

Yale Department of Classics

# Graduate Handbook

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## Introduction





## Letter from the Chair

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Dear Classics Graduates,

The handbook that follows offers a comprehensive explanation of the rules and regulations, policies and procedures, and advice and counsel around which your graduate education will be structured. You are encouraged to read it carefully, to follow its guidelines, and to inquire of the Director of Graduate Studies (DGS) or your advisor if questions remain.

Please know that much of what you will learn and many of the amazing experiences we hope you will have at Yale are not catalogued here. Think of these rules as guideposts within which to structure a life that should be much richer than a handbook could outline. The activities you will engage in, the intellectual relationships you will forge, and the friendships you will form should be as important to your graduate education as the many official milestones you will cross on your path to the degree.

Yale Classics has a long history of educating well-rounded and fully engaged scholars. The breadth of our faculty and the breadth of our offerings, in Classics and related disciplines, has long been exemplary in the field of ancient studies. Excellence in language and literature, philosophy and history, archaeology and comparativism make Yale a special place to study. We encourage you to capitalize on this breadth in order to cultivate the broadest possible set of skills and talents, even while honing expertise in your field of focus.

The opportunities for growth are fostered by Yale's robust institutional offerings, including Beinecke and MacMillan Fellowships, internships at the Yale University Art Gallery or its Numismatics Gallery, the Archaia Program with its workshop series and study tours, the excavations managed by our faculty, the Poorvu Center for Teaching and Learning, the Digital Humanities Lab, the Medieval and Early Modern Studies Programs, and so many other amazing resources. Watch for opportunities for – as well as the chance to participate in – important lectures, seminars, and public events, which are abundant.

Above all, attend to your personal growth. The life of the mind is our collective passion, but it is only one of the many beautiful things in the world: knitting, sports, theater, music, pets, the outdoors, volunteering, travel, cooking, even binge-watching. Take time for the things that make you happy so you can grow not just as a thinker but also as a person.



Graduate education can be demanding, even taxing, but it can also be one of the most enjoyable periods in your life. That is something we wish for all of you!

Yours always,  
Noel Lenski  
Chair, Department of Classics





## Research Culture of the Department

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As a member of the Department of Classics at Yale, you are part of an engaged academic community that meets regularly 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 [\*Archaia\*, a multi-disciplinary forum for the investigation of pre-modern cultures worldwide](#).

Major Department events are announced on [the Events page of the Department website](#). There is also [a Google calendar](#); 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](#), 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 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, your dissertation prospectus, and the dissertation itself. We encourage you to consult him regularly.



## Admissions

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General information on Yale graduate admissions—as well as Classics-specific information—can be found [on the Graduate School of Arts and Sciences website](#).

Please note that, as of May 2020, the Department of Classics no longer requires Graduate Record Examinations (GRE) for admission to our programs.

When applying to a combined program, the earlier application date is binding.

## General Outline of the Programs

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The Department offers six programs leading to a Ph.D. The program descriptions in this section provide a general guide to Yale's varied approaches to the Ph.D. in Classics. For combined programs, students apply either through Classics or the other participating department; the specific requirements of the degree vary depending on which track is primary, as outlined in greater detail later.

### Degree Types

The Department of Classics offers several Ph.D. tracks. However, it does not admit students for a terminal master's degree, nor does it award an M.A. en route to the Ph.D. (n.b. that some combined programs may still offer an M.A.; refer to their program requirements for details). Students who leave the program before completing their Ph.D. may petition for a terminal master's degree after completing eight courses, ordinarily with a High Pass average in two successive terms.

### Classical Philology

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

### Classical Art and Archaeology

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



(at Gabii, near Rome, for example). Classics faculty active in the program include Alexander Ekserdjian, Millette Gaifman, Andrew Johnston, and Jessica Lamont.

## **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 Early Modern Studies**

An interdisciplinary program combining Classics with Early Modern Studies. This combined program enables doctoral students in Classics to study the relationship between Classics and the historical period from 1350 to 1800 CE in a global perspective. Students with relevant research interests apply to join the program during their first year of Ph.D. study. Contact the Early Modern Studies DGS for information about applying. Generally speaking, applicants should expect to supply a statement of purpose, a writing sample, a list of coursework taken at Yale, and a statement of any relevant prior academic work, research, or employment; they must also have the support of the DGS in Classics. Christina Kraus is the Classics representative on the executive committee of Early Modern Studies.

## **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.

## **Classics and Philosophy**

The Classics and Philosophy Program is offered by the Departments of Classics and Philosophy for students wishing to pursue graduate study in ancient philosophy. Students may apply to enter 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 Tim Clarke, Verity Harte, and Brad Inwood.



## **Other Programs**

For information about the Ph.D. specialization in the Classical Near East, please contact Professor Kevin van Bladel in the Department of Near Eastern Languages and Civilizations (NELC).

## **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 to transfer from Classical Philology to Classics and Comparative Literature, a student should consult the DGSs in both Classics and Comparative Literature). Note that requests for transfer must 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.

In rare circumstances, a student may propose an ad hoc combined program before having advanced to candidacy (such as, for instance, an ad hoc combined program in Classics and Religious Studies); [the procedure is outlined here](#).



## Detailed Outline of the Programs





## Programs and Policies

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The information in this section is largely taken from [the Graduate School of Arts and Sciences Programs and Policies \(P&P\) section of the Yale Bulletin](#). The binding degree requirements for your program can be found in the P&P for the year of your first enrollment.

## Standard Timeline

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All programs in Classics comprise three stages:

- 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);
- The qualifying examination stage (the third year);
- The dissertation stage (the fourth, fifth, and sixth years).

Most requirements are similar across all the programs, though there are many differences in terms of detailed requirements, deadlines, etc. Students in combined 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

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The following are standard elements across most programs, using Classical Philology as the primary model (see also Appendix 1).

- At the beginning of the first and third terms: practice translation tests in Greek and Latin on texts assigned from the reading lists; these are meant to help students prepare for the qualifying translation exams to be taken before the beginning of the fifth term.
- In the first term: a proseminar offering an introduction to Classics and its various subdisciplines.
- In the first two years: at least 12 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 require 14 term courses.



- In the first two years: 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.
- In the first two years: examinations to demonstrate competence in two modern languages. These must be passed by the end of the first and second years (an exception is Early Modern Studies). Most programs require German and either French or Italian.
- At the beginning of the fifth term: translation examinations in Greek and Latin (all programs except Art and Archaeology). The exams are based on different reading lists for the various programs (given below in Appendix 2).
- In the third year: oral and/or written examinations on several special fields of study. Formats vary across the programs.
- By the end of the sixth term: a dissertation prospectus.
- By the end of the twelfth term: a dissertation.

## Classical Philology

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### Requirements for Admission

The Department of Classics 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 exams in Greek and Latin on texts assigned from the Classical Philology Ph.D. 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. Departmental reading examinations in French (or Italian) and German, or approved Yale courses or examinations that demonstrate reading proficiency in these languages (e.g., by achieving a grade of A in “French/German/Italian for Reading Knowledge,” or by passing proficiency exams administered by Yale’s modern language departments). The department will also accept certain certificates of proficiency in French, German, or Italian in lieu of these exams, as listed in the Classics Graduate Handbook. One modern language exam is to be passed by the end of the first year in residence and the second by the end of the second year in residence.
3. A proseminar offering an introduction to the discipline of Classics and its various subdisciplines (not for credit), and a minimum of twelve term courses to include:
  - 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 ancient history (either an 800-level seminar or a 600-level materials course), and one in classical art and archaeology; and
  - iv. Two courses on Greek and Latin language, comprising composition, linguistics, and stylistics (currently GREK 703 and LATN 790).
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 lists. 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 lists, by the beginning of the fifth term in residence.
6. 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.

7. A dissertation prospectus by the end of the sixth term in residence.
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 the requirement require support of the dissertation adviser and the approval of the graduate committee.

## Classical Art and Archaeology

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### Overview

The program is designed to give a general knowledge of the development of art and architecture in the classical world from the Bronze Age to Late Antiquity, combined with a detailed study of one particular period and area and an acquaintance with the contribution made by field archaeology. The program has a strong art historical component, and it is expected that each student will take advantage of available opportunities to visit major sites and monuments.

### Requirements for Admission

A strong background in ancient Greek and Roman art, archaeology, and material culture, and some college courses in History of Art in addition to those in 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. Practice 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 (not for credit).
3. Departmental reading examinations in Italian (or French) and German, or approved Yale courses or examinations that demonstrate reading proficiency in these



languages (e.g., by achieving a grade of A in “French/German/Italian for Reading Knowledge,” or by passing proficiency exams administered by Yale’s modern language departments). The department will also accept certain certificates of proficiency in French, German, or Italian in lieu of these exams, as listed in the Classics Graduate Handbook. One modern language exam is to be passed by the end of the first year in residence and the second by the end of the second year in residence.

4. A minimum of fourteen term courses:
  - 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. Of the remaining four courses, at least two should be seminars in Greek or Latin literature—students must demonstrate a competence in Greek and Latin, usually by passing at least one 400/700-level course in each language.
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 and essays, 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 the requirement require support of the dissertation adviser and the approval of the graduate committee.



## Classics and Comparative Literature

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### Program Distinctions

This section outlines the requirements for the Degree in Classics and Comparative Literature; students who intend to complete the degree in Comparative Literature and Classics (that is, when Comparative Literature is the primary department) [should see this section of the GSAS Programs and Policies](#) for degree requirements.

### 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 exams in Greek and Latin on texts assigned from the Classics and Philology Ph.D. 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:
  - 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 (not for credit);
  - 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 lists. 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 lists, 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. 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 the requirement require support of the dissertation adviser and the approval of the graduate committee.

## Classics and Early Modern Studies

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### Requirements for Admission

Admission requirements are the same as for Classical Philology. Students are admitted to the Classics department first and then apply during the second term of their first year to participate in the Combined Program in Classics and Early Modern 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, 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 other may be passed at any time before submission of the dissertation; students are, however, encouraged to complete this requirement as early in the program as possible.
4. A minimum of twelve term courses, with the following stipulations:
  - i. Two yearlong survey courses in the history of Greek and Latin literature (four courses in total);
  - ii. Four courses prescribed by Early Modern Studies, including EMST 700/EMST 701, which counts for a single course;
  - iii. Four other graduate courses in CLSS. In addition, EMST 800/EMST 801, Early Modern Colloquium, must be taken concurrently with EMST 700/EMST 701, and EMST 900, Professional Skills Workshop, and is taken in the third year. Neither of these two courses (EMST 800/EMST 801, and EMST 900) count towards the minimum course requirement.
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. Four special field exams to be taken in the fall of the third year (fifth term in residence); two of these must be at least partly in a classical field and two must be at least partly in an early modern field.
9. A dissertation prospectus by the end of the sixth term in residence. The procedures for approval of the prospectus are as for the Philology program, but at least one member of the EMST faculty, as approved by the DGS in Early Modern Studies, must be on the prospectus approval committee (which is a committee of the whole in Classics); the prospective thesis committee, the DGS and the EMST faculty member must approve of the prospectus.
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 adviser and the approval of the graduate committee.

## Classics and History

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### Overview

The combined degree program in Classics and History, with a concentration in Ancient History, is offered by the Departments of Classics and History for students wishing to pursue graduate study in the history of the ancient Mediterranean and western Eurasia.

The combined degree in Classics and History offers students a comprehensive education in the fundamental skills and most current methodologies in the study of the ancient Greek and Roman Mediterranean and its interaction with Eurasian and African cultures and landscapes. Its object is to train leaders in research and teaching by preparing them to handle the basic materials of ancient history through mastery of the traditional linguistic and technical skills. At the same time the combined degree in Classics and History encourages students to rediscover, reshape, and repurpose traditional and nontraditional source materials using the most up-to-date and sophisticated tools at the historian's disposal.

Students are called on to complete course work in two ancient languages, historical theory, intra- and interdisciplinary skills, and fundamental research seminars. Interdisciplinary expertise is fostered through the annual seminar coordinated through the Yale Program for the Study of Ancient and Premodern Cultures and Societies (Archaia) and through required study in ancillary fields. Exams are rigorous and aimed at helping students hone skills and explore new terrain in ancient studies. Students are encouraged to take advantage of Yale's superior collections and library resources in order to explore new avenues in their learning and approaches to historical problems. Yale's outstanding faculty in Classics, History, and related disciplines, such as Near Eastern languages and cultures, religious studies, art history, and anthropology, work together to ensure broad and deep learning that will enable our students to become world leaders in the field.

### 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. Classics proseminar offering an introduction to the discipline of Classics and its various subdisciplines, to be taken in the first year in residence (not for credit), and a minimum of twelve term courses, including:
  - i. The historical methods and theory course, *Approaching History* (HIST 500);
  - ii. Archaia core seminar (CLSS 815 or equivalent);
  - 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 they 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 this 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, to be taken in programs outside of the Department of Classics; these are meant to introduce students to different historical periods, regions, and methodologies. Possibilities include (but are not limited to): social sciences (economics, anthropology, sociology, environmental science, statistics); religion (religious studies, Divinity School, Jewish studies); Near Eastern languages and civilizations (Egyptian language, Hebrew, Aramaic, Syriac, Arabic); anthropology and





archaeology; physical and biological sciences (paleoclimatology, ecology and forestry, genetics, medicine).

2. Practice translation exams in Greek and/or Latin, depending on which languages are required for the student's program, based on texts assigned from the appropriate Classics and History Ph.D. reading lists. These exams 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.
3. Departmental reading examinations in German, and in either French or Italian, or approved Yale courses or examinations that demonstrate reading proficiency in these languages (e.g., by achieving a grade of A in "German/French/Italian for Reading Knowledge," or by passing proficiency exams administered by Yale's modern language departments). The department will also accept certain certificates of proficiency in French, German, or Italian in lieu of these exams, as listed in the Classics Graduate Handbook. One modern language exam is to be passed by the end of the first year in residence and the second by the end of the second year in residence.
4. 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 Classics and History Greek and Latin Ph.D. reading lists and will consist of a choice of eight passages in each language. For each language, students will be required to translate four of the eight passages, to include one verse passage, one documentary text (epigraphy/papyrology), and two passages of prose 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 nonclassical 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 a choice of eight passages, of which students must translate four, 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.
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 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.

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

## Classics and Philosophy

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### Program Distinctions

This section outlines the requirements for the Degree in Classics and Philosophy; students who intend to complete the degree in Philosophy and Classics (that is, when Philosophy is the primary department) [should see this section of the Department of Philosophy's website](#) for degree requirements.

Of note, 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 Department of Classics; they will be taken into consideration along with the readers' reports when voting on the approval of the dissertation.

### 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 exams in Greek and Latin on texts assigned from the Classics and Philosophy Ph.D. 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 (not for credit).
3. Departmental reading examinations in French (or Italian) and German, or approved Yale courses or examinations that demonstrate reading proficiency in these languages (e.g., by achieving a grade of A in “French/German/Italian for Reading Knowledge,” or by passing proficiency exams administered by Yale’s modern language departments). The department will also accept certain certificates of proficiency in French, German, or Italian in lieu of these exams, as listed in the Classics Graduate Handbook. One modern language exam is to be passed by the end of the first year in residence and 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 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 lists 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 lists for the Classics track of the program, by the end of the fifth term in residence and consisting of one hourlong oral examination on nonphilosophical 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 nonphilosophical 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 from the requirement require support of the dissertation adviser and the approval of the graduate committee.



## Mentoring and Advising





## Introduction

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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.

## Early-Years Mentorship

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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 needed while students navigate the beginning of the program. Though the DGS will remain the advisor of record for students in their 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 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 faculty members working in fields which interest them. To this end, at the start of each academic year, the Graduate Student Advisory Committee (GSAC) – in collaboration with the DGS – will arrange an event to formally welcome 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 advising meeting with the DGS.

First- and second-year students in the programs in Classics and History, Classics and Philosophy, and Classical Art and 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 Early Modern Studies, the specific program advising is done by the respective DGSs.

## Choosing a Dissertation Advisor

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### 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 a student has begun preparing their prospectus, but preferably earlier, a student should have a dissertation committee in place. Committee size is between three and five; 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 have 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 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.

### **Changing a Principal Dissertation Advisor**

#### ***If Your Principal Dissertation Advisor Leaves Yale or 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, supporting



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.

## **Remediation Policy**

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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 be readily 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.

## **Responsibilities**

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### **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. At this advising meeting, students not yet admitted to candidacy will be given a written summary





statement indicating their progress through the various requirements of their program.

- 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.

## **Responsibilities of Dissertation Advisors**

- Meeting with students on a mutually agreed-upon 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 email, read work, etc. (e.g., dates of travel, outside commitments and obligations).
- Assistance in professional networking.

## **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.

### Responsibilities of Students

- During the coursework years, students should keep track of the course requirements and fulfill 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 for each program and track can be found in relevant “Detailed Outline” 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 any limitations to their schedule (e.g., religious observances 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 provides opportunities for networking and collaboration.

## **Additional Campus Resources**

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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 \(PDF\)](#).
- [Graduate School of Arts and Sciences Dean's Office](#): 1 Hillhouse Avenue.
- [Office for Graduate Student Development & Diversity](#): 1 Hillhouse Avenue.
- [University-Wide Committee on Sexual Misconduct](#): 55 Whitney Avenue; (203) 432-4449.
- [Title IX Office](#): 100 Wall Street, Third Floor; (203) 432-6854; [titleix@yale.edu](mailto:titleix@yale.edu).
- [Office of Institutional Equity and Access](#): 100 Wall Street, Room 303; (203) 432-0849; [equity@yale.edu](mailto:equity@yale.edu).
- [Sexual Harassment and Assault Response & Education \(SHARE\)](#): 55 Lock Street, Lower Level; (203) 432-2000; [sharecenter@yale.edu](mailto:sharecenter@yale.edu).
- [Mental Health & Counseling](#): 55 Lock Street; (203) 432-0290.
- [Resources for Students to Address Discrimination and Harassment Concerns](#).
- [Poorvu Center for Teaching and Learning](#): 301 York Street; (203) 432-4765.
- [Office of Career Strategy](#): 55 Whitney Avenue, Third Floor: (203) 432-0803; [careerstrategy@yale.edu](mailto:careerstrategy@yale.edu).
- [Office of International Students & Scholars](#): 421 Temple Street; (203) 432-2305.
- [Identity, Culture, and Faith groups](#).
- [Yale Local 33](#) (Graduate Teachers and Researchers Union): 425 College Street; [33@yaleunions.org](mailto:33@yaleunions.org).



**Information about Specific Aspects  
of the Programs**





## The Language Practice Examinations

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The Greek and Latin Practice Examinations are meant to guide 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's *Apology*; and, for Latin, *Aeneid* 1, Caesar's *Civil War* 1, and Cicero's *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*; and 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, one poetry and one prose. In each case there will be a choice between two passages.

## Seminars and Courses

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Course offerings are of three types: graduate seminars (typically designated in the CLSS 800-level); upper-level literature courses shared with undergraduates (designated 700-level for graduate students, 400-level for undergraduates, in the GREK and LATN subject codes); "materials" courses designated 600-level (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 instructors of such courses typically assign graduate students extra work (e.g., more reading, a more substantial research paper, etc.).

In the Classical Philology program and in most combined programs, the central course in each semester of coursework should be the Greek or Latin Survey, the year-long overviews of Greek and Latin literature. The survey courses, which count as seminars, provide the required preparation for the Ph.D. qualifying examinations: (i) the oral comprehensive



examinations in Greek and Latin literature, which are administered in May following the second half of the surveys; and (ii) the translation examinations in Greek and Latin language at the beginning of the third year.

## Selecting Courses

At the beginning of each semester, students discuss their plan of study and submit their course selections (typically three or four choices) to the DGS (and, if in a combined program, to their other DGS). Course selection is made [online on Yale Hub](#). Registration instructions and timelines [can be found here](#).

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 university-wide 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 exposure to other ideas is 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.

## Course Work and Written Assignments

Each instructor determines what kind of written assignments are 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 clearly; if the paper is a reading or interpretation of a passage, make 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.

## 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.). Similarly, GSAS does not compute grade-point averages (GPAs) for graduate students.

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.

### *Temporary Incompletes*

In some cases, it may be necessary to petition for a deadline extension for written work that falls beyond the date on which instructors must submit the grades for the semester. This petition must be approved by the course instructor, who submits Temporary Incomplete (TI) as the grade. [The TI Form can be found here.](#)

Please note the following:

- Only one TI is allowed per semester, so if a situation arises where you fall behind in more than one course, you should talk to your instructors and to the DGS **before the end of the term**;
- 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 Incomplete, you might be able to enroll in a Directed Reading course for which the assignment is the same as for the course in question. Alternatively, a new course can be taken.



## Modern Language Examinations

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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. (There is a different requirement for the combined program in Early Modern Studies.) 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 or H 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.

## Oral PhD Examinations: Greek and Latin Literature

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The oral examinations on Greek and Latin literature take place each May after the second half 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 (thus, if a student takes the Greek survey in their first year, they will take the Greek oral





exam during their second semester; similarly, they will take Latin in the second year and complete the Latin oral exam in their fourth semester). Except in the case of the combined program in Classics and Philosophy, 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 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:

- Answer questions specific to authors and texts that are included in 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);
- 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;
- Demonstrate an understanding of the overall trends of theme, cultural focus, technique, terminology, and so on that mark various periods of ancient literature;
- Be able to substantiate claims made in the course of the exam by providing specific examples and illustrations from the texts which best illustrate the point in question to demonstrate mastery;
- 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 that they have ideas about where a given question might lead and how to open up fruitful discussion.



Preparation for the examinations involves:

- Study of the texts in the Greek and Latin Reading List—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;
- 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;
- 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 oral examinations are not simply a repetition of the survey course examinations.

## **Written Ph.D. Qualifying Language Examinations**

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### **Planning and General Regulations**

The Ph.D. 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 exploration of the reading lists. In addition, the practice exams aim to provide structure for the student’s exam preparation.

Up to two attempts are permitted for each of the written examinations. A 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 written translation examinations will be determined (normally late August before the beginning of the teaching semester; the examinations are usually taken on two consecutive Fridays).



### The Examinations

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

For Philology, for the combined programs in Comparative Literature, and for Classics and Philosophy (Classics track), the examination consists of the translation of six passages and lasts three hours. 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 chooses one to translate; a sixth section (prose, one passage) will be at sight.

For Ancient History, the examination consists of the translation of four passages and lasts two hours. There are four sections (one of verse, one of documentary texts, and two of prose from literary sources); each consists of two paired passages, out of which the student chooses one to translate.

For the Philosophy track of the combined program in ancient philosophy, the examination consists of two passages and lasts for one hour.

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 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 independent evaluations. 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, which students may request to view, or they provide a list of the student's translation errors on which their evaluation was based.



### **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 or 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.

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

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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 (the number, type, and distribution of the topics depend 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 them 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.

## **The Dissertation**

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### **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 Field exams and constitutes preliminary research toward the dissertation. It should be written in conjunction with a faculty advisor and is presented to the faculty at a 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 Department of Philosophy's 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. For the combined program in Classics and Early Modern Studies, see the procedure outlined in the program requirements above. 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.

Contact the DGS for tips and additional information – including, if available, previous successful prospectus documents.

### **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 candidacy status qualifies students for certain types of funding and, in certain cases, for the teaching of more advanced courses.

### **The Dissertation Progress Report**

While dissertating, students are required to report annually to the Graduate School on the progress of their dissertation. These [Dissertation Progress Reports](#) (DPRs) are available each April 1st, and students are expected to submit them in a timely manner. 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. Students in the combined program in Classics and History have a different requirement, for which see the program requirements.

### **Dissertation Submission**

The University awards academic degrees twice a year, in December and May. Petitioning for the Ph.D. involves the submission of the finished dissertation, for which the deadlines are 5:00 p.m. on October 1 (for degrees awarded in December) and March 15 (for degrees awarded at Commencement in May). GSAS does not allow late submissions and does not grant exceptions.

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 they would like to be the outside reader. The DGS will then invite that person more formally to be an outside reader. Students in a combined program with Comparative Literature follow a slightly different process; consult the Comparative Literature DGS for additional details.



Students in Classics are responsible for submitting their readers via the [Online Notification of Readers \(ONOR\)](#) form. Some combined programs may enter readers for students. In any case, the form contains all necessary information about the readers (academic rank, department, institution, contact information) and must be included in the submission of the dissertation.

For general information on the dissertation submission process, [please see this link](#).

### **Extended Registration**

Students who are unable to submit their dissertation by the March deadline of their sixth year of study need to file a petition for Extended Registration for their seventh (and eighth, if necessary) year. The process for seventh- and eighth-year Extended Registration differs; [both are explained here](#).

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

Students in their seventh year are required to teach. Students in their eighth year are generally not permitted to teach, though exceptions may be granted if there is need across the University.

The expiration of registration before the dissertation is submitted means that University privileges (email, library, etc.) are discontinued. Dissertations, however, can be submitted to the Graduate School without the candidate being registered, [though it is at the discretion of the Department to evaluate such dissertations](#).

### **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. [See here for further information](#).



# Teaching







## Introduction

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In keeping with Yale University's emphasis on excellence in undergraduate teaching, the Department of Classics is committed to ensuring that all the teaching 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 aid them in developing as instructors.

It is important to note that teaching assignments are typically made by your primary department. If you wish to teach in a course outside of your primary department (e.g., if you are a Classics/History student who wants to teach a HIST course or a History/Classics student who wants to teach a CLCV course), you should consult with your DGSs and registrars early in the process so that appropriate arrangements can be made. Similarly, courses themselves are controlled by specific departments, even though they may be cross-listed between disciplines – the controlling department is ultimately responsible for teaching assignments for their courses. If a course interests you, but you are not sure in which department it is rostered, consult with your registrar.

In order to begin teaching, students are required to complete a series of teaching workshops coordinated by the Poorvu Center in the summer before their first assignment. The Department of Classics typically also offers summer teaching workshops of its own. Additionally, international students from non-Anglophone countries are required [to demonstrate English proficiency](#) before teaching.

## Timing and Types of Teaching

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In line with general practice in the Graduate School humanities, students are expected to teach in the third, fourth, and sixth years of study. [The Teaching Fellow Program](#) in the Graduate School offers two levels for teaching assignments: **TF10** (6–10 hours per week) and **TF20** (10–20 hours per week). All different TF types that are relevant for teaching Classics fall into one of these two categories.

### Grader/Tutor

In Classics, this assignment is typically used for language courses; it may be used for lower-level courses (GREK and LATN 110, 120, 125, 131, 141) when taught by faculty, or it may be used for high-enrollment 400-level courses. It may be a TF10 or TF20 assignment depending on curricular needs and enrollment.



### Discussion Section Leader

This assignment entails leading and grading one or two discussion sections in culture and literature courses. Sections contain up to 18 students. One section equates to a TF10-level of effort, and two sections equates to TF20.

Some sections may carry the WR designation, meaning that they satisfy Yale College's writing (WR) distributional requirement; WR sections contain up to 15 students. A student may only teach one WR section, though such an assignment is considered TF20.

Some 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: The Roman Republic
- CLCV 207: The Roman Empire

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

### Part-Time Acting Instructor (PTAI)

PTAIs work under the supervision of the Director of Undergraduate Studies (DUS) and are responsible for an entire introductory language course. In Classics, the PTAI appointment is used for Beginning (first-year) and Intermediate (second-year) Greek and Latin (GREK and LATN 110, 120, 131, and 141). Occasionally students may act as PTAIs for a 400-level bridge course in one of the languages, which is designed to transition students from the L4 level to the L5 level.

Guidelines on departmental expectations for beginning and intermediate language courses are available from the DUS and Language Program Director (LPD) and are distributed to new teachers of these courses. The PTAI role is always TF20.

Each year, students and instructors may jointly apply to [the Associates in Teaching Program](#). This program allows students to co-teach an undergraduate CLCV seminar with a



faculty member as a TF20 PTAI. The program is competitive and does not guarantee acceptance of a given proposal.

## **Training and Support for Teachers**

[The Poorvu Center for Teaching and Learning](#) 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 to improve your teaching skills and enhance your professional development. Each Fall semester, for example, the Center helps graduate students prepare for the academic job market with [the Academic Job Search Series](#). Sessions are free and do not require advance registration.



# Funding and Support





## Introduction

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[A general overview of graduate funding can be found here.](#)

## The Six-Year Funding Cycle

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Students are guaranteed financial support for six academic years and five summers. For most students, fall and spring funding is now split evenly between three years of University Fellowship (UF) and three years of Teaching Fellowship (TF). UF is typically taken in the first, second, and fifth years (n.b., the fifth year of funding was historically called University Dissertation Fellowship [UDF], as the year in-between teaching is typically devoted to full-time work on the dissertation) while teaching provides your stipend in the third, fourth, and sixth years. This timeline, however, is not strict – students may shuffle around their funding based on their academic needs with the approval of the DGS.

For the 2024–2025 academic year, the annual humanities Ph.D. stipend is \$49,538, paid over twelve months. Stipends are paid twice monthly. Additional information about the funding schedule and how to set up direct deposit [can be found here](#). Information about taxes [can be found here](#).

You are encouraged to apply for internal and external dissertation fellowships. Information is available from [the fellowship database](#). 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 necessarily extend your funding allocation from GSAS – e.g., if you were to apply for and win a year-long fellowship in your 6th year in the program, this may count against your 6th year funding allocation from GSAS. Consult Graduate Financial Aid with questions.

## After the Six-Year Cycle

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Funding for a seventh year is contingent upon teaching, with Department approval. [Please see here for additional information](#). Funding beyond the seventh year is not guaranteed even when Extended Registration is approved; eighth-year teaching, for instance, is prohibited unless there is need across the University.



## Conference and Other Travel

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Over the course of a student's graduate career, the Department of Classics offers \$3,000 of travel funding. These funds may be drawn for one trip per academic year. They are paid either on the basis of reimbursement on Workday or through pre-purchased travel accommodations. Contact the departmental registrar for procedural details. This funding can be used for conference travel or to cover 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.

Additionally, 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. Please also indicate in your application the amount of funding from other sources, including the MacMillan Center (see below), 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 abstracts of potential contributors will take priority over conferences that do not.

Generally, before using departmental funds, students are expected to apply for other grants, either through Yale units or externally. The chief sources of graduate travel funding at Yale are:

- The Graduate Student Assembly (GSA), which, in conjunction with the MacMillan Center and GSAS, offers a [Conference Travel Fellowship](#), and
- The MacMillan Center, which offers several grants, many of which support travel to scholarly conferences and meetings as a program participant.



To be eligible for funding support, students must be in good academic standing with both the Department and the Graduate School and making good progress toward the completion of their requirements.

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 \$3,000 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 \$850. These costs do not count toward the \$3,000 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 Dean's Fund](#) for student-organized colloquia and symposia.



## The Job Market

Most doctoral students intend to enter the academic job market, and it is never too soon to begin planning for it. The Department runs regular professional development workshops with a focus on careers in academia. The 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 from the DGS, who has access to archived digital resources.

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.





## Changelog

Version	Publication Date	Changes
2.0	2024-08-19	<ul style="list-style-type: none"> <li>• Updated formatting and made clarifying structural and stylistic edits</li> <li>• Audited links</li> <li>• Updated chair letter</li> <li>• Updated amounts of available travel funding</li> <li>• Updated information generally (esp. teaching, funding)</li> <li>• Added missing reading list (PHIL/CLSS)</li> <li>• Corrected Ancient History reading list (Xenophanes duplicate)</li> </ul>



## Appendix 1: A Typical Six-Year Plan in the Classical Philology Track

Year One			
<i>Fall</i>		<i>Spring</i>	
<i>Exams</i>	Sep: Greek/Latin diagnostic exam	<i>Exams</i>	May: Greek or Latin oral exam By end of year: French/German exam/course
<i>Courses</i>	Proseminar Greek or Latin Survey I	<i>Courses</i>	Greek or Latin Linguistics Greek or Latin Survey II
Year Two			
<i>Fall</i>		<i>Spring</i>	
<i>Exams</i>	Sep: Greek/Latin diagnostic exam	<i>Exams</i>	May: Greek or Latin oral exam By end of year: French/German exam/course
<i>Courses</i>	Greek or Latin Survey I	<i>Courses</i>	Greek or Latin Linguistics Greek or Latin Survey II
Year Three			
<i>Fall</i>		<i>Spring</i>	
<i>Exams</i>	Sept: Greek and Latin qualifying exams	<i>Exams</i>	Throughout semester: Special Fields May: Dissertation Prospectus
<i>Courses</i>	Seminar (optional)	<i>Courses</i>	Seminar (optional)
<i>Teaching</i>	Course 1	<i>Teaching</i>	Course 2
Year Four			
<i>Fall</i>		<i>Spring</i>	
<i>Dissertation</i>	Semester 1	<i>Dissertation</i>	Semester 2
<i>Teaching</i>	Course 3	<i>Teaching</i>	Course 4
Year Five			
<i>Fall</i>		<i>Spring</i>	
<i>Dissertation</i>	Semester 3	<i>Dissertation</i>	Semester 4
Year Six			
<i>Fall</i>		<i>Spring</i>	
<i>Dissertation</i>	Semester 5	<i>Dissertation</i>	Semester 6 (completion)
<i>Teaching</i>	Course 5	<i>Teaching</i>	Course 6



## Appendix 2: The Reading Lists

### Classical Philology

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#### Greek Literature

##### *Section A: To Be Read in Greek*

- Homer: *Iliad* 1, 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's *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* 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
- Virgil: *Eclogues*; *Georgics*; *Aeneid*
- Tibullus: Book 1
- Sulpicia: all
- Propertius: Book 1 (all); 3.1–5; 4.1, 2, 7, 8, 11
- Livy: Books 1 and 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 and 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: *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*

## Classics and History

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### 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: *Apology*; *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 Hymns*: Apollo
- Sophocles: *Oedipus Tyrannus*; *Antigone*
- Theocritus: *Idylls* 1-7, 11

*Documentary*

- Meiggs and Lewis, 2nd 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
- 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 Diui Augusti* (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
- 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)

## Classics and Philosophy (Classics Track)

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### 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*
- Virgil: *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)

**Philosophy and Classics (Philosophy Track)**

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**Greek Literature**

**Section A: To Be Read in Greek**

- Parmenides: B fragments
- Heraclitus: B fragments (in the edition of C.H. Kahn: *The Art and Thought of Heraclitus*)
- Empedocles: B fragments & new fragment (Martin & Primavesi)



- Atomists: Leucippus and Democritus in the edition (with translation) of C. C.W. Taylor (*The Atomists: Leucippus and Democritus*)
- 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.1-5, X.6-8; *Metaphysics* I.1-2, XII.1, 6-7, 9-10
- Gorgias: *Helen*
- Isocrates: *Against the Sophists*
- Diogenes Laertius: VII.43-82 (on Stoic logic)

**Section B: May Be Read in Translation**

- Presocratics: material in Barnes *Early Greek Philosophy* not on A list
- Plato: *Protagoras*; *Gorgias*; *Republic*; *Timaeus*
- Epicurus: the three letters (in, e.g., Inwood & Gerson)

**Latin Literature**

**Section A: To Be Read in Latin**

- Lucretius: *De Rerum Natura* 1-3
- Cicero: *De Finibus* I, III, V; *De Fato*
- Seneca: *De Ira*; *Letters* 120, 121, 124
- Augustine: *Confessions* I.6(8)-20 & 8.6(14) -12(30) (Skutella)

**Section B: May Be Read in Translation**

- Lucretius: the remainder of *DRN* not on A list
- Cicero: *Tusculan Disputations* 3-4
- Seneca: *De Tranquillitate Animi*