Department of Classics
CU Boulder
Graduate Handbook

updated August 2025

1. Graduate Programs in Classics

The Department of Classics offers the following graduate degrees:

- **Master of Arts in Classics**, with concentration in Greek or Latin, Classical Art & Archaeology, Classical Antiquity, or the Teaching of Latin
- **Doctor of Philosophy in Classics**

1.1 M.A. Tracks

The Department offers the M.A. in four tracks, designed to address differing academic aspirations. Students are admitted to the program in any of these tracks but retain the right to change their designation until the end of their second semester. Any change in degree track thereafter may only be made upon written petition and with the approval of the Graduate Committee.

- Master of Arts in Classics, with concentration in Greek or Latin. Students who elect this track will pursue intensive training in Greek or Latin language and literature, often with the goal of advancing to further study in Classics at the Ph.D. level.
- Master of Arts in Classics, with concentration in Classical Art & Archaeology. This track offers comprehensive and rigorous training in the art, architecture, and archaeology of the ancient and classical worlds, often with the goal of advancing to further study in Classical Art and Archaeology at the Ph.D. level.
- Master of Arts in Classics, with concentration in Classical Antiquity. This track allows the greatest range of choice in coursework and exams. While accommodating as much study of Greek, Latin, and classical art and archaeology as the candidate desires, it allows specialization in ancient history, religion, or philosophy, or a more interdisciplinary approach incorporating, for example, Museum Studies or Anthropology.
- Master of Arts in Classics, with concentration in Teaching of Latin. This track is recommended for students wishing to pursue a career in teaching. Classes in the program may be taken concurrently with classes in the School of Education. To learn more about certification, talk to the Graduate Advisor and the Latin Program Coordinator.

1.2 Ph.D. Track

The Ph.D. in Classical Languages and Literatures is founded on mastery of Greek and Latin, develops the student's ability to pursue independent scholarly research through seminars and advanced work on special topics, and culminates with the dissertation.

Students take courses and seminars on major ancient authors and genres, Greek and/or Latin prose composition, and such special topics as literary criticism, epigraphy, paleography, and numismatics.

In addition to Greek and Latin language and literature, the department has strengths in ancient history and historiography, late Antiquity, and Greek and Roman archaeology.

2. Graduate Advising

The Associate Chair for Graduate Studies (ACGS) advises Classics graduate students and prospective students individually. Current students meet with the ACGS each semester to discuss their progress towards meeting the requirements for their degree.

The ACGS helps them with choosing courses, assigning mentors, and answering any questions they may have about the department or their plans for the future. M.A. students do not have an individual advisor, instead they are assigned to two faculty mentors in their first semester.

Ph.D. students will meet with a committee of three faculty members on an annual basis, typically at the beginning of the fall semester, to discuss their progress through the program. A dissertation director may be one of this three-person committee.

New graduate students in Classics take a one-semester non-credit proseminar in the fall semester of their first year. The proseminar meets once a week and is organized by the ACGS. Each faculty member who is present that semester holds one session: topics to be covered include various aspects of the field and the profession, as well as particular research skills and career advice.

Make sure to be familiar with the general Graduate Degrees and M.A. or Ph.D. Requirements for the respective degree you are seeking.

3. Graduate Mentoring

Mentoring is essential for fostering the growth, development and success of graduate students and faculty alike. Mentors serve as role models and sources of inspiration, demonstrating the values of integrity, perseverance and lifelong learning. Through mentoring relationships, students and faculty can develop mutual respect, trust and a sense of belonging within their academic community. Graduate students in Classics are assigned two faculty mentors in their first semester. You should set up meetings with both of them and check in regularly in order to benefit fully from their guidance.

The Graduate Peer Mentoring Program pairs established graduate students with peers who are

new to graduate school. The role of a peer mentor is to provide support, guidance and connection. Peer mentors serve as graduate student life experts and they may have suggestions about work-life balance, adjusting to life in Boulder, advisor/advisee relationships, etc. Ideally, mentors serve as both personal and professional support for their mentees. For more information, see https://www.colorado.edu/graduateschool/services-resources/mentoring/student

4. Graduate Community

The University of Colorado Boulder harbors an inspiring and creative environment where students are challenged to be innovative and think outside the box. Graduate students can take advantage of multiple resources located within the department including the graduate office, Classics library, conference room, teaching assistant office, and two Ph.D. offices. As a result, the graduate students have created a friendly, fun, and extremely engaging environment where individuals enjoy hanging out together both inside and outside the Classics context. Professors and faculty are also friendly and supportive. They prepare students as Classics colleagues, and they host multiple lectures by prominent scholars from a variety of institutions.

As a place to live, Boulder, Colorado speaks for itself. It is simply beautiful. Transportation and travel are of no concern, and there are a plethora of fun and inexpensive activities, like hikes, bike rides, and strolls around Pearl Street. If you want more options, Denver is only 25 miles away and easily accessible via public transportation, while the natural glories of Rocky Mountain National Park are a scant 40 miles to the north. Overall, the Classics department at the University of Colorado is an excellent place to experience new things, meet new people, and share new ideas.

5. Statement on Graduate Social Justice, Equity, Diversity and Inclusion

The faculty, staff, and students of CU Classics are committed to fostering an inclusive environment in which to study the literature and culture of the ancient world. This commitment informs our pedagogy, scholarship, and engagement with our community. The ancient Mediterranean was a diverse place, home to a huge variety of cultures, languages, and ethnicities; we embrace that diversity and hope to make our department, as well as the field as a whole, a welcoming and equitable environment for every student.

Pedagogy: Our faculty works hard to show students the full diversity of the ancient Mediterranean, and to demonstrate how we can use antiquity to better understand our own

time. We offer courses on ancient race and ethnicity, slavery, sex and gender in both Greece and Rome, ancient Egypt, the ancient Near East, and cross-cultural interactions throughout the ancient Mediterranean. Our courses also highlight the experiences of members of underprivileged groups, and of people whose experiences were not preserved in literary records. We teach our students to look for colonized
voices in the Athenian and Roman empires, to consider the violence committed by those regimes, and to bring that same curiosity and open-mindedness to their engagements with the modern world.

Scholarship: We embrace a wide variety of scholarly approaches to the ancient Mediterranean, with a particular focus on non-elites. Our department employs social historians of both Mycenaean and Classical Greece and is one of relatively few Classics departments to include the study of Achaemenid Persia. We are passionate about training the next generation of scholars to look beyond elite male viewpoints to the full scope of experiences that made up the ancient world, including those of women and minoritized groups.

Community Engagement: The department sponsors a number of free lectures aimed at the general public and offers a number of different free programs aimed at students in local public schools. A faculty member from our department is regularly on the board of, and typically in an important leadership role in, the Colorado Classics Association, which is the state-wide organization of and for teachers and friends of Classics. We take our mission as a public university seriously and share our research and teaching with the communities we serve.

Graduate community: The department recognizes that graduate study can be isolating. Our department has a number of structures and activities designed to maintain a healthy community among the graduate students and the department as a whole. The department has a mentorship program that pairs each incoming graduate student with two faculty mentors, and we regularly organize social events designed specifically for graduate students and faculty. In their first semester, all graduate students participate in a proseminar that focuses on professional skills and important disciplinary issues. The Classics Graduate Colloquium organizes semiannual conferences and professional development activities with faculty members.

6. Graduate Funding

Applicants to the graduate program in Classics may be nominated for campus- or college-wide fellowships such as the Chancellor's Fellowship. In addition, the Department employs both M.A. and Ph.D. students as graduate student teachers or teaching assistants in undergraduate classes. These appointments, which typically come with a stipend, a tuition

waiver, and a contribution towards fees and costs such as health insurance, are awarded on a competitive basis.

Graduate student teachers assist in large lecture classes, lead discussion sections attached to large lecture classes, teach sections of Beginning or Intermediate Latin or Beginning Greek, or teach courses that fulfill the university's undergraduate writing requirement.

Research Assistants are paired with a faculty member to do research in an area of shared interest.

6.1 Graduate Student Teachers in Classics

Graduate teaching appointments in the Department of Classics are normally granted on a competitive basis, and the number of appointments is based on the level of department funding available that year. The following types of appointments have been made in the department.

In addition to the main graduate office, there is a dedicated office in Eaton Humanities for use by graduate students with assistantships. Please contact the Graduate Program Assistant (classics@colorado.edu) about obtaining a key and scheduling office hours.

6.1.1 Teaching Assistants

Teaching Assistants are routinely assigned to large courses, such as Greek Mythology or Trash and Treasure. In these instances, TAs will attend lectures, hold office hours, and conduct weekly recitation sections as well as grade exams and other assignments. Typically, a TA will be responsible for two recitations, each of 30 students.

Appointments for TAs are usually for 45% of time requiring 18 hours of time per week, with a stipend and a waiver of up to eighteen tuition credit hours per semester.

At other times, they may act as research assistants for faculty projects.

Graduate students holding appointments as TAs also may serve as instructors in the Latin Program, teaching sections of first or second year Latin, i.e. CLAS 1014, 1024, 2114. Latin instructors typically meet their classes on a Monday-Tuesday-Thursday- Friday schedule. These TAs meet regularly with the Director of the Latin Program, hold office hours to meet with students, and are responsible for grading.

6.1.2 Graduate Part-Time Instructors

Graduate students holding appointments as GPTIs serve as instructors in undergraduate classes. An M.A. is required for graduate students appointed at this rank. GPTIs generally are given full responsibility for the class, including preparing the course syllabus,

instructing the class, holding office hours, determining grades, etc. The position carries a stipend and a waiver of up to eighteen tuition credit hours per semester.

Eligibility for Appointment: Applicants for graduate appointments must be full-time, degree-seeking graduate students in good standing. Applicants who are continuing graduate students must demonstrate that they are making adequate progress toward a degree according to the standards of the Graduate School. Additionally, the department expects the student to demonstrate that he/she can complete the degree within the normal expectations of the department's requirements. It is the policy of the department to make every effort to renew the appointments of graduate students who meet these standards to provide support for a maximum of two years of support for candidates for the M.A. and five years for candidates for the Ph.D. Applications may be submitted for graduate appointments beyond these limits up to the maximum permitted by the Graduate School and will be considered by the department.

Criteria for Appointment: In evaluating applications for graduate appointments, the department takes into consideration the following:

- Academic qualifications and experience or potential relevant to the department's teaching needs
- Performance as a teacher

6.1.3 Training, Supervision and Evaluation

Evaluations of Teaching Assistants are performed by the faculty member in charge of the course, who is also responsible for supervision of graduate teachers assigned to the course. These evaluations are informal and are used to assist the department in assigning TAs in subsequent semesters. Formal evaluations of Teaching Assistants are done by the Faculty Course Questionnaire which is distributed to students at the end of the semester. These evaluations can be extremely helpful in assessing your strengths and weaknesses as a teacher and are often useful in building a dossier for placement purposes. Please consult the Director of Graduate Studies for further information about incorporating teaching evaluations into your record. The department also participates in the Graduate Teacher Program which runs from the campus's Center for Teaching and Learning (https://www.colorado.edu/center/teaching-learning/). As part of this program every year a graduate teacher in the department is eligible to be appointed as the Lead Graduate Teacher, who acts as a liaison between the faculty and graduate students in matters concerning teaching.

6.1.4 Termination of Appointments

Graduate appointments are usually terminated only at the end of a designated period of appointment. However, the appointment may be terminated at any time in the event that a

graduate appointee becomes ineligible for continued appointment through unsatisfactory progress toward the completion of a degree, failure to comply with the university's Code of Conduct (https://www.cu.edu/ope/aps/2027), failure to maintain or complete the minimum required hours each semester, and/or failure to maintain enrollment as a full time student. In the event that, in the opinion of the Department Chair or other faculty or staff supervisor, the student is performing unsatisfactorily in the appointment the student may be terminated for cause as outlined in the Graduate School Handbook.

6.2 Other Campus Graduate Funding Opportunities

A list of student-initiated funding is available through the CU Graduate School:

http://www.colorado.edu/graduateschool/funding/student-initiated-funding

Group events:

- **GPSG group grant**: http://www.colorado.edu/uggs/grants
    - GPSG (the Graduate and Professional Student Government) offers grants (typically of $750) to cover events like colloquia, conferences and invited speakers that advance and enrich the graduate student experience at CU.
    - Due: within three weeks of the start of each semester: check the website or contact GPSG.

Conference travel:

- **Eaton Graduate Student Travel Grant**: http://www.colorado.edu/cha/eaton-graduate- student-travel-grants
    - Ten awards of $500 to be awarded on a competitive basis for graduate students in the humanities or arts, to support travel to conferences where they will present a paper (or perform or display their work).
    - Main criterion for selection: the excellence of the project.
    - Deadlines: early each Fall and Spring semester (September and January); check the website over the summer for currently relevant dates.
- **Graduate School Travel Grant**: http://www.colorado.edu/graduateschool/awards#Grad_Travel_Grant
    - The applicant must be traveling to a meeting or conference to present his/her own work or work on which he/she is the primary author.
    - $300 for domestic conferences; $500 for international.
    - Application for travel occurring January to June in one year is open **for a one-**

day window only on a day in early-mid November in the previous year; for fall travel funding applications, a **one-day window** is open in early-mid July.

  - An applicant receiving significant funding (over $500 for domestic travel and $1,000 for international) from an outside source (fellowship, stipend, scholarship, grant, departmental travel grant) is NOT eligible.
  - M.A. students may receive funds from this source only once in their careers, doctoral students twice.
- **GPSG Travel Grant**: http://www.colorado.edu/uggs/grants
  - Offers up to $300 in funding. Students may receive only one award during their entire careers on the Boulder campus.
  - You do not have to be presenting at a conference to receive one! – unique in this regard.
  - Fall Travel Grants cover travel taking place between mid-August and mid-February, while Spring Travel Grants cover travel taking place mid-February and mid-August. Applications open on the first day of the semester and close after about a month.
  - See the website or contact GPSG for application procedures and specific deadlines.

Research grants:

- **Dean's Graduate Student Research grants**: http://www.colorado.edu/graduateschool/awards#Deans_Awards
  - Eligibility is restricted to **doctoral students who have advanced to candidacy** by the date of the application deadline, or **graduate students in other terminal degree programs (e.g., MFA)**.
  - Funding typically in the $5,000-10,000 range
- **Beverly Sears Graduate Student Grant Awards**:
- http://www.colorado.edu/graduateschool/awards#Beverly Sears Graduate Student Grant
  - Supports research and creative work from students from all departments.
  - "Projects directly related to work on a master's thesis or doctoral dissertation generally receive priority, although other projects also receive funding."
  - Can be used for **summer travel**.
  - Awards range from $1,000 to $5,000.
  - The competition is open for most of the month of October.

- The application is online, through Academic Works.
- To apply, you must also consult the Beverly Sears Grant Tips and the Beverly Sears Grant Guidelines, both available on the main website given above. The

  Beverly Sears Grant Tips in particular offer excellent, generally applicable advice: *consider consulting them, regardless of where you apply!*

Dissertation writing grants

- **Graduate School Dissertation Completion fellowship**:
  - Application is available on Academic Works from beginning of November to the beginning of February.
  - Support for one academic semester: monthly stipend equal to that of the current 50% GPTI salary, tuition coverage of up to five dissertation hours, mandatory fees, and coverage under the student gold health insurance plan.
  - As with the A&H Dissertation Fellowships, the purpose of the fellowship is to allow recipients to devote their full attention to the dissertation.
- **Center for the Humanities and the Arts dissertation fellowships**: http://www.colorado.edu/ArtsSciences/CHA/devanydissertationfellowship.html.
  - represents five **dissertation fellowship** opportunities (Devaney, Emerson, Lowe, Reynolds, and the CHA), consolidated into a single application.
  - These fellowships are year-long.
  - These awards all carry the same benefits: 50% GPTI stipend, tuition remission for five dissertation hours, fees, and medical insurance each semester.

Summer grants offered by the Boulder campus:

- CU-Boulder's Benson Center for Western Civilization (CWC) offers grants of **up to $1,000** "to **support students studying** languages associated with Western Civilization".
  - Information on how to apply is available here: http://www.colorado.edu/cwctp/student-resources/student-grants
- The Center for the Humanities and the Arts offers **summer fellowships**.
  - **$6,000** stipend.
  - Eligible students must be enrolled in an M.A. or Ph.D. program in the Arts or Humanities and be enrolled for the fall semester following the summer of the grant.

- The primary criterion for selection is simply the excellence of the proposal.
- May be used for summer travel.
- The deadline is in early spring, and the fellowship is advertised via the CHA's website and Facebook page. Please contact the CHA's Sharon van Boven (Sharon.VanBoven@colorado.edu) with questions in the meantime.

6.3 External Graduate Fellowships

The university provides links to external funding in several places.

http://www.colorado.edu/oie/graduate-student-opportunities- abroad/finances-scholarships-and-fellowships

http://www.colorado.edu/graduateschool/funding/national-fellowship-opportunities

Some specific instances of National Fellowships:

- Jacob Javits: http://www2.ed.gov/programs/jacobjavits/index.html
- Rhodes scholarship (study at Oxford): http://www.rhodesscholar.org/
- Fulbright: online application at http://www.iie.org/en/Fulbright/
  - If you are interested in applying, you may contact Nancy Vanacore (Office of International Education) to schedule a time to meet and discuss the application process and your project ideas. There will be several Fulbright information sessions this spring.
  - The next competition opens mid-October; there is a preliminary information session typically on May 1.
- Charlotte W. Newcombe Doctoral **Dissertation Fellowships** http://woodrow.org/fellowships/newcombe/.
  - Supports the final year of dissertation work for Ph.D. candidates in the humanities and social sciences.
  - Eligible proposals have **religious or ethical values as a central concern**, and are relevant to the solution of contemporary religious, cultural or human rights questions.
  - This year, the stipend is for $25,000 for a twelve-month period of dissertation writing.
  - The application deadline is mid-November
- The Woodrow Wilson **Dissertation Fellowships** in **Women's Studies** http://woodrow.org/fellowships/womens-studies/
  - Offers awards for candidates doing original and significant research

about gender that crosses disciplinary, regional, or cultural boundaries
    - The application deadline is mid-October.

CAMWS awards & scholarships:

http://www.camws.org/awards/index.php

- **Semple, Grant & Benario Awards**: http://www.camws.org/awards/sgb.php
    - Semple Grant: a full fellowship for attending the summer session of the American School of Classical Studies at Athens.
    - Mary Grant Award: a full fellowship for attending the summer session of the AAR.
    - Benario award: $3,000 for a summer travel (not fieldwork) program of your own choice.
- **CAMWS Excavation/Field School Award**: https://camws.org/awards/excavation.php
    - Three $2,000 scholarships are available annually for participation in summer excavation or field school at an archaeological site in the Greco-Roman world.
    - the application is online (https://camws.org/awards/archaeology_application.php), with a deadline typically at the end of January.
- **Presidential award for an outstanding grad student paper:** http://www.camws.org/awards/pres.php
    - $200 for a paper by a student who has not yet received their Ph.D.
    - Submit the text of your oral talk in advance of the meeting (check the website for how far in advance: possibly as early as the end of January). Any graduate student whose abstract has been accepted by the program committee may submit a complete text of the paper for consideration for this award.
    - An ad hoc committee selects the winner.
    - Criteria:
        - the quality of the scholarly argument, including the importance of the topic, the originality of the treatment;
        - indications that the paper's oral presentation will be effective, including the quality of the writing, good organization, and interest to an audience.
- **CAMWS Manson Stewart and James Ruebel Travel Awards**: https://camws.org/travelawards
    - Designed specifically to assist teachers of Latin with a cash award to offset

the costs of attending CAMWS meetings. The award is not intended to cover all costs of the travel, and the size of the award varies according to the actual costs the travel will entail, the size of the committee's budget, and the number of applications. Awards for travel to annual meetings have ranged from $150 to
$700; for travel to the Southern Section meeting, somewhat less.

- Due: typically at the end of January for the March meeting.

AIA grants and fellowships

http://www.archaeological.org/grants

- **Anna McCann Diversity Student Travel Grants**
  - Deadline: mid-September
  - These grants are meant to assist undergraduate or graduate students who
    qualify under the category of "underrepresented minority" with their travel expenses to attend the AIA Annual Meeting.
- **Elizabeth Bartman Museum Internship Fund**
  - Deadline: beginning of April.
  - A scholarship established in honor of AIA Past President Elizabeth Bartman to assist graduate students with the expenses ($1,250-$2,500) associated with participating in a museum internship either in the United States or abroad.
- **Graduate Student Travel Award**
  - Deadline: end of October to mid-November.
  - These grants are to assist graduate students who are presenting papers at the AIA Annual Meeting with their travel expenses.
- **Jane C. Waldbaum Archaeological Field School Scholarship**
  - Deadline: beginning of March.
  - A scholarship fund established in honor of AIA Past President Jane C. Waldbaum to assist students with the expenses ($1,000 per successful applicant) associated with participation in archaeological field schools.
- **Anna C. & Oliver C. Colburn Fellowship**
  - Deadline: mid-January.
  - To support study at the American School of Classical Studies at Athens
- **Harriet and Leon Pomerance Fellowship**
  - Deadline: beginning of November.
  - To support a project relating to Aegean Bronze Age archaeology
- **Helen M. Woodruff Fellowship of the AIA and the American Academy in Rome**

    - Deadline: beginning of November
    - To support a pre- or post-doctoral Rome Price Fellowship for the study of archaeology or classical studies.
    - Awarded every other year.
- **John R. Coleman Traveling Fellowship**
    - Deadline: beginning of November
    - To honor the memory of John R. Coleman by supporting travel and study in Italy, the Western Mediterranean, or North Africa.
- **Olivia James Traveling Fellowship**
    - Deadline: beginning of November
    - For travel and study in Greece, Cyprus, the Aegean Islands, Sicily, southern Italy, Asia Minor, and Mesopotamia.
    - Preference is given to projects of at least half a year's duration.
- **The Archaeology of Portugal Fellowship**
    - Deadline: beginning of November
    - To support projects relating to the archaeology of Portugal (incl. research projects, colloquia, symposia, publication, and travel for research or to academic meetings for the purpose of presenting papers on the archaeology of Portugal.

6.4 General Advice on Applying for Funding

- Describe **how the work you've done in the past qualifies and prepares you** to do the work the project describes. (Why should the committee trust that you are fit to carry out this work competently?) How does the project fit into your greater research interests?
- Describe **why it is important** for your project to be carried out: how does it fit in with other work being pursued in your field at the moment? Who (that is, which intellectual communities?) will be interested in the upshot of your project?
- Describe the **methodology** you will use to conduct your study: that is, make it clear that you have thought through how to bring this project to a successful and meaningful conclusion.
- Remember your **audience**: who will be reading this application? How best can you enter their thinking and understand how the proposal will be read? What is the right tone? What strategy will best persuade what may be multiple audiences? Subsidiary points here are:
    - Write your proposal in language a **non-expert** can understand. To check your success on this front, you might ask a friend—an educated, interested friend, that is!—from outside of your field to read your proposal and explain its significance. NB: this in no way involves "dumbing down" your work; it

requires pitching the issues at a level of generality sufficient to making them clear and of interest to the general scholarly reader: why should someone outside your specific sub-discipline care about your work? Finding answers to this question is good practice for the academic job-market too.

- Make sure your proposal is well written. The evaluation committee will take the **quality of writing** in your proposal as an indicator of the quality of the work that will result from the grant, should they award it.

- **Explain, contextualize, and organize!** There is no "one size fits all" for writing grant proposals, so one of your main tasks is to figure out how best to organize and explain your kind of project and your proposed approach. Among strategies you might consider are:
  - which **questions** will you be addressing, and how have they fared in your field
    to date? Have others broached these questions, and, if so, what progress did they make? How will your inquiry advance matters? Or are they *new* questions, in need of attention? Either way, explain why the questions you propose addressing need to be answered, how that will advance the (sub-)field as a whole.
  - consider using a **case-study**. This is often a vivid, dramatic and therefore effective way of communicating, especially to non-specialist readers, the significance and sorts of results to be expected of the work you propose. It also helps demonstrate how you are *qualified* to do the work in question (see first bullet-point above).
  - explaining your **intellectual and scholarly trajectory** helps establish the connection between you and your project. You want to explain *both* how your previous work informs what you propose to do *and* how this is new work for you: what new layers of detail, expanded discussions, newly-drawn relationships, or newly emerging questions will the project draw you into?

7. Advice for Prospective Graduate Students

Prospective students are encouraged to acquaint themselves with the Graduate School through its website, and with the Classics Department's programs, faculty, and activities through its website.

Feel free to contact the Associate Chair of Graduate Studies with any questions you may have.

We welcome you to visit the Boulder campus and the department's offices on the third floor

of the Eaton Humanities Building. On its main website, the University provides helpful information about visiting the campus.

7.1 Applying to Our Graduate Programs

Application is made through the graduate school's on-line application. Please note these important points: if you want us to consider you for financial support, the application deadline is December 15th. If you do not need funding, then you can submit your application up to April 1.

- We require three letters of recommendation.
- We require a writing sample, preferably on a classical subject, the more interesting,
  substantial, and well-written the better. It should be a minimum of 15 pages and a maximum of 25 pages.
- GRE scores are optional.
- We require an *unofficial* transcript from each post-secondary institution you have attended for the online application.

Note: For review and decision purposes you are required to upload an unofficial copy of your transcript(s) in the online application. We require one copy of the scanned transcript from each undergraduate and graduate institution that you attended. This includes community colleges, summer sessions, and extension programs. While credits from one institution may appear on the transcript of a second institution, unofficial transcripts must be submitted from each institution, regardless of the length of attendance, and whether or not courses were completed. **Failure to list and submit transcripts from all institutions previously attended is considered to be a violation of academic ethics and may result in the cancellation of your admission or dismissal from the university.**

Cover letter/personal statement

This is an opportunity for you to create a brief personal narrative that "joins the dots" of your academic self. It should not be more than three pages double-spaced. The main purpose of your personal statement is to create a sense among the members of the admissions committee that you are going to succeed in their program. In order to do this, you need to demonstrate that you are:

- knowledgeable, with a good background in key areas
- thoughtful and articulate
- focused on success

Unlike the personal statement you wrote for college, this one does not need to give a sense

of you as a well-rounded person. It needs to give a sense of you as a scholar. To this end, you may wish to talk about particular subjects, approaches, or areas you have found interesting, how your interests in them have developed, and how you wish to pursue them in graduate school.

You may talk about particular changes in direction that you have experienced in your coursework and interests so far. You may talk about ways you perceive different courses or interests intersecting or augmenting each other. If you have several areas of interest, you might wish to identify a common thread among them that helps convey your sense of focus and direction.

If your GPA is lower than you would wish, you can address that in your personal statement.

Your personal statement should be geared to the specific program to which you are sending it. You want to talk about why the program will help you reach your goals. Focus on a program's strengths in key areas and especially on the way in which its faculty could help you pursue your research objectives.

You have to walk a fine line between modesty and self-confidence. Do not assume you will be accepted, or that you know everything about a subject. Convey instead a sense of someone who is fascinated by various aspects of the field, has thought about them seriously, and hopes to be able to take advantage of the possibilities offered by this particular program to continue learning about these things.

Writing Sample

Your writing sample should give a clear impression both of your research interests and of your abilities as a scholar and writer. Most applicants submit a substantive paper they have composed in the context of an earlier class. If you have written a senior paper, an Honors thesis, a graduate research paper or a Master's thesis of which you are proud, this (or a part of it) is ideal for submission. It is recommended that you rework the paper to take account of any comments you received on it from your instructors. It also helps to give the revised paper to one or more faculty members for further advice and comments. Normally writing samples are a maximum of 25 pages in length. If you are drawing from a longer study, it is best to excerpt a chapter or section of ca 25 pages. Remember that admissions committee members must work through many files and will not have time to read more than 25 pages.

Your work does not have to be publishable. But it has to be good enough that it will make a favorable impression on someone with expertise in the field.

If you can, polish up a paper that is at least somewhat related to the areas you claimed were of special interest to you in your personal statement. If a paper you wrote for a completely unrelated class is far and away your best effort, you may consider sending that in, but you

may wish to explain why you chose this particular paper in your personal statement.

In your personal statement, mention something important or interesting to you as a scholar about your writing sample. Did it open your mind to something? Did it change your direction of interest? Does it exemplify an approach you want to continue pursuing?

Curriculum Vitae

This should look professional and should reflect your academic accomplishments first and foremost. It needs to be at least one page long and that page should be full. If you have teaching experience or have studied abroad, be sure to list this, likewise honors and awards, including Dean's List, *vel sim*. You can list ancient authors you've read, or languages you have studied and your level of proficiency. It can also convey other pursuits, interests and occupations that have been important in your life. These last are useful for giving the committee an impression of you as a whole person but should play a secondary role alongside your academic pursuits and accomplishments.

GRE Scores

Like many institutions and programs, we no longer require GRE scores, but they are optional.

If you do want to include your GRE scores, and your scores are low, then by all means retake it. Most applicants who retake the GREs after having prepared more carefully can improve their scores.

Remember that this is an optional element in your application and it is not weighted as the most important.

Letters of Recommendation

You should think of three people to write for you. Those people should ideally be recognized scholars in the field who know you well. At least one of your letters should be from a faculty member with interests or areas of expertise related to what you claim are your own in your personal statement.

Ask for letters at least six weeks before they are due.

Provide your recommenders with samples of your personal statement and your transcript (unofficial printout is fine). This will help them write a letter tailored to your current needs. If you have it, provide them also with your c.v. Be sure to give them a list of due dates for each program to which you are applying. If you have taught and can provide them with evaluations or with a teaching statement you have written, do that. If you have a copy of work you have

submitted to them (exams, papers, etc.), include that too -- most faculty teach so many students that it is hard for them to remember specific details about your work.

Waive your right to read letters. If you do not, the readers will not take seriously the good things your recommenders say about you. It is not only okay but a good idea to ask people outright if they could write a good letter for you, or what kind of letter they could write for you.

7.2 General Advice on Applying to Other Graduate Programs

- CAMWS has a good site with write-ups on graduate programs in Classics from around the country --http://camws.org/directories/study_classics_surveys.php.
- The Archaeological Institute of America has a directory of graduate archaeology programs in the US and Canada, including Classical, Near Eastern, and Egyptian -- http://archaeological.org/professionals/gradprograms.

8. Graduate Degrees in Classics

Degrees Offered

The Department of Classics offers the following graduate degrees:

- ***Master of Arts in Classics***, with concentration in Greek or Latin, Classical Art & Archaeology, Classical Antiquity, or the Teaching of Latin
- ***Doctor of Philosophy in Classics***

Entrance Requirements

A Baccalaureate Degree or its equivalent from an accredited college or university with a minimum grade point average of 3.0 (=B) is required for admission to the M.A. program. A Baccalaureate Degree or a Master's Degree (or their equivalents) in Classics or a related field from an accredited university is required for admission to the Ph.D. program. Students who have obtained an M.A. from this department and wish to proceed toward the Ph.D. must re-apply for admission to the Ph.D.

In- Boulder Residence Requirements

At least two semesters or three summer sessions in residence are required for the M.A. At least six semesters in residence beyond the attainment of a Baccalaureate Degree are required for the Ph.D., though two semesters of residence credit may be allowed for a Master's Degree from another institution.

Credit requirements

Students must complete 30 credit hours of graduate (5000 level or above) coursework, at

least 21 of which must be taken at CU Boulder. At least 24 credit hours of coursework must be taken in Classics; courses outside the department must be approved by the Associate Chair for Graduate Studies. Students may earn their M.A. degree in classics through coursework alone; a thesis is optional. Up to 9 semester hours of credit toward the M.A. may be transferred from another institution or from the University of Colorado's ACCESS program; under certain circumstances, students having obtained a Baccalaureate Degree from this University may transfer up to 9 hours of residence credit at the 5000-level toward the M.A. No more than 21 semester hours of coursework from another institution may be transferred toward the Ph.D. Credit will not be transferred until the student has established a satisfactory record of at least one semester of graduate study in residence.

Graduate Proseminar

All incoming graduate students in Classics are required to take a one-semester non-credit proseminar in the fall semester of their first year. This proseminar meets once a week and is organized by the Associate Chair for Graduate Studies. Each faculty member who is present that semester holds one meeting; topics to be covered will include various aspects of the field and of the profession, as well as particular research skills.

8.1 M.A. in Classics, with Concentration in Greek or Latin

Students who elect this track will pursue intensive training in Greek or Latin language and literature, usually with the goal of advancing to further study in Classics at the Ph.D. level.

The curriculum emphasizes ability to work with primary sources in the original languages, while developing analytical skills in any of the many branches of classical scholarship, including literary studies, ancient history, philosophy, mythology, religion, archaeology, and linguistics. Successful completion of the Comprehensive Exam at the Ph.D. level may be counted as fulfilling one of the Preliminary (Greek or Latin) Translation Exams for the Ph.D. Also, students interested in pursuing the Ph.D. in Classics will need to be able to read German and at least one other modern foreign language (normally Italian or French). Candidates in this track who wish to be considered for the Ph.D. at the University of Colorado are required to pass an examination in one of these languages before completing the M.A.

All M.A. students are required to maintain a grade point average of 3.0 (=B) and no grade below a B- may be counted toward the M.A.

You should discuss your Comprehensive Exam Reading Lists with the Graduate Chair in the

second semester and no later than March 1. Your Reading List must be finalized by an advisor no later than May 1. Having a finalized reading list will enable you to maximize studying for the exam during the summer between your second and third semesters.

Plan I

- A minimum of 30 hours of 5000-level credit or above (including thesis), to be distributed as follows:
    - 18 hours in Greek and/or Latin.
    - 6-9 hours of student's choice (including classes outside of the department, in consultation with the graduate advisor).
    - 4-6 hours of thesis credit.
- *Thesis* (to be completed during 4th semester of graduate study)
- *Comprehensive Examination* (upon submission of thesis): 3 hours written examination,
  consisting of translation and analysis of texts in the major language. This will be followed by a one-hour oral examination based upon the thesis. The translation examination will consist of two out of three prose passages and two out of three verse passages for a total of c. 100 lines. All passages will be drawn from the relevant (Greek or Latin) M.A. reading list. Students may fail the exam once.

Plan II

- For many students Plan II will be more in line with their educational goals. They are encouraged to discuss this option with the ACGS. The requirements differ from Plan I in eliminating the 4-6 thesis hours and requiring instead 21 hours of Greek and/or Latin (5000-level or above) and 9 hours of the student's choice. The written portion of the Comprehensive Examination is the same as in Plan I; the oral portion of the exam covers the range of Greek or Latin literature represented by the reading list and tests the candidate's general knowledge of the primary sources and literary history.

Each M.A. student's progress through the program is evaluated by the ACGS. If a student's grades fall below the required average of a B, the following semester is a probationary period during which their grades must improve, or they will face removal from the program. Additionally, failure to comply with all relevant university code of conduct policies is also ground for removal from the program. For more information on the progress reports see section 13 on conduct policies.

8.2 M.A. in Classics, with Concentration in Classical Antiquity

This track allows students the most choice in determining both the type of comprehensive exams they take and in selecting courses to help them prepare for those exams. The curriculum thus allows for greater breadth and variety in combining fields of study than do the other tracks. Students seeking an interdisciplinary approach might find themselves most at home in this track. At the same time, this track accommodates students seeking to specialize in fields such as ancient history, ancient religion, or philosophy.

All M.A. students are required to maintain a grade point average of 3.0 (=B) and no grade below a B- may be counted toward the M.A.

You should discuss your Comprehensive Exam Reading Lists with the Graduate Chair in the second semester and no later than March 1. Your Reading Lists must be finalized by an advisor no later than May 1. Having finalized reading lists will enable you to maximize studying for the exams during the summer between your second and third semesters.

Plan I

- A minimum of 30 hours of 5000-level credit or above (including thesis), to be distributed as follows:
    - 6 hours of Ancient History and/or Classical Archaeology
    - 6 hours of Greek and/or Latin
    - 12-15 hours of student's choice
    - 4-6 hours of thesis credit
- *Thesis* (to be completed during 4th semester of graduate study)
- *Comprehensive Examination* (upon submission of thesis): 3 hours of written examination on two of the following special fields: a) Greek History, b) Roman History, c) Roman Art and Archaeology, d) Greek Art and Archaeology, e) Greek Religion and Mythology, f) Roman Religion and Mythology, g) Philosophy and Political Theory, h) Greek translation, or i) Latin translation, and one-hour oral examination based upon the thesis. The special field examinations of 90 minutes each are based on reading lists published in the Graduate Handbook and on the department's website, but substitutions are allowed with permission of an advisor and the Associate Chair of Graduate Studies. Students electing Greek or Roman archaeology as a special field must pass a thirty-minute slide identification exam before taking the Comprehensive Examination.

Plan II

- For many students Plan II will be more in line with their educational goals. They are

encouraged to discuss this option with the ACGS. The requirements differ from Plan I in substituting 3-6 additional hours of Ancient History or Classical Archaeology for the 4-6 thesis hours of Plan I. The written portion of the Comprehensive Examination is the same as in Plan I (as above); the oral exam will focus on coursework and the reading lists.

Language courses may, with the approval of the Associate Chair for Graduate Studies, be substituted for other courses in fulfilling the requirements for this degree.

Each M. A. student's progress through the program is evaluated by the ACGS. If a student's grades fall below the required average of a B, the following semester is a probationary period during which their grades must improve, or they will face removal from the program. Additionally, failure to comply with all relevant university code of conduct policies is also ground for removal from the program. For more information on the progress reports see section 13 on conduct policies.

8.3 M.A. in Classics, with Concentration in Classical Art and Archaeology

This track affords comprehensive and rigorous training in the art, architecture, and archaeology of the ancient and classical worlds. Emphasis is placed both on learning the material culture of Greece Rome, and the Near East, and on becoming familiar with modern historiographic, methodological, and theoretical approaches to the ancient world.

We are committed to interdisciplinary approaches and encourage work in related departments such as Art History, History, Anthropology, Museum Studies, Women and Gender Studies, and Comparative Literature. Courses in ancient languages are required as a major component of working as an archaeologist in these historical eras. This track prepares students for further work in many fields and for doctoral work in Classical Art & Archaeology.

All M.A. students are required to maintain a grade point average of 3.0 (=B) and no grade below a B- may be counted toward the M.A.

You should discuss your Comprehensive Exam Reading Lists with the Graduate Chair in the second semester and no later than March 1. Your Reading Lists must be finalized by an advisor no later than May 1. Having established reading lists will enable you to maximize studying for the exams during the summer between your second and third semesters.

Plan I

- A minimum of 30 hours of 5000-level credit or above (including thesis), to be distributed as follows:

    - 6 hours of Greek and/or Latin
    - 15 credit hours of ancient, classical, and/or medieval art and archaeology
    - 3-6 hours of student's choice
    - 4-6 hours of thesis credit
- *Thesis* (to be completed during 4th semester of graduate study)
- *Slide Identification Exam:* A one-hour slide identification exam must be passed in advance of the Comprehensive Examination.
- *Comprehensive Examination* (upon submission of thesis): Candidates must pass written and oral examinations in the fields of Greek art and archaeology and Roman art and archaeology. The three-hour written exam will be based on candidates' coursework and the reading lists. The oral exam will explore further aspects of candidates' understanding of theories, methods, and material culture, based primarily on the thesis.

Plan II

- For many students Plan II will be more in line with their educational goals. They are encouraged to discuss this option with the ACGS. The requirements differ from Plan I in substituting 3-6 additional hours of ancient, classical, and/or medieval art and archaeology or graduate-level language for the 4-6 thesis hours of Plan I. The Slide Identification Exam and the Comprehensive Examinations are the same as in Plan I (as above), except that the oral examination focuses on understanding of theories, methods, and material culture gained through coursework and the reading lists rather than a thesis.

The faculty strongly recommend that students planning to apply for Ph.D. programs in Classical Archaeology attain graduate-level proficiency in both Greek and Latin. Language courses may, with the approval of the Associate Chair for Graduate Studies, be substituted for other courses in fulfilling the requirements for this degree.

Each M.A. student's progress through the program is evaluated by the ACGS. If a student's grades fall below the required average of a B, the following semester is a probationary period during which their grades must improve, or they will face removal from the program. Additionally, failure to comply with all relevant university code of conduct policies is also ground for removal from the program. For more information on the progress reports see section 13 on conduct policies.

8.4 M.A. in Classics, with Concentration in the Teaching of Latin

The Master of Arts with a concentration in the Teaching of Latin is recommended for students who wish to pursue a career in teaching and who want to include educational courses in their program. This is a non-thesis degree; instead, students work on a Special Teaching Project.

All M.A. students are required to maintain a grade point average of 3.0 (=B) and no grade below a B- may be counted toward the M.A.

Plan II only

Note: Students entering the M.A. in the Teaching of Latin program who have not yet received teaching certification at the secondary level are encouraged to do so through the School of Education (http://www.colorado.edu/education). Classes in the program can be taken concurrently with classes in the School of Education. Generally, it takes three years to fulfill the requirements of both qualifications, if they are embarked upon concurrently. This degree alone does not satisfy the state's requirements for certification. Many students elect to pursue certification after completing the degree. Students should contact the Office of Student Services in the School of Education for further information about teaching certification.

- A minimum of 30 hours of 5000-level credit or above, to be distributed as follows:
    - 12 hours of Latin
    - 3 hours of workshop in Latin Teaching Methods.
    - 3 hours of Roman History
    - 9 hours of student's choice
    - 3 hours of Special Teaching Project covering the planning, teaching, and evaluation of a sequence of approximately 10 to 15 lessons.
- *Special Teaching Project* (to be completed during the 4th semester of graduate study). This may be extended if the student is pursuing teaching certification concurrently.
- *Comprehensive Examination* (upon submission of Special Project): 3 hours of written examination on translation of Latin, and one-hour oral examination on teaching methods and special project.

Note: Candidates for this concentration should discuss with the Associate Chair for Graduate Studies modifications to the standard M.A. Latin reading list to be used as a basis for the written examination. For example, you may wish to create, by approximately equal substitutions, an emphasis on Late Republican and Augustan authors. You should discuss your Latin Reading List with the Graduate Chair and an advisor in the second semester and

no later than March 1. Your Reading List must be finalized by an advisor no later than May 1. Having a set reading list will enable you to maximize studying for the exam during the summer between your second and third semesters.

Candidates for the M.A. with Concentration in the Teaching of Latin should be aware of the Guidelines for Latin Teacher Preparation jointly published by the Society for Classical Studies and American Classical League.

Each M. A. student's progress through the program is evaluated by the ACGS. If a student's grades fall below the required average of a B, the following semester is a probationary period during which their grades must improve, or they will face removal from the program. Additionally, failure to comply with all relevant university code of conduct policies is grounds for removal from the program. For more information on the progress reports see section 13 on conduct policies.

8.5 Ph.D. Course Requirements and Examinations

The department offers the Ph.D. in Classical Languages and Literature; we therefore stress mastery of the ancient languages, but students also will have the opportunity to draw on the expertise of the CU Classics faculty in a wide range of specializations. Once proficiency in the languages has been established, starting with the M.A. years, we expect students to pursue independent scholarly research projects in seminars, culminating with the dissertation.

Our offerings include courses on the major ancient authors and genres, Greek and Latin prose composition, and advanced seminars on special topics.

Entrance Requirements

A B.A. or M.A. in Classics or closely related field, either from the University of Colorado or from another accredited university, is required for direct admission to the Ph.D. program. Students who were admitted to the M.A. program and who receive an M.A. from our department may apply for admission to the Ph.D. program. Students who wish to apply to the Ph.D. program after completing an M.A. in our department are strongly encouraged to first pass one of the Greek or Latin examinations for the Ph.D. within the first two years of M.A. study. All candidates for admission to the Ph.D. program must demonstrate ability in the other language either by examination or advanced course work. The Ph.D. should normally be completed within five years. Candidates who have not completed the Ph.D. within five years of the M.A. must petition for permission to continue in the program.

In-Boulder Residence Requirements

At least six semesters in residence beyond the attainment of a Baccalaureate Degree are required for the Ph.D., though two semesters of residence credit may be transferred from a Master's Degree from another institution.

Transfer of Credit

No more than 21 hours of coursework from another institution may be transferred toward the Ph.D. Credit will not be transferred until the student has established a satisfactory record of at least one semester of graduate study in residence program.

All graduate students are required to maintain a grade point average of 3.0 (=B). No grade below B- may be counted toward the Ph.D.

Requirements of the Ph.D.

1. A minimum of 42 hours of coursework at the 5000-level or above (excluding thesis and accelerated courses). Course work completed in the M.A. program at the University of Colorado, or up to 21 hours of graduate credit transferred from another institution, may be applied toward this requirement. Courses should be distributed as follows:
    a. four 7000-level graduate seminars (at least one each in Greek and Latin).
    b. two courses in Ancient History and/or Classical Archaeology.
    c. one course in either Greek or Latin Prose Composition.
    d. two courses in special fields such as Epigraphy, Law, Linguistics, Literary Theory, Medieval Studies, Paleography, Papyrology, Philosophy, or Religion, as approved by the Associate Chair for Graduate Studies.
2. A minimum of 30 hours of doctoral dissertation credit with no more than 10 of these hours in any one semester. No more than 10 dissertation hours may be taken preceding the semester of taking the Oral Comprehensive Examination. Up to 10 hours may be taken during the semester in which the student passes the comprehensive examination.
3. A reading knowledge of German and one other modern foreign language (normally Italian or French) is required. Proficiency is tested by a one-hour written translation test using a dictionary. Students may take a Foreign Language Exam at any time by arrangement with the Associate Chair for Graduate Studies. Students are encouraged to pass both modern language exams by the end of the second semester in the Ph.D. program.
4. *Preliminary Examinations in Greek and Latin*. Two written examinations of 4 hours each, each consisting of translation and analysis of texts. The translation portion of each exam will consist of two out of three prose passages and two out of three verse

passages for a total of c. 100 lines. All passages will be drawn from the Ph.D. reading list. Each written examination will be followed by a one-hour oral examination that covers the range of Greek or Latin literature represented by the reading list and tests the candidate's general knowledge of the primary sources and literary history. There will be two administrations of each exam per year, in the fall and spring. Students are encouraged to pass both exams by the end of the second semester in the Ph.D. program (or the second semester beyond the M.A.).

5. *Comprehensive Examination*. Two written examinations of three hours each on two topics or authors chosen in consultation with faculty members selected by the student and approved by the Graduate Committee, to be chosen from the following broad areas: language and literature, ancient history, archaeology, or religion. In selecting the topics for these examinations, students are required to demonstrate balance in the fields of Greek and Roman culture, as determined by the Graduate Committee. The written Comprehensive Examinations will be administered twice per year. Successful completion of the written examination is followed by a two-hour oral exam on Greek and Roman culture within the area of the student's chosen specialization, which should coincide with the student's intended dissertation topic. Students are encouraged to complete these exams by the end of their fourth semester in the Ph.D. program.
6. *Dissertation Prospectus:* To be approved, as described in the Ph.D. Requirements, preferably by the end of the fifth semester in the Ph.D. program.
7. *Dissertation*: To be completed by the end of the tenth semester in the Ph.D. program.
8. *Final Examination* (upon submission of dissertation): 2 hours of oral defense of the Dissertation.

Outline of progress through Ph.D. program

- Year one: pass all modern and ancient language exams
- Year two: pass comprehensive exams
- Year three: write dissertation prospectus (fall), write dissertation (spring)
- Year four: write dissertation
- Year five: finish and defend dissertation

Each Ph.D. student's progress through the program is evaluated yearly. Failure to meet these benchmarks may result in removal from the program or the institution of a probationary period. Additionally, failure to comply with all relevant university code of conduct policies is grounds for

dismissal. For more information on the progress reports see section 13 on conduct policies.

9. M.A. Program Details

9.1 General Rules and Requirements for the M.A. Degree

Entrance Requirements

A Baccalaureate Degree or its equivalent from an accredited college or university with a minimum grade point average of 3.0 (=B) is required for admission to the M.A. program.

1. Ability to pursue advanced study and research as judged by the student's scholastic record.
2. Adequate preparation to enter graduate study in the chosen field.

In-Boulder Residence Requirements

At least two semesters or three summer sessions in residence are required for the M.A.

Credit requirements

Students must complete 30 credit hours of graduate (5000 level or above) coursework, at least 21 of which must be taken at CU Boulder. At least 24 credit hours of coursework must be taken in Classics; courses outside the department must be approved by the Associate Chair for Graduate Studies. Students may earn an M.A. degree in Classics through coursework alone; a thesis is optional. Up to 9 semester hours of credit toward the M.A. may be transferred from another institution or from the University of Colorado's ACCESS program; under certain circumstances, students having obtained a Baccalaureate Degree from this University may transfer up to 9 hours of residence credit at the 5000-level toward the M.A.

Graduate Proseminar

All incoming graduate students in Classics are required to take a one-semester non-credit proseminar in the fall semester of their first year. This proseminar meets once a week for an hour and is organized by the Graduate Administrative Assistant and the Associate Chair for Graduate Studies. Each faculty member who is present that semester holds one meeting; topics include various aspects of the field and of the profession, as well as particular research skills.

Quality of Graduate Work

Students are required to maintain a grade point average of 3.0 (=B). No more than six hours of C may be accumulated in work that is presented for a Master's Degree; any hours of C must be offset by an equal number of hours of A. Work receiving a grade of C- may not be counted toward the degree.

Course Load

All full-time students in the M.A. program are strongly encouraged to take more courses in the Department than the minimum required for the degree. The recommended course load consists of 3 courses (9 hours) per semester. Students who do not have teaching obligations and are supported either by a fellowship or a research assistantship are expected to carry this course load.

Part-Time Students

Students wishing to pursue an M.A. degree on a part-time basis (i.e., carrying less than the minimum number of courses per semester required by the University) must this indicate when applying for admission to the Department. Part-time students will arrange with the Associate Chair for Graduate Studies for their individual course of study and examination schedule; however, examinations for part-time students will normally be given only at the time of regularly scheduled examinations of the same kind. Part-time students will not normally be considered for graduate teaching appointments.

Independent Study

The Department does not recommend Independent Study courses for students in the M.A. program. All independent study courses must be approved by a faculty sponsor, the Associate Chair for Graduate Studies, and the Chair of the Department. In accordance with Graduate School rules, independent study may account for no more than 25% of course work presented for an M.A. degree.

Termination

Under Graduate School rules, a Comprehensive Examination may be retaken only once. See also the dismissal procedures in section 13.

Progress Toward the Degree

Students are expected to make reasonable progress toward their degrees. They may be required by the Department to take their written or oral examinations at specified regular examination times. Two years of study are considered a reasonable period for the M.A., recognizing that for students combining teaching certification with concentration in the teaching of Latin track, this period may be extended. Successful progress toward the degree is a determining factor in the award of financial support to students in the graduate program.

Under Graduate School rules, all work for the M.A. must be completed within four years or six consecutive summers. For possible extensions, students should consult with the Graduate School.

9.2 M.A. Thesis and Examination Requirements

1. ***The M.A. Thesis***

The thesis is optional and will usually grow out of the student's work in graduate courses and may be the revised and expanded version of a term or seminar paper. Its topic should be of such a scope (c. 12,000 words) that the work can be completed within one semester. The student will ask the faculty member with whom the student wishes to work to act as Thesis Advisor. With the advice and approval of the Graduate Committee, the Thesis Advisor will select a Second and a Third Reader to complete the Thesis Advisory Committee. The thesis topic must be approved by the Advisory Committee and the Graduate Committee by the Drop/Add deadline of the semester in which the student intends to defend the thesis. The student should ordinarily submit the completed thesis to the Advisory Committee at least 45 days before the commencement at which the degree is to be conferred. An earlier deadline may be set by the Associate Chair for Graduate Studies. The Department will accept the thesis upon approval by the Thesis Advisor and at least one of the other Readers. The Graduate School requires that such approval be received at least 30 days before the commencement at which the degree is to be conferred. Two weeks prior to that commencement date, two formally approved copies of the thesis, complete with abstracts and signed by the Thesis Advisor and one other member of the Advisory Committee, must be filed with the Graduate School.

2. ***The Written Comprehensive Examinations:***
   In the spring semester the Associate Chair for Graduate Studies, in consultation with the Graduate Committee, will appoint the Chairs of the Examination Committees for the following academic year. Students must select the track(s) on which they wish to be examined and submit a reading list to the Graduate Committee by the end of the second semester in the program, normally in the spring of their first year. Each student's reading list must be approved by the Chair of the Examination Committee and the Graduate Committee. The reading list forms the basis for the written Comprehensive Exam, which is normally taken in the spring of the second year.
3. ***Oral Comprehensive Examination:***
   a. *Plan I*. After the thesis has been accepted by the Department and the written examination has been passed, the student is required to take an Oral Comprehensive Examination of no more than one hour that will focus on the thesis. The examination is open to members of the Faculty and will be given by a Committee consisting of the Thesis Advisor as Chair and two Readers appointed by the Associate Chair for Graduate Studies.
   b. *Plan II*. The Associate Chair for Graduate Studies will select three examiners for a student pursuing Plan II. The Oral Comprehensive Examination of no more than one hour will cover work done in formal courses and seminars in the major field, as well as the reading list for the exam.

A Comprehensive Examination may be postponed for one semester with the approval of the Graduate Committee and the Chair of the Department. Postponement of the examination for a second time will require the approval of the Faculty. Under Graduate School Rules, a failed M.A. Comprehensive Examination may be retaken after a period of time determined by the examining committee. M.A. Comprehensive Examinations may only be retaken once. Students must be registered as a regular degree-seeking student when they take the exam.

10. Ph.D. Program Details

10.1 Details of the Ph.D. Degree

1. ***Quality of Graduate Work***
   Students are required to maintain a grade point average of 3.0 (=B). No grade below B- may be counted toward the Ph.D.
2. ***Course Load***
   a. All full-time students in the first year of the Ph.D. program are strongly encouraged to carry a full course load of 3 courses (9 hours) per semester. First- year Ph.D. students who do not have teaching obligations and are supported either by a fellowship or a research assistantship are expected to carry this load.
   b. Advanced full-time students in the Ph.D. program would typically carry a reduced load of 2 courses (6 hours) per semester, provided they are making adequate progress toward the degree. With the permission of the Associate Chair for Graduate Studies, 1-3 hours of dissertation credit or 2-3 hours of Independent Study may be substituted for one classroom course; however, no more than 10 hours of dissertation credit may be accumulated prior to the semester of taking the Oral Comprehensive Examination.
   c. Ph.D. Candidates (i.e., students having passed the Oral Comprehensive Examination) must be registered for 5-10 hours of dissertation credit per semester.
3. ***Part-Time Students***
   Students who wish to pursue a degree on a part-time basis (i.e., carrying less than the minimum number of courses per semester required by the University) must indicate this when applying for admission to the department. Part-time students will arrange with their advisor and the Associate Chair for Graduate Studies for their individual course of study and examination schedule; however, examinations for part-time students will normally be given only at the time of regularly scheduled examinations of the same kind. Part-time students will not normally be considered

for graduate teaching appointments.

4. ***Independent Study Courses***
   All independent study courses must be approved by a faculty sponsor, the Associate Chair for Graduate Studies, and the Chair of the department.
5. ***Termination***
   A student who fails the Greek or Latin preliminary examination twice will be automatically dropped from the program; a student who fails a modern language exam three times will be automatically dropped from the program. Under Graduate School rules, a Comprehensive Examination may be retaken only once. Consequently, a student who fails any Comprehensive Examination twice will be automatically dropped from the program.
6. ***Progress Toward the Degree***
   Students are expected to make reasonable progress toward their degrees. They will be required by the department to take their written or oral examinations at specified regular examination times. Five years is considered a reasonable period for the Ph.D. Successful progress toward the degree is a determining factor in the award of financial support to students in the graduate program. All work for the Ph.D. must be completed within six years from the date coursework was started in the Ph.D. program. For possible extensions, students should consult with the Graduate School.

10.2 Ph.D. Examinations and Dissertation Rules

1. ***Examination Schedule***
   a. Preliminary exams: Students should pass both of their preliminary examinations in Greek and Latin by the end of their second semester in the Ph.D. program. Students who fail an examination in an ancient language may retake it once.
   b. The Comprehensive Examination may not be taken until all preliminary examinations have been successfully completed.
   c. Under exceptional circumstances, students may petition for an additional semester to complete an exam or other requirement; such petitions must be approved by the full Faculty.
   d. Students who fall behind this schedule will be required to leave the program, unless they petition successfully for an extension.
2. ***Comprehensive Exam***

The topics, one each in the fields of Greek and Roman cultures, are to be selected with

the approval of the Graduate Committee, which will designate an Examination Committee in each field. Students are expected to demonstrate specialized knowledge of primary materials. The examinations will also cover the secondary literature on the topic, including, where relevant, the manuscript and editorial traditions. Students should circulate to the Exam Committee a syllabus of their own design for a future graduate seminar on each special topic at least one week before the exam. The oral portion of the examination will cover the student's broad area of specialization in language and literature, ancient history, archaeology, philosophy, or religion. Students are expected to demonstrate familiarity with primary and secondary sources as well as related issues such as social and historical context, and current theoretical trends in the field. Students should be able to discuss the authors represented on the Ph.D. translation exam reading lists, demonstrating not only a fundamental understanding of those authors but also awareness of current scholarship about them. The Examining Board for the oral portion of the Exam shall consist of the student's Advisory Committee and additional members appointed by the Graduate Committee, to a minimum total of five with the Chair of the Advisory Committee as Chair of the Examining Board. Students should consult with their examining committees at least two months before the exam date and should plan to meet with committee members again before the exam.

3. ***Dissertation Director and Committee***
   As soon as an area of specialization has been determined, the student will request the faculty member with whom the student wishes to work to act as Dissertation Director and Chair of the Advisory Committee. With the advice and approval of the Graduate Committee and the Dissertation Director, the student will select two additional Advisory Members of the Dissertation Committee, one of whom may be chosen from another department.
4. ***Dissertation Prospectus***
   The Dissertation Prospectus should provide a clear written outline of the dissertation, including major themes to be explored and a chapter-by-chapter outline, as well as an extensive bibliography. Students are expected to demonstrate familiarity with their field, a thorough knowledge of primary and secondary sources, current trends in scholarship, and a clearly articulated sense of their novel contributions to the field. The prospectus should be roughly four to five thousand words long, plus bibliography, and will be circulated to the Dissertation Advisory Committee; the Dissertation Advisory Committee will decide if the prospectus is acceptable.
5. ***Dissertation***
   The dissertation must be finished and submitted to the committee at least 45 days

before the date of the Final Examination. It must be formally approved by the Dissertation Advisory Committee and made available to the Faculty for inspection at least one week before the date of the Final Examination. The dissertation must meet the format requirements of the Graduate School. Students should consult the University Catalog and confer with the Graduate School for specifications and deadlines.

6. ***Final Examination***
   The Final Examination is the oral defense of the dissertation before a Committee appointed by the Dean of the Graduate School. The Committee will consist of at least five members, three of whom must be Boulder Campus faculty and one of whom must be from outside the department. More than one dissenting vote will disqualify the candidate in the Final Examination. Upon the recommendation of the Examining Committee, a candidate who fails the Final Examination may retake it once. The examination is open to anyone.

11. Reading Lists for Comprehensive Examinations

11.1 Note on Ph.D. Reading Lists

The respective reading lists form the basis of the Translation Examinations for the Ph.D., which test competence in the Greek and Latin languages. They are not intended to limit the candidate's reading, but to indicate the range of authors and works in which linguistic competence is expected.

11.2 Greek Ph.D. Reading List

This list is intended to help you prepare for the Greek Ph.D. preliminary examination. That exam is a test of your competence in Greek and your familiarity with the field of Greek literature, rather than a test on this list. Read as much as you can in preparation, in the knowledge that acquaintance with all of these texts constitutes preparation for a career in Classics.

M.A. students planning to continue to a Ph.D. are strongly encouraged to take a Ph.D.-level exam, even while registered in the M.A. program. An M.A. student who takes the Ph.D. exam and passes it at the Ph.D. level (**85%** or higher) will, as a result, be qualified for their M.A. (pending satisfactory fulfillment of the other M.A. requirements) and be considered to have passed the Greek Ph.D. preliminary exam, if they continue into the Ph.D. program at this institution. A pass mark of **95%** or higher on the Ph.D.-level exam results in a pass with distinction. An M.A. student who passes a Ph.D.-level exam at the M.A. level (**75% - 84%**) may earn their M.A. on that basis, pending satisfactory fulfillment of the other M.A.

requirements, but would be required to re-take the Greek Ph.D. preliminary exam if admitted to the Ph.D. program.

The exam will consist of two sections: A. Translation; B. Passage analysis:

> A. The translation section will consist of two out of three passages of poetry and two out of three passages of prose to be translated, all to be drawn from the published list. Each poetry passage will be **ca. 20-25** lines in length, and the prose passages of 150-200 words. The analysis section will require exam-takers to discuss one out of two passages of prose and one out of two passages of poetry, all to be drawn from the posted list.

Instructions as they appear on the exam paper are given below.

Substitutions to the present list: students may propose substitutions of equivalent difficulty and length; these substitutions would need to be approved by the ACGS in consultation with the graduate committee.

As you read the texts, we recommend supplementing your reading by background reading in one of the standard literary histories, e.g. T. Whitmarsh (2004) *Ancient Greek Literature*,

Cambridge, P. E. Easterling and B. M. W. Knox, eds. (1989) *The Cambridge History of Classical Literature*, Cambridge (volume 1), or A. Lesky (1966) *A History of Greek Literature*, New York. You will find all of these in **HUMN 350**. No Classics library books should leave their respective rooms! Further advice on secondary reading on individual authors is available from faculty.

Instructions as they appear on the exam:

> Ia. Translation: Prose. Translate two of the following passages into accurate and idiomatic English.
>
> Ib. Translation: Poetry. Translate two of the following passages into accurate and idiomatic English.
>
> II. Select one of the following two passages of poetry in (a) and one of the two passages of prose in (b), and write an analytical essay on each. If you can, identify the author, work, and location of the passage within the work; the author's date, historical milieu, and the context of the passage or work within the author's career; speakers and others referred to directly or indirectly; and places, events, or other important points of reference. Comment on significant themes as well as formal features such as meter or rhythm, dialect, and genre; if possible identify the performance venue, occasion, or intended readership. Paraphrase is not necessary and should not be used for its own sake, but you may use it to support interpretation

of the text.

Greek Ph.D. Reading List

Andocides	***On the Mysteries*** (MacDowell: Oxford 1962)
Antiphon	***Against the Stepmother, Tetralogies*** (Gagarin: CGLC 1997)
Aeschylus	***Agamemnon*** (Raeburn and Thomas: Oxford 2011), ***Choephori*** (Garvie: Oxford 1986), ***Eumenides*** (Sommerstein: CGLC 1989)
Apollonius of Rhodes	***Argonautica*****, Book 3** (Hunter: CGLC 1989)
Aristophanes	***Clouds*** (Dover: Oxford 1968); ***Birds*** (Dunbar: Oxford 1995); ***Lysistrata*** (Henderson: Oxford 1987); ***Frogs*** (Dover: Oxford 1993)
Aristotle	***Ethics*** **1; *Politics* 1**; ***Athenaion Politeia*** **1-41** (Rhodes: Oxford 1981); ***Poetics*** (Lucas: Oxford 1968)
Bacchylides	**3, 5, 6, 17, 18** as in H. Maehler, *Bacchylides: A Selection* (CGLC 2004)
Callimachus	***Aetia*****, frr. 1-2, 67-75, 110** (Harder: Oxford 2012); ***Hymn*** **2** (Williams: Oxford 1978; Stephens: Oxford 2015); ***Epigrams*** (Gow and Page, *Hellenistic Epigrams*: Cambridge 1965)
Demosthenes	***Philippics*** **1** (Wooten: Oxford 2008); ***Against Conon*** (Carey and Reid: CGLC 1985); ***For Phormio*** (Pearson: Scholars Press 1972)
Elegy and Iambus	As in W. Allan, *Greek Elegy and Iambus: A Selection* (CGLC 2019)
Euripides	***Alcestis*** (Dale: Oxford 1961; Parker, Oxford 2007); ***Medea*** (Mastronarde: CGLC 2002); ***Hippolytus*** (Barrett: Oxford 1964); ***Bacchae*** (Dodds: Oxford 1960, 2nd ed.)

Gorgias	***Helen*** (MacDowell: Bristol Classical Press 1982)
Herodotus	**Books 1.1-130** (Asheri, Lloyd, Corcella: Oxford 2007); **5** (Hornblower: CGLC 2013); **8** (Bowie: CGLC 2007)
Hesiod	***Theogony*** (West: Oxford 1966); ***Works and Days*** (West: Oxford 1978)
Hippocrates	***Airs, Waters, Places*** (Hayes and Nimis: Faenum Publishing 2013)
Homer	***Iliad*** (1-4 Kirk: Cambridge; 5-8 Kirk: Cambridge; 9-12 Hainsworth; 13-16 Janko: Cambridge; 17-20 Edwards; 21-24 Richardson: Cambridge; 1 Pulleyn: Oxford; 6 Graziosi and Haubold: CGLC; 9 Griffin: Oxford; 22 de Jong CGLC*;* 24 Macleod CGLC ***Odyssey*** 1-8 (Heubeck, West, and Hainsworth: Oxford); 6-8 (Garvie, CGLC); 9- 16 (Heubeck and Hoekstra: Oxford); 17-24 (Russo, Fernandez-Galliano, and Heubeck: Oxford); 13-14 (Bowie, CGLC); 17-18 (Steiner, CGLC); 19-20 (Rutherford CGLC)
Homeric Hymns	***Hymn* 2** (Richardson: Oxford 1974; Foley: Princeton 1993), ***Hymn* 5** (Faulkner: Oxford 2008; Olson: de Gruyter 2012; Richardson CGLC: Cambridge 2010,)
Isocrates	***Panegyricus*** (Usher: Aris and Phillips 1990)
Longus	***Daphnis and Chloe***
Lyric Poetry	As in F. Budelmann, *Greek Lyric: A Selection* (CGLC 2018)
Lysias	**1** (Carey: CGLC 1990; Todd: Oxford 2007); **12** (Edwards: Bristol Classical Press 1999; Todd: Oxford 2020)

Menander	***Dyskolos*** (Handley 1965)
Pindar	***Olympians* 1, 2** (Willcock CGLC), **7** (Willcock CGLC),**14**; ***Pythians* 1, 8, 10**; ***Nemeans* 6, 7, 8, 10** (*Olympians* and *Pythians*, Gildersleeve: New York 1899; *Nemeans*, Bury: Macmillan 1890; *Isthmians*, Bury: Macmillan 1892)
Plato	***Apology* and *Crito*** (Burnet: Oxford 1924)*;* ***Symposium*** (Dover: CGLC 1980)*;* ***Republic* 6, 7, 10** (Adam: Cambridge 1902)
Plutarch	***Pericles*** (Stadter 1989)
Polybius	**Book 6** (Walbank I: Oxford Clarendon 1957)
Sophocles	***Ajax*** (Finglass: Cambridge 2011; Stanford: Macmillan 1963, Bristol Classical Press reprint); ***Antigone*** (***Antigone*** (Griffith: CGLC 1999) ***Oedipus Tyrannus*** (Dawe: CGLC rev. ed. 2006)*,* ***Oedipus at Colonus*** (Jebb: Bristol Classical Press reprint of 1900 edition, Cambridge; Critical text: Lloyd-Jones and Wilson: Oxford 1990)
Theocritus	***Idylls* 1, 7, 11, 13** (Gow: Cambridge 1952; Dover: Macmillan 1971 (BCP reprint); Hunter: CGLC 1999 has commentary on 7, 11, 13)
Thucydides	**Book 1, 3, 5.84-116; 6** (Gomme, Andrewes, Dover: Oxford Clarendon 1945-1981; Hornblower I and III: Oxford Clarendon 1991, 2008); **2** (Rusten: CGLC 1989)
Xenophon	***Hellenica* 2** (Krentz: Aris and Phillips 1995; Underhill: reprint by Bristol Classical Press 1991); ***Athenaion Politeia*** (Frisch 1942; Marr and Rhodes: Aris and Philips 2008)

11.3 Latin Ph.D. Reading List

This list is intended to help you prepare for the Latin Ph.D. preliminary examination. That exam is a test of your competence in Latin and your familiarity with the field of Latin

literature, rather than a test on this list. Read as much as you can in preparation, in the knowledge that acquaintance with all of these texts constitutes preparation for a career in Classics.

M.A. students planning to continue to a Ph.D. are strongly encouraged to take a Ph.D.-level exam, even while registered in the M.A. program. An M.A. student who takes the Ph.D. exam and passes it at the Ph.D. level (**85%** or higher) will, as a result, be qualified for their M.A. (pending satisfactory fulfillment of the other M.A. requirements) and be considered to have passed the Latin Ph.D. preliminary exam, if they continue into the Ph.D. program at this institution. A pass mark of **95%** or higher on the Ph.D.-level exam results in a pass with distinction. An M.A. student who passes a Ph.D.-level exam at the M.A. level (**75% - 84%**) may earn their M.A. on that basis, pending satisfactory fulfillment of the other M.A. requirements, but would be required to re-take the Latin Ph.D. preliminary exam if admitted to the Ph.D. program.

The exam will consist of two sections: A. Translation; B. Passage analysis:

> A. The translation section will consist of two out of three passages of poetry and two out of three passages of prose to be translated, all to be drawn from the published list. Each poetry passage will be **ca. 20-25** lines in length, and the prose passages of 150-200 words
>
> B. The analysis section will require exam-takers to discuss one out of two passages of prose and one out of two passages of poetry, all to be drawn from the published list.

Instructions as they appear on the exam paper are given below.

Substitutions to the present list: students may propose substitutions of equivalent difficulty and length pertaining to up to two prose and two verse authors; these substitutions would need to be approved by the graduate director in consultation with the graduate committee.

Copies of all texts and commentaries recommended are available in Norlin and in the Classics library in Eaton Humanities (**HUMN 345**); please alert the Chair of the Library Committee if you find any missing from either library. Those wishing to build their own Classics libraries (e.g. those planning to pursue a Ph.D.) may wish to consider purchasing personal copies of the texts and commentaries recommended as an investment for the future.

As you read the texts, we recommend reading the introductions to the commentaries listed below, especially those in the Cambridge Greek and Latin Classics series. We also recommend supplementing your reading of the Latin text by background reading in one of the standard literary histories, e.g. G.B. Conte's Latin Literature: A History, transl. J.B.

Solodow, rev. D. Fowler and Glenn Most, Baltimore & Laton (John Hopkins) or the Cambridge History of Classical

Literature, Vol. 2. You will find both of these in **HUMN 350**. No Classics library books should leave their respective rooms! Further advice on secondary reading on individual authors is available from faculty.

Instructions as they appear on the exam:

> Ia. Translation: Prose (1 hour). Translate two of the following passages into accurate and idiomatic English.
>
> Ib. Translation: Poetry (1 hour). Translate two of the following passages into accurate and idiomatic English.
>
> II. Select one of the following two passages of poetry in (a) and one of the two passages of prose in (b) and write an analytical essay on each (60 minutes total). If you can, identify the author, work, and location of the passage within the work; the author's date, historical milieu, and the context of the passage or work within the author's career; speakers and others referred to directly or indirectly; and places, events, or other important points of reference. Comment on significant themes as well as formal features such as meter or rhythm, dialect, and genre; if possible identify the performance venue, occasion, or intended readership. Paraphrase is not necessary and should not be used for its own sake, but you may use it to support interpretation of the text.

Latin Ph.D. Reading List

Apuleius	***Metamorphoses* 4.28–6.24** (Kenney: CGCL 1990)
Augustine	***Confessions* 1** (Clark: Cambridge Imperial Library 2005; O'Donnell: Oxford)
Ausonius	***Moselle*** (Green: Oxford 1991)
Caesar	***Civil Wars* 1** (Carter: Aris and Phillips 1991; Kramer / Hofmann: Berlin 1881 [German]) ***Gallic Wars* 5** (Holmes: Oxford 1914; Kelsey: Boston 1897, repr. 2007; Kramer / Dittenberger: Berlin 1881 [German])

Catullus	**all** (Fordyce: Oxford 1961, where available; Kroll: ed. 5 Stuttgart 1959 [German]; Quinn: London 1973 where Fordyce is not available)
Cicero	***In Catilinam* 1-4** (Dyck: CGLC 2008) ***Pro Caelio*** (Austin: Oxford 1960, with many reprints; Dyck: CGLC 2013; Keitel and Crawford: Focus 2009 is also available) ***De Oratore* 1.1–23** (Kumaniecki's Teubner: Leipzig 1969; Wilkins 1892) ***Select Letters*** (Shackleton Bailey: CGLC 1980) ***Somnium Scipionis*** (Zetzel: CGLC 1995 = De Re Publica, Book 6)
Ennius	***Annals*** (Skutsch: Oxford 1985; for now, use Warmington's Loeb translation for guidance) Fragments of the Tragedies: ***Medea Exul*** (Jocelyn: Cambridge 1967)
Horace	***Odes:*** **1**(Mayer: CGLC 2012; Nisbet & Hubbard: Oxford 1970) **2** (Nisbet & Hubbard: Oxford 1978) **3** (Nisbet & Rudd: Oxford 2004) **4** and Carmen Saeculare (Thomas: CGLC 2011) ***Epodes*** (Watson: Oxford 2003; Mankin: CGLC) 1995) ***Epistles* 1** (Mayer: CGLC 1994) ***Ars Poetica*** (Rudd: CGLC 1989; Brink: Cambridge 1971) ***Satires* 1. 1, 4–6, 8–10** (Gowers: CGLC 2012)
Jerome	***Epistula* 52 to Nepotian** (Cain: Brill, 2013) ***Epistula* 108 to Eustochium** (Cain: Oxford, 2013)
Juvenal	***Satires* 1-5** (Braund: CGLC 1996; you may also find Courtney: London 1980 useful; reissued in paperback in 2013, by California Classical Studies)
Livy	**Book 1** (Gould & Whiteley: London 1952, repr. BCP 1987; Ogilvie: Oxford 1965) **Book 21** (Weissenborn-Müller: Berlin 1965 [German]) (See Kraus: CGLC 1995 for a good introduction to Livy.)

Livius Andronicus	***Odusia*** (Warmington: Loeb 1936 with reprints; Flores: Naples 2011 [Italian])
Lucan	***Bellum Civile*** **Book 1,** (Roche: Oxford 2009) **Book 7** (Lanzarone: Florence 2016) (See Fantham: CGLC 1992 for a good introduction to Lucan.)
Lucretius	**Book 1** (Leonard & Smith: Wisconsin 1970) **Book 3.1–30, 417-1094** (Kenney: CGLC 1971) **Book 5.772–1457** (Gale: Oxford 2009)
Martial	***Select Epigrams*** (Watson and Watson: CGLC 2003)
Naevius	***Bellum Punicum*** (Barchiesi: Padua 1962 [Italian]; Flores: Naples 2011 [Italian]) ***Tarentilla*** (Warmington: Loeb 1936, with reprints)
Ovid	***Ars Amatoria* 1** (Hollis: Oxford 1977) ***Amores* 1** (McKeown: Liverpool 1987; Barsby: Oxford 1973 = BCP 1979) ***Metamorphoses*** (Galasso: Torino 2000 on all books) **Book 1** (Lee: BCP 1953, repr. 1992; Anderson: Oklahoma 1997; Barchiesi: Rome 2005- [Italian] so far for Met. 1-9*)* **Book 8** *(*Hollis: Oxford 1970; Barchiesi as above*)* **Book 14** *(Myers: CGLC 2009)* **Book 15.745-879** ***Heroides*** (Knox: CGLC 1996) ***Fasti* 4** (Fantham: CGLC 1998)
Petronius	***Satyricon* 26-78: the *Cena Trimalchionis*** (Smith and/or Schmeling)

Plautus	***Amphitruo*** (Christenson: CGLC 2000) ***Pseudolus*** (Wilcock: BCP 1987) ***Menaechmi*** (Gratwick: CGLC 1993) (Please note that for Plautine metre one of the most helpful starting-guides is to be found in the introduction to Christenson's commentary to the *Amphitruo*.)
Pliny the Younger	***Epistles*** (Sherwin-White: Oxford 1966) ***1.1*** ***2*** (all) (Whitton: CGLC 2013) ***6.16, 20*** ***9.33*** ***10.96, 97*** ***Panegyricus* 1-10 (Mynors: OCT 1964)**
Propertius	**Book 1** (Camps: Cambridge 1961; Fedeli: Florence 1980 [Italian]) **Book 3. 1–3** (Camps: Cambridge 1966; Fedeli: Bari 1985 [Italian]) **Book 4** (Hutchinson: CGLC 2006)
Prudentius	***Psychomachia*** (Burton: Bryn Mawr 1989)
Quintilian	***Institutio Oratoria* 10.1** (Peterson: Oxford 1903)
Sallust	***Bellum Catilinae*** (Ramsey: APA 1984; ed. 2, 2007) ***Histories, Preface & Book 1*** (La Penna & Funari: De Gruyter 2015). Further speeches and letters: ***speech of Cotta (Book 2), letter of Pompey (Book 2), speech of Macer (Book 3), letter of Mithridates (Book 4)***; use Reynolds' 1991 OCT for text. For advice and support on *Hist*. 1-5, use Ramsey: Loeb 2015 and McGushin: Oxford 1992.
Seneca	***Thyestes*** (Tarrant: APA 1985) ***Epistles* 47; 51; 55; 56; 86; 99; 114** (use Reynolds' OCT; Summers: London 1920, repr. 1965 for advice) ***Apocolocyntosis*** (Eden: CGLC 1984) ***De clementia*** (Braund: Oxford 2011)

Statius (Hill: Leiden 1983)	***Thebaid* 9** (Dewar: Oxford 1991) ***Achilleid*** (McNelis: OUP 2024) ***Siluae* 2.7** (Newlands: CGLC 2011)
Suetonius	***Augustus*** (Wardle: Oxford 2014)
Tacitus	***Agricola*** (Kraus & Woodman: CGLC 14) ***Histories* 1** (Damon: CGLC 2003) ***Dialogus*** (Mayer: CGLC 2001) ***Annals* 1** (Goodyear: Cambridge 1972); **4** (Woodman and Martin: CGLC 1989); Furneaux: Oxford, ed. 2, 1896 for both.
Terence	***Adelphoe*** (Martin: CGLC 1976) ***Eunuch*** (Barsby: CGLC 1999)
Tibullus	**Book 1** (Maltby: Cambridge 2002; Flower Smith: New York 1913, repr. Darmstadt 1964, 1985) **Book 3.13-18** (Sulpicia)
Vergil	***Eclogues*** (Clausen: Oxford 1994 and/or Coleman: CGLC 1977) ***Georgics*** (Thomas: CGLC 1988 and/or Mynors: Oxford 1990) ***Aeneid*** **1** (Austin: Oxford 1971) **2** (Austin: Oxford 1964; Horsfall: Brill 2008) **3** (Williams: Oxford 1963, repr. BCP 1990; Horsfall: Brill 2006) **4** (Austin: Oxford 1963) **5** (Williams: Oxford 1960, repr. BCP 1981) **6** (Austin: Oxford 1977; Norden, ed. 3 Leipzig 1927, with many reprints [German]) **7** (Horsfall: Brill 2000) **8** (Williams: London 1973, repr. BCP 1996 – this edition covers Aen. 7-12, Fordyce: Oxford 1977, repr. BCP 1993 on Aen. 7-8) **9** (Hardie: CGLC 1995) **10** (Harrison: Oxford 1997)

	11 (Horsfall: Brill 2011) **12** (Tarrant: CGLC 2012)

11.4 Greek M.A. Reading List

This list is intended to help you prepare for the M.A. Greek preliminary examination. That exam is a test of your competence in Greek and your familiarity with the field of Greek literature, rather than a test on this list. Read as much as you can in preparation. The pass mark is **80%**.

M.A. students planning to continue to a Ph.D. are strongly encouraged to take a Ph.D.-level exam, even while registered in the M.A. program. An M.A. student who takes the Ph.D. exam and passes it at the Ph.D. level (**85%** or higher) will, as a result, be qualified for their M.A. (pending satisfactory fulfillment of the other M.A. requirements) and be considered to have passed the Greek Ph.D. preliminary exam, if they continue into the Ph.D. program at this institution. A pass mark of **95%** or higher on the Ph.D.-level exam results in a pass with distinction. An M.A. student who passes a Ph.D.-level exam at the M.A. level (**75% - 84%**) may earn their M.A. on that basis, pending satisfactory fulfillment of the other M.A. requirements, but would be required to re-take the Greek Ph.D. preliminary exam if admitted to the Ph.D. program.

The exam will consist of two sections: A. Translation; B. Passage analysis:

> A. The translation section will consist of two out of three passages of poetry and two out of three passages of prose to be translated, all to be drawn from the published list. Each poetry passage will be **ca. 20-25** lines in length, and the prose passages of 150-200 words.
>
> B. The analysis section will require exam-takers to discuss one out of two passages of prose and one out of two passages of poetry, all to be drawn from the published list.

Instructions as they appear on the exam paper are given below.

Substitutions to the present list: students may propose substitutions of equivalent difficulty and length; these substitutions would need to be approved by the graduate director in consultation with the graduate committee.

As you read the texts, we recommend supplementing your reading by background reading in one of the standard literary histories, e.g. T. Whitmarsh (2004) *Ancient Greek Literature*, Cambridge, P. E. Easterling and B. M. W. Knox, eds. (1989) *The Cambridge History of Classical Literature*, Cambridge (volume 1), or A. Lesky (1966) *A History of Greek Literature*,

New York. You will find all of these in HUMN 350. No Classics library books should leave their respective rooms! Further advice on secondary reading on individual authors is available from faculty.

Instructions as they appear on the exam:

> Ia. Translation: Prose. Translate two of the following passages into accurate and idiomatic English.
>
> Ib. Translation: Poetry. Translate two of the following passages into accurate and idiomatic English.
>
> II. Select one of the following two passages of poetry in (a) and one of the two passages of prose in (b), and write an analytical essay on each. If you can, identify the author, work, and location of the passage within the work; the author's date, historical milieu, and the context of the passage or work within the author's career; speakers and others referred to directly or indirectly; and places, events, or other important points of reference. Comment on significant themes as well as formal features such as meter or rhythm, dialect, and genre; if possible identify the performance venue, occasion, or intended readership. Paraphrase is not necessary and should not be used for its own sake, but you may use it to support interpretation of the text.

The comprehensive examination for candidates for the M.A. degree in Greek is the same as the preliminary examination in Greek for Ph.D. candidates. It is based on the Greek Ph.D. reading list and follows the format described under Graduate/Graduate Degrees in Classics/M.A. in Greek or Latin.

Greek M.A. Reading List

Andocides	***On the Mysteries*** (MacDowell: Oxford 1962)
Antiphon	***Against the Stepmother, Tetralogies*** (Gagarin: CGLC 1997)
Aeschylus	***Agamemnon*** (Raeburn and Thomas: Oxford 2011)
Archilochus	As in W. Allan, *Greek Elegy and Iambus: A Selection* (CGLC 2019)

Aristophanes	***Clouds*** (Dover: Oxford 1968) ***Lysistrata*** (Henderson: Oxford 1987)
Aristotle	***Poetics*** (Lucas: Oxford 1968)
Callimachus	***Aetia*****, frr. 1-2, 67-75, 110** (Harder: Oxford 2012)
Demosthenes	***Philippics*** **1** (Wooten: Oxford 2008) ***Against Conon*** (Carey and Reid: CGLC 1985) ***For Phormio*** (Pearson: Scholars Press 1972)
Euripides	***Alcestis*** (Dale: Oxford 1961; Parker: Oxford 2007) ***Medea*** (Mastronarde: CGLC 2002)
Herodotus	**Books 1.1-130** (Asheri, Lloyd, Corcella: Oxford 2007)
Hesiod	***Theogony*** (West: Oxford 1966)
Hippocrates	***Airs, Waters, Places*** (Hayes and Nimis: Faenum Publishing 2013)
Homer	***Iliad*** **Books 1, 9, 18, 22, 24** ***Odyssey*** **Books 9-12**
Lysias	**1** (Carey: CGLC 1990; Todd: Oxford 2007) **12** (Edwards: Bristol Classical Press 1999; Todd: Oxford 2020)
Pindar	***Olympian*** **1** ***Pythian*** **8**

	***Nemean* 6** ***Isthmian* 8**
Plato	***Symposium*** (Dover: CGLC 1980) ***Apology*** (Burnet 1924) ***Crito*** (Burnet 1924)
Sappho	As in F. Budelmann, *Greek Lyric: A Selection* (CGLC 2018)
Sophocles	***Antigone*** (Griffith: CGLC 1999) ***Oedipus Tyrannus*** (Dawe: CGLC rev. ed. 2006),
Theocritus	***Idylls* 1, 7, 11**
Thucydides	**Book 2** (Rusten: CGLC 1989), **Book 3.37-3.50** **Book 5.84-119**
Xenophon	***Hellenica* 2** (Krentz: Aris and Phillips 1995; Underhill: reprint by Bristol Classical Press 1991)

11.5 Latin M.A. Reading List

This list is intended to help you prepare for the M.A. Latin preliminary examination. That exam is a test of your competence in Latin and your familiarity with the field of Latin literature, rather than a test on this list. Read as much as you can in preparation. The pass mark is **80%**.

M.A. students planning to continue to a Ph.D. are strongly encouraged to take a Ph.D.-level exam, even while registered in the M.A. program. An M.A. student who takes the Ph.D. exam and passes it at the Ph.D. level (85% or higher) will, as a result, be qualified for their M.A. (pending satisfactory fulfillment of the other M.A. requirements) and be considered to have passed the Ph.D. Latin preliminary exam, if they continue into the Ph.D. program at this institution. Both the Ph.D. and the M.A. reading lists are printed below, in order to illustrate

the strong relationship between the two.

The exam will consist of two sections: A. Translation; B. Passage analysis:

> A. The translation section will consist of two out of three passages of poetry and two out of three passages of prose to be translated, all to be drawn from the published list. Each poetry passage will be **ca. 20-25 lines** in length, and the prose passages of 150-200 words.
>
> B. The analysis section will require exam-takers to discuss one out of two passages of prose and one out of two passages of poetry, all to be drawn from the published list.

Instructions as they appear on the exam paper are given below.

Substitutions to the present list: students may propose substitutions of equivalent difficulty and length pertaining to up to two prose and two verse authors; these substitutions would need to be approved by the graduate director in consultation with the graduate committee.

Such substitutions should be drafted in consultation with an appropriate faculty advisor, who will become the chair of the examination committee. Any substitutions must have been chosen and approved two semesters prior to that in which the exam will be taken.

Copies of all texts and commentaries recommended are available in Norlin and in the Classics library in Eaton Humanities (**HUMN 345**); please alert the Chair of the Library Committee if you find any missing from either library. Those wishing to build their own Classics libraries (e.g. those planning to pursue a Ph.D.) may wish to consider purchasing personal copies of the texts and commentaries recommended as an investment for the future.

As you read the texts, we recommend reading the introductions to the commentaries listed below, especially those in the Cambridge Greek and Latin Classics series. We also recommend supplementing your reading of the Latin text by background reading in one of the standard literary histories, e.g. G.B. Conte's *Latin Literature: A History*, transl. J.B. Solodow, rev. D. Fowler and Glenn Most, Baltimore & Laton (John Hopkins) or the *Cambridge History of Classical Literature*, Vol. 2. You will find both of these in **HUMN 350**. No Classics library books should leave their respective rooms! Further advice on secondary reading on individual authors is available from faculty.

Instructions as they appear on the exam:

> Ia. Translation: Prose. Translate two of the following passages into accurate and idiomatic English.
>
> Ib. Translation: Poetry. Translate two of the following passages into accurate and

idiomatic English.

II. Select one of the following two passages of poetry in (a) and one of the two passages of prose in (b), and write an analytical essay on each. If you can, identify the author, work, and location of the passage within the work; the author's date, historical milieu, and the context of the passage or work within the author's career; speakers and others referred to directly or indirectly; and places, events, or other important points of reference. Comment on significant themes as well as formal features such as meter or rhythm, dialect, and genre; if possible identify the performance venue, occasion, or intended readership. Paraphrase is not necessary and should not be used for its own sake, but you may use it to support interpretation of the text.

Latin M.A. Reading List

Caesar	***Civil Wars* 1** (Carter: Aris and Phillips 1991; Kramer / Hofmann: Berlin 1881 [German]) ***Gallic Wars* 5** (Holmes: Oxford 1914; Kelsey: Boston 1897, repr. 2007; Kramer / Dittenberger: Berlin 1881 [German])	
Catullus	**1-64, 70-116** (Fordyce: Oxford 1961, where available; Kroll: ed. 5 Stuttgart 1959 [German]; Quinn: London 1973 where Fordyce is not available)	
Cicero	***In Catilinam* 1-4** (Dyck: CGLC 2008) ***Pro Caelio*** (Austin: Oxford 1960, with many reprints; Dyck: CGLC 2013; Keitel and Crawford: Focus 2009 is also available) ***Select Letters*** (Shackleton Bailey: CGLC 1980) 1 (Att. 1.5), 3 (Att. 1.2), 4 (Fam. 5.1), 5 (Fam. 5.2), 7 (Att. 2.14), 9. (Fam. 14.2), 11 (Att. 4.3), 13 (Att. 4.5), 15 (Fam. 5.12), 18 (Fam. 7.1), 19 (Q. fr. 2.10), 20 (Fam. 7.5), 21 (Fam. 7.6), 25 (Att. 5.14), 26 (Fam. 15.1), 29 (Fam. 15.6), 32 (Att. 7.4), 34 (Fam. 14.18), 36 (Att. 8.1), 39 (Fam. 14.7), 41 (Att. 11.5), 42 (Fam. 14.12), 44 (Fam. 9.1), 45 (Fam. 9.18), 52 (Fam. 5.16), 67 (Att. 14.13B), 68 (Att. 14.21), 69 (Att. 15.1a), 70 (Att. 15.11), 74 (Fam. 12.3), 75 (Att. 16.9), 76 (Fam. 12.22) ***Somnium Scipionis*** (Zetzel: CGLC 1995 = De Re Publica, Book 6)	
Horace	***Odes:*** **1**(Mayer: CGLC 2012; Nisbet & Hubbard: Oxford 1970) **2** (Nisbet & Hubbard: Oxford 1978)	

	3 (Nisbet & Rudd: Oxford 2004) ***Satires* 1. 1, 4–6, 8–10** (Gowers: CGLC 2012)	
Juvenal	***Satires* 1, 3** (Braund: CGLC 1996; you may also find Courtney: London 1980 useful; reissued in paperback in 2013, by California Classical Studies)	
Livy	**Book 1** (Gould & Whiteley: London 1952, repr. BCP 1987; Ogilvie: Oxford 1965) (See Kraus: CGLC 1995 for a good introduction to Livy.)	
Lucan	***Bellum Civile*, Book 1** (Roche: Oxford 2009) (See Fantham: CGLC 1992 for a good introduction to Lucan.)	
Lucretius	**Book 1.1-249, 921-50** (Leonard & Smith: Wisconsin 1970) **Book 3.1–30, 417-1094** (Kenney: CGLC 1971) **Book 5.772–1457** (Gale: Oxford 2009)	
Martial	***Select Epigrams* 1, 4, 7, 8, 11, 16, 18, 30, 43, 54, 68, 80, 81, 83, 85** (Watson and Watson: CGLC 2003)	
Ovid	***Ars Amatoria* 1** (Hollis: Oxford 1977) ***Amores* 1** (McKeown: Liverpool 1987; Barsby: Oxford 1973 = BCP 1979) ***Metamorphoses*** (Galasso: Torino 2000 on all books) **Book 1** (Lee: BCP 1953, repr. 1992; Anderson: Oklahoma 1997; Barchiesi: Rome 2005- [Italian] so far for Met. 1-9*)* **Book 8** *(*Hollis: Oxford 1970; Barchiesi as above)	
Petronius	***Satyricon* 26-78*:* the *Cena Trimalchionis*** (Smith and/or Schmeling)	
Plautus	Menaechmi (Gratwick: CGLC 1993) (Please note that for Plautine metre one of the most helpful starting-guides is to be found in the introduction to Christenson's commentary to the *Amphitruo*.)	
Pliny the Younger	***Epistles*** (Sherwin-White: Oxford 1966) **1.1; 6.16, 20; 10.96, 97**	

	***Panegyricus* 1-10** (Mynors: OCT 1964)	
Propertius	**Book 1** (Camps: Cambridge 1961; Fedeli: Florence 1980 [Italian])	
Sallust	***Bellum Catilinae*** (Ramsey: APA 1984; ed. 2, 2007)	
Seneca	***Thyestes*** (Tarrant: APA 1985) ***De clementia*** (Braund: Oxford 2011)	
Statius (Hill: Leiden 1983)	***Thebaid* 9** (Dewar: Oxford 1991)	
Tacitus	***Agricola*** (Kraus & Woodman: CGLC 14) ***Annals* 4** (Woodman and Martin: CGLC 1989); Furneaux: Oxford, ed. 2, 1896.	
Terence	***Adelphoe*** (Martin: CGLC 1976)	
Tibullus	**Book 1** (Maltby: Cambridge 2002; Flower Smith: New York 1913, repr. Darmstadt 1964, 1985) **Book 3.13-18** (Sulpicia)	
Vergil	***Eclogues* 1, 4-6, 9-10** (Clausen: Oxford 1994 and/or Coleman: CGLC 1977) ***Georgics* 1.1-203, 425-515; 3.1-48; 4** (Thomas: CGLC 1988 and/or Mynors: Oxford 1990) ***Aeneid*** **1**(Austin: Oxford 1971)	

	2(Austin: Oxford 1964; Horsfall: Brill 2008) **4**(Austin: Oxford 1963) **6**(Austin: Oxford 1977; Norden, ed. 3 Leipzig 1927, with many reprints [German]) **7**(Horsfall: Brill 2000) **8**(Williams: London 1973, repr. BCP 1996 – this edition covers Aen. 7-12, Fordyce: Oxford 1977, repr. BCP 1993 on Aen. 7-8) **12**(Tarrant: CGLC 2012)	

11.6 Greek History M.A. Reading List

The following list specifies the required readings and options for the M.A. in Classical Antiquity, Special Field examination in Greek History. Students are expected to consult with an appropriate faculty advisor—who will become the chair of the examination committee—and personalize a reading list that will form the basis of their written examination. Students should finalize their list before the summer between their first and second years in the program.

This written exam will constitute half of the three-hour written exam in Classical Antiquity. The exam usually consists of three 30-minute sections. The first includes ID questions based mainly on the General Readings and the Inscriptions and Papyrus selections. The second section will be an essay; you will choose from multiple essay options either on broad topics and/or related to your chosen Thematic Books. The third section will be an essay based on your chosen Special Topic. You can ask the Graduate Director for copies of previous exams in Greek History.

You are more likely to succeed on the exam if you have supplemented your independent work on this reading list with courses in ancient Greek history, ideally here on the graduate level.

General Readings

You should read Pomeroy, Burstein, Donlan, Roberts, and Tandy, *A Brief History of Ancient Greece: Politics, Society, Culture* (5th edn.) carefully for a general overview of Greek history.

You should also read (or reread) the following translated ancient sources.

- Herodotus, *The Landmark Histories* with introduction.
- Thucydides, *The Landmark Thucydides* with introduction.
- Xenophon, *The Landmark Xenophon's Hellenika* with introduction.

- J. M. Moore (ed.), *Aristotle and Xenophon on Democracy and Oligarchy* with all introductions.
- David D. Phillips (ed.), *Athenian Political Oratory: Sixteen Key Speeches* with all introductions.
- Plutarch, *The Rise and Fall of Athens* (Penguin) or Plutarch, *The Age of Alexander* (Penguin) with introductions to the volumes and to individual *Lives*.

Inscriptions and papyrus

In consultation with your faculty advisor, you should select three important inscriptions: one each from Greek Historical Inscriptions 478-404 (eds. Robin Osborne and P.J. Rhodes), *Greek Historical Inscriptions 403-323* (eds. P. J. Rhodes and Robin Osborne), and *The Hellenistic World from Alexander to the Roman Conquest. 2nd ed.* (ed. Michel Austin). (The last book contains other texts too, so be sure to choose an inscription or papyrus.) You should study the three documents carefully in conjunction with their introductions and explanatory material and read one recommended article about each one.

Thematic Books

You should select two of the following books to read. In consultation with your faculty advisor, you should then find and read a book review of each of your choices, a detailed and critical review if possible.

1. Pierre Vidal-Naquet, *The Black Hunter: Forms of Thought and Forms of Society in the Greek World*. 1986/1981.
2. Josiah Ober, *Mass and Elite in Democratic Athens*.1989.
3. Victor Hanson, *The Western Wary of War: Infantry Battle in Classical Greece. 1989.*
4. Edward Cohen, *Athenian Economy and Society: A Banking Perspective. 1992.*
5. David Cohen, *Law Violence and Community in Classical Athens*. 1995.
6. Michael Gagarin, *Writing Greek Law*. 2008.
7. Vincent Azoulay, *Pericles of Athens*. 2014/2011. Trans. Janet Lloyd.
8. *Paul Kosmin, The Land of the Elephant Kings: space, territory, and ideology in the Seleucid Empire. 2014.*
9. *Paulin Ismard, Democracy's Slaves: A Political History of Ancient Greece. 2017/2015. Trans. Jane M. Todd.*

Special Topics

In consultation with your faculty advisor, you should select one special period or topic from the following list. The faculty advisor will help you design a reading list for your chosen topic; this should include ancient texts in translation as well as important scholarly books and articles. As an example, I include a possible list for "Women's History (Athens)" below.

- Alexander the Great
- Athenian Democracy
- Athenian Empire
- Greek Slavery
- History in Homer
- Male Homosexuality
- Ptolemaic Egypt
- Sparta
- The (short) Fourth Century (404-322)
- The Ancient Greek Economy
- Warfare and Society
- Women's History (Athens)

Women's History (Athens) Reading List

Ancient Texts:

Aristophanes, *Lysistrata, Ecclesiazusae, Thesmophoriazusae*

Xenophon, *Oeconomicus* VII-X with Sarah Pomeroy, *Xenophon, Oeconomicus: A Social and Historical Commentary, p. 31-40 and ad loc*.

Lysias, *On the Murder of Eratosthenes*

Isaeus, *On the Estate of Menecles, On the Estate of Ciron, On the Estate of Pyrrhus*

[Dem.], *Against Neaira*

Modern Scholarship:

- de Ste. Croix, G. 1970. "Some observations on the property rights of Athenian

women.” *CR* 20: 273-278.

- Schaps, David. 1977. “The Woman Least Mentioned.” *CQ* 27: 323–30.
- Cohen, D. 1989. “Seclusion, separation, and the status of women in classical Athens.” *G&R* 36: 3-15.
- Foxhall, L. 1989. "Household, gender and property in classical Athens." *CQ* 39: 22-44.
- Hunter, V. 1989. “The Athenian widow and her kin.” *Journal of Family History* 14: 291-311.
- Oakley, J. 2000. "Some ‘Other’ members of the Athenian household: maids and their mistresses in fifth-century Athenian art." In B. Cohen, ed., *Not the Classical Ideal: Athens and the Construction of the Other in Greek Art,* 225-47.
- Gagarin, M. 2001. “Women’s Voices in Attic Oratory.” In Andre Lardinois and Laura McClure, *Making Silence Speak: Women’s Voices in Greek Literature and Society*, Princeton University Press, 2001, pp. 161–76.
- Lewis, S. 2002. *The Athenian Woman: An Iconographic Handbook*. London and New York.
- Johnstone, S. 2003. “Women, property, and surveillance in classical Athens.” ClAnt 22: 247-274.
- Connelly, J. 2007. *Portrait of a Priestess: Women and Ritual in Ancient Greece*. Princeton.
- Campa, N. T. 2019. "*Kurios, Kuria* and the status of Athenian women." *CJ* 114: 257-79.

11.7 Roman History M.A. Reading List

The following list specifies the required readings and options for the M.A. in Classical Antiquity, Special Field examination in Greek History. Students are expected to consult with an appropriate faculty advisor—who will become the chair of the examination committee—and personalize a reading list that will form the basis of their written examination. Students should finalize their list before the summer between their first and second years in the program.

The written exam will constitute half of the three-hour M.A. exam in Classical Antiquity. The exam usually consists of two sections. The first consists of IDs, based mainly on the Political/Military History section of the exam list. The second consists of two essays. You will choose two of four prompts, based primarily on your special fields lists. You can ask the Associate Chair of Graduate Studies for copies of previous exams in Roman history.

You are more likely to succeed on the exam if you have supplemented your independent work on this reading list with courses in Roman history, ideally at the graduate level.

Political and Military History

Please read *The Romans: From Village to Empire* by Boatwright et al. for a narrative overview of key historical themes from the Republican and Imperial periods. You should also read three of the following primary sources in translation, chosen in consultation with the head of your exam committee:

- Livy, *Histories*, Books 1–6, 20, 21, 37, 39
- Polybius, *Histories*, Books 1-6
- Caesar, *Gallic War*
- Caesar, *Civil Wars*
- Appian, *Civil Wars*
- Cicero, *Verrine Orations*
- Cicero, *Catilinarian Orations*
- Sallust, *Catiline and Iugurtha*
- Plutarch, Lives of Coriolanus, Fabius Maximus, Marcellus, Cato the Elder, Tiberius Gracchus, Gaius Gracchus, Sertorius, Brutus, Mark Antony
- Tacitus, *Annals*
- Tacitus, *Histories*
- Tacitus, *Agricola* and *Germania*
- Suetonius, *Lives of the Caesars*
- Dio Cassius, *Roman History*, Books 50-end

Special Fields

In consultation with the head of your exam committee, you should select two special fields from the following list. The committee will help you design a reading list for your special fields, including ancient texts in translation as well as important scholarly books and articles.

1) Social History
2) Economic History
3) Roman Law
4) The Roman Provinces
5) The Roman Army
6) Intellectual Culture and Education
7) Late Antiquity
8) Gender and Sexuality
9) Roman Egypt

Sample Special Fields 1 (Roman Law/Late Antiquity):

Procopius, *Secret History*
Ammianus Marcellinus
Codex Theodosianus bk. 1 + *Gesta Senatus*
Dig. 1

Connolly, *Lives Behind the Laws: The World of the Codex Hermogenianus*
Dillon, *The Justice of Constantine*

Harries, *Law and Empire in Late Antiquity*
Humfress, *Orthodoxy and the Courts in Late Antiquity*
Lenski, *Constantine and the Cities*
Matthews, *The Roman Empire of Ammianus*

Sample Special Fields 2 (Provinces/Gender and Sexuality)
Pliny the Younger, *Letters*, Book 10
Apuleius, *The Golden Ass*
Lucian, *Dialoogues of the Courtesans*
Petronius, *Satyricon*

Alcock, *Graecia Capta*
Brooten, *Love Between Women*
Mazurek, *Isis in a Global Empire*
Milnor, *Gender, Domesticity, and the Age of Augustus*
Sapsford, *Performing the Kinaidos*
Woolf, *Becoming Roman*

11.8 Greek Myth & Religion M.A. Reading List

Be sure to check with an advisor about updates to this list.

The following list offers required readings and choices for the M.A. in Classical Antiquity, Special Field examination in Greek Mythology and Religion. Students are expected to consult with an advisor by March 1 and finalize the reading list which will form the basis of their special field examination by May 1 or the end of their second semester.

Primary Readings

All readings may be done in English. Note that the list assumes that you will devote most of your effort to literary sources. If you wish to devote substantial time to art and archaeology as sources for myth and religion, you may discuss modifications with an advisor.

- Aeschylus, *Oresteia, Prometheus Bound*
- Apollodorus, *Library*
- Euripides, *Alcestis, Medea, Hippolytus, Electra, Iphigenia in Tauris, Bacchae*
- Hesiod, *Theogony*
- Homer, *Iliad*, *Odyssey*
- Homeric Hymns to Apollo, Demeter, Hermes, Aphrodite
- Pindar, *Olympian 1, Pythian 4, Pythian 8, Nemean 6, Isthmian 8*
- Plutarch, *Theseus*
- Sophocles, *Antigone, Oedipus Tyrannus, Oedipus at Colonus, Ajax, Electra*

Introduction: Mythology

A. Required

- Graf, Fritz, *Greek Mythology* (Johns Hopkins 1993).

B. Choose one

- Bremmer, Jan, *Interpretations of Greek Mythology* (Totawa, NJ 1986).
- Csapo, Eric, *Theories of Mythology* (Oxford 2005).
- Edmunds, Lowell, ed., *Approaches to Greek Myth* (Johns Hopkins 1990).

Introduction: Religion

A. Required

- Burkert, Walter, *Greek Religion* (Harvard 1985).

B. Choose one

- Mikalson, Jon, *Religion in Hellenistic Athens* (Berkeley 1998).
- Ogden, Daniel, ed., *A Companion to Greek Religion* (Oxford 2007).
- Parker, Robert, *Athenian Religion: A History* (Oxford 1996).
- Parker, Robert, *Polytheism and Society at Athens* (Oxford 2005).

Cults, Forms of Worship, and Issues

Choose two, or one with follow-up of your choice, to be approved by an advisor.

- Bowden, Hugh, *Classical Athens and the Delphic Oracle: Divination and Democracy* (Cambridge 2005).
- Burkert, Walter, *Homo Necans: The Anthropology of Ancient Greek Sacrificial Ritual and Myth* (Berkeley 1983).
- Burkert, Walter, *Ancient Mystery Cults (Harvard 1987) and George Mylonas, Eleusis and the Eleusinian Mysteries* (Princeton 1961).
- Cole, Susan G., *Landscapes, Gender, and Ritual Space: The Ancient Greek Experience* (Berkeley 2004).
- Connelly, Joan B., *Portrait of a Priestess: Women and Ritual in Ancient Greece* (Princeton 2007).
- Detienne, Marcel, and Jean-Pierre Vernant, eds., *The Cuisine of Sacrifice Among the Greeks* (Chicago 1989).
- Foley, Helene, *The Homeric Hymn to Demeter: Translation, Commentary, and Interpretive Essays* (Princeton 1994).
- Goff, Barbara, *Citizen Bacchae: Women's Ritual Practice in Ancient Greece* (Berkeley 2004).
- Johnston, Sarah I., *Ancient Greek Divination* (Oxford 2008).

- Kearns, Emily, *The Heroes of Attica* (Oxford 1989).
- Kurtz, Donna and John Boardman, *Greek Burial Customs* (Cornell 1971).
- Neils, Jennifer, *Goddess and Polis: The Panathenaic Festival in Ancient Athens* (Princeton 1992) and Jennifer Neils, ed., *Worshipping Athena: Panathenaia and Parthenon* (Madison 1996).
- Otto, Walter, *Dionysus: Myth and Cult* (Indiana 1965) and Thomas H. Carpenter and Christopher A. Faraone, eds., *Masks of Dionysus*(Cornell 1993).
- Parke, H.W., *Festivals of the Athenians* (Cornell 1977) and Erika Simon, *Festivals of Attica: An Archaeological Commentary* (Wisconsin 1983).
- Parker, Robert, *Miasma: Pollution and Purification in Early Greek Religion* (Oxford 1983).

Myth and Religion in Greek Literature

Choose two, or one with follow-up of your choice, to be approved by an advisor.

- Bowie, A.M.*, Aristophanes: Myth, Ritual and Comedy* (Cambridge 1993).
- Clauss, James J. and Sarah Iles Johnston, eds., *Medea: Essays on Medea in Myth, Literature, Philosophy and Art* (Princeton 1997).
- Clay, Jenny S., *The Politics of Olympus: Form and Meaning in the Major Homeric Hymns* (Princeton 1989).
- March, Jennifer, *The Creative Poet: Studies on the Treatment of Myths in Greek Poetry* (London 1987).
- Mikalson, Jon, *Honor Thy Gods: Popular Religion in Greek Tragedy* (Chapel Hill 1991).
- Nagy, Gregory, *The Best of the Achaeans: Concepts of the Hero in Archaic Greek Poetry* (Johns Hopkins 1979).
- Segal, Charles, *Dionysiac Poetics and Euripides' Bacchae* (Princeton 1982).

Landmark books

Choose two, or one with follow-up, in consultation with an advisor.

- Burkert, Walter, *Structure and History in Greek Mythology and Ritual* (Berkeley 1979).
- Buxton, Richard, *Imaginary Greece: The Contexts of Mythology* (Cambridge 1994).
- Buxton, Richard, *Forms of Astonishment: Greek Myths of Metamorphosis* (Oxford 2009).
- Dodds, E.R., *The Greeks and the Irrational* (Berkeley 1951).
- Gordon, R.L., ed., *Myth, Religion and Society: Structuralist Essays by M. Detienne, L. Gernet, J.-P. Vernant, and P. Vidal-Naquet* (Cambridge 1981).
- Lloyd-Jones, H., *The Justice of Zeus* (Berkeley 1971).
- Nietzsche, F., *The Birth of Tragedy, along with M.S. Silk and J.P. Stern, Nietzsche on Tragedy* (Cambridge 1981).
- Nilsson, Martin, *The Mycenean Origins of Greek Mythology* (Cambridge 1932).

- Seaford, Richard, *Reciprocity and Ritual: Homer and Tragedy in the Developing City-State* (Oxford 1994).

11.9 Roman Myth & Religion M.A. Reading List

Be sure to check with advisor about updates to this list.

The following list offers required readings and choices for the M.A. in Classical Antiquity, Special Field examination in Roman Mythology & Religion. Students are expected to consult with an advisor by March 1 and finalize a list which will form the basis of their special field examination by May 1 or the end of their second semester.

I. Primary Readings

All readings may be done in English. Note that the list assumes that you will devote most of your effort to literary sources. If you wish to devote substantial time to art and archaeology as

sources for myth and religion, you may discuss modifications with an advisor.

- Cicero, *De Divinatione, De Natura Deorum*
- Dionysius of Halicarnassus, *Roman Antiquities*, Books 1-2
- Livy, *Ab Urbe Condita*, Book 1
- Firmicus Maternus, On the Error of Profane Religions
- Virgil, *Aeneid*
- Lactantius, *Divine Institutes*
- Eusebius, *Ecclesiastical History*
- Ovid, *Fasti*
- Plutarch, *Isis and Osiris*
- Apuleius, *Metamorphoses*, Book 11
- Minucius Felix, *Octavius*
- Augustine, *City of God*, Books 4-7, Confessions
- Beard, Mary, John North, Simon Price, *Religions of Rome, Vol. II: A Sourcebook* (Cambridge 1999).

II. Introduction: Mythology

A. Required

- M. Grant, *Roman Myths* (New York 1971).

B. Choose at least one.

- Bremmer, J. and N.M. Horsfall, *Roman Myth and Mythography*(London 1987).
- Cornell, T. J., The Beginnings of Rome. *Italy and Rome from the Bronze Age to the*

Punic Wars (c. 1000-264 B.C.) (London 1995)

- Wiseman, T. P., *Remus: A Roman Myth* (Cambridge 1995).
- Wiseman, T. P., *Unwritten Rome* (Exeter 2008).

Introduction: Roman Religion

A. Required

- Beard, Mary, John North, Simon Price, *Religions of Rome, Vol. I: A History* (Cambridge 1998).

B. Choose at least one

- Liebeschuetz, J. H. W. G., *Continuity and Change in Roman Religion* (Oxford 1979).
- Rüpke, J., ed., *A Companion to Roman Religion* (Oxford 2007).
- Scheid, J. *An Introduction to Roman Religion* (Edinburgh 2003).

Topics in Roman Religion

Choose three items (spanning two different categories) in consultation with an advisor.

A. Republican Religion

- Beard, M., *The Roman Triumph* (Cambridge, Mass. 2007).
- Michels, A. K., *The Calendar of the Roman Republic* (Princeton 1967).
- Orlin, E., *Temples, Religion and Politics in the Roman Republic* (Leiden 1997).
- Scullard, H.H., *Festivals and Ceremonies of the Roman Republic* (London 1981).
- Vermaseren, M. J., *Cybele and Attis: the Myth and the Cult* (London 1977).
- Takacs, S. *Vestal Virgins, Sibyls and Matrons: Women in Roman Religion* (Austin2008).
- Weinstock, S., *Divus Iulius* (Oxford 1971).

B. Religion in the Empire

- Ando, C. *The Matter of the Gods: Religion and the Roman Empire* (Berkeley, 2008)
- Ferguson, J., *The Religions of the Roman Empire* (Cornell 1970).
- Gradel, I. *Emperor Worship and Roman Religion* (Oxford, 2002)
- MacMullen, R. *Paganism in the Roman Empire* (New Haven 1981).
- Potter, David, *Prophets and Emperors: Human and Divine Authority from Augustus to Theodosius* (Cambridge MA and London 1994).
- Price, Simon, *Rituals and Power: The Roman Imperial Cult in Asia Minor* (Cambridge 1984).
- Rives, J. B., *Religion and Authority in Roman Carthage from Augustus to Constantine* (Oxford 1995).
- Rives, J. B., *Religion in the Roman Empire* (Oxford 2007).

C. Eastern Cults

- Beck, R., *The Religion of the Mithras Cult in the Roman Empire* (Oxford 2006).

- Burkert, W. *Ancient Mystery Cults* (Cambridge, Mass. 1987).
- Cumont, F. *The Oriental Religions in Roman Paganism* (Chicago 1911).
- Takacs, S. *Isis and Sarapis in the Roman World* (Leiden, 1995)
- Turcan, R., *The Cults of the Roman Empire* (Oxford 1996).
- Witt, R.E., *Isis in the Ancient World* (Johns Hopkins 1997).

D. Late Paganism

- Elsner, J. and I. Rutherford. *Pilgrimage in Graeco-Roman and early Christian antiquity: seeing the gods* (Oxford, 2005)
- Frede, M. and A. Fowden, eds. *Pagan Monotheism in Late Antiquity* (Oxford, 1999)
- Lane Fox, R., *Pagans and Christians* (London 1986).

11.10 Greek Art & Archaeology M.A. Reading List

General Art & Archaeology

Required Readings (the monuments and artifacts represented in the slide identification portion of the M.A. comprehensive exam will be those illustrated in these texts):

- Pedley, J. G., *Greek Art and Archaeology* (2007)
- Whitley, J. *The Archaeology of Ancient Greece* (2001)
- Pollitt, J. J. *Art in the Hellenistic Age* (1986)
- Neer, R. *Greek Art & Archaeology* (2011)
- Barringer, J. 2015. *The Art and Archaeology of Ancient Greece*

Students should demonstrate advanced knowledge and critical reading by taking SIX comprehensive exams in their final semester.

Students may also elect to take all SIX exams based on the standard Greek and Roman Art & Archaeology reading lists. You must choose at least ONE from the Roman list and at least THREE from the Greek list.

Alternatively, FOUR of the six must be topics from the standard Greek and Roman reading lists (at least ONE from the Roman and not more than THREE) and up to TWO can be open topics

Open topics will ordinarily be based on courses you've taken on aspects of Mediterranean archaeology, e.g., Numismatics, Landscape Archaeology, or Mortuary Archaeology. If you wish to write an exam on an open topic, the subject and reading list for the M.A. exam will be made in consultation with an appropriate faculty member and submitted to the ACGS for approval by the tenth week of the semester before the student plans to take their written exams.

I. Greek Architecture

- Lawrence, A. W. and R.A. Tomlinson. 1996. *Greek Architecture* (5th edition)
- Barletta, B.A. 2001. *The Origins of the Greek Architectural Orders*
- Nevett, L. 1999. *House and Society in the Ancient Greek World*
- Camp, J. *The Athenian Agora*
- Cahill, N.D. 2002. *Household and City Organization at Olynthus*
- Cerchiai, L., L. Jannelli, and F. Longo. 2004. *The Greek Cities of Magna Graecia and Sicily*
- Mazarkis-Ainian, A. 1997. *From Rulers' Dwellings to Temples. Architecture, Religion and Society in Early Iron Age Greece (1100-700 BC)*
- Miles, M. (ed.) 2016. *A Companion to Greek Architecture*
- Spawforth, A. 2006. *The Complete Greek Temples*
- Hurwit, J. M. 2004. *The Acropolis in the Age of Perikles*

II. Greek Sculpture

- Stewart, A. 1990. *Greek Sculpture: An Exploration*
- Osborne, R. 1998. *Archaic and Classical Greek Art*
- Palagia, O. (ed.) 2008. *Greek Sculpture: Function, Materials, and Techniques in the Archaic and Classical Periods*
- Neer, R. 2007. "Delphi, Olympia and the Art of Politics" in *The Cambridge Companion to Archaic Greece*: 225-264
- Neer, R. 2011. *The Emergence of Classical Style in Greek Sculpture*
- Boardman, J. 2012. *Greek Sculpture: The Archaic Period*
- Boardman, J. 2005. *Greek Sculpture: The Classical Period*
- Boardman, J. 1995. *Greek Sculpture: The Late Classical Period*
- Smith, R.R.R. 2014. *Hellenistic Sculpture*
- Dillon, S. 2012. *Ancient Greek Portrait Sculpture*
- Jenkins, I. 2006. *Greek Architecture and its Sculpture*

III. Greek Painting and Pottery

- Neer, R. 2002. *Style and Politics in Athenian Vase Painting* (2002)
- Stansbury-O'Donnell, M. 1999. *Pictorial Narrative in Ancient Greece Art* (1999)
- Boardman, J. 1988. *Early Greek Vase Painting, 11th-6th c. BC* (1998)
- Boardman, J. 2010. *Athenian Red-Figure Vases: The Archaic Period* (2010)
- Boardman, J. 1989. *Athenian Red-Figure Vases: The Classical Period* (1989)
- Boardman, J. 2014. *Athenian Black-Figure Vases* (2014)
- Trendall, A.D. 1989. *Red-Figure Vases of South Italy and Sicily* (1989)
- Bundrick, S. 2019. "Contexts, Consumption, and Attic Vases in Etruria," in *Athens,*

Etruria, and the Many Lives of Greek Figured Pottery: 51-93

- Langdon, S. 2008. *Art and Identity in Dark Age Greece: 1000-700 BC*
- Plantzos, D. 2018. *The Art of Painting in Ancient Greece*

IV. Aegean Bronze Age

- Cline, Eric H. (editor) 2010. *The Oxford handbook of the Bronze Age Aegean (ca. 3000- 1000 BC)*. New York: Oxford University Press.
- Shelmerdine, Cynthia W. (editor) 2008. *The Cambridge companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press.
- Dickinson, O. T. P. K. 2006. *The Aegean from Bronze Age to Iron Age: continuity and change between the twelfth and eighth centuries BC*. London: Routledge. [Chapters 1-3]
- Cullen, Tracey. (editor) 2001. *Aegean prehistory: a review*. Boston: Archaeological Institute of America.
- Broodbank, Cyprian. 2000. *An island archaeology of the early Cyclades*. Cambridge: Cambridge University Press.
- Preziosi, Donald, and Louise Hitchcock. 1999. *Aegean art and architecture*. Oxford: Oxford University Press.
- Driessen, J., I. Schoep, and R. Laffineur. 2002. *Monuments of Minos: rethinking the Minoan Palaces; proceedings of the international workshop "Crete of the hundred palaces?" held at the Université Catholique de Louvain, Louvain-la-Neuve, 14-15 December 2001*
- Pullen, D. J. 2010. (ed.) *Political economies of the Aegean Bronze Age: papers from the Langford Conference, Florida State University, Tallahassee, 22-24 February 2007*
- Gorogianni, E., P. Pavúk, and L. Girella. (eds). 2016. *Beyond Thalassocracies: Understanding processes of Minoanisation and Mycenaeanisation in the Aegean*
- J.-C. Poursat. 2008-2014. *L'art égéen*. Paris: Éditions Picard. [English translation in 2022 by Carl Knappett, published by Cambridge University Press]

V. Ancient Near East

- Bahrani, Z. 2017. *The Art of Mesopotamia*. Thames and Hudson.
- Dusinberre, E. R. M. 2013. *Empire, Authority, and Autonomy in Achaemenid Anatolia*. Cambridge.
- Kuhrt, A. 1995. *The Ancient Near East: c. 3000-330 B.C.* 2 Vols. Routledge. (you do not need to read the chapters on Egypt)
- Pollock, S. 1999. *Ancient Mesopotamia: the Eden that never was*. Cambridge.

- Potts, D. ed. 2012. *A companion to the archaeology of the ancient Near East*. Wiley. (Chs. 28, 29, 34, 37, 38, 45, 50)
- Roaf, M. 1990. *Cultural Atlas of Mesopotamia and the Ancient Near East*. Oxfordshire
- Root, M. C. 1979. *The King and Kingship in Achaemenid Art*. Brill.
- Snell, D. 1997. *Life in the Ancient Near East*. Yale University Press.
- van de Mieroop, M. ed. 2016. *A History of the Ancient Near East, ca. 3000-323 BC*. Blackwell.

VI. Hellenistic Archaeology

- Shipley, G. 2000. *The Greek World after Alexander 323-30 BC*
- Pollitt, J. J. 1986. *Art in the Hellenistic Age*
- Burn, L. 2005. *Hellenistic Art: From Alexander to Augustus*
- Smith, R. R. R. 2009. *Hellenistic Sculpture*
- Dunbabin, K. 1999. *Mosaics in the Greek and Roman World* [Ch. 1-4]
- Lawrence, A. and R. Tomlinson. 1996. *Greek Architecture* (5th edition) [Ch. 19, 21, 23]
- Westgate, R.C. 2000. "Space and decoration in Hellenistic houses" *ABSA* 95: 391-426
- Stewart, A. 2014. *Art in the Hellenistic World*
- Ma, J. 2013. *Statues and Cities: Honorific Portraits and Civic Identity in the Hellenistic World*
- Thonemann, P. 2016. *The Hellenistic World: Using Coins as Sources*
- Kosmin, P. 2014. *The Land of the Elephant Kings* [Ch. 7, 8]

11.11 Roman Art & Archaeology M.A. Reading List

Students should read all the required texts listed below under General Art and Archaeology. In consultation with their advisor, they will also select three areas for closer study, for each of which they should read all the readings given below and plan to write a half-hour essay in their written M.A. Exams.

General art and archaeology

Required Readings: Students should demonstrate general knowledge of the basic characteristics of style, iconography, function and design in Roman art and architecture from the Republic to the Constantinian period. The monuments and artifacts represented in the slide identification portion of the M.A. comprehensive exam will be those illustrated in these texts:

- Elsner, J. *The Art of the Roman Empire: 100-450 AD* (2018, 2nd edition)
- Kleiner, F., *The History of Roman Art* (2010, enhanced edition)

- Hölscher, T., *The Language of Images in Roman Art* (2004)
- Ramage, N. and A. Ramage, *Roman Art* (2014, 6th edition)
- Stewart, P., *The Social History of Roman Art* (2008)
- Zanker, P., *Roman Art* (2008)

Students should demonstrate advanced knowledge and critical reading by taking SIX comprehensive exams in their final semester.

Students may also elect to take all SIX exams based on the standard Greek and Roman Art & Archaeology reading lists. You must choose at least ONE from the Roman list and at least THREE from the Greek list.

Alternatively, FOUR of the six must be topics from the standard Greek and Roman reading lists (at least ONE from the Roman and not more than THREE) and up to TWO can be open topics

Open topics will ordinarily be based on courses you've taken on aspects of Mediterranean archaeology, e.g., Numismatics, Landscape Archaeology, or Mortuary Archaeology. If you wish to write an exam on an open topic, the subject and reading list for the M.A. exam will be made in consultation with an appropriate faculty member and submitted to the ACGS for approval by the tenth week of the semester before the student plans to take their written exams.

I. Republican and Imperial Architecture:

- Anderson, J., *Roman Architecture and Society* (2002)
- Davies, *Architecture and Politics in Republican Rome* (2017)
- Hopkins, J.N. *The Genesis of Roman Architecture* (2016)
- MacDonald, W., *The Architecture of the Roman Empire*, vols. I (1982 2nd ed.) and II (1987)
- Wallace-Hadrill, A. *Houses and Society in Pompeii and Herculaneum* (1996)
- Rowland, Ingrid D. and T.N. Howe, *Vitruvius. Ten Books on Architecture*. (1999)
- Sear, F., *Roman Architecture* (2021)
- Ulrich, R. and C. Quenemoen, *A Companion to Roman Architecture* (2014)
- Wilson Jones, M., *Principles of Roman Architecture* (2000)
- Yegül, F., *Bathing in the Roman World* (2010)
- Yegül, F. and D. Favro, *Roman Architecture and Urbanism* (2019)
- Zanker, P., *Pompeii: Public and Private Life* (1999)

II. Republican and Imperial Sculpture

- Brendel, O., *Prolegomena to the Study of Roman Art* (1979)
- Kleiner, D., *Roman Sculpture* (1992)
- Friedland & Sobocinski (eds.), *The Oxford Handbook of Roman Sculpture* (2015)
- Ridgway, B. S., *Roman copies of Greek sculpture: the problem of the originals* (1984)
- Rose, C. B., *Dynastic art and ideology in the Julio-Claudian period* (1997)
- Nodelman, S., "How to read a Roman Portrait," in D'Ambra, E., ed., *Roman Art in Context: An Anthology* (1993)
- Zanker, P., *The Power of Images in the Age of Augustus* (1988)
- Torelli, M. *Typology and Structure of Roman Historical Reliefs* (1982)
- Gazda, E., *The Ancient Art of Emulation: Studies in Artistic Originality and Tradition from the Present to Classical Antiquity. Memoirs of the American Academy in Rome, Supplementary Volume I* (2002)
- P. Stewart, *Statues in Roman Society* (2004)
- Marvin, M., *The language of the muses: the dialogue between Roman and Greek sculpture* (2008)
- Varner, E., *Mutilation and transformation: damnatio memoriae and Roman imperial portraiture* (2004)

III. Painting and Mosaics

- Ling, R., *Roman Painting* (1991)
- Ling, R., *Ancient Mosaics* (1998)
- Leach, E., *The Social Life of Painting in ancient Rome and on the Bay of Naples* (2004)
- Brilliant, R., "Pendants and the Mind's Eye," *Visual Narratives. Storytelling in Etruscan and Roman Art* (1984)
- Bruno, V., "Antecedents of the Pompeian First Style," *AJA* 73 (1969): 305-317
- Holliday, P., "Roman Triumphal Painting: its function, development, and reception," *Art Bulletin*, v. 79 (Mar. 97): 130-47
- Clarke, J., *The Houses of Roman Italy, 100 B.C. – A.D. 250: Ritual, Space and Decoration* (1991)
- Bergmann, B., "The Pregnant Moment: Tragic Wives in the Roman Interior," in Kampen, N., ed., *Sexuality in Ancient Art* (1996)
- Cohen, A., *The Alexander Mosaic: Stories of Victory and Defeat* (1997)
- Dunbabin, K., *Mosaics of the Greek and Roman World* (2006)

IV. Coins, Gems and Metalwork

- Harl, K., *Civic Coins and Civic Politics in the Roman East* (1987)
- Bieber, M., "The Development of Portraiture on Roman Republican Coins," *ANRW* I.4 (1973): 871-98
- Pollini, J., "The Gemma Augusta: Ideology, Rhetorical Imagery and the Creation of a Dynastic Narrative," in P. Holliday, *Narrative and Event in Ancient Art* (1993)
- Wallace-Hadrill, A., "Image and Authority in the Coinage of Augustus,"*JRS* 76 (1986): 66- 87
- Howgego, C., *Ancient History from Coins* (1995), Chapter 4, 62-87
- Burnett, A., "Buildings and Monuments on Roman Coins" in Paul and Ierardi, eds., *Roman Coins and Public Life Under the Empire* (1999)
- Greene, K., *The Archaeology of the Roman Economy* (1986), chapter 3 ("Coinage and money in the Roman Empire")
- Kuttner, A., *Dynasty and Empire in the Age of Augustus: The Case of the Boscoreale Cups*, University of California Press, 1995

V. Art and Architecture in Late Antiquity

- Banchi-Bandinelli, R., *Rome, the late Empire; Roman art, A.D. 200-400*. Translated by Peter Green **(**1971)
- L'Orange, H. P., *Art Forms and Civic Life in the Late Roman Empire* (1965)
- MacCormack, S., *Art and Ceremony in Late Antiquity* (1981)
- Rothman, M., "The Thematic Organization of the Panel Reliefs on the Arch of Galerius," *AJA* 41 (1977): 427-454
- Curran, John R., *Pagan city and Christian capital: Rome in the fourth century* (2000)
- Marlowe, E., "Framing the Sun: The Arch of Constantine and the Rome Cityscape," *Art Bulletin* 88 (2006): 223-242
- Elsner, J., *Art and the Roman Viewer: The Transformation of Art from the Pagan World to Christianity* (1994)

11.12 Classical Antiquity (Greek translation) M.A. Reading List

Candidates for the degree in Classical Antiquity who intend to be examined in Greek translation create their own reading list, which must be approved by the Associate Chair for Graduate Studies; a process that should start by March 1 of your second semester. The general principle is that you choose half of what used to be the M.A. Greek reading list, printed below. You must submit your list for approval by May 1 or the end of your second semester in the M.A. program.

(Important note: The list below is NOT for current candidates for the M.A. in Greek, whose comprehensive exam follows the same format as the Preliminary Examination in Greek

translation for Ph.D. candidates and is based on the Ph.D. Greek reading list.)

In studying for the exam, students should refer to the Greek PhD reading list for commentaries for each of the texts they choose.

Greek Readings

Archaic Poetry	Homer: 10 books Hesiod and Homeric Hymns: 1000 lines Iambus and elegy: 400 lines Lyric (excluding Pindar): 400 lines Pindar: 400 lines
Drama	Tragedy: 5 plays (must include one each by Aeschylus, Sophocles, Euripides) Comedy: 2 plays (must include one by Aristophanes)
History and Oratory	Historians: 200 OCT pages (must include at least 75 pages of Herodotus and 75 pages of Thucydides) Orators: 80 OCT pages (must include one whole speech by Lysias and Demosthenes)
Philosophy	200 OCT pages (must include at least 75 pages of Plato and 75 pages of Aristotle)
Hellenistic Poetry	500 lines (must include at least one whole Idyll of Theocritus)
Prose by other authors	100 OCT pages

11.13 Classical Antiquity (Latin translation) M.A. Reading List

Candidates for the degree in Classical Antiquity who intend to be examined in Latin translation create their own reading list, which must be approved by the Associate Chair for Graduate Studies; a process that should start by March 1 of your second semester. The general principle is that you choose half of what used to be the M.A. Latin reading list printed below. You must submit your list for approval by May 1 or the end of your second semester in the M.A. program.

Latin Readings	
Lyric, Elegy, Epigram	Catullus: 1000 lines Horace: 1000 lines Ovid: 500 lines Propertius and Tibullus: 1000 lines Martial: 200 lines

Epic	7 books (must include one each by Lucretius and Ovid and four by Virgil)
Drama	Tragedy: 1 play Comedy: 3 plays (must include one each by Plautus and Terence)
Other Poetry	Satire: 1000 lines (must include one each by Horace and Juvenal) Virgil, Eclogues and Georgics: 1000 lines (must include one whole Eclogue and Georgic) Other Poetry: 500 lines
Classical Prose	At least OCT 50 pages each by: Caesar, Cicero, Livy, Sallust, Suetonius, Tacitus Letters: 50 pages
Other Prose	80 OCT pages
Later Latin	60 OCT pages of prose and/or poetry after 193 A.D.

11.14 Master's in the Teaching of Latin Reading List

The following list specifies the required readings and options for the M.A. in the Teaching of Latin. Students are expected to consult with an appropriate faculty advisor—who will become the chair of the examination committee—and personalize a reading list that will form the basis of their written examination. Students should finalize their list and share it with the Associate Chair of Graduate Studies by the end of their second semester.

In studying for the exam, students should refer to the Latin PhD reading list for advice on commentaries for each of the texts they choose.

Latin Readings	
Lyric, Elegy, Epigram	Catullus: 1000 lines Horace: 1000 lines Ovid: 500 lines Propertius and Tibullus: 1000 lines Martial: 200 lines
Epic	7 books (must include one each by Lucretius and Ovid and four by Virgil)
Drama	Tragedy: 1 play Comedy: 3 plays (must include one each by Plautus and Terence)
Other Poetry	Satire: 1000 lines (must include one each by Horace and Juvenal) Virgil, Eclogues and Georgics: 1000 lines (must include one whole Eclogue and Georgic) Other Poetry: 500 lines
Classical Prose	At least OCT 50 pages each by: Caesar, Cicero, Livy, Sallust, Suetonius, Tacitus Letters: 50 pages
Other Prose	80 OCT pages
Later Latin	60 OCT pages of prose and/or poetry after 193 A.D.

12. Graduate Student Grievance Process and Procedures

The Graduate School Grievance Process and Procedure ("the Grievance P&P" or "P&P") establishes and describes the process through which graduate students can communicate concerns related to academic issues or academic conflicts, with the goal of

ensuring that the student filing a grievance is better able to achieve academic success. This is a non-adversarial, non-judicial process. The rules of evidence, and any other rules that typically govern a criminal or civil court, are not applicable to the Grievance Procedure.

12.1 Jurisdiction and Scope

Students Covered

The Grievance P&P applies only to students enrolled in a graduate program at the University of Colorado Boulder. The Grievance P&P covers all CU Boulder graduate students and programs except for graduate students enrolled in the Leeds School of Business MBA program and the School of Law. If the issue being grieved is one that has resulted in a student's program dismissal, the student retains the right to file a grievance on that issue for up to 30 days after the written dismissal notice.

P&P Supersedes

This document specifies the process that graduate students must follow in submitting grievances at the graduate program level, and the process that faculty in graduate programs (except for students and faculty in the programs identified above) must follow in considering these grievances. The processes and procedures in this document replace and supersede any existing department/program graduate student grievance processes, procedures, or policies. The Grievance P&P also specifies the process that graduate students must follow if their grievance is not satisfactorily resolved at the program level and they wish to submit an appeal to the Graduate School, and the process that the Graduate School will follow in considering the appeal.

Matters Covered

Grievances covered by the Grievance P&P include problems related to academic issues, such as arbitrary, inconsistent, or capricious actions taken against a graduate student; deviations from stated grading and examination policies as they appear on syllabi, on assignments, or in departmental guidelines for graduate study; failure to provide in writing reasons behind termination or dismissal, either from the program or from employment or other support; unfair treatment related to graduate student appointments; unfairness in the application of graduate requirements or regulations; and in general any actions taken by a program that relate to graduate students and that hinder the student's ability to make normal progress toward the degree. Individuals named in a grievance must be teaching or research faculty directly involved in the student's program of study. In those instances where a graduate student has a complaint against faculty in a campus research institute, a national laboratory, or in a setting governed by a federal grant whether on or off campus, the student's home academic department (the unit awarding the degree) is responsible for

helping to identify a resolution. Nothing in this document is intended to create an appeal right to an employment termination decision or otherwise undermine at-will appointments.

Matters Not Covered

The following issues do not fall under the jurisdiction of the Graduate School Grievance P&P:

- **Grade appeals** must be filed in accordance with the grade appeal procedures of the school or college in which the degree-granting unit is housed. Although the Grievance
    - P&P does not cover appeals based on the academic (content specific) grounds on which a grade was assigned, as noted above, the Grievance P&P does cover deviations from stated grading and examination policies as they appear on syllabi, on assignments, or in departmental guidelines for graduate study.
- **Academic decisions rendered by a program that can be properly judged only by specialists with content-area expertise** will not be considered. Such decisions may include dismissal from a graduate program based on failure to maintain the requisite GPA; dismissal from a graduate program based on two failed attempts at comprehensive or final examinations; and denial of admission to candidacy based on the graduate program's rules for qualification.
- **Allegations of sexual misconduct, protected class discrimination or harassment, or retaliation and/or conflict of interest in cases of amorous relationship** will be reported to the Office of Institutional Equity and Compliance (OIEC) and are not under the jurisdiction of the Graduate School Grievance P&P.
- **Allegations of research misconduct, including unfair treatment in assigning joint authorship**, should be filed with the Standing Committee on Research Misconduct (SCRM).
- **Allegations of unprofessional conduct on the part of teaching or research faculty** should be reported to the supervising administrator of the faculty member, as addressed in the Academic Affairs' policy *Professional Rights and Responsibilities of Faculty Members and Roles and Professional Responsibilities of Academic Leaders*.
- **Issues of Student Conduct** which fall under the jurisdiction of the Office of Student Conduct and Conflict Resolution (OSCCR) shall be covered by related policies and processes.
- Any other allegations or issues that **fall under the scope of a separate, specialized process outside of graduate programs and the Graduate School**.

12.2 Discretional Authority

The Dean of the Graduate School has final discretion as to whether or not an issue is academic and otherwise falls under the jurisdiction of the Graduate School Grievance P&P. A pdf of the Graduate Student Grievance Process and Procedures is also available.

13. Graduate School Guidelines for Student Academic Progress and Success and Procedures for Dismissal

The Classics Department follows the guidelines of the Graduate School, which are outlined below.

13.1 Purpose

The Graduate School and the graduate programs at the University of Colorado Boulder (CU Boulder) are committed to fostering the academic progress and success of each student in graduate education. Establishing supportive advising relationships and providing transparent information regarding academic requirements are important steps in helping students to succeed.

The Graduate School Rules provide minimum policy standards for student academic progress and student dismissals. The Academic Affairs Policy for Professional Rights and Responsibilities of Faculty Members and Roles and Professional Responsibilities of Academic Leaders and its accompanying procedures (PRR) establish professional standards for academic leaders and faculty, including roles and responsibilities for graduate student advising.

This page is intended to provide consolidated guidelines to assist graduate programs with implementing existing policy requirements with the goal of enabling faculty, staff, and students to more clearly understand the expectations for adequate student academic progress throughout a student's academic career and the procedures for dismissal when warranted.

A pdf of the Graduate School Guidelines for Student Academic Progress and Success and Procedures for Dismissal is also available.

13.2 Advising

Each doctoral student must have a faculty advisor (often referenced simply as "advisor"), though the timing and process to establish an advising relationship may vary by program. The unit should provide written guidelines to students about how the process of selecting a faculty advisor (or assigning, where necessary) typically works within the graduate degree program(s). The Director of Graduate Studies (DGS) should help the student throughout

the process, and the student must follow all existing processes and procedures to establish an advising relationship within their unit. Guidance should also be provided to explain the procedure surrounding a student's or advisor's request for a change in advising relationship. In cases where an advisor has not yet been assigned, or where a previous advisor-advisee relationship has ended (following the appropriate procedural steps indicated by the program), the DGS shall serve as advisor, unless the graduate program has established a different procedure (committee, temporary advisor, etc.) for identifying the interim advisor.

The advisor/advisee relationship is essential and can also be complex. The Graduate School encourages the use of an individual development plan (IDP) or advising plan, where advisors and advisees can establish milestones, communication preferences and timing, and more. Where conflict or a disparity of expectations occurs between advisor and advisee, the DGS should serve as a resource to both parties. In addition, campus-wide resources are available and encouraged to be used to help mitigate these disagreements. In particular, the Ombud's Office is a confidential resource where faculty and students alike can discuss concerns. They can offer suggestions for resolution or better communication and can even provide mediation if both parties agree. Informal resolution should always be sought before ending an advisor/advisee relationship.

While each student must do all due diligence outlined by their unit to obtain an advisor, they do not ultimately hold sole responsibility to do so. According to the PRR, as administrator of the academic unit, "The academic leader (i.e., the unit's chair or director) is responsible for: … arrangement and assignment of duty for advising students" just as they are responsible for other teaching assignments. In cases where an advisor steps down or a student requests a change in advisor, the DGS should assist the student in establishing a new advising relationship. There may be opportunities for co-advising or team advising the student, establishing a relationship with an advisor outside the home department, flexibility in the composition of a committee, etc. As is the case in an instructor-student relationship, a student may need to adjust their research or dissertation topic. In rare cases, the academic leader may need to assign an advisor for a student.

Consequently, the lack of an advisor should not be a factor when evaluating a student's academic progress and should not impede them from taking preliminary examinations or completing other academic requirements. The loss of a faculty advisor is not grounds for academic dismissal.

For a funded student who is making adequate academic progress and whose advisor steps down or who requests a change in advisor, the unit should make a reasonable attempt to continue to fund the student. While the student is seeking a new advisor, the Graduate School recommends that a program provides at least one semester of bridge funding

wherever possible. When the student transitions to a new advisor/group/lab etc., effort should be made to fund the student where such funding is available.

13.3 Evaluation of Student Academic Progress

Graduate students are subject to academic requirements and standards for adequate academic progress specified both by the Graduate School and by their graduate program. Program specific requirements and standards must be above and beyond (not less than or in conflict with) Graduate School or CU Boulder university minimum standards. Students are responsible for familiarizing themselves with the policies and requirements of the Graduate School and their graduate program. Graduate School campus-wide requirements and program-specific requirements are tracked in different ways, as explained below.

a. Graduate School Tracking

Graduate School Rules detail general academic progress standards that apply campus-wide, and the Graduate School centrally evaluates student progress related to those requirements. The Graduate School will contact and work with the student and graduate program in cases where these minimum university standards are not met.

i. Cumulative GPA

In cases where the student does not maintain a 3.0 cumulative GPA, the Graduate School academic warning process detailed in the Graduate School Rules applies. In cases where a student's GPA is between 2.5 and 3.0 (and the student was not previously on academic warning), students will be placed on a standard two-semester academic warning with required conditions to meet in each semester. In cases where a student's cumulative GPA is below 2.5 or the conditions from a previous academic warning semester were not met, graduate programs will be asked to recommend whether the student should continue in the program on academic warning or be dismissed. A recommendation to continue in the program must include an academic plan with conditions for the student to meet to return to good standing and documentation of the potential consequences of failure to meet those conditions. If the program decides to recommend dismissal, steps a, b, and c in the dismissal process should be followed, and the recommendation for dismissal should summarize specifically the student's cumulative GPA history, including any previous academic warning semesters or correspondence if applicable.

ii. Examinations

Per Graduate School Rules, students who fail a comprehensive or final examination may attempt it once more after a period of time determined by the examining committee. This should take place within one calendar year. The advisor and/or

committee should provide written feedback to the student regarding the failed exam and should make the student aware of the consequences of a second failed examination. Upon receipt of two examination report forms showing failed attempts, the graduate program should initiate dismissal by making recommendation for dismissal to the Graduate School. Steps a, b, and c in the dismissal process should be followed, and the recommendation for dismissal should summarize specifically the two attempts at the examination as reflected on the examination report forms previously submitted.

iii. Time Limit

Students are expected to complete all degree requirements within the time limit associated with their degree, as outlined in Graduate School Rules. As part of the yearly evaluation process explained below, each student should understand their progress in relation to this limit. To continue beyond this time limit, the student must file a petition for an extension of the time limit with the Dean of the Graduate School. Such petitions must be endorsed by the student's advisor and the unit's DGS and may be granted for up to one year at a time. In cases where a student does not have an advisor, the DGS may endorse the petition as advisor. The advisor and student should discuss and document well in advance the progress the student will need to make for their unit to support a request for extension and the potential consequences if the conditions are not met for continued progress. If such conditions are not met and the program decides to recommend dismissal, steps a, b, and c in the dismissal process should be followed, and the recommendation for dismissal should summarize specifically the student's lack of adequate academic progress as related to the student's time limit, including documentation from previous progress reports.

b. Program-Specific Tracking

Within documentation made available to all graduate students (such as a handbook, website, or posted materials), each graduate program should define program-specific requirements and explain what is necessary to maintain adequate academic process throughout a student's career. This information should include both Graduate School and program-specific benchmarks, and any associated timeframes. (For example: the preliminary exam must be passed by the end of the 2nd semester, the comprehensive exam must be passed by the end of the 5th semester, students must complete the degree within 6 years, etc.).

Expectations for adequate academic progress should be made clear early in a student's career. Upon beginning a degree program, each student should be notified of any specific requirements that must be met during their first year and should also be notified of the future benchmarks and timeframes for coursework, examination(s), and research/creative

work/dissertation. The DGS is encouraged to give students the opportunity to ask questions and discuss requirements, benchmarks, and timeframes to support student awareness and understanding.

13.4 Yearly Evaluation and Progress Reports

Each graduate student's progress should be evaluated once per year to determine whether the student is making adequate academic progress as it relates to program-specific requirements. The DGS should ensure that Ph.D student's faculty advisor and, where appropriate, other faculty (such as the student's committee and/or the unit's graduate committee) complete an evaluation and document it in a progress report for each student each year. In cases where a student does not have a faculty advisor, as with M.A. students and early stage Ph.D. students, the DGS should complete a progress report for the student.

To complete the annual progress report, the graduate program may use the general progress report provided by the Graduate School as a starting point, or may use an existing program specific form, provided that it includes Graduate School benchmarks, program-specific benchmarks, and any required timeline for completion. This may include but is not limited to:

- Required courses and total coursework credits required
- Examinations (Comprehensive, Final Exam/Defense)
- Dissertation or project research
- Program-specific requirements (e.g., preliminary/qualifying exam if required, conference papers, journal submissions, etc.)
- Assessment and determination of whether the student is making adequate academic progress

The progress report should also include a planning section, so that the student and advisor may plan for the upcoming year at the end of each annual evaluation.

It is optional, but recommended, that the progress report includes the degree program's learning outcomes. Tracking students' progress toward meeting learning outcomes may help the graduate program both to more precisely assess the student's academic progress and to assess the efficacy of the structure of the degree program as a whole.

a. Determination of Adequate Academic Progress

If the annual evaluation determines that the student is making adequate academic progress, the progress report will reflect a satisfactory result. The student and advisor should discuss plans and benchmarks for the coming year, which should be included as part of the progress report. The progress report should be maintained at the unit level and a

copy (or a summary) should be provided to the student via their colorado.edu e-mail address.

b. Determination of Inadequate Academic Progress

If the annual evaluation determines that the student is not making adequate academic progress, the progress report will reflect an unsatisfactory result and will address the specific benchmarks from the previous year that were not met.

The advisor should inform the DGS of the unsatisfactory result and discuss plans and opportunities for the student to return to good standing. The advisor and the DGS of the program should meet with the student and inform them of the unsatisfactory evaluation and the reasons. The advisor and student must create an academic recovery plan (ARP) with specific benchmarks and timeframes by which the student may return to adequate academic progress. The time allowed in the ARP for a return to adequate academic progress should be reasonable in relation to steps needed, but the ARP should allow for a minimum of one semester. If the student is also beyond their time limit, they must also submit a request for extension of time limit, with the same benchmarks included on the extension request form.

As part of the ARP, the advisor and student should discuss available resources and establish mechanisms for support and periodic check-ins throughout this time. They should also document potential consequences if ARP plan is not achieved satisfactorily, up to and including loss of funding and/or dismissal. The unsatisfactory progress report and the ARP will be maintained in program records and sent to the Graduate School, and a copy should be provided to the student via their colorado.edu e-mail account.

c. Academic Progress Follow Up

At the end of the timeframe established in the ARP, the faculty advisor and DGS (and committee as appropriate) should again evaluate the student's performance to see if the benchmarks have been met. If they have, the student will be considered to be making adequate academic progress; a new progress report should be completed with a satisfactory result, outlining the plan for the upcoming year. If the student has not returned to making adequate academic progress, the advisor should complete a new progress report with an unsatisfactory result as described above. In this case, there are two options. If there is a pathway to completing the conditions and benchmarks within a reasonable amount of time, the advisor could again work with the student to create an updated ARP to return to good standing. In cases where there is not a clear pathway toward a return to good standing within a reasonable amount of time, the advisor should consult with the DGS regarding a recommendation of dismissal from the graduate program. If an updated plan is created, the unsatisfactory progress report and new ARP should be provided to the Graduate School and the student as described above.

13.5 Dismissal Based on Lack of Adequate Academic Progress

In cases where the student's cumulative GPA is below 3.0, the student has failed the comprehensive or final examination twice. or the student has not completed their degree within the required time limit, steps a, b, and c below should be followed. Additional information is included above.

a. Program's Dismissal Recommendation

The DGS, upon consultation with the student's faculty advisor, may recommend to the Dean of the Graduate School that a student be dismissed from a graduate program after:

- The student was informed in writing of a lack of adequate academic progress
- A written ARP was created with specific benchmarks and timeframes
- The student was notified of potential consequences including dismissal
- Subsequently the conditions of the ARP were not met within the established timeframe

In such cases, the following procedures should be followed:

- The DGS or graduate program assistant should reach out to the Graduate School informally to discuss the situation and address any concerns. The DGS should then write a formal letter of recommendation for dismissal to the Dean of the Graduate School that summarizes previous evaluations and plans and the outcomes or results of such plans. The letter should include information about the timeline and process for reconsideration of the recommendation (see below). Before sending the recommendation to the Dean of the Graduate School, the faculty advisor and the DGS should reach out to the student to inform them of their recommendation and must share a copy of the formal recommendation document with the student via their colorado.edu e-mail address. The dismissal recommendation should be sent promptly to the Dean of the Graduate School after the faculty advisor and the DGS have communicated the recommendation for dismissal to the student and no later than 10 business days following the conferral date of the semester in which the student has been informed of the recommendation.
- Any additional information about the student's progress not already on file with the Graduate School (e.g., previous unsatisfactory progress reports, ARPs, and relevant correspondence) should be attached to the letter. Should the student's faculty advisor disagree with the dismissal recommendation of the DGS and there is no path for consensus, the advisor may choose to include a letter with their dissenting view along with the recommendation from the Director.

If the student prefers to withdraw before formal dismissal occurs, the graduate program

should work with the student to withdraw through established university procedures.

b. Reconsideration of Program's Dismissal Recommendation

The student may request that the graduate program reconsider their recommendation for dismissal. The request for reconsideration must be made in writing and submitted to the DGS within five business days of the issuance of the program's recommendation to the Graduate School. If the student requests reconsideration of the dismissal recommendation, the academic program must inform the Graduate School within those five business days. The DGS will allow the student to submit any additional information within 15 total business days and will then reconsider the recommendation (within another 15 business days whenever possible) and provide a written decision to the student. The DGS's written decision and any additional information provided by the student should be sent to the Dean of the Graduate School.

c. Dean's Dismissal Decision

If the student does not file a program-level request for reconsideration within five business days, the formal recommendation will be reviewed by the Dean of the Graduate School, who will issue a decision within 15 business days. If the student does request reconsideration, and the graduate program continues to recommend dismissal after reconsideration, the Dean of the Graduate School will then review the first and second formal recommendations along with any additional information provided by the student and will issue a decision. The Dean of the Graduate School will send their decision via email to the student, the advisor, and the DGS.

d. Appeal of Dean's Dismissal Decision

If the unit's recommendation is based on the student's cumulative GPA or failing a comprehensive or final examination twice, and the procedures referenced in the above sections were followed, the student may not appeal the Dean's decision; these are academic decisions rendered by an academic program that can be properly judged only by specialists with content area expertise.

If the recommendation is based on factors other than the cumulative GPA or second failure of an examination, the student may request that the Dean of the Graduate School reconsider their dismissal decision. The request for reconsideration should be made within 15 business days of the issuance of the Dean's decision. The student may provide any additional information for the Dean's consideration, and the Dean will review and issue a final written decision to the student within 15 business days. Any dismissal is to be effective for the upcoming semester (will not be effective mid-semester), and dismissal will be noted on the transcript.

13.6 Avenues for Addressing Non-Academic Matters

In many cases, concerns related to a student's continuation in a graduate program are not academic in nature and should be handled through appropriate avenues. A non-exhaustive list of potential issues and avenues is provided to assist with resolution of such matters.

- **Termination of student employment (e.g. graduate appointment)**: In cases where a student's employment performance is unsatisfactory, the appropriate non-academic processes should be utilized to address the specific concern. The Graduate School recommends that units develop a termination policy and communicate it to graduate assistants upon hiring. Refer to the Graduate Student Appointment Manual.
- **Conduct**: If the cause for concern is not academic but based upon conduct, advisors and advisees are encouraged to address their concerns through the proper channels.
    - Student conduct: If the advisor develops concerns about an advisee's behavior or conduct those should be brought to the Office of Student Conduct and Conflict Resolution (SCCR). If the advisor is also concerned that an advisee is in distress those concerns should be brought to Student Support and Case Management (SSCM).
    - Faculty advisor conduct: Advisees who have concerns about unprofessional conduct by their advisors should bring those concerns forth to the advisor's supervising administrator (typically the department chair) to be addressed under the PRR.
- **Academic Integrity**: University-wide, allegations of student academic dishonesty are handled as explained in the Honor Code. Faculty are advised to report all such allegations through existing processes to Student Conduct and Conflict Resolution (SCCR). In the context of courses, instructors have exclusive authority to apply academic sanctions (i.e. grades). However, suspension and expulsion for academic dishonesty are considered non-academic sanctions and can only be placed by SCCR.
- **Research Misconduct**: The University of Colorado's definition of research misconduct includes a number of categories. Alleged violations should be reported to the Boulder campus Research Integrity Officer.
- **Discrimination and Harassment**: Any allegation of protected-class discrimination or harassment, sexual assault or other forms of sexual misconduct, intimate partner violence (including dating or domestic violence), stalking, etc., or related retaliation must be reported to the Office of Institutional Equity and Compliance (OIEC), whether raised by the student or by the graduate program.

14. Useful Links for Graduate Students

14.1 Help and Support

Graduate studies can be exhilarating, challenging and, at times, overwhelming. It is rarely mistaken as being an "easy" route by anyone's measure, and if you find you have entered a particularly difficult time period, know that you are not alone. These resources can help:

https://www.colorado.edu/graduateschool/services-resources/help-support

https://www.colorado.edu/counseling/

https://www.colorado.edu/counseling/crisis

https://www.colorado.edu/ova (Office of Victim Assistance)

http://www.cubouldersls.com/ (Student Legal Services)

Having trouble coping with your workload? Endurance seminars are held by the CTL: https://www.colorado.edu/graduateschool/services-resources/professional-development/grad-programs/endurance-seminar-series-programming

If you have a disability and require an accommodation(s), please contact the Center for Disability and Access well before classes start: https://www.colorado.edu/disabilityservices/

14.2 Codes of Conduct and Resources for Dealing with Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, reporting options, and the campus resources can be found on the OIEC website.

CU Boulder Codes of Conduct (both apply to graduate students who are also employees):

https://www.colorado.edu/sccr/students/honor-code-and-student-code-conduct

https://www.cu.edu/ope/aps/2027 (University Code of Conduct)

14.3 Pedagogical Training

The Center for Teaching and Learning is a great resource for help with your teaching:
https://www.colorado.edu/center/teaching-learning/

https://www.colorado.edu/center/teaching-learning/programs-services

https://www.colorado.edu/center/teaching-learning/teaching-resources

14.4 Writing and Research Support

Not everyone enters our program with the skill levels in writing and research and there are campus resources to help you build these skills.

https://www.colorado.edu/program/writingcenter/graduate-students

https://www.colorado.edu/graduateschool/services-resources/professional-development/grad-programs/grad-writing-support

Classics has its own dedicated librarian in Norlin Library who can help you with conducting research. You can find out who the current librarian is here:

https://libraries.colorado.edu/librarians-subject-area