

REBRANDING THE CLASSICS: THE UNIVERSITY OF MISSISSIPPI

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ABSTRACT

MARAEA LINN CARDNER: Rebranding the Classics: University of Mississippi
(Under the direction of Dr. Molly Pasco-Pranger)

This thesis seeks to analyze the current perceptions of the study of classics from an Integrated Marketing Communications perspective with the goal of realigning misconceptions with the contemporary ideology of those within the field. The field of classics is facing challenges stemming from misappropriation of the field itself, and there is a current debate about the decline in the number of classicists in the field and in the number of undergraduate students studying classics. Specifically, this thesis looks at the Department of Classics at the University of Mississippi as a model for other like departments across the field to use the findings in order to expand their own department's reach. Combining both Classics and Integrated Marketing Communications, this thesis aims to answer the question about how the perception of the study of classics can change without losing the prestige and history behind it. Through both secondary and primary research, insights are gathered to form a conclusion and recommendations for the Department of Classics at the University of Mississippi to look into. Many aspects of the departments were analyzed to form these insights, including its current branding, its outreach programs, and the structure of the department's degree requirements. It was discovered that engaging with potential students through social media, increasing interactions with other liberal arts programs, and preparing students for beyond graduation are key recommendations for the department to follow.

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INTRODUCTION

A field deeply rooted in the past is looking towards the future. When neo-confederate groups, some of which had been a part of the marches in Charleston in August 2018 that left four people dead, marched through Oxford on the weekend of February 18th, 2019, students and faculty waited with bated breath for chaos to erupt. Police escorts and security increased tenfold, and many students were encouraged to not attend class that tense Friday afternoon. These groups were marching specifically in defense of the Confederate monument located in the center of campus, a statue that very recently has come under fire for its connection to the not so distant past of segregation and repression of many students of this very university. On the side of this monument is an ancient Greek inscription that helps fuel the flames for alt-right groups to misappropriate classical literature and archeology.

Neo-Confederate groups have used classical iconography in marches such as these to further their own white supremacist ideology. These groups frequently equate both the Confederate soldiers of the Civil War and themselves with the Spartan warrior Leonidas and his men who are making their final stand against Persia at the battle of Thermopylae. The Confederate statue on the University of Mississippi's campus makes the same connection. The epitaph on one side of the statue is from Simonides, and in the original Greek reads: "ὦ ξεῖν', ἀγγέλλειν Λακεδαιμονίοις ὅτι τῆδε, κείμεθα, τοῖς κείνων ῥήμασι πειθόμενοι." Translated to English it states: "Oh stranger, tell the

Lacedaemonians that we lie here, obedient to their words.” This speaks of the soldiers’ valor and honor for defending their country and way of life. This is the type of unintentional PR for classics that leaves a bitter taste in the mouths of the faculty. It’s hard to separate these two very different ideologies. One faculty member compared the use of Spartan iconography to the use of the swastika in Nazi Germany. Before the rise of the fascist regime, the swastika was known as symbol of peace in the Hindu religion and is found across many artifacts in the ancient world.¹ Just as it was fallacious to misappropriate this ancient symbol to support Nazi ideology, it is equally wrong to use this Classical Greek iconography and literature to support neo-confederate principles. White supremacy was *not* what the Spartans were supporting, but the root of the issue is about context and education.

Donna Zuckerberg, a classicist from Princeton and current editor of the online journal *Eidolon*, is an expert when it comes to combating these types of alt-right groups, and her new book *Not All Dead White Men* focuses on this appropriation of classics and the men who “lend a veneer of intellectual authority and ancient wisdom to their project of patriarchal white supremacy.”² She writes particularly on the concept of “western civilization,” and the negative connotations surrounding it and the people who misappropriate it. There is constant debate about teaching this concept in the classroom and if teaching the tradition of western civilization is synonymous with defending the implicit superiority associated with the term. To many classicists, the term “western civilization” is not only outdated, it’s taboo.

¹ Mukti Jain Campion, "How the World Loved the Swastika - until Hitler Stole It." BBC News, October 23, 2014, <https://www.bbc.com/news/magazine-29644591>.

² Nosheen Iqbal, "Donna Zuckerberg: 'Social Media Has Elevated Misogyny to New Levels of Violence'," *The Guardian*, November 11, 2018, <https://www.theguardian.com/books/2018/nov/11/donna-zuckerberg-social-media-misogyny-violence-classical-antiquity-not-all-dead-white-men>.

Ignorance is a classicist's worst enemy. Ignorance of the field itself, ignorance of the literature of the ancients, and ignorance of the actual history of the Greeks and Romans is what drives groups like these to use these symbols in a way that completely misrepresents what the field is truly about. Changing the perception of the field is paramount to combating these groups, and this starts with identifying the insight as to why people choose Classics in the first place.

This study aims to take deeper look at the Department of Classics at the University of Mississippi in order to find this sort of insight. By looking at the department as a whole, as well as understanding more about the individuals within the department, conclusions can be drawn about how to expand the reach of the department. This department, and other departments like it, will be able to take what is discovered through this study and use it to find its footing in the 21st century.

CHAPTER I: THE FIELD OF CLASSICS

In the 21st century, the study of Classics is facing a very real and pressing matter of finding its footing in a postmodern society where increasing political tension and decreasing funding for education programs are limiting the growth of the field and diminishing the perceived importance of this discipline or defining its importance in ways inconsistent with modern academic and social values. There is constant discussion within the field about how to change the perception of the classics, with suggestions ranging from publications to outreach programs to curricular changes. Identifying the roots of the problem within the field of classics is an important first step in changing these perceptions and increasing overall knowledge of Classics and enrollment within the University of Mississippi and beyond. To accurately analyze the current situation of Classics, we must first gain an understanding of the history of the field as well as the moral and ethical debate that many classicists are facing today.

For centuries classicists themselves have debated the state of the field, often depicting the bleak deterioration of the classics. Martin Bernal of Cornell University stated in 1989, “Many of the problems stem from the fact that classics had always been torn by being expected to fulfill two contradictory roles. The first- and usually the most important- of these has been the pedagogical one, with the social and political functions mentioned above. This requires an image of the Greeks and Romans as creative, rational, forward-looking, and, as far as possible, ordered peoples; in short, as the ideal epitomes

of European civilization. Classics' second role is to be a dynamic academic discipline in which scholars are expected to discover more and different things about the objects of their study."³ These roles are quite opposite of one another. New information and artifacts can be found every day that changes what we know about something and shifts our perspective. But given the rhetoric of classics as the basis of modern society, these changes of perspective can create great conundrums. The perception of classics as the basis of modern society is so ingrained that suddenly challenging the ideologies that have been believed to be fact for hundreds of years can shake the social foundations. This is one of the reasons that many believe that the end is near for the field as a whole. A sort of doomsday mentality shows in the preface to countless books, articles and journals asserting the importance of the classics and the classical tradition. Renowned classicist Mary Beard stresses that this sort of debate is a "powerful reminder of one of the more important aspects of the symbolic register of Classics: that sense of imminent loss, the terrifying fragility of our connections with distant antiquity (always in danger of rupture), the fear of the barbarians at the gates and that we are simply not up to the preservation of what we value."⁴ There has always been a fear that the study of classics will disappear.

At least since the Renaissance the Greeks and Romans have been used as a model of civilization. The birth of democracy in Athens, the military marvels of Caesar and Alexander the Great and the teachings of Aristotle and Socrates have all made significant impacts on Western civilization. This is what we have always been taught. However, this may not be what is true. Classical Civilization is embedded in Western Culture. That

³ Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 70.

⁴ Mary Beard, *Confronting the Classics: Traditions, Adventures and Innovations* (London: Profile Books, 2014), 12.

much is true. But it is not the only “multicultural strand and tradition that demand[s] our attention.”⁵ The fact of the matter is that modern society has projected its desire for an origin onto the Greeks and Romans and looked to them for models in political, literary, philosophical, moral, and ethical spheres. While many classicists refer nostalgically back to the age when Latin and Greek were a part of the common curriculum and classical philosophy was discussed on a daily basis, they seem to forget that there was strong debate during that period as well. The debate has continued throughout history since the time of the Romans and Greeks, but there was a shift in topic beginning in the 20th century.

One real historical factor that affected the study of Classics in the 20th century was a shift in the use of Latin in the Catholic mass. During 1962 to 1965, the Catholic Church held the Second Vatican Council meant to review and renew the Catholic faith and the Church. One of the multiple changes that Pope John XXIII recommended was the change to the vernacular in traditional Mass. This meant that Mass could be held in the language most used by the congregation.⁶ George Boas, professor of Philosophy at John Hopkins University, stressed that “the basic ideas of our culture are to be found in the classics, for even our religious ideas have been for the most part been transmitted to us through Greek and Latin translations of the original texts.”⁷ Now, Latin was viewed as unnecessary by much of the population, and this in part contributed to the decrease in

⁵ Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 77.

⁶ "What Changed at Vatican II," The Catholic Register, last modified October 8, 2012, <https://www.catholicregister.org/item/15194-what-changed-at-vatican-ii>.

⁷ George Boas, *Why Study Latin in School? : Answers from Eighty-Four College Presidents, Deans, Executives, to the Student in School* (Boston, 1953), 14.

Latin education. “Public high-school enrollments in Latin decreased, between 1962 and 1976, by 78.6% from 702,135 students to 150,470.”⁸

Though the decline of Latin teaching in the public schools seems to have a very clear cause and effect, some classicists, like Victor Davis Hanson and John Heath, believe that the “decline” of Classics is part of a larger 20th century social and moral decline: “the deterioration of the contemporary university derives directly from the ills of late-twentieth-century society; all attempts to reinstate Greek wisdom by reforming higher education are ultimately doomed to failure in the absence of a large American renaissance.”⁹ Much of the blame is put on the average American nuclear family and the lack of elementary and secondary education. This was very different from the centuries before when Latin was used as the basis for all levels of education.

Beard has a differing opinion when it comes to the decline of Classics and the potential solutions to the ever-present problem. She believes that, “the classical tradition is something to be engaged with, and sparred against, not merely replicated and mouthed,”¹⁰ and that there needs to be a change in the way many of the courses are taught and the sort of pedestal that we place the texts upon. While “the cultural language of Classics and classical literature continues to be an essential and ineradicable dialect of ‘Western culture,’” that’s not all it can be.¹¹ The image of the Classics as an ivory tower has been a continuous problem since the inception of the field, and in a society that

⁸ Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 77.

⁹ Victor Davis Hanson and John Heath, *Who Killed Homer?: The Demise of Classical Education and the Recovery of Greek Wisdom* (Berkeley: Encounter Books, 2001), 210.

¹⁰ Mary Beard, *Confronting the Classics: Traditions, Adventures and Innovations* (London: Profile Books, 2014), 3.

¹¹ Mary Beard, *Confronting the Classics: Traditions, Adventures and Innovations* (London: Profile Books, 2014), 3.

encourages us to question and examine every article of information, this sort of notion is just not considered significant anymore. That is the struggle for a 21st century classicist. How can an honest classicist uphold the Romans as models of society without mentioning the unsavory and barbaric acts they committed? In modern society, classicists struggle with the ethical dilemma of including these parts of history at the risk of tarnishing the appeal of their field.

The notion of highlighting the darker sides of classical civilization is a fairly new concept. In fact, much of what was published in academic journals and publications before the 20th century was done so to spread certain political ideologies that perpetuated the problematic notion of a superior race. Even now with the movement towards a more inclusive and open classical field, there are still those that would like to perpetuate this antiquated concept of an exclusive classical civilization. In the 1800s, “‘everybody simply knew’ that Europeans were the ‘master race.’ In Reagan’s United States this assumption had been challenged and for the Far Right, the apotheosis of Greece and Rome was part of a wider program to reassert the supremacy of Europe and the West.”¹²

This sort of thinking is what many think the classics represent in today’s society, and for good reason. Mass media publishes news connecting the classics to small but vocal movements that go against what most classicists stand for. An example of this would be the Alt-Right of 2018 and the appropriation of Ancient Roman symbols and customs to further their own fascist ideology. A great deal of media coverage has gone to many radical groups using imagery and symbols from the ancient Mediterranean in a bastardized version of the true meaning of said symbols and imagery. Unite the Right

¹² Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 72.

Rallies and far-right conservatives are misappropriating Spartan culture and imagery to fit their own political ideology.¹³ Some go as far as comparing the president to the ancient Spartan warrior Leonidas with his army of 300 standing up against the Persian king Xerxes. According to *The Washington Post*, these far-right conservatives create and distribute propaganda that, “makes the Persians out to be bomb-throwing Muslim terrorists, Obama a feckless lieutenant to dark forces, and Hillary Clinton a slave to the lusts of a “globalist” elite.”¹⁴ While this could be considered harmless, the Classics community sees something very different. This is the representation that the public is seeing of Roman and Greek culture. Instead of seeing a rich history and culture that should be studied and debated, the mass public is seeing something much more dangerous: a representation of antiquity skewed to reinforce an exclusive white supremacist ideology.

The roots of the issue can be boiled down to a single question: How can the classics continuously evolve and shed its more problematic past without losing the years of history and prestige that have traditionally defined it? The constant debate in professional circles concerning the “decline” of the field comes back to the same question about having to balance what the traditional image of classics with what it actually is from a political, scholarly, and ideological standpoint. Marian Demos, a Classics professor at Florida International University, suggests appealing to the students’ everyday experiences and cultural surroundings in order to help them understand those of distant

¹³ Sarah E Bond, "This Is Not Sparta," *Eidolon*, May 7, 2018, Accessed November 2, 2018, <https://eidolon.pub/this-is-not-sparta-392a9ccddf26>.

¹⁴ Ishaan Tharoor, "Why the West’s Far-right — and Trump Supporters — Are Still Obsessed with an Ancient Battle," *The Washington Post*, November 7, 2016, Accessed November 3, 2018, https://www.washingtonpost.com/news/worldviews/wp/2016/11/07/why-the-wests-far-right-and-trump-supporters-are-still-obsessed-with-an-ancient-battle/?utm_term=.53798eca7feb.

generations by “exposing as many students as possible to all types of remnants of the past, be they literary or physical remains.”¹⁵ It’s not just architecture and translations anymore. If the non-professional manipulation of the field is any indication of why Classics is seen as an exclusive, problematic field, it is then up to the everyday classicist to actively combat this ideology while maintaining, and indeed reinforcing, the positive aspects that have guided the field to the status it has historically held.

¹⁵ Marian Demos, "Classics outside the Classics Department," *Transactions of the American Philological Association* (1974-) 125 (1995): 324 doi:10.2307/284358.

CHAPTER II: METHODOLOGY

Branding and higher education are becoming increasingly intertwined. With more and more universities and programs springing up every year, differentiating between school and programs is becoming exponentially more difficult. An effective way for a department or program to differentiate themselves from the rest is through branding. This is essentially an effort to intentionally shape what the program is perceived as those both in and out of the program. A brand encompasses the perception and reputation of an organization, and a brand's image can be altered through a smart and effective marketing campaign. This is done through market research, gathering insights, and constructing a creative brief. A creative brief aims to define a "single minded proposition," or the SMP. This is what the campaign should focus on in a creative sense. This SMP is given to those who actually create the campaign in terms of marketing materials, like social media, print ads, web ads, etc. Just as these marketing tools can be applied to a business, they can also be applied to higher education because in some senses a university, and the departments in it, operates like a business.

The methodology of discovering the insights that lay the foundation for an effective creative brief is quite simple, especially when it pertains to something as large as the entire field of study. Talking to those closest to the department and figuring out their motivations and drives as to why they study the classics is the central means to understand the overall picture, and it brings the analysis of the department much closer to

that of a business or a brand. Viewing the department as a brand will allow it to become more effective when planning out what would be best for the department going forward.

The department is going to be analyzed like a business and a brand, discovering its strengths and weaknesses, and determining its opportunities and threats. It is imperative to look at the department as objectively as possible, to be both an outsider looking in as well as an active participant. The research is mostly qualitative, gathered from those with first-hand experience with the department of classics and The University of Mississippi. The goal is to find the why and not to just observe the statistics of class sizes or the graduation rates of students. The main question that is going to be a constant throughout the research is how the Department of Classics should evolve as time moves on.

DATA AND RESEARCH

My research and data gathering has been aimed at gaining insight into the above question. Insight is defined as the capacity to gain an accurate and deep intuitive understanding of a person or thing. When it pertains to marketing it means to discover a deep understanding of what makes a person like or dislike certain things or to analyze their motivations as to why they choose a brand or product. With reference to the classics department at the University of Mississippi, it is about discovering why people here want to study classics and why they want to encourage others to study classics. This insight can then be used as the basis for hypotheses and for proposals for how the department can evolve.

While much of the findings in this report are based on primary research, consisting of personal interviews with students and faculty, there is a significant amount

of secondary research that enhances the overall quality of the findings. The data and research collected from secondary sources become a basis of the primary research. This type of research also gives insight about the department as a whole. A hypothesis can be drawn from secondary research that can be tested through primary research to understand the department on a much deeper level. While secondary research is very important to the overall quality of research in this thesis, the conclusions drawn from both secondary and primary sources is what makes the insights gathered so important.

Through a series of interviews, insights will be gathered that focus more on the person rather than the department. Insights must bring together research findings, an understanding of the trends in today's society, unmet consumer needs, and people's behavior and wider experience. Insight is the heart of every marketing campaign and every business. Finding the best insight is the key for a brand's success. Certain research gathering techniques will be employed to best find the data that is crucial to this case study.

The laddering technique is a qualitative research method that seeks to understand why people buy and use certain products and services. It focuses on finding the values that people hold, rather than just focusing on surface level questions that do not mean anything when it comes to gathering insights. For example, asking how a student joined the Department of Classics is a simple question that will prompt a simple answer. However, asking why the student joined the department opens another set of questions that can be asked along with this question to gather deepening insight. These types of questions are only the first step in the laddering technique, and it is the practice of asking

for more and more reasons as to why someone believes a certain way, as well as observing body language and other nonverbal cues, that make up the rest of the method.

SAMPLING

The participants in this case study include students and faculty at the University of Mississippi, specifically those within the Department of Classics. Students have different views from faculty, and talking to both sets of participants will give access to a more holistic understanding of the inner workings of both the department and the people that work and learn there. There are many facets to the faculty and students, as well as the university, and the data that comes directly from them will bring the highest level of analysis. All of the participants were volunteers, and all information gathered was strictly used to gauge the perception of the Classics department and did not contain any material potentially harmful to either students or faculty within the department. Subjects were interviewed face-to-face, and notes were gathered from each individual interview and pooled together to pick out similar themes across all the interviews.

INSIGHT

Data and research alone is not insight. It's important to find what's truly unique and motivating about a brand and make empathetic connections to those that the brand comes into contact with. This comes with inferring what people are really feeling on a subconscious level. Most participants are not going to explain what makes up their beliefs and motivations, as most of the time the participants don't really understand these themselves. Not only is it imperative to gain insight from the questions and responses of the participant, but it is also extremely important to observe the culture around the participants and the department itself. The culture of the University of Mississippi shapes

the way students and faculty view the Department of Classics and the field as a whole. The trends that structure the university are constantly changing and evolving, and the type of student that is attending the university changes as well.

THE CREATIVE BRIEF

To try and render an assessment and account plan for the entire field of classics is something much too ambitious for a single proposal. Focusing on the Department of Classics at the University of Mississippi provides a practical way to find useful insights, which may also provide insight into the field as a whole. The findings discovered during this case study could mirror those in other departments across the country, and it could be used as a sort of model going forward for understanding what really makes a department in this field succeed.

Nonetheless, because it is singularly the Department of Classics at the University of Mississippi that is being studied, there may be some insights gained that only apply to this university. That doesn't mean that the research is invalidated in any way, but there may be other factors that shape differing perceptions at other places in the United States. Demographics are a large factor with many different races, ethnicities, and ideologies making up the university. The location of the university is a factor that plays into people's perspectives, as well as the history of the university itself. The history of The University of Mississippi is a very long and prestigious one, but there is a dark side to it that many universities don't have. The Department of Classics has been there since the very beginning, and the large amount of history that comes with it also brings negative connotations in certain aspects. The university has always been involved in political and social issues involving race, and the Department of Classics has its own specific ties to

this extremely prevalent and sensitive topic. From the classical architecture of the Lyceum, which was built by slaves in the 1840s, to the confederate monument currently standing in the forefront of the Circle, these pieces of university history are closely associated to the Department of Classics. This is definitely a challenge that needs to be addressed to create actual change of perception to the department as a whole.

CHAPTER III: THE UNIVERSITY OF MISSISSIPPI & THE CLASSICS

CLASSICS AND THE FOUNDATION OF THE UNIVERSITY

As at most universities, the study of classics in some form or fashion has existed at the University of Mississippi since before the Civil War. The classics held a special place in the eyes of students and faculty. One of the earliest chancellors of the university, John Newton Waddel, was actually a “Professor of Ancient Languages.”¹⁶ There has been a rich history with the classics and the University of Mississippi dating all the way back to the school’s inception in 1848. Entrance requirements in Latin were established when the University opened in 1848. The language was also required to graduate:

Freshmen read Livy and Ovid and studied Latin composition and prosody. Sophomores read Horace, Tacitus, Juvenal and Persius and studied “antiquities”. Juniors read Cicero’s *de Oratore*, *de Senectute* and *de Amicitia* and studied “antiquities”. Three years of Latin were required for a B.A. degree. An M.A. degree was also offered. The Greek curriculum in 1852-53 consisted of Xenophon and Homer’s *Iliad* for Freshmen, Homer’s *Odyssey* and Demosthenes for Sophomores and Greek Tragedies for third-year students.¹⁷

¹⁶ "From Beginning to 'The War'," Department of Classics, Accessed February 10, 2019, <https://classics.olemiss.edu/history/>.

¹⁷ "From Beginning to 'The War'," Department of Classics, Accessed February 10, 2019, <https://classics.olemiss.edu/history/>.

After the Civil War, in part due to the disruption in education caused by the conflict, fewer men were able to pass the entrance exams, but classics courses were still required to graduate. Reconstruction-era curriculum was still very much based in classical foundations, and the university itself still viewed classics as deeply ingrained in the culture of the school with the commencement exercises of 1876 including a Greek Salutatory address.¹⁸

At the end of the 19th century, Professor Alexander Lee Bondurant, chair of the department in 1889 raised the standards of admission and expanded the program to include even more classics courses. Although Latin was no longer required for the degree, according to the Department of Classics at the university, “between 1893 and 1908, 84% of students taking any B.A. degree at the University had studied for Latin for two years.”¹⁹ Rhodes Scholars also took Latin at the university, and the Graduate programs were expanded to include multiple classics course, including ones on Lucretius, Ovid, and Roman Antiquities.²⁰ Outside of the university, Professor Bondurant headed the Classical Association of the Middle West and South, edited the *Vox in Desertis Clamans*, a newsletter for Mississippi Latin teachers, and was a prominent member of the Mississippi Classical Association and the Mississippi Historical Society. Bondurant himself was a very prominent member of the the university faculty, starting the football

¹⁸ "After the Civil War," Department of Classics, Accessed April 09, 2019, <https://classics.olemiss.edu/history/mid-20th-century/>.

¹⁹ "The Bondurant Years," Department of Classics, Accessed March 04, 2019. <https://classics.olemiss.edu/history/mid-20th-century/>.

²⁰ "The Bondurant Years," Department of Classics, Accessed March 04, 2019. <https://classics.olemiss.edu/history/mid-20th-century/>.

team in 1893 and acting as Chancellor in 1921, and this helped the expansion of the department during this time.²¹

DECLINE AND RESURGENCE OF CLASSICS NATIONALLY

After World War II, many veterans returning to the United States had an opportunity to receive a higher education due to the G.I. Bill of 1944. However, many of these veterans and other students began to study in fields pertaining to STEM, or Science, Technology, Engineering, and Math. These veterans coming into the university system had no desire to study what was considered a traditional liberal arts education. According to an article written in the *American Quarterly* published by Johns Hopkins University “old-style liberal education” was under constant “bombardment” because of the incoming veterans, and “no exhortation will turn veteran interests to the liberal arts.”²² As the percentage of those studying STEM increased, the percentage of those studying the humanities, including Classics, decreased.²³

This trend soon expanded to high schools around the country. Many classical studies courses and language programs were terminated because they were not viewed as a necessity to the public school systems, and this in turn made their positions obsolete. Between 1962 and 1976, high school Latin enrollments dropped from 702,135 students to 150,470.²⁴ “This cave-in of high post-war enrollments severely injured the morale, not to say the livelihood of many public high-school teachers, and many defected or were

²¹“The Bondurant Years,” Department of Classics, Accessed March 04, 2019. <https://classics.olemiss.edu/history/mid-20th-century/>.

²² Keith W Olsen, “The G. I. Bill and Higher Education: Success and Surprise,” *American Quarterly*, no. 5 (1973): 596-610, doi:10.2307/2711698.

²³ Allan OP fnister, “The Role of the Liberal Arts College: A Historical Overview of the Debates,” *The Journal of Higher Education* 55, no. 2 (1984): 162-163, doi:10.2307/1981183.

²⁴ Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 72.

terminated from their jobs.”²⁵ Membership therefore decreased in the American Classical League, The Classical Association of the Middle West and South, the Classical Association, and many more organizations that focused on classical studies and ancient languages.

However, in recent decades, Classics has had its own renaissance with an increase in many pre-university programs and with growth in national organizations like The National Junior Classical League, whose membership exceeds 50,000 middle and high school students and consist of approximately 1,200 chapters all across the country. The NJCL encourages young students to begin their classical education early and even offers scholarships to students who are planning on continuing their classical education in higher education.

The American Academy of Arts and Sciences published departmental surveys of humanities in four-year institutions in 2013, and the results show the current landscape of the field. In the 2012-2013 school year, 276 institutions had classics departments with an average of seven faculty members (the University of Mississippi currently has six) for a total of 1,920 faculty members at four-year institutions. Departments that had a Masters program in Classical studies had the highest average number of undergraduate majors with 32.1. The average number of majors in departments offering only a Bachelor’s degree was 13.6 and programs with doctorates had an average of 23.7 undergraduate majors.²⁶

²⁵ Phyllis Culham and Lowell Edmunds, *Classics: A Discipline and Profession in Crisis* (Lanham-New York-London: University Press of America, 1989), 72.

²⁶ "Trends in Teaching the Classics to Undergraduates," Society for Classical Studies, February 02, 2016, Accessed March 01, 2019, <https://classicalstudies.org/scs-news/trends-teaching-classics-undergraduates>.

NEW DEFINITION OF CLASSICS: THE MILDEN YEARS & BEYOND

The first Chair of the Department of Classics, newly renamed in 1937 from the Department of Greek and Latin, was Alfred W. Mildred.²⁷ Mildred encouraged enrollment in the classics program, and this contributed to the steady stream of students graduating with the degree. During his time at the university the first woman faculty member, Dr. Evelyn Lee Way, began her teaching career that eventually led her to becoming Chair of the Department of Classics. Because of World War II enrollments in Classics dropped, and Dr. Way Willis was hired to expand the program to include classical archeology. This is when David M. Robinson was hired and the expansion of the University Museum began.²⁸

The period of time during the 1950s through the 1980s was brimming with change, with new faculty members joining the department, and chairs of the department expanding various programs within the department. During the Civil Rights Era of the 1960s, some classics professors left Mississippi due to the tension of racial hostility, and this had an impact on the department. During this time, the curriculum and degree requirements continued to change.

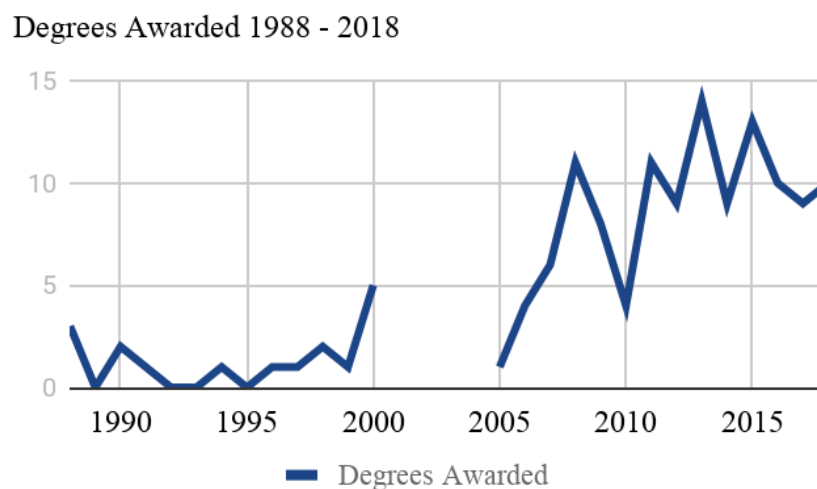
In the past 20 years however, there has been a somewhat steady increase in the number of students in the department earning Bachelor degrees. With the removal of the master's program in 2005, and the addition of a number of faculty, the number of graduates has steadily increased. The department has come a long way since the early 1990s and is continuing to attract a similar number of students each year. While the

²⁷ Ward W Biggs, "Alfred William Mildred," Database of Classical Scholars, Accessed April 15, 2019, <https://dbcs.rutgers.edu/all-scholars/8939-mildred-alfred-william>.

²⁸ "Mid-20th Century," Department of Classics, Accessed April 09, 2019, <https://classics.olemiss.edu/history/mid-20th-century/>.

degrees awarded in the Department of Classics is significantly smaller than the number of degrees awarded in other liberal arts programs, the emphasis should be on the fact that it is increasing. Although the department is smaller than any other independent department at the university, looking at sheer numbers is not always the most telling when it comes to gauging the success of a department, especially the Department of Classics. The actual increase in the number of graduates is what is the most telling when it comes to the overall growth of the department as shown in the table 1.²⁹

Table 1 Degrees Awarded in the Department of Classics 1988-2018



Beginning in the early 2000's, the department revised their degree requirements to include specific requirements for the Classical Civilization, Latin, or Greek emphases. To receive a B.A. in Classics with an Emphasis in Classical Civilization, only five 300-level classics courses needed to be completed, along with 15 other hours within the Department. For an emphasis in an ancient language, at least 18 hours needed to be completed in either Latin or Greek with an additional six hours either in the opposite

²⁹ The gap in the chart refers to the span of years where the Office of Institutional Research, Effectiveness, and Planning does not have the data for the number of degrees awarded in the Department of Classics.

language or in further upper-level courses in the first language. A total of 30 hours needed to be completed in the Department of Classics to receive either of these degrees, and it was mostly up to the student to decide which of these courses would work best for them.

Effective Fall 2018, the Department of Classics completely changed the degree requirements to graduate with a bachelor's degree. A Capstone class is now required for upper level students, as well as a "Classics Core" in both Roman and Greek Civilization. The core of the degree requirements is meant to create a clearer image of the classics to the students breaking them up into three separate categories of classes: literature, language, and culture.³⁰ The Capstone is meant to connect Classics to real world experiences, and the students are required to participate in this class in order to graduate. The goal of this new degree plan is to encourage students to expand their breadth of approaches in the program.

THE CLASSICS DEPARTMENT AND INCLUSIVITY

When it comes to inclusivity and the Department of Classics, there is definitely a potential for growth. With national scholarships for minority and first-generation college students, as well as a curriculum that can be tailored to both transfer and FastTrack students, the department is beginning to reach students that otherwise might not have joined the department. Nationally, first generation college students, minority students and lower income students tend to take "practical" programs.³¹ This essentially means that

³⁰ "The University of Mississippi," B.A. in Classics Spring 2018-19 | UM Catalog, Accessed March 09, 2019, <http://catalog.olemiss.edu/liberal-arts/classics/ba-classics>.

³¹ Erastus Karanja and Nathan Austin, "What Are African Americans Doing in College? A Review of the Undergraduate Degrees Awarded by U.S. Institutions to African Americans: 2005–2009," *The Journal of*

these students tend to choose programs that they perceive as having higher possibilities of receiving a job once graduating and/or starting off with a high paying salary.

Unfortunately, the median income of humanities and liberal arts degrees is less on average than all Bachelor's degrees, meaning that these other programs have the potential to offer students more in terms of a starting salary right out of college.³² This can affect all students but especially impacts minority students and first generation college students.

The Committee on Diversity, created by the Society for Classical Studies (SCS) in 2016, offers grants and scholarships to minority students who wish to continue their classical education outside of the normal school year. This could include study abroad trips, summer classes or programs, and field school.³³ Because this grant program is specifically for minority students, it encourages those students to be a part of the Classics program. There are also scholarships offered by the Department of Classics at the University of Mississippi as well that encourages students to study abroad and further their classical education.

The structure of the department also makes it easy for students transferring in from another school to obtain a degree in Classics. This has to do with the flexible course schedule, and transfer students are able to take multiple classical civilization courses because there are not any prerequisites for them. This means that they can earn the 30 required hours to receive the major much easier than a program with a structured four-

Negro Education, vol. 83, no. 4, 2014, pp. 530–548. *JSTOR*, www.jstor.org/stable/10.7709/jnegroeducation.83.4.0530.

³² Center on Education and the Workforce, *Median income of humanities and liberal arts majors, by focus of study in the United States in 2013 (in 2013 U.S. dollars)*, <https://www-statista-com.umiss.idm.oclc.org/statistics/238490/median-income-of-humanities-and-liberal-arts-majors-by-study-focus-us/> (accessed 2/11/19, 6:56 PM).

³³ "Minority Scholarship in Classics and Classical Archaeology," Society for Classical Studies, January 15, 2019, Accessed March 09, 2019, <https://classicalstudies.org/awards-and-fellowships/minority-scholarship-classics-and-classical-archaeology>.

year degree plan. This flexible schedule, as well as a smaller class size, can also be helpful to FASTrack students who might not necessarily be able to follow another program's four-year degree program. The FASTrack program engages with students in their first year of college and connects them with personal advisors, and a structured freshman year schedule helps make the transition from high school to college easier.³⁴

CLASSICS OUTSIDE THE CLASSROOM

THE ROBINSON COLLECTION

The University of Mississippi Museum was named among Edsmat's list of 51 Most Astounding University Museums and attracts people from all ages with its outreach programs and classes. Of particular relevance to the Department of Classics is the Museum's David M. Robinson Memorial Collection of Greek and Roman Antiquities. David M. Robinson came to the university after retiring from Johns Hopkins University and brought with him his extensive collection, half of which was donated to the museum after his death in 1958. The Robinson Collection contains, "more than 2,000 sculptures, terra cotta and bronze artworks, decorated pottery and coins, and a variety of artifacts that date from 1500 B.C. to 300 A.D."³⁵ The collection attracts a lot of positive attention to the Department of Classics as well as to the museum, and it is currently in the process of being reinstalled to another wing of the museum. The new Antiquities Reinstallation project should take place within the next year and plans to expand the exhibit greatly. Through unique programs offered to children, families, and students, the museum is easily accessible to those who wish to have a deeper understanding of classical

³⁴ "Frequently Asked Questions," FASTrack, Accessed February 11, 2019, <http://fastrack.olemiss.edu/faq/>.

³⁵ "UM Museum Named to List of 51 'Most Astounding University Museums'," Ole Miss News, August 13, 2018, Accessed February 08, 2019, <https://news.olemiss.edu/um-museum-named-51-astounding-university-museums/>.

civilization. The no admission fee policy also promotes an atmosphere of accessibility and inclusivity due to the fact that a person can visit the museum and learn about the artifacts regardless of socioeconomic status.³⁶

AEQUORA

Since January 2018 a set of department faculty and students travel to Oxford Intermediate School every week to teach 5th and 6th grade students classical studies through Aequora. Aequora is a teaching program created by the Paideia Institute, an organization that focuses on the expansion and outreach of Classical education to non-traditional audiences. It is, “shaped by a belief that everyone should have access to Latin and by a vision of Classics as an inclusive, diverse, and socially engaged field.” The textbook, *Aequora: Teaching Literacy with Latin*, introduces the basics of Latin vocabulary and grammar, Roman culture and mythology, and connections between Latin, English, and Spanish, all through games and activities designed to show students that learning Latin is fun!”³⁷ This is what is also known as service learning. According to the University of Mississippi, service learning integrates both classroom and experiential learning while fostering campus and community connections.³⁸ The participants in Aequora are engaging in a learning experience as well as engaging with others whose interest in the classics might stem from this experience. While the Aequora teaching program is not an official service-learning course at the university there is potential for it to be, resulting in a credit-earning course for these students.

³⁶Robert Saarnio, "Welcome to Your Museum!" University Museum, Summer 2017, Accessed April 15, 2019, <https://museum.olemiss.edu/welcome-to-your-museum/>.

³⁷ "Aequora in Oxford, MS," The Paideia Institute, Accessed February 01, 2019, https://www.paideiainstitute.org/aequora_in_oxford_ms.

³⁸ "About Service-Learning," McLean Institute for Public Service and Community Engagement, Accessed April 09, 2019, <http://mclean.olemiss.edu/resources/service-learning/>.

ETA SIGMA PHI

An honor society is an effective way to engage students within a department and create an outreach program for prospective students to join. The Department of Classics hosts a long-standing chapter of the national classics honor society, Eta Sigma Phi. The Lambda Chapter at the University of Mississippi hosts events, holds chapter meetings, and helps with the outreach program Aequora. On a national scale, Eta Sigma Phi's purpose is clearly defined in its constitution. It states that the purposes of the honor society are, "to develop and promote interest in classical study among the students of colleges and universities; to promote closer fraternal relationship among students who are interested in classical study, including inter-campus relationship; to engage generally in an effort to stimulate interest in classical study, and in the history, art, and literature of ancient Greece and Rome."³⁹ This honor society is open to students who show a motivation for excellence in the Classics classroom, and it is open to any student who has earned an A or a B in a Latin or Greek class.

Eta Sigma Phi promotes its events much like the Department of Classics, through email and Facebook. The officers of Eta Sigma Phi are tasked with running the Facebook page, and they usually also produce flyers to promote their events. The honor society itself is very low commitment, with its members only having to attend one meeting and two events per semester, and membership has increased in the past 10 years.

CURRENT BRANDING

The current branding of The Department of Classics is uncoordinated in its communication. There are bits and pieces of the department that are marketed to students

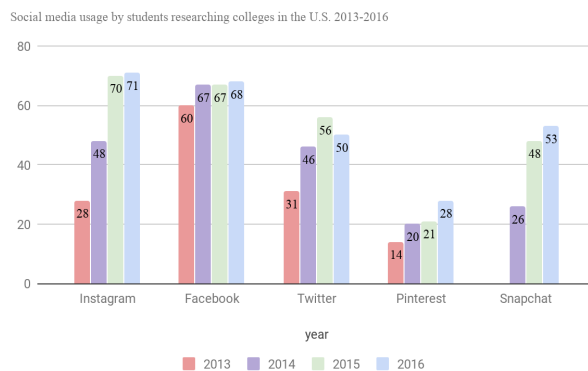
³⁹"About ΗΣΦ," ΗΣΦ, January 23, 2013, Accessed February 01, 2019, <https://www.etasigmaphi.org/hsphi/>.

and the campus as a whole, but there is not a cohesive structure or plan to follow when it comes to communicating to those within the department as well as across campus. Through its digital marketing, outreach programs, and multiple events throughout each semester, the department’s branding is very unintentional, but there is potential for growth in the near future.

SOCIAL MEDIA

The Department of Classics does not have a strong social media presence to market to either prospective students or prospective faculty. Other departments on campus heavily use social media in order to engage with students, disperse information, and encourage prospective students to join the program. According to a social media study about high school students and colleges, it was discovered that there is an increasing amount of social media being used across all platforms by students looking at potential colleges. From 2013 to 2016, the percentage of students using Instagram to specifically research colleges rose 43%, indicating that it is extremely important to begin to utilize these platforms in order to increase exposure among college bound students.⁴⁰

Table 2 Social Media Usage by Students Researching Colleges in the U.S. 2013-2016



⁴⁰ Chegg, *Distribution of social media usage by high school students when researching colleges in the United States from 2013 to 2016*, <https://www-statista-com.umiss.idm.oclc.org/statistics/721057/social-media-usage-by-students-researching-college-us/> (accessed 3/7/19, 1:35 PM).

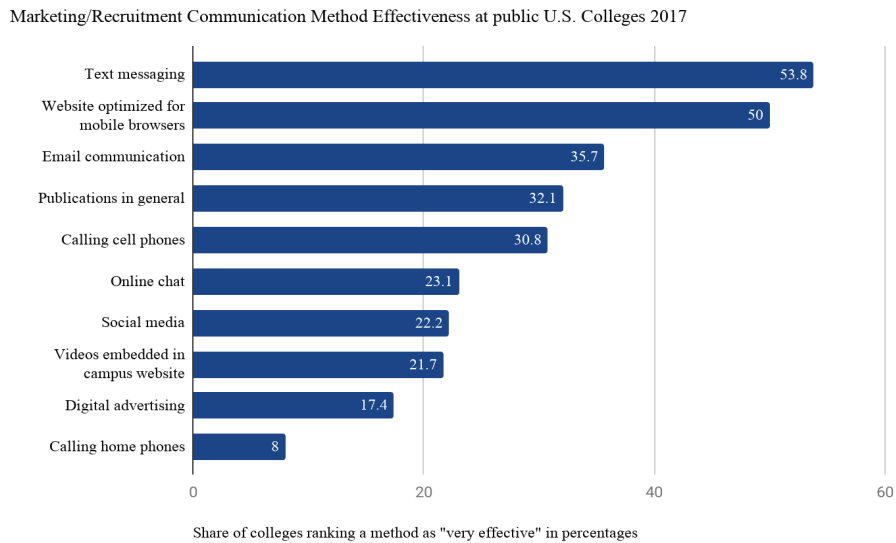
The only social media that the Department of Classics utilizes currently is a Facebook Group page. The page itself, the description of which has not been updated since 2014, is mainly used to post interesting articles and general news about the department. The page states that it is maintained by the department's honor society, Eta Sigma Phi, and lists officers from the 2014-2015 school year. There is much potential to create a business page as well as a Facebook group, and the department can definitely better capitalize on this platform to create awareness for the department and the degree program. There is also potential to expand to other platforms like Instagram and Snapchat because of their growing popularity among high school and college students, and the department has the ability to cohesively use all three platforms while marketing the program.

DIRECT MARKETING

The department employs its direct marketing tools to constantly stay engaged with students. Emails are sent to students at regular intervals informing them of events and opportunities offered by the department. This form of communication is important to both current and prospective college students. According to a study by Ruffalo Noel Levitz, some of the most effective direct marketing methods include email, mobile browsers, and social media as seen by table 3. Through UModay, professors can contact students directly by email and can send out mass emails to students at once to efficiently communicate and promote events and other opportunities in the Department of Classics.⁴¹

⁴¹ Ruffalo Noel Levitz, *Share of effectiveness of communication methods for marketing and recruitment at four-year public higher education institutions in the U.S. in 2017*, <https://www-statista-com.umiss.idm.oclc.org/statistics/720798/communication-method-effectiveness-for-marketing-recruitment-at-4-year-public-us-colleges/> (accessed 3/6/19, 4:06 PM).

Table 3 Marketing/Recruitment Communication Method Effectiveness at public U.S. Colleges 2017



VIDEO MARKETING

In the past semester, the Department of Classics in collaboration with the College of Liberal Arts released a video educating students about the department and encouraging them become involved with the study of Classics. The museum's Robinson Collection was a highlight in this video, and the professors encourage students to “approach the classical world from a variety of different angles”⁴² when it comes to exploring the museum. It can be searched for on Youtube and is open to the public. The video itself is posted on both the department’s website as well as a group Facebook page. Those visiting the Department of Classics’ website will be able to view the video from the home screen, and it is easily shareable through Facebook and other social media platforms.

⁴² Ole Miss - The University of Mississippi, YouTube, December 03, 2018, Accessed April 01, 2019, https://www.youtube.com/watch?v=Jnp_OjFx118.

EVENTS

The Department of Classics offers a variety of events that are open to all students across campus. Faculty lectures, guest lecturers from other universities, and Eta Sigma Phi events are among the many events that the department offers to the campus community. The purpose of these events is to educate and promote classical teaching across the campus community. Some of these events feature university faculty such as seen in figure 1.

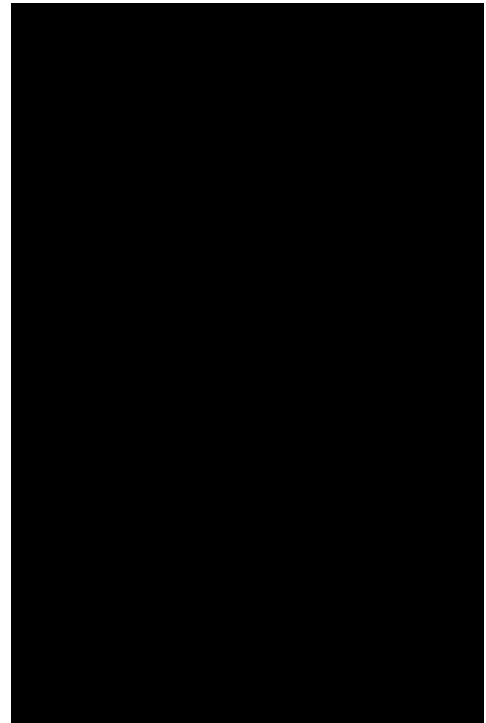


Figure 1. Event flyer for Dr. Brad Cook's presentation on *Documenting Freedom in Ancient Greece, and a Bronze Inscription in Oxford, Mississippi*

CHAPTER IV: FINDINGS

While research and data gathering can provide a context for experience, the primary research will help bring together all of the secondary sources to form a more complete insight. The interviews, which consisted of ten to twenty questions, took place over a span of two weeks from February 15 to February 26, 2019. Faculty and students were asked a range of questions, spanning from specific questions about the Department of Classics at the University of Mississippi to broader questions about the field as a whole. Because this interview was a voluntary process, the responses that the students gave may be skewed towards a more positive viewpoint of the department. However, this is exactly what the research was intended to capture. The entire point of this case study was to understand why exactly people join the Department of Classics in a time when Liberal Arts as a whole seems to be falling farther into the shadow of more “practical” degree programs. It is useful to understand why people love something in order to express that sense of love to a wider audience, and invite that new audience to participate in it. The themes drawn from these responses are from individuals who truly want the Classics to succeed which is why their insight is the most important.

FACULTY

Though one may assume that the faculty within the Department of Classics grew up surrounded by classical literature and the ancient languages, the reality is actually much different. Faculty reported only a sort of vague exposure to the classic in pop

culture, from books to movies to poetry that they were "forced" to read in class⁴³ Only one interviewed faculty member had much prior knowledge of classical studies or really a desire to study classics in general until young adulthood. True exposure to classical studies and/or the Latin or Greek language did not begin until college for most professors. Interestingly enough, most of the faculty seemed to stumble upon the discipline, whether it began as a language or humanities requirement, but this sort of happy accident grew into a passion and love for the field of study. The Classics "swallowed them whole," and they never looked back.⁴⁴

One faculty member stressed the importance of a classical education in a university setting. According to them, a university is the only place for a student to receive a classical education. The name itself implies that a student will get a universal education. A university is not a true university without offering the opportunity of studying Latin or Greek.⁴⁵ This professor believes that the University of Mississippi is no different. From the central location of the department to the literal architecture of the buildings, the classics is a necessity to this university because it is ingrained in our identity as a university as well as an entire society. One professor stresses that a mastery of that grounding is pertinent in order to understand our own intellectual lineage.⁴⁶

When asked the most difficult aspect of being a part of the Department of Classics, the responses differed from professor to professor. Many cited the challenge of getting past people's misconceptions as a factor. Another factor is the size of the department in terms of funding and workload. Some talked about the struggle of advising

⁴³ Faculty Interview in discussion with author, February 22, 2019.

⁴⁴ Faculty Interview in discussion with author, February 22, 2019.

⁴⁵ Faculty Interview in discussion with author, February 24, 2019.

⁴⁶ Faculty Interview in discussion with author, February 22, 2019.

students for their lives and careers post graduation given that positions are limited in the classical field. All of these “difficulties” were overshadowed however by the faculty’s desire to persevere and impart their knowledge to the students of the university. After all, as one faculty member stated, the focus is on serving the students.

AFTER GRADUATION

With regards to the difficulty of jobs after graduation, most touched on the limitations of the degree and the small number of open positions that the classical field has in any given year. Some struggled to find a position after graduation, while others were able to secure positions through the connections they had garnered while in graduate school. In regards to the University of Mississippi’s teaching position, most stated that the reason they chose to teach at the University of Mississippi had more to do with the open position than the university itself.

MUSEUM

Faculty also put heavy emphasis on the importance of the museum and its collection. This pertains specifically to the question regarding the department’s “presence” on campus. When asked if the department is well known to other parts of campus, faculty commented on the museum’s collection as a way to put the department on the campus map so to speak. The collection and the museum, while not necessarily affiliated with the department itself, offers a unique opportunity for the department that the faculty definitely recognizes. Classes within the department usually travel to the museum at least once a semester, and many classes utilize the actual artifacts in the collection to further their teaching in the classroom. Members of the faculty felt that the museum’s connection to the Department of Classics gave students a look into the ancient

world in a way that would attract more than just the typical classicist.⁴⁷ The museum offers the Department of Classics public exposure that many other departments lack. However, they recognize that there is much room for growth. Because the museum staff and the department's faculty are two separate units, there is a disconnect between the two. While some faculty work with the actual artifacts in the museum, faculty have no role in the management of the museum.

The professors did not see size as a hindrance in terms of the actual quantity of students. It was actually a boon because of the relationship that a small program can foster between students and faculty. There isn't going to be a student "falling through the cracks" and being forgotten by faculty or the department. The faculty was very proud of this fact, and this lends to the emphasis on giving the students the best education possible. The Department of Classics, as well as the field of classics in general, occupies a small niche. According to some of the faculty, this niche is what drew them to the field to begin with. The department offers a specialization in many different topics, and the professors have the ability to teach a variety of courses within each specialization.

Some faculty expressed a desire to teach more than just a classical education to their students. The students leaving the department don't all have to be classicists according to one faculty member. Specifically due to the lack of jobs in the classics field as well as in the archeology field, the students should expand their view to beyond the classical field. If a student can leave having had a good liberal arts experience then the faculty have done their jobs. The goal is for the students to become more open-minded and to understand that there is a road beyond The University of Mississippi and that there

⁴⁷ Faculty Interview in discussion with author, February 22, 2019.

is more than just one type of person. It “might not be what you need for a job,” but it will significantly open doors for these students on how they view the world.⁴⁸

Even before interviewing the faculty, research on the department had indicated that the department intended to instill in its students a deep sense of awareness of the world around them. A primary goal of the department is to “make the connection between Classics and global awareness and responsibility a more conscious component of the Department's goals. Classics, as a field deeply engaged with the Mediterranean past, remains also deeply engaged with the present of the region in which the Greek and Roman cultures flourished and expanded.”⁴⁹ This goal was confirmed in the interviews. According to one faculty member, to be a classicist is to be an activist and to do your part in society whether or not you are actively working in the specific field. The ancient Greeks and Romans asked some of the most important questions about what it means to be a human being, and the variety of answers, both theoretical and applied, are forcing us to ask those same questions in all their complexity.⁵⁰ Knowing the past leads to a better future.

One of the main themes emerging from the faculty interviews is that the faculty’s connection and commitment to Classics is more about emotion than logic. The faculty attempts to justify their determination to study classics with logical reasoning, but the entirety of the answers delves into the more emotional side of the decision making spectrum. The professors expressed a genuine love for the study, and a genuine interest in developing a student’s potential to love the field of classics as much as the faculty does.

⁴⁸ Faculty Interview in discussion with author, February 24, 2019.

⁴⁹ *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 1-27.

⁵⁰ Student Interview in discussion with author, February 22, 2019.

STUDENTS

The central theme among students was the overwhelming passion for the degree and the Department of Classics. These students had no doubts about their degree path. Freshman through senior year students all had the same conclusion that they were in this program for the long haul, and there was no way that they were leaving. These people have fully bought into Classics, and they were willing to share just what made Classics special to them. Intellectually driven and academically motivated, these students know what it takes to excel throughout their years at the university.

Like the faculty, these students hadn't exactly planned to become classicists.⁵¹ Some fell into the degree program, either taking Greek or Latin as a language requirement or taking a classical civilization course to fulfill their humanities requirement. Once in these classes, students learned more about the department, and several declared their major as Classics while in these classes. Some found out about the department through the university website, and this is what led them to joining the department. The students did not report widespread knowledge of the department prior to entering the university as a student. Once these students declared their major however, they were unchanging in their decision.

These students have a weight on their shoulders that undergraduates in many other disciplines don't have. The long history of tradition and prestige is something that these students do not take lightly, and they believe that the tradition is a core value that the field of Classics stands for. All of the responses described Classics as more than just a sort of history program. They used the phrasing "so much more" in multiple responses

⁵¹ Student Interview in discussion with author, February 22, 2019.

due to the fact that Classics encompasses more than just the language of the field or the history of Greek and Roman Civilization. To these students, it is about the entire culture as the basis of Western Civilization and the art and archaeology, philosophy, literature, and language. There is a prestige to studying this field, and these students were proud to talk about what it meant to them.

The students have an emotional connection to the field as well, and this has to do with the tradition and history as the foundation of Western Civilization. This is particularly interesting because the phrase “Western Civilization” is such a hot button topic among classicists today. That phrase, as stated in the introduction, is usually associated with a sense of superiority and to a certain extent white supremacy. When a person is speaking about Western Civilization, it is usually about *preserving* the tradition that comes along with it. The students however, do not use this word in that context. According to some students, Roman and Greek classical civilization is one of the most important concepts to learn because Western Civilization revolves around the history, culture, and teachings of the ancient period. The structure of modern day government draws on the political structure of ancient Athens, and much of the tradition that the university has, down to the architecture of the very buildings that are on the university campus, can be connected to the ancient teachings and lessons of classical philosophers.⁵² Their connections to Classics as the foundation of Western Civilization do not have a tone of superiority, and they seem to just use the word in the most literal context. The students all brought up the tradition behind the Department of Classics and how this tradition led to the importance of the department to the university.⁵³ These students see

⁵² Student Interview in discussion with author, February 24, 2019.

⁵³ Student Interview in discussion with author, February 22, 2019.

the classics degree as a prestigious and rigorous program that takes a lot of energy and work. These are the intellectual overachievers, and this ideology is reflected in their answers to the interviews as well as the coursework they choose to take.

Every student interviewed intended to complete a second major along with Classics, and this really speaks to the flexibility of the program and the opportunity it affords for students to receive a better education by expanding their knowledge across multiple degree paths. When asked what they would do with their degree in Classics, two students expressed interest in teaching, while others wanted to continue on in fields that didn't directly relate to Classics. According to the departmental self-study released in 2017, 20 out of the 39 students in the degree programs between 2016 and 2017 had multiple majors, sometimes up to three during their four-year college career.⁵⁴

This falls in line with the picture of the Classics major as intellectually driven overachiever. These type of students go above and beyond in the classroom, and the likelihood of them succeeding in their college career seems very high. The Department of Classics attracts the same type of students that could be in the Croft Institute of International Studies programs at the university. These students are very academically focused, and the work that goes into the degree could be equated to the work. The classwork that these students complete is very similar to the structure of Croft because of the combination of both the language and the culture of the country or, in the Department of Classics' case, Greece and Rome.

Probably the most surprising response from students was their ardently positive reaction to the size of the department. They focused on the personal aspect of the

⁵⁴ *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 23.

department rather than how large the department is. According to them, the presence of the department was very much noticed on campus especially considering how small the actual department is. They would rather the size stay the same and actually increase the faculty size rather than increase the number of students.

Every student interviewed plans on continuing their education, whether in graduate school or law school. When asked what they planned on doing with their degree, most did not mention continuing on in the classical field. But they stated that they are taking more than just the literal knowledge from the degree program. They have learned critical thinking skills, and their minds have been open by the classes and professors in this program.⁵⁵

The most interesting responses received from students were their ambivalence towards job searching after graduation. Some students felt that finding jobs would be easy while other had a less confident outlook.⁵⁶ There was, however, a sort of self-assurance that was surprising from many students. When asked about internships, the majority of students were not worried about not finding internships during their college career. Several spoke of the archaeological dig set up by university faculty in Herculaneum and other programs that work closely with faculty.⁵⁷ They seemed very sure in their ability to either continue on to graduate school or enter the workforce right after graduation. The department has many opportunities for students to engage with the field and professionals in the field, and they make use of these opportunities when possible.

⁵⁵ Student Interview in discussion with author, February 22, 2019.

⁵⁶ Student Interview in discussion with author, February 24, 2019.

⁵⁷ Student Interview in discussion with author, February 22, 2019.

Students look to their professors to guide them and mentor them, and in the Department of Classics, these students feel like the faculty goes above and beyond connecting with their students. Students mention how much of an influence that the professors have had in their college career, and they believe that they would not have gone as far without the help of the faculty. Students look up to the faculty, and this sense of admiration furthers their own love for the department and for the field. The passion that the faculty exude in the classroom makes for a more interesting class, and students are more engaged throughout the semester. The faculty provides students more than just lessons in a classroom.

Students discussed at length the many study abroad opportunities when talking about internships and the summer months, and this gave great insight into some of the motivations behind becoming a Classics major. The desire to travel and create his or her own adventure was a significant motivator. As students in the United States, it is much more difficult to access these ancient sites, and traveling abroad is something that many students look forward to when coming to college. One student considered the study abroad opportunities at the university, specifically at the Department of Classics, to be one of the best parts of the entire department.

QUIRKY

When asked to describe a typical classicist, an overwhelming amount of students responded with the word “quirky.” This word essentially encompasses what the Department of Classics is about. Bookish and moving to their own beat, the people that were described by students were as individualistic as they were admired. These aren’t the type of people showing up to class fifteen minutes late. These are the students and

professors that tend to go the extra mile when it comes to research, homework, studying, etc. Even when describing the clothing, the answers were all very similar.

Another interesting piece of information was the identification of the female classicist. Most of the students described their typical classicist as a woman, when 30 years ago this response most likely would have been the opposite. Historically speaking, men were much more involved with the classics, and it has not been until the last 30 to 40 years that women have been well-represented in the field.

SWOT ANALYSIS

The Department of Classics released a self-study for the university in 2017 consisting of a program review and SWOT analysis of the department. A SWOT analysis identifies the internal strengths and weaknesses of the department, as well as the opportunities and threats that the department is facing in the coming future. In the SWOT analysis that follows, I draw some themes from the departmental self-study SWOT analysis, but also add additional themes based on my research to expand on aspects that may have been overlooked. Not all of the data from the departmental self-study is included in this SWOT analysis, and thus this analysis can be viewed as both a separate SWOT as well as an extension of the departmental self-study.

STRENGTHS

Due to its small size, the Department of Classics is able to connect with students on a more personal level. The student-to-faculty ratio is very low compared to the average student to faculty ratio (1:18) at the university⁵⁸, and according to both students

⁵⁸ "Fall-2018-2019-enrollment," Office of Institutional Research, Effectiveness, and Planning, Accessed April 09, 2019, <https://irep.olemiss.edu/fall-2018-2019-enrollment/>.

and faculty, this is definitely an advantage. Capitalizing on this low student-to-faculty ratio would be very beneficial to the department.

The interdisciplinary nature of the department's course offerings is a special strength of the department. The Department of Classics offers a variety of courses that are cross-listed with other programs and departments and can fulfill multiple degree requirements. Departmental courses can count towards a liberal arts student general education requirement in several areas: the Modern or Ancient Language requirement, the Fine Arts requirement, the History requirement, and the Additional humanities Requirement. This gives the department a great opportunity to further expand their reach to prospective students by forming additional connections with other departments, and potentially considering a dual degree program for students within liberal arts. Table 4 shows the current cross-listed courses that are available to students according to the departmental self-study.⁵⁹

Table 4 Cross Listed Classics Courses

CLC 103: Women in Antiquity	Gender Studies crosslist; counts for Gender Studies minor
CLC 104: Sports in the Ancient World	Exercise Science crosslist
CLC 201: Medical Terminology in Greek and Latin	Counts as a "related subject" for Biology B.S.; listed as a "related course" by the Health Professions Advising Office
CLC 303, 304, 305, 307, 308, 309, 333 (ancient literature courses)	Count as English electives for the English B.A.
CLC 311, 313, 314, 340, 341, 342, 352 (ancient history courses)	History crosslists; count as electives for History B.A. and minor
CLC 315, 316, 317, 318, 319, 320, 321, 322, 323, 328, 523 (ancient art and archaeology courses)	Art History crosslists; count for Art History B.A. and minor; CLC 323 is also cross-listed with Anthropology

⁵⁹ *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 20.

The university museum is another strength that cannot be ignored. With an extensive collection of Greek and Roman Antiquities, outreach programs to children and students, and the current reinstallation of the Robinson collection the museum certainly creates a buzz for the department and brings in donors for both the museum and the department itself. It is in its own right an excellent branding tool for the department and the university.

WEAKNESSES

The lack of social media is more important than ever to address. As stated before, there is really only a Facebook page, and even part of the university museum's website has not been updated in over a year. With social media platforms growing at an exponential rate, and colleges spending more and more money on social media campaigns and marketing tools, this creates a gap that the department could easily fill.

According to the departmental self-study, "the lack of flexibility in the schedule of the language programs (i.e. no consistently taught intensive language courses, staggered sections or summer offerings) prevents strong students from speeding their progress and can sometimes impede students' timely completion of degrees."⁶⁰ The most important recent challenge in this regard is the introduction by the Department of Modern Languages of intensive modern language courses that can reduce the number of semester it takes for a student to complete general education language requirements. This is especially impactful to the Department of Classics as its language programs still consist of four semester long classes to fulfill the general education requirement. There is a possibility of a student seeing this "faster" route and deciding to take a modern language

⁶⁰ *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 4.

over an ancient language simply because of the shorter time it will take to fulfill the requirement. The department depends on students coming in and taking ancient language courses as general ed requirements and becoming interested and invested in the program itself.⁶¹

There is no graduate program. The previous masters program was discontinued at the end of the 2005-2006 academic year. If students want to continue their master's education in Classics, they thus have to go to another university. This creates a gap that needs to be filled by the department.

THREATS

The University of Mississippi is a university that very much focuses on external perceptions of its programs and departments. A university department shows its worth in part by its graduate programs. The Department of Classics has not had a graduate program since the Master's program officially ended after the 2005-2006 school year. The departmental self study states that the university's, "focus on graduate education perhaps leaves [it] vulnerable with no graduate program. Funding for development of M.A. program is, however, not likely."⁶² This is particularly because of the University of Mississippi's recent achievement of R1 research status, a distinction given to the university by The Carnegie Classification of Institutions of Higher Education® which is considered the leading framework when distinguishing institutional excellence and diversity in the United States. With this new R1 status comes new pressure for the university to invest in doctoral programs that continue to put the university firmly in the

⁶¹ *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 7.

⁶² *University of Mississippi Academic Program Review Self Study Report*, Report, Department of Classics, University of Mississippi, 7.

R1 classification.⁶³ The status is given to universities based on the level of research activity within the university; doctoral programs in particular contribute to that activity. Since The Department of Classics does not have even a Masters program, the university is going to (put) more funding to doctoral and research programs that will keep the university in the R1 classification.

The departmental self-study also stated that current programs are changing their degree requirements, and these requirements will potentially impact the Department of Classics. The history department no longer requires majors to complete a “pre-modern” course, a category under which all the cross-listed ancient history courses fall. The English department no longer allows Classics courses to be cross listed with English; though a Classics literature course can still count towards an English elective, English majors are now less likely to notice and enroll in the CLC literature courses

The obscurity of classics is definitely a threat to the department. Most students don’t understand what the classics are. Other degrees of study are self-explanatory in the name itself, such as Math or Engineering, but Classics is something not as easily defined. This can contribute to the lack of students in the major and the classroom, and to a certain extent a lack of interest in certain classes.

OPPORTUNITIES

With STEM programs on the rise, and humanities programs being cut everyday across the country, it is imperative for the department and the university to make an effort to build up its liberal arts degree programs. The expansion of the department’s social

⁶³ "UM Recognized Among Country's Top-Tier Research Universities Once Again," Ole Miss News, December 17, 2018, Accessed February 01, 2019, <https://news.olemiss.edu/um-recognized-among-countrys-top-tier-research-universities/>.

media would be a great opportunity to connect with potential students at a much earlier age. Platforms such as Twitter, Facebook, and Instagram engage with potential students everyday, and multiple studies show that social media is one of the best way to engage with potential college students. The Facebook page already engages students, faculty, and alumni in various ways, but there is and opportunity for growth that would be very beneficial to the department.

Although the new and improved degree plan is currently being put in place, a continuation of this sort of structure would be very beneficial to the department. Along with the required three subject areas a student must participate in, a four year plan can be given to students as a tentative schedule to see what other opportunities existed in regards to obtaining a second major or degree.

CHAPTER V: LOOKING TO THE FUTURE

Human beings, as much as they try to justify their actions through logical reasoning, make decisions based on their emotions. Appealing to these emotions is what will make the Department of Classics stand out from the rest, and changing the perception begins with students. Educating them about the department itself, as well as what it stands for, is a key element in beginning the change. This can be done in various different ways, all encompassing the same single-minded proposition (SMP): *understand the past to change the future*. This SMP encompasses both the traditional side of the field of Classics, but accurately represents to those not involved with Classics what the department represents. This is all about knowing the past, in this case Ancient Greece and Rome, and applying that knowledge of the culture and history and literature to shape the future. The prestige of the department and the field is not forgotten, but there is a way to contextualize this history to apply it to a more modern society. It's not about wealthy white men reading ancient Greek anymore, and this is what the campaign should focus on.

The goal is not necessarily to increase the size of the department exponentially, but to open people's mind to the concept of Classics being a more inclusive discipline offering more opportunities than most students assume. The students within the department know that the study and the field encompasses much more than history and

language, and they can apply what they learn in the classroom to much more than just a classics career. The skills that are gained specifically through the Classics program open up many opportunities for students, and this needs to be communicated to those not in the Classics classroom. These reasonings stems from logic, but there is an appeal to the emotional side of a student as well. Classicists are a part of their field because it is something that they love to do.

THE TARGET AUDIENCE

The target audience for the department is obviously incoming and current students at The University of Mississippi. However, this does not include all students. These students are studious and mindful, and they are constantly searching for a higher truth. This is where the department needs to focus their efforts. The department can create a safe haven for those who are different in an academic, political, and social sense. The diversity that the department focuses on can be brought into focus on the target audience. The focus is on the students who are willing to open their mind: The curious truth seeker who wants to know more than what is told to them. Diligent and hardworking, these students who will eventually learn either Latin or Greek are active on social media and aware of current trends and topics. They want to be plugged in about what is going on with the world. They apply same thirst for the knowledge of today to the ancient past, and the Department of Classics can take advantage of this wide-ranging curiosity.

EDUCATE BEYOND CLASSICS: AFTER GRADUATION

As the faculty stated previously, a student with a Classics degree does not necessarily have to go into the field of Classics to be successful. There are many careers that students could excel in with their Classics degree, and the Department of Classics

lists these careers on their on their information sheet in October 2016. These careers include teachers, museum curators, travel consultants, lawyers, and field archaeologists, along with many more. Students may be unaware of these opportunities, and this has to do with the way the information is communicated to them.

In other departments on campus, there is a heavy influence on securing employment once a student graduates. The School of Accountancy boasts a virtual 100 percent placement rate after graduation of the master's program, and the Department of Classics can look at the way they guide their students towards a specific career to enhance their own understanding of aiding students in their post-graduate career.⁶⁴ The school offers many networking events, job fairs, and workshops to improve resumes and connect students to internship opportunities. While the School of Accountancy is very different from the Department of Classics, there is valuable information there about educating students beyond their degree.

A job fair or a career counselor that students could interact with would create an opportunity for the program to expand its outreach and change the misconception of unemployment right out of college. The counselors could connect students with potential internships or study abroad programs for the summer to gain experience for their resumes. The personal connection that students have with their advisors also helps the students in that there are more opportunities for them to receive funding for archeological digs or other Classics related internships. This sort of assistance is what many students thrive under in regards to securing a post-undergraduate career or graduate education. It's simply about getting the information to them and making sure that they know exactly

⁶⁴ "Especially for Students," Patterson School of Accountancy, Accessed February 09, 2019, <https://accountancy.olemiss.edu/especially-for-students-2/>.

what they can do with their degree, and the size of the department itself is a large factor in the way the students receive this information.

SIZE MATTERS

Communication between students and faculty is much easier when the department is smaller. The students are not a simple face or a number for a random advisor to look at, but an actual person that a faculty can connect with on a more personal level. Classics faculty demonstrate a genuine interest in the success of the individual student that many departments don't seem to have, and the Department of Classics can capitalize on the size that contributes to this success. Broadcasting on the small size of the department would be advantageous to the Department of Classics because the students value the low student to faculty ratio. If it is publicized in a way to highlight the small ratio, it could be very advantageous to current and prospective students looking into the department.

Students want to form these relationships with faculty, and there's a higher likelihood of them staying in the program because of how personal the department is with them. The low student to faculty ratio is a major selling point, and setting up students with advisors that won't let them fall through the cracks creates a system where it becomes much harder for a student to drop the major completely.

SOCIAL MEDIA REFRESH

Both the social media and the website needs a completely updated look creating a cohesive and consistent brand image. This brand image should embrace the "quirky" side of Classics, and create a safe haven for students looking to belong in something more than just a degree program. With the countless opportunities that the department offers, the social media can be a push board for these opportunities to be broadcasted to Classics

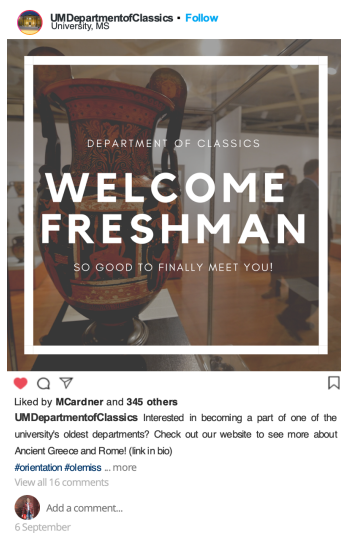


Figure 2. Instagram post example for departmental social media.

students and beyond. While email messaging works with students within the department, the addition of Instagram, Twitter, and a Facebook Business page will increase the department's brand recognition to a much larger audience potentially encompassing the entire student population of the university and prospective students and their parents. The website itself has an abundance of information about the department and the field of Classics, but making it easily accessible to incoming and current students is imperative for the department's brand awareness.

This ties in with the educational aspect of changing the perceptions of the field. With the rise of social media and the everchanging evolution of how human beings receive information, staying ahead of the game is imperative for the department to continue to stay relevant in the eyes of students, faculty, and the university itself. Constantly being aware of what it going on around them is a core value that the department holds dear, so keeping in touch with social media is an excellent way of doing this and encouraging its students to do the same.

DUAL PROGRAMS: WORKING WITH OTHER DEPARTMENTS

Since most of the students are double majoring, it would be very smart for the department to begin to think of dual enrollment programs for students to obtain multiple degrees in the usual four-year degree plan. It is very easy to declare a double major in liberal arts, and this can be encouraged to students within the department to expand their

learning experience as well as expose other students in different programs to the Department of Classics. This can sort of be looked at another form of outreach.

Specific departments within liberal arts implement “boot camps” to introduce students to the program and understand more about it. The Biology department orchestrates these boot camps for its students, and it helps students become acclimated to the program.⁶⁵ This sort of system could be utilized within the liberal arts departments generally, but specifically within the department of Classics. Students could be introduced to the Classics major, as well as be informed about the other majors that would go well with a Classics degree, such as anthropology or English. Students could be introduced to the different programs and would learn more about what each individual program offers and how the programs would work with the students’ collegiate goals and their post-undergraduate career aspirations. Again, this is about making sure that the students have the information to make an informed decision about what they want to do.

AMBASSADORS

Other departments on campus offer an ambassador program for current students in the major to promote their individual department and be a sort of guide and mentor to incoming students in the program. These types of programs increase the awareness of the program because there are students who are actively putting its name out there, whether on social media or in person on Business Row. These students engage with other students and help give insight into what the degree program is all about. The students ambassadors would be operate like a club that would elevate the perception of the department by showcasing its best students. The ambassador programs in other departments operate on a

⁶⁵ "BioBoot Camp: Welcome to the University of Mississippi!" BootcampHome, Accessed February 09, 2019, <https://olemiss.edu/programs/biobootcamp/>.

much higher level because the departments are larger than the Department of Classics. For Classics, this program would operate on a smaller scale and could focus more on the social media outreach for the department. By including Eta Sigma Phi, the program could be adapted for the smaller size of the department. Eta Sigma Phi officers could act as the ambassadors for the department and encourage other members of the honors society to be spokespersons for the department and the major.

TAKING A STAND

Being a classicist means being an activist according to one member of the faculty. Being socially aware and active is something that students can develop in a classics classroom. Drawing from faculty responses, there seems to be a push to making sure that these students are socially active in their community and more open to the world around them. This sort of ideology perfectly represents the current culture of the department and is what the target audience looks for in terms of higher education. Faculty are teaching students to become leaders in their own right, and there are many different ways this can be done: professors leading study abroad trips, giving lectures for the university, teaching through their actions out of the classroom as well as their routine lesson plan, etc. For example, the classes that are taught can be a direct reflection of this desire to create leaders on campus. Joel Christensen, a professor at Brandeis University created a template for a potential class entitled, “Ancient Narrative Therapy For Leadership,”⁶⁶ which combines ancient literature of ancient Greece to modern teachings and lessons to make a student a better leader in the workforce and beyond. Developing courses geared

⁶⁶ Joel Christensen and Eli Embleton, "Ancient Narrative Therapy for Leadership: The Classical World and the Modern Leadership Classroom," *The Classical Journal* 112, no. 1 (2016): 78-100, doi:10.5184/classicalj.112.1.0078.

towards promoting leadership would be beneficial to the department and to the students in it. These students want to feel like they can make a difference in more than just their own lives.

CONCLUSION

The Department of Classics at the University of Mississippi is a program that is rich with history and tradition and is ready to take that next step towards fully embodying a progressive inclusivity while maintaining well-renowned historical credibility. From an Integrated Marketing Communications perspective, the department is budding with potential, and there are so many students and faculty members that want to see the department succeed in all of its endeavors. By equipping the department with the tools needed to continue to promote the program in a more cohesive manner, those involved will be able to effectively show others just what classics is actually about. Classics is so much more than what certain groups are making it out to be, and by actively working together towards a common goal of unity and inclusivity, I believe that classics at this university has a bright future ahead of it. This department can be used as a model for other departments to see the potential in their own programs and capitalize on the strengths that they already have.

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Why Study Latin in School? : Answers from Eighty-Four College Presidents, Deans, Executives, to the Student in School 1953. Boston.

APPENDIX

Students Interview Questions

1. How do you define classics?
2. When was your first experience with classical studies or Latin/Greek language?
 - a. Who/What are your key influences?
3. What made you want to study Classics?
4. Describe the person who you think of as a typical classicist?
5. What was your decided major coming into the University of Mississippi?
6. How did you learn about the Classics department at the University of Mississippi?
7. Do you feel that there is a significant presence of the Classics department on campus?
8. Before joining the Classics Department, did you know anyone in the department?
9. Are you double majoring? If so, in what?
 - a. What attracted you to Classics as a major?
 - b. Are you minoring?
 - a. What attracted you to Classics as a minor?
10. What has been the most rewarding part of being in the Classics department?
11. What is the most difficult part of studying classics?
12. After graduating, what do you plan to do with your Classics degree?
13. How has it been finding internships and potential jobs after graduation?
14. What do you think that a major in the Classics compares to another major like Anthropology or History?
 - a. Is it as popular? Less? Falling behind?
 - b. Why?
15. Tell me why you think people leave the Classics program for another major/program?
16. Do you believe that the study of classics is a necessity to the university? Why, or why not?
17. Demographic Questions
 - a. Age, Gender, Ethnicity, Education

Faculty Interview Questions

1. When were you first taught classical studies or Latin/Greek language?
2. What attracted you to the Classics department at the University of Mississippi?
3. How did you learn about the Classics department at the University of Mississippi?
4. Do you feel that there is a significant presence of the Classics department on campus?
5. After graduating with your degree, did you find it difficult securing a job or internship?
6. What has been the most rewarding part of being in the Classics department?
7. What is the most difficult part of teaching classics?
8. What do you think that a major in the Classics compares to another major like Anthropology or History?
 - a. Is it as popular? Less? Falling behind?
 - b. Why?
9. Do you believe that the study of classics is a necessity to the university? Why, or why not?
10. Demographic Questions
 - a. Age, Gender, Ethnicity, Education