our mentoring of graduate teaching assistants. The two other MA programs in Classics in the Big 12 (Texas Tech and Nebraska) are smaller and less visible nationally. Of the fourteen AAU institutions in our comparison group, we are the only Classics Department with a terminal MA (ten have PhD programs, while the remaining three have only the B.A.). Professor Corbeill was among a small group of classicists in the mid-1990s who arranged for our national organization, the American Philological Association, to designate as an "Affiliated Organization" an association for institutions in Classics that grant a terminal MA. Since receiving this designation, the group has met annually at the APA convention; Corbeill has attended all meetings through 2007 and has served as chair and organizer since 2004. Beginning in 2006, post-baccalaureate programs in Classics are now part of this group (with representatives attending from Columbia, Georgetown, Penn, UC-Davis, UCLA, and UNC-Chapel Hill).

**Graduate Funding:** Graduate Teaching Assistantships are our principal source of funding for MA candidates. These positions offer a tuition waiver, health benefits, and a stipend of approximately $13,500. We occasionally supplement this funding with departmental Endowment funds. Each year, we have approximately two to four GTA positions to use for recruiting purposes. We attempt to compensate for this shortage by encouraging continuing students to apply for GTA positions in other programs (particularly in Humanities and
We have also secured Minority or Diversity Fellowships for three recent students. Poor funding puts us at a disadvantage in attracting our best applicants away from programs with permanently funded fellowships (as at Georgia and Kentucky), or with higher teaching stipends. We are fortunate, however, in that the Graduate School has twice awarded us a supplemental two-year scholarship to use for recruitment purposes.

**Graduate Recruitment:** Our graduate advisor actively recruits through mailings, attendance at conferences, and through frequent correspondence with students who inquire about the program. Visibility at the annual conference of the American Philological Association and other meetings also puts the whole department in good stead. Our best recruiting tool, however, has proven to be campus visits from students who have been accepted to the program. Since instituting these visits approximately nine years ago, only three candidates of the seventeen who have visited campus and met with our faculty and students have chosen not to attend KU. This success rate (over 80%) is extraordinary; the funding for airfare, accommodations, and food is normally provided entirely through department funds (supplemented in 2003/4 by matching funds from the Graduate School).

**Placement of our Recipients of the Master's Degree:** We have a very low attrition rate (with only two students dropping out in the past decade), and most of our graduates move to a PhD program or a teaching job immediately upon graduation. In the past seven years our students have begun doctoral studies at Brown, British Columbia, Indiana, Pennsylvania, Toronto, Washington, Wisconsin, California-Santa Barbara, and UCLA. Some of these students have become extraordinarily successful, such as our 2002 graduate who received the prestigious Rome Prize this year. Although we do not offer teaching certification, our job placement rate has been 100% for the past decade. Seven recent graduates are currently teaching Latin at the secondary-school level, mostly in Eastern Kansas and the Kansas City area.

**Women and Minority Students in our Degree Programs**

Half of our graduate students, and more than half of our majors are women. This compares favorably to the field of Classics, and we are pleased with our record.

Ethnic minorities rarely pursue advanced degrees in Classics. Statistics from the annual meeting of classicists in January 2004 indicate that, of registered participants, 4% self-identified as Asian/Pacific Islander, 1% as Hispanic/Latino, 0% as African-American. Despite these unfortunate statistics, our small Master’s program has been remarkably successful in both recruitment and retention. In the past five years, we have graduated one African-American woman (2006), and one Native-American woman (2008). In addition, we graduated a native speaker of Spanish (a male citizen of Spain) in 2004; and an Asian-American woman in
2001. (Note that an apparent data-entry error has dropped our African-American graduate of 2006 from KU's official statistics.) Also in the past five years, we recruited an African-American man who withdrew after one semester. The three minority students who received the degree graduated in the minimal time required (two years), a semester earlier than our average.

None of our peers in the Association of American Universities (AAU) comparison group seems to have been so successful in minority graduate recruitment. Every department offering the MA or PhD in Classics responded to a query we sent in fall 2008, but only two reported positive data. University of Missouri recently graduated a Native American, and also recruited an African American who withdrew after three years. University of Illinois currently has one Hispanic student. University of Colorado was able to report only on university-wide recruitment rate of minorities (7%).

When compared to other departments at KU, our record is not so striking. During the past five years, between 10.2% and 12% of KU's graduate students have been minorities each year, while our figures range from 0% to 8.3%. We hope also to do better at the undergraduate level, where our figures are also below the University of Kansas averages. During the past five years, 3.2% to 7.4% of our Classics majors have been minority students, while the figures range from 10.2% to 12.3% across the university. In any given year, most of our BA recipients are white residents of Kansas. In 2003 and 2006, however, we surpassed university averages in minority degree recipients. In 2003, 12.5% of those receiving the BA in Classics were minorities (as opposed to 9.2% across the University). In 2006, 10% of our recipients were in the American Indian, Black, or Hispanic category (in contrast to 8.7% at KU overall).

Some of our programming has increased our visibility among minorities, and may eventually aid our recruitment efforts. In 2008 we worked together with the Department of African & African American Studies to sponsor four lectures dealing with intersections between the two departments. Two focused on the role of Classics in the debates over education between Booker T. Washington and W.E.B. Du Bois; and two others were delivered by Martin Bernal.

Our current graduate student body includes an Arab-American woman, and three of our MA applicants this year (spring 2009) are self-identified minorities. Thus we are optimistic about continuing our upward trend.

**Study Abroad**

For many decades, the Classics department offered no courses of its own in Greece or Italy. In 1989 and 1990, we collaborated with the Department of Theatre and Film on a summer program in Katohi, a village in west central Greece. Professor Gordon taught a course on Euripides in this innovative
program, which focuses on producing a Greek tragedy or comedy, to be performed in the ancient theatre at Iniades. The program continues, and we still have a loose connection with it, but thus far no Classics major has taken a role in a production. Most students who enroll in this program are majors or graduate students in Theatre and Film.

We launched our first official Study Abroad program in Classics in 2001. Since then we have offered courses regularly. We plan to offer the Greek trip in even years, with Italy in between. Students take most of their coursework in Classics, but some add a course that is listed with History of Art. The courses are taught by tenured or tenure-track faculty, usually accompanied by a graduate teaching assistant.

**Study in Greece:** Professor Younger offered the “KU in Greece Program” (CLSX 570, cross-listed with History of Art 505) in 2001, 2003, and 2008, with approximate enrollment of fifteen students each time. The Program is a 4-week (mid May to mid June) on-site archaeological tour of the major monuments and museums of Greece. On the mainland and in Crete the students travel in a chartered bus; to the Islands by slow boat and by hydrofoil, and on the Islands by rented vans or public bus. The core of the trip includes Athens, the Peloponnese (Corinth, the Argolid, Sparta-Mystras, Pylos, Olympia), Delphi, and Athens again; thereafter there is usually a trip to Crete (Chania to Zakros) or the Islands (Mykonos-Delos, Naxos-Paros, Thera). The final days are spent back in Athens with side trips to Aigina and Sounion. Along the way, participants study everything from Neolithic to modern Greece (including some modern Greek), “from sheep to people, from temple to church,” as the director explains.

**Study in Italy:** Our first Study Abroad program in Italy, “Ancient Rome and the Bay of Naples,” was directed by Professor Corbeill in 2004. This program allows students to experience first-hand the art and culture of ancient Rome both within the modern city and along the Bay of Naples. The four-week trip includes three weeks in Rome, at the Intercollegiate Center for Classical Studies atop the Janiculum Hill (run by Duke University). The group tours all major museums and ancient Roman sites in the city, as well as several Medieval, Renaissance, and Baroque churches. There are day trips to Tivoli (Hadrian’s Villa, Villa d’Este) and to the Etruscan sites of Tarquinii and Cerveteri. The stay in Rome is followed by one week in the Bay of Naples area, where site visits include Phlegraean Fields, Naples, Capri, Paestum, Pompeii, and Herculaneum. The courses offered are usually intensive versions of Classics courses in our regular curriculum, such as Classics 240 (Roman Literature and Culture) and Classics 527 (Roman Archaeology and Art). In 2004 we also offered “Biography of a City: Rome,” which is cross-listed in Humanities and Western Civilization and History of Art. When this program is offered in summer 2009, the main change is that it will start in Naples, and will include a stay at the Villa Vergiliana.

In summer 2007, Professors Scioli and Stinson co-directed “Rome: Discovering
the Ancient City in Context,” which also included some work around the bay of Naples. The students spent three and a half weeks in Rome visiting ancient sites and museums, traversing the city on foot, bus, and tram from their base at the Intercollegiate Center for Classical Studies. During the third week of the program they traveled to Pompeii, whence they made day trips to the sites of Pompeii, Oplontis, and Herculaneum as well as to the Archaeological Museum in Naples. This program allowed students to select one or two of the following special topics courses in addition to the summer versions of our regular Classics courses in Roman art and culture: “Roman Funerary Monuments,” and “Studies in Roman Topography.”

Language Preparation in Modern Greek and Italian: We hope to maintain our strong foreign-study record, and to expand our programs as appropriate. One issue to consider here is that it would be beneficial to our travelers and to our future professional classicists to have a working knowledge of Modern Greek. KU has a strong program in spoken Italian, but none in spoken Greek. We receive frequent inquiries from interested students, and access to conversational Greek classes would serve Classics as well as Theatre and Film (as they continue their Greek theatre program). Classics would be happy to administer a modestly-sized program in Modern Greek language.

Space: Classrooms and Other Facilities

The Classics Department is located mainly in Wescoe Hall. Most of our courses are taught in general-use classrooms three floors above us, and in several other buildings on campus (including Fraser and Budig Halls). We also hold classes and study sessions in the Wilcox Classical Museum, a small facility located in Lippincott Hall.

After coping with windowless and cramped facilities for three decades, the department moved to beautiful new offices and seminar rooms in Wescoe Hall in the fall of 2008. Display cases and alcoves now line our hallways, and students have places to sit and study. Our new and larger seminar room has a wall of windows, built-in bookshelves, and a plasma screen. Formerly we had only one seminar-sized classroom, but now we have a second, also with shelves for dictionaries and a plasma screen. Faculty, graduate teaching assistants, and the office manager now have attractive offices of adequate size. In the old set-up, the graduate students’ and instructors’ offices were two floors above the rest of the department, but now we are all together.

Slide Workroom: Likewise, the workroom that houses our slide collection and digitizing equipment has moved to the Classics area. Thanks to donations by Elizabeth Banks, Paul Rehak, and John Younger, the Classics Department’s slide collection has grown over the years, to its current level of over 90,000 color 35 mm and black and white lantern slides— one of the largest image collections
in an American Classics department. In an effort to catch up with the digital age we have begun the conversion of the slide collection to digital format for eventual uploading to KU’s online image database, Luna Insight, which allows for keyword searches and rapid access to images. Our faculty will make the most use of the digital images once they are online, although anyone on the KU campus will then have access to them.

**Storage and Display:** We also have new storage space for items associated with our Wilcox Classical Museum that used to be stored in cardboard boxes that cluttered the old slide room. The new mail and work room is large enough to allow for daily activities such as photocopying, collating, and making tea—tasks that were difficult when we had just 130 square feet for all to share. The display cases near our offices house our full-sized plaster casts of Demosthenes and Sophocles (cast in the 19th century from sculptures in the Vatican). Their removal from the Wilcox Classical Museum to Wescoe opened up enough space in the museum to allow us to use the museum as a third small seminar room. We plan to use other new displays areas in Wescoe for rotating exhibits.

We are delighted with the new space. We have only two serious problems with our location in Wescoe, both having to do with classroom needs. First, our second seminar room has turned out to be too small. The dimensions are not quite right for accommodating a seminar table for 12 students (as we had planned), so we converted it to a small classroom with 14 desks. The desks fit well, but now we see that the instructor has to stand so close to the students that use of the room is awkward. Having small classes in a Classics-dedicated classroom is essential, so we need to keep working on a solution. Meanwhile, the plasma screen, the large white board, the space for dictionaries and maps, and the proximity to the rest of the Classics department are great boons, so we continue to use the room for five classes.

**Lack of Good Classrooms for Showing Images:** Our second and larger classroom-related problem is that we lack adequate facilities for mid-sized classes that depend on image projection. This poses considerable difficulties, particularly for our art and archaeology classes. We sometimes have access to the excellent facilities of the department of History of Art, which has a large auditorium and a lecture room with 68 seats. Both rooms can be darkened fully, and have high quality projection, a flawless screen, and stadium seating. Our problem is that History of Art seldom has room to accommodate the cross-listed Classics courses. When they are able to offer space, the meeting times are often the “non-conforming” slots that create multiple schedule conflicts for students, and that go against the policies of the Office of the Provost.

Our original understanding was that we would have use of a new 25- to 47-seat classroom near the Classics hallway, but so far we have no access. The department is currently allotted the use of a 48-seat classroom on the 4th-floor every morning, and the use of a 25-seat classroom all day. Both classrooms are
fine for introductory languages, but not for art and archaeology classes. One of
them has projection capability, but it is not entirely satisfactory because it cannot
be darkened adequately. In contrast, some of the new classrooms near us on the
first floor have no natural light (and no windows to the hallway), and thus would
be better for projecting images. (Holding classes near our offices would of course
be preferable as well—not because of convenience for the faculty, but because
students would be drawn to our hallways and offices more frequently).

The Wilcox Classical Museum

The department is fortunate to have the Wilcox Classical Museum, a small
teaching museum housed separately in the center of campus, in Lippincott Hall
(built 1905). The size and aspirations of the Wilcox are modest, but the Museum
offers crucial opportunities to our students and serves the department well.

Comparison to Peer Institutions: Most of our peers in the Association of
American Universities (AAU) in our comparison group have far grander and more
ambitious facilities. Two of our peers possess major, nationally recognized,
museums devoted exclusively to antiquities. Our museum is a fraction of the size
of the Museum of Art and Archaeology at the University of Missouri, which is the
only art museum on that university’s main campus. Also far more ambitious is the
famous Kelsey Museum at the University of Michigan, which houses a collection
of nearly 100,000 ancient and medieval objects from the Mediterranean and the
Near East.

Three other institutions in our peer group have prestigious antiquities collections
housed in larger university museums. The ancient collection at the Indiana
University Art Museum has holdings in antiquities from the Ancient Near East,
Egypt, and Greece (from prehistory to late antiquity). The Krannert Art Museum
at the University of Illinois, Urbana-Champaign is also a major facility with a
permanent collection of 9,000 works. Its Ancient Mediterranean art department
includes a significant collection of Greek vases. Another noteworthy collection of
Greek vases and other antiquities can be found at the Museum of Natural History
at the University of Colorado, Boulder.

Closer in size to the Wilcox is the Museum of Classical Archaeology at Ohio
State University, although that museum’s stature and holdings exceed ours
significantly because of its connections with Ohio State’s excavations at Isthmia,
Greece. The William Battle collection of plaster casts at the Blanton Museum of
Art at the University of Texas, Austin is also comparable in some ways, though it
is larger as well.

Despite its more modest stature, the Wilcox is nonetheless a valuable asset to
the life of the department. Moreover, as a departmental museum with classroom
space surrounded by an historic collection of plaster casts, the Wilcox is unique.
The museum includes a seminar room (seating approximately 12 students) and a gallery that displays most of the Wilcox Classical Collection, comprising approximately 30 plaster casts of Greek and Roman sculpture, additional plaster casts of 22 slabs of the Parthenon frieze, a large collection of ancient coins, and a small but significant collection of Greek and Roman antiquities. The original museum was founded in 1886 by Professor A.M. Wilcox, head of the Greek and Latin departments and Professor of Greek from 1865 to 1915. From its inception, the museum collected minor antiquities, but began to build a collection of plaster casts in 1888. The first items purchased from European casting studios were sculptures from the Parthenon: metopes, frieze slabs, and the reclining god from the east pediment. These were housed in the newly established department of Ancient Languages and Literatures on the second floor of KU's Old Fraser Hall. In 1907, the collection acquired ancient artifacts sold by the Italian state during a relief effort after the catastrophic eruption of Mount Etna.

When Old Fraser was closed in 1965 for demolition, the Wilcox casts and antiquities went into storage, and suffered neglect and damage. This was the fate of many plaster cast collections in the mid-twentieth century. Thus, collections such as those now preserved at the University of Kansas, the University of Texas, and Cambridge University are now rare. In 1982 many of our casts were taken out of storage and restored under the direction of Associate Professor Emerita Elizabeth Banks, in preparation for their installation in the present facility in 1988. Funds for the restoration project, and for the creation of museum space in former classrooms, came largely from the Tenney Frank Fund. This gift to Classics from the estate of an alumnus is held for us by the University of Kansas Endowment Association. The Classics Department dedicated most of its annual income (of approximately $6500) to the museum project for over a decade.

In 2008, we moved a few items from the collection to our facilities in Wescoe Hall. These include the casts of statues of Demosthenes and Sophocles, the originals of which are currently in the Vatican. They now grace our hallways and are visible to hundreds of students daily. Other items now stored in Wescoe include many of the antiquities not on display in Lippincott Hall.

**Antiquities Collection:** The main gallery of the Wilcox Classical Museum proper is named for Mary Amelia Grant, Associate Professor of Classics from 1921 until 1960, and a longtime curator and benefactress. The smaller of our two galleries houses antiquities. Our most recent acquisitions include an Attic red-figure stemless kylix (ca. 460 BCE), and a terracotta hydrophoros (statuette of a woman carrying a water jar, early 4th c. BCE), both of which were gifts to the department by Professor John Younger; and a red-figure pelike by the Tyszkiewicz Painter (ca. 470 BCE; H. 26.7 cm; no. 275164 in the Beazley Archive database). The latter vase was purchased in memory of Paul Rehak from funds donated by Friends of Paul Rehak and by the department's Mary Grant Fund (KU Endowment Association). We would like eventually to purchase a few other vases. If we had considerable funding, we would extend our
collection of Attic vases. A more modest goal would be to acquire fragments of vases of several types

Current Use of the Wilcox Classical Museum

The Museum is open on weekdays during the academic year (9 am to 4 pm), and is staffed by Classics students who welcome guests, give tours, and guard the objects on display. An undergraduate student supervises the staffing, and makes arrangements for additional visits at irregular hours or on the weekends.

Some use of the Wilcox is predictable. Sections of the introductory survey course taught by History of Art (HA 150) visit the Wilcox in groups, with some History of Art instructors assigning research papers. The School of Journalism and the School of Architecture use the Wilcox as the basis for projects. The instructors of Mythology (Classics 148) and Greek and Roman art (500-level Classics courses cross-listed with History of Art) use the Wilcox to teach about ancient art and mythology. Classics 148 and the 500-level Classics courses use the space most frequently, but Latin classes also visit to study our collection of (mostly Roman) inscriptions. Local high school groups also use the Wilcox. Latin and Humanities classes from Lawrence and Free State High Schools visit each semester, and Latin classes from Coffeyville, Salina, and Topeka come every spring.

Some semesters, two or more smaller Classics classes use the museum as their regularly scheduled daily or weekly classroom. Sometimes these courses are directly related to the museum. In fall 2005, for example, Professor Younger conducted a Museology course in the Wilcox, redesigning the antiquities exhibits, installing new storage facilities, and moving plaster casts. Of the seven undergraduates enrolled, five are now in graduate programs in Museum Studies. Currently, a discussion group from Greek 104 meets in the Wilcox, as does a class on Linear B. Occasionally we have to forego use of the museum when handicapped students have difficulty getting into the building. (The poor accessibility causes regular problems.)

Many Classics students also work on restoration and display projects for the museum, whether on a volunteer basis, as work-study students, or in connection with an ancient art and archaeology class. Students in the ancient art courses offered by Classics have done hands-on work with the collection. Over 15 plaster casts of the Parthenon frieze were removed from storage in 2001 to Professor John Younger's garage. There students in the ancient art courses in the spring semesters of 2002, 2003, and 2004 conducted restoration work; these casts were installed in the Wilcox in the Fall of 2004. Another Parthenon cast was restored by two undergraduate majors in the Spring of 2008. Currently, two students are also exploring and cataloguing the museum archives (which include minor antiquities, acquisition histories, and various other texts). One is a graduate student with Work-Study status, and the other is an undergraduate
volunteer. Another Work-Study undergraduate with work-study is redesigning the coin exhibit and installing signage for the antiquities exhibits.

Other use of the Wilcox is unpredictable and sporadic. Students in the School of Art and Design visit to draw the plaster casts, and occasionally Western Civilization sections visit in the fall. Otherwise, the Wilcox receives casual visitors and spontaneous university and high school groups. It also hosts gatherings such as departmental meetings, receptions, and ad hoc meetings for Classics majors and local study groups and committees.

**Cooperation with the Museum Studies program at KU.** Classics has had a very loose connection with the University’s program in Museum Studies during the past decade, but collaboration has increased dramatically now that Professor Marjorie Swann is the Acting Director. In fall 2009, many of the courses that are required for the MA in Museum Studies will focus on the Wilcox. The class on Museum Management will use the Wilcox Museum as a case-study and will devise a long-range managerial plan for the museum. The Museum Education class will devise an educational program for high school students using our resources. In spring 2010, the Exhibits class will work with faculty and students in the Classics department to devise a new exhibit in the Wilcox; and the Collections Management class will use the Wilcox Museum as a case-study and devise a collections management plan. It is possible that the course in Conservation will also have a unit on antiquities using material from the Wilcox collection. Eventually, the Collections Management class may work on organizing the archives and documentation of the Wilcox, perhaps using the museum database PastPerfect. In addition, we may partner with the students and instructor of Conservation to do some work on several plaster casts of the Parthenon frieze that need restoring, and on the conservation of Greek and Roman pots. The Wilcox can also accommodate Museum Studies students who choose it for their required museum internship for the MA degree. To further describe our partnership with Museum Studies, we quote Professor Marjorie Swann, the current Director: “there is no facility at KU other than the Wilcox Museum for students to study how the humanities and museums work together."

**The Future of the Wilcox Classical Museum**

We have concerns about the Museum that we hope to explore further in the course of this Program Review. The University is in constant need of additional classroom space, and it frequently requests justification of our use of a prime location. Our conviction is that our tenancy is well-deserved. The museum enhances the experience of all Classics majors; features in courses in Fine Arts, Humanities and Western Civilization, History of Art, and Museum Studies; and is an important vehicle for outreach to the community.
We would like, however, to expand our use of the museum. Increased usage would be a boon to Classics, while providing more classroom space for the University at large. Thus, we are eager to explore some possibilities to re-configure and remodel the museum, turning it into a regular Classics classroom. Here we will be keenly interested to hear the thoughts of the review committee. Currently, the museum has standing room for over 40, but only twelve to fourteen places at the seminar table. With the removal (to our facilities in Wescoe Hall) of several more plaster casts, and a minor construction job, the main gallery of the museum could be converted into an antiquities-filled classroom suitable for courses in Greek and Latin with enrollment of fewer than 20 students. With more extensive work, such a classroom could accommodate over 30 students and would thus be ideal for some of our courses in ancient art and archaeology. Converting the space while maintaining the integrity of the gallery space would require some expertise (particularly as we plan for better lighting, the installation of projection screen and white board, and the ideal classroom size and orientation). The museum would of course need to become handicapped-accessible, but that is an update the University must make in any case.

Challenges Facing the Department

Retirements: The main difficulty we will face in the next decade is the possible lack of timely replacement of faculty members who retire. The average age of faculty members in Classics hovers around the tender age of 50 (both the mean and the median), but three tenured faculty members and our instructor will reach possible retirement age during the next ten years. Faculty losses would cause considerable damage to our program, particularly if additional faculty members were to leave KU. Our continued success at garnering grants and leaves would further cut into faculty size. When we are at full strength we are able to accommodate sabbaticals without cutting too deeply into our programs, but long term losses of faculty and funds for off-base instructors would most likely decrease the number of Classics majors and the quality of our degrees.

The Need to Maintain Faculty Size: Even a slight decrease in the size of our faculty would revive two problems we have recently addressed, and would amplify a long-standing predicament. Both of the two recently solved problems were weaknesses in our growing Greek and Latin programs. In our Greek program, we were not offering enough levels for students to advance through, and in Latin we were simply not offering a sufficient number of graduate courses. When enrollment numbers were low, it seemed reasonable to offer only one graduate seminar in each language per semester; and to offer courses for only two levels of undergraduate Greek per semester. Soon after the late 1990’s, our number of graduate students jumped from approximately three students to thirteen, most of whom focus on Latin. This increase nearly overwhelmed our Latin seminars, threatening to lower their quality. Because some of these new graduate students need to take at least one undergraduate Greek class, the
increase also exacerbated problems related to our lack of sufficient levels in our undergraduate Greek curriculum.

**Recently Resolved Weaknesses:** Since 2006, however, we have increased our course offerings to two Latin graduate seminars every fall. This allows us to limit class size to approximately seven students. (One or two undergraduates often take the graduate seminars.) An added benefit of the adjustment is that we can now offer graduate Latin courses that broaden our focus. In the fall of 2008, for example, our MA candidates could choose either a graduate course in Latin Composition or a regular Latin literature seminar. Adding a second seminar to the spring semester would also be salutary, but less necessary. Spring seminars usually have lower enrollments because most of our MA candidates forego a seminar during their last semester while they focus on the MA thesis and comprehensive exams.

Also beginning in the fall of 2006, we resolved the second weakness by offering three levels of undergraduate Greek, thus ending our practice of combining third-semester Greek with fifth-semester. Again, offering an additional course in the spring would be beneficial, but is not so crucial. It is the third-semester students who need intensive work on grammar while they grapple with reading their first full texts. In the spring, our fourth- and sixth-semester students enroll in the same course, which alternates between the *Iliad* and the *Odyssey* on a two-year cycle.

Three things enabled us to make these two recent modifications in our language curriculum. First, we decreased the number of undergraduate non-language courses we offer every fall (Classics 230 through 375). This shift in fall offerings limits the choices open to students, but is less damaging to the quality of our degrees than the gap in our Greek curriculum and over-enrollment in Latin seminars. Thus far, the decrease in the number of non-language courses seems not to have slowed down any Classics major’s progress toward graduation, or to have prevented majors from pursuing particular interests. We continue to offer a variety of art and archaeology courses every semester, and we have increased our vigilance to avoid course conflicts. We have safeguarded Classics 148 (Myth) every semester, which ensures that we reach a broad constituency. Second, a new faculty member joined our department in 2008. Professor Stinson teaches ancient art and archaeology exclusively, but the addition of his courses gives us more leeway, enabling Professor Younger (our other archaeologist/art historian) to teach the occasional language course. Last, to cover the courses while more than one faculty member is on sabbatical, we have twice accepted Professor Younger’s proposal that he teach an overload Greek course (a generous offer, but not an ideal or long-term solution). These greatly-needed changes to our language curriculum will not be sustainable if our faculty shrinks.

**The Lack of a Greek Historian:** The long-standing predicament the Classics department faces is the absence of ancient Greek history from the History department’s curriculum. KU’s last specialist in the history of Greece died in
1996, and was never replaced. (Some of his courses remain in the course catalog, but have not been taught in recent years.) A survey of our peers in the AAU reveals that most institutions have at least one historian of ancient Greece in addition to at least one Roman historian. Even two of our peers that offer only the BA (Michigan State and Purdue) have Greek historians. In most cases, these historians reside in History departments, but some have joint appointments with Classics. Five institutions have a similar situation to ours, with one or more ancient historians, but with none whose specialty is Greece. These are Illinois, Iowa, Iowa State, Minnesota, and Nebraska. At all of these institutions, however, it appears that the Romanist teaches Greek history in addition to Roman.

Fortunately, the History department still offers some courses in Roman history. But there too, we have a deficiency: KU has no historian whose publications treat the Roman Republic (an area that would most benefit our undergraduate Latin majors and our graduate students). As will be self-evident to most Classicists, knowledge of ancient history is crucial for all Classics majors, whether they specialize in archaeology, art, language, or literature. Our students need a firm grasp of the historical context of the societies they study, and a good understanding of the political and economic upheavals that shaped so much of Greek and Roman history. The lack of an introduction to issues such as ancient slavery, historiography, government, power struggles, and Rome’s relationship to Greece would impoverish any Classics curriculum.

As a partial solution to the dearth of ancient history courses, we have allowed our majors to present alternative courses to fulfill our ancient history requirement. For example, Classical languages majors who specialize in Greek should ideally take a Greek history course, but we allow them to substitute the History department’s courses in Roman history. We have also occasionally allowed our undergraduate majors to substitute our courses on Greek and Roman “Literature and Culture.” Those courses include readings in prose authors such as Herodotus, Thucydides, Tacitus, and Livy, but are not an ideal substitute for broad courses in ancient history. We have also offered a directed readings course on documents pertaining to Greek history, and our courses “Women in Ancient Art and Society,” “Gender and Sexuality, Ancient and Modern,” and “Poetry and Politics in Fifth-Century Athens” also alleviate the problem to some degree. Our array of survey courses in Greek and Roman art and archaeology are also helpful. But these are stop-gap measures. Classics would be delighted to offer Greek history under its own aegis, but thus far our annual requests for a faculty position in ancient history have gone unanswered. Filling the ancient history gap is not a priority for the History department, which has other needs to meet.

Endowment Funds and Development:

Classics benefits from the use of several endowment funds. Most were established through the bequests of alumni and faculty, but we also enjoy annual
donations. As mentioned above, the Friends of Paul Rehak donated the gift of a Greek vase in 2006. The Museum was the funding priority while the Wilcox was getting established in its current location, but we currently use our funds almost exclusively for student scholarships and awards, and for honoraria and hospitality for visiting scholars. We have not made any direct appeals since the Rehak campaign (which addressed not alumnae/i, but friends and colleagues), but we intend to send out a funding appeal in August 2009. We started an annual Classics newsletter in 2007, but refrained from appealing for funds in the first two issues. The newsletter now meets its primary purpose (the fostering of community), but it should also become a means to contact and inspire donors. Funding for students will continue to be our priority. For a list of annual scholarships and awards, see Appendix 5. For copies of our first two newsletters, see Appendix 6.

**Governance:**

For many decades, the department functioned without formal guidelines, but we developed by-laws in response to a call from the Provost in 2007. All tenured- and tenure-track faculty members attend departmental meetings, which are also attended by at least one student. Meetings are held at least once each semester, but are held more often as required by particular tasks such as self-study for Program Review or the formation of faculty evaluation guidelines. Decisions are generally made by consensus of the committee of the whole, but the Chair may assign ad hoc committees that report back to the department for approval. When discussing current or prospective students, or other confidential matters, the faculty gathers without students in attendance. See Appendix 7 for the current By-Laws; and Appendix 8 for Promotion and Tenure Guidelines.

**Preparation of this Document:**

Between September 2008 and February 2009, the department worked on a Self-Study at seven meetings, some of which focused also on the development of Promotion and Tenure Guidelines and a Faculty Evaluation Plan. All faculty members and one to three students took part in the discussions. The Chair drafted this document, incorporating sections on the Wilcox and the Graduate Program drafted partly by Professors Younger and Corbeill respectively. The Chair completed most of the research on our undergraduate constituency and on our university peers. Professors Scioli and Stinson, and graduate student Mariah Smith assisted with the data about historians of ancient Greece at peer institutions. Early drafts of this document were circulated among the faculty and student representatives in December, January, and February. Most faculty members made suggestions or corrections at various stages. Professors Welch and Corbeill critiqued the penultimate draft.
Conclusions:

Our sense of ourselves is that we form a coherent and thriving department. Every faculty member maintains an active research program, and we are successful teachers who reach a broad constituency. Each of us carries a fair load of departmental obligations. We are pleased with the quality and accomplishments of our students (both undergraduate and graduate).

Preserving the Wilcox Classical Museum is crucial to our curriculum, and we must develop a long-term solution to our lack of regular access to a high-quality classroom for our many courses that require projection of images. Otherwise, we are generally pleased with our facilities and their prospects for the future.

To continue to flourish, we must nurture both our undergraduate and graduate programs. This will involve efforts to increase the number of undergraduate majors and minors; and to increase the number of quality applications to our Master’s program. It would be helpful to develop a larger endowment so as to make more funding available to our students. Maintaining eight faculty members, one part-time instructor, and at least ten graduate teaching assistants is essential, and retirements in upcoming years will create serious problems if replacements are not made. Additionally, it would be salutary if we could work with the Philosophy Department to develop further KU’s program in ancient philosophy. Having a Modern Greek program, even if staffed only by instructors, would increase both our health and our service to the College and University. Our pressing need is for an historian of ancient Greece.
Mission

We are the only Classics department in Kansas and the Kansas City metropolitan area. Committed to all of the University’s Goals of General Education, we excel particularly in helping each student develop a spirit of critical inquiry, close reading skills, and an understanding of ancient cultures. We offer the following degrees: BA and BGS in Classical Antiquity; BA and BGS in Classical Languages; MA in Classics. Our courses fulfill specialized requirements for the BA, MA, and PhD in History of Art, the BAE and MA in Visual Art Education, and the BFA in History of Art. Our Latin curriculum fulfills the professional education component for the Bachelor of Science in Education degree. We have a commitment to the Honors program and to Study Abroad. We offer both Greek and Latin for Language Proficiency, and we provide four Principal Courses. The Wilcox Classical Museum is a teaching museum that we keep accessible to the entire University.

Faculty

As the external reviewers have stated, the Classics faculty are “highly trained, active, and productive scholars.” All faculty members teach a variety of courses at various levels, and reach a broad spectrum of students. Our largest course enrolls 500 undergraduates, and our MA seminars typically enroll 10 graduate students. Gender Studies is a particular interest for several members of the department. Other shared concentrations include the classical tradition, literary criticism, literary translation, and the function and representation of public space. Every member of the faculty has at least one research specialty closely related to the canonical Greek and Latin texts of classical antiquity, or to the equally canonical monuments of ancient art and archaeology. All of us have the opportunity to teach graduate courses directly related to our research specialties. This shared ability to integrate research with teaching; and to work both inside and outside the conventional boundaries of classical studies serves the department well.


Bachelor’s Degrees (BA, BGS)

The BA and BGS in Classical Antiquity require proficiency in Greek or Latin, and a broad array of courses in ancient archaeology, art, and culture. The BA and BGS in Classical Languages require study of both Greek and Latin, and advanced courses in at least one of the languages; along with intermediate work in ancient archaeology, art, and culture. Most of our graduates gain admission to MA or PhD programs in Classics, other fields in the Humanities, or Library Science.
Master’s Degree (MA)

The MA in Classics is designed to train two constituencies: current or prospective high school teachers wishing to improve their qualifications, and prospective candidates for PhD programs. The external review report praises the quality of our graduate program, which “deserves to be more widely known.” Most of our graduates are hired directly as secondary school teachers, or gain admission to Law School, MA or PhD programs in Classics, other fields in the Humanities, or Library Science. Many of our BA and MA graduates in the past decade have continued their studies with funding in many prestigious PhD programs in Classics, including those at Boston University, Indiana University, UCLA, University of Florida, University of Iowa, University of Massachusetts, University of Pennsylvania, University of Toronto, University of Washington, and University of Wisconsin.

Changes as a Result of the Review Process

The external reviewers had high praise for all aspects of the department, and our first response is to maintain our strengths. The report affirms the department’s need for a faculty line in Ancient Greek History, and affirms the importance of the Wilcox Classical Museum, and a need for better classroom space (which could be supplied through modifications of the Wilcox, in its present home in Lippincott). It suggests that an archaeological excavation would be ideal.

Since the review, we have:

- Increased dramatically the number of applications to our MA program
- Requested a faculty line in Ancient Greek History; and hired an adjunct instructor when possible
- Begun co-sponsorship of an archaeological excavation in Greece (with SUNY at Buffalo)
- Increased Outreach activities, particularly to regional high schools
- Established a Classics Club, as suggested in the report (action taken by students)
- Developed course schedules with recruitment and retention of majors in mind.

Overall Evaluation

Classics is small, but thriving and vital. The Chair and the department as a whole concur with the external report, which praises the high quality of Classics students and faculty, and the collegial atmosphere of the department. The report affirms that “the undergraduate program is excellent overall.” It notes that the department “caters successfully” to 3 constituencies: “a cross-section of the entire College;” majors in History and History of Art; and Classics majors. It adds that the department’s extremely successful General Education courses “reflect the centrality of the Classics Department to the overall mission of the College.” It judges the MA program to be the equal of any in the US, and praises the way we prepare students for the profession. The review process affirmed the department’s sense of itself as a healthy, vibrant, and essential part of the College and University.