



A Guide to the Graduate Programs  
(revised August 2021)

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## Introduction

### Letter from the Chair

For those of you who are new to our Classics community here at Yale, welcome! We are delighted to have you join us, and we look forward to helping you ease into your new lives as happy and productive students, teachers, colleagues, researchers, and scholars. The project of getting you trained and launched as professionals is one that we in the faculty of Classics take very seriously. The handbook below is a road map for you to follow in getting yourself not where we tell you to go, but where you would like to go. It represents years of ongoing effort spent in developing and tweaking an ideal set of options for you to pursue, one that will allow you to thrive as a student, and to succeed as a professional in the field. As the pages below make clear, this is something that you will do for ourselves, with our guidance and help. This document, the Graduate Handbook, will help you see what lies ahead for you, allowing you to plan, explore options, and make the most of your time here at Yale. Do read it through carefully. You will see that much of what used to be handed to students as ‘the course of study’ (as in ‘one course for all to pursue’) is now largely in your hands, as a set of personalized choices that you yourself will make, from one semester to the next, based on what kind of work you would like to pursue, and the kind of scholar you would like to be.

As faculty, we are here not only to teach, but to listen, and during your time here you should always feel secure in seeking our help and advice. In due course, you will be receiving regular advice from the DGS, and from faculty mentors, but you should always know that you can approach any member of the faculty with whatever wishes and concerns you might have. The more we know about you, and the sooner and more often we know it, the better. Open communication makes for a more cohesive, happier community. That is what we are after.

Among the topics discussed in the pages below are certain keys to succeeding in the program, and in graduate school more generally. Underline those and take them to heart. When it comes to getting you off on the right foot and thriving, my own advice is rather *sui generis*, consisting of things that I myself might like to be told were I in your shoes. As follows:

- **Jump in, attend events, raise your hand, ask questions, talk, participate.**
- **Make friends by putting yourself out there. Don’t wait for them to come to you. Take some risks. And make sure to have some friends who are not Classicists (too much shop talk can wear you down).**
- **Invent. Propose an idea, a project, whatever, and take charge of it (in most cases, good ideas are well received and support can be found for them).**

- **Put your ideas out there. Give talks. Give and receive feedback as often as you can. There are lots of avenues for pursuing this, and the sooner you start doing it the easier and better it gets.**
- **Enjoy all that Yale has to offer. It's a big place, always with far more going on than you can possibly do. But do some of it. Not all big events on campus are Classics events. Keep that in mind.**
- **Find some way to take your mind elsewhere and decompress. Make it a regular practice. Exercise, knit, take a cooking class, ride a horse, whatever. These things sound inconsequential, but they are not. Make some personally diverting activity part of your regular routine, and stick with it.**
- **Be inclusive, collegial, generous, helpful. What we are after here is a thriving community. Find some way to help build it.**

I hope to have made it clear from this introductory message that not only do we want you to develop and thrive as scholars of Classical Antiquity here at Yale, we want you to become part of a cohesive community-- a community that you have a say in, where you will feel confident, at home, connected, and where your best potentials will be realized.

On behalf of the Classics faculty at Yale, I wish you great success in the years ahead.

Kirk Freudenburg

## Research Culture of the Department

As a member of the Department of Classics at Yale you are part of an engaged academic community that meets at seminars, conferences and other formal and informal gatherings. Attending research events is an essential and enriching part of academic life. As a graduate student, you are expected to participate actively in the department's annual colloquium series and other workshops and special lectures. This is a good way to learn about new research in all fields of Classics, enter into intellectual dialogue with researchers from outside Yale, and discuss ideas with faculty and other graduate students. You should participate in other research events (such as conferences and lectures) organized by the department and by other units on campus. One cross-departmental initiative of particular relevance for classicists is *Archaiia*, a multi-disciplinary forum for the investigation of pre-modern cultures world-wide (<https://archaiia.yale.edu>).

Major department events are announced on the Events page of the department website (<https://classics.yale.edu/events>). There is also a Google calendar (find the link on the Home page of our website: <https://classics.yale.edu>); this internal departmental calendar lists events such as lectures and workshops, departmental exams, and important deadlines for graduate students. Information about other Yale events can be found in the Yale Calendar of Events ([calendar.yale.edu](http://calendar.yale.edu)), by consulting the websites of other departments and by signing up for various email notifications of events. Yale provides a dynamic and thriving intellectual environment, and attracts leading international scholars and authors to give talks in all disciplines. In addition, attending lectures sponsored by other departments will help you to stay informed about broader research trends in the humanities and social sciences, and may also inform your own research.

Yale's library resources, from Sterling Memorial Library to the Beinecke Rare Book & Manuscript Library, are outstanding. Closer to home, the department has one of the best specialist Classics libraries in the nation on the fifth floor of Phelps. Our librarian in Classics, Colin McCaffrey, is well placed to help you identify resources for research and is very well informed about trends and current initiatives in digital humanities research. Mr. McCaffrey will be able to advise you as you put together up-to-date research bibliographies for course essays, the dissertation prospectus, and the dissertation itself. We encourage you to consult him regularly.

## General Outline of the Programs

The department offers six programs leading to the PhD. Official program descriptions are found at: <http://catalog.yale.edu/gsas/degree-granting-departments-programs/classics/#programtext>. The program descriptions below provide a more general guide to Yale's varied approaches to the PhD in Classics. With regard to admissions, please note that as of May 2020, the Classics department voted to remove the requirement for GRE (Graduate Record Examinations) for admission to our programs. GRE test scores are optional for the 2020-21 admissions season, but will no longer be accepted starting in 2021-22.

**Classical Philology** is the department's core program. It is offered by the Classics department on its own and provides the basic framework for study of all aspects of the ancient Greco-Roman world.

### Classics and Comparative Literature

Offered by Comparative Literature and Classics, this program provides an opportunity to study classical literature in conjunction with the study of other literatures and cultures, drawing on a wider range of theoretical and interdisciplinary methods.

Classics faculty active in the program include Egbert Bakker, Kirk Freudenburg, Christina Kraus, Pauline LeVen, and Erica Valdivieso.

### Classics and Philosophy

The Classics and Philosophy Program is offered by the departments of Classics and of Philosophy for students wishing to pursue graduate study in ancient philosophy. Students may apply for entry to the program through either Classics or Philosophy. (Applicants for the Classics track must also satisfy the general requirements for admission to the Classics graduate program.) Faculty active in the program include David Charles, Verity Harte, and Brad Inwood.

### Classics and History

The combined degree program in Classics and History, with a concentration in Ancient History, is offered through the departments of Classics and History for students wishing to pursue study in the history of the ancient Mediterranean and western Eurasia. Prospective graduate students apply to the combined degree program through either the department of Classics or the department of History. Classics faculty active in the program include Andrew Johnston, Jessica Lamont, Noel Lenski, and Joseph Manning.

### **Classical Art and Archeology**

The Classical Art and Archaeology Program is offered by Classics and is designed to provide students with a general knowledge of and experience with the art and architecture of the Greco-Roman world from the Bronze Age to Late Antiquity. The program offers opportunities for work at the Yale University Art Gallery and for fieldwork over the summer, for example, at Gabii near Rome. Students may apply to one of two tracks: the track in Classics emphasizes classical studies and ancient languages, and the History of Art Department track highlights graduate work in art history. Classics faculty active in the program include Milette Gaifman, Andrew Johnston, and Jessica Lamont.

### **Classics and Renaissance Studies**

An interdisciplinary program combining Classics with study of the history and culture of the late medieval and early modern periods. Classics faculty involved in the program are Christina Kraus, Noel Lenski, and Joseph Manning. For a full program description, see <https://renaissance.yale.edu/>.

### **Applying to Transfer Between Programs in Classics**

From time to time, following admission to the Department of Classics in the Philology track, qualified students apply to transfer into one of the combined programs, normally during the first term of residence. Students considering a transfer request should consult the directors of graduate studies in both departments (e.g., if considering an application for transfer from Classical Philology to Classics and Comparative Literature, a student should consult the DGSes in both Classics and Comparative Literature). Note that requests for transfer will have to satisfy the criteria for regular admission to the combined program in question. Students should seek the support of a potential Ph.D. advisor who is involved in the program into which they want to transfer and must be able to present a clear rationale for the transfer.

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All programs in Classics comprise three stages: (i) the coursework stage, including language surveys—where relevant—and seminars (concentrated in the first two years, with the option of doing courses in the fifth semester); (ii) the qualifying examination stage (the third year); (iii) the dissertation stage (the fourth, fifth, and sixth years). This section describes the requirements for the program in Classical Philology and for each of the combined degree programs.

Most requirements are similar across all the programs, though there are many differences

in terms of detailed requirements, deadlines, etc. Students in combined / joint programs are advised to consult the DGS in each department and their faculty advisors in order to be sure that relevant requirements and deadlines are observed.

### **Standard elements**

(i) Practice translation tests in Greek and Latin on texts assigned from the reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;

(ii) A proseminar offering an introduction to Classics and its various subdisciplines in the first semester of the first year;

(iii) At least 14 term courses. Most programs require one or more of the two-term general surveys in Greek or Latin literature, which are taken during the first two years. Some programs defer two courses to the third year;

(iv) Translation examinations in Greek and Latin (all programs except Art and Archaeology) are taken in September of the third year. The exams are based on different reading lists for the various programs (given below in Appendix 2);

(v) Most programs (except History and Art and Archaeology) also require general oral examinations on Greek and Latin literature based on the survey courses and the reading lists for the various programs (Appendix 2). These are usually taken directly after each survey course at the end of the first and second years in the program;

(vi) Examinations to demonstrate competence in two modern languages. These must be passed at the end of the first and second years of the program. Most programs require German and either French or Italian;

(vii) Oral and/or written examinations on several special fields of study, taken during the third year. Formats vary across the programs;

(viii) A dissertation prospectus and subsequently the dissertation.

Here are the requirements for each program. The Graduate School Bulletin (to which the link is given above) incorporates recent changes.

### **Classical Philology**

#### **Requirements for Admission**

The Classics department pays close attention to preparedness for advanced work in both Greek and Latin. The general expectation is that applicants will have completed a minimum of three years (four preferred) of college training in one of the classical languages and two years (three preferred) in the other. We understand that students follow a number of different pathways, which may entail fewer overall years of study of the

classical languages (e.g., completion of intensive Greek and Latin summer school courses and post-baccalaureate courses), but we expect students to have advanced reading competence in both languages at the point of admission, in order to be able to cope with the Greek and Latin Ph.D. reading lists.

### **Program Requirements**

1. Practice translation tests in Greek and Latin on texts assigned from the Classical Philology reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines, to be taken in the first year in residence;
3. Departmental reading examinations in French (or Italian) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence;
4. A minimum of fourteen term courses, with the following stipulations: (i) two yearlong survey courses in the history of Greek and Latin literature (four courses in total); (ii) at least four seminars, of which two have to be literary seminars in one language, and one in the other; (iii) one course in historical or comparative linguistics; (iv) one course in ancient history (either an 800-level seminar or a 600-level materials course), and one in classical art and archaeology; (v) of these fourteen courses, twelve must be taken in the first two years of study; the last two, which must be 800-level seminars, are to be taken in the third year, normally one in each term;
5. Greek and Latin composition (this requirement may, but need not, be satisfied by courses taken under [4] above);
6. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classical Philology Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year);
7. Translation examinations in Greek and Latin, based on the Classical Philology Ph.D. reading list, by the beginning of the fifth term in residence;
8. Special fields oral examinations will occur at the beginning of the sixth term, and consist of four areas of special concentration selected by the candidate in consultation with the DGS. One of the special fields should be related to the student's chosen dissertation topic; the three other fields are in each of the two ancient languages/cultures; one historical topic, or a topic with historical potential,

is advised. In addition to the oral exam, the student will be asked to write a short summary of the dissertation topic and submit this summary and a working dissertation title to the special fields examiners and to the dissertation adviser (who may or may not have worked on the project as a “special topic” with the student). The summary should discuss where the student’s work stands at the beginning of the term and how the student expects the research will progress over the course of the sixth term as the student writes the formal dissertation prospectus.

9. A dissertation prospectus by the end of the sixth term in residence.
10. A dissertation. Once dissertation writing has begun, students will present work in progress from the dissertation at least once per academic year. Research presentations will normally take the form of pre-circulation of a selection of work from the dissertation and a discussion of it with interested faculty, or some other research presentation experience approved by the DGS. This is a requirement for remaining in good standing; exemptions from it require the support of the dissertation advisor and the approval of the graduate committee.

## **Classics and Comparative Literature**

### **Requirements for Admission**

Prerequisites for admission through the Department of Classics are the same as for Classical Philology (see above). For admission requirements in the Department of Comparative Literature, consult the DGS of that department.

### **Program Requirements**

1. Practice translation tests in Greek and Latin on texts assigned from the Classical Philology reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;
2. A minimum of fourteen term courses, with the following stipulations: (i) at least seven in Classics, including two yearlong surveys (four courses) in the history of Greek and Latin literature, two 800-level seminars, and the proseminar in Classics; (ii) at least six courses in Comparative Literature; of these at least four courses should be on postclassical European literature; (iii) of these fourteen courses, twelve must be taken in the first two years of study; the last two, which must be Classics 800-level seminars, are to be taken in the third year, normally one in each term; (iv) the course work across the two programs should include at least two courses on literary theory or methodology, and at least one course each in poetry, narrative fiction, and drama;
3. Literary proficiency in German and in one other modern language, to be

- demonstrated by the end of the second year in residence;
4. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classical Philology Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year);
  5. Translation examinations in Greek and Latin, based on the Classical Philology Ph.D. reading list, by the beginning of the fifth term in residence;
  6. An oral examination in the Comparative Literature department on six topics appropriate to both disciplines, selected in consultation with the two DGSes, balancing a range of kinds of topics and including poetry, narrative fiction, and drama, and at least one significant cluster of postclassical texts, by the middle of the sixth term. One of the topics studied will be related to the student's dissertation topic;
  7. A dissertation prospectus, by the end of the sixth term in residence. The prospectus must be approved by the DGS in each department (and by the Comparative Literature prospectus committee) by the end of the sixth term in residence. At least one dissertation director must come from the Comparative Literature core faculty;
  8. A dissertation. Once dissertation writing has begun, students will present work in progress from the dissertation at least once per academic year. Research presentations will normally take the form of pre-circulation of a selection of work from the dissertation and a discussion of it with interested faculty, or some other research presentation experience approved by the DGS. This is a requirement for remaining in good standing; exemptions from it require the support of the dissertation advisor and the approval of the graduate committee.

## **Classics and Philosophy**

### **Requirements for Admission**

Applicants for the Classics track of the combined program must satisfy the general requirements for admission to the Classics graduate program, in addition to the requirements of the Classics track of the combined program. Applicants for the Philosophy track of the combined program must satisfy the general requirements for admission to the Philosophy graduate program, in addition to the requirements of the Philosophy track of the combined program. Applicants to the combined program are strongly encouraged to submit a writing sample on a topic in ancient philosophy.

### **Program Requirements**

1. Practice translation tests in Greek and Latin on texts assigned from the Classics

- and Philosophy reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines;
  3. Departmental reading examinations in French (or Italian) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence;
  4. A minimum of fourteen term courses, of which (i) at least four should be in ancient philosophy, including at least two involving original language work; (ii) of the ten remaining courses, five should be in Classics, five in Philosophy, including (a) of five in Classics, either two terms of history of Greek literature or two terms of history of Latin literature are required, and two courses at 700/800-level in Greek or Latin; and (b) of five in Philosophy, one in history of philosophy other than ancient philosophy, three in nonhistorical philosophy. It is recommended that students without formal training in logic take a logic course appropriate to their philosophical background;
  5. Translation examinations in Greek and Latin, based on the Classics and Philosophy Ph.D. reading list for the Classics track of the program, by the beginning of the fifth term in residence;
  6. Oral examinations in Greek and Latin literature, based on the Classics and Philosophy Ph.D. reading list for the Classics track of the program, by the end of the fifth term in residence and consisting of one hourlong oral examination on non-philosophical Greek and Latin works from the list (which may be taken in two parts, one half-hour exam on Greek and one half-hour exam on Latin) and one hourlong oral examination on philosophical Greek and Latin works from the list, to be completed by the end of the fifth term in residence. Students may choose to take the non-philosophical Greek and/or Latin half-hour component of their oral examination in conjunction with taking the history of Greek or Latin literature, along with the Classical Philology cohort, in May of the year in which the corresponding history is taken;
  7. One of the two qualifying papers required for the Ph.D. in Philosophy by the end of the sixth term in residence; this paper should be on a philosophical topic other than ancient philosophy;
  8. Oral examinations/special fields in two areas of concentration selected by the candidate in consultation with the DGS in Classics and the program committee, one of which must be in ancient philosophy and which will in addition include a written component, while the other must cover a classical topic other than ancient

- philosophy, by the end of the sixth term in residence;
9. A dissertation prospectus, by the end of the seventh term in residence;
  10. A dissertation. For students on the Classics track: once dissertation writing has begun, students will present work in progress from the dissertation at least once per academic year. Research presentations will normally take the form of pre-circulation of a selection of work from the dissertation and a discussion of it with interested faculty, or some other research presentation experience approved by the DGS. This is a requirement for remaining in good standing; exemptions require the support of the dissertation advisor and the approval of the graduate committee. Students on the Philosophy track of the combined program in Classics and Philosophy will have an oral defense of their dissertation. The results of that defense will be reported to the Classics department, to be taken into consideration along with the readers' reports when voting on the approval of the dissertation.

## **Classics and History Combined Degree Program**

### **Requirements for Admission**

Prerequisites for admission through the Department of Classics are the same as for admission to the Classics Philology track (see above). Prerequisites for admission through the Department of History are the equivalent of three years (four preferred) of college training in one of the classical languages and two years in another ancient language, not necessarily Greek or Latin.

### **Program Requirements**

1. Practice translation tests in Greek and Latin on texts assigned from the Classics and History reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;
2. Classics proseminar offering an introduction to the discipline of Classics and its various subdisciplines, to be taken in the first year in residence;
3. A minimum of fourteen term courses, including: (i) the historical methods and theory course, *Approaching History* (HIST 500); (ii) the Archaia core seminar; (iii) two graduate-level courses in two separate ancient languages. For students who are admitted in Classics, these must be Greek and Latin. Students who are admitted in History must study either Greek or Latin and may study both, but may also choose another ancient language to fulfill this requirement. The surveys of Greek and Latin literature offered by Classics are encouraged but not mandatory for fulfillment of this requirement; (iv) two skills courses. These may include topics selected from epigraphy (epigraphy courses may be used to fulfill the language requirement

- concurrently); archaeology; art history; papyrology; numismatics; digital data, GIS, digital humanities, vel sim.; an advanced course in a non-classical ancient language (no more than one such course may be used in fulfillment of the skills requirement). Students are also encouraged to take advantage of educational opportunities outside of Yale (American Numismatic Society Summer Seminar; an archaeological excavation, e.g., the Gabii project); (v) four courses (at least two of which must be research seminars) in the history of the ancient Mediterranean world; historical courses that have a heavy skill component may be used concurrently to fulfill the skills requirement; (vi) two courses outside of ancient Mediterranean history that cover two separate disciplinary areas. These courses will be in the history of different periods or different regions, or in other disciplines of the humanities or social sciences outside of history, or in the physical sciences. Possibilities include (but are not limited to): social sciences (economics, anthropology, sociology, environmental science, statistics); religion (religious studies, Divinity School, Jewish studies); law (history of law, comparative law, international law); Near Eastern languages and civilizations (Egyptian language, Hebrew, Aramaic, Syriac, Arabic); anthropology and archaeology (cultural anthropology, archaeological sciences); physical and biological sciences (paleoclimatology, ecology and forestry, genetics, medicine);
4. Reading examinations in German, and in either French or Italian. The first (in either language) is to be passed by the end of the second term in residence, the second by the end of the fourth term in residence;
  5. Translation examinations in two ancient languages. For students admitted through Classics, these must be Greek and Latin. For students admitted through History, at least one must be either Greek or Latin. Greek and Latin examinations will be based on the Ancient History Greek and Latin reading lists and will consist of four passages in each language, one of which will be verse, one a documentary text (epigraphy/papyrology), and two will be prose texts from literary sources. Some History students may find that expertise in another language—such as Hebrew, Aramaic/Syriac, Demotic, Coptic, Classical Armenian, or Sanskrit—is most beneficial for their research and teaching trajectory. Reading lists for these non-classical languages will be devised by the student in collaboration with the faculty adviser and other relevant member(s) of the Yale faculty, and fixed in writing no later than the end of the fourth term in residence. Examinations in these languages will also consist of four passages to be set and evaluated by faculty expert in the given language. Translation exams in all languages must be taken at the beginning of the fifth term in residence;
  6. A general examination in Ancient History during the third year and no later than the end of the sixth term in residence. This is to be broken into one major and two minor

fields. For the major field students must prepare an 8,000-word essay in advance of the oral examination. For each of the minor fields, students must prepare a syllabus for an undergraduate class. The written essays and syllabi must be submitted by a fixed date, typically on the Friday before Thanksgiving or spring break. Oral exams will be completed shortly afterward to ensure time for the completion of the dissertation prospectus;

7. A dissertation prospectus by the end of the sixth term in residence;
8. A dissertation. By the end of their ninth semester, students are required to submit a chapter of their dissertation which will be discussed with the student by the committee in a chapter conference.

## **Classical Art and Archaeology**

### **Requirements for Admission**

A strong background in ancient Greek and Roman art, archaeology, and material culture, and some college courses in History of Art beyond classical antiquity. Advanced reading competence in Greek or Latin is desirable, as is the ability to read both languages for research purposes.

### **Program Requirements**

1. Diagnostic sight translations in Greek and Latin (these are taken before the beginning of the first and third terms and are meant to assess the student's proficiency and progress in both languages);
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines;
3. Departmental reading examinations in Italian (or French) and German. The first (in either language) is to be passed by the end of the first year, the second by the end of the second year in residence;
4. A minimum of fourteen term courses, with the following stipulations: (i) a minimum of six courses should be in Greek and/or Roman art and/or archaeology (at least four must be seminars); (ii) a minimum of two courses should be in a related field of the history of art, for example Medieval or Renaissance; (iii) a minimum of two courses should be in Greek or Roman history, numismatics, or papyrology; (iv) students must demonstrate competence in Greek and Latin, usually by passing at least one 400/700-level course in each language; (v) of the remaining four courses, at least two should be seminars in Greek or Latin literature;
5. A written examination in classical art and archaeology, by the beginning of the sixth term. The examination consists of identifications of works of art and architecture,

essays, and a twenty-four-hour research paper, followed by an oral exam in four areas of Greek and Roman art and architecture (time period, locale, genre, free choice), with specific topics within those categories agreed upon in advance by the candidate, adviser, and the DGS in Classics. Consideration is normally given to the probable dissertation topic and the way in which preparation for the orals might enhance the writing of the dissertation prospectus;

6. A dissertation prospectus, normally by the end of the sixth term in residence.
7. A dissertation. Once dissertation writing has begun, students will present work in progress from the dissertation at least once per academic year. Research presentations will normally take the form of pre-circulation of a selection of work from the dissertation and a discussion of it with interested faculty, or some other research presentation experience approved by the DGS. This is a requirement for remaining in good standing; exemptions from it require the support of the dissertation advisor and the approval of the graduate committee.

## **Classics and Renaissance Studies**

### **Requirements for Admission**

Same as for the Classical Philology track (see p.6 above). Applications should be submitted directly to Classics with an indication that the student wishes to apply for the combined degree in Classics and Renaissance Studies.

### **Program Requirements**

1. Practice translation tests in Greek and Latin on texts assigned from the Classical Philology reading lists; these are taken before the beginning of the first and third terms and are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term in the program;
2. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines;
3. Sixteen term courses, divided equally between Classics and Renaissance Studies, to include: (i) eight courses in Classics; (ii) including two yearlong surveys (four courses) of Greek and Latin literature; (iii) at least three seminars; (iv) eight courses in Renaissance Studies; (v) including two terms of the Renaissance Studies Core Course; and (vi) six additional term courses to be taken in at least two disciplines (such as literature, history, history of art, music, religious studies, etc.); one of these courses should meet the normal Classics requirements of a course in classical art or archaeology; (vii) of these sixteen courses, fourteen must be taken in the first two years of study; the last two, which must be Classics 800-level seminars, are to be taken in the third year, normally one in each term;

4. Literary proficiency in Italian, as examined by Renaissance Studies, and in a second language, normally German or French;
5. Oral examinations in Greek and Latin literature, based on the syllabus covered by the survey courses, drawn from the Classics and Renaissance Studies Ph.D. reading list. These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second term (May of the first year), the second at the end of the fourth term (May of the second year);
6. Translation examinations in Greek and Latin, based on the Classical Philology Ph.D. reading list, by the end of the fifth term in residence;
7. Oral examinations on special fields appropriate to both disciplines, by the beginning of the sixth term. Seventy-five minutes on three or four topics in classical Greek and Latin literature; and forty-five minutes (three fifteen-minute questions) on Renaissance topics to be divided between at least two disciplines, i.e., literature, history, history of art, etc., selected in consultation with the directors of graduate studies in both disciplines. One of the fields studied will be related to the student's dissertation topic. In addition to the oral exam, the student will be asked to write a short summary of the dissertation topic and submit this summary and a working dissertation title to the special fields examiners and to the dissertation adviser (who may or may not have worked on the project as a "special topic" with the student). The summary should discuss where the student's work stands at the beginning of the term and how the student expects the research will progress over the course of the sixth term as the student writes the formal dissertation prospectus;
8. A dissertation prospectus, by the end of the sixth term in residence;
9. A dissertation. Once dissertation writing has begun, students will present work in progress from the dissertation at least once per academic year. Research presentations will normally take the form of pre-circulation of a selection of work from the dissertation and a discussion of this work with interested faculty, or some other research presentation experience approved by the DGS. This is a requirement for remaining in good standing; exemptions from it require the support of the dissertation advisor and the approval of the graduate committee.

## **Mentoring and Advising**

The Department endorses Yale's efforts to strengthen the ties between student and faculty mentors. The entire faculty is ready to advise and assist at any stage of the Yale program and beyond.

## **1. Early-Years Mentorship**

First-year students will be paired by the DGS with a faculty member who will act as an informal mentor, providing advice and guidance as and when needed while students are navigating the beginning of the program. Though the DGS will remain the advisor of record for students in the coursework years and will be primarily responsible for advising on course choices and meeting other requirements, the faculty mentor will be available to provide support as necessary while students settle into the department and the program and to advise on academic matters, such as course selection, academic etiquette, or presenting at conferences. The mentor will reach out at the start of the student's time in the program; beyond this, it is up to students to follow up to arrange meetings. Students are encouraged to meet with their mentor at least once a term, but beyond that there is no obligation for the student to seek advice from their mentor, especially as they forge connections with other faculty members. That said, many students will find that this mentorship relationship persists beyond the first year. Mentors are available to discuss academic work, institutional matters, broader questions about academia, as well as topics such as general well-being and work-life balance, which are vital for thriving in graduate school.

Students are encouraged to build links beyond their assigned mentor, especially with those faculty members working on fields which interest them. To this end, at the start of each year, the GSAC in collaboration with the DGS will arrange an event to formally welcome the first-year students to the department, and to allow them to learn more about the research interests of faculty and fellow-students and begin to build productive relationships with others who share their interests. This will not replace other meetings, such as any formal orientation events that take place for, e.g., the Classics Library, or the initial meeting with the DGS.

First- and second-year students in the programs in Classics and History, Classics and Philosophy, and Classical Art & Archaeology should also meet with the designated advisor for these programs at least once per semester to confirm that they are meeting their program's specific requirements in a timely and efficient fashion. For the programs in Classics and Comparative Literature and Classics and Renaissance Studies, the specific program advising is done by the respective DGSes.

## **2. Choosing a Dissertation Advisor**

### *Factors to Consider*

In the different doctoral programs in Classics, students have one or two principal advisors and the further support of a dissertation committee (sometimes referred to as an advisory committee). By the time of preparation for the prospectus, but preferably earlier, students

should have a dissertation committee in place. Committee size is between 3 and 5; it is chaired by a principal advisor or two co-advisors, who should be members of one or more of the departments that host the program in which the student is enrolled. For the program in Classics and Comparative Literature, at least one dissertation advisor must belong to the Core Faculty in Comparative Literature. In consultation with their advisor(s), students sometimes ask faculty from other universities with relevant expertise to serve on their dissertation committee.

Criteria to consider when choosing a dissertation advisor / advisors include:

- A faculty member's expertise and active areas of publication. This is paramount: you will benefit most from an advisor with requisite expertise and a potential advisor may, understandably, decline to supervise a topic which would be too much of a reach for their expertise and interests.
- Mutual research interests (related to the first point).
- Rapport and trust: your principal advisor(s) will support you through your dissertation research, will serve as an advocate and letter-writer, offer you guidance on the job market, and— if you pursue an academic career—will provide valuable guidance and mentorship in the early stages of your academic career. It is important that you find it easy to approach your advisor and to talk to them.
- Existing obligations: how many dissertations is a faculty member already advising? Can they realistically take on another doctoral advisee?
- Faculty who are more advanced in their careers will have had more experience in advising dissertations, but the number of past dissertations advised should not outweigh the benefits of working with an advisor who is at an earlier stage of their career and who has more recent experience with writing a dissertation and navigating the job market. Again, relevant expertise and mutual research interests should be the paramount criteria, irrespective of career stage.
- If you have taken a seminar with a faculty member and been inspired by their teaching and found their feedback on your work formative, this is often a good place to start (with the proviso about relevant expertise).
- How hands-on is a potential advisor? Do you need a lot of help with your academic writing? Do you prefer a more formal or informal advisory relationship? i.e. do you need an advisor who will help you stick to writing deadlines?

#### *Actions to Take*

- Talk to existing and former advisees to get a sense of their experience with a potential advisor.

- Set up a meeting to talk to the advisor(s) with whom you are interested in working. Be open about what you are looking for and – crucially – ask for advice and input in shaping your dissertation topic. Use this meeting to ask (a) potential advisor(s) about their advising style and what they expect from their doctoral students.
- If you hope to work with two co-advisors, arrange a three-way meeting so that you can discuss how the advising relationship will work.
- Be open about career plans and ambitions so that your advisor can give appropriate mentoring from the outset.

### **3. Changing a Principal Dissertation Advisor**

*If your principal dissertation advisor leaves Yale / retires*

Generally speaking, in situations where the principal dissertation advisor leaves Yale, it is understood that the principal advisor has a continuing academic responsibility to the doctoral students whom they are advising, and that they will continue to advise and mentor existing students, providing that the advising relationship is going well from the perspective of both the student and the advisor. The department will assign a new principal dissertation advisor who is a current member of Yale’s faculty and holds an appointment in the Graduate School of Arts and Sciences, in order to ensure that the student has an engaged advocate in the department to convene dissertation committee meetings, etc. This is required by Yale’s Graduate School. Under normal circumstances, the departing advisor is expected to continue to play an active role in the intellectual advising of the dissertation, attending chapter colloquia, mentoring, writing letters of recommendation, support for professional development, etc. In all cases, before the adviser leaves Yale, there should be a conversation with their student(s) to arrange continuing contact.

When a member of faculty retires, they have no obligation to continue serving as dissertation advisors or committee members and it is conventional for faculty who are anticipating retirement to gradually wind down advising obligations in advance.

*Problems with the advising relationship*

Occasionally a student may feel that they are not receiving adequate academic advising and mentoring, or that the fit with their advisor is poor. When this happens, students should contact the DGS (or the Chair if the DGS is the advisor in question) for help in trying to improve the advising relationship or to identify a suitable new advisor. In rare cases, the faculty member may request a change in the advising relationship if there are irreconcilable differences. In these cases, a similar procedure should be followed.

#### **4. Remediation Policy**

In most cases, conflicts and disagreements between students and their advisors, mentors, or seminar instructors within the department can and should be resolved amicably by the parties involved. If, for any reason, an issue cannot readily be resolved between the student and faculty member themselves (whether the faculty member is their primary advisor or not) the student should in the first instance approach the DGS, unless the issue is with the DGS, in which case they should refer the matter to the department Chair. The DGS/Chair will then take prompt action to resolve the issue with the student and the faculty member in question. If the student feels that the issue cannot be resolved within the department, or if the conflict cannot be resolved by the DGS/Chair they should contact the Associate Dean for Graduate Academic Support.

#### **5. Advising responsibilities of the DGS**

- meeting with individual graduate students in the department during the first two weeks of each semester to discuss progress on program requirements, course selections, dissertation research, and plans for the upcoming semester.
- scheduling additional meetings (upon a student's request).
- soliciting feedback from students' instructors and sharing relevant feedback with students.
- soliciting and gathering feedback about students' teaching and sharing relevant feedback with students.
- advising on job market and career paths including participation in conferences and professional meetings, job application strategies and job interview preparedness.

#### **6. Responsibilities of dissertation advisors**

- meeting with students on a mutually agreed regular basis (no less than twice per semester) and reading materials ahead of the meeting.
- promptly responding to student's emails.
- providing timely and appropriate written and oral feedback on written work and oral presentations.
- providing guidance on and involvement with medium-term career planning.
- providing clear guidance in goal setting, time management, and practical advice on balancing teaching and writing.
- reading job application materials and providing constructive feedback. Students should give their advisor plenty of notice (a minimum of two weeks) in order to get judicious feedback.
- keeping students apprised of potential conflicts and periods when the advisor will not be

able to respond to e-mail, read work, etc. (e.g. dates of travel, outside commitments and obligations).

- assistance in professional networking.

## **6. Responsibilities of dissertation committee members**

- meeting with students at least once a year, at the end of the spring semester, to discuss progress and plans for the job market.
- reading and providing oral and written feedback on materials shared ahead of chapter colloquia and on dissertation chapters as they are produced.

## **7. Responsibilities of Students**

- During the coursework years, students should *keep track of the course requirements and fulfil them by the relevant deadlines*. The DGS will advise on suitable plans of action to meet coursework and other requirements, e.g., the modern language requirements. Further details on course requirements by track can be found in ‘Standard Elements’ above.
- Students should *submit work by relevant deadlines*. In the dissertation years, they should practice timely communication and submission of work to advisors; share material with their advisors well in advance of meetings; give plenty of notice when letters of recommendation are needed and share work with recommenders.
- At the beginning of candidacy, students should *discuss research expectations with their advisor*. At the same time, it is appropriate to discuss issues such as career goals, and make clear limitations to one’s schedule, e.g. religious observance or family obligations.
- It is the responsibility of both students and faculty to respond to emails in a timely fashion. If either party does not respond, it is reasonable for the other to follow up with reminders. Students should take the initiative if crucial information is not being received and necessary meetings are being missed.
- Students should endeavor as far as possible to attend departmental talks and events on a regular basis, and to be active participants in the department’s intellectual community. They do not have to go to all events, but it is important to learn to balance work, teaching and participation in the life of the department.
- Students have a responsibility to take advantage of the professional development support on offer (in the different programs/departments to which they belong).

In addition to making sure they satisfy their formal responsibilities, students will benefit from being self-motivated and organized, planning deadlines appropriately, practicing

effective time management, and taking initiative. They should be open to critical feedback - it is important to accept criticism and learn to respond to it even if one disagrees with it. Imagination, risk-taking and willingness to explore outside one's comfort zone are also assets. The most successful students are those who are most engaged in the intellectual work of our whole community. Attendance at events beyond the narrow field of research of the individual student is crucially formative: it exposes students to new methods and relevant work in other fields; prepares them to engage with intellectually diverse communities when on the job market; exposes them to the work of successful scholars at different stages of professional development; provides ideas that can be usefully deployed in teaching and opportunities for networking and collaboration.

## 8. Additional Campus Resources

Faculty members and students are encouraged to seek assistance in improving their advising relationships and resolving any issues through a variety of Yale's resources and offices. These include but are not limited to:

- GSAS's Guide to Advising Processes for Faculty and Students.
- [https://gsas.yale.edu/sites/default/files/page-files/gsas\\_advising\\_processes\\_guide\\_0.pdf](https://gsas.yale.edu/sites/default/files/page-files/gsas_advising_processes_guide_0.pdf)
- Graduate School of Arts & Sciences Dean's Office, 1 Hillhouse Avenue; (203) 432-2733. <http://gsas.yale.edu/office-directory>.
- Office for Graduate Student Development & Diversity, 1 Hillhouse Avenue; (203) 436-1301. <https://gsas.yale.edu/diversity/office-graduate-student-development-diversity-ogsdd>.
- University-Wide Committee on Sexual Misconduct, 55 Whitney Avenue; (203) 432-4449. <https://uwc.yale.edu/>.
- Office of Institutional Equity and Access; 221 Whitney Avenue, 4th Floor; (203) 432-0849. <https://oiea.yale.edu/>.
- Sexual Harassment and Assault Response & Education (SHARE); 55 Lock Street, Lower Level; (203) 432-2000. <http://sharecenter.yale.edu/>.
- Mental Health & Counseling, 55 Lock Street, 3rd Floor; 203-432-0290. <http://yalehealth.yale.edu/mentalhealth>.
- Resources for Students to Address Discrimination and Harassment Concerns. <https://student-dhr.yale.edu/>.
- Poorvu Center for Teaching and Learning, 301 York Street; (203) 432-4765. <http://poorvucenter.yale.edu/>.
- Office of Career Strategy, 55 Whitney; (203) 432- 0800. <https://ocs.yale.edu/>.

## Information about Specific Aspects of the Programs

### 1. The Language Practice Examinations

The Greek and Latin Practice Examinations are meant to guide the students through the reading list of their program in preparation for the Ph.D qualifying exams at the beginning of the third year; the passages chosen for the exam each year are chosen from the reading lists. Incoming graduate students in the summer before their matriculation are asked to prepare, for Greek *Iliad* 1, Lysias 1, and Plato *Apology*, and for Latin *Aeneid* 1, Caesar *Civil War* 1, and Cicero *In Catilinam* 1. Rising second-years are expected to have read in Greek all of Homer, Sophocles, Herodotus, Thucydides, and Plato (as specified in the reading list for each program), and in Latin all of Catullus, Cicero *Pro Caelio*, Livy Book 1, Virgil *Aeneid*, *Eclogues*; Ovid, *Metamorphoses* 1; Tacitus, *Agricola*; Pliny the Younger, *Letters* (as specified in the reading list for each program). The practice exams for both rising first-years and rising second-years will be taken from these authors and works.

The exam consists of the translation of two passages, 1 poetry and 1 prose. In each case there will be a choice out of two passages.

### 2. Seminars and Courses

Course offerings are of three types: graduate seminars (designation level 800); upper-level literature courses shared with undergraduates (designation level 700 for graduate students, 400 for undergraduates); “materials” courses of designation level 600 (papyri, coins, inscriptions, manuscripts), which count as seminars.

The program requires a minimum number of graduate-level courses (see the program requirements above), but it may be useful, especially for language study, to include some 700-level courses. The instructor of such courses typically assigns graduate students extra work (e.g., more reading, a more substantial research paper, etc.).

In the Classical Philology program and in most joint programs, the central course in each semester of coursework should be the Greek or Latin Survey, the year-long overview of Greek and Latin literature. The survey courses, which count as seminars, provide the required preparation for the PhD qualifying examinations: (i) the oral comprehensive examinations in Greek and Latin literature, which are administered in May following the second half of the survey; and (ii) the translation examinations in Greek and Latin language at the beginning of the third year.

### **3. Selecting Courses**

At the beginning of each new semester students discuss their plan of study and submit their course selections (typically three or four choices) to the DGS (as well as to the Director of Graduate Studies in the other program for students in combined programs). Course selection is made online (<http://www.yale.edu/sis/>); help with the online registration process is available at: [http://www.yale.edu/sfas/registrar/GSOCS\\_instructions.pdf](http://www.yale.edu/sfas/registrar/GSOCS_instructions.pdf).

In choosing courses, students should seek the advice of their faculty mentors as well as the DGS. A wide range of courses is offered each year and students should consider both their specific interests and the breadth of the offerings so that they come away with a good preparation for their exams and dissertation while at the same time sampling the broad range of subjects on offer in the Department and at Yale. It is natural to be attracted primarily to one's special interests and topics that fall within the general field of the future dissertation, but other factors are also important. Classics is a comprehensive discipline and students should strive for a balanced all-round training. Course selection should be approached in this spirit.

### **4. Course Work and Written Assignments**

Each instructor determines what kind of paper (or papers) is required for a given seminar, but certain things should apply to all the papers that you write for courses. Papers are double-spaced and should be accompanied by adequate bibliographical references. For seminar papers

- state the issue addressed very clearly; if the paper is a reading or interpretation of a passage, make very clear what prompts the reading and in what ways existing literature does not address the problem or treats it unsatisfactorily;
- make precise and well-motivated use of secondary literature; citing all the available literature on a given problem is often less important than making good and critical use of a number of central books, chapters, or papers.

### **5. Grading and Good Standing**

The Graduate School uses a grading scale of H (Honors), HP (High Pass), P (Pass), and F (Fail). The Department of Classics adopts a policy to reserve the right to award the grade of H for work that makes an original and well-argued contribution to scholarship and that provides evidence that the student is capable of independent research and critical assessment of secondary literature and ancient sources. In courses in which both graduates and undergraduates participate, there is no direct equivalence between graduate and undergraduate grades, i.e., H is not automatically equivalent to an undergraduate A, HP to B, etc.

The Graduate School policy on good standing requires you to achieve a grade of H in at least two courses by the end of your fourth semester. In addition to the Graduate School's good standing, the Department of Classics requires you to have an average of HP in the *remaining* courses. (For the purposes of the average, an HP is defined as the mean between H and P.) Students who are not in good standing at the end of the fourth term after the 12 graded term courses of the first two years cannot register for the fifth term and so cannot continue in the program.

## 6. Temporary Incompletes

In some cases, it may be necessary to petition for an extension of the deadline for written work beyond the date on which the instructor has to submit the grade for the semester. This has to be approved by the course instructor, who submits TI (Temporary Incomplete) as grade. There is a form for this, which can be downloaded at:

[http://gsas.yale.edu/sites/default/files/files-forms/incomplete\\_grade\\_form.pdf](http://gsas.yale.edu/sites/default/files/files-forms/incomplete_grade_form.pdf).

Note: (i) only one TI per semester is allowed, so if a situation arises that you fall behind in more than one course, you should talk to your instructors and to the DGS **before the end of the term**; (ii) any TI, regardless of the term in which it was incurred, must be converted into a real grade by September 30 of the following year (the end of the registration period). If this deadline is not met, the TI turns into a permanent incomplete (I), and the course credit will need to be made up. In order to receive credit for the work in a course graded (I), you might be able to enroll in a Directed Readings course for which the assignment is the same as for the course in question. Alternatively, a new course could be taken.

## 7. Modern Language Examinations

Classical scholarship is not possible without knowledge of modern foreign languages, especially German, French, and Italian. To ensure at an early stage that you are comfortable with scholarly literature in foreign languages, the program has a modern language requirement. By the end of the first year in residence (late August/early September) you must pass a translation exam on a passage of German or French or Italian scholarly literature. Dictionaries may be used. By the end of the second year (late August/early September) you should have passed a second exam in one of the two remaining languages. Students may indicate the preferred subject matter (e.g., Greek tragedy, Roman elegy) of the passage.

The departmental language exams can be waived under the following conditions:

- you have achieved an A in an approved Yale course that demonstrates reading proficiency in these languages (e.g., "French/German/Italian for Reading

Knowledge”) or have passed a proficiency exam administered by Yale’s modern language departments;

- you hold one of the following language proficiency certificates: *DELF (Diplôme d’Etudes en Langue Française)*, level B2; *DALF (Diplôme Approfondi de Langue Française)*, level C2; *DCL (Diplôme de Compétences en Langue)*; *Goethe-Zertifikat* (administered by the *Goethe Institut*), levels B2-C2; *CELI (Certificato di Conoscenza della Lingua Italiana)*, levels 3-5; *CILS (Certificazione di Italiano come Lingua Straniera)* levels 3-4; *DALI (Diploma avanzato 1 di lingua italiana)* levels C1-C2; *IT (Italian Certification)*, levels, B2-C2; *PLIDA (Italian Language Project Dante Alighieri)*, levels B2-C2.

## **8. The Oral PhD Examinations: Greek and Latin Literature**

The oral examinations on Greek and Latin literature take place in May, after the second half of each of the year-long survey courses. The Greek and Latin oral exam are thus a year apart, following the survey courses, which alternate in successive years between Greek and Latin. Except in the case of the joint Classics and Philosophy program, the exam is one hour long, with roughly 30 minutes for the materials covered in each of the halves of the preceding survey. The examination is conducted by two faculty members, normally (but not necessarily) the instructors of the preceding survey. The DGS, if not one of these two, is present as well. There are in principle always three examiners.

Up to two attempts are permitted for each of the oral examinations.

The oral examinations are based on the Reading Lists A and B (see Appendix 2). While some familiarity with broad trends in secondary literature is expected, students are encouraged to develop their own opinions on the basis of the texts.

In the course of the exam, students will be expected to: (i) answer questions specific to authors and texts that are included on the relevant reading lists, demonstrating a solid grasp of the contents of those works (i.e. their subject matter, their programmatic statements, their argumentation, overall plan, and so on); (ii) provide basic historical and literary contextualization for these authors and texts, by supplying the basic information that can be derived from the standard handbooks of Greek and Latin literature; (iii) demonstrate an understanding of the overall trends of theme, cultural focus, technique, terminology, and so on, that mark various periods of ancient literature; (iv) be able to substantiate claims made in the course of the exam by providing specific examples and illustrations from the texts that they have mastered and that best illustrate the point in question; (v) demonstrate a grasp of the basic scholarly issues that the literature in question has raised.

Rather than a battery of questions and short (informational) answers, the ideal exam will have the form of an ongoing conversation, with ideas flowing from one to the next by being

picked up on and expanded in new directions, largely (though not exclusively) at the student's own initiative. Typically, students are given some opportunity to lead the conversation, and to show not only that they can provide basic information, but also have ideas about where a given question might lead, and how to open up fruitful discussion.

Preparation for the examinations involves: (i) study of the texts in the Greek and Latin Reading Lists not just by reading the works in question, but by reading them with an up-to-date commentary (such as the Cambridge "Green and Yellows"), along with the introduction to that commentary; (ii) reading the standard handbooks in Greek and Latin literature, as well as the standard histories of Greece and Rome, taking notes on names, periods, technical terms, dates, and so on; (iii) sketching the basic generic histories of, and developing a standard set of questions asked about, the various works of literature on the reading list. Attendance at and participation in departmental colloquia and lectures will help you hone your capacity for informed, critical conversation. Even though work in the literature survey courses is essential preparation for the examination, it is important to keep in mind that the examination is not a repetition of the examination of the survey courses.

## **9. The Written PhD Qualifying Examinations**

### **Planning and General Regulations**

The PhD qualifying examinations aim at ensuring an adequate reading knowledge of the ancient languages. Preparation for the written and oral examinations (based on the reading lists, see Appendix 2) should begin as early as possible; the two literature survey courses should serve as a springboard for an exploration of the reading list; in addition, the practice exams are providing structure to the student's preparation for the exam.

Up to two attempts are permitted for each of the written examinations. The retake consists of the full exam in the relevant language.

Before the summer following their fourth semester (late April), second-year students meet with the DGS to discuss details of the written translation examinations which take place at the end of that summer. Since advice will be given on how to study for the exams, finishing first-year students are encouraged to attend the meeting as well. In the meeting the dates for the examinations will be determined:

- the written translation examinations (late August before the beginning of the teaching semester); the examinations are usually taken on two consecutive Fridays
- the retake of the translation examinations, if necessary (mid-December)

### **The Examinations**

The written translation examinations are based on Section A of the graduate Reading Lists for Greek and Latin literature, the part that must be read in the original language (indicated in Appendix 2). The survey courses in the two languages are a good way to structure the

preparation for the examinations.

The examination consists of the translation of six passages (four in Ancient History) and will last three hours (two in Ancient History). There are five sections (three poetry, two prose) consisting each of two paired passages (belonging to a given author or genre) out of which the student will make a choice; a sixth section (prose, one passage) will be at sight.

Dictionaries are not allowed, but students whose first language is not English may use a dictionary of their native language into English.

Two faculty members set and grade the examination. The DGS administers the exam and assigns candidates a number or nickname with which their work will be identified, so that their writing will be anonymous to the evaluators. The two evaluators grade each candidate's six (or four) passages, marking each passage as "pass" or "fail." Criteria for failing a passage include: repeated significant syntactic errors; translation errors that demonstrably distort or miss the meaning of a passage; vocabulary problems when they have the same effect. The evaluators will not communicate with each other about the grading, to ensure an independent evaluation. Each of them will report the results for each candidate's six passages to the DGS, together with an overall recommendation of "pass" or "fail". In case of a difference of opinion between the evaluators on any passage the DGS will ask a third evaluator to break the tie.

Candidates have a right to see the evaluation of their work; the evaluators therefore give the DGS a copy of the work with their annotations, or they provide a list of the student's translation errors on which their evaluation was based. Candidates can look at the evaluation in the department office but may not remove it from that room.

### **Taking the written examinations early**

Qualified students may, with permission of the DGS, do the Latin or Greek written examinations a year early, at the beginning of their third semester (on the same dates as the students writing in their fifth semester). This option is reserved for students with more than average pre-graduate preparation and demonstrably strong skills in the relevant language, who had excellent results in the literature survey they took in their first year. Performance in other relevant courses may be taken into consideration as well.

### **10 Special Field (or Special Topics) Examinations**

Though the formats vary, the examination stage in all of our programs ends with Special Field examinations or their equivalent. In consultation with the DGS, students choose a specified number of topics for independent research (between two and six depending on the program); the distribution of topics depends on the program. One of these topics is typically connected with the projected dissertation topic.

In the normal case, a special field project consists of the compilation and critical assessment of a bibliography of the field in question, more thorough and extensive reading than was possible or required for the qualifying examinations, and the in-depth study of one or more questions or problems. The level of preparation reached is comparable to the critical knowledge required to teach an advanced undergraduate course in the subject. Students work with a faculty member for each of their special fields and meet with her/him on a regular basis, typically 5-7 times or every other week for the semester.

There is an oral examination in the chosen special fields, normally toward the beginning of the sixth semester of study. Typically, the faculty with whom you have worked will be the examiners. The DGS (or another independent third party, deputed by the DGS – normally the department Chair) will also be present and will oversee the exam.

## **11 The Dissertation**

### **The Dissertation Prospectus**

The most important task for the sixth semester is the preparation of the Prospectus, which is normally based on work done for one or more of the Special Fields exams and constitutes preliminary research toward the dissertation. It should be written in conjunction with the faculty advisor and is presented at the Prospectus Colloquium. It is expected that students will meet with their advisor on a regular basis (typically 5-7 times or every other week for the semester) and that over the course of this time they will submit at least one draft prospectus and revise it in light of the advisor's feedback before submitting it to the faculty. The dissertation prospectus is meant to give the faculty a realistic idea of the research to be undertaken for the dissertation. A good prospectus is expected to provide:

- the motivation for the research proposed, e.g., to advance a bold new idea, solve a problem, generate new knowledge about the ancient world, fill a lacuna in the scholarship, etc.;
- an outline of the research proposed: an argument or exploration of a given field of study; the kind of data to be used, etc.;
- a breakdown of the proposed chapters and in general an idea of the form the dissertation is expected to take;
- an up-to-date bibliography of the subject.

### **Prospectus Colloquium procedure**

Except in the case of students in the Philosophy track of the combined program in Classics and Philosophy, who will present their prospectus in accordance with Philosophy department procedures, the prospectus will be presented at a colloquium open to all Classics faculty and to relevant faculty members in other departments by invitation. The

aim of the colloquium is to expose students to a broad range of perspectives, methods and evidence and to gather robust feedback in the early stages of the dissertation project. At the close of the discussion, the DGS and dissertation committee will sign off on the prospectus. In the case of the Combined program in Classics and Comparative Literature, the prospectus will be signed off on by the DGS in each department and by the Comparative Literature prospectus committee. In the case of the combined program in Classics and History, the dissertation committee shall be responsible for signing off, along with the DGS in each department.

There is a helpful FAQ for the prospectus on *Portal for Graduate Students in Classics at Yale*. Some examples of successful prospectus documents can be found there as well and others may be available on request.

### **Advancement to Candidacy**

When a prospectus has been approved and when the DGS has verified that all the other degree requirements have been fulfilled, the Department will indicate to the Graduate School that the student can be advanced to candidacy. This is an important step, since the candidacy status qualifies students for certain types of funding (including the University Dissertation Fellowship) and in certain cases for the teaching of more advanced courses.

### **The Dissertation Progress Report**

During the preparation of the dissertation, students are required to report annually to the Graduate School on the progress of the dissertation; May 1 is the deadline. The process is now entirely online and can be initiated at: <http://www.yale.edu/sis/dpr/>. Students report on any progress made during the year and can upload finished chapters and other materials. The form will be automatically sent to the dissertation supervisor and the DGS, who can each make recommendations or suggest changes, if necessary. The DPR can be a good basis for the required annual meeting with the entire advisory committee.

### **Chapter Colloquia**

All students working on their dissertation are expected to report on the progress of their work on a regular basis, once per academic year. This reporting can take the form of a dissertation colloquium (with a chapter or other segment of the dissertation being presented for discussion to a group of interested faculty and students) or of a presentation in a “work in progress” event organized by the Department.

### **Dissertation Submission**

The University awards academic degrees twice a year, in December and May. Petition for

the Ph.D. degree involves the submission of the finished dissertation, for which the deadlines are October 1 (for degrees awarded in December) and March 15 (for degrees awarded at Commencement in May).

The dissertation will be evaluated by at least three qualified readers, at least two of whom are ladder faculty at Yale. One reader will normally be from outside the University. Normally the student or the dissertation supervisor first establishes informal contact with a faculty member of another institution whom he or she would like to be the outside reader. The DGS will then invite that person more formally to be an outside reader.

All the dissertation readers are listed on the Notification of Readers Form, which is available from the Departmental Registrar. The form contains all necessary information on the readers (academic rank, department, institution, contact information) and has to be included in the submission of the dissertation along with the dissertation submission packet that is available from the Graduate School Information Office. For more information on the dissertation, including guidelines for formatting, can be found at <http://gsas.yale.edu/academics/dissertations/submission-process>.

### **Extended Registration**

Students who are unable to submit their dissertation by the October deadline of their seventh year of study need to file a petition for Extended Registration, which can be found at <https://registrar.yale.edu/forms-petitions>.

Extended Registration for an eighth year is granted only in case of demonstrable factors, such as illness, that have prevented the student from finishing the dissertation.

The expiration of registration before the dissertation is submitted means that University privileges (e-mail, library, etc.) are discontinued. Dissertations, however, can be submitted to the Graduate School without the candidate being registered. For more details, see the Policies and Regulations of the Graduate School.

### **The Porter and Field Prizes**

All students in the Graduate School can submit their dissertation, after it has been approved, for the Porter and Field Prizes, Yale's prestigious awards for dissertation research. Criteria for success in this competition include (apart from excellence and academic rigor) general relevance and accessibility of the dissertation for humanities at large and beyond. For more information: <https://gsas.yale.edu/academic-requirements/dissertations/field-porter-dissertation-prizes>.

## Teaching

In keeping with Yale University's emphasis on excellence in undergraduate teaching, the Department of Classics is committed to ensuring that all the teaching that it delivers meets a very high standard. Students are offered guidance and support to help them prepare for their undergraduate teaching and verbal and written feedback on their performance to enable them to develop as instructors.

### Timing and Types of Teaching

In line with general practice in the Graduate School, students are expected to teach in the third, fourth, and sixth years of study. The Teaching Fellow office in the Graduate School offers two levels for teaching assignments: **TF level 10** (6–10 hours per week) and **TF level 20** (10–20 hours per week). All different TF types that are relevant for teaching Classics fall into one of these two categories (see also <http://gsas.yale.edu/academic-professional-development/teaching-fellow-program/teaching-fellow-appointment>).

### Grader/Tutor

In Classics this type is used for the lab accompanying Beginning Greek (GREK 110a and 120b, see below); this is a TF 10-level effort.

### Discussion section leader

Leading and grading one or two discussion sections in culture and literature courses (a section contains up to 18 students). These courses may carry the WR designation, meaning that they satisfy Yale College's writing (WR) distributional requirement. A student leading one section makes a TF Level 10 effort; two sections constitute a TF Level 20 effort. One TF cannot normally teach two WR sections.

Recurring courses that normally require discussion section leaders include:

- CLCV 125 – Introduction to Ancient Philosophy
- CLCV 161 – Art and Myth in Greek Antiquity
- CLCV 204 – Alexander the Great and the Hellenistic World
- CLCV 205 – Introduction to Greek History
- CLCV 206 – Roman Republic
- CLCV 207 – Roman Empire
- CLCV 256 – Living and Dying in Ancient Athens

Other CLCV courses may also require TF support, depending on enrollment.

## **Part-Time Acting Instructor (PTAI)**

PTAIs work under the supervision of the Director of Undergraduate Studies and are responsible for an entire introductory course. In Classics the PTAI appointment is used for Beginning (1<sup>st</sup> year) and Intermediate (2<sup>nd</sup> year) Greek and Latin (GREK 110a/120b and 131a/141b; LATN 110a/120b and 131a/141b). Guidelines on departmental expectations for beginning and intermediate language courses are available from the Director of Undergraduate Studies (DUS) and distributed to new teachers of these courses. The PTAI role is always a TF Level 20 effort.

## **Training and Support for Teachers**

The Poorvu Center for Teaching and Learning ([Poorvu Center Graduate Support](#)) offers a variety of services for both new and experienced teachers, including in-class observation, individual consultation, review of teaching statements, and workshops run by graduate and professional instructors. The center also offers training for teaching writing sections, as well as dissertation-writing advice—including guidance for students whose native language is not English. You are encouraged to make extensive use of the Center in order to improve your teaching skills and enhance your professional development. Each Fall semester, for example, the Center collaborates with Graduate Career Services to help graduate students prepare for the academic job market with the Academic Job Search Series. Sessions are free and do not require advance registration. The Department of Classics offers workshops in the summer to help prepare those who will begin their teaching careers in the Fall.

## **Funding and Support**

See also <https://gsas.yale.edu/funding>.

## **The Five-Year Funding Cycle**

Students are guaranteed five years of support from the Graduate School. In the 2020-2021 academic year the annual stipend was \$32,700, spread over a twelve-month period. For payment and check details as well as tax information, see <http://gsas.yale.edu/funding-aid/stipend-payments>. In the teaching years (3<sup>rd</sup>-4<sup>th</sup> year), the salary corresponding with your specific TF assignment will be “topped up” to the amount of the 12-month stipend. The fifth year is the period of the University Dissertation Fellowship (UDF), which is open to qualified students who have advanced to candidacy. The UDF will allow you to work full-time on your dissertation, without the demands of teaching.

You are encouraged to apply for internal and external dissertation fellowships. Information is available from the GSAS fellowship database at <http://studentgrants.yale.edu/how-to-use-legacy.asp>. All graduate students may apply for the

Mellon Foundation/ ACLS Dissertation Completion Fellowship. Other external fellowships carry restrictions according to citizenship, the focus of the dissertation, etc. Please be aware that external fellowships do not extend your funding allocation from GSAS. i.e. if you were to apply for and win a year-long fellowship in your 6<sup>th</sup> year in the program, this would count against your 6<sup>th</sup> year funding allocation from GSAS.

### **After the Five-Year Cycle**

Qualified students can obtain a sixth year of stipend funding. Sixth-year funding is available if the Department (in practice your dissertation supervisor and the DGS, through the Dissertation Progress Report) can guarantee that you are on track for a dissertation submission in the summer following your sixth year. Sixth-year funding is subject to the following conditions:

- Funding is for nine months (from September through May).
- The funding is literally sixth-year funding. That is, if you have obtained an external fellowship that pushes your UDF into the sixth year, you are not eligible for sixth-year funding.

Students who do *not* qualify for sixth-year funding can still teach. Teaching is occasionally possible in the seventh year. In both of these cases, however, teaching is not guaranteed. Currently the payment for students who do not receive the stipend is \$4,000 for a TF Level 10 effort (see VII 1) and \$8,000 for TF level 20. Students in this position can teach three assignments per academic year. More information about sixth-year stipend funding can be found at <http://gsas.yale.edu/funding-aid/faqs/sixth-year-funding-initiative-faqs>.

### **Conference and Other Travel**

The University and the Graduate School make various funds available to help students pay for travel for research and conferences. See: [GSAS Conference Travel Funding](#). The department also has limited funds to help out in this connection, but these are unlikely to suffice on their own. Hence students who apply for Departmental funds should plan on applying for support funding from external sources both within and (where possible) beyond the university. In particular, students are expected to apply to the MacMillan Center International Conference Travel Grants which support travel to scholarly conferences and meetings as a program participant. More information about this and other grants can be found by clicking on the link above. To be eligible for funding support, students must be in good academic standing with both the Department and the Graduate School, making good progress toward the completion of their requirements. Please indicate in your application to the department the amount of funding from other sources, including the MacMillan Center, that you have requested or been granted. Students are required to consult with the DGS in advance of

submitting an abstract or agreeing to give a paper at a conference.

For departmental funds, priority is given to research projects undertaken as part of dissertation research. Conferences that call for, and vet, all abstracts of potential contributors will take priority over conferences that do not.

Students are eligible for departmental funding once per year, and department support is limited to a total of \$1,500 in the course of their graduate career. This departmental funding allocation can also be used towards the costs of research projects that require an extended stay overseas and/or tuition payments to other institutes and programs, subject to the criteria mentioned above. (Note that university guidelines restrict the Department from paying tuition directly to other institutes and programs.)

Calls for applications for Departmental Graduate Travel Funding go out three times per year (at the beginning of October, February, and April) usually with a three-week deadline. Applications are made to the DGS and are adjudicated by the Graduate Committee.

Proposals should consist of a 1-2 page rationale for the research project or conference in question, detailing the relation of the conference or project to the student's specific research program. Along with the project rationale, students must submit a detailed budget of projected expenses.

For attendance of the annual meeting of the Society for Classical Studies additional funding is available and separate guidelines are in place:

- In the year students are attending the meeting in order to interview for jobs, the Department will cover: the registration fee; lowest-cost available airfare from New Haven or one of the regional airports; public ground transportation (cab rides only if shared); up to three nights in the conference hotel in shared double-occupancy room; \$100 food allowance for the entirety of the conference. These costs do not count toward the \$1,500 total for travel reimbursement.
- Students can attend the meeting one more year, either in the year before their job-search year or when they have a paper accepted. In these cases, the Department will reimburse up to \$750. These costs do not count toward the \$1,500 total for travel reimbursement.

### **Hosting Conferences, Lectures, etc.**

The Department has funds that may be used to host special events, particularly conferences, but also visits by scholars outside the normal lecture schedule, the Work in Progress group, Philology Day, special reading groups, etc. Graduate students requesting such funds should clear their projects with the DGS and their advisor, and then should discuss their requests with the Chair, who can give advice on additional possible sources of money. Each year the graduate students elect and host an outside lecturer whom they are responsible for choosing and hosting as part of the normal departmental lecture schedule.

Funding is also available from the Graduate School for colloquia run jointly by graduate students and faculty; see <http://gsas.yale.edu/academic-professional-development/colloquia-symposia-other-initiatives/colloquia>. Student-run symposia are also eligible for support from the Graduate School: <http://gsas.yale.edu/academic-professional-development/colloquia-symposia-other-initiatives/symposia>.

## **The Job Market**

Most doctoral students intend to enter the academic job market, and it is never too soon to begin planning for this. The department runs regular professional development workshops, with a focus on careers in academia. The Spring work-in-progress seminar is the regular venue for these events. We also run a dedicated workshop in the second half of August, to help candidates prepare for the academic job market. Some orientation and helpful tips are available at the *Portal for Graduate Students in Classics at Yale*. All current and recent graduate students will receive an invitation to join this portal so they can access this and other helpful information about the Classics graduate program at Yale.

The knowledge, skills, and experience that you acquire in the course of the Ph.D. program are highly adaptable and can lead to creative and rewarding careers in a number of different fields. The department will support you in pursuing your chosen career. The earlier you discuss your plans with us, the better we will be able to support you and, where appropriate, put you in contact with people who can give you specialist advice.

**Appendix 1: A typical six-year plan in the Classical Philology track**

[times for repeated exams, and optional alternative course timings, are in square brackets]

Year One			
Fall		Spring	
Exams	Sept: Greek/Latin diagnostic exam	Exams	May: Greek or Latin Literature Orals (PhD exam) French/German
Courses	Survey Greek/Latin I Comp. Grammar G/L Greek Stylistics Seminar (choose 1) Proseminar	Courses	Survey Greek/Latin II Latin Composition Seminar (choose 2)
Year Two			
Fall		Spring	
Exams	Sept: French/German Greek/Latin diagnostic exam	Exams	Jan: French/German May: Latin or Greek Literature Orals (PhD exam)
Courses	Survey Latin/Greek I [Comp Grammar L/G]	Courses	Survey Latin/Greek II [Latin Composition]
Year Three			
Fall		Spring	
Exams	Sept: Translation Greek Sept: Translation Latin [Dec: Translation Greek]	Exams	Special Fields May: Dissertation Prospectus
Teaching Courses	Course 1 Seminar	Teaching Courses	Course 2 Seminar
Year Four			
Fall		Spring	
Exams	Dissertation	Dissertation	
Teaching Courses	Course 3	Teaching Courses	Course 4
Year Five			
Fall		Spring	
Dissertation		Dissertation	
Year Six			
Fall		Spring	
Dissertation		Dissertation	
Teaching		Teaching	

## Appendix 2: The Reading Lists

### 1. Classical Philology

#### Greek literature

##### Section A: To be read in Greek

Homer: *Iliad* I, 3, 6, 9, 11, 16, 18, 22-24

Homer: *Odyssey* 1-12, 21-23

Homeric Hymns: Demeter, Apollo

Hesiod: *Theogony* 1–616; *Works and Days* 1–382

Parmenides: B1-8 fragments

Heraclitus: B fragments (in the edition of C. H. Kahn, *The Art and Thought of Heraclitus*)

Pindar: *Olympian* 1, 7; *Pythian* 1, 2, 4; *Nemean* 7; *Isthmian* 2

Bacchylides: 3, 5, 17

Lyric poetry: all texts in F. Budelmann *Greek Lyric: A Selection* (2018), except Timotheus' *Persae*; and W. Allan, *Greek Elegy and Iambus: A Selection* (2019).

In addition: Sappho "Brothers Poem" (Obbink in *The Newest Sappho*, ed. A.

Lardinois and A. Bierl, Brill 2016 Ch. 1); Simonides *Plataea Elegy* (11 West)

Aeschylus: *Septem*, *Oresteia*

Sophocles: *Ajax*, *Oedipus Tyrannus*, *Antigone*, *Oedipus at Colonus*

Euripides: *Medea*, *Hippolytus*, *Helen*, *Bacchae*

Aristophanes: *Acharnians*, *Clouds*, *Frogs*

Herodotus: Books 1 and 7

Thucydides: Book 1.1-23; 2.1-65; 5.25-26, 84-116; 6.1-41; 7.57-87

Plato: *Apology*, *Republic* 6, 7, 10; *Symposium*, *Phaedrus*

Aristotle: *Poetics*; *Nicomachean Ethics* 1; *Politics* 1.1–2

Gorgias: *Helen*

Lysias: *On the Murder of Eratosthenes* (1), *Against Eratosthenes* (12)

Demosthenes: *Philippics* 1-3

Menander: *Dyscolus*

Isocrates: *Against the Sophists*

Apollonius: *Argonautica* 3

Callimachus: *Hymn to Apollo* and all selections in N. Hopkinson, *A Hellenistic Anthology*

Theocritus: 1–7, 11, 15, 22

Hellenistic Epigrams: all in N. Hopkinson, *A Hellenistic Anthology*

Lucian: *True History* Book 1; from the selection in N. Hopkinson, *Lucian: The Dream; The Ignorant Book Collector; Sigma vs. Tau; Dialogues 1 and 2 of Dialogues of the Sea Gods*  
Dio Chrysostomus: *Seventh Oration (Euboicus)*  
Plutarch *Pericles* (in Stadter, *A Commentary on Plutarch's Pericles*)  
Longus: *Daphnis and Chloe* Books 1 and 2

### **Section B: May be read in translation**

Homer all  
Hesiod (*Th.* and *W&D*) all  
Aeschylus all  
Sophocles all  
Herodotus all  
Euripides *Alcestis, Ion, Iphigeneia in Aulis, Cyclops*  
Thucydides all  
Aristophanes *Knights, Wasps, Lysistrata, Wealth, Thesmophoriazousai*  
Antiphon *Tetralogies*  
Aeschines *Against Timarchus*  
Xenophon *Oeconomicus*  
Plato *Phaedo, Gorgias, Republic*  
Aristotle *Politics, Rhetoric*  
Theophrastus *Characters*  
Dionysius of Halicarnassus: *On the Ancient Orators*  
Lucian *True History* Book 2  
Plutarch *Parallel Lives of Alcibiades and Coriolanus* (with Synkrisis) *How to Read the Poets (Moralia)*  
Longus *Daphnis and Chloe* Books 3 and 4  
Chariton *Chaereas and Callirhoe*  
Achilles Tatius *Leucippe and Clitophon*

### **Latin Literature**

#### **Section A: to be read in Latin**

Ennius *Annales* lines 34–50, 72–91, 175–179, 183–190, 268–286, 391–398 (Skutsch),  
*Medea* frr. 103–116 (Jocelyn)  
Plautus *Pseudolus, Menaechmi*  
Terence *Adelphoe*

Catullus all  
 Lucretius *De Rerum Natura* 1  
 Caesar *Civil War* 1, *Gallic War* 5  
 Cicero *In Catilinam* 1, *Pro Caelio*, *Phillipic* 2; Shackleton Bailey, ed., *Select Letters*;  
     fragments from *De Re Publica* as in Zetzel  
 Sallust *Bellum Catilinae*  
 Horace *Sermones* 1.1, 4–6, 8–10; 2.1, 6, 8; *Epodes* 1 & 6; *Odes* 1–3; *Epistulae*  
     1.1, 19, 20; 2.1  
 Vergil *Eclogues*, *Georgics*, *Aeneid*  
 Tibullus Book 1  
 Sulpicia all  
 Propertius Book 1 (all); 3.1–5; 4.1, 2, 7, 8, 11  
 Livy Books 1 & 21  
 Augustus *Res Gestae Divi Augusti* (Brunt and Moore)  
 Ovid *Amores* 1, *Fasti* 4, *Metamorphoses* 1, *Ars amatoria* 1  
 Seneca *Thyestes*  
 Lucan *Bellum Civile* 1.1–97; Books 2 & 7  
 Persius *Satire* 1  
 Seneca *Apocolocyntosis*; *Epistulae Morales*, as in Seneca: *17 Letters* (ed. Costa)  
 Petronius *Cena Trimalchionis*  
 Martial *Epigrams* Book 1  
 Statius *Silvae* 1.1; 2.2; 4.1–3; 5.1, 5.4  
 Pliny *Fifty Letters* (ed. Sherwin-White)  
 Tacitus *Agricola*, *Annales* 1–4, *Historiae* 2  
 Suetonius *Claudius*  
 Juvenal Book 1 (= *Satires* 1–5)  
 Apuleius *Metamorphoses* Preface to book I; *Cupid and Psyche* (ed. Kenney)  
 Ammianus 18.4–19.8 (Seyfarth et al.)  
 Augustine *Confessions* 1.6 (8)–20 & 8.6 (14)–12 (30) (Skutella)  
 Claudian *In Eutropium* 1  
 Boethius *Consolatio Philosophiae* (Moreschini)

**Section B: may be read in translation**

Plautus *Amphitryo*  
 Lucretius all  
 Sallust *Jugurthine War*  
 Cicero *Brutus*  
 Horace all

Ovid *Heroides* 7, *Metamorphoses*  
Livy Book 22  
Seneca Maior *Suasoriae* 6, 7  
Seneca *Phaedra, Medea*, and [Seneca] *Octavia*  
Lucan *Bellum Civile*  
Petronius *Satyrice*  
Statius *Thebaid*  
Quintilian *Institutio Oratoria* 10.1  
Tacitus *Dialogus, Annals* (all), *Histories* 1  
Juvenal *Satires* 6, 8, 10  
Suetonius *Divus Augustus, Divus Tiberius*  
Apuleius *Metamorphoses*

## 2. Classics and Philosophy (Classics track)

### Greek Literature

#### Section A: To be read in Greek

Homer: *Iliad* 1, 6, 9, 16, 18, 22, 24  
Homer: *Odyssey* 1, 5-12  
Homeric Hymns: Apollo  
Hesiod: *Theogony* 1-239  
Presocratic philosophers: the ‘D’ fragments of Heraclitus, Parmenides, Empedocles and the Atomists (Leucippus and Democritus) in the Loeb edition of André Laks and Glenn Most. [These authors are found in volumes 3, 5 and 7 of the 9-volume series on the Presocratics.]  
Pindar: *Olympian* 1, 7; *Pythian* 1, 2  
Lyric poetry: all texts in F. Budelmann *Greek Lyric: A Selection* (2018), except  
    Timotheus’ *Persae*; and W. Allan, *Greek Elegy and Iambus: A Selection* (2019).  
    In addition: Sappho “Brothers Poem” (Obbink in *The Newest Sappho*, ed. A. Lardinois and A. Bierl, Brill 2016 Ch. 1); Simonides *Plataea Elegy* (11 West)  
Aeschylus: *Oresteia*  
Sophocles: *Ajax, Oedipus Tyrannus, Antigone*  
Euripides: *Medea, Hippolytus, Bacchae*  
Aristophanes: *Clouds, Frogs*  
Herodotus: Books 1.1-131 and 7  
Thucydides: Book 1.1-23; 2.1-65; 5.25-26, 84-116; 6.1-41; 7.57-87

Plato: *Apology, Phaedo, Symposium, Phaedrus Republic* I, II, IV, V 471c- 480a, VI-VII, X, *Laws* X

Aristotle: *Categories* 1-5, *De Interpretatione*, *Physics* I.5-8, II, III.1-3, IV, *De Anima* I.1, II.1-5, 12, III.1-5, *Nicomachean Ethics* I, II-III.5, X.6-8, *Metaphysics* I.1-2, 12.1, 6-7, 9-10,

Gorgias: *Helen*

Antiphon: *Tetralogy* 2

Lysias: *On the Murder of Eratosthenes* (I), *Against Eratosthenes* (12) Demosthenes: *Philippics* 1

Menander: *Dyscolus*

Isocrates: *Against the Sophists*

Apollonius: *Argonautica* 3

Callimachus: *Hymn to Apollo* and all selections in N. Hopkinson, *A Hellenistic Anthology*

Theocritus: 1-7, 11

Lucian: *True Stories* book 1 + from the selection in N. Hopkinson, *Lucian: The Dream; The Ignorant Book Collector; Sigma vs. Tau; Dialogues* 1 and 2 of *Dialogues of the Sea Gods*

Longus: *Daphnis and Chloe* 1&2

Epigrams all in N. Hopkinson, *A Hellenistic Anthology*

Diogenes Laertius VII.43-82

### **Section B: May be read in translation**

Homer all

Presocratics – material in Barnes, *Early Greek Philosophy* not on A list

Aeschylus all

Sophocles all

Herodotus all

Euripides *Alcestis, Iphigenia in Aulis, Cyclops*

Thucydides all

Aristophanes *Knights, Wasps, Lysistrata*

Xenophon *Oeconomicus*

Plato *Protagoras, Phaedo, Gorgias, Republic, Timaeus*

Aristotle *Politics, Rhetoric, Poetics*

Theophrastus *Characters*

Epicurus *The three letters* (in e.g. Inwood & Gerson)

Plutarch *Parallel Lives of Alcibiades and Coriolanus* (with Synkrisis)

Chariton *Chaereas and Callirhoe*

Longus *Daphnis and Chloe*, 3 & 4

## Latin Literature

### Section A: to be read in Latin

Ennius *Annales* lines 34-50, 72-91, 175-79, 183-90, 268-86, 391-98 (Skutsch)  
Terence *Adelphoe*  
Catullus 1-51, 64, 76, 101  
Lucretius *De Rerum Natura* books 1-3  
Caesar *Bellum Civile* book 1  
Sallust *Bellum Catilinae*  
Cicero *In Catilinam* 1, *Pro Caelio*, *Philippic* 2, *Select Letters* (ed. Shackleton Bailey),  
*Somnium Scipionis*, *De Finibus* I, III, V; *De Fato*  
Horace *Sermones* Book 1.1, 4-6, 8-10, *Odes* Books 1 & 3, *Epistulae* 2.1 (*Epistle to Augustus*)  
Virgil *Aeneid*  
Tibullus *Elegies* book 1  
Propertius *Elegies* book 4.1, 2, 7, 8, 11  
Ovid *Fasti* book 4, *Metamorphoses* book 1  
Livy Book 1  
Augustus *Res Gestae Diui Augusti* (Brunt and Moore)  
Seneca *Thyestes*, *Epistulae Morales* as in *17 Letters* (ed. Costa), *De Ira*; *Letters* 120, 121, 124.  
Lucan *Bellum Civile* 1.1–97; book 2  
Petronius *Cena Trimalchionis*  
Statius *Silvae* book 1.1, book 2.2, book 4.1-3, book 5.1, 4  
Martial *Epigrams* book 1  
Pliny *Fifty Letters* (ed. Sherwin-White)  
Tacitus *Agricola*, *Annales* books 1-4  
Juvenal Book 1 (= *Satires* 1-5)  
Suetonius *Life of Claudius*  
Apuleius *Metamorphoses*: pref. to Book 1 and *Cupid and Psyche* (ed. Kenney)  
Ammianus 18.4–19.8 (Seyfarth et al.)  
Augustine *Confessions* 1.6 (8)–20 & 8.6 (14)–12 (30) (Skutella)

### Section B: may be read in translation

Plautus *Amphitryo*  
Lucretius all

Cicero, *Tusculan Disputations* 3-4  
Horace *Ars Poetica*  
Vergil *Eclogues*  
Livy Book 21  
Seneca Major *Suasoriae* 6, 7  
Seneca *De Tranquillitate Animi*  
Lucan *Civil War* all  
Quintilian *Institutio Oratoria* 10.1  
Tacitus *Annals* (all), *Histories* 1  
Juvenal *Satires* 1 and 10  
Apuleius *Metamorphoses* (all)

### 3. Classics and History

#### Greek Literature: To be read in Greek

##### *Prose*

Antiphon *Tetralogy* 2  
Appian *Civil Wars* 1  
[Aristotle] *Athenaion Politeia*  
Cassius Dio *Roman History* 53  
Demosthenes *Philippics* 1-3, *On the Crown*  
Diodorus 17  
Eusebius *Ecclesiastical History* 8  
Hecataeus of Miletus (Jacoby FGrH 1) fr. 1; 300  
Herodotus *Books* 1.1-131, 4, 7  
Gorgias *Helen*  
Isocrates *To Philip*  
Longus *Daphnis and Chloe* 1-2  
Lucian *True Stories* + selections in N. Hopkinson *Lucian*  
Lysias *On the Murder of Eratosthenes* (1), *Against Eratosthenes* (12)  
Nicolaus of Damascus (Jacoby FGrH 90), fr. 44-47 (on Lydian history); 125-130 (on Augustus)  
Plato *Apologia*, *Republic* 6.504e-7.521b, 10, *Symposium*  
Plutarch *Life of Pericles*, *Life of Alexander*  
Polybius 1, 6  
Thucydides Book 1.1-23; 2.1-65; 5.25-26, 84-116; 6.1-41; 7.57-87

Xenophon *Agesilaos*, *Ways and Means*, *Oeconomicus*

Ps.-Xenophon *Constitution of the Athenians*

*Poetry*

Aeschylus *Oresteia*

Aristophanes *Acharnians*, *Clouds*

Callimachus *Hymn to Apollo*; all selections in N. Hopkinson *A Hellenistic Anthology*

Euripides *Medea*, *Bacchae*

Hesiod *Theogony* 1-239, *Works and Days* 1-382

Homer *Iliad* 1, 9, 16, 22, 24

Homer *Odyssey* 1, 5-12

Lyric poetry: all texts in F. Budelmann *Greek Lyric: A Selection* (2018), except

Timotheus' *Persae*; and W. Allan, *Greek Elegy and Iambus: A Selection* (2019).

In addition: Sappho "Brothers Poem" (Obbink in *The Newest Sappho*, ed. A.

Lardinois and A. Bierl, Brill 2016 Ch. 1); Simonides *Plataea Elegy* (11 West)

Pindar *Olympian* 1, 7; *Pythian* 1, 2

*Homeric Hymn to Apollo*

Sophocles *Oedipus Tyrannus*, *Antigone*

Theocritus *Idylls* 1-7, 11

Xenophanes, fr. 1, 14-16, 18, 34

*Documentary*

Meiggs and Lewis, 2<sup>nd</sup> ed. nos. 5, 12, 14, 26, 32

*SEG* 9: no. 1

*SEG* 43: no. 381

Rhodes & Osborne *Greek Historical Inscriptions*, nos. 49, 54, 78, 79, 101, 119, 121, 144, 145

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*Prose*

Ammianus 18.4–19.8

Apuleius *Apologia*, *Metamorphoses* 1 praef., 11

Augustine *Confessions* 1.6 (8)–20 (31), 8.1 (1)–12 (30)

Augustus *Res Gestae* (Brunt and Moore)

Caesar *Bellum Gallicum* 1; *Bellum Civile* 1

Cato *Origines* (Cornell)

Cicero *In Catilinam* 1, *Pro Caelio*, *Philippics* 2, *Select Letters* (ed. Shackleton Bailey),

*Somnium Scipionis*, fragments from *De Re Publica* as in Zetzel  
*Historia Augusta Life of Hadrian*  
 Livy, Books 1, 6, 21  
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*Panegyrici Latini* 5 (8)  
*The Passion of Perpetua and Felicitas*  
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 Pliny *Fifty Letters* (ed. Sherwin-White)  
 Sallust *Bellum Catilinae*  
 Seneca *Apocolocyntosis, Epistulae Morales*, as in *Seneca: 17 Letters* (ed. Costa)  
 Suetonius *Iulius, Claudius*  
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 Claudian *In Eutropium* 1, *Panegyric on the Sixth Consulship of Honorius*  
 Lucretius *De Rerum Natura* 1  
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 Ennius *Annales* lines 34-50, 72-91, 175-79, 183-90, 268-86, 391-98 (Skutsch)  
 Horace *Sermones* 1.1, 4-6, 8-10, *Carmina* 1 and 3, *Epistulae* 2.1 (*Epistle to Augustus*)  
 Juvenal *Satires* 1-5  
 Lucan *Bellum Civile* 1 proem, 2  
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 Propertius 4.1a, 2-4, 6-9, 11  
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