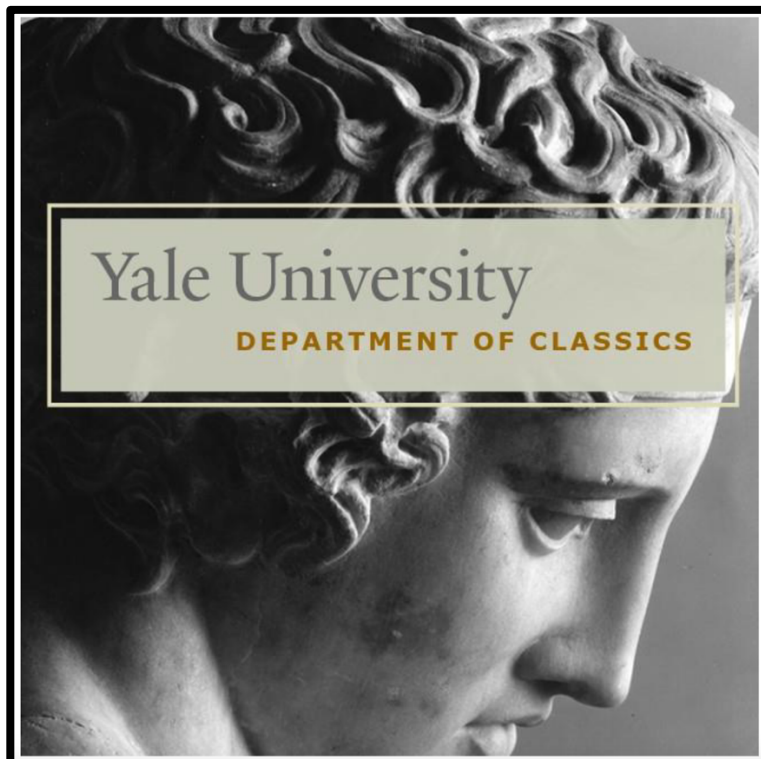


# Senior Project Handbook: 2024-25

DEPARTMENT OF CLASSICS, Yale University



CLCV 498, 499; CLSS 498, 499

Class of 2025

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## A Note from the DUS

A very warm welcome to your senior year, and to your senior project in Yale's Department of Classics! This handbook is meant to assist you each step of the way. Read it carefully, and refer to it often.

The project upon which you are now embarking may well be the most rewarding experience of your undergraduate career. Your coursework in Yale's Department of Classics has prepared you to choose a topic that is exciting and meaningful to you, to dive deeply into the world of research and writing about your research, and to arrive—after months of grappling with ancient evidence—at your own judgment of how to explain and interpret some aspect of the past: textual, historical, philosophical, or material.

As a hefty intellectual undertaking, the senior project can feel both thrilling and daunting. As you begin, you may feel uncertain about how to proceed. You may make false starts, and may even need to abandon or alter some of your original ideas or viewpoints, and change your direction or angle in new ways. This is entirely normal.! Keep going. It takes all writers—from professors to graduate students to undergraduates—several drafts to figure out what exactly we want to say, and the best way to communicate it to readers. In itself, writing is a creative process of reflection and discovery; it forces us to think in ways that reading and brainstorming do not.

The good news is that you are not alone on this journey. First and foremost, your **advisor** will serve as a sounding board for your ideas, outlines, and drafts, and will serve as a guide to the process of developing your ideas into a solid argument. You also have me, Professor Lamont, as DUS ([dus.classics@yale.edu](mailto:dus.classics@yale.edu)), in addition to graduate student senior project assistants present at our writing workshops and salons.

You're encouraged to reach out to Yale's subject-matter librarians, especially our own Classics' librarian **Colin McCaffrey** ([colin.mccaffrey@yale.edu](mailto:colin.mccaffrey@yale.edu)). In order to make the most of the Classics Library and the research facilities available to you, Colin will hold a library & research meeting with all thesis writers. You're encouraged to contact Colin soon to arrange an introductory session on using the Classics' Library's resources to assist in your personal research project/thesis. You can always contact Colin with queries or requests related to bibliography for your project. Colin is an incredible resource: please make use of him!

Finally: throughout the academic year, we will host four "**Senior Thesis Salons.**" During these events (held in accordance with major project deadlines), senior project-writers, in addition to their advisors (encouraged), the DUS, and graduate advisors, will be available to meet, talk, discuss research, work through challenges, and celebrate milestones; you can obtain feedback from peers, graduate advisors, and faculty. These events are highly recommended, as they provide excellent opportunities to brainstorm, talk with fellow seniors in addition to faculty and graduate students, and gain valuable feedback. Attend as many as you can: these events are designed to help you grow as a researcher, and to foster a community of friends, colleagues, and fellow-writers.

*Jessica L. Lamont* ([dus.classics@yale.edu](mailto:dus.classics@yale.edu))

Director of Undergraduate Studies  
Department of Classics, Yale University

## Welcome to the Senior Project!

Here are some things to consider as you move through this process.



**Selecting a topic (theses).** Trust that, after three years of coursework and training, you know quite a lot and have developed good instincts. Follow your interests! Which questions and themes consistently excite or trouble you? Which question(s) have you been unable to answer, but would really like to? Which historical groups, places, or ideas do you feel connected to? These sorts of broad questions can point you in the right direction.

If you are having difficulty identifying a subject, think of areas of inquiry in Classics that you have found particularly thought provoking (specific texts, issues, figures, objects, archaeological sites). Once you have a general direction, think about possible research questions. For instance, if you have found past courses on Latin love elegy engrossing, you may decide that you want to work on Propertian love elegy, or Ovidian love elegy. Let's assume as well that you were also interested in the treatment of time in narrative (perhaps this is something that you discussed in a class on Homer). You might, then, decide to analyze the treatment of time in Latin love elegy. Conversations with one of your professors might reveal that representations of leisure time vs. work or duty have been well covered in scholarship, but that there is scope for a thesis that examines the language of time and temporality in Ovidian love elegy. One way of identifying a subject is by posing the question(s) that your paper will aim to answer.

**Narrowing the topic.** Your initial ideas may lack focus: that's okay, and expected! We often start with a broad idea, and only settle upon a final argument in working with and through primary/secondary texts, material culture, archives, etc. You'll work with your advisor to determine what kinds of secondary sources will shape your questions, and what project scope and archival resources you can reasonably address this academic year.

**Work with your advisor!** Your advisor is your primary guide and mentor through the often-challenging research process. They're intimately familiar with the joys and struggles of academic research, so keep in touch through the good and the bad... even if you feel like you're behind on deadlines. Arrange regular meetings so that your advisor can help you refine your thinking, and navigate through the different stages of academic research.

**But also with your peers, the DUS, and the graduate senior project assistants.** This is the biggest senior class yet of Classics majors, and you're all in the same boat. Talk about the highs and lows, and work together to develop your approaches to historical research and project management. Attend the Senior Salons for extra support, accountability, and feedback. You're not in this alone!

**Develop a system early on.** There's nothing worse than quoting the *perfect* source, but later forgetting where it came from. Become a careful record-keeper so that you know how to attribute each quotation

and idea. Consider using citation/reference management software from Day 1.

**You will need to formulate a preliminary argument earlier than might feel comfortable.** Early on, your argument is only provisional. As you gather evidence, you'll need to modify your claims. Only by the end of the process and project should your argument become strong, clear, and finalized. Make an argument that is based on the evidence instead of picking evidence that fits a preconceived argument. On that note...

**Get comfortable with ambiguity.** Sometimes we spend a lot of time puzzling before we approach a definitive answer. As you become an expert in your topic, you may even feel like you know *less* than you did before. These moments of ambiguity can lead to surprising insights, so don't be discouraged: talk them through with your team, acknowledge them in your work, and follow them to unexpected places!

**This is a marathon, not a sprint.** You may have written term papers in a few weeks (or, in dire circumstances, a sleepless night). Here, that kind of pace will result in a poor and incomplete project, and high levels of stress. For your own well-being, slow and steady is the key. We are helping to keep you on track by breaking down the senior project into a number of interim assignments.

**Back up your work, often.** Really. Please.

**Ask for help.** This may be your first time undertaking a large-scale independent research project: there may be moments when you're not sure how to proceed. Work with your advisor, your peers, the DUS, and your graduate advisors to find the next steps. You wouldn't be at this point if you couldn't do the work, and part of doing the work is utilizing the team of people here to support you.

# What Type of Project?

**General Information.** In fulfillment of Yale College's senior requirement, all Classics students in every major (CLCV, GREK, LATN, GREK+LATN) are required to enroll in their senior year in one or two semesters of the "Senior Tutorial" (CLSS 498/499 for students in Latin or Greek, CLCV 498/499 for students in Classical Civilization): this is your Senior Project. As all majors in Classics require 12 course credits, students who select the one-semester Senior Project option are required to take 11 additional courses; if the two-semester, then 10 additional courses.

You have the option of choosing between several paths for the senior project in the Department of Classics. It is important to make these major decisions early on, and in conversation with the DUS and your faculty advisor.

## A two-term, or a one-term senior project?

For seniors graduating in May, a two-term project begins in the Fall and is due soon after Spring Break in mid-April. A one-term project is completed in the Fall or Spring term, and students who complete a one-term project are required to take an additional Classics course for the major.

## What form will your project take?

- I. **Senior Thesis.** The majority of projects will take the form of a senior thesis, a written essay. Writing is still the only universally accepted form of research and communication in Classics and related fields, and an essay project will provide excellent preparation for future academic research, graduate or professional school, and a wide range of careers in industry, teaching, and beyond. For two-term projects, the senior thesis will be no more than 12,500 words (roughly 45 pages). One-term projects are limited to 7,500 words (roughly 25-30 pages). Essay projects will also include footnotes and, not to be included within the word count, a bibliography.
- II. **Intensive Reading List** (Greek or Latin). The intensive language and literature study involves reading through a substantial amount of Greek or Latin with a faculty advisor; the faculty advisor must agree that the scope of the undertaking and the student's investment is commensurate with that required of the senior essay. This senior project option requires a significant reading list drawn up by author or around a theme, regular meetings to work through the primary texts and, possibly, a translation exam or comparable mechanism for assessing progress and completed work.
- III. **Creative Project.** It is also possible to pursue a less traditional, more creative project, which does not take the form of a standard written essay. The decision to do a non-written or non-essay project should be made in consultation with the DUS (see below for formal approval requirements) and with the support of an advisor, and you must think carefully about how your project will advance your intellectual, research, and career goals. Here are some possibilities, as we can envision them:

**-Website.** You will need to be able to write all necessary code and find space to host the site. Evaluation of the project will be based on both its design and its content.

**-Exhibition:** You'll have to plan ahead to find a suitable place to host the exhibition, likely a year or more in advance; you'll also need to locate and mount all materials. Yale libraries, museums, and archives all express interest in hosting student exhibits.

**-Exhibition Catalog.** Preparing a catalog requires a different set of skills from mounting an exhibit, and you can do one without the other. Layout and graphic skills will be important, but again the evaluation will be based on both form and content.

**-Film.** This can be a tradition documentary film (complete with interviews, animations, etc.), or it can be more experimental. Format, length, and possible screening locations should be determined in conversation with your advisor.

The above examples are meant only as starting points, and you should feel free to propose something else specific to your goals. In all cases, however, the project must be realized—it cannot simply remain a proposal, no matter how well conceived or researched. This non-essay project must clearly demonstrate serious engagement with primary and secondary sources and must involve the same level of effort and time required for a standard senior essay.

Further, all non-written projects must be accompanied by a written analysis of your argument, goals, and methods. This description cannot exceed 3,000 words. Part of this text may resemble a bibliographic essay, but the primary purpose is to explain what you have done—and why. You must also submit a bibliography of primary sources. Expectations for the number, type, and variety of sources are comparable for written and non-written projects.

**NOTE! For options II or III, you must go through the following steps to secure approval:**

- Submit a Statement of Intention to the DUS that summarizes your topic and research goals, articulates clearly what you have in mind for the proposed form of your project, and explains why this is a worthwhile way to communicate your research. You are encouraged to submit this as early as you can to begin the approval process.
- Together with the DUS, find an advisor who is willing and qualified to support the project.
- Once your statement of intention is submitted, it will be considered by the Director of Undergraduate Studies and the Chair of the Classics Department, in consultation with an advisor. You will receive a response via the DUS within a week. Your project may be approved as proposed, or you may be told approval is conditional on making specific modifications to the planned project.

## Senior Project Timeline, Fall 2024-Spring 2025

**Due** indicates something due to your advisor & in CC, the DUS ([dus.classics@yale.edu](mailto:dus.classics@yale.edu)) and registrar ([matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu)) on that date.

**Assignment** indicates something due to your advisor.

Your **grade** for the F24 term will be determined by your advisor on the basis of the completed assignments detailed below. Your **grade** for the Sp25 term will be determined by your advisor on the basis of the final completed senior project, possibly in consultation with a second reader and/or the DUS.

### Two-Term Projects

#### Fall 2024

By August 29	<u>Register</u> for CLSS 498 or CLCV 498
August 30	Mandatory Senior Project Meeting Time: 2:00 p.m. via Zoom. Link will be distributed via email. *Meeting will be recorded.
September 6	<u>Due</u> : Statement of Intention signed by your advisor. Send scan of completed form to <a href="mailto:dus.classics@yale.edu">dus.classics@yale.edu</a> and registrar, <a href="mailto:matthew.stokdyk@yale.edu">matthew.stokdyk@yale.edu</a> , by 11:59 pm. Register for Library Research meeting by emailing <a href="mailto:colin.mccaffrey@yale.edu">colin.mccaffrey@yale.edu</a> . You must meet by October 4.
October 14	<u>Assignment</u> (thesis): 2-3 page prospectus due to your advisor.
November 1	<u>Assignment</u> (thesis): Annotated bibliography due to your advisor.
December 9	<u>Assignment</u> (thesis): 10-page draft or full outline due to your advisor.

You must have completed all of the below assignments to receive a satisfactory grade for term one:

- Register for CLSS 498 or CLCV 498
- Attend mandatory senior project meeting
- Submit a signed Statement of Intention form to advisor, DUS, and registrar
- Attend a Library Research meeting
- Submit a 2-3 page prospectus to your advisor
- Submit an annotated bibliography to your advisor
- Submit either a ten-page draft or detailed outline of your entire project to your advisor.

#### Spring 2025

By January 10	<u>Register</u> for CLSS 499 or CLCV 499
March 24	<u>Assignment</u> (all projects): <b>Complete draft of project due to your advisor.</b> Consult with your advisor regarding required edits.
<u>April 18</u>	<b>Due: FINAL Senior Project emailed to advisor, DUS, and registrar, <a href="mailto:matthew.stokdyk@yale.edu">matthew.stokdyk@yale.edu</a>, by 11:59 pm.</b>

## Senior Project Timeline, Fall 2024

**Due** indicates something due to your advisor & in CC, the DUS ([dus.classics@yale.edu](mailto:dus.classics@yale.edu)) and registrar ([matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu)) on that date.

**Assignment** indicates something due to your advisor.

Your **grade** for the F24 term will be determined by your advisor on the basis of the completed assignments detailed below and *especially* on the final completed senior project, possibly in consultation with a second reader and/or the DUS. It is expected that your grade in this course will be the same as the final grade you receive on your project.

### One-Term Project

#### Fall 2024

- |                           |  |
|---------------------------|--|
| By August 29              | <u>Register</u> for CLSS 498 or CLCV 498   |
| August 30                 | Mandatory Senior Project Meeting<br>Time: 2:00 p.m. via Zoom. Link will be distributed via email.<br>*Meeting will be recorded.  |
| September 6               | <b>Due:</b> Statement of Intention signed by your advisor.<br>Send scan of completed form to <a href="mailto:dus.classics@yale.edu">dus.classics@yale.edu</a> and registrar, <a href="mailto:matthew.stokdyk@yale.edu">matthew.stokdyk@yale.edu</a> , by 11:59 pm.<br>Register for Library Research meeting by emailing <a href="mailto:colin.mccaffrey@yale.edu">colin.mccaffrey@yale.edu</a> . You must meet by October 4. |
| September 20              | <b>Assignment:</b> 2-3 page prospectus due to your advisor.  |
| October 14                | <b>Assignment:</b> 2-3 page outline of the project due to advisor.   |
| December 2                | <b>Assignment:</b> Complete draft of project due to your advisor.  |
| <b><u>December 12</u></b> | <b>Due:</b> FINAL Senior Project emailed to advisor, DUS, and registrar, <a href="mailto:matthew.stokdyk@yale.edu">matthew.stokdyk@yale.edu</a> , by 11:59 pm.   |

## Senior Project Timeline, Spring 2025

**Due** indicates something due to your advisor & in CC, the DUS ([dus.classics@yale.edu](mailto:dus.classics@yale.edu)) and registrar ([matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu)) on that date.

**Assignment** indicates something due to your advisor.

Your **grade** for the Sp25 term will be determined by your advisor on the basis of the completed assignments detailed below and especially on the final completed senior project, possibly in consultation with a second reader and/or the DUS. It is expected that your grade in this course will be the same as the final grade you receive on your project.

### One-Term Project

August 30                      Mandatory Senior Project Meeting  
Time: 2:00 p.m. via Zoom. Link will be distributed via email.  
\*Meeting will be recorded.

### Spring 2025

By January 10                Register for CLSS 499 or CLCV 499

January 17                    Due: Statement of Intention signed by your advisor.  
Send scan of completed form to [dus.classics@yale.edu](mailto:dus.classics@yale.edu) and registrar, [matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu), by 11:59 pm.  
Register for Library Research meeting by emailing [colin.mccaffrey@yale.edu](mailto:colin.mccaffrey@yale.edu). You must meet by February 3.

February 7                    **Assignment**: 2-3 page prospectus due to advisor.

February 24                   **Assignment**: 2-3 page outline of the project due to advisor.

March 24                      Assignment (all projects): **Complete draft of project due to your advisor.**  
Consult with your advisor regarding required edits.

**April 18**                    **Due**: FINAL Senior Project emailed to advisor, DUS, and registrar, [matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu), by 11:59 pm.

## **Senior Thesis Salon Dates, Fall 2024-Spring 2025**

These workshops will include DUS-led writing coaching, small group meetings with faculty and graduate student mentors, and tea and cake. They are scheduled ahead of senior thesis deadlines to help thesis-writers meet all goals.

### **Fall 2024**

- **Friday Aug. 30 (classes run on Monday schedule): Mandatory Senior Project Meeting, 2:00 pm via Zoom. Link will be distributed via email. Meeting will be recorded for those unable to attend synchronously.**
- **Friday Oct. 11, 4:15-5:30 pm, Phelps 401**
- **Friday Dec. 6, 4:15-5:30 pm, Phelps 401**

### **Spring 2025**

- **Tuesday March 4, 4:15-5:30 pm, Phelps 401**
- **TBD (April or May): Senior Thesis Final Presentations & Celebration , Phelps 401**

## Detailed Explanation of Assignments

### Statement of Intention

In consultation with your advisor, you must decide on a topic for your project as soon as possible. The Statement of Intention form is the place for you to formally propose your project and summarize your preliminary goals. This form must be signed by your advisor and submitted to the DUS (dus.classics@yale.edu) and registrar (matthew.stokdyk@yale.edu). Submission of the Statement of Intention is a mandatory requirement for course credit.

### Library Research One-On-One

You must email the Classics Department's librarian, **Colin McCaffrey**, [colin.mccaffrey@yale.edu](mailto:colin.mccaffrey@yale.edu), to schedule a one-on-one meeting about research conduct and bibliographic source material for your project. These meetings will help you brainstorm for sources and find what you need for your project, either at Yale or elsewhere. These meetings are mandatory and must be completed before you turn in your Prospectus.

### Prospectus

Your two- or three-page prospectus is a fuller and more developed version of what you included in your Statement of Intention. This prospectus should open with a short description of the topic and present your preliminary thesis statement. The thesis statement is the *argument* you hope to make based on your source materials; it is the *conclusion* that will indicate the significance of what you have written. The prospectus should also indicate what unique contribution you hope to make by describing the major secondary literature that exists on your topic and how your research will augment or modify it. Also include a discussion of the primary sources you will use, in addition to a "working bibliography" (the latter bibliography not included in page count).

### Annotated Bibliography

This preliminary bibliography should include all sources that you have consulted at the time and that you expect to consult. It should be 2-3 pages long and should be divided into Primary Sources and Secondary Sources, with Primary Sources first. Your list of secondary sources should include every secondary source that you think is important to your topic. Write a few lines about each text or book, stating how it relates to your project.

### 2-3 Page Outline (for One-Term Projects only)

This outline should include a detailed, expanded outline of your entire project with detailed explanations of chapters and subsections, in addition to (not counted in the 2-3 pages) a bibliography of all sources that you have consulted at the time and that you expect to consult.

### Excerpt or FULL Outline (for Two-Term Projects only)

You will need to choose between submitting a draft of ten pages of prose or a detailed, expanded outline of your entire project with detailed explanations of chapters and subsections; make this decision in consultation with your advisor. If you choose to submit a detailed outline, you should provide a timetable describing a possible set of writing deadlines you would like to meet to complete the project on time. Planning a calendar of writing is an excellent way of breaking down a large task into easily manageable smaller ones.

### Complete Draft of Senior Project

This is very important! Do not plan to finish your project immediately before the deadline. Getting feedback on a full and polished draft will improve the final product immensely and can help to avoid major blunders.

This includes the bibliography. At the end of the process, projects usually divide into two major camps: successful projects that were revised based on the advisor's feedback, and less successful projects that seem undercooked, confused, contradictory, or incomplete.

You will probably write several drafts before you have a draft you want to submit to your advisor. You may want to ask your college writing tutor to edit your very first draft to help you repair awkward phrasing, disorganized paragraphs, and grammatical errors before you present the draft to your advisor. Or you can contact [The Yale College Writing Center](#), housed in the Poorvu Center for Teaching and Learning, for additional help.

### **Submission of the Senior Project**

Your completed project must be emailed to your advisor, the DUS, and the registrar by 11:59 pm on the due date. This deadline is non-negotiable. For projects with digital or other non-paper components, the burden is on you to show your advisor and the DUS that you have stopped work by the deadline. For example, you can turn in your project via Yale Box, including web pages, video, or photographs of a finished exhibition. If you have a different means of submitting the project in mind, please let your advisor and the DUS know in advance.

## **Structure and Style of Written Work**

All senior projects—even those that don't take the form of an essay—require clear, elegant, and convincing prose. All writing should follow these guidelines.

### **Structure**

Essay projects will consist of at least three parts: the text itself, footnotes, and a bibliography (images also when relevant). Non-written projects will include an analytic essay and a bibliography. You may also choose to include a title page, table of contents, acknowledgements, appendices, or other supplementary material.

### **Style**

When writing, you should use *A Manual for Writers* by Kate Turabian, which is available at the Yale Bookstore and SML. It provides the only styles acceptable for your writing and citations. You will want to consult this manual from the moment when you begin to take notes. You may also refer to the [Chicago Manual of Style Guidelines](#) found on the Yale University Library website.

### **Length**

For two-term thesis projects, the text portion of your essay is limited to 12,500 words. For one-term projects, the limit is 7,500 words. Non-written projects must be accompanied by an analytic description of no more than 3,000 words. The word count for your text must be included on the last page of text—*before* your bibliography. While there is no minimum word limit, most successful senior projects approach these limits. Appendices and bibliography do not count towards the word limit.

### **Bibliography**

The bibliography should include all your sources: everything cited in your notes and everything you consulted but did not cite. You might divide the sources into Primary Sources and Secondary Sources, with Primary Sources first. Alphabetize all sources within these headings; do not subdivide your sources by format, subject, or date. Your project will be judged incomplete (or late) if it does not include a bibliography.

### **Format**

Text should be double-spaced, in black ink on one side of the page. Use a conventional font (such as Times New Roman or Cambria) and 12-point size. For page set up use regular settings for margins. All pages following the title page should be numbered consecutively, either at the top or bottom of the page.

### **Notes**

It is recommended that you use footnotes. Complete instructions for both can be found in *A Manual for Writers*. It is critical that your notes be complete and correct, including page numbers for citations from published sources and box and file numbers from manuscript sources. The notes should identify the specific sources you have drawn upon for the ideas and information in a sentence or paragraph in your essay. They should provide the information needed in order to locate the source you are citing, which means that you should provide the specific pages you have consulted. In your notes, use the Author-Date system of reference, where works are cited by author's name and date of publication (the relevant page number follows the colon):

Hardie 2001:14.  
Cartledge 1993: 55.

For further information on this system, consult *The Chicago Manual of Style Online*, Chapter 15 (16<sup>th</sup> edition). The URL for the relevant pages is:

[http://www.chicagomanualofstyle.org/16/ch15/ch15\\_toc.html](http://www.chicagomanualofstyle.org/16/ch15/ch15_toc.html)

## **Bibliography**

The bibliography should appear after the text and the illustrations. It should include **all** sources you have consulted, including works you have used but did not cite in your notes, as well as every single source cited in your notes. Unlike footnotes, bibliographical references pertain to the entirety of the article, book or document you have consulted.

For instance, if you cite Elizabeth Vandiver's discussion of the use of Simonides' epigrams in English poetry of the First World War, the footnote reference in the main body of your thesis might be:

See Vandiver 2010: 332-392.

And the entry in your bibliography should be:

Vandiver, Elizabeth (2010) *Stand in the Trench Achilles: Classical Receptions in British Poetry of the Great War*. Oxford University Press.

Bibliographical references should be alphabetized according to the author's last name. (If there is no author given, use the first word of the title, but ignore articles such as "the" or "a".) If there is more than one work by the same author, list them alphabetically by title. In this case, there is no need to repeat the author's name for each reference, but you may use dashes instead of the name, followed by the reference beginning with the title.

## **Style for Notes and Bibliography**

Use the Author-Date system for citation of works. In the author date system, references in the main body of your text or in footnotes are by the author's name, followed by the date of publication:

### **Single Author**

Padel 1990: 125.

### **Multiple Authors**

Graziosi and Haubold 2005: 27.

Full bibliographical details are then cited in the bibliography at the end of your thesis:

Cartledge, Paul, Paul Millett, and Sitta von Reden (eds.) (1998) *Kosmos: Essays in Order, Conflict and Community in Classical Athens*. Cambridge University Press.

Graziosi, Barbara, and Johannes Haubold (2005) *Homer: The Resonance of Epic*. Duckworth.

Padel, Ruth (1995) *Whom Gods Destroy: Elements of Greek and Tragic Madness*. Princeton University Press.

Note: The most important principle is that you **must be consistent** throughout your notes and bibliography. See below for examples of how to cite different kinds of works in the Bibliography.

### Sample Bibliographic Entries

#### Single-Authored Book (first edition)

Hutton, William (2005) *Describing Greece: Landscape and Literature in the Periegesis of Pausanias*. Cambridge University Press.

#### Single-Authored Book (edition which is not the first)

Hornblower, Simon (1994) *Thucydides*, 2<sup>nd</sup> corrected edition. Duckworth. [First published in 1987]

#### Book with Multiple Authors

Boys-Stones, George, Barbara Graziosi, and Phiroze Vasunia (eds.) (2009) *The Oxford Handbook of Hellenic Studies*. Oxford University Press.

Ober, Josiah, and Charles Hedrick (eds.) (1996) *Demokratia: A Conversation on Democracies, Ancient and Modern*. Princeton University Press.

#### Work in an Edited Volume

Easterling, Pat (2011) 'Sophoclean Journeys', in Jan Parker and Timothy Matthews (eds.) *Tradition, Translation, Trauma*. Oxford University Press: 73-89.

#### Article in a Journal:

Whitehead, David (1986) 'The Ideology of the Athenian Metic: Some Pendants and a Reappraisal', *Proceedings of the Cambridge Philological Society* 212: 145-58.

#### Translation

Lombardo, Stanley (1997) Homer *The Iliad*, translated by Stanley Lombardo. Hackett Publishing.

#### Commentary

Eden, P. T. (ed.) (1984) *Seneca Apocolocyntosis*. Edition with Translation and Commentary by T. T. Eden. Cambridge University Press.

#### Handbook

Shaw, Brent D. (2001) *Spartacus and the Slave Wars: A Brief History with Documents*. Translated, Edited, and with an Introduction by Brent D. Shaw. Bedford / St. Martin's.

#### Book Review

Goldhill, Simon. 'Women at the Mercy of Men'. Review of *Hippocrates' Women: Reading the Female Body in Ancient Greece*, by Helen King. Routledge, 1998. *London Review of Books* Vol 21 No. 5 (4 March 1999): 31.

Hales, Shelley. Review of *Art in the Lives of Ordinary Romans. Visual Representation and Non-Elite Viewers in Italy, 100 B.C. – A.D. 315*, by John Clarke. University of California Press, 2003. *Hermathena* Nos. 177 & 178 (Winter 2004 and Summer 2005): 288-292.

#### Website

I, Claudius Project. 'I, Claudius: Episode Seven Plot Summary':

<http://www.anselm.edu/internet/classics/I,CLAUDIUS/sum07.html>

(last accessed 1/26/2024)

### **Non-English Titles**

Generally, for non-English publications follow the capitalization of the particular language, and not the English conventions. For example:

Payen, Pascal (1997) *Les Îles Nomades: Conquérir et résister dans l'enquête d'Hérodote*. EHESS.

### **Illustrations, and Captions**

Illustrations should appear either following the main text, or embedded within the text, in the relevant place in your discussion. Use scanned, digital, or photographed illustrations. All illustrations must be identified with captions and/or list of illustrations and numbered consecutively.

When you refer to illustrations in your text, you should insert in parentheses a figure-reference such as: (Figure 1). Number the figures in the order that they first appear in your text. Make sure that the numbers given in your textual figure-references correspond with the numbers given to the actual illustrations.

For each illustration, you should include a caption to identify the work and specify the source from which your illustration is taken. The information you can provide varies depending on the nature of the work, so that there are no strict rules, but try to be as informative as possible. For example, illustrations of works of performance art or architecture may in some cases not include dimensions, or medium, or other data.

Generally use the following order and punctuation (note that there is no period at the end of a caption):

Figure number. Artist, *Title*, date, medium, dimensions. Name of Collection, City of Collection from Source

Make sure to identify the source. If the illustration is taken from a book then identify the source in the same way that you would specify the source of a quotation in a footnote. Otherwise, identify the source of the illustration in parentheses.

### **Examples for Captions:**

Figure 1. Parthenon, east frieze, detail. From Robin Osborne, *Archaic and Classical Greek Art* (Oxford: Oxford University Press, 1998), 182, fig. 111.

Figure 2. Roman sarcophagus, *Death of Meleager*, 3rd century CE, detail. Musée du Louvre, Paris (photograph provided by John Doe, Rome).

# SENIOR PROJECT STATEMENT OF INTENTION

DEPARTMENT OF CLASSICS, Yale University

Send completed form to your advisor, DUS ([dus.classics@yale.edu](mailto:dus.classics@yale.edu)), and registrar ([matthew.stokdyk@yale.edu](mailto:matthew.stokdyk@yale.edu))

First name:
Last name:
College:
Email:
Two-term project OR One-term project:
Academic Advisor's name:
Project Advisor's name:
Type of Project (thesis, website, exhibition, etc.):

**Description of your proposed project.** State your topic and focus concisely. Indicate what types of primary sources you might use.

In addition, please summarize your project as you envision it in one sentence:

List the courses that you have taken that are relevant to your topic (including courses in progress):

Do you have the language skills necessary for the project? Explain:

Have you registered for a Library Research One-on-One Meeting?

Advisor's Signature (or approval by email, please attach/forward):

# SENIOR PROJECT EVALUATION REPORT

DEPARTMENT OF CLASSICS, Yale University

Class of 2025

Please submit this completed form to the Classics DUS (dus.classics@yale.edu) and registrar (matthew.stokdyk@yale.edu).

**Please indicate whether this is a one-term or two-term project:**

One-term Project

Two-term Project

Student's name:
College:
Project Advisor:
Title:
Final grade:
Grader's Signature:
Date:

**Evaluate the materials used in this senior project, including primary and secondary sources:**

**Evaluate the structure and style of the project, or its format. Please comment on the project's organization, style of writing (or mode of presentation), as well as the typographic and scholarly style (spelling, grammar, notes, etc.)**

**General appraisal and feedback on the project:**

