

# Graduate Handbook

## University of Colorado Boulder

### Department of Classics

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# Graduate Introduction

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**

## 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.

## 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.

# Graduate Degrees in Classics

## Graduate Degrees and Requirements

### 1. *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***

### 2. *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.

### 3. *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.

### 4. *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 the MA 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.

#### 5. **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.

## Doctor of Philosophy in Classics

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. After 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. The department also has special strengths in ancient historiography, late antiquity, and Greek and Roman archaeology.

## 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.

## 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 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.

## Course Requirements and Examinations

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. 4 7000-level graduate seminars (at least one each in Greek and Latin).
  - b. 2 courses in Ancient History and/or Classical Archaeology.
  - c. 1 course in either Greek or Latin Prose Composition.
  - d. 2 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 PhD 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

## 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.

## 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): 4 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) MA 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.

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

This track allows students significant choice in determining both the type of comprehensive exams they take and in electing 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.

## 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. The examination committee serves in an advisory capacity, in addition to setting and grading the written examinations. 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.

## 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 Egypt, the Near East, Greece, and Rome, 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, and Comparative Literature.

Courses in the 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, including Museum Studies and doctoral work in Classical Art & Archaeology.

### 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.

## 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.

### 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. For information about licensure through the School of Education, see [https://www.colorado.edu/education/sites/default/files/attached-files/PBA\\_EDLT%209.27.2016.pdf](https://www.colorado.edu/education/sites/default/files/attached-files/PBA_EDLT%209.27.2016.pdf)

- 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 are invited to 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, they may wish to create, by approximately equal substitutions, an emphasis on Late Republican and Augustan authors.

## Ph.D. Requirements

### Ph.D. Examination and Dissertation Requirements

#### 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.

## General Rules and Requirements for 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 so indicate 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***

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.

## M.A. Requirements

This page has information on both the M.A. Thesis and Examination Requirements as well as the General Rules and Requirements for the M.A. Degree

### M.A. Thesis and Examination Requirements

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

The thesis 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 maybe 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.

## 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.

***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 the MA 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 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 a degree on a part-time basis (i.e., carrying less than the minimum number of courses per semester required by the University) must so 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.

### ***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 the 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.

## 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, finding mentors, and answering any questions they may have about the department or their plans for the future.

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.

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.

## Reading lists

### 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.

Passages on the examinations will be drawn from these lists:

### Greek Ph.D. Reading List

This list is intended to help you prepare for the Greek PhD 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.

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

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| Andocides | <i>On the Mysteries</i> (MacDowell: Oxford 1962)   |
| Antiphon  | <i>Against the Stepmother, Tetralogies</i> (Gagarin: CGLC 1997)  |
| Aeschylus | <i>Agamemnon</i> (Raeburn and Thomas: Oxford 2011); <i>Choephoroi</i> (Garvie: Oxford 1986), <i>Eumenides</i> (Sommerstein: CGLC 1989) |

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| Apollonius of Rhodes | <b><i>Argonautica, Book 3</i></b> (Hunter: CGLC 1989)   |
| Aristophanes         | <b><i>Clouds</i></b> (Dover: Oxford 1968); <b><i>Birds</i></b> (Dunbar: Oxford 1995); <b><i>Lysistrata</i></b> (Henderson: Oxford 1987); <b><i>Frogs</i></b> (Dover: Oxford 1993)   |
| Aristotle            | <b><i>Ethics 1; Politics 1; Athenaion Politeia 1-41</i></b> (Rhodes: Oxford 1981); <b><i>Poetics</i></b> (Lucas: Oxford 1968)   |
| Callimachus          | <b><i>Aetia, frs. 1-2, 67-75, 110</i></b> (Harder: Oxford 2012); <b><i>Hymn 2</i></b> (Williams: Oxford 1978; Stephens: Oxford 2015); <b><i>Epigrams</i></b> (Gow and Page, <i>Hellenistic Epigrams</i> : Cambridge 1965)   |
| Demosthenes          | <b><i>Philippics 1</i></b> (Wooten: Oxford 2008); <b><i>Against Conon</i></b> (Carey and Reid: CGLC 1985); <b><i>For Phormio</i></b> (Pearson: Scholars Press 1972)   |
| Euripides            | <b><i>Alcestis</i></b> (Dale: Oxford 1961; Parker, Oxford 2007); <b><i>Medea</i></b> (Mastronarde: CGLC 2002); <b><i>Hippolytus</i></b> (Barrett: Oxford 1964); <b><i>Bacchae</i></b> (Dodds: Oxford 1960, 2nd ed.)   |
| Gorgias              | <b><i>Helen</i></b> (MacDowell: Bristol Classical Press 1982)   |
| Herodotus            | <b>Books 1.1-130</b> (Asheri, Lloyd, Corcella: Oxford 2007); <b>5</b> (Hornblower: CGLC 2013); <b>8</b> (Bowie: CGLC 2007)  |
| Hesiod               | <b><i>Theogony</i></b> (West: Oxford 1966); <b><i>Works and Days</i></b> (West: Oxford 1978)  |
| Hippocrates          | <b><i>Airs, Waters, Places</i></b> (Hayes and Nimis: Faenum Publishing 2013)  |
| Homer                | <b><i>Iliad</i></b> (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<br><br><b><i>Odyssey</i></b> 1-8 (Heubeck, West, and Hainsworth: Oxford); 6-8 (Garvie, CGLC); 9-16 (Heubeck and Hoekstra: Oxford); 17-24 (Russo, Fernandez-Galliano, and |

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|               | Heubeck: Oxford); 13-14 (Bowie, CGLC); 17-18 (Steiner, CGLC); 19-20 (Rutherford CGLC)   |
| Homeric Hymns | <b>Hymn 2</b> (Richardson: Oxford 1974; Foley: Princeton 1993), <b>Hymn 5</b> (Faulkner: Oxford 2008; Olson: de Gruyter 2012; Richardson CGLC: Cambridge 2010,)   |
| Isocrates     | <b>Panegyricus</b> (Usher: Aris and Phillips 1990)  |
| Longus        | <i>Daphnis and Chloe</i>  |
| Lyric Poets   | As in D. Campbell, <i>Greek Lyric Poetry</i> ; the Cologne Archilochus epode; the 2004 fragments of Sappho's "Poem on Old Age" and the 2014 fragments of Sappho's "Brothers Poem"   |
| Lysias        | <b>1</b> (Carey: CGLC 1990; Todd: Oxford 2007); <b>12</b> (Edwards: Bristol Classical Press 1999; Todd: Oxford forthcoming)   |
| Menander      | <b>Dyskolos</b> (Handley 1965)  |
| Pindar        | <b>Olympians 1, 2</b> (Willcock CGLC), <b>7</b> (Willcock CGLC), <b>14</b> ; <b>Pythians 1, 8, 10</b> ; <b>Nemeans 6, 7, 8, 10</b> ( <i>Olympians</i> and <i>Pythians</i> , Gildersleeve: New York 1899; <i>Nemeans</i> , Bury: Macmillan 1890; <i>Isthmians</i> , Bury: Macmillan 1892)  |
| Plato         | <b>Apology and Crito</b> (Burnet: Oxford 1924); <b>Symposium</b> (Dover: CGLC 1980); <b>Republic 6, 7, 10</b> (Adam: Cambridge 1902)  |
| Plutarch      | <b>Pericles</b> (Stadter 1989)  |
| Polybius      | <b>Book 6</b> (Walbank I: Oxford Clarendon 1957)  |
| Sophocles     | <b>Ajax</b> (Finglass: Cambridge 2011; Stanford: Macmillan 1963, Bristol Classical Press reprint); <b>Antigone</b> (Griffith: CGLC 1999) <b>Oedipus Tyrannus</b> (Dawe: CGLC rev. ed. 2006), <b>Oedipus at Colonus</b> (Jebb: Bristol Classical Press reprint of 1900 edition, Cambridge; Critical text: Lloyd-Jones and Wilson: Oxford 1990) |

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| Theocritus | <b>Idylls 1, 7, 11, 13</b> (Gow: Cambridge 1952; Dover: Macmillan 1971 (BCP reprint); Hunter: CGLC 1999 has commentary on 7, 11, 13)  |
| Thucydides | <b>Book 1, 3, 5.84-116; 6</b> (Gomme, Andrewes, Dover: Oxford Clarendon 1945-1981; Hornblower I and III: Oxford Clarendon 1991, 2008); <b>2</b> (Rusten: CGLC 1989)                       |
| Xenophon   | <b>Hellenica 2</b> (Krentz: Aris and Phillips 1995; Underhill: reprint by Bristol Classical Press 1991); <b>Athenaion Politeia</b> (Frisch 1942; Marr and Rhodes: Aris and Phillips 2008) |

## Latin Ph.D. Reading List

This list is intended to help you prepare for the Latin PhD 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.

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

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| Apuleius | <i>Metamorphoses</i> 4.28–6.24 (Kenney: CGCL 1990) |
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| <b>Augustine</b> | <b>Confessions 1</b> (Clark: Cambridge Imperial Library 2005; O'Donnell: Oxford)   |
| <b>Ausonius</b>  | <b>Moselle</b> (Green: Oxford 1991)  |
| <b>Caesar</b>    | <b>Civil Wars 1</b> (Carter: Aris and Phillips 1991; Kramer / Hofmann: Berlin 1881 [German])<br><b>Gallic Wars 5</b> (Holmes: Oxford 1914; Kelsey: Boston 1897, repr. 2007; Kramer / Dittenberger: Berlin 1881 [German])   |
| <b>Catullus</b>  | <b>all</b> (Fordyce: Oxford 1961, where available; Kroll: ed. 5 Stuttgart 1959 [German]; Quinn: London 1973 where Fordyce is not available)  |
| <b>Cicero</b>    | <b>In Catilinam 1-4</b> (Dyck: CGLC 2008)<br><b>Pro Caelio</b> (Austin: Oxford 1960, with many reprints; Dyck: CGLC 2013; Keitel and Crawford: Focus 2009 is also available)<br><b>Philippics 2</b> (Ramsey: CGLC 2003; Denniston: Oxford 1926, repr. BCP 1991, 2011)<br><b>De Oratore 1.1–23</b> (Kumaniecki's Teubner: Leipzig 1969; Wilkins 1892)<br><b>Select Letters</b> (Shackleton Bailey: CGLC 1980)<br><b>Somnium Scipionis</b> (Zetzel: CGLC 1995 = De Re Publica, Book 6) |
| <b>Ennius</b>    | <b>Annals</b> (Skutsch: Oxford 1985; for now, use Warmington's Loeb translation for guidance)<br>Fragments of the Tragedies: <b>Medea Exul</b> (Jocelyn: Cambridge 1967)   |
| <b>Horace</b>    | <b>Odes:</b><br><b>1</b> (Mayer: CGLC 2012; Nisbet & Hubbard: Oxford 1970)<br><b>2</b> (Nisbet & Hubbard: Oxford 1978)<br><b>3</b> (Nisbet & Rudd: Oxford 2004)<br><b>4</b> and Carmen Saeculare (Thomas: CGLC 2011)<br><b>Epodes</b> (Watson: Oxford 2003; Mankin: CGLC 1995)<br><b>Epistles 1</b> (Mayer: CGLC 1994)   |

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|                          | <p><b><i>Ars Poetica</i></b> (Rudd: CGLC 1989; Brink: Cambridge 1971)<br/> <b><i>Satires 1. 1, 4–6, 8–10</i></b> (Gowers: CGLC 2012)</p>  |
| <b>Jerome</b>            | <p><b><i>Epistula 52 to Nepotian</i></b> (Cain: Brill, 2013);<br/> <b><i>Epistula 108 to Eustochium</i></b> (Cain: Oxford, 2013)</p>  |
| <b>Juvenal</b>           | <p><b><i>Satires 1-5</i></b> (Braund: CGLC 1996; you may also find Courtney: London 1980 useful; reissued in paperback in 2013, by California Classical Studies)</p>  |
| <b>Livy</b>              | <p><b>Book 1</b> (Gould &amp; Whiteley: London 1952, repr. BCP 1987; Ogilvie: Oxford 1965)<br/> <b>Book 21</b> (Weissenborn-Müller: Berlin 1965 [German])<br/> (See Kraus: CGLC 1995 for a good introduction to Livy.)</p>  |
| <b>Livius Andronicus</b> | <p><b><i>Odusia</i></b> (Warmington: Loeb 1936 with reprints; Flores: Naples 2011 [Italian])</p>  |
| <b>Lucan</b>             | <p><b><i>Bellum Civile, Book 1, 7</i></b> (Roche: Oxford 2009), <b>7</b> (Lanzarone: Florence 2016)<br/> (See Fantham: CGLC 1992 for a good introduction to Lucan.)</p>   |
| <b>Lucretius</b>         | <p><b>Book 1</b> (Leonard &amp; Smith: Wisconsin 1970)<br/> <b>Book 3.1–30, 417-1094</b> (Kenney: CGLC 1971)<br/> <b>Book 5.772–1457</b> (Gale: Oxford 2009)</p>  |
| <b>Martial</b>           | <p><b><i>Select Epigrams</i></b> (Watson and Watson: CGLC 2003)</p>   |
| <b>Naevius</b>           | <p><b><i>Bellum Punicum</i></b> (Barchiesi: Padua 1962 [Italian]; Flores: Naples 2011 [Italian])<br/> <b><i>Tarentilla</i></b> (Warmington: Loeb 1936, with reprints)</p>   |
| <b>Ovid</b>              | <p><b><i>Ars Amatoria 1</i></b> (Hollis: Oxford 1977)<br/> <b><i>Amores 1</i></b> (McKeown: Liverpool 1987; Barsby: Oxford 1973 = BCP 1979)<br/> <b><i>Metamorphoses</i></b> (Galasso: Torino 2000 on all books)<br/> <b>1</b> (Lee: BCP 1953, repr. 1992; Anderson: Oklahoma 1997; Barchiesi: Rome</p> |

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|                          | <p>2005- [Italian] so far for Met. 1-9)<br/> <b>8</b> (Hollis: Oxford 1970; Barchiesi as above)<br/> <b>14</b> (Myers: CGLC 2009)<br/> <b>15.745-879</b></p> <p><i>Heroides</i> (Knox: CGLC 1996)<br/> <i>Fasti 4</i> (Fantham: CGLC 1998)</p>   |
| <b>Petronius</b>         | <i>Satyricon 26-78: the Cena Trimalchionis</i> (Smith and/or Schmeling)  |
| <b>Plautus</b>           | <p><i>Amphitruo</i> (Christenson: CGLC 2000)<br/> <i>Pseudolus</i> (Wilcock: BCP 1987)<br/> <i>Menaechmi</i> (Gratwick: CGLC 1993)</p> <p>(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.)</p>             |
| <b>Pliny the Younger</b> | <ul style="list-style-type: none"> <li>• <i>Epistles</i> (Sherwin-White: Oxford 1966)</li> <li>    <b>1.1</b></li> <li>    <b>2 (all)</b> (Whitton: CGLC 2013)</li> <li>    <b>6.16, 20</b></li> <li>    <b>9.33</b></li> <li>    <b>10.96, 97</b></li> </ul>  |
| <b>Propertius</b>        | <ul style="list-style-type: none"> <li>• <b>Book 1</b> (Camps: Cambridge 1961; Fedeli: Florence 1980 [Italian])</li> <li>    <b>Book 3. 1–3</b> (Camps: Cambridge 1966; Fedeli: Bari 1985 [Italian])</li> <li>    <b>Book 4</b> (Hutchinson: CGLC 2006)</li> </ul>   |
| <b>Prudentius</b>        | <i>Psychomachia</i> (Burton: Bryn Mawr 1989)   |
| <b>Quintilian</b>        | <i>Institutio Oratoria, 10.1</i> (Peterson: Oxford 1903)   |
| <b>Sallust</b>           | <p><i>Bellum Catilinae</i> (Ramsey: APA 1984; ed. 2, 2007)</p> <p><i>Histories, Preface &amp; Book 1</i> (La Penna &amp; Funari: De Gruyter 2015). Further speeches and letters: <b>speech of Cotta (Book 2), letter of Pompey (Book 2), speech of Macer (Book 3), letter of Mithridates (Book 4)</b>; use Reynolds’</p> |

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|                                    | 1991 OCT for text. For advice and support on <i>Hist.</i> 1-5, use Ramsey: Loeb 2015 and McGushin: Oxford 1992.   |
| <b>Seneca</b>                      | <i>Thyestes</i> (Tarrant: APA 1985)<br><i>Epistles 47; 51; 55; 56; 86; 99; 114</i> (use Reynolds' OCT; Summers: London 1920, repr. 1965 for advice)<br><i>Apocolocyntosis</i> (Eden: CGLC 1984)   |
| <b>Statius</b> (Hill: Leiden 1983) | <i>Thebaid 9</i> (Dewar: Oxford 1991)<br><i>Achilleid</i> (McNelis: OUP forthcoming)<br><i>Silvae 2.7</i> (Newlands: CGLC 2011)   |
| <b>Suetonius</b>                   | <i>Augustus</i> (Wardle: Oxford 2014)   |
| <b>Tacitus</b>                     | <i>Agricola</i> (Kraus & Woodman: CGLC 2014)<br><i>Histories 1</i> (Damon: CGLC 2003)<br><i>Dialogus</i> (Mayer: CGLC 2001)<br><i>Annals 1</i> (Goodyear: Cambridge 1972); <b>4</b> (Woodman and Martin: CGLC 1989); Furneaux: Oxford, ed. 2, 1896 for both.  |
| <b>Terence</b>                     | <i>Adelphoe</i> (Martin: CGLC 1976);<br><i>Eunuch</i> (Barsby: CGLC 1999)   |
| <b>Tibullus</b>                    | <b>Book 1</b> (Maltby: Cambridge 2002; Flower Smith: New York 1913, repr. Darmstadt 1964, 1985)<br><b>Book 3.13-18</b> (Sulpicia)   |
| <b>Vergil</b>                      | <i>Eclogues</i> (Clausen: Oxford 1994 and/or Coleman: CGLC 1977)<br><i>Georgics</i> (Thomas: CGLC 1988 and/or Mynors: Oxford 1990)<br><i>Aeneid</i><br><b>1</b> (Austin: Oxford 1971)<br><b>2</b> (Austin: Oxford 1964; Horsfall: Brill 2008)<br><b>3</b> (Williams: Oxford 1963, repr. BCP 1990; Horsfall: Brill 2006)<br><b>4</b> (Austin: Oxford 1963) |

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|                 | <p><b>5</b> (Williams: Oxford 1960, repr. BCP 1981)</p> <p><b>6</b> (Austin: Oxford 1977; Norden, ed. 3 Leipzig 1927, with many reprints [German])</p> <p><b>7</b> (Horsfall: Brill 2000)</p> <p><b>8</b> (Williams: London 1973, repr. BCP 1996 – this edition covers Aen. 7-12, Fordyce: Oxford 1977, repr. BCP 1993 on Aen. 7-8)</p> <p><b>9</b> (Hardie: CGLC 1995)</p> <p><b>10</b> (Harrison: Oxford 1997)</p> <p><b>11</b> (Horsfall: Brill 2011)</p> <p><b>12</b> (Tarrant: CGLC 2012)</p> |
| <b>Apuleius</b> | <ul style="list-style-type: none"> <li>• <b><i>Metamorphoses 4.28–6.24</i></b> (Kenney: CGCL 1990)</li> </ul>  |

## Greek M.A. Reading List

This list is intended to help you prepare for the MA 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%**.

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

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|  | <b>Greek MA reading list</b> | <b>Greek PhD reading list</b> |
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|----------------------|---|---|
| Andocides            | <b><i>On the Mysteries</i></b> (MacDowell: Oxford 1962)   | <b><i>On the Mysteries</i></b> (MacDowell: Oxford 1962)   |
| Antiphon             | <b><i>Against the Stepmother, Tetralogies</i></b> (Gagarin: CGLC 1997)  | <b><i>Against the Stepmother, Tetralogies</i></b> (Gagarin: CGLC 1997)  |
| Aeschylus            | <b><i>Agamemnon</i></b> (Raeburn and Thomas: Oxford 2011)   | <b><i>Agamemnon</i></b> (Raeburn and Thomas: Oxford 2011); <b><i>Choephoroi</i></b> (Garvie: Oxford 1986), <b><i>Eumenides</i></b> (Sommerstein: CGLC 1989)   |
| Apollonius of Rhodes |   | <b><i>Argonautica, Book 3</i></b> (Hunter: CGLC 1989)   |
| Aristophanes         | <b><i>Clouds</i></b> (Dover: Oxford 1968)<br><b><i>Lysistrata</i></b> (Henderson: Oxford 1987)  | <b><i>Clouds</i></b> (Dover: Oxford 1968); <b><i>Birds</i></b> (Dunbar: Oxford 1995); <b><i>Lysistrata</i></b> (Henderson: Oxford 1987); <b><i>Frogs</i></b> (Dover: Oxford 1993)   |
| Aristotle            | <b><i>Poetics</i></b> (Lucas: Oxford 1968)  | <b><i>Ethics 1; Politics 1; Athenaion Politeia 1-41</i></b> (Rhodes: Oxford 1981); <b><i>Poetics</i></b> (Lucas: Oxford 1968)   |
| Callimachus          | <b><i>Aetia, frs. 1-2, 67-75, 110</i></b> (Harder: Oxford 2012)   | <b><i>Aetia, frs. 1-2, 67-75, 110</i></b> (Harder: Oxford 2012); <b><i>Hymn 2</i></b> (Williams: Oxford 1978; Stephens: Oxford 2015); <b><i>Epigrams</i></b> (Gow and Page, <i>Hellenistic Epigrams</i> : Cambridge 1965) |
| Demosthenes          | <b><i>Philippics 1</i></b> (Wooten: Oxford 2008); <b><i>Against Conon</i></b> (Carey and Reid: CGLC 1985); <b><i>For Phormio</i></b> (Pearson: Scholars Press 1972) | <b><i>Philippics 1</i></b> (Wooten: Oxford 2008); <b><i>Against Conon</i></b> (Carey and Reid: CGLC 1985); <b><i>For Phormio</i></b> (Pearson: Scholars Press 1972)   |



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| Euripides   | <b><i>Alcestis</i></b> (Dale: Oxford 1961; Parker: Oxford 2007);<br><b><i>Medea</i></b> (Mastronarde: CGLC 2002) | <b><i>Alcestis</i></b> (Dale: Oxford 1961; Parker, Oxford 2007); <b><i>Medea</i></b> (Mastronarde: CGLC 2002); <b><i>Hippolytus</i></b> (Barrett: Oxford 1964);<br><b><i>Bacchae</i></b> (Dodds: Oxford 1960, 2nd ed.)   |
| Gorgias     |  | <b><i>Helen</i></b> (MacDowell: Bristol Classical Press 1982)  |
| Herodotus   | <b>Books 1.1-130</b> (Asheri, Lloyd, Corcella: Oxford 2007)  | <b>Books 1.1-130</b> (Asheri, Lloyd, Corcella: Oxford 2007); <b>5</b> (Hornblower: CGLC 2013);<br><b>8</b> (Bowie: CGLC 2007)  |
| Hesiod      | <b><i>Theogony</i></b> (West: Oxford 1966)   | <b><i>Theogony</i></b> (West: Oxford 1966); <b><i>Works and Days</i></b> (West: Oxford 1978)   |
| Hippocrates | <b><i>Airs, Waters, Places</i></b> (Hayes and Nimis: Faenum Publishing 2013)                                     | <b><i>Airs, Waters, Places</i></b> (Hayes and Nimis: Faenum Publishing 2013)   |
| Homer       | <b><i>Iliad</i> 1, 9, 18, 22, 24;</b> <b><i>Odyssey</i> 9-12</b>   | <b><i>Iliad</i></b> (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<br><br><b><i>Odyssey</i></b> 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) |

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| Homeric Hymns |  | <b>Hymn 2</b> (Richardson: Oxford 1974; Foley: Princeton 1993), <b>Hymn 5</b> (Faulkner: Oxford 2008; Olson: de Gruyter 2012; Richardson CGLC: Cambridge 2010,)  |
| Isocrates     |  | <b>Panegyricus</b> (Usher: Aris and Phillips 1990)   |
| Longus        |  | <i>Daphnis and Chloe</i>   |
| Lyric Poets   | <b>Archilochus</b> (as in D. Campbell, <i>Greek Lyric Poetry</i> ) and the Cologne Archilochus epode;<br><b>Sappho</b> (as in D. Campbell, <i>Greek Lyric Poetry</i> ) and the 2004 fragments of Sappho's "Poem on Old Age" and the 2014 fragments of Sappho's "Brothers Poem" | As in D. Campbell, <i>Greek Lyric Poetry</i> ; the Cologne Archilochus epode; the 2004 fragments of Sappho's "Poem on Old Age" and the 2014 fragments of Sappho's "Brothers Poem"  |
| Lysias        | <b>1</b> (Carey: CGLC 1990; Todd: Oxford 2007), <b>12</b> (Edwards: Bristol Classical Press 1999; Todd: Oxford forthcoming)  | <b>1</b> (Carey: CGLC 1990; Todd: Oxford 2007); <b>12</b> (Edwards: Bristol Classical Press 1999; Todd: Oxford forthcoming)  |
| Menander      |  | <b>Dyskolos</b> (Handley 1965)   |
| Pindar        | <b>Olympian 1, Pythian 8, Nemean 6, Isthmian 8</b>   | <b>Olympians 1, 2</b> (Willcock CGLC), <b>7</b> (Willcock CGLC), <b>14</b> ; <b>Pythians 1, 8, 10</b> ; <b>Nemeans 6, 7, 8, 10</b> ( <i>Olympians</i> and <i>Pythians</i> , Gildersleeve: New York 1899; <i>Nemeans</i> , Bury: Macmillan 1890; <i>Isthmians</i> , Bury: Macmillan 1892) |

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| Plato      | <b><i>Symposium</i></b> (Dover: CGLC 1980);<br><b><i>Apology</i></b> (Burnet 1924);<br><b><i>Crito</i></b> (Burnet 1924) | <b><i>Apology and Crito</i></b> (Burnet: Oxford 1924);<br><b><i>Symposium</i></b> (Dover: CGLC 1980); <b><i>Republic 6, 7, 10</i></b> (Adam: Cambridge 1902)   |
| Plutarch   |  | <b><i>Pericles</i></b> (Stadter 1989)  |
| Polybius   |  | <b>Book 6</b> (Walbank I: Oxford Clarendon 1957)   |
| Sophocles  | <b><i>Antigone</i></b> (Griffith: CGLC 1999),<br><b><i>Oedipus Tyrannus</i></b> (Dawe: CGLC rev. ed. 2006),              | <b><i>Ajax</i></b> (Finglass: Cambridge 2011; Stanford: Macmillan 1963, Bristol Classical Press reprint); <b><i>Antigone</i></b> (Griffith: CGLC 1999)<br><b><i>Oedipus Tyrannus</i></b> (Dawe: CGLC rev. ed. 2006), <b><i>Oedipus at Colonus</i></b> (Jebb: Bristol Classical Press reprint of 1900 edition, Cambridge; Critical text: Lloyd-Jones and Wilson: Oxford 1990) |
| Theocritus | <b><i>Idylls 1, 7, 11</i></b>  | <b><i>Idylls 1, 7, 11, 13</i></b> (Gow: Cambridge 1952; Dover: Macmillan 1971 (BCP reprint); Hunter: CGLC 1999 has commentary on 7, 11, 13)  |
| Thucydides | <b>2</b> (Rusten: CGLC 1989), <b>3.37-3.50, 5.84-119</b>   | <b>Book 1, 3, 5.84-116; 6</b> (Gomme, Andrewes, Dover: Oxford Clarendon 1945-1981; Hornblower I and III: Oxford Clarendon 1991, 2008); <b>2</b> (Rusten: CGLC 1989)  |
| Xenophon   | <b><i>Hellenica 2</i></b> (Krentz: Aris and Phillips 1995; Underhill: reprint by Bristol Classical Press 1991)           | <b><i>Hellenica 2</i></b> (Krentz: Aris and Phillips 1995; Underhill: reprint by Bristol Classical Press 1991); <b><i>Athenaion Politeia</i></b> (Frisch 1942; Marr and Rhodes: Aris and Philips 2008)   |

## Latin M.A. Reading List

This list is intended to help you prepare for the MA 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%**.

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

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 PhD) 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 MA reading List  | Latin PhD reading list   |
|------------------|--|--|
| <b>Apuleius</b>  |  | <i>Metamorphoses</i> 4.28–6.24 (Kenney: CGCL 1990)   |
| <b>Augustine</b> |  | <i>Confessions</i> 1 (Clark: Cambridge Imperial Library 2005; O'Donnell: Oxford)   |
| <b>Ausonius</b>  |  | <i>Moselle</i> (Green: Oxford 1991)  |
| <b>Caesar</b>    | <i>Civil Wars</i> 1 (Carter: Aris and Phillips 1991; Kramer / Hofmann: Berlin 1881 [German])<br><i>Gallic Wars</i> 5 (Holmes: Oxford 1914; Kelsey: Boston 1897, repr. 2007; Kramer / Dittenberger: Berlin 1881 [German]) | <i>Civil Wars</i> 1 (Carter: Aris and Phillips 1991; Kramer / Hofmann: Berlin 1881 [German])<br><i>Gallic Wars</i> 5 (Holmes: Oxford 1914; Kelsey: Boston 1897, repr. 2007; Kramer / Dittenberger: Berlin 1881 [German]) |
| <b>Catullus</b>  | 1-64, 70-116 (Fordyce: Oxford 1961, where available; Kroll: ed. 5 Stuttgart 1959 [German])   | all (Fordyce: Oxford 1961, where available; Kroll: ed. 5 Stuttgart 1959 [German])  |

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|               | Quinn: London 1973 where Fordyce is not available)  | Quinn: London 1973 where Fordyce is not available)  |
| <b>Cicero</b> | <p><b><i>In Catilinam 1, 3</i></b> (Dyck: CGLC 2008)</p> <p><b><i>Pro Caelio</i></b> (Austin: Oxford 1960, with many reprints; Dyck: CGLC 2013; Keitel and Crawford: Focus 2009 is also available)</p> <p><b><i>Philippics 2</i></b> (Ramsey: CGLC 2003; Denniston: Oxford 1926, repr. BCP 1991, 2011)</p> <p><b><i>Select Letters</i></b> (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)</p> <p><b><i>Somnium Scipionis</i></b> (Zetzel: CGLC 1995 = De Re Publica, Book 6)</p> | <p><b><i>In Catilinam 1-4</i></b> (Dyck: CGLC 2008)</p> <p><b><i>Pro Caelio</i></b> (Austin: Oxford 1960, with many reprints; Dyck: CGLC 2013; Keitel and Crawford: Focus 2009 is also available)</p> <p><b><i>Philippics 2</i></b> (Ramsey: CGLC 2003; Denniston: Oxford 1926, repr. BCP 1991, 2011)</p> <p><b><i>De Oratore 1.1–23</i></b> (Kumaniecki's Teubner: Leipzig 1969; Wilkins 1892)</p> <p><b><i>Select Letters</i></b> (Shackleton Bailey: CGLC 1980)</p> <p><b><i>Somnium Scipionis</i></b> (Zetzel: CGLC 1995 = De Re Publica, Book 6)</p> |
| <b>Ennius</b> |   | <p><b><i>Annals</i></b> (Skutsch: Oxford 1985; for now, use Warmington's Loeb translation for guidance)</p> <p>Fragments of the Tragedies: <b><i>Medea Exul</i></b> (Jocelyn: Cambridge 1967)</p>   |
| <b>Horace</b> | <p><b><i>Odes:</i></b></p> <p><b>1</b> (Mayer: CGLC 2012; Nisbet &amp; Hubbard: Oxford 1970)</p>  | <p><b><i>Odes:</i></b></p> <p><b>1</b> (Mayer: CGLC 2012; Nisbet &amp; Hubbard: Oxford 1970)</p>  |

- 2** (Nisbet & Hubbard: Oxford 1978)  
**3** (Nisbet & Rudd: Oxford 2004)  
**Satires 1.1, 4-6, 9-10** (Gowers: CGLC 2012)
- Jerome**
- 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)  
**Epistula 52 to Nepotian** (Cain: Brill, 2013);  
**Epistula 108 to Eustochium** (Cain: Oxford, 2013)
- Juvenal**
- Satires 1, 3** (Braund: CGLC 1996; you may also find Courtney: London 1980 useful; reissued in paperback in 2013, by California Classical Studies)  
**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)  
(See Kraus: CGLC 1995 for a good introduction to 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)  
(See Fantham: CGLC 1992 for a good introduction to Lucan.)  
**Bellum Civile, Book 1, (Roche: Oxford 2009), 7**  
(Lanzarone: Florence 2016)  
(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 5.772-1104** (Gale: Oxford 2009)  
**Book 1** (Leonard & Smith: Wisconsin 1970)  
**Book 3.1-30, 417-1094** (Kenney: CGLC 1971)  
**Book 5.772-1457** (Gale: Oxford 2009)

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| <b>Martial</b>           | <b>Select Epigrams 1, 4, 7, 8, 11, 16, 18, 30, 43, 54, 68, 80, 81, 83, 85</b> (Watson and Watson: CGLC 2003)<br>(Watson and Watson: CGLC 2003)   |   |
| <b>Naevius</b>           |  | <b>Bellum Punicum</b> (Barchiesi: Padua 1962 [Italian]; Flores: Naples 2011 [Italian])<br><b>Tarentilla</b> (Warmington: Loeb 1936, with reprints)  |
| <b>Ovid</b>              | <b>Ars Amatoria 1</b> (Hollis: Oxford 1977)<br><b>Amores 1</b> (McKeown: Liverpool 1987; Barsby: Oxford 1973 = BCP 1979)<br><b>Metamorphoses</b> (Galasso: Torino 2000 on all books)<br><b>1</b> (Lee: BCP 1953, repr. 1992; Anderson: Oklahoma 1997; Barchiesi: Rome 2005- [Italian] so far for Met. 1-9)<br><b>8</b> (Hollis: Oxford 1970; Barchiesi as above) | <b>Ars Amatoria 1</b> (Hollis: Oxford 1977)<br><b>Amores 1</b> (McKeown: Liverpool 1987; Barsby: Oxford 1973 = BCP 1979)<br><b>Metamorphoses</b> (Galasso: Torino 2000 on all books)<br><b>1</b> (Lee: BCP 1953, repr. 1992; Anderson: Oklahoma 1997; Barchiesi: Rome 2005- [Italian] so far for Met. 1-9)<br><b>8</b> (Hollis: Oxford 1970; Barchiesi as above)<br><b>14</b> (Myers: CGLC 2009)<br><b>15.745-897</b><br><b>Heroides</b> (Knox: CGLC 1996)<br><b>Fasti 4</b> (Fantham: CGLC 1998) |
| <b>Petronius</b>         | <b>Satyricon 26-78: the Cena Trimalchionis</b> (Smith and/or Schmeling)  | <b>Satyricon 26-78: the Cena Trimalchionis</b> (Smith and/or Schmeling)   |
| <b>Plautus</b>           | <b>Menaechmi</b><br>(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.)   | <b>Amphitruo</b> (Christenson: CGLC 2000)<br><b>Pseudolus</b> (Wilcock: BCP 1987)<br><b>Menaechmi</b> (Gratwick: CGLC 1993)<br>(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.)   |
| <b>Pliny the Younger</b> | <b>Epistles</b> (Sherwin-White: Oxford 1966)<br><b>1.1</b><br><b>6.16, 20</b><br><b>10.96, 97</b>  | <b>Epistles</b> (Sherwin-White: Oxford 1966)<br><b>1.1</b><br><b>2 (all)</b> (Whitton: CGLC 2013)<br><b>6.16, 20</b><br><b>9.33</b><br><b>10.96, 97</b>   |



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| <b>Propertius</b>                  | <b>Book 1</b> (Camps: Cambridge 1961; Fedeli: Florence 1980 [Italian])   | <b>Book 1</b> (Camps: Cambridge 1961; Fedeli: Florence 1980 [Italian])<br><b>Book 3. 1–3</b> (Camps: Cambridge 1966; Fedeli: Bari 1985 [Italian])<br><b>Book 4</b> (Hutchinson: CGLC 2006)   |
| <b>Prudentius</b>                  |  | <b><i>Psychomachia</i></b> (Burton: Bryn Mawr 1989)  |
| <b>Quintilian</b>                  |  | <b><i>Institutio Oratoria</i>10.1</b> (Peterson: Oxford 1903)  |
| <b>Sallust</b>                     | <b><i>Bellum Catilinae</i></b> (Ramsey: APA 1984; ed. 2, 2007)   | <b><i>Bellum Catilinae</i></b> (Ramsey: APA 1984; ed. 2, 2007)<br><b><i>Histories, Preface &amp; Book 1</i></b> (La Penna & Funari: De Gruyter 2015)<br>Further speeches and letters: <b>speech of Cotta (Book 2), letter of Pompey (Book 2), speech of Macer (Book 3), letter of Mithridates (Book 4);</b> use Reynolds' 1991 OCT for text.<br>For advice and support on <i>Hist.</i> 1-5, use Ramsey: Loeb 2015 and McGushin: Oxford 1992. |
| <b>Seneca</b>                      | <b><i>Thyestes</i></b> (Tarrant: APA 1985)   | <b><i>Thyestes</i></b> (Tarrant: APA 1985)<br><b><i>Epistles 47; 51; 55; 56; 86; 99; 114</i></b> (use Reynolds' OCT; Summers: London 1920, repr. 1965 for advice)<br><b><i>Apocolocyntosis</i></b> (Eden: CGLC 1984)   |
| <b>Statius</b> (Hill: Leiden 1983) | <b><i>Thebaid 9</i></b> (Dewar: Oxford 1991)   | <b><i>Thebaid 9</i></b> (Dewar: Oxford 1991)<br><b><i>Achilleid</i></b> (McNelis: OUP forthcoming)<br><b><i>Silvae 2.7</i></b> (Newlands: CGLC 2011)   |
| <b>Suetonius</b>                   |  | <b><i>Augustus</i></b> (Wardle: Oxford 2014)   |
| <b>Tacitus</b>                     | <b><i>Agricola</i></b> (Kraus & Woodman: CGLC 2014)<br><b><i>Annals 4</i></b> (Woodman and Martin: CGLC 1989; Furneaux: Oxford, ed. 2, 1896. | <b><i>Agricola</i></b> (Kraus & Woodman: CGLC 2014)<br><b><i>Histories 1</i></b> (Damon: CGLC 2003)<br><b><i>Dialogus</i></b> (Mayer: CGLC 2001)<br><b><i>Annals 1</i></b> (Goodyear: Cambridge 1972);<br><b>4</b> (Woodman and Martin: CGLC 1989);<br>Furneaux: Oxford, ed. 2, 1896 for both.   |

|                 |   |   |
|-----------------|---|---|
| <b>Terence</b>  | <b><i>Adelphoe</i></b> (Martin: CGLC 1976)  | <b><i>Adelphoe</i></b> (Martin: CGLC 1976);<br><b><i>Eunuch</i></b> (Barsby: CGLC 1999)   |
| <b>Tibullus</b> | <b>Book 1.1-4</b> (Maltby: Cambridge 2002; Flower Smith: New York 1913, repr. Darmstadt 1964, 1985)<br><b>Book 3.13-18</b> (Sulpicia)   | <b>Book 1</b> (Maltby: Cambridge 2002; Flower Smith: New York 1913, repr. Darmstadt 1964, 1985)<br><b>Book 3.13-18</b> (Sulpicia)   |
| <b>Vergil</b>   | <b><i>Eclogues 1, 4-6, 9-10</i></b> (Clausen: Oxford 1994 and/or Coleman: CGLC 1977)<br><b><i>Georgics 1.1-203, 425-515; 3.1-48; 4</i></b> (Thomas: CGLC 1988 and/or Mynors: Oxford 1990)<br><b><i>Aeneid</i></b><br><b>1</b> (Austin: Oxford 1971)<br><b>2</b> (Austin: Oxford 1964; Horsfall: Brill 2008)<br><b>4</b> (Austin: Oxford 1963)<br><b>6</b> (Austin: Oxford 1977; Norden, ed. 3 Leipzig 1927, with many reprints [German])<br><b>7</b> (Horsfall: Brill 2000)<br><b>8</b> (Williams: London 1973, repr. BCP 1996 – this edition covers Aen. 7-12, Fordyce: Oxford 1977, repr. BCP 1993 on Aen. 7-8)<br><b>12</b> (Tarrant: CGLC 2012) | <b><i>Eclogues</i></b> (Clausen: Oxford 1994 and/or Coleman: CGLC 1977)<br><b><i>Georgics</i></b> (Thomas: CGLC 1988 and/or Mynors: Oxford 1990)<br><b><i>Aeneid</i></b><br><b>1</b> (Austin: Oxford 1971)<br><b>2</b> (Austin: Oxford 1964; Horsfall: Brill 2008)<br><b>3</b> (Williams: Oxford 1963, repr. BCP 1990; Horsfall: Brill 2006)<br><b>4</b> (Austin: Oxford 1963)<br><b>5</b> (Williams: Oxford 1960, repr. BCP 1981)<br><b>6</b> (Austin: Oxford 1977; Norden, ed. 3 Leipzig 1927, with many reprints [German])<br><b>7</b> (Horsfall: Brill 2000)<br><b>8</b> (Williams: London 1973, repr. BCP 1996 – this edition covers Aen. 7-12, Fordyce: Oxford 1977, repr. BCP 1993 on Aen. 7-8)<br><b>9</b> (Hardie: CGLC 1995)<br><b>10</b> (Harrison: Oxford 1997)<br><b>11</b> (Horsfall: Brill 2011)<br><b>12</b> (Tarrant: CGLC 2012) |

## Greek History M.A. Reading List

The following list offers required readings and choices for the M.A. in Classical Antiquity, Special Field examination in Greek History. Students are expected to consult with an advisor and finalize a list which will form the basis of their special field examination.

## General Reading

You should read Pomeroy, Burstein, Donlan, Roberts, and Tandy, *Ancient Greece: A Political, Social, and Cultural History* (Oxford) for a general overview of Greek history. You should also read (or reread) the following translated ancient sources:

- Herodotus, *The Landmark Histories* with all appendices and introduction.
- Thucydides, *The Landmark Thucydides* with all appendices and introduction.
- Xenophon, *The Landmark Xenophon's Hellenika* with all appendices and introduction.
- J. M. Moore (ed.), *Aristotle and Xenophon on Democracy and Oligarchy* with commentary and introductions.
- W. Robert Connor (ed.), *Greek Orations* with introductions.
- Plutarch, *The Rise and Fall of Athens* or Plutarch, *The Age of Alexander* with introductions.
- P. R. McKechnie and S. J. Kern (eds) *Hellenica Oxyrhynchia* with introductions and commentary.
- N.B.: To get the most out of these readings you should read the overview (A) in close conjunction with the ancient sources (B).

## Inscriptions

In consultation with the Chair of the Examination Committee, you should select two important inscriptions from *Translated Documents of Greece and Rome 1: Archaic Times to the End of the Peloponnesian War* (ed. Charles W. Fornara) or *Greek Historical Inscriptions 403-323* (eds. P. J. Rhodes and Robin Osborne). You should study the two inscriptions carefully and read two or three of the recommended articles about each.

## Important Thematic Books

In consultation with the Chair of the Examination Committee you should select four of the following books to read:

- David Cohen, *Law Violence and Community in Classical Athens*
- W. R. Connor, *Thucydides*
- M. I. Finley, *Economy and Society in Ancient Greece* (ed. Shaw and Saller)
- Victor Hanson, *The Other Greeks*
- François Hartog, *The Mirror of Herodotus: The Representation of the Other in the Writing of History*
- Gabriel Herman, *Ritualised Friendship and the Greek City*
- Josiah Ober, *Mass and Elite in Democratic Athens*

- Pierre Vidal-Naquet, *The Black Hunter: Forms of Thought and Forms of Society in the Greek World*
- Narrative history chapters from one volume of the *Cambridge Ancient History*
  - CAH III.32 Chapters 37, 38, 42, 43, 44
  - CAH IV.2 Chapters 2, 4, 5, 8-11
  - CAH V.2 Chapters 3, 5, 6, 9, 10, 11
  - CAH VI.2 Chapters 2, 4, 6, 7, 14, 15, 16
  - CAH VII.12 Chapters 2, 4, 5.i-iii, 7, 11, 12

## Special Periods and Topics

You should select one special period or topic from the following eight in consultation with the Chair of the Examination Committee. The list of topics is not meant to be comprehensive, so you are welcome, in consultation with your professor, to research and design your own special topic, a somewhat more difficult proposition.

### (1) History in Homer

#### Primary texts

- Review Homer, *The Iliad* and *The Odyssey*.

#### Secondary readings

- M. I. Finley, *The World of Odysseus*.
- W. Kullmann, "History in Homer," in A. Rengakos, ed., *Realität, Imagination und Theorie. Kleine Schriften zu Epos und Tragödie in der Antike* (Stuttgart, 2002).
- A. M. Snodgrass, "An Historical Homeric Society?" *JHS* 94 (1974) 114-125.
- Ian Morris, "The Use and Abuse of Homer," in *Oxford Readings in Homer's Iliad* (ed. D. L. Cairns) 57-91.
- Ian Morris and Barry Powell (eds), *A New Companion to Homer* (chapters on Homeric Society, Homeric Warfare, Homeric Ethics, Homer and the Iron Age, Homer and the Bronze Age).
- Robin Osborne, *Greece in the Making, 1200-479 BC*, 2nd edition (2009) pp. 1-275.
- Joachim Latacz, *Troy and Homer: Towards a Solution of an Old Mystery* (trans. Kevin Windle and Rosh Ireland).

### (2) Athenian Democracy

#### Primary sources

- Dillon, M. – Garland, L. 2010. *The Ancient Greeks. History and Culture from Archaic Times to the Death of Alexander*, 3rd ed. London – NY – you are expected to have studied chapters 1; 8; 10; 12; 13
- P.J. Rhodes, *The Athenian Constitution / Aristotle*; translated with introduction and notes, Harmondsworth 1984.

### Secondary readings

#### A. Required

- Forrest, W. G. 1966. *The emergence of Greek democracy, 800-400 B.C.*, NY

#### B. Historical section

Choose one:

- Kagan, D. 1991. *Pericles of Athens and the Birth of Democracy*. NY
- Hansen, M.H. 1991. *The Athenian Democracy in the Age of Demosthenes. Structure, Principles and Ideology*, Oxford, chapters 6-13, p. 125-320

You have to be familiar with five contributions from this list, some of which might be substituted after consultation with the Chair of the Examination Committee.

- Ostwald, M. 1986. *From Popular Sovereignty to the Sovereignty of Law: Law, Society, and Politics in Fifth-Century Athens*, Berkeley, ch. 1, p. 3-83
- Rosivach, V.J. 1992. "Redistribution of Land in Solon, Fragment 34 West," *Journal of Hellenic Studies* 112, 153-157.
- Hansen, M.H. 1989. "Solonian Democracy in Fourth-Century" in W.R. Connor, *Aspects of Athenian Democracy* (Classica Et Mediaevalia, Dissertationes). Copenhagen, 71-99
- Develin, R.- Kilmer, M. 1997. "What Kleisthenes did", *Historia* 46: 3-18
- A. Boegehold, 1995. *The Lawcourts at Athens: Sites, Buildings, Equipment, Procedure, and Testimonia. The Athenian Agora*, in: The American School of Classical Studies, vol. 28, Princeton
- Versnel, H.S., 1995. *Religion and Democracy*, in: Walter Eder (Hrsg.), *Die athenische Demokratie im 4. Jahrhundert v. Chr. Vollendung oder Verfall einer Verfassungsform?* Stuttgart, 367-388
- Yunis, H. 1988. *Law, Politics, and the Graphe paranomon in Fourth-century Athens*, *GRBS* 29 361-382

#### C. Perception

##### Primary Sources:

- Ps. Xenophon *Ath. Pol.*
- Plato *Rep.* book VIII
- Arist. *Pol.* III ch.s 1; 6-8; 11; IV ch.s 4-6; 12; VI ch. 4

##### Secondary Material (choose one):

- Ober, J. 1998. *Political dissent in democratic Athens : intellectual critics of popular rule*. Princeton
- Rowe, Ch.- Schofield, M. 2000. *The Cambridge History of Greek and Roman Political Thought*. Cambridge. Chapters 10; 18

### (3) The Athenian Empire

#### Primary texts

- Review Thucydides, *The History of the Peloponnesian War*.
- Review Xenophon, *The Landmark Xenophon's Hellenika*, books 1 and 2.

#### Secondary readings

- Simon Hornblower, *Thucydides*
- Polly Low (ed.), *The Athenian Empire*.
- Russell Meiggs, *The Athenian Empire*, chapters 1-3, 8, 11-12.
- Harold B. Mattingly, *The Athenian empire restored : epigraphic and historical studies*, forward, introduction, chapters 21, and 27.
- Loren Samons II (ed.), *The Cambridge Companion to the Age of Pericles*, chapters 1-4, 8, 10, 11.

### (4) The (short) Fourth Century (404-322)

#### Primary texts

- Review Xenophon, *The Landmark Xenophon's Hellenika* with all appendices and introduction.
- Review Connor (ed.) *Greek Orations*.
- Review Plutarch, *The Age of Alexander*, Agesilaus, Pelopidas, Demosthenes, Phocion.

#### Secondary readings

- Lawrence Tritle (ed.), *The Greek world in the fourth century: from the fall of the Athenian Empire to the successors of Alexander*
- Cargill, J. (1981) *The Second Athenian League: Empire or Free Alliance?*
- G. L. Cawkwell, *Philip of Macedon* (with Phillip Harding's review in *Phoenix* 33: 173-178).
- Ernst Badian, "The ghost of empire: reflections on Athenian foreign policy in the fourth century BC," in *Die athenische Demokratie im 4. Jahrhundert v. Chr.: Vollendung oder Verfall einer Verfassungsform*, (ed. W. Eder), 79-106.
- G. T. Griffith, "Athens in the fourth century" in Garnsey and Whittaker, eds., *Imperialism in the Ancient World*.
- G. L. Cawkwell, "The crowning of Demosthenes," *CQ* 19 (1969) 163-180.
- Phillip Harding, "Rhetoric and politics in fourth-century Athens," *Phoenix* 41: 23-39.
- Phillip Harding, "Athenian foreign policy in the fourth century," *Klio* 77: 105-125.

## (5) Alexander the Great

### Primary texts

- Read *Alexander the Great : historical texts in translation* (edited by Waldemar Heckel and J. C. Yardley)

### Secondary readings

a) Read one of the following books:

- Peter Green, *Alexander of Macedon, 356-323 B.C.: a historical biography*
- A. B. Bosworth, *Conquest and Empire: The Reign of Alexander the Great*

b) Read the following articles and book sections:

- Ernst Badian, "Alexander the Great and the Loneliness of Power," in *Studies in Greek and Roman History* 192-205.
- A. B. Bosworth, *Alexander and the East: The Tragedy of Triumph*, "The Justification of Terror," 133-165.
- Eugene Borza, "Fire from heaven: Alexander at Persepolis" and "The Royal Macedonian tombs and the paraphernalia of Alexander the Great" in Eugene Borza, *Makedonika*.
- Eugene Borza, *In the Shadow of Olympus: The Emergence of Macedon* 198-252
- Donald W. Engels, *Alexander the Great and the Logistics of the Macedonian army* 1-25.
- Jeanne Reames-Zimmerman, "An Atypical Affair. . ." *Ancient History Bulletin* 13.3 (1999) 81-95.
- Joseph Roisman (ed.), *Brill's Companion to Alexander the Great*, chapters 1, 3-10

## (6) Warfare and Society

### Primary texts

- *Aineias the Tactician: How to Survive under Siege* (ed. and trans. David Whitehead)
- Michael Sage (ed.), *Warfare in Ancient Greece: A Sourcebook*

### Secondary readings

Victor Hanson, *The Western Way of War*

- Victor Hanson (ed.), *Hoplites : the Classical Greek Battle Experience*, introduction and essays 3, 6-9.
- P. Sabin, H. V. Wees and M. Whitby (eds.) *The Cambridge History of Greek and Roman Warfare. Volume I: Greece, the Hellenistic World and the Rise of Rome* chapters 5, 8-9, 11, 14-15.
- Hans Van Wees, *Greek Warfare: Myths and Realities*
- J. E. Lendon, *Soldiers and Ghosts* 1-161

## (7) The Ancient Economy

### Primary texts

- Xenophon, *Ways and Means (Poroi) and Oeconomicus*

### Secondary readings

- M. I. Finley, *The Ancient Economy* (1999 edition with forward by Ian Morris)
- Ed Cohen, *The Athenian Economy, A Banking Perspective*
- Robin Osborne, *Classical Landscape with Figures*
- D. W. Tandy, *Warriors into Traders*, with *BMCR* review by David Schaps.
- Paul Cartledge, Edward Cohen, and Lin Foxhall (eds), *Money, Labour and Land: Approaches to the economies of ancient Greece*
- Walter Scheidel and Sitta von Reden (eds.), *The Ancient Economy*, chapters 1-3, 5-7, 11-12

## (8) Sparta

### Primary texts

- Review Xenophon, “The Politeia of the Spartans” in *Aristotle And Xenophon On Democracy And Oligarchy* (ed. J. M. Moore).
- Review Plutarch, “Lycurgus,” “Lysander,” and “Agesilaus.”

### Secondary readings

- Paul Cartledge, *Sparta and Lakonia: A Regional History, 1300-362 BC*
- Paul Cartledge, *Agesilaos and the Crisis of Sparta*, chapters 1-3, 6, 10-11, 17-22

In consultation with the Chair of the Examination Committee select ten articles to read from the following collections:

- A. Powell (ed.), *Classical Sparta: Techniques behind her Success*
- A. Powell and S Hodkinson (eds.) , *The Shadow of Sparta*
- N. Luraghi and S. Alcock, *Helots and Their Masters in Laconia and Messenia: Histories, Ideologies, Structures*

## (9) Male Homosexuality

### Primary texts

- Thomas Hubbard (ed.), *Homosexuality in Greece and Rome. A Sourcebook of Basic Documents*, 1-307.

### Secondary readings

- K.J. Dover, *Greek Homosexuality*
- David M. Halperin, *One Hundred Years of Homosexuality*, essays 1, 2, 3, 6.
- J. K. Winkler, *The Constraints of Desire* essays 1, 2, 3, 5.
- David Cohen, *Law, Sexuality, and Society: The Enforcement of Morals in Classical Athens*



- James Davidson, *The Greeks and Greek Love: A Radical Reappraisal of Homosexuality in Ancient Greece*
- Reviews of Davidson by Verstraete and Hubbard (via the Verstraete review) are best accessed at <http://bmcr.brynmawr.edu/2009/2009-11-03.html>, which provides Davidson's response

## Roman History M.A. Reading List

The following list offers required readings and choices for the M.A. in Classical Antiquity, Special Field examination in Roman History. Students are expected to consult with the Chair of the Examination Committee and finalize a list which will form the basis of their special field examination.

Select three of the following areas of concentration. Your selections must include either I or II, but may also include both. All sources may be read in English.

### I. Roman Republic: Political and Military History

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

Livy Histories, Books 5, 6, 20, 21, 37, 39 Polybius Histories, Books 1-6

- Caesar Civil Wars
- Appian, Civil Wars
- Cicero, Verrine Orations
- Cicero, Catilinarian Orations
- Sallust, Catiline and Jugurtha
- Plutarch, Lives of Coriolanus, Fabius Maximus, Marcellus, Cato the Elder, Tiberius Gracchus, Gaius Gracchus, Sertorius, Brutus, Mark Antony

B. Textbook: read chapters 1-8 from the following:

- M.T. Boatwright, D. Gargola, R. Talbert *The Romans: From Village to Empire* (Oxford, 2004)

C. Secondary: select two of the following in consultation with the Chair of the Examination Committee.

- A.E. Astin et al. (eds.), *The Cambridge Ancient History Vol. 8, 2nd ed.* (Cambridge, 1989).
- E. Badian, *Foreign Clientelae* (Oxford, 1958).
- P. A. Brunt, *The Fall of the Roman Republic* (Oxford 1988).
- J.A. Crook et al. eds. *The Cambridge Ancient History Vol. 9, 2nd ed.* (Cambridge, 1994).
- H. Flower *The Cambridge Companion to the Roman Republic* (Cambridge, 2004)
- E. Gruen *The Hellenistic World and the Coming of Rome* (Berkeley, 1984).

- A. Lintott *The Constitution of the Roman Republic* (Oxford, 1999)
- F. Millar *The Crowd in Rome in the Late Republic* (Berkeley, 1998)
- T. Mommsen, *The History of Rome, Vol. 1*, trans. W. Dickson (Cambridge, 2010).
- R. Syme *The Roman Revolution* (Oxford, 1939).

## II. Roman Empire: Political and Military History

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- Tacitus, *Annals*, Books 1-4
- Suetonius, *Lives of the Caesars*
- *Historia Augusta*
- Dio Cassius, *Roman History*, Books 50-56
- Herodian, *History of the Roman Empire*

B. Textbook: read chapters 9-13 from the following:

- M.T. Boatwright, D. Gargola, R. Talbert *The Romans: From Village to Empire* (Oxford, 2004)

C. Secondary: select two of the following in consultation with the Chair of the Examination Committee.

- C. Ando, *Imperial Ideology and Provincial Loyalty in the Roman Empire* (Berkeley, 2000)
- A.K. Bowman et al. (eds.), *The Cambridge Ancient History Vol. 10*, 2nd ed. (Cambridge, 1995).
- A.K. Bowman et al. (eds.), *The Cambridge Ancient History Vol. 11*, 2nd ed. (Cambridge, 2008).
- A.K. Bowman et al. \*eds.), *The Cambridge Ancient History Vol. 12*, 2nd ed. (Cambridge, 2008).
- P.A. Brunt, *Roman Imperial Themes* (Oxford, 1990).
- E. Gibbon, *The Decline and Fall of the Roman Empire* chapters 1-16.
- F. Millar, *The Emperor in the Roman World* (Ithaca, 1977).
- D. Potter, *The Roman Empire at Bay, AD 180-395* (New York, 2004)
- R. Syme, *Tacitus* (Oxford, 1958).

## III. Social and Economic History

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- Pliny the Younger, *Letters*, Books 1-9
- Cato, *On Agriculture* and Varro, *On Farming*
- P.G. Walsh, *M. Tullius Cicero: Correspondence, English Selections* (Oxford, 2008).

- Petronius, Satyricon
- Apuleius, The Golden Ass
- Seneca, Letters
- M. Fant and M. Lefkowitz, Women in Greece and Rome 2nd ed. (London, 1982).

B. Secondary: select three of the following in consultation with the Chair of the Examination Committee.

- R. Duncan Jones The Economy of the Roman Empire: Quantitative Studies (Cambridge, 1974).
- K.R. Bradley Slavery and Society at Rome (Cambridge, 1994).
- S. Dixon, Reading Roman Women: Sources, Genres and Real Life (London, 2001)
- J. Gardner, Women in Roman Law and Society (London, 1986).
- P. Garnsey and R. Saller The Roman Empire. Economy, Society and Culture (Berkeley, 1987).
- K. Hopkins Conquerors and Slaves (Cambridge, 1977).
- P. Horden and N. Purcell The Corrupting Sea, A Study of Mediterranean History (Oxford, 2000)
- R. Saller Patriarchy, Property, and Death in the Roman Family (Cambridge, 1994).
- W. Scheidel et al. eds. The Cambridge Economic History of the Greco Roman World (Cambridge, 2008)
- S. Treggiari Roman Marriage (Oxford, 1991).
- P. Veyne Bread and Circuses (London, 1990).

## IV. Roman Law

A. Primary

- Gaius Institutes or Justinian Institutes

B. Textbook: Read entire:

- P. DuPlessi Borkowski's Textbook on Roman Law, 4th ed. (Oxford, 2010).

C. Secondary: select three of the following in consultation with the Chair of the Examination Committee.

- E. J. Champlin Final Judgments: Duty and Emotion in Roman Wills, 200 B.C.-A.D. 250 (Princeton, 1989).
- J.A. Crook Legal Advocacy in the Roman World (Ithaca, 1995).
- J. A. Crook Law and Life in Republican Rome (Ithaca, 1967).
- J.F. Gardner Family and Familia in Roman Law and Life (Oxford, 1998)
- A. Riggsby Crime and Community in Ciceronian Rome (Austin, 1999).
- A. Watson Roman Slave Law (Baltimore, 1987).
- A. Watson International Law in Archaic Rome: War and Religion (Baltimore, 1993).

## V. Provinces

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- N. Lewis and M. Reinhold (eds.), *Roman Civilization* 3rd ed. (New York, 1990) Vol. II, ch. 4.
- Josephus, *Jewish Wars*
- Pliny the Younger, *Letters*, Book 10
- Aelius Aristides, *Oration to Rome*
- Dio Chrysostom, *Orations*
- Apuleius, *The Golden Ass*
- A. K. Bowman and J. D. Thomas, *The Vindolanda Writing Tablets (Tabulae Vindolandenses II)* (London 1994).
- J. Reynolds *Aphrodisias and Rome* (London, 1989).

B. Secondary (select three of the following in consultation with your professor)

- S. Alcock, *Graecia Capta: The Landscapes of Roman Greece* (Cambridge, 1993).
- A. Bowman, *Egypt After the Pharaohs* (Berkeley, 1986).
- A.H.M. Jones, *The Cities of the Eastern Roman Provinces* (Oxford, 1971).
- M. Kulikowski, *Late Roman Spain and its Cities* (Baltimore, 2004)
- F. Millar, *The Roman Near East 31 BC - AD 337* (Cambridge, 1993).
- S. Mitchell, *Anatolia* (Oxford, 1993).
- A. Mocsy, *Pannonia and Upper Moesia* (London, 1974).
- P. Salway, *The Oxford Illustrated History of Roman Britain* (Oxford, 1994).
- M. Sartre, *The Middle East Under Rome* (Cambridge, MA, 2005)
- G. Woolf, *Becoming Roman. The Origins of Provincial Civilization in Gaul* (Cambridge, 1998).

## VI. The Roman Army

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- Polybius, *Histories* book 6
- Caesar, *Gallic Wars*
- Anonymous, *De rebus bellicis*
- Frontinus, *Stratagemata*
- Vegetius, *De re militari*

B. Secondary (select three of the following in consultation with the Chair of the Examination Committee)

- A. Birley, *The Roman Army Papers, 1929-1986* (Amsterdam, 1986).
- A. K Bowman, *Life and Letters on the Roman Frontier* (London, 1994).
- J.B. Campbell, *The Emperor and the Roman Army, 31 BC-AD 235* (Oxford, 1984).
- H. Elton, *Warfare in Roman Europe, AD 350-425* (Oxford, 1996).
- E. Gabba, *Republican Rome, the Army, and the Allies* (Berkeley, 1976).
- A. Goldsworthy, *The Roman Army at War, 100 BC-AD 200* (Oxford, 1996).
- L. Keppie, *The Making of the Roman Army: From Republic to Empire* (Totowa, 1984).
- J.E. Lendon, *Soldiers and Ghosts: A History of Battle in Classical Antiquity* (New Haven, 2005).
- E. Luttwak, *The Grand Strategy of the Roman Empire* (Baltimore, 1976).
- M. Speidel, *Roman Army Studies* (Amsterdam, 1984).
- C.R. Whittaker, *Frontiers of the Roman Empire* (Baltimore, 1994).

## VII. Cultural History and Education

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- Cicero, *On the Orator*
- Suetonius *Lives of the Grammarians and Rhetors*
- Quintilian, *The Orator's Education*
- Seneca the Elder, *Declamations*
- Eunapius, *Lives of the Sophists*
- Macrobius, *Saturnalia*
- M. Joyal, I. McDougall, J. Yardley *Greek and Roman Education: A sourcebook* (New York, 2009)

B. Secondary: select three of the following in consultation with the Chair of the Examination Committee.

- S. F. Bonner, *Education in Ancient Rome* (Berkeley, 1977).
- G. Bowersock, *Hellenism in Late Antiquity* (Ann Arbor, 1990).
- R. Cribiore, *Gymnastics of the Mind* (Princeton, 2001).
- E. Gruen, *Culture and National Identity in Republican Rome* (Ithaca, 1992).
- W.A. Johnson and H.N. Parker, eds. *Ancient literacies : the culture of reading in Greece and Rome* (Oxford 2009)
- H.I. Marrou, *A History of Education in Antiquity* (Madison, 1956).
- R.A. Kaster, *Guardians of Language* (Berkeley, 1988).
- R.A. Kaster, *Emotion, restraint, and community in ancient Rome* (Oxford, 2005)

- E. Rawson, *Roman Culture and Society* (Oxford, 1991)
- E. Rawson, *Intellectual Life in the Late Roman Republic* (Baltimore, 1985).
- A. Wallace-Hadrill, *Rome's Cultural Revolution* (Cambridge, 2008).

## VIII. Late Antiquity

A. Primary: select two of the following in consultation with the Chair of the Examination Committee.

- Ammianus Marcellinus, *Histories*
- Procopius, *Secret History*
- Augustine, *Confessions*
- Symmachus, *Relationes*
- Eusebius, *Life of Constantine*
- Socrates Scholasticus, *History of the Church*
- A.D. Lee, *Pagans and Christians in Late Antiquity: A Sourcebook* (London, 2000)

B. Secondary: select three of the following in consultation with the Chair of the Examination Committee.

- P. Brown, *The World of Late Antiquity* (London, 1981).
- P. Brown, *The Rise of Western Christendom: Triumph and Diversity*, 2nd ed. (Malden, MA, 2003)
- J.B. Bury, *History of the Later Roman Empire* (New York, 1958).
- A. Cameron et al. (eds.), *The Cambridge Ancient History Vol. 13*, 2nd ed. (Cambridge, 1998).
- A. Cameron et al. (eds.), *The Cambridge Ancient History Vol. 14*, 2nd ed. (Cambridge, 2008).
- G. Fowden, *From Empire to Commonwealth* (Princeton, 1994).
- W. Goffart, *Barbarian Tides: The Migration Age and the Later Roman Empire* (Philadelphia 2006)
- P. Heather, *Empires and Barbarians: The Fall of Rome and the Birth of Europe* (Oxford, 2010).
- J. Matthews, *The Roman Empire of Ammianus* (Baltimore, 1989).
- B. Ward-Perkins, *The Fall of Rome and the End of Civilization* (Oxford, 2005).

Approved by the Graduate Committee (10/22/2010)

## Philosophy & Political Theory M.A. Reading List

Students must complete the overview in section I, any one of four historical periods from section II.A, and any one of four fields from section II.B. This is preparation for the 90-minute written exam plus oral.

With the permission of a faculty advisor and the Associate Chair for Graduate Studies, students may elect to offer two historical periods (either 1 or 2 AND either 3 or 4) and two fields for a 3-hour written exam plus oral.

## I. Overview

- J. V. Luce, *An Introduction to Greek Philosophy* (London: Thames and Hudson 1992).
- Terence Irwin, *Classical Thought* (Oxford: OUP 1989).
- David Sedley ed., *The Cambridge Companion to Greek and Roman Philosophy* (Cambridge: CUP 2003).

## II. A. Periods (choose 1 of 4)

### 1. Pre-Socratics: the Greek beginnings to the Sophists

#### Primary Texts

- Kirk, Raven and Schofield ed., *The Presocratic Philosophers* (2nd ed., Cambridge: CUP 1983).
- Robin Waterfield, *The First Philosophers: the Presocratics and the Sophists* (Oxford: OUP 2000).
- full familiarity with the fundamental Diels-Kranz edition, *Die Fragmente der Vorsokratiker* (6th ed. Berlin: Weidmann 1952).

#### Studies

- Edward Hussey, *The Pre-Socratics* (London: Duckworth 1972).
- Alexander Mourelatos ed., *The Pre-Socratics: A Collection of Critical Essays* (revised Princeton: Princeton UP 1993, orig. Doubleday 1974).
- A. Long ed., *The Cambridge Companion to Early Greek Philosophy* (Cambridge: CUP 1999).
- choose one of two:
  - G. B. Kerferd, *The Sophistic Movement* (Cambridge: CUP 1981) OR
  - W. K. C. Guthrie, *A History of Greek Philosophy*, vol. 3.1 *The World of the Sophists* (Cambridge: CUP 1969).

### 2. Socrates, Plato and Aristotle

#### Primary Texts

- Plato, *Apology, Republic, Phaedo*.

- Xenophon, *Memorabilia* 1 and 4.
- Aristotle, *Metaphysics* 1, *Physics* 1 and 3, *Nicomachean Ethics*.

### Studies

- W. K. C. Guthrie, *A History of Greek Philosophy*, vol. 3.2 *Socrates* (Cambridge: CUP 1969).
- Gregory Vlastos, *Socrates, Ironist and Moral Philosopher* (Ithaca: Cornell UP 1991).
- David J. Melling, *Understanding Plato* (Oxford 1987).
- Alexander Nehamas, *Virtues of Authenticity: Essays on Plato and Socrates* (Princeton: Princeton UP 1999).
- Richard Kraut ed., *The Cambridge Companion to Plato* (Cambridge: CUP 1992).
- choose one of two:
  - Jonathan Lear, *Aristotle: the desire to understand* (Cambridge: CUP 1988) OR
  - G. E. R. Lloyd, *Aristotle: The Growth and Structure of his Thought* (Cambridge: CUP 1968).
- Jonathan Barnes ed., *The Cambridge Companion to Aristotle* (Cambridge 1995).

## 3. Hellenistic and Roman

### Primary Texts

- A. A. Long and D. N. Sedley ed., *The Hellenistic Philosophers*, 2 volumes (Cambridge 1987).
- Lucretius, *De Rerum Natura*.
- Cicero, *De Officiis* 2, *Tusculan Disputations* 5 (translated in M. Grant ed., *Cicero: On the Good Life*, Penguin 1971).
- Seneca the Younger, *Letters from a Stoic* (selected by Robin Campbell, Penguin 1969).
- Marcus Aurelius, *Meditations*.

### Studies

- Choose one of two:
  - A. A. Long, *Hellenistic Philosophy* (2nd ed., Berkeley: California 1986) OR
  - R. W. Sharples, *Stoics, Epicureans and Sceptics: An Introduction to Hellenistic Philosophy* (London and New York: Routledge 1996).
- Elizabeth Rawson, "Philosophy," in *Intellectual Life in the Late Roman Republic* (London: Duckworth 1985) 282-297.
- John Glucker, "Cicero's Philosophical Affiliations," in J. M. Dillon and A. A. Long ed., *The Question of "Eclecticism": Studies in Later Greek Philosophy* (Berkeley: California 1988) 34-69.
- David Sedley, *Lucretius and the Transformation of Greek Wisdom* (Cambridge: CUP 1998).



- Martha Nussbaum, *The Therapy of Desire: Theory and Practice in Hellenistic Ethics* (Princeton: Princeton UP 1994).
- Brad Inwood ed., *The Cambridge Companion to the Stoics* (Cambridge: CUP 2003).

#### 4. Neo-Platonic, Jewish and Christian

##### Primary Texts

- Plotinus, *Enneads*.
- Augustine, *Confessions*.
- Philo of Alexandria, *Life of Moses* and *On the Eternity of the World* (in Loeb volumes VI and IX).
- Boethius, *Consolation of Philosophy* 4.5-7 and 5, in R. W. Sharples ed. *Cicero: On Fate and Boethius: The Consolation of Philosophy* (Warminster: Aris & Phillips 1991).

##### Studies

- Christopher Stead, *Philosophy in Christian Antiquity* (Cambridge: CUP 1994).
- R. T. Wallis, *Neoplatonism* (2nd ed. with introduction by Lloyd Gerson, Indianapolis: Hackett 1995).
- Lloyd Gerson ed., *The Cambridge Companion to Plotinus* (Cambridge: CUP 1996).
- E. Stump and N. Kretzmann ed., *The Cambridge Companion to Augustine* (Cambridge: CUP 2001).
- Jaap Mansfeld, "Philosophy in the service of Scripture: Philo's Exegetical Strategies," in J. M. Dillon and A. A. Long ed., *The Question of "Eclecticism": Studies in Later Greek Philosophy* (Berkeley: California 1988) 70-102.
- Richard Sorabji, "The ancient commentators on Aristotle," in R. Sorabji ed., *Aristotle Transformed: The Ancient Commentators and their Influence* (Ithaca: Cornell UP 1990) 1-30.
- R. W. Sharples, introduction to R. W. Sharples ed. *Cicero: On Fate and Boethius: The Consolation of Philosophy* (Warminster: Aris & Phillips 1991).

## II.B. Fields (choose 1 of 4)

In each case, the secondary literature discusses relevant primary texts, whether in a broad or a narrow range. Students are expected to know the major primary texts or passages addressed by the authors of the secondary readings in addition to the primary texts listed.

### 1. Epistemology, Metaphysics and Logic

##### Primary Texts

- Parmenides (as in KRS and Waterfield, II.A.1 above).
- Plato, *Republic* 5-7, *Theaetetus*, *Sophist*.
- Aristotle, *Posterior Analytics*, *de Anima*.

### Studies

- Robert Heinaman, "Plato: metaphysics and epistemology," in C.C.W. Taylor ed., *From the Beginning to Plato*, Routledge History of Philosophy v. 1 (London: Routledge 1997) 356-393.
- R. J. Hankinson, "Parmenides and the Metaphysics of Changelessness," in V. Caston and D. Graham edd., *Presocratic Philosophy: Essays in Honour of Alexander Mourelatos* (Burlington, VT: Ashgate 2002) 65-80.
- Charles H. Kahn, "Parmenides and Plato," in V. Caston and D. Graham edd., *Presocratic Philosophy: Essays in Honour of Alexander Mourelatos* in 81-99.
- David Furley, "Aristotle the philosopher of nature," in in D. Furley ed., *From Aristotle to Augustine*, Routledge History of Philosophy v. 2 (London: Routledge 1997) 9-39.
- Alan Code, "Aristotle's Logic and Metaphysics," in D. Furley ed., *From Aristotle to Augustine*, Routledge History of Philosophy v. 2 (London: Routledge 1997) 40-75.
- Gisela Striker, *Essays on Hellenistic Epistemology and Ethics*(Cambridge: CUP 1996) 1-165, Epistemology.
- Stephen Everson, ed., *Epistemology* (Cambridge: CUP 1990).

## 2. Morality, Ethics, and the Self

### Primary Texts

- Plato, *Republic, Phaedrus*.
- Aristotle, *Nichomachean Ethics, de Anima*.
- Cicero, *De Officiis*.
- Marcus Aurelius, *Meditations*.

### Studies

- Hugh Benson, "Socrates and the beginnings of moral philosophy," in C.C.W. Taylor ed., *From the Beginning to Plato*, Routledge History of Philosophy v. 1 (London: Routledge 1997) 323-355.
- Julia Annas, *The Morality of Happiness* (Oxford: OUP 1993).
- Pierre Hadot, *Philosophy as a Way of Life* (Oxford: Blackwell 1995).
- Gisela Striker, *Essays on Hellenistic Epistemology and Ethics*(Cambridge: CUP 1996)167-324, Ethics.
- Stephen Everson ed., *Ethics* (Cambridge: CUP 1998).
- Stephen Everson ed., *Psychology* (Cambridge: CUP 1991).

## 3. Politics and the State

### Primary Texts

- M. Gagarin and P. Woodruff ed., *Early Greek Political Thought from Homer to the Sophists* (Cambridge: CUP 1005).
- Plato, *Crito, Republic*.
- Aristotle, *Politics*.
- Cicero, *On the Republic*.

### Studies

- Christopher Rowe and Malcolm Schofield ed., *Cambridge History of Greek and Roman Political Thought* (New York and Cambridge: CUP 2000).
- Malcolm Schofield, *Saving the City: Philosopher-Kings and Other Classical Paradigms* (London: Routledge 1999).
- A. Laks and M. Schofield ed., *Justice and Generosity: Studies in Hellenistic Social and Political Philosophy* (Cambridge: CUP 1995).
- Josiah Ober, *Political Dissent in Democratic Athens: Intellectual Critics of Popular Rule* (Princeton: Princeton UP 1998).

## 4. Language, Rhetoric, Poetics and Literature

### Primary Texts

- Gorgias, *Helen, On Not Being*.
- Plato, *Gorgias, Phaedrus, Cratylus*.
- Aristotle, *Poetics, Rhetoric*.
- D. A. Russell and M. Winterbottom ed., *Ancient Literary Criticism. The Principal Texts in New Translations* (Oxford: OUP 1972).

### Studies

- Stephen Everson, Ed., *Language* (Cambridge 1994).
- Robert Wardy, *The Birth of Rhetoric: Gorgias, Plato and their Successors* (London/New York: Routledge 1996).
- George Kennedy, *A New History of Classical Rhetoric* (Princeton: Princeton UP 1994).
- Stephen Halliwell, *Aristotle's Poetics* (Chapel Hill: University of North Carolina Press 1986).
- D. Furley and A. Nehamas ed., *Philosophical Aspects of Aristotle's Rhetoric* (Princeton: Princeton UP 1994).
- choose one of three:
  - G. M. A. Grube, *The Greek and Roman Critics* (Toronto 1968, reprint Indianapolis: Hackett 1995) OR
  - George Kennedy ed., *The Cambridge History of Literary Criticism. v. 1: Classical Criticism* (Cambridge: CUP 1989) OR
  - Donald Russell, *Criticism in Antiquity* (London: Duckworth 1981).

# Greek Myth & Religion M.A. Reading 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 and finalize a list which will form the basis of their special field examination.

## 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 the Chair of your Examination Committee.

- 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*

## II. 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).

## III. 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).

#### IV. Cults, Forms of Worship, and Issues.

Choose two, or one with follow-up of your choice, to be approved by the Chair of your Examination Committee.

- 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).

#### V. Myth and Religion in Greek Literature.

Choose two, or one with follow-up of your choice, to be approved by the Chair of your Examination Committee.

- 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).

## VI. Landmark books

Choose two, or one with follow-up, in consultation with the Chair of your Examination Committee.

- 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 Mycenaean Origins of Greek Mythology*(Cambridge 1932).
- Seaford, Richard, *Reciprocity and Ritual: Homer and Tragedy in the Developing City-State* (Oxford 1994).

## Roman Myth & Religion M.A. Reading 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 and finalize a list which will form the basis of their special field examination.

### 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 the Chair of your Examination Committee.

- 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).

## III. 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).

## IV. Topics in Roman Religion

Choose three items (spanning two different categories) in consultation with the Chair of your Examination Committee.

### 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* (Austin 2008).
- 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).



- MacMullen, R. *Christianity and Paganism in the Fourth to Eighth Centuries* (New Haven, 1997)
- Salzman, M., *On Roman Time: the Codex-Calendar of 354 and the Rhythms of Urban Life in Late Antiquity* (Berkeley 1990).
- Frankfurter, D. *Religion in Roman Egypt: Assimilation and Resistance*. (Princeton, 2000)

#### E. Early Christianity

- Brown, P. *The Rise of Western Christendom, Triumph and Diversity, AD 200-1000. 2nd ed.* (Malden, MA, 2003).
- Cain, A. and N. Lenski (eds). *The Power of Religion in Late Antiquity*(Farnham, 2009)
- Frank, G. *The memory of the eyes : pilgrims to living saints in Christian late antiquity* (Berkeley, 2000).
- Harmless, W. *Desert Christians: And Introduction to the Literature of Early Monasticism* (Oxford, 2004)
- Lee, A.D. *Pagans and Christians in Late Antiquity: A Sourcebook*(London, 2000)
- Markus, R.A. *The End of Ancient Christianity* (Cambridge 1990).
- Meeks, W. A., *The First Urban Christians. The Social World of the Apostle Paul* (New Haven 1983).

#### F. Magic

- Bohak, G. *Jewish Magic: A History* (Cambridge, 2008)
- Faraone, C. A. and D. Obbink, edd., *Magika Hiera: Ancient Greek Magic and Religion* (Oxford 1991).
- Fowden, G., *The Egyptian Hermes: A Historical Approach to the Late Pagan Mind* (Cambridge 1986).
- Gager, J.G., *Curse Tablets and Binding Spells* (Oxford 1992).
- Graf, F., *Magic in the Ancient World* (Cambridge 1997).
- Luck, G., *Arcana Mundi* (Johns Hopkins 1985).

### V. Myth and Religion in Roman Literature.

Choose one in consultation with the Chair of your Examination Committee.

- Davies, J. P., *Rome's Religious History: Livy, Tacitus and Ammianus on their God* (Cambridge 2004).
- Feeney, D., *Literature and Religion at Rome: Cultures, Contexts and Beliefs* (Cambridge 1998).
- Feeney, D., *The Gods in Epic: Poets and Critics of the Classical Tradition* (Oxford 1991).
- Fox, M. *Roman Historical Myths: The Regal Period in Augustan Literature* (Oxford 1996).
- Levene, D.S., *Religion in Livy* (London 1993).
- Newlands, C., *Playing with Time: Ovid and the Fasti* (Ithaca 1995).

## VI. Landmark works

Choose one in consultation with the Chair of your Examination Committee.

- Brown, P., *The Body and Society. Men, Women and Sexual Renunciation in Early Christianity* (New York 1988).
- Dumezil, G., *Archaic Roman Religion, 2 vols.* (Chicago 1970).
- Wiseman, T. P., *The Myths of Rome* (Exeter 2004).
- Wallace-Hadrill, A., *Rome's Cultural Revolution* (Cambridge 2008)
- Zanker, Paul, *The Power of Images in the Age of Augustus* (Ann Arbor 1988).

## 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)
- Stewart, A. *Classical Greece and the Birth of Western Art* (2009)

Essays: Students should demonstrate advanced knowledge and critical reading of THREE areas of Greek and/or Near Eastern Art and Archaeology:

### I. Greek Architecture

1. Lawrence, A. W. and R.A. Tomlinson, *Greek Architecture* (1996)
2. Nevett, L. *House and Society in the Ancient Greek World* (1999)
3. Coulton, J.J. *Ancient Greek Architects at Work: Problems of Structure and Design* (1977)
4. Hurwit, J.M. *The Athenian Acropolis* (1999)
5. Camp, J. *The Archaeology of Athens* (2001)
6. Camp, J. *The Athenian Agora* (1992)
7. Cerchiai, L., L. Jannelli, and F. Longo. *The Greek Cities of Magna Graecia and Sicily* (2004)
8. Mazarkis-Ainian, A. *From Rulers' Dwellings to Temples. Architecture, Religion and Society in Early Iron Age Greece (1100-700 BC)* (1997)
9. Barletta, B.A. *The Origins of the Greek Architectural Orders* (2001)
10. Cahill, N.D. *Household and City Organization at Olynthus* (2002)

## II. Sculpture

1. Stewart, A. *Greek Sculpture: An Exploration* (1990)
2. Palagia, O. (ed.) *Greek Sculpture: Function, Materials, and Techniques in the Archaic and Classical Periods* (2008)
3. Neer, R. *The Emergence of Classical Style in Greek Sculpture* (2011)
4. Spivey, N. *Greek Sculpture* (2013)
5. Osborne, R. *Archaic and Classical Greek Art* (1998)
6. Ridgway, B. *Roman Copies of Greek Sculpture: The Problem of Originals* (1984)
7. Ridgway, B. *Prayers in Stone: Greek Architectural Sculpture 600-100 BC* (1999)
8. Neils, J. *The Parthenon Frieze* (2006)
9. Elsner, J. "Image and Ritual. Reflections on the Religious Appreciation of Classical Art" *CQ* 46 (1996), 515-536
10. Neer, R. "Delphi, Olympia and the Art of Politics" in *The Cambridge Companion to Archaic Greece* (2007), 225-264

## III. Painting & Pottery

1. Boardman, J. *The History of Greek Vases* (2006)
2. Rasmussen, T., and N. J. Spivey, *Looking at Greek Vases* (1991)
3. Neer, R. *Style and Politics in Athenian Vase Painting* (2002)
4. Robertson, M. *The Art of Vase-Painting in Classical Athens* (1992)
5. Stansbury-O'Donnell, M. *Pictorial Narrative in Ancient Greece Art* (1999)
6. Boardman, J. *Early Greek Vase Painting, 11th-6th c. BC* (1998)
7. Boardman, J. *Athenian Red-Figure Vases: The Archaic Period* (1985)
8. Boardman, J. *Athenian Red-Figure Vases: The Classical Period* (1989)
9. Boardman, J. *Athenian Black-Figure Vases* (1985)
10. Trendall, A.D. *Red-Figure Vases of South Italy and Sicily* (1989)

## IV. Aegean

1. Cline, Eric H. (editor) 2010. *The Oxford handbook of the Bronze Age Aegean (ca. 3000-1000 BC)*. New York: Oxford University Press.
2. Shelmerdine, Cynthia W. (editor) 2008. *The Cambridge companion to the Aegean Bronze Age*. Cambridge: Cambridge University Press.
3. 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]
4. Cullen, Tracey. (editor) 2001. *Aegean prehistory: a review*. Boston: Archaeological Institute of America.

5. Broodbank, Cyprian. 2000. *An island archaeology of the early Cyclades*. Cambridge: Cambridge University Press.
6. Preziosi, Donald, and Louise Hitchcock. 1999. *Aegean art and architecture*. Oxford: Oxford University Press.
7. Bennet, J. 2007. The Aegean Bronze Age. In W. Scheidel, I. Morris and R. Saller (eds) *The Cambridge Economic History of the Greco-Roman World*, 175-210.
8. Tartaron, T. 2008. Aegean prehistory as world archaeology: recent trends in the archaeology of Bronze Age Greece. *Journal of Archaeological Research* 16: 83-161.
9. Driessen, Jan, Ilse Schoep, and Robert 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*. Liege: Université de Liège.
10. Daniel J. Pullen. 2010. (editor) *Political economies of the Aegean Bronze Age: papers from the Langford Conference, Florida State University, Tallahassee, 22-24 February 2007*. Oxford: Oxbow Books.

## V. Near East

1. Collon, D. *First Impressions. Cylinder Seals in the Ancient Near East* (2005)
2. Dusinberre, E.R.M. *Empire, Authority, and Autonomy in Achaemenid Anatolia* (2013)
3. Frankfort, H. *Art and Architecture of the Ancient Orient* (
4. Pollock, S. *Ancient Mesopotamia: The Eden that Never Was* (1999)
5. Postgate, N. *Early Mesopotamia* (2004)
6. Roaf, M. *Cultural Atlas of Mesopotamia and the Ancient Near East* (1990)
7. Root, M. C. *The King and Kingship in Achaemenid Art* (1979)
8. Said, E. *Orientalism* (1978)
9. Cheng, J. 2009. "A Review of Early Dynastic III Music: Man's Animal Call." *JNES* 68: 163-178
10. Winter, I. 1983. "The Program of the throneroom of Asurnasirpal II" in *Essays on Near Eastern Art and Archaeology in Honor of Charles Kyrle Wilkinson*. P.O. Harper & H.Pittman (eds.), New York: 15-31.

## VI. Hellenistic

1. Bugh, G. (ed.) *The Cambridge Companion to the Hellenistic World*(2006)
2. Shipley, G. *The Greek World after Alexander 323-30 BC* (2000)
3. Pollitt, J. J. *Art in the Hellenistic Age* (1986)
4. Burn, L. *Hellenistic Art: From Alexander to Augustus* (2005)
5. Smith, R. R. R. *Hellenistic Sculpture* (1991)

6. Dunbabin, K. *Mosaics in the Greek and Roman World* (1999), Ch. 1-4
7. Lawrence, A. *Greek Architecture*, 5th edition (1996), Ch. 19, 21, 23
8. Sherwin-White, S., and A. Kuhrt. *From Samarkhand to Sardis: A New Approach to the Seleucid Empire* (1993)
9. Robertson, M. "What is Hellenistic about 'Hellenistic' art?" in *Hellenistic History and Culture* (1993), 67-110
10. Westgate, R.C. "Space and decoration in Hellenistic houses" *ABSA* 95 (2000) 391-426

Approved by the Graduate Committee (09/2013)

## 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 & 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:

- Kleiner, F., *The History of Roman Art* (2006)
- Hölscher, T., *The Language of Images in Roman Art* (2004)
- Ramage, N. and A. Ramage, *Roman Art* (2008, 5th edition)
- Sear, F., *Roman Architecture* (1982)
- Stewart, P., *The Social History of Roman Art* (2008)

ESSAYS: Students should demonstrate advanced knowledge and critical reading of THREE areas of Roman art and archaeology:

### I. Republican and Imperial Architecture:

1. Rowland, Ingrid D. and Thomas Noble Howe, *Vitruvius. Ten Books on Architecture*. (1999)
2. Jones, M. Wilson, *Principles of Roman Architecture* (2000)
3. Anderson, J., *Roman Architecture and Society* (2002)

4. MacDonald, W., *The Architecture of the Roman Empire*, vols. I (1982 2nd ed.) and II (1987)
5. Wallace-Hadrill, *Houses and Society in Pompeii and Herculaneum* (1996)
6. Zanker, P., *Pompeii: Public and Private Life* (1999)
7. Boatwright, M., *Hadrian and the City of Rome* (1987)
8. Yegul, F., *Bathing in the Roman World* (2010)
9. Favro, D., *The Urban Image of Augustan Rome* (1996)
10. Adam, J-P, *Roman Building: Materials and Techniques* (2008 reprint)

## II. Republican and Imperial Sculpture

1. Brendel, O., *Prolegomena to the Study of Roman Art* (1979)
2. Kleiner, D., *Roman Sculpture* (1992)
3. Friedland & Sobocinski (eds.), *The Oxford Handbook of Roman Sculpture* (2015)
4. Ridgway, B. S., *Roman copies of Greek sculpture: the problem of the originals* (1984)
5. Rose, C. B., *Dynastic art and ideology in the Julio-Claudian period* (1997)
6. Nodelman, S., "How to read a Roman Portrait," in D'Ambra, E., ed., *Roman Art in Context: An Anthology* (1993)
7. Zanker, P., *The Power of Images in the Age of Augustus* (1988)
8. Torelli, M. *Typology and Structure of Roman Historical Reliefs* (1982)
9. 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)
10. P. Stewart, *Statues in Roman Society* (2004)
11. Marvin, M., *The language of the muses: the dialogue between Roman and Greek sculpture* (2008)
12. Varner, E., *Mutilation and transformation: damnatio memoriae and Roman imperial portraiture* (2004)

## III. Painting and Mosaics

1. Ling, R., *Roman Painting* (1991)
2. Ling, R., *Ancient Mosaics* (1998)
3. Leach, E., *The Social Life of Painting in ancient Rome and on the Bay of Naples* (2004)
4. Brilliant, R., "Pendants and the Mind's Eye," *Visual Narratives. Storytelling in Etruscan and Roman Art* (1984)
5. Bruno, V., "Antecedents of the Pompeian First Style," *AJA* 73 (1969): 305-317
6. Holliday, P., "Roman Triumphal Painting: its function, development, and reception," *Art Bulletin*, v. 79 (Mar. 97): 130-47

7. Clarke, J., *The Houses of Roman Italy, 100 B.C. – A.D. 250: Ritual, Space and Decoration* (1991)
8. Bergmann, B., "The Pregnant Moment: Tragic Wives in the Roman Interior," in Kampen, N., ed., *Sexuality in Ancient Art* (1996)
9. Cohen, A., *The Alexander Mosaic: Stories of Victory and Defeat* (1997)
10. Dunbabin, K., *Mosaics of the Greek and Roman World* (2006)

#### IV. Coins, Gems and Metalwork

1. Harl, K., *Civic Coins and Civic Politics in the Roman East* (1987)
2. Bieber, M., "The Development of Portraiture on Roman Republican Coins," *ANRW* 1.4 (1973): 871-98
3. 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)
4. Wallace-Hadrill, A., "Image and Authority in the Coinage of Augustus," *JRS* 76 (1986): 66-87
5. Howgego, C., *Ancient History from Coins* (1995), Chapter 4, 62-87
6. Burnett, A., "Buildings and Monuments on Roman Coins" in Paul and Ierardi, eds., *Roman Coins and Public Life Under the Empire* (1999)
7. Greene, K., *The Archaeology of the Roman Economy* (1986), chapter 3 ("Coinage and money in the Roman Empire")
8. 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

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

8. Pierce, P., "The Arch of Constantine: Propaganda and Ideology in Late Roman Art, *Art History* 12 (1989): 387-418
9. Wilson, R. J. A., *Piazza Armerina* (1983)
10. Holloway, R., *Constantine and Rome* (2004)
11. Krautheimer, R., *Early Christian and Byzantine Architecture* (1975, Penguin paperback)

Updated 9/1/15

## Classical Antiquity M.A. (Greek translation) 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. 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 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.)

### Greek Readings

|                     |  |
|---------------------|--|
| Archaic Poetry      | Homer: 10 books<br>Hesiod and Homeric Hymns: 1000 lines<br>Iambus and elegy: 400 lines<br>Lyric (excluding Pindar): 400 lines<br>Pindar: 400 lines   |
| Drama               | Tragedy: 5 plays (must include one each by Aeschylus, Sophocles, Euripides)<br>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)<br>Orators: 80 OCT pages (must include one whole speech each 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

## Classical Antiquity M.A. (Latin translation) 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. 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 the end of your second semester in the M.A. program.

### Latin Readings

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

## Master's in the Teaching of Latin Reading List

Candidates for this degree may create their own reading list selecting from the possibilities outlined below. Candidates should refer to the [Latin PhD reading list](#) for advice on commentaries for each of the texts they choose. They must submit their list to the Associate Chair for Graduate Studies for approval by the end of their second semester in the M.A. program.

### Latin Readings

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

## Funding

Applicants to the graduate program in Classics may be nominated for campus- or college-wide fellowships such as the [Chancellor's Fellowship](#), or the [Center for Humanities and the Arts Fellowship](#).

In addition, the Department employs both M.A. and Ph.D. students as [graduate student teachers](#) 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.

Finally, the department distributes a modest amount of cash support funded by the University Fellowship Program.

# Graduate Student Teachers

## Graduate Student Teachers Policies and Positions

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. The following types of appointments have been made in the department.

### Teaching Assistants

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

Teaching Assistants may also be 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 have been for 45% of time requiring 18 hours of time per week, with a stipend and a waiver of nine to eighteen tuition credit hours per semester.

## Graduate Part-Time Instructors

Graduate students holding appointments as GPTIs serve as instructors in undergraduate classes. The 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 department currently appoints two 50% GPTIs. The position carries a stipend and a waiver of nine to eighteen tuition credit hours per semester.

## Graduate Assistants

Graduate students holding appointments as GAs serve as assistants in large lecture courses such as Greek Mythology, Roman Civilization, Alexander and the Hellenistic World. They attend class sessions, hold office hours to meet with students or conduct review sessions, and grade exams. Some GAs assist with audiovisual material.

Appointments have been for 30-35% time, requiring 12-14 hours per week, with a stipend and a waiver of 6-7 tuition credit hours per semester.

## How to Apply

Applications for graduate appointments from continuing graduate students are due on December 15. Incoming graduate students who submit their applications by that date are automatically considered for available positions. Applicants for TA positions should be highly motivated and have a strong interest in teaching.

## Eligibility for Appointment

Applicants for graduate appointments must be full-time, regularly enrolled, 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 criteria:

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

## Training, Supervision and Evaluation

Evaluations of Graduate 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 GAs 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](#). Information about the program can be obtained from the Graduate Program Assistant or from the GTP at 303-492-4902. As part of this program every year a graduate teacher in the department is eligible for appointment as the Lead Graduate Teacher, who acts as a liaison between the faculty and graduate students in matters concerning teaching.

## 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 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.

## Office Space

There is a graduate student office in Eaton Humanities for use by graduate students with assistantships. Please contact the Graduate Program Assistant ([classics@colorado.edu](mailto:classics@colorado.edu)) about obtaining a key and scheduling office hours.

## Graduate Funding Opportunities

A list of student-initiated funding 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](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.
- MA 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](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](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](#) now offers four **summer fellowships**.
  - **\$5,000** stipend.
  - Eligible students must be enrolled in an MA or PhD 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](mailto:Sharon.VanBoven@colorado.edu)) with questions in the meantime.



## 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 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](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 PhD.
  - 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, and the quality of mind displayed;
    - 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.

## External fellowships:

Information available at: <http://www.colorado.edu/oie/graduate-student-opportunities-abroad/finances-scholarships-and-fellowships>

Contact: Deborah Viles ([Deborah.viles@colorado.edu](mailto:Deborah.viles@colorado.edu) )

A full list of national fellowships is available here:

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

Some specific instances:

- 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.

Also: Charlotte W. Newcombe Doctoral **Dissertation Fellowships** support 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 in mid-November, and eligibility requirements and additional information can be found at:<http://woodrow.org/fellowships/newcombe/>.

The Woodrow Wilson **Dissertation Fellowships in Women's Studies** offer awards for candidates doing original and significant research about gender that crosses disciplinary, regional, or cultural boundaries. The application deadline is in mid-October. Eligibility requirements and additional information can be found at:<http://woodrow.org/fellowships/womens-studies/>.

## 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 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.

## In general

*Here are some basic aspects of grant-writing to keep in mind:*

- 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 issue 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?
- Use the advice out there: now is when the Beverly Sears Grant Tips (available through the website listed on p. 2 of the current document) and Christina Gillis' advice for applying for ACLS fellowships (forwarded to you via email) come in handy.

*Best of luck with all your grant applications!*

## 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 this website.

Feel free to contact the Associate Chair of Graduate Studies, Lauri Reitzammer , 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](#).

## How to Apply to 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. Otherwise the deadline is April 1.
- We require three, not four, letters of recommendation.
- We require a writing sample, preferably on a classical subject, the more interesting, substantial, and well-written the better.
- We require scores only from the standard GRE.
- We require *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.**

ONLY after you are recommended for admission will you need to provide official transcripts.

For more information on uploading transcripts [click here](#).

Here's some [advice on applying to M.A. and Ph.D. programs](#) in Classics, Classical Art and Archaeology, and Ancient History.

## Advice on Applying to Graduate School

Here are a few thoughts and suggestions to help you with your application to graduate school.

- 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](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>.

### 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

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 GRE scores or GPA are lower than you would wish, you can address that in your personal statement.

Your personal statement should be geared to each 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 Masters 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 between 10 and 20 pages in length. If you are drawing from a longer study, it is best to excerpt a chapter or section of c. 20 pages. Remember that admissions committee members must work through many files and will not have time to read more than 20 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 real 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 need be only one page long, but that page should be full. If you have teaching experience or have studied abroad, be sure to list this, likewise honors and awards, including Deans 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.

## GREs

The higher, the better. If you have low GREs, do not panic: this will not automatically exclude you from consideration even at excellent programs. You may wish to mention them directly in your personal statement, however, as mentioned above.

If you think you can improve your scores, by all means retake the GRE. Most applicants who retake the GREs after having prepared more carefully can improve their scores. Remember that this is only one element in your application and is not usually the most important.

## Letters of Recommendation

You should think of four people to write for you. Even though most places only require three letters, some require four. 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, and include addressed and stamped envelopes if you are asking them to post letters. If you have taught and can provide them with FCQ results 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.

## Asking for Help

Do it. You can ask as many people as you like for help. Be aware that each faculty member will have a different opinion, but their collective advice should help you make an informed decision.

# 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 intelligent 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.

In a social context, 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.