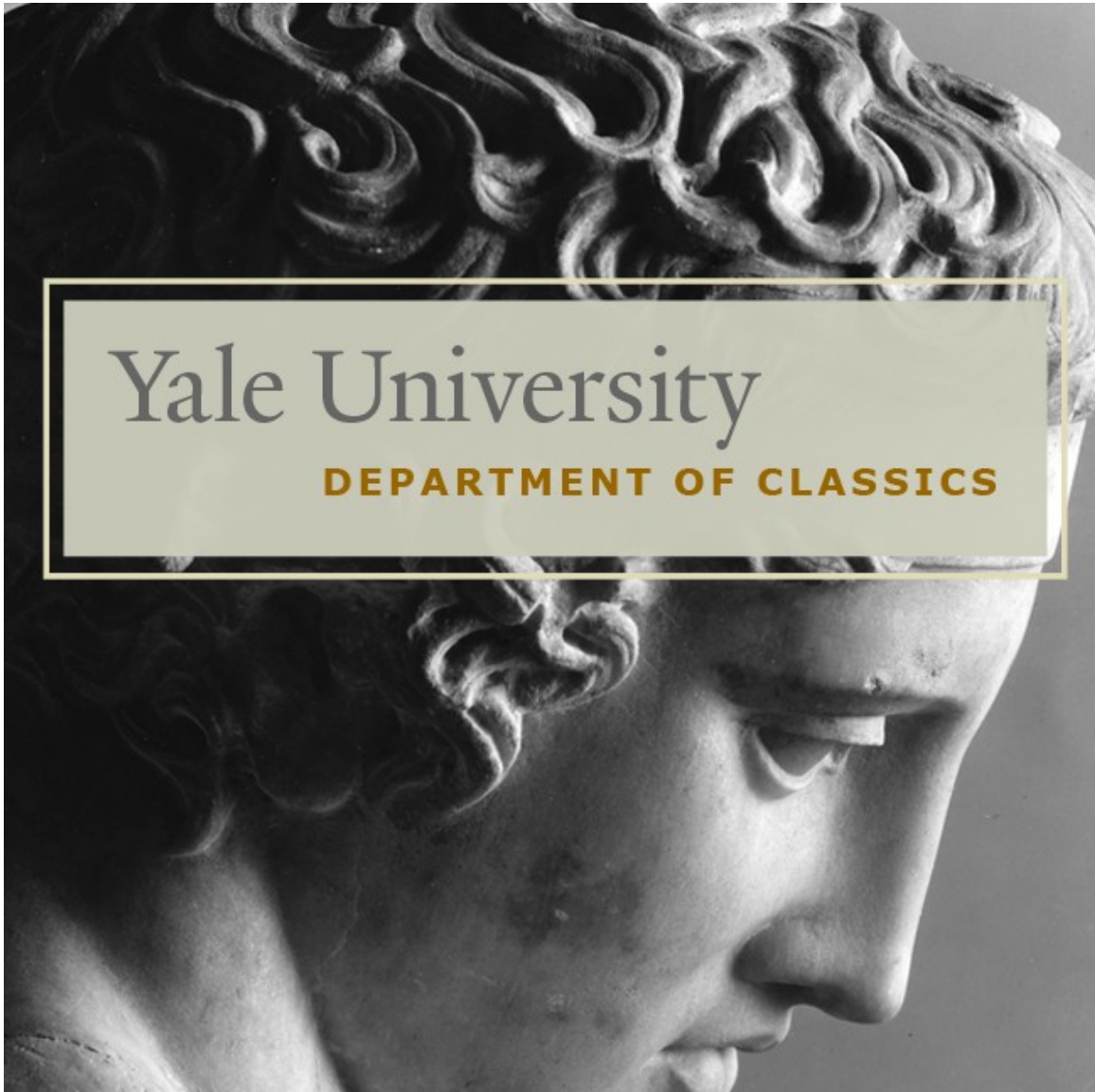


Department of Classics, Yale University



A Guide to the Graduate Programs

*(revised February 2018)*

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## Introduction

### Letter from the Chair

For those of you who have just joined our department, a very warm welcome to Yale and to our intellectual community in Classics. We are delighted that you have chosen to join us and we will do everything we can to make your time here fruitful and rewarding. We have put together this Handbook as a guide to the program and the department. Please read it carefully and make sure that you understand the different requirements of our doctoral program.

As graduate students you are simultaneously students and colleagues. You have been admitted into a program with qualifying requirements and exams, and at the same time you are embarking on a period of professional development as teachers, researchers, and academic citizens. We are committed to helping you succeed and thrive in these several roles.

An academic career is both inspiring and exacting. It entails the great privilege of getting to pursue your intellectual passions and to discuss ideas in the company of others who will constantly challenge you to improve them. The privilege of academia is summed up in Terry Eagleton's self-mocking caricature of research in the Humanities: 'I have never quite got over the scandal of being paid to do what one finds gratifying.'<sup>1</sup> One of the aims of the program is to introduce you, by degrees, to the practical demands of an academic career and the different facets of the contemporary research university. This is a world of intense debate and discussion in the seminar room, of conscientious preparation for teaching and, no matter how much preparation you have done, the knack of thinking on your feet in the classroom. It is also a world of multi-tasking, grading, student advising, helping to organize departmental events, meeting research deadlines, presenting papers, and job applications. A career in academia requires infinite amounts of hard work; it can be immensely satisfying and rewarding, but at times it can also be demoralizing. We are here to encourage and support you throughout. Please stay in close contact with Professor Peirano-Garrison, who as DGS has your best interests at heart and is best placed to advise you on all aspects of the program. She will be a mainstay throughout your time in the department and her advice and mentorship will be invaluable. If at any point you are not sure about anything, just ask. You should also feel able to approach any member of faculty for advice.

As faculty, in our long and varied careers we have garnered experience and made mistakes so that you don't have to! We will give you the benefit of our academic expertise and scholarship, and we'll also share insights gleaned from the highs and lows. Bear in mind that you have something to learn from everyone in this department, not just those faculty whose research interests are closest to your own. We encourage you to solicit robust critique on your work in progress and to learn from it. This kind of intellectual and professional mentorship will be vital for your flourishing in the program and your continued growth as a scholar.

It is our aim that each of you should thrive and produce your best work, and we know from experience that this does not happen without a strong and cohesive intellectual community. It is our experience that those who put a lot into the department get a lot back, so we hope that you will engage fully in the life of the department. We prize collegiality,

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<sup>1</sup> Terry Eagleton *The Gatekeeper: A Memoir* (2001), p.58 (Eagleton is speaking primarily about his own background in the literary Humanities).

diversity, and inclusivity and we are committed to a departmental culture where everyone feels at home. We trust that you will do your part to make this a reality.

On behalf of all of us, I wish you a happy and successful time in the program.

Emily Greenwood

## **Research Culture of the Department**

As a member of the Department of Classics at Yale you are considered to be part of an engaged and engaging academic community that meets at seminars, conferences and other formal or less formal gatherings. Attending research events is an essential and enriching part of academic life and academic learning. As a graduate student, you are expected to attend and actively participate in the Department's Colloquium Series as well as the special lectures organized by the Lecture Committee, so that you can learn from cutting-edge research, enter into intellectual dialogue with researchers from outside of Yale, and join with faculty and other graduate students in discussion. You are also strongly urged to participate in other research events organized by the department (visiting lectures and conferences). All Department events will be announced in the Calendar section of the website (<http://calendar.yale.edu/cal/classics/>) and there is also a Google calendar which lists events as well as departmental exams and workshops for graduate students. We are also on Facebook (Yale Classics) and you are encouraged to contribute to the Department's presence there.

We are fortunate to have 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: he will be able to assist and advise you as you put together an up to date research bibliography for the dissertation prospectus and can provide additional guidance and support as you write the dissertation. We encourage all graduate students to consult Colin McCaffrey regularly throughout their time in the program. You are also encouraged to attend occasional seminars and lectures in other Yale departments. Information about lectures can be obtained from the Yale Bulletin (published weekly), by consulting the websites of other departments and, where applicable, by signing up for email notification of forthcoming events. Yale aims to provide a dynamic and thriving intellectual and scholarly environment, and is in the fortunate position of being able to attract leading international scholars and authors to give talks in all disciplines. Attending occasional lectures hosted by other departments will enable you to stay informed about broader research trends and developments in the Humanities and Social Sciences, and may also inform your own research.

## **I. General Outline of the Programs**

The programs in Classics comprise three stages: (i) the language surveys and seminar stage (the first two years); (ii) the qualifying examination stage (the third year); (iii) the dissertation stage (the fourth, fifth, and sixth years). For the relation of these stages to funding, see VIII. Below is the breakdown of requirements for the main program in Classical Philology and for each of the combined degree programs. (See also: <http://www.yale.edu/bulletin/html/grad/degree-granting-departments-and-programs.html>).

## 1 Classical Philology

- (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, taken as sat/unsat in the first semester of the first year.
- (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:
  - two yearlong surveys in the history of Greek and Latin literature (4 courses in total);
  - at least four seminars, of which two have to be literary seminars in one language, and one in the other;
  - one course in historical or comparative linguistics;
  - one course in ancient history (either an 800-level seminar or a 600-level materials course), and one in classical art and archaeology.
  - of these 14 courses, 12 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 semester (May of the first year), the second at the end of the fourth semester (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 Director of Graduate Studies. 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, you will be asked to write a short summary of your dissertation topic and submit this summary and a working dissertation title to your special fields examiners and to your dissertation advisor (who may or may not have worked on the project as a "special topic" with you). The summary should discuss where your work stands at the beginning of the term and how you expect your research will progress over the course of the sixth term as you write your formal dissertation prospectus.
- (9) A dissertation prospectus by the end of the sixth term in residence.
- (10) A dissertation. All students at the end of each semester of dissertation research and writing will present their work in progress in a "work in progress colloquium," a discussion with fellow students and interested faculty of a pre-submitted chunk of written work.

## 2 Classics and History Combined Degree Program

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 will make an application to the combined degree program through either the Department of History or the Department of Classics.

### Requirements of the Classics track of the Classics and History PhD program

(1) A minimum of fourteen courses, including:

- historical methods and theory course Approaching History (HIST 500 or equivalent)
- the Archaia core seminar (CLSS 894 or equivalent)
- two graduate level courses in two separate ancient languages. For students who are admitted in Classics, these must be Greek and Latin. The surveys of Greek and Latin literature on offer through Classics are encouraged but not mandatory for fulfillment of this requirement.
- two skills courses: these may include topics selected from the following list; students may also fulfill one of these requirements using programs outside of Yale (Ohio State Summer Epigraphy Course; American Numismatic Society Summer Seminar; an archaeological field school, e.g. The Gabii Project; etc):
  - epigraphy
  - 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 this requirement)
- four courses (at least two of which must be research seminars) in the history of the ancient Mediterranean world; historical courses which have a heavy skill component may be used concurrently to fulfill the skills requirement.
- 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
  - NELC – Egyptian language, Hebrew, Aramaic, Syriac, Arabic
  - Anthropology and Archaeology – cultural anthropology, archaeological sciences



- Physical and Biological sciences – paleoclimatology, ecology and forestry, genetics, medicine
- (2) Classics proseminar offering an introduction to the discipline of Classics (to be taken in the first year in residence – not for credit)
  - (3) 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.
  - (4) Translation examinations in two ancient languages. For students admitted through Classics, these must be Greek and 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, at least one of which will be poetry and one documentary (epigraphy/papyrology). Translation exams in all languages must be taken at the beginning of the fifth term in residence.
  - (5) 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. 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.
  - (6) Dissertation prospectus by the end of the sixth term in residence.
  - (7) 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.

### **3 Classical Art and Archaeology**

- (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 and its various subdisciplines, taken in the first semester of the first year.
- (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:
  - A minimum of six courses should be in Greek and/or Roman Art and/or Archaeology (at least four must be seminars).
  - A minimum of two courses should be in a related field of the History of Art, for example Medieval or Renaissance.
  - A minimum of two courses should be in Greek or Roman history, Numismatics, or Papyrology.
  - Students must demonstrate a competence in Greek and Latin, usually by passing at least one 400/700-level course in each language.
  - 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 4 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, advisor, and the Classics DGS. 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. All students at the end of each semester of dissertation research and writing will present their work in progress in a “work in progress colloquium,” a discussion with fellow students and interested faculty of a pre-submitted chunk of written work.

#### **4 Classics and Philosophy**

The Classics and Philosophy Program is a joint program, offered by the Departments of Classics and of Philosophy at Yale, for students wishing to pursue graduate study in ancient philosophy. Suitably qualified students may apply for entry to the program either through the Classics Department for the Classics Track, details of which are given below, or through the Philosophy Department for the Philosophy Track, details of which may be found at:

<http://philosophy.yale.edu/classics-and-philosophy-program>

Applicants for the Classics Track of the Joint Program must satisfy the general requirements for admission to the Classics Graduate Program, in addition to the requirements of the Classics Track of the Joint Program. Applicants for the Philosophy Track of the Joint Program must satisfy the general requirements for admission to the Philosophy Graduate Program, in addition to the requirements of the Philosophy Track of the Joint Program.

The Program is overseen by an interdepartmental committee currently consisting of Professors Verity Harte, Brad Inwood and David Charles, and the Director of Graduate Studies for Classics and the Director of Graduate Studies for Philosophy.

##### Requirements of the Classics Track of the Classics and Philosophy Program:

- (1) Diagnostic sight translations in Greek and Latin (these are taken at the beginning of the first and third terms and are given 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, taken in the first semester of the first year.
- (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 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 non-historical 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 hour-long 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 hour-long 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 survey course on 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 seventh end term in residence.
  - (10) A dissertation. All students at the end of each semester of dissertation research and writing will present their work in progress in a “work in progress colloquium,” a discussion with fellow students and interested faculty of a pre-submitted chunk of written work.

## **5 Classics and Comparative Literature**

- (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 minimum of fourteen term courses: (i) at least seven in Classics, which includes 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; (iii) of these at least four courses should be on postclassical European literature; (vi) 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; (v) 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 directors of graduate studies, 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. All students at the end of each term of dissertation research and writing will present their work in progress in a "chapter colloquium," which will mimic the prospectus defense in format (i.e., a discussion with interested faculty of a presubmitted chunk of written work). If no chapter or written work is presentable at the time of the colloquium, the student would have to justify this.

## **6 Classics and Renaissance Studies**

- (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, taken in the first semester of the first year.
- (3) Sixteen term courses, divided equally between Classics and Renaissance Studies:
  - eight courses in Classics;
  - including two yearlong surveys (four courses) of Greek and Latin literature;
  - at least three seminars;
  - eight courses in Renaissance Studies;
  - two terms of the Renaissance Studies Core Course

- 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;
  - of these 16 courses, 14 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 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). These are to be taken closely following the surveys in the respective literatures, as follows: the first, at the end of the second semester (May of the first year), the second at the end of the fourth semester (May of the second year).
  - (6) Translation examinations in Greek and Latin, based on the Classics and Renaissance Studies Ph.D. reading list, by the beginning of the fifth term in residence.
  - (7) Oral examinations on special fields appropriate to both disciplines, by the beginning of the sixth term. 75 minutes on three or four topics in classical Greek and Latin literature and 60 minutes, 3 15-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, by the end of the sixth term in residence. One of the fields studied will be related to the student's dissertation topic. In addition to the oral exam, you will be asked to write a short summary of your dissertation topic and submit this summary and a working dissertation title to your special fields examiners and to your dissertation advisor (who may or may not have worked on the project as a "special topic" with you). The summary should discuss where your work stands at the beginning of the term and how you expect your research will progress over the course of the sixth term as you write your formal dissertation prospectus.
  - (8) A dissertation prospectus, by the end of the sixth term in residence.
  - (9) A dissertation. All students at the end of each semester of dissertation research and writing will present their work in progress in a "work in progress colloquium," a discussion with fellow students and interested faculty of a pre-submitted chunk of written work.

## **II. Mentoring and Advising**

The Department fully endorses Yale's efforts to strengthen the ties between student and faculty mentors. The entire faculty is ready to assist you at any stage of your Yale career and beyond. The Director of Graduate Studies serves as official

advisor to all graduate students. Advising responsibilities of the DGS include:

- meeting with advisee during the first two weeks of each semester to discuss advisee progress with programmatic requirements, course selections, and plans for the upcoming semester.
- scheduling additional meetings with advisee upon advisee's request.
- soliciting feedback from advisee's instructors and sharing relevant feedback with advisee.
- soliciting and gathering feedback about advisee's teaching and sharing relevant feedback with advisee.
- advising on job market and career paths including participation in conferences and professional meetings, job applications strategies and job interview preparedness. This will typically be done through workshops organized throughout the year. It is the student's responsibility to attend these events.

No later than the beginning of the sixth semester, students will choose a dissertation committee. The committee consists of a main advisor and two internal readers. The department typically assigns an external reader for every dissertation closer to the time of submission. Responsibilities of advisers include:

- meeting with advisee on a mutually agreed regular basis (no less than twice per semester) and reading materials ahead of the meeting.
- promptly responding to advisee's emails.
- providing timely and appropriate written and oral feedback on advisee's written work and oral presentations.
- guidance and involvement on medium-term career planning.
- providing clear guidance in goal setting, time management, and practical advice in balancing teaching and writing.
- reading job applications materials and providing quality feedback. It is beholden on you to give your adviser plenty of notice (minimum of two weeks), otherwise you will not get judicious feedback.
- sharing due dates and scheduling concerns with advisee (e.g. dates of travel, outside commitments and obligations)
- assistance in professional networking.

Responsibilities of dissertation committees include:

- meeting with advisee 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 the end of the year meeting.

Responsibilities of advisees include:

- timely communication and submission of work to adviser: candidates who excel on the job market and beyond tend to be those who plan writing deadlines, keep good calendars, submit their work to their advisers in good time ahead of meetings, give plenty of notice when letters of recommendation are needed and share work with recommenders. Even when plans go awry, it is crucial to communicate bottlenecks and to let the adviser know where you are. Meetings are not just to share progress but also to discuss strategies for overcoming challenges.
- self-motivation, self-discipline and organization. No measure of support from an adviser can compensate for lack of initiative. It is appropriate to gently contact adviser if the meetings specified above have not occurred.
- openness to critical feedback: love criticism and learn to respond to it even as you disagree with it.
- imagination, risk-taking and willingness to explore outside of one's comfort zone.
- regular attendance to departmental talks and events, intellectual generosity and participation in asking questions and engaging in discussion both in the classroom and at talks. The most successful students tend to be those who are most engaged in the intellectual work of our community as a whole. Attendance to events beyond the narrow field of research of the individual student are crucially formative in a variety of ways: by exposing students to new methodologies and relevant work in neighboring fields, by preparing them to engage intellectually diverse communities of scholars and students when on the job market, by exposing them to the work of successful scholars at different stages of professional development, by injecting ideas that can be usefully deployed in teaching and by opening opportunities for networking and collaboration. You don't have to go to all events but it is important to learn to balance work, teaching and participation in the life of the department.

### **III. First- and Second-Year Tests and Examinations**

Note: students enrolled in a joint degree program should consult with their DGS, faculty mentor, or (in the case of Classics and Philosophy) the Program Committee, as some of the guidelines in sections IV-V will need slight modification in their case.

Note: For the examination schedule for all exams, see Appendix 2.

## **1 The Language Diagnostic Examinations**

The Greek and Latin Diagnostic Examinations are meant to determine your level of reading knowledge of the languages at an early stage in the program. The exams comprise four short passages to be translated “at sight,” that is, without the help of a dictionary, grammar, or commentary: two passages in Greek and two in Latin, one prose and one poetry passage for each language. Each language takes one hour.

Depending on the results of the test, the DGS might advise you to audit an appropriate undergraduate language course in the first semester. In some cases informal language tutorials can be set up for one or more students.

Authors regularly drawn upon for this exam include Herodotus, Euripides, Plato, Lysias, Aeschines for Greek, and Vergil, Ovid, Cicero, Nepos, or Caesar for Latin. Samples will be made available on the departmental webpage available on ClassesV2/Canvas.

The translations are graded by two faculty members. For policies and regulations regarding written examinations in the Graduate Program, see V.1-2 below.

## **2 Seminars and Courses**

Course offerings are of three types: graduate school seminars (designation level 800) and courses shared with undergraduates (designation level 700 for graduate students, 400 for undergraduates). In addition, there are the “materials” courses of designation level 600 (papyri, coins, inscriptions, manuscripts), which count as seminars.

The program requires you to take a minimum number of graduate level courses (see outlines of the programs above), but it may be profitable, especially for language study, to include a number of 700-level courses in one’s transcript. The instructor of such courses may assign graduate students extra work (e.g., more reading, a more substantial paper, etc.).

In the Classical Philology degree track, the central course in any of the four semesters of course work should be the Greek or Latin Survey, the yearlong overview of Greek and Latin literature. The survey courses 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, see section IV.8 below); and (ii) the translation examinations in Greek and Latin language at the beginning of the third year (see section V.1-2 below).



### **3 Selecting Courses**

At the beginning of each new semester students submit their course selections (typically three choices) to the DGS (as well as to the Director of Graduate Studies in the other program for students in combined programs) and discuss their plan of study for the semester. 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, you should seek the advice of your faculty mentors as well as the DGS. A wide range of courses is offered each year and students should carefully consider both their specific interests and the breadth of the offerings so that they come away with a good grounding preparing them for their exams and dissertation while at the same time having covered some of the broad range of subjects on offer in the Department and at Yale.

It is normal that you should be attracted to the offerings that are most interesting to you and that fall within the general field in which you intend to write their dissertation, but other factors are important as well. The Department's programs strive for comprehensiveness and for a balanced all round training, and it is expected that you make your selection in that same 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 during the six seminar semesters. 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 has a policy of good standing by which you are required 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. So if at the beginning of the fourth semester you have only two grades of H and also a grade of P from the previous three terms, you will need a third H in the fourth semester to achieve good standing. (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 obtained from the Classics office, the DGS, or 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).

There are two things to be kept in mind, however, with respect to TIs: (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, should 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), which cannot be deleted. In that case, in order to receive the required credit for the work due, you would need to enroll in a Directed Readings course for which the assignment is the same as for the course in question. Students are therefore advised to petition for a TI only if circumstances prevent them from finishing the work for the course.

## 7 The Modern Language Examinations

Classical scholarship is not possible without knowledge of modern foreign languages, German, French, and Italian in particular. In order to make sure at an early stage that you are comfortable with reading foreign scholarly literature, 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. (Students in the Classics and Renaissance Studies program typically take an exam in Italian, which is administered by Renaissance Studies.) 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 suggested languages.

Students can, if desired, indicate the preferred subject matter (e.g., Greek tragedy, Roman elegy) of the passage. You are responsible for attaining the desired level of reading competence. You may enroll in a German/French for reading course at Yale or do summer study in the language(s) in question. The Department can, under certain conditions, help with the cost of summer study (see further VIII below). Native speakers of any of the modern languages in question are excused from the exam for obvious reasons.

For the exam schedule, see Appendix 2.

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

The oral examinations for the Classical Philology, Classics and Comparative Literature, Classics and Philosophy and Classics and Renaissance tracks take place in May, after the second half of each of the yearlong survey courses. The Greek and Latin oral exam are thus a year apart, following the survey courses alternating between Greek and Latin in successive years. 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.

The oral examinations are based on the Reading Lists A and B (see V.4). 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 themselves.

In the course of the exam students will be expected to: 1) answer questions specific to authors and texts that are included on the PhD Reading Lists in Greek and Latin, 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); 2) provide basic historical and literary contextualization for these authors and texts -- that is, by supplying the basic information that can be derived from the standard handbooks of Greek and Latin literature; 3) demonstrate an understanding of the overall trends of theme, cultural focus, technique, terminology, and so on, that mark various periods of ancient literature; 4) 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; 5) 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 you will be given some opportunity to lead the conversation, and to show not only that you can provide

the basic informational requirements of a question, but that you have ideas about where you think such a question naturally leads, and thus where the conversation should go next.

To prepare for the exams you should: 1) study 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 and decently informed commentary (such as the “Green and Yellows”), along with the introduction to that commentary; 2) read 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; 3) sketch out the basic generic histories of, and develop a standard set of questions asked about, the various works of literature on the reading list; and 4) attend departmental lectures and take an active part in the question-and-answer sessions that follow. This will help you hone your skills of informed, critical conversation.

Even though your work for the preceding survey is essential preparation for the exam, it is important to keep in mind that the exam is not a repetition of the exam of either of the two survey courses.

You are allowed up to two efforts for each of the oral examinations.

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

### **1 Planning and General Regulations**

The PhD qualifying examinations aim at an adequate reading knowledge of the ancient languages. You are encouraged to start preparing for the written and oral examinations (based on the reading lists, see V.4 below) as early as possible, using the two yearlong survey courses as springboard for an exploration of the reading list.

You are allowed up to two efforts for each of the written examinations.

At the end of their fourth semester (late April), second-year students meet with the DGS to discuss details of the written translation examinations of the beginning of the third year. 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 precise dates for the events in question will be determined:

- the written translation examinations (mid- to late September); the examinations are usually taken on two consecutive Fridays
- the retake of the translation examinations, if necessary (mid-December)
- NOTE: The retake must consist of the full exam in either language.

## **2 The Written Translation Examinations**

The written translation examinations are based on Section A of the graduate Reading Lists for Greek and Latin literature, the part that has to be read in the original language (see V.4 below). The Survey courses in the two languages are a good way to structure the preparation for the examinations.

The examinations take up to three hours for each language.

The dates and times for the written translation examinations are set out in Appendix 2.

Two faculty members set and grade the examination, selecting five passages (three poetry, two prose) from the Ph.D. reading list. To these 5 passages one sight passage (prose) will be added.

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.

You will write for three hours, without the use of a dictionary; students whose first language is not English may use a dictionary of their language into English.

The two evaluators grade each candidate's six passages, marking each single passage for "pass" or "fail."

Criteria for failing a passage include: repeated significant syntactic errors; any 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.

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 DGS office but may not remove it from that room.

## **3 Written Examinations in Separate Years**

Qualified students can, 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 one of the two languages, 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.

## 4 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  
Pindar: *Olympian* 1, 7; *Pythian* 1, 2, 4; *Nemean* 7; *Isthmian* 2  
Lyric poetry: All texts in D. Campbell, (Greek Lyric Poetry, 2nd ed.) *plus* the newly found poems of Archilochus, Sappho, and Simonides  
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*  
Antiphon: *Tetralogies*  
Lysias: *On the Murder of Eratosthenes* (1), *Against Eratosthenes* (12)  
Demosthenes: *Philippics* 1-3  
Menander: *Samia*  
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*  
Dionysius of Halicarnassus: *On the Ancient Orators*  
Lucian: True Stories + selections in N. Hopkinson, *Lucian*  
Dio Chrysostomus: *Seventh Oration (Euboicus)*  
Longus: *Daphnis and Chloe*

## 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*  
Xenophon *Oeconomicus*  
Plato *Phaedo*, *Gorgias*, *Republic*  
Aristotle *Politics*  
Theophrastus *Characters*  
Plutarch *Parallel Lives of Alcibiades and Coriolanus* (with Synthesis)  
How to Read the Poets (*Moralia*)  
Chariton *Chaereas and Callirhoe*  
Achilles Tattius *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* fr. 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 Diui 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 1; “Cupid & 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 *Satyrica*  
 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**

**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  
 Parmenides: B fragments  
 Heraclitus: B fragments  
 Empedocles B fragments & new fragment (Martin & Primavesi)  
 Atomists: Leucippus B fragments. Democritus B fragments except 19-20, 29-29a,  
 120-123, 128-141, 150-151, 162, 163, 209, 271, 298. Testimonia: DK 67



A 6,7,9,28 & DK 68 A 37, 38, 43, 48, 49, 58  
 Pindar: *Olympian* 1, 7; *Pythian* 1, 2  
 Lyric poetry: Most texts in D. Campbell, (*Greek Lyric Poetry* (2nd ed.)  
 (skip Callinus, Phocylides, Demodocus, Pratinas, Timocreon, Praxilla,  
 Carmina Popularia, Scolia)  
 Aeschylus: *Oresteia*  
 Sophocles: *Ajax*, *Oedipus Tyrannus*, *Antigone*  
 Euripides: *Medea*, *Hippolytus*, *Bacchae*  
 Aristophanes: *Clouds*, *Frogs*  
 Herodotus: Books 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, *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, *Poetics*  
 Gorgias: *Helen*  
 Antiphon: *Tetralogy* 2  
 Lysias: *On the Murder of Eratosthenes* (I), *Against Eratosthenes* (12)  
 Demosthenes: *Philippics* 1  
 Menander: *Samia*  
 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 + selections in N. Hopkinson *Lucian*  
 Longus: *Daphnis and Chloe* 1&2  
 Epigrams all in N. Hopkinson, *Greek Poetry of the Imperial Period*  
 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*  
 Theophrastus *Characters*  
 Epicurus The three letters

Plutarch *Parallel Lives of Alcibiades and Coriolanus* (with Synthesis)  
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*  
Seneca *Thyestes*, *Epistulae Morales* as in *17 Letters* (ed. Costa), *De Ira*  
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)  
Boethius *Consolatio Philosophiae* 1

### Section B: may be read in translation

Plautus *Amphitryo*  
Lucretius all  
Cicero, *Tusculan Disputations* 1 & 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*  
Xenophanes, fr. 1, 14-16, 18, 34

##### *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: Most texts in D. Campbell *Greek Lyric Poetry* (2nd ed.) (skip Callinus, Phocylides, Demodocus, Pratinas, Timocreon, Praxilla, Carmina Popularia, Scolia)  
Pindar *Olympian* 1, 7; *Pythian* 1, 2  
*Homeric Hymn to Apollo*  
Sophocles *Oedipus Tyrannus*, *Antigone*  
Theocritus *Idylls* 1-7, 11

*Documentary*

Meiggs and Lewis, 2<sup>nd</sup> ed. nos. 5, 12, 14, 26, 32, 39, 40, 58, 59  
*SEG* 9: no. 1  
*SEG* 43: no. 381  
Rhodes & Osborne *Greek Historical Inscriptions*, nos. 49, 54, 78, 79, 101  
Edgar & Hunt *Select Papyri* 1&2 [Loeb, various texts in a papyrological edition]

**Latin Literature: To be read in Latin**

*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*  
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  
Nepos, *Life of Atticus*  
*Panegyrici Latini* 5 (8)  
*The Passion of Perpetua and Felicitas*  
Petronius *Cena Trimalchionis*  
Pliny *Fifty Letters* (ed. Sherwin-White)  
Sallust *Bellum Catilinae*  
Seneca *Apocolocyntosis*, *Epistulae Morales*, as in Seneca: *17 Letters* (ed. Costa)  
Suetonius *Iulius*, *Claudius*  
Tacitus *Agricola*, *Annales* 1-4, 15, *Historiae* 2

*Poetry*

Claudian *In Eutropium* 1, *Panegyric on the Sixth Consulship of Honorius*  
Lucretius *De Rerum Natura* 1  
Catullus 1-51, 64, 76, 101  
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

Martial *Epigrams* 1  
Ovid *Fasti* 4, *Metamorphoses* 1  
Propertius 4.1a, 2-4, 6-9, 11  
Statius *Silvae* 1.1, 2.2, 4.1-3, 5.1  
Terence *Adelphoe*  
Tibullus 1.1, 1.7  
Virgil *Eclogues*, *Aeneid* 1, 4, 6, 8, 12

*Documentary*

*ILS* 1, 4, 18, 38, 59, 65, 206, 212, 244, 986, 5033, 5050, 5947, 6091  
*S.C. de Cn. Pisone Patre* (ed. Caballos, Eck et al.)  
*Lex Irnitana* (JRS 76 [1986] 147-243)

**(4) Classics and Renaissance Studies**

**NB.** Reading list for Classics and Renaissance Studies is at the time of publishing being rewritten

**5 The Special Field Examination**

The examination stage in our programs ends with the Special Field examinations, which typically fall at the beginning of the sixth term. In consultation with the DGS you choose a specified number of topics for independent research (between two and six depending on the program), two in Greek (literature, history, or philosophy, depending on one's program of study) and two in Latin/Roman literature, philosophy or history. One of these four topics is typically (though not necessarily) your projected dissertation topic.

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 not too different from 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 toward the beginning of the sixth semester of study. Typically the faculty with whom you have worked will be the examiners. The DGS may or may not also be present.

## **VI. The Dissertation**

### **1 The Dissertation Prospectus**

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

- a motivation for the research proposed, e.g., a lacuna in the scholarship, a correction of earlier and outdated ideas, 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 in chapters proposed and in general an idea of the form the dissertation is expected to take;
- an up to date bibliography of the subject. We encourage you to consult Colin McCaffrey, the Classics librarian, for guidance in putting together a strong research bibliography.
- Successful examples of the prospectus are posted on the Classes V2 server.

### **2 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 you can be advanced to candidacy. This is an important step, since the candidacy status qualifies you for certain types of funding (including the University Dissertation Fellowship) and in certain cases for the teaching of more advanced courses.

### **3 The Dissertation Progress Report**

During the preparation of the dissertation you are required to report to the Graduate School on the progress of your dissertation annually, with May 1 as the deadline. The process is now entirely online and can be initiated at: <http://www.yale.edu/sis/dpr/>. You should 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.

#### **4 Chapter Colloquia**

All students working on their dissertation are required to report on the progress of their work on a habitual basis, once per semester. This reporting can take the form of the original dissertation colloquium, with a chapter or other segment of the dissertation being presented for discussion to a group of interested faculty. It may also take the form of a presentation in a “work in progress” event organized by the Department.

#### **5 Dissertation Submission**

The University awards academic degrees twice a year: December and May. Petition for the Ph.D. degree involves the submission of the finished dissertation, for which the deadlines are October 1 (for degree awarding in December) and March 15 (for a May degree).

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 (Room 140, HGS). For more information on the dissertation, including guidelines for formatting, can be found at <http://gsas.yale.edu/academics/dissertations/submission-process>.

#### **6 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, for which the form is: [http://gsas.yale.edu/sites/default/files/files-forms/change\\_of\\_status\\_with\\_instructions.pdf](http://gsas.yale.edu/sites/default/files/files-forms/change_of_status_with_instructions.pdf).

Extended Registration for an eighth year is granted only in case of demonstrable factors, such as illness, that has 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.

## 7 The Porter and Field Prize

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: <http://gsas.yale.edu/academics/dissertations/field-porter-dissertationprizes>.

# VII. 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. You will be offered guidance and support to help you prepare for any undergraduate teaching that you do, as well as both verbal and written feedback on your teaching to enable you to develop as an instructor.

## 1 Timing and Types of Teaching

In line with general practice in the Graduate School, you are expected to teach in your third, fourth, and sixth years of study (see also section VIII 1 below). The Teaching Fellow office in the Graduate School now (starting with the 2015-2016 academic year) 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 in 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. Courses in Greek and Roman History and the two Introductions to Greek and Latin Literature can be offered with the WR



option. 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.

Courses that require discussion section leaders include:

CLCV 115 – Introduction to Greek Myth  
CLCV 205 – Introduction to Greek History  
CLCV 204 – Alexander the Great and the Hellenistic World  
CLCV 206 – Roman Republic  
CLCV 207 – Roman Empire  
CLCV 254 – Introduction to Greek Literature  
CLCV 255 – The Romans: An Introduction

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

**Part-Time Acting Instructor (PTAI):** PTAIs 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 of 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.

## 2 Training and Support for Teachers

The Yale Center for Teaching and Learning (<http://ctl.yale.edu>) offers a variety of services for new and experienced teachers, including in-class observation, individual consultation, review of teaching statements, and workshops run by graduate and professional instructors. Help with writing and training on teaching students in writing sections, but also including dissertation-writing advice and guidance for students whose native language is not English, is available. You are encouraged to make great use of the Center as a means of developing your teaching skills and enhancing 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 has begun to offer a teaching seminar in the Spring to help prepare those who will begin their teaching careers in the Fall.

## VIII. Funding and Support

### 1 The Five-Year Funding Cycle

You are guaranteed five years of support from the Graduate School, which in the 2015-2016 academic year is \$29,000 for 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 (3rd-4th year) the salary corresponding with your specific TFA 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 (see VI 2). The UDF will allow you to work full-time on your dissertation, without the distraction of teaching.

You are encouraged to apply for internal and external dissertation fellowships. The most prestigious source of internal funding is the Yale University Whiting Fellowship. Note, however, that it is not possible to apply for the Whiting Fellowship if you currently hold, or have already held the UDF. All graduate students may apply for the Mellon Foundation/ ACLS Dissertation Completion Fellowship and the Harvard Society of Fellows’ Junior Fellowship. Other external fellowships carry restrictions according to citizenship, the focus of the dissertation, etc. You should check the Yale GSAS fellowship database at <http://studentgrants.yale.edu/how-to-use-legacy.asp>

### 2 After the Five-Year Cycle

Starting in the 2015-2016 academic year the Graduate School has moved to a system in which 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). In the 2015–2016 academic year the maximum stipend, therefore, will be \$21,750.
- 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.

If you do *not* qualify for sixth-year funding, you can still teach. Teaching is even possible in the seventh year. In these cases, however, teaching is not guaranteed. In 2015–2016, 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. These students 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>.

### 3 Conference and Other Travel

In addition to funding supplied by the University and the Graduate School, the Department has some funds set aside for helping students pay for research travel and for travel to conferences. Students applying for Departmental funds **must** also apply for funding from the Graduate School (or some other outside source). 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 on the [Yale Students Grants and Fellowships Database](#). Because departmental funds are limited, priority will be given to research projects undertaken as part of your dissertation research. Students may receive Departmental funding **once per year**, and will be limited to **a total of \$1,500 in the course of their graduate career**. For travel to international conferences, the amount of the award will be capped at \$1000; the maximum amount awarded for participation in a domestic conference will be \$500. Proposals for research projects that require extended stay overseas and/or tuition payments to other institutes and programs are eligible for Departmental support, but the amount of that support will be limited to a maximum amount equal to that of travel to an international conference (\$1000). University guidelines restrict the Department from paying tuition directly to other institutes and programs.

Conferences that call for, and vet, all abstracts of potential contributors will take priority over conferences that do not. To be eligible for funds, students must be in good academic standing with both the Department and the Graduate School, making good progress toward the completion of their requirements. Students are required to consult with the DGS in advance of submitting an abstract or agreeing to give a paper at a conference.

A call for proposals for Departmental Grad Travel Funding will go out three times per year (October 1, February 1, April 1). Students interested in applying for funds will have three weeks in which to submit their proposals (observing deadlines of **October 21**, **February 21**, and **April 21** respectively). Proposals for Departmental Funding are to be directed to the Director of Graduate Studies. These proposals will be adjudicated by the Graduate Committee.

Proposals are to 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 SCS (formerly APA) 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 will not count toward the \$2,250 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, not counting toward the \$2,250 total for travel reimbursement.

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

The Department has funds that may be tapped to host special events, particularly conferences, but also including visits by scholars outside the normal lecture schedule, the Classics and Theory graduate reading group, the Work in Progress group, 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 chose and host an outside lecturer whom they are responsible for choosing and hosting as part of the normal departmental lecture schedule.

## **IX. The Job Search**

As you begin your dissertation you should also begin to think about getting a job. There are many things to consider here, and once again you are encouraged to talk to faculty and alumni about your academic profile, the job market and the search. Remember that the Yale Classics Faculty affords you a ready-made network of contacts both in the US and in other countries. Among other things, you should consider the kind of university or college that suits you best. As time and circumstances allow in your Yale career, you are encouraged to present papers at conferences and meetings—always, of course, in consultation with a faculty mentor, advisor, or the DGS.

As you prepare for the job market, you should do the following:

- (1) Make sure that your teaching dossier, including evaluations, and letters of recommendation are in good order. Check that all faculty for whom you taught have submitted written feedback on your performance for your file. At the very least, this feedback should include brief write-ups of your teaching, based on observation by the relevant faculty member.
- (2) Take a student membership in the SCS (formerly the American Philological Association, APA): <https://classicalstudies.org>.
- (3) Sign up for the SCS placement service in the fall of your fifth year.

- (4) Plan on attending the SCS meeting in January of your fifth year. Consult Section VIII.3 on funding.
- (5) It is highly advisable that you consider reading a paper at the SCS meeting the year you begin your job search. Abstracts for the SCS are normally due in the May of the previous year. The rules for the submission of abstracts are to be found at the SCS website.
- (6) Positions are posted on the 15<sup>th</sup> of the month during the Fall on the SCS website (<http://placement.apaclassics.org>). In the Spring, one-year and/or two-year teaching appointments are usually advertised.
- (7) The Chair of the Department and the DGS will forward announcements of other positions, including jobs abroad, when they become known. You should also be following job announcements in other publications such as the *Chronicle of Higher Education* where jobs in the Humanities, including Classics, Ancient History and general positions, are posted (<http://www.chronicle.com>). For jobs in the UK, consult <http://www.jobs.ac.uk> (for Classics and Ancient History jobs, search under 'Languages' and 'Humanities').
- (8) If you are selected for an interview during the SCS meetings in January (you will normally be notified sometime in December), the Department will arrange for a **mock interview**, which will prepare you for the actual event.
- (9) At the interview, dress professionally, and be prepared to discuss your work and ideas with people who are not experts in your particular field—practice the 1-minute elevator talk. Also be prepared to discuss teaching in detail: know (and have an opinion) about language teaching textbooks, and think about lecture courses you would be ready to teach (bring a dossier with sample syllabi just in case you are asked for this). Know the university or college who is interviewing you!
- (10) Your cover letter is a very important part of your dossier: think carefully about how you present yourself and consult with the DGS and/or your advisor before sending on how to make your letter create the most positive (and true) impression of who you are. Guidelines for writing a cover letter are posted on the v2 site.

**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] [Greek Stylistics]	Courses	Survey Latin/Greek II [Latin Composition]
Year Three			
Fall		Spring	
Exams	Sept: Translation Greek Sept: Translation Latin [Dec: Translation Greek] [Dec: Translation Latin]	Exams	Special Fields May: Dissertation Prospectus
Teaching	Course 1	Teaching	Course 2
Courses	Seminar	Courses	Seminar
Year Four			
Fall		Spring	
Exams	Dissertation	Dissertation	
Teaching	Course 3	Teaching	Course 4
Year Five			
Fall		Spring	
Dissertation		Dissertation	
Year Six			
Fall		Spring	
Dissertation		Dissertation	
Teaching		Teaching	

## **Appendix 2. Schedule of Examinations in the Classical Philology Track**

NB: This schedule assumes a regular progression (i.e. without a leave of absence) through to the degree

### Year 1

**GREEK/LATIN DIAGNOSTIC EXAMS:** early September

**ORAL GREEK or LATIN LITERATURE EXAMS:** early May

### Year 2

**GREEK/LATIN DIAGNOSTIC EXAMS:** early September

**MODERN LANGUAGE EXAMS:** Approx. third week in September, third week in January

**ORAL LATIN or GREEK LITERATURE EXAMS:** early May

### Year 3

**WRITTEN TRANSLATION EXAMS:** late August/early September

**SPECIAL FIELD ORAL EXAMS:** early January

**PROSPECTUS:** Second week of May