



Careers for Classicists in Today's World

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I. TO THE READER

Welcome! The fact that you are reading this guide indicates that you already have a certain interest in Classics and that this interest is sufficiently strong to cause you to ask what sort of a career you might find for yourself in the field of Classics. Indeed, you have probably already had more than one person ask you "What can you do with this degree?" We hope you can find some answers to this question in this guide, whether you are pursuing a BA, MA or PhD in the Classics.

Yet what, exactly, is a Classicist? Is it someone who deals only with original literature written in Latin or Greek in antiquity? A firm grasp of the languages is fundamental and essential to the Classics, but most classicists themselves would agree that this is too narrow a view. We number in our ranks persons such as ancient historians, philosophers, art historians, and archaeologists. But the list does not stop there. Perhaps you are reading this guide because you have an interest in ancient coins, papyri, or inscriptions. Perhaps women's studies or fields such as mythology or religion have attracted your interest. Your interests may lie in comparative grammar, underwater excavation, or ancient glass. You may be fascinated by books themselves and thus want to pursue a career in publishing. You may hope to share information about the Classics through the study of library science. There are many ways to pursue your career. In fact, the study of classical antiquity is very much like a huge, interesting house. Each door leads into a room that could serve as the basis for a lifetime of study. But each room also possesses numerous doors leading out into still more areas to investigate. There are, in fact, just about as many ways to explore an ancient civilization as a modern one. But your interest in this guide also indicates that you have a very large, and very important, question before you "What sort of career choices can I expect with a degree in the Classics?"

The answer will vary according to the academic degrees you decide to pursue and the specialties you select along the way. It is the purpose of this guide to point out many of the possibilities that might

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await you along the way as you study the Classics. Thus this guide is aimed equally at students considering a major, those who have already chosen the Classics as a major, those who have graduated with their BA in hand, and those pursuing advanced degrees in the Classics. But it must be stressed that this guide is also designed to be of assistance to those of us who teach these students at all levels. When teachers encourage students to go on in the field, we hear the same question time and time again: "I like it, but what can I do with it?" It is hoped that this publication will serve to answer many questions on both sides of the desk and to point the way to answers for those that cannot be addressed here.

II. AN UNDERGRADUATE DEGREE IN THE CLASSICS

Options

Until well into the twentieth century, the college preparatory curriculum in high school regularly included four years of Latin and quite frequently two or more years of Greek. Thus, many students already knew when they entered college that they enjoyed the study of these languages and their related cultures. Today this model still exists, and some students come to college knowing that they will be Classics majors. But this situation is growing increasingly rare and many students only discover their love for the Classics through college-level courses. A college sophomore or junior thus often faces the decision of whether to pursue his or her newly found love of classical antiquity beyond the introductory level. It is also at this point that the student must choose the sort of major from among several choices within the Classics. The possibility of a career after graduation plays a large role in this decision. The following overview will be of use.

Students should first be aware that there are several types of degrees available to them. Which track one chooses will be determined by the offerings at one's college and by one's future plans. Many schools offer a BA in Classics or Classical Languages, which requires proficiency in Latin and Greek. This is the traditional degree, but surely not the only degree, leading to graduate work in the

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Classics, since knowledge of both languages is recommended before beginning graduate studies in the Classics. Many institutions also offer either a Latin or Greek major. Either is a superb liberal arts degree in itself. Moreover, a concentration in Latin is normal for those wishing to go on to teach at the pre-college level and a concentration in Greek is often pursued by those wishing to undertake advanced religious studies. Likewise, a single language concentration is often suited to further study in such areas as Medieval Studies, Archaeology, Philosophy, Ancient History, or Art History.

Another commonly offered and popular undergraduate degree is often called Classical Studies, Classical Civilization, or Classical Area Studies. This usually involves fewer courses in the actual languages and a well-rounded set of courses in such fields as history, art, archaeology, women's studies, and Classical literature taught in English. What should you do, then, when considering Classics as a major? First, do your homework! Know the types of degrees offered by the school you are considering or attending. Next, decide if your Classics degree will be your terminal degree or the beginning of a career that centers around the Classics.

After the BA – Who Will Hire Me?

Most Classics majors have no desire to become a "professional Classicist" and wish to enter the work force or to enter a professional school immediately upon graduation. If this is your choice, you should know that the Classics has been seen, and continues to be seen, as one of the strongest liberal arts degrees a student can earn. Future employers view Classics majors as students who have been trained to read original and difficult texts as well as to think about them critically, and who are able to communicate these thoughts persuasively in speech and on paper. These skills are as rare as they are sought after by employers in many fields. Remember that your BA in the Classics can lead you to a wide variety of final destinations. Look at this list of famous Classics majors: Jerry Brown began as a Classics major, went to law school at Yale, and is the current (and past) governor of California; Raymond Joseph Teller studied Latin in high school and college and taught the

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language in high school before becoming the silent half of the famous magic team Penn and Teller; Ted Turner was a Classics major for a while and went on to found CNN. Sarah Price, the Community Manager for Gmail, studied Latin literature at Yale. Finally, a young woman with a minor in Classics named Joanne Rowling went on to become J.K. Rowling, author of the Harry Potter books.

To study Latin is to encounter face to face the smartest, funniest, most beautiful minds that have ever lived.

R. J. Teller

The skills you will learn as you earn a BA in the Classics can take you far. As you plan your life after graduation, be sure to consult your teachers and your campus' Career Center. They will suggest a number of fields that are receptive to Classics majors. Check, for example, the handy document published by the University of North Carolina at Asheville, listing possible jobs for Classics majors (<http://career.unca.edu/links-our-majors>). Take a look as well at the list compiled by University of Oklahoma of jobs held by their graduates (<http://www.ou.edu/cas/classics/about/wcyd.html>). The long list will impress you. Also try an online search using terms such as "Classics major" and "jobs" or "careers." The search will lead you to an impressive variety of careers followed by Classics majors. Here is a sampling: accounting, banking, business, communications, computer science, film, journalism, law, library science, marketing, medicine, museum work, religious studies and ministry, social work.

You should also read the fascinating series of blogs written by Dr. Katherine Brooks, Director of Liberal Arts Career Services at The University of Texas at Austin. She is the author of *You Majored in What?* (Viking Penguin, 2009). Dr. Brooks writes tellingly of the advantages of a Classics degree in several blogs for *Psychology Today*. The first, "Classics Majors Find Their Future in the Past. What Can You Do with a Classics Major?" (March 3, 2010,

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<http://www.psychologytoday.com/blog/career-transitions/201003/classics-majors-find-their-future-in-the-past>) states: "(F)irst of all, your major is not a hammer. You're not going to "do" anything with it. Your major is a body of knowledge, a way of thinking-- the mindsets and skills you have acquired. The bottom line: Classics majors are intelligent people. Colleges know this-- high school students who study Latin generally score higher on the SAT, and Classics majors score higher on the GRE. And intelligent people end up in all sorts of careers-- and usually as leaders." This blog and its follow up from March 4, 2010, entitled, "Branding and Marketing the Classics Major. Plato Meets *What Color Is Your Parachute?*" <http://www.psychologytoday.com/blog/career-transitions/201003/branding-and-marketing-the-classics-major>) are filled with practical advice and links to many valuable resources on the Internet.

Note too that a Classics major is also well received by those who screen applications to Law, Medical, and Library schools. Success in a Classics major shows, not just that you are studious and hard-working, but that you are able to do more than meet the bare minimums for admission to these careers. Professor James Engell of Harvard extols the virtues of a liberal arts degree for pre-professional students on Harvard's own admissions page (http://www.admissions.college.harvard.edu/about/learning/liberal_arts.html). The Western European Studies Section (WESS) of the Association of College and Research Libraries (ACRL) has formed a committee to address the current and long-term shortage of academic librarians, especially those with foreign language training. (http://wessweb.info/index.php/WESS_Recruitment_to_the_Profession_Committee.)

It is clear that a Classics degree is a useful thing when you apply for a job. Add to this the pleasure and stimulation the degree brings with it and you have four years well spent.

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Staying in the Field

If you think you might want to go on for an advanced degree in the Classics, it is best to take as many courses in the original languages as possible. Graduate programs expect a solid grasp of the languages and most of us in the field teach the languages as a career. Students pursuing a degree such as this should also be sure to take as many courses in ancient history, ancient art, ancient philosophy, and related subjects as they can. This will both provide you with a rounded view of antiquity and will introduce you to possible fields of concentration for later study. If you wish to attend graduate school but lack sufficient language preparation, know that there are several post-baccalaureate programs, which intensively teach the languages, preparing BA students for graduate work. Search the Internet using such key words as "post-baccalaureate" and "Classics" or "Latin" or "Greek."

If you are fairly sure as to where your career lies within the Classics (e.g., teaching at the high school or college level, classical archaeology, art history, philosophy, ancient history), then plan accordingly. Consult with your professors and feel free to contact experts who can give you field-specific advice. Always, however, we recommend that you keep the languages as a basis for your study.

III. K -12 TEACHING

Becoming Qualified to Teach

Many students are so taken with the beauty, challenge, and intellectual stimulation offered by the study of the Classics that they choose to spend the rest of their lives involved in the field by teaching it to others. If you hope to teach at the pre-collegiate level, there are some things you should know. While some Greek is taught at the pre-college level, the vast majority of K-12 jobs will involve teaching Latin for the majority of your time. When Greek and other subjects, such as mythology or ancient civilization, are taught by a

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Latin teacher, they are normally added to an existing Latin curriculum.

Thanks to a concerted and united effort by the profession and a renewed perception among the public of the value of Latin, Latin enrollments have climbed in recent years and are now fairly steady. Increasingly, Latin is being offered in a wide variety of venues at elementary and middle schools, at special magnet programs, for gifted students, for at-risk students, and for others. In fact, in some parts of the country, the problem is a scarcity, not of Latin programs, but of qualified Latin teachers.

If you are considering a career in teaching the Classics K-12, you should consider the following facts:

Certification

Certification (also called "licensure" or "getting credentialed") is the official "license to teach," and is granted by individual states. It is among the first things prospective employers look for in a candidate. It has been said that private schools put less emphasis on certification and are more willing to hire uncertified teachers. This is less true today than it has been in the past. In recent times, in the face of state and federal accountability programs such as "No Child Left Behind," a credentialed teacher is very desirable to private schools. Moreover, if certification is postponed, a teacher can find it hard to move from a private school to a public school. Given the mobility of today's population, relocation is common; so, being credentialed is vital. For all these reasons, it is very desirable to pursue state certification as early as possible in your career. There are sometimes scholarships available to help defray the cost of getting certified.

Every state has its own rules for awarding certification. As early as possible, contact your school's education department and/or the state board of education to obtain a copy of your state's guidelines. The Education Committee of the American Philological Association has created a page with links to each state's requirements

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(http://apaclassics.org/index.php/education/teacher_certifications).

Always check with the state's own web page on teacher certification to be sure you are reading the most up-to-date rules, since they tend to change frequently.

Each college or university has its own procedures as well. In some colleges you will have to major in education. In others you may major in Latin or Classics. Be sure to check as soon as possible and be aware that colleges and universities differ in that some only offer certification at the BA level, while others only at the MA level.

It is not uncommon for Latin positions to appear that require the ability to teach another subject either as a major or a minor part of your teaching load. As a prospective teacher you may want to acquire a second field of competence and the requisite certification to teach it. Some powerful second fields include another foreign language, mathematics, English, and history. Note that often a teacher need not be certified in the field that comprises the minority of his/her teaching load. However, again, make the proper inquiries.

Several states have alternative paths to certification. Such plans are often ideal for Classics majors who have decided to pursue a teaching career mid-way through their college careers. Each state differs and not all states have such programs. Some states also have advanced certificate programs for MA and PhD holders. Contact the placement officer of your institution's Education department for particulars and search the web page of any state's Department of Education for all the rules surrounding certification.

In some cases it will be profitable to go on to advanced study before entering the teaching profession. There are several ways to do this. If you graduate from college already certified to teach, you may wish to pursue a regular Master's Degree (MA) in Latin or the Classics. This will enhance your knowledge of the subject and is quite practical since most school systems, public and private alike, have a higher pay scale for teachers with a Master's. Some states require the MA for permanent certification, though in some this degree may be obtained in a field such as Education.

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If, however, you are not certified, but have an undergraduate major in Latin or the Classics, there are two paths to consider. The first is a Master of Arts in Teaching Degree (MAT) or its equivalent. After completing such a degree, a candidate not only has a Master's Degree but is also certified to teach Latin. In such programs students take both Classics courses and pedagogical courses. All involve at least one teaching experience in a K-12 setting under supervision. This is generally called the "practicum" or "student teaching." An alternate route may also exist to certification. Many schools of Education offer an intensive certification program that begins directly following graduation with the BA. Check with your own institution to see if your Classics major can fit into such a program.

Finding a Teaching Position, K-12

First, consider where in the K-12 spectrum you may wish to teach. Latin is not only taught at the high school level. An ever increasing number of elementary and middle schools have Latin programs and The American Classical League (ACL) houses a committee specifically designed to support these teachers as well as those who teach subjects such as mythology or ancient civilizations at these levels. Go to <http://www.etclassics.org/> to find information on Excellence through Classics, a group that provides teaching packets, the Prima Newsletter, the National Mythology Exam and many other services.

As you start your search for a job, a must read is Dr. Brooks' third blog posting on Classics and the market place entitled "Careers in Education for Classics Majors. Latin and Classics Teaching Opportunities Nationwide." (www.psychologytoday.com/blog/career-transitions/201003/careers-in-education-classics-majors). You should also visit www.promotelatin.org for the many useful links found there pertaining to the teaching of Latin. The site is run by the National Committee for Latin and Greek, whose "National Latin Teacher Recruitment Week" prompted Dr. Brooks' blogs.

There are several avenues a job candidate should pursue to find a teaching position at the K-12 level. The first is to register with the

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placement service at your college or university and to attend the job fairs they hold. Find out if your college, university, or department keeps a standard dossier for job seekers. If so, utilize this service.

Lists of public schools are sometimes available from state boards and departments of education. The more cooperative ones may even share a list of schools teaching particular subjects such as Latin. You should also register with the individual school boards of the districts in which you are interested. Do not hesitate to send letters of inquiry to schools that have not yet announced a vacancy. Such letters are often put on file and are consulted when, as is common, positions become available with little warning.

Private schools will require a different approach but should not be ignored as they very often include Latin in their curriculum. Religiously affiliated schools often teach Latin and the nature of the school affects hiring practices. Independent Christian and Jewish schools, for example, typically do their own hiring. Catholic schools are often administered through the school board of the local diocese, while those run by individual religious orders should be contacted individually. Similarly, private academies and schools that have no religious affiliation often have strong Latin programs and do their hiring independently. Lists of such schools are available online. Search using terms such as "private schools" and "directory."

Job placement services can help with your search as well.

- The American Classical League operates a free, national job placement service that allows you to contact schools with openings directly. It also allows you to see where Latin teaching jobs tend to appear each year. (<http://www.aclassics.org/pages/teaching-jobs>)
- Also, a number of web-based services will also help in your search. One such popular program is Schoolspring.com, but an Internet search using the key words "search teacher position," will return many other possibilities.

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- Services exist that will help you find a job in a private school. One such popular agency can be found at www.carneysandoe.com. Others may be found by searching for "private school" and "job placement." Note that such agencies may charge a fee.

IV. GRADUATE WORK IN THE CLASSICS

Outlook

Those seeking to teach the Classics in colleges and universities face a job market that has fluctuated over the years with a fair amount of unpredictability. As a result, competition is heavy for available jobs. The following table, based on information provided by the APA/AIA Placement Service will illustrate this fact:

| Academic Year | Positions Listed | | | Candidates |
|---------------|------------------|------------------------|--|------------|
| | Total | Tenure or Tenure-Track | Percentage that Were Tenured or Tenure Track | Total |
| 2003-2004 | 166 | 99 | 59.6% | 370 |
| 2004-2005 | 162 | 104 | 64.2% | 402 |
| 2005-2006 | 197 | 111 | 56.3% | 377 |
| 2006-2007 | 217 | 127 | 58.5% | 422 |
| 2007-2008 | 221 | 132 | 59.7% | 444 |
| 2008-2009 | 138 | 67 | 48.6% | 435 |
| 2009-2010 | 142 | 54 | 38.0% | 443 |
| 2010-2011 | 143 | 61 | 42.7% | 427 |
| 2011-2012 | 155 | 71 | 45.8% | 532 |

It should also be noted that a disturbing trend has emerged in recent years. Previously most candidates holding a PhD were hired as assistant professors, ideally on a "tenure-track." In such positions, if performance in publication, teaching, and service were adequate,

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tenure would be awarded after a certain number of years, normally seven.

There is currently an increasing tendency to hire persons with recent PhDs as instructors or adjunct faculty. One-year positions are common as replacements for faculty members on sabbatical. Other positions can be part-time. The financial remuneration for such jobs is low, and fringe benefits (e.g., retirement, health insurance) are often not provided. The Modern Language Association (MLA) studies this trend through its Committee on Contingent Labor in the Profession. Their most recent report (http://www.mla.org/pdf/clip_stmt_final_may11.pdf) gives an overview of practices that are of concern. A search of the MLA web page, using the terms "part time," "adjunct," and "instructor," will reveal documents treating this phenomenon as it affects teachers of English and modern foreign languages. Another resource is the Coalition on the Academic Workforce (www.academicworkforce.org). Note that such positions are not necessarily dead ends. Institutions frequently fill tenure-track jobs with candidates who have demonstrated their talents in one-year positions.

The Road Ahead

The APA has published a guide called "Guide to Graduate Programs in the United States and Canada," available through www.apaclassics.org, under the "Education" tab. Read this if you are interested in graduate study in the Classics. The PhD commonly takes a minimum of five and more often six or more years of graduate work. The MA and MAT normally take two years. Each of these is a major commitment of your time, resources, and energies. Full fellowships are sometimes available, of course, but increasingly graduate students can expect to be teaching assistants for much of their graduate career. Some will assist their faculty in research and grading, but typically today's graduate student will go far beyond "assisting" and actually teach for many of his or her graduate years. This commitment of time to the classroom has a tendency to lengthen the time it takes to obtain a degree, but it also provides job candidates with tangible proof of their teaching experience. It is not

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uncommon for PhD candidates to incur student loans when financial aid is lacking or partial.

These facts make it clear that choosing a career at the advanced level in the Classics demands a strong commitment. The obstacles and difficulties are many, but are not insurmountable. Students entering graduate school in the Classics should be realistic. Not all who enter a program will finish it and not all who obtain the degree will obtain a permanent academic post. Yet many other options exist, the training is widely recognized and valued, and great satisfaction results from obtaining the highest degree in your discipline and from being able to immerse yourself for a period of time in the pursuit of knowledge in a field of your own choosing. Also, non-academic employment possibilities for Classics PhDs are discussed below.

Choosing a Field of Study

But what field should it be? As stated above, the Classics is a discipline that opens the doors onto many other specializations. Although it is not necessary (or even recommended) that you choose your ultimate specialization before beginning graduate work, you should be aware that there are a wide variety of subfields under the broad heading of "Classics" and if you have specific interests you will want to be sure the faculty at a particular PhD-granting institution can help you develop these interests. One way to group the subfields in the Classics is to follow Dr. Emily Vermeule in her 1995 APA Presidential address entitled "Archaeology and Philology: The Dirt and the Word," (<http://apaclassics.org/images/uploads/documents/VERMEULE.pdf>). Her title refers to a traditional way to view the field of the Classics, as consisting of those who primarily focus on the texts and those who primarily focus on the artifacts brought to us through archaeology. Of course, the two often overlap and some of the best work occurs when they do so. Here is a brief list of some of the more common subfields.

- **The Word:** Philology tends to emphasize texts and the authors who wrote them. Philologists study authors as diverse

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as epic poets and biographers, geographers and historians, lyric poets, philosophers, physicians, and orators. Studies can range from narrow treatments of individual words to all-encompassing discussions of literary theory and rhetoric. One can study authors who lived as early as Homer or as late as the end of the Roman Empire. Do not forget that Classics majors may go on to concentrate in Medieval Studies, while some concentrate in Comparative Literature. The study of how Classical themes and works of literature have affected later times (Reception Studies) is a growing field as well.

- **The Dirt:** Another entire aspect of antiquity concentrates upon its material remains and is equally wide in its focus. Archaeology is the main field devoted to material remains, but classical scholars regularly study coins (Numismatics), inscribed objects from antiquity (Epigraphy, Papyrology), and all aspects of ancient art.
- **The Word and the Dirt:** In many fields the word and the dirt overlap. Historians utilize a broad variety of tools to uncover what actually happened in the past. Ancient historians in our field cover the time period from Neolithic pre-history through late antiquity and span the entire geographical range of the ancient world. In their role as cultural historians, classicists study all aspects of ancient life, covering such diverse topics as slavery, women, childhood, economics, astronomy, gender, ancient science, and more.

The list just given is, of course, partial. PhDs in Classics are found in a wide array of college departments as mentioned elsewhere in this document. Anyone interested in the breadth of subjects studied by the field of the Classics should browse through *L'Année philologique*, the annual bibliographical source for our discipline, (<http://www.annee-philologique.com/aph/>) available through many college libraries. One might also consult the programs of the annual joint meeting of the APA and the Archaeological Institute of America (AIA) to get a sense of the areas scholars are currently working in. Programs may be accessed through the homepage of each organization (www.apaclassics.org; www.archaeological.org).

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Not all PhDs for students with classics backgrounds are granted through Classics departments. Some graduate students may obtain advanced degrees from departments of Anthropology, Art History, Comparative Literature, or History.

Ideally, a student should attend graduate school at an institution that can serve his or her needs best. If the student knows what his or her sub-specialty will be, then the choices are narrowed a bit to institutions that possess faculty members who have expertise in that specialty. More commonly, however, an entering graduate student will have only a general idea of which eras or subfields interest him or her the most. A student may feel, for example, that Latin authors are more intriguing than are Greek authors. Or another may find that prose authors hold more fascination than do poets. Another might know clearly that archaeology has more allure than philology or may have a strong interest in history while another may feel that Bronze Age subjects are more intriguing than those from Hellenistic or Roman times. If you are unsure as to your field of specialty, attend a general, language-based PhD program to give you the foundation in the languages you need and then, as electives, pursue introductory courses in areas of interest. Remember that most college and university jobs for Classicists entail teaching the languages and possessing this skill will enhance your job potential.

Applying for Graduate Studies

Planning is all important here. As early as the beginning of your senior year, if not earlier, you should have:

- Discussed your plans with several Classics faculty members. (Starting to talk with faculty members as soon as you consider declaring a major with ensure that you get the advice you need as soon as possible.) Each has his or her own insights, which can help guide your choice of graduate program. Choose at least one, preferably more, to look over materials, such the statement of purpose, many programs require.

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- Prepared your *curriculum vitae* (academic resumé). Most colleges have an office that will help you do this. It is recommended that you consult with your professors and other academic advisors as well. An academic resumé is different from a job resumé. Be sure to list all academic accomplishments (e.g. awards, scholarships). See a sample at http://www.apaclassics.org/images/uploads/documents/placement/Sample_CV.pdf.
- Taken the GRE exam. This test is often quite important for admission and awarding fellowships. Many courses are offered to help students prepare for the GRE.
- Arranged for three professors to write letters of recommendation for you.
- Selected a writing sample to accompany your graduate school application. This is commonly one of your best undergraduate papers. Be sure to have a faculty member help you polish it.
- Researched the graduate programs that seem most in line with your interests.

There are various things you can do before entering graduate school that will enhance not only your chances of admission, but your performance, once you are admitted.

- Become proficient in Latin and Greek. This lies at the heart of your future success. If your language skills are not as good as you, or your prospective graduate school, would like, consider attending one of the many intensive language institutes offered over the summer at various campuses throughout the country. You may also attend a post-baccalaureate Classics program as described above. A complete list of these is impossible and certainly will change over the lifetime of this guide. Use your faculty advisors, notices in classical journals, and the Internet to obtain particulars.
- Prepare yourself with a broad spectrum of undergraduate courses, exposing yourself to as many aspects of classical history and culture as possible.

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- Take challenging courses. Graduate schools want to see that you can handle a heavy work load. If the opportunity is available, write an honors thesis or the equivalent at your institution.
- Acquire a reading knowledge of at least one modern language. The two most commonly required for graduate work are French and German. This will enable you to begin serious research as soon as you enter graduate school.
- If it is possible, visit Italy and/or Greece during your undergraduate years. There are several ways to do this. Many schools offer summer, semester, and year programs through their Academic Programs Abroad division or its equivalent. Students should also consider the excellent programs at the Intercollegiate Center for Classical Studies in Rome, The American Academy in Rome, The American School of Classical Studies at Athens, and College Year in Athens. Your faculty members will regularly receive announcements for such programs. There are many other study abroad opportunities as well. Be sure to talk to the Study Abroad office on your campus and your Classics faculty as well. Investigate any funding opportunities that may be available to help with your expenses.

V. AFTER THE MA AND THE PHD

Teaching Positions in Two-Year Colleges

Two-year colleges, sometimes referred to as junior colleges and community colleges, enroll 30-40% percent of all college students in the country. However, many of these students are seeking training in technical and vocational courses. Other two-year institutions function as places where students prepare for entry into four-year institutions. It should be pointed out that graduates with an MA in Classics, as well as those with a PhD, are employable at such institutions. While Latin or Greek is taught at some of these schools, the numbers are low. Persons employed in these institutions would be more likely to teach a variety of courses in broad humanities fields

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with a stress on classical literature - mythology, etymology, literature surveys, and perhaps ancient history. Again, the ability to teach a second foreign language, especially Spanish, can be quite beneficial in this context. Teachers in two-year colleges sometimes hold the PhD, but more often the MA. Sometimes a Master of Arts in Teaching or a Master of Arts in College Teaching is the requirement. Strong emphasis is placed on interaction with the students and personalized teaching. For an excellent overview of the two-year college landscape and advice on how to seek employment in two-year colleges, see the home page of the MLA's Committee on Community Colleges where there are several useful PDF files (<http://www.mla.org/ccc>). The home page of the American Association of Community Colleges (<http://www.aacc.nche.edu/Pages/default.aspx>) is equally helpful. Another useful community college web site is that of the Community College Humanities Association: <http://www.ccha-assoc.org/>.

Teaching Positions in Colleges and Universities

Preparing for the Job Market. For university and four-year college positions, the PhD is the normal requirement. The competition for these positions is strong and candidates should be aware that this phase of their careers requires as much planning and consideration as do their graduate seminars and papers. Qualifications for a good position include the following:

- A thorough knowledge of Greek and Latin is a strong selling point to prospective employers. This is true no matter what specialty the candidate has pursued. Historians, archaeologists, and numismatists may not specialize in languages, but, if they are part of a Classics department, most are regularly asked to teach language classes at their institutions. The majority of employers will be departments that lack a graduate program. While they seek a balance among faculty (e.g., among specialists in Greek and Latin or prose and poetry) and will hire to address gaps in this balance, most such departments require faculty members to teach a variety of courses at all levels, including the beginning

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levels of language instruction. Indeed, even larger departments with graduate programs often employ their faculty in similar ways. The wise candidate will be able to present him- or herself as ready and trained to do this.

- Candidates can enhance their chances by ensuring breadth in their graduate education. It is common today for Classics departments to offer such courses as "Women in Antiquity," "Etymology," "Greek (or Roman) Civilization," and "Mythology." A broad training in multiple aspects of antiquity is therefore a must.
- It is customary for graduates to have acquired teaching experience. Even if you have won a fellowship that requires no teaching, it would be a good idea to acquire such experience before entering the job market. It is increasingly common for prospective employers to ask for teaching evaluations or to request a sample class be taught during the on-campus interview. It is wise, therefore, when teaching as a graduate student, to devote some care to learning your craft. If your graduate program does not have an active and systematic program to train its teaching assistants, seek out at least one experienced teacher to act as your mentor. Work out with your mentor a rigorous program of teacher training that can then be reported to prospective employers. Many jobs are offered by institutions where teaching is a priority. Having a teaching portfolio to show to prospective employers is also a good idea. You can obtain help in creating one from faculty from the school of education at your institution.
- It is increasingly common for graduates to enter the job market with publications. This is far from a requirement for employment at this stage, but it certainly provides a concrete sign of scholarly potential. Likewise, a record of presenting one or more talks at scholarly conferences can only enhance your vita. Note that there are several conferences run by and directed to graduate students and that many professional organizations now have panels at their conferences that are designed especially for graduate students.

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- Given the high numbers of people seeking jobs, it is only natural that first preference is often given to those who have completed their dissertations at the time of application. It is wise to plan accordingly.

Searching for a Collegiate/University Teaching Position. A student's department chairperson, director of graduate studies, and dissertation director can ordinarily be expected to help in the job search. You should also consult the APA's list of suggestions for job seekers (http://apaclassics.org/index.php/placement_service/checklist_of_advice_for_job_candidates_in_classics).

Most universities have placement offices, which compile dossiers for candidates and send them out on request, sometimes for a small fee. Candidates should begin setting up a dossier at least a year in advance, choosing carefully those who will write letters of recommendation, and keeping the dossier up-to-date periodically by eliminating older letters and adding new ones. The candidate should establish that the dossier is complete before writing any letters of application. You should contact a number of professors who know you and your abilities well and discuss your plans with them as soon as you make the decision to apply for teaching positions. You should become aware of the deadlines for each of the schools to which you plan to apply and give your recommenders an extended period of time to write their letters of recommendation. When a letter sent directly from a candidate's professor is needed, the candidate should be aware that even in this day of computers this is something of a chore for the professor. It is a courtesy to provide your writer with a pre-addressed, stamped envelope, if the recommendation is to be submitted through the mail.

The American Philological Association and the Archaeological Institute of America provide a joint Placement Service, which seeks to facilitate communication between hiring institutions and job candidates (a fee is charged to offset costs). It is the most common source for candidates who wish to learn of job openings. It maintains a web site available only to users of the Service, where new position listings are posted as soon as they are received, it sends

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regular emails containing new job listings to registered candidates, and it also coordinates interviews at the joint APA/AIA annual meeting. Consult its web page (<http://placement.apaclassics.org>) for all details. A prudent candidate will be familiar with all of its services and advice.

Other very useful sources for job announcements include:

- The Association of Departments of Foreign Languages (ADFL) at the MLA has an active job placement page (www.adfl.org/jil/index.htm). It will be particularly important to check for jobs here if you have done work in either comparative literature or reception studies.
- The *Chronicle of Higher Education* is a weekly academic newspaper, which regularly lists job openings in the Classics.
- An online service called HigherEdJobs allows a free search for positions using key words (e.g., "classics") or location (www.higheredjobs.com/search/default.cfm).

There are other sources that occasionally list jobs for classicists, and also cover a wide range of college opportunities, that may help you to recognize many alternative careers in academia. These publications can be found in placement offices or academic libraries:

- *Academe* is a journal that comes with membership in the American Association of University Professors). Details at (<http://www.aaup.org/AAUP/pubsres>).
- The *New York Times* lists job openings on Sundays in the "Week in Review" section. Though Classics positions are rarely advertised here, there are many other opportunities listed in related academic fields, including non-teaching jobs.

Candidates with a specialty in ancient history may also wish to interview at the American Historical Association's annual meeting, which generally takes place at the same time as the APA/AIA meeting. Check their web page (<http://www.historians.org>) under the

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"Jobs & Careers" tab for further information and advice and be aware that many ancient historians are hired by History Departments. In addition The Association of Ancient Historians (<http://associationofancienthistorians.org/index.html>) meets in the Spring.

VI. CLASSICAL ARCHAEOLOGY

Most of the information given above, concerning outlook, requirements, qualifications, and procedures, applies equally to archaeologists as well as to classicists. Remember that the placement service described above is a joint venture of the APA and the AIA. But do note that increasingly some Classical archaeologists are obtaining their PhDs through Anthropology departments. The advice given here is most apt for those who have obtained their PhD through departments of Classics.

"You will or will not get rich financially because you studied the Classics, but your soul will be forever changed. "

Classical Civilization Major, Now In Business

Job prospects for classical archaeologists might initially appear somewhat more limited than for philologists since there are fewer pure Classical archaeology programs than language-based programs. However, with a bit of flexibility, individuals trained in Classical Archaeology with peripheral interests in art history, history, or anthropology find employment in departments specializing in these areas. The most important job skill for an archaeologist is often the ability to anticipate novel ways that this particular means of studying the past can be put to use in any number of traditional academic disciplines. Of course, a solid background in ancient history, Greek and Latin languages, literature or ancient art history can help a potential job candidate demonstrate an ability to navigate across traditional disciplinary lines.

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Some field experience is desirable and some portion of graduate training should occur abroad at venues such as a dig, the American School of Classical Studies at Athens or the American Academy in Rome. Membership in the Archaeological Institute of America (AIA) is expected. An excellent tool for students wishing to gain field experience is the AIA's "Archaeological Fieldwork Opportunities Bulletin" (<http://www.archaeological.org/fieldwork/afob>). This contains a list of fieldwork opportunities (often as a volunteer) as well as field schools and staff positions on excavations.

The AIA also has a helpful page with tips for the job candidate. Read it carefully at <http://www.archaeological.org/jobs>. Note that it has many links to job placement services in allied fields such as museum curatorship and art history.

Classical archaeologists whose interests include ancient art may find it useful to join the College Art Association of America (<http://www.collegeart.org/>). The CAA provides a Placement Service, which includes: listings of positions at colleges, universities, and museums; maintenance of a file containing candidates' résumés; and facilities for interviews at the CAA's annual meeting, held in the last week of February.

Classical archaeologists interested in museum work should include in their graduate studies a course in museum methods. Be sure to coordinate with someone who is active in museum work and try to include an internship in your experience. Some museum jobs are advertised in the *APA/AIA Positions for Classicists and Archaeologists* and in the job listings of the CAA. It is also possible to apply directly to curators of museums. Note the following useful sources:

- JobHQ, run by the American Association of Museums (<http://www.aam-us.org/aviso/index.cfm>)
- The Museum Employment Resource Center (museum-employment.com/page5/rwjobindex.html)
- An Internet search will reveal other organizations that list such jobs.

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Another burgeoning and often lucrative area where degrees in archaeology are of particular use in finding employment is in Cultural Resource Management. This emerging field involves training across the skill sets of archaeological field training, materials conservation, historical preservation and legal expertise. Both Federal and State governments employ large numbers of archaeologists to control and administer archaeological sites and help protect historically significant architecture and landscapes. Moreover, a great number of private Cultural Resource Management companies have formed in the past several decades, offering similar employment opportunities to traditionally trained archaeologists in every region of the country.

VII. PHDS TEACHING K-12

Increasingly, as the college and university job market tightens, more PhDs think of teaching at the K-12 level, with the majority of candidates choosing to investigate the middle and high school workplace. Such candidates need to address several issues:

- Some candidates think of such an experience as a "second choice," reached only in desperation. To the contrary, teaching at this level can be extremely rewarding and challenging, on both a personal and intellectual level. Many high schools, especially the more prestigious private schools, actively recruit PhDs and, quite often, pay them handsomely.
- Performance counts more than vita entries at this level. Be prepared to prove to prospective employers (some of whom are suspicious of PhDs) that teaching is your first priority and that you have an interest in pre-collegiate students. Provide student evaluations and, when possible, reports by experienced teachers who have observed you teach.
- Be prepared to engage in further training. Some schools will accept you provisionally but require you to obtain state certification within a specified time.

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- Pedagogical training in a doctoral program can be useful to someone deciding to opt for K-12 teaching, but training specific to the age group to be taught will still be necessary.

VIII. NON-ACADEMIC EMPLOYMENT

The Chronicle of Higher Education, both in its blog and in print, frequently studies the fact that many PhDs never find a tenured position in academia. (The *Chronicle* is available online to subscribers and can be found in most academic libraries.) An article from November 2011 by A.W. June, entitled "More Universities Break the Taboo and Talk to Ph.D.'s About Jobs Outside Academe," (<http://chronicle.com/article/More-Universities-Break-the/129647/>) is an excellent survey of the current state of affairs. The article describes a web site called "The Versatile PhD", which aims to offer "first-hand advice about nonacademic careers for humanities & social science PhDs." (<http://versatilephd.com/>)

The prudent recent PhD must consider that current market conditions or personal priorities may rule out a permanent academic career. Yet, as observed above for those with a BA degree in the Classics, the skills and abilities provided by such training have proved to be useful outside of academia in the fields listed above. The problem is really one of rhetoric, of learning to describe one's qualifications and experience in ways that emphasize the proper things. One also needs to deal with the prejudices on both sides, which hinder communication and understanding between trained academics and representatives of business and industry. The non-academic sector, for example, may stress cooperative work over independent research, will generally think in terms of more immediate deadlines, and will tend to emphasize production over credentials.

The best places to begin are by talking with a college or university career counselor and by browsing among the steady flow of books and articles that deal with career planning and career transition. A standard book, with a well-deserved popularity, is Richard Nelson

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Bolles, *What Color Is Your Parachute 2012- A Practical Manual for Job-Hunters & Career Changers*. (Ten Speed Press, updated annually).

Still of some use, though a bit out-of-date is Elaine Showalter, *The MLA Guide to the Job Search: : A Career Guide for PhDs and PhD Candidates in English and Foreign Languages* (rev. ed., MLA, 1985). Chapter 4, by Howard Figler, is entitled "Succeeding in the Nonacademic Job Market," (pp.75-101). It discusses many career opportunities outside higher education for PhDs in the humanities and ends with a bibliography for further reading.

IX. CONCLUSION

The study of the Classics can lead to many careers. Most who choose the Classics do so first and foremost out of fascination and enchantment, a literal love of the field. Career considerations may come second to such devotion, but they are real considerations all the same. At whatever level you choose to pursue the Classics, to whatever extent it forms the core of your day-to-day occupation, one thing must be borne in mind. Classics is one of the premier liberal arts degrees, imparting to its students unparalleled abilities to read, interpret, communicate, and, most importantly, think. But this is not all. The study of antiquity, of the languages, arts, history, and literatures of the Greeks and Romans, is intrinsically valuable, and the benefits achieved in this study go far beyond the realm of where one works on a daily basis. There is, indeed, a difference between "Careers in the Classics" and "Careers for Classicists" - the former may be numerically fewer than the latter, but each has the ability to make our lives more meaningful and full. There are few rewards greater than this.

X. FOR FURTHER READING

Note: Most of the following organizations have rotating memberships, chairpersons, presidents, etc. What is given below is a brief description of the organization's goals and activities (taken from their web pages when available) and the basic information that will

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enable you to find the resource, if the given URL should change. Visit each home page for more detailed information.

North American Classics Organizations

American Philological Association "Founded in 1869 by 'professors, friends, and patrons of linguistic science,' the APA is the principal learned society in North America for the study of ancient Greek and Roman languages, literatures, and civilizations. While the majority of its members are university and college Classics teachers, members also include scholars in other disciplines, primary and secondary school teachers, and interested lay people." www.apaclassics.org

American Classical League "The American Classical League was founded in 1919 for the purpose of fostering the study of classical languages in the United States and Canada. Membership is open to any person who is committed to the preservation and advancement of our classical inheritance from Greece and Rome." www.aclclassics.org

Archaeological Institute of America "The AIA exists to promote archaeological inquiry and public understanding of the material record of the human past worldwide." www.archaeological.org

Classical Association of Canada The CAC is the organization whose goal is to promote and foster the study of the Classics throughout Canada. <http://cac-scec.ca/wordpress/>

Regional Organizations

Classical Association of the Atlantic States The mission of CAAS "founded in 1907, is to strengthen teaching and research and foster public support for the languages, civilizations, and cultures of ancient Greece and Rome in the mid-Atlantic region (Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania)." <http://caas-cw.org/wp/>

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Classical Association of the Middle West and South The Classical Association of the Middle West and South was founded in 1905 as the first regional classical organization in the USA. CAMWS is "a professional organization for classicists and non-classicists at all levels of instruction that supports and promotes the Classics" throughout 32 American states and 3 provinces of Canada.

www.camws.org

Classical Association of New England "Founded in 1905, the Classical Association of New England is the professional organization for classicists in the six New England states."

<http://caneweb.org/CANEwp/>

Classical Association of the Pacific Northwest Founded in 1911, CAPN's "purpose is to support and promote the study of classical languages and civilization in the Pacific Northwest."

<http://www.historyforkids.org/CAPN/capn.htm>

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