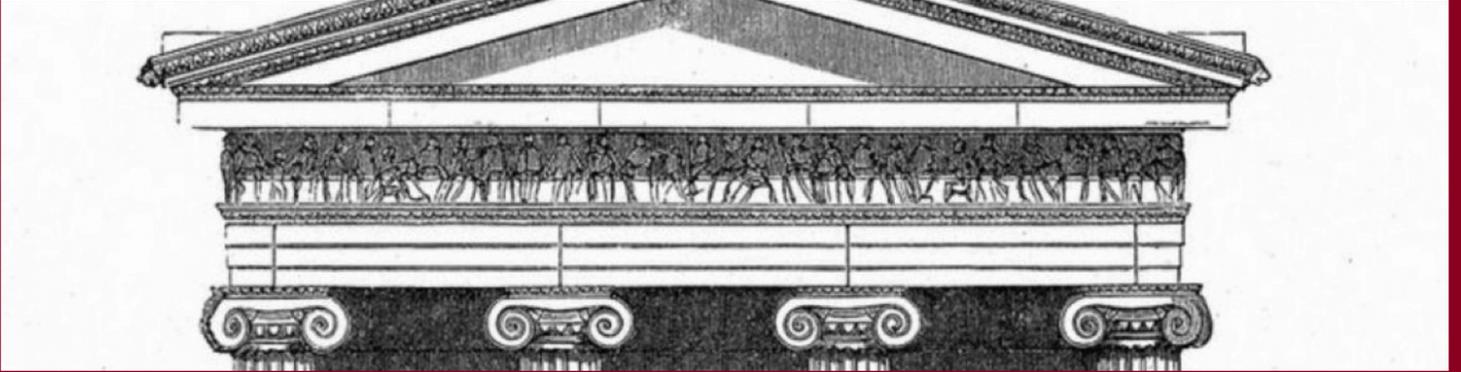
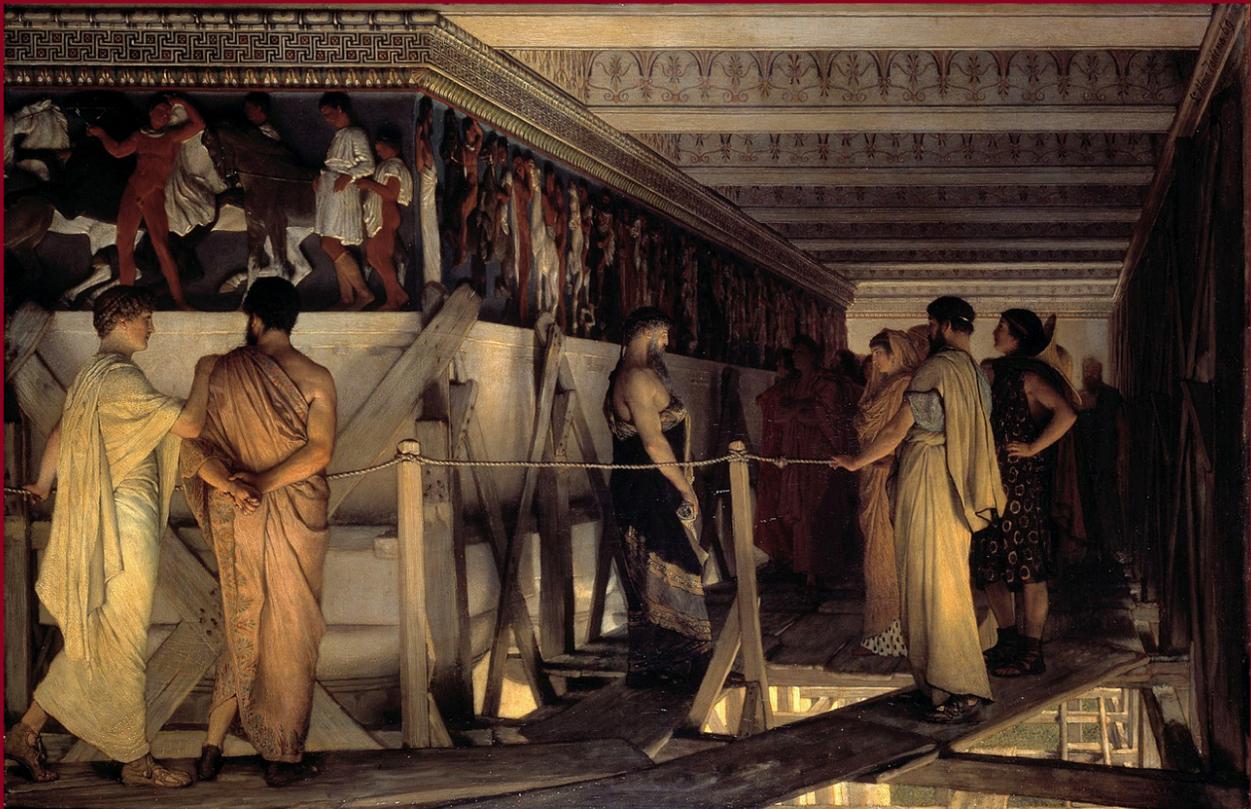




THE UNIVERSITY OF
CHICAGO



CLASSICS GRADUATE PROGRAM
STUDENTS HANDBOOK



2020/2021

TABLE OF CONTENTS

| | |
|--|-----------|
| 1. INTRODUCTION TO THE GRADUATE PROGRAM | 2 |
| 2. DEPARTMENTAL STAFF FOR STUDENT AFFAIRS | 2 |
| 3. IMPORTANT DATES AND DEADLINES 2020/2021 | 3 |
| 4. THE GRADUATE PROGRAM IN CLASSICS | 4 |
| 5. JOINT PROGRAMS | 5 |
| 6. REQUIREMENTS AND POLICIES FOR GRADUATE STUDENTS | 6 |
| 7. PROGRAM OVERVIEW | 7 |
| GENERAL QUESTIONS | 7 |
| OUTLINE OF THE PROGRAM | 8 |
| 8. COURSEWORK (YEARS 1-2) DETAIL | 10 |
| 9. EXAMS | 11 |
| 10. DISSERTATION PROSPECTUS AND THE PATH TO CANDIDACY | 12 |
| 11. OTHER IMPORTANT MATTERS | 14 |
| 12. CLASSICS MENTORING PLAN | 15 |
| 13. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN | 21 |
| 15. COURSES 2020/2021 | 26 |

1. INTRODUCTION TO THE CLASSICS GRADUATE PROGRAM

Welcome to the Department of Classics at the University of Chicago. The faculty of our department work in literature, linguistics, history, archaeology, and philosophy. We are developing innovative approaches to the study of Greco-Roman antiquity through our collaborative work with scholars in a wide variety of fields. We belong to international research networks and we teach, publish, and host workshops and conferences with colleagues from Art History, the Committee on Social Thought, Comparative Literature, the Divinity School, English, Germanic Studies, History, Anthropology, the Law School, Linguistics, Near Eastern Languages and Civilizations, the Oriental Institute, Philosophy, Political Science, Romance Languages, and Theater and Performance Studies.

In keeping with the wide-ranging research agendas of our faculty, the culture of Classics at the University of Chicago is pluralistic. The Department offers a PhD in Classics with four concentrations, each of which fosters a distinctive interdisciplinary approach to the study of Greco-Roman antiquity: Classical Languages and Literatures, the Ancient Mediterranean World, Ancient Greek and Roman Philosophy, and Reception Studies. The Department also offers the possibility of a joint Ph.D. in Classics and Social Thought, and TAPS, while other, ad hoc combinations with other Departments and disciplines are also possible based on departmental approval and other requirements completed.

This handbook is to help you become familiar with our graduate program. We hope that it will help you get started. Good luck!

2. DEPARTMENTAL STAFF FOR STUDENT AFFAIRS

classics.uchicago.edu/contact-us

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3. IMPORTANT DATES AND DEADLINES 2020/2021

(for other important or more specific dates, consult the website)

AUTUMN

| | |
|----------------------------------|---|
| September 16-17 th | Meetings with incoming MAPH-Classics students |
| September 21 st | Greek Qualifying exam |
| September 24 th | Meeting with incoming Graduate students |
| September 29th | Autumn Quarter Begins |
| October 2 nd | Departmental Potluck supper (remote) |
| November 23– 27 th | Thanksgiving Break/ Quarterly Report due |
| December 12th | Autumn Quarter Ends |

WINTER

| | |
|-----------|-----------------------|
| January 4 | Winter Quarter Begins |
| March 20 | Winter Quarter Ends |

SPRING

| | |
|----------|-----------------------|
| March 29 | Spring Quarter Begins |
| June 12 | Convocation |
| June 12 | Spring Quarter Ends |

Other important dates will be announced in the website.

4. THE GRADUATE PROGRAM IN CLASSICS

We offer a Classics program with four concentrations, along with joint programs with the Committee on Social Thought and Theater and Performance Studies. The University offers masters level study in classics through the **Master of Arts Program in the Humanities (MAPH)**, through which students build their own curriculum in any humanities department, including the Classics Department, over the course of one or two years.

(<https://maph.uchicago.edu/>)

PhD Programs

The first two years of our PhD programs are typically comprised of course work including two-quarter surveys of Greek and Latin literature, two-quarter research seminars, and pedagogy training, as well as additional seminars, language courses, and courses in the skills that comprise the study of classics, such as papyrology and epigraphy. We encourage our students to direct their coursework towards the development of possible dissertation topics, using departmental seminars to explore particular texts or problems in depth and workshops to test their own research ideas and acquaint themselves with the research strategies of faculty members and graduate students inside and outside our department. Students take translation examinations in Greek and Latin during their first two years.

In the third and fourth year, our PhD students take specialized examinations: a comprehensive exam and a special field exam, tailored to their research interests. They also assemble a dissertation committee, and draft a dissertation proposal in order to be admitted to candidacy. By this time, students will have demonstrated competence in reading both German and French, Italian or Spanish through the University's Academic Reading Comprehension Assessment. Having completed our pedagogical seminar, they continue their pedagogical training by holding teaching assistantships and then teaching undergraduate classes.

After being admitted to candidacy, our students research, write, and defend their dissertations. For more information about divisional candidacy requirements, see <https://humanities.uchicago.edu/students/manual/academic-policies/candidacy>

We offer the following concentrations:

CLASSICAL LANGUAGES AND LITERATURES

The study of literature in Greek and Latin lies at the center of all the fields covered by the Department of Classics. The differences are in how each field construes textual evidence and defines the parameters of the literary. The Program in Classical Languages and Literatures makes literature and literary culture the focus of its curriculum. Our faculty represent a wide range of approaches and read literature in relation to: animal studies, gender, law, performance studies, philosophy, politics, religion, rhetoric, and ancient Greek and Roman society. In addition to courses originating in Classics, students may also take offerings from Comparative Literature, the Committee on Social Thought, the Divinity School, Near Eastern Languages and Civilizations, and the various modern literature departments. The department houses the Rhetoric and Poetics workshop, which focuses on literary topics related to the ancient world. Many of the faculty and students also attend the workshops on Poetry and Poetics, Literature and Philosophy, and the Renaissance.

ANCIENT MEDITERRANEAN WORLD

Through the Departments of Classics, Near Eastern Languages and Civilizations, and History, the University of Chicago offers graduate students the opportunity to study the Ancient Mediterranean and the Near East from the Bronze Age to the Byzantine era. While students are expected to familiarize themselves with the important political developments that occurred in the ancient Mediterranean world, the study of ancient history at the University of Chicago is particularly distinctive for its emphasis on social, economic, and cultural approaches to antiquity. The recognized strengths of the Classics faculty in this area are further complemented by the expertise of a large number of affiliated faculty from the Departments of History, Anthropology, Art History, Near Eastern Languages and Civilizations, and the Divinity School. Apart from acquiring a firm grounding in the critical interpretation of literary documents, inscriptions, and archaeological finds, students are encouraged to pursue innovative and imaginative avenues of inquiry, partly through their own programs of study and partly within the context of intellectual forums such as the Ancient Societies Workshop and various conferences and symposia organized by the Department. Students are also eligible for travel fellowships to allow them to conduct first-hand investigations in the Mediterranean and Near East.

ANCIENT GREEK AND ROMAN PHILOSOPHY

The Department of Classics, Department of Philosophy, and Committee on Social Thought collaborate to offer graduate students the opportunity to take a rich variety of courses and do research on ancient Greek and Roman philosophy. Furthermore, the Chicago Consortium on Ancient Philosophy offers the opportunity to take courses at any of the three member institutions (the University of Illinois at Chicago, Northwestern University, and the University of Chicago) and receive credit for these courses in the Classics Department. At Chicago, students are invited to take part in both the Ancient Greek and Roman Philosophy Workshop and the Literature and Philosophy Workshop.

TRANSFORMATIONS OF THE CLASSICAL TRADITION

Students at the University of Chicago can study the reception of ancient thought and literature in a wide range of historical and geographical contexts. Classics faculty publish widely in the field of reception studies and work closely with faculty in other departments on the reception of ancient poetry, drama, and political theory. In consultation with the Director of Graduate Studies, students can devise a program of courses that focus on key texts or ideas in either Greek or Latin, and the reception, development, and transformation of these texts in one of the modern languages. We partner with faculty in Art History, the Committee on Social Thought, Comparative Literature, Germanic Studies, History, Philosophy, Political Science, Romance Languages & Literatures, and the Divinity School.

5. JOINT PROGRAMS

We offer the following joint PhD programs (for more information consult our website):

JOINT PHD PROGRAM IN SOCIAL THOUGHT AND CLASSICS (STC)

The John U. Nef Committee on Social Thought is an interdisciplinary, Ph.D. granting graduate program. Its guiding principle is that the serious study of many academic topics, and of many philosophical, historical, theological and literary works, is best prepared for by a wide and deep acquaintance with the fundamental issues presupposed in all such studies.

The program with Classics is designed for students whose study of a particular issue or text from the ancient Greek and Roman world requires a broadly interdisciplinary approach alongside a professional mastery of philological skills.

JOINT PHD PROGRAM IN CLASSICS AND THEATER AND PERFORMANCE STUDIES (TAPS)

The Committee on Theater and Performance Studies supports innovative work at the intersection of theory and practice across a broad spectrum of disciplines. The PhD program in TAPS is designed as an innovative joint degree program that affords students rigorous and comparative work across two disciplines. The joint program with Classics allows students to complement their work on the ancient Greek or Roman world with a program of study in Theater and Performance that encompasses both academic and artistic work. Students extend their experience through the development of performance work, engaging with nationally and internationally renowned artists. They graduate with a joint PhD in Classics and TAPS, preparing them for professional possibilities within and beyond the academy.

FOR OTHER JOINT PROGRAMS

Students seeking a joint Ph.D. in Classics may petition only after completing at least one year in a Ph.D. program at the University of Chicago. Students admitted to such a joint program must satisfy all the requirements of both doctoral programs. Permission to pursue a joint degree is a privilege extended only to those students who have demonstrated in their work a record of uncommon excellence and who can convincingly demonstrate that they will be able to complete the requirements for each of the two degrees within the maximum time period a student is accorded enrollment status. Students interested in such a course of study should begin by discussing this option with their Director of Graduate Studies followed by a conversation with Director of Graduate Studies in the other program. They should subsequently meet with the Assistant Dean of Students for Admissions to discuss their interest and the process to petition for the joint degree. For the process see

<https://humanities.uchicago.edu/students/manual/academic-policies/joint-degree-programs>

6. REQUIREMENTS AND POLICIES FOR STUDENTS IN THE CLASSICS GRADUATE PROGRAM

The Ph.D. program generally requires 6 to 8 years of study. The first three years are dedicated to completing course work (surveys and seminars), taking qualifying examinations (ancient and modern languages, comprehensive exam, field exam), and engaging in research projects (through the research seminars in years 1 and 2). The following years are dedicated to the research and writing of a dissertation. Throughout, but especially in years 3, 4, and 6, students undergo training in pedagogy in ancient languages and courses in translation.

Throughout your graduate career, your research advisors, the department chair, the director of graduate studies, and the department administrator are ready to help you achieve your goals and complete your degree in a timely manner.

7. PROGRAM OVERVIEW

GENERAL QUESTIONS

1. Course Requirements – Students must complete the coursework and exams outlined for the first three years as outlined below. In choosing their four elective courses each year, students should consult the DGS.
2. Submission of Research Papers – Students must submit two research papers, one each year in years 1-2 (see Research Seminar)
3. Grade Requirements – The eighteen required courses for the program must be completed with quality grades, which is defined by the University as a grade of B or above. Any grade recorded as "I" (incomplete) must be replaced by a standard letter grade before the beginning of the following Autumn quarter or the grade will become a "UW" (unofficial withdrawal). Faculty may choose to set earlier deadlines for Incomplete grade completion.
4. Academic Standing and Deadlines– To be in good academic standing, students must maintain a B average and complete all departmental requirements on schedule. A student not in good standing will be placed on **academic probation**, may be restricted from registering for subsequent quarters of study, or may be asked to leave the program. Students in candidacy who do not make any progress after one academic year will not be in good academic standing, and will be given a deadline to produce proof of progress to the dissertation committee. The deadline will be set by the dissertation committee in consultation with DGS.
5. Academic Probation – Students who fail to meet the deadlines set for their comprehensive or field Exams, Proposal submission, or dissertation writing will be placed on academic probation. Likewise, a student who is not making adequate progress in coursework, will be placed on academic probation. Any academic probation designation will always be in consultation with the DGS.

Academic probation is a “warning” given to a student who is not adequately meeting the deadlines for their program dependent on where they are at in the course of their program. Students will be provided a timeline for requirement completion in order to be removed from academic probation. If the student does not meet the deadlines provided, the student will either receive an updated requirement completion timeline or be removed from the academic program in consultation with the DGS. If a student receives an opportunity for a 2nd time on academic probation, that will be the final allowance provided. Failure to meet a second deadline will be grounds for discontinuation from the program.
6. Students in coursework must take at least 18 courses in the first two years (9 per year) for a quality grade of B and above. For required courses in 2020/2021 see below.

OUTLINE OF THE PROGRAM

YEAR 1:

• Required courses:

- Research seminar, co-taught by two faculty members (two-quarter course)
- Survey of Greek or Latin Literature (two-quarter course)
- Greek or Latin Prose Composition, or another form of language proficiency
- At least four additional seminars or courses in Classics or other departments (in consultation with DGS)

YEAR 2:

• Required courses:

- Research seminar, co-taught by two faculty members (two-quarter course)
- Survey of Latin or Greek Literature (two-quarter course)
- Greek or Latin Prose Composition, or another form of language proficiency
- At least four additional seminars or courses in Classics or other departments (in consultation with DGS)
- Pedagogy course in winter quarter (this does not count towards the number 9 classes per academic year)

Other Requirements of Years 1 and 2:

- Sit Latin and Greek translation exams, based on a reading list.
- Submit to the department one research paper per year, usually satisfied by the two-quarter research seminar paper.
- Sit modern language exams in German and French (Italian or Spanish may be substituted for French with the approval of the DGS).
- Submit to the department a teaching plan in the second year, at the end of spring quarter

YEAR 3:

- Sit comprehensive exam at end of winter quarter, based on reading list.
- Sit special field exam at end of spring quarter.
- Complete any other unfulfilled requirements from years 1 and 2.

YEAR 4:

- Take prospectus/first chapter workshop in autumn and winter quarters.
- Constitute a dissertation committee by end of autumn quarter.
- Submit draft of prospectus to committee by end of winter quarter.
- Submit final prospectus to department by May 1.
- Complete rough draft of first chapter by end of summer.

YEARS 5 AND 6:

- Write and edit dissertation at a reasonable pace. This will vary according to circumstances but a completion rate of one chapter per quarter may be considered typical.
- Annual meeting with dissertation committee at start of spring quarter.
- Dissertation defense.
- Prepare job applications.

Other Requirements of Years 3-6:

- Teaching in accordance with the Departmental Pedagogical Training Plan and each student's individual teaching plan

8. COURSE WORK (YEARS 1-2) DETAIL

This curriculum consists of ten required courses:

- **Two-quarter research seminar:** will be offered every year and required of all first and second year students. (That is, each student will take the course twice.) The course covers an introduction to the discipline and both philological (or literary and philosophical) and historical (or material cultural) methodologies in the first quarter, while the second quarter is reserved for the students' researching and writing article-length seminar papers. The seminar is co-taught by two faculty members with different field interests. During the second quarter, the group meets regularly to workshop the progress of the seminar papers. The two papers that result from the two iterations of this course will be deposited in students' files. The two co-instructors of the two-quarter research seminar will also provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills

- **Two-quarter surveys of Greek and Latin literature:** in alternate years, graduate students take a two quarter survey of Greek and Latin texts, as a preparation for the Qualifying exam in each of the two languages. In general, the Autumn quarter is devoted to "Poetry" and the Winter quarter to "Prose". See the lists in Appendix.

- **Third language-intensive course in Greek and Latin:** in alternating years to match the literature survey. Possibilities include comparative syntax of Greek and Latin, intro to Greek dialects, style imitation, and prose composition.

- **Four other courses (per year).** At least two should be geared toward the students' concentration (i.e. letters, history, philosophy or reception).

- **Professional Skills workshop**

See below Professional development in the Mentoring plan.

- **Language Pedagogy for the Contemporary Classroom** is an 8-week workshop offered by the Chicago Language Center. Each winter, the workshop combines four weeks on general language teaching principles, applicable to both ancient and modern languages, and four weeks that focus on the special needs of the ancient language classroom. Students in this workshop learn the fundamental principles of language pedagogy so that they can understand the rationale for what they observe in the classroom, and make reasoned decisions about how to teach when they become teachers themselves. The workshop is run jointly by experts in modern and ancient languages and gives students from across the Humanities a chance to work together.

9. EXAMS

A. LANGUAGE EXAMS (LATIN AND GREEK)

The examination will consist of two passages of poetry and two passages of prose and will last two hours. Prose passages will be approximately 150 words, poetry passages approximately 20 lines. Exam may be taken with assistance of LSJ or OLD.

Students will be graded as having either passed, failed or high passed this exam. If either exam is failed, they will have the opportunity to retake the exam at the end of the summer in years 2 or 3. If they fail a second time, they will be discontinued from the program.

B. COMPREHENSIVE EXAM

This written exam will consist of short essay questions, followed by an oral interview. Students will be graded as having either passed, failed, or high passed this exam. It will take place at the end of the Winter quarter of year 3.

C. SPECIAL FIELD EXAM

This is an individual exam in a research area of the student's choosing, and will take place by the end of the Spring quarter of year 3. The special field exam will include the composition of a bibliography of approximately thirty items and a written exam of two long essays (from two out of three topics), composed open-book over the course of four days. The completion of the written part of the exam will be followed by a discussion on the exam, and its relation to future dissertation work, with a special field committee. The primary advisor for the exam will be chosen by the end of the autumn quarter of year 3, while the rest of the committee can be brought together for the reading and discussion of the exam. Students will be graded as having either passed, failed, or high passed this exam. The topic of the special field exam will be directly related to the student's expected dissertation topic and will lead into the reference and background research material for the dissertation prospectus.

Note:

If either the comprehensive or special field exam is not completed on schedule (viz., the end of winter and spring quarters respectively of year 3) or failed, we expect them to be resat by the end of the summer of year 3. Failure to complete both exams by this deadline (or failing for a second time) is grounds for discontinuation from the program.

D. MODERN LANGUAGE EXAMS

Unless there is a special requirement, based on the research needs of the student, the languages will be German and French (Spanish or Italian upon approval of DGS). The department recommends students to take both as soon as possible. They are administered by the University of Chicago Language Center. These are comprehension, not translation, exams. A course is offered every term, including the summer, for German and French, and during the academic year for Spanish and Italian. See:

<https://languageassessment.uchicago.edu/page/academic-reading-comprehension-assessment>

10. DISSERTATION PROSPECTUS AND THE PATH TO CANDIDACY

In order to be admitted to candidacy, students are required to:

- Enroll in the two-quarter dissertation prospectus workshop.
- Submit a dissertation prospectus at the end of the workshop and no later than the end of the fourth year. The proposal should consist of a prospectus of approximately 20–25 pages, including bibliography and a timeline.

After completing these requirements, the candidate is formally admitted to Ph.D. candidacy (ABD).

1. THE DISSERTATION PROSPECTUS consists of a written research proposal that is prepared with the support of the Prospectus workshop in the Fall and Winter of year 4 and submitted during the Spring quarter. Students are expected to demonstrate their ability to: 1) identify a topic; 2) understand the corpus of primary sources and relevant secondary bibliography on that topic; and 3) develop an original argument around the topic. In addition, students are evaluated on their ability to convey their ideas clearly in the written proposal.

The proposal will be approved initially by the dissertation committee (see below) and submitted to the department. The members of faculty will vote on the prospectus. The department chair will then contact the student and the dissertation committee regarding the outcome and provide written feedback.

Two outcomes are possible: Pass or Revisions Needed. If revisions are required, the student will have the opportunity to respond to the committee's concerns and either revise portions of the proposal or re-write the entire proposal as indicated by the committee. In these cases, students will need to write a cover letter addressing the concerns of the committee and the changes that have been made. The deadline for resubmission will be established by the committee.

2. CHOOSING A DISSERTATION ADVISOR AND COMMITTEE MEMBERS— Students are expected to have chosen a dissertation advisor by the time they defend their Prospectus. It should be understood that choosing an advisor involves the consent of both parties, and that all such arrangements must be approved by the DGS. It is not the responsibility of the department to find a dissertation advisor and/or committee for the student. Advisors must agree to support graduate students to perform satisfactory research and progress.

Once a committee has been established, its composition can be changed by petitioning the DGS and Chair of the department. Such changes may be necessitated by circumstances, including a shift in focus of the candidate or unavailability of a faculty member.

The Dissertation committee will meet throughout the academic year with the student at their own discretion, either as a group or individually. However, committee and student will hold an *annual meeting* at the end of the Spring quarter.

In the case of students in a Joint program, they will have two Advisors, one for each department.

3. DISSERTATION COMMITTEE MEETINGS

a. The first committee meeting (Spring year 4) should set the stage for the dissertation project. Much of the time should be given to developing the background and significance, aims, arguments and time-line. If the student has not been able to put together a Prospectus by then, the deadline can be extended exceptionally (in consultation with DGS and the chair of the Department) until the end of the Summer quarter. The committee meeting should then take place at the beginning of the Autumn quarter.

b. Second and Subsequent Committee Meetings. They should take place every year in the Spring quarter. We recommend that for the committee meeting the student sends written work in advance or prepares an oral presentation that highlights the main points of her or his research progress since the previous committee meeting. A report from the

committee, including the student's progress with regard to her or his timeline, should be sent to the DGS and chair of the Department in the following days and before the DGS and Chair's spring quarter meetings with the students. The student will be asked to address questions like the following: Please list your major accomplishments to date. What are the plans for your ongoing work? What is your timeline for completion of your Dissertation and graduation? What are your post-graduation career plans? What steps have you taken to explore these possibilities? The exact nature of these questions will change depending upon his/her year in the program. The student will develop answers to these questions in collaboration with his/her dissertation chair.

c. Changes in the project should be presented and justified.

d. After completing a significant body of work, the student should seek permission from the dissertation committee to defend his/her dissertation. The student is expected to submit an outline of his/her proposed dissertation to the committee members. If the committee concurs that the student is ready to write and defend his/her Dissertation, the Chair will write a recommendation approving this action. The recommendation may include specific guidelines for the structure and content of the dissertation. Approval to defend the dissertation does not constitute its acceptance.

4. REPORTS OF DISSERTATION COMMITTEE MEETINGS – At the close of each Annual Dissertation Committee meeting (Spring each year), the Chair of the Committee must write and submit a brief report of the Committee attesting to performance, committee recommendations, and so forth (see proposed form in Appendix). This report must be submitted to the departmental chair and DGS, all members of the committee, and the student within one week of the meeting so that there will be no disagreement as to the conclusion of the meeting. This report will become part of the student's permanent file, which the student is welcome to view at any time. In the event that unsatisfactory performance is identified, students may be asked by the Committee to undertake remedial activities to improve their standing.

5. QUARTERLY AND ANNUAL PROGRESS REPORTS – Students in candidacy will be asked to prepare brief quarterly reports, to be submitted to the DGS with the approval of their Dissertation committee chairs, and annual progress reports of their activities in preparation for the Annual meeting with their committee.

6. DISSERTATION SUBMISSION AND DISSERTATION EXAMINATION – The student must have received approval to request the defense and examination (see above). The defense will involve a comprehensive evaluation of the Dissertation and related topics. The examination will take place as a Public Seminar on the date agreed by the committee and the chair.

Students must submit well-formatted, complete copies of their Dissertation to members of their Dissertation Committee **a minimum of four weeks prior** to the date of the meeting. Failure to submit the Dissertation in a timely fashion will require rescheduling of the defense.

The examination will consist of a public and oral defense delivered by the student in a max of 20 minutes. All Dissertation committee members (and all Classics faculty members in residence) are expected to attend the examination. To the defense, intervention of all the committee members will be followed by the students replies. Other faculty members will be asked to intervene.

Students must ensure that their Dissertation meets the guidelines and requirements of the University Office of Academic Publications (<http://www.libl.uchicago.edu/e/phd/>).

11. OTHER IMPORTANT MATTERS

1. CLASSICS WORKSHOPS – Students are strongly encouraged to attend all scheduled Classics workshops throughout their entire stay in graduate school; attendance at other workshops is also encouraged. (see website for programs)

2. QUARTERLY REPORTS – All students, both those in coursework and those in candidacy, will submit Quarterly reports to the DGS with the approval of their dissertation committee chair or mentor.

3. LEAVE OF ABSENCE – Under certain circumstances (usually involving personal concerns, medical/mental health, or parental leave), students may request a leave of absence from their graduate studies. Petitions for leave of absence must be submitted in writing to the Division of the Humanities for approval via this webform:

https://cm.maxient.com/reportingform.php?UnivofChicago&layout_id=20.

The leave request form must describe the relevant circumstances, the importance of the leave to the student, the appropriate documentation, and a plan for returning to full time study and completion of requirements. A leave of absence can be approved for a period of no longer than 4 academic quarters.

4. GRIEVANCES – Academic matters include but are not limited to such matters as course grades, teaching assignments, publication rights, timely feedback on academic work, timeliness of letters of recommendation, and application of policies and practices.

Briefly, students who encounter problems with their research project, their advisor, or the responses of their Dissertation committee to their work should approach the chair of their Dissertation committee to discuss how to handle and resolve the situation. If they feel uncomfortable approaching the chair, then they should contact the chair of the department or the DGS – such conversations will always be regarded as private. Similarly, the Dean of Students is available to help resolve academic problems, and can help direct students to appropriate academic and non-academic support services provided by the Division and University. Students with questions about any of these procedures may contact the Dean of Students at swolfe1@uchicago.edu. Students may also avail themselves of the Office of the Student Ombudsperson (<http://ombudsperson.uchicago.edu/>) to assist in providing impartial advice and assistance with navigating the grievance procedures or related matters. The Ombudsperson can also help where the existing channels of communication or dispute resolution have proven unsatisfactory.

12. CLASSICS MENTORING PLAN

I. MENTORING STRUCTURE

A. ACADEMIC ADVISING

1. Initiation of Advising

Advising and mentoring begin before the new students arrive. In the spring prior to matriculation, the department assigns each student an academic mentor, who is in touch with them over the summer and when they arrive in the fall. At the start of the Autumn quarter, new students will meet as a group with the department chair, who will discuss with them the Mentoring Plan and related resources in the department, division and university.

2. Eligibility for Advisory Positions

Primary academic advisors and dissertation chairs will always be core faculty in Classics, but other members of the dissertation committee can be external to the department or the University, nor are these barred from mentoring graduate students, and are in fact encouraged to do so.

3. Responsibilities of the Advisor and Advisee

The department does not have a formal statement of these responsibilities of the Advisor and Advisee nor does it employ mentoring contracts beyond the strict timetable of regular meetings (see Section I A5 below) and a general agreement that both will honor the deadlines imposed and work together to create a congenial and supportive environment for the student.

a. General responsibilities of all Advisors

1. will support their advisees as they move through different milestones of the program and not unreasonably obstruct their progress towards completion.
2. will be responsive to and communicate with advisees in a consistent, timely, and respectful manner.
3. will notify advisees of scheduled leave or other extended absences from campus and discuss how this will affect communication with them.
4. will provide guidance on or help students obtain professional skills requisite to their field in areas such as publications, conference participation, entering the job market, etc.

b. Specific responsibilities of different personnel in addition to the general responsibilities listed above

1. Personal Mentor (assigned before arrival) will provide ongoing personal advice about the students' well-being and their educational and career goals until the creation of the dissertation committee.
2. DGS will provide ongoing administrative guidance about what classes to take, the schedule of graduate examinations, and other administrative details.
3. Co-Instructors of the Joint Research Seminar will in the autumn and winter quarters of years 1-2 provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills.

4. Dissertation Chair and Committee

- a. will take over all mentoring duties for professional and pastoral guidance, although the DGS will remain available for administrative issues.
- b. will provide timely feedback on chapters and full drafts of the dissertation.
- c. will in a timely manner provide letters of recommendation for job and fellowship applications.
- d. In cases where a student is pursuing a joint degree with another department or has named two or more departmental faculty as equal advisors (as co-chairs, for instance, of a dissertation), these co-chairs will meet with the candidate and the Classics department chair, in order explicitly to discuss how advising responsibilities are to be shared.

c. General Responsibilities of the Advisee

1. will stay informed about program requirements and deadlines.
2. will keep their advisors informed in advance of the assistance they might require at various stages of the program.
3. will regularly inform their advisors about the state of their progress in the program. For students who have reached candidacy, this includes regular updates on the progress of their dissertation.
4. will notify advisors about extended absences from campus for work or personal reasons.
5. will inform their advisors of their need for a letter of recommendation well in advance of the deadline.

4. Expectations

a. **Faculty Feedback:** The department expects faculty to supply timely and significant feedback on student research and writing in coursework and on dissertation chapters. Faculty are expected to acknowledge receipt of the students' submissions and give an estimated time for providing feedback. For their part, students should submit their work in a timely fashion and well in advance of contingent deadlines.

b. **Student Progress:** The department expects students to meet the milestones and requirements of the program, as regards coursework with quality grades, exams, and seminar papers. Section II (below) lays out general requirements; additional information on the curriculum is available on the Program page of the website.

5. Frequency of Meetings Before candidacy, students will have quarterly meetings with their personal advisor, quarterly meetings with the DGS, and an annual meeting with both the DGS and the department chair. After candidacy, students will have quarterly meetings with the dissertation chair to discuss goals and progress and an annual meeting with the entire dissertation committee, the scheduling of which is the responsibility of the dissertation chair. The report that results from that meeting will serve as the basis for an annual meeting of each dissertating student with the department chair and the DGS.

6. Capacity and Distribution

On average, faculty members will be asked officially to mentor no more than one pre-candidacy student. The DGS will typically serve a two- to three-year term. Students in candidacy will be the responsibility of individual dissertation chairs

and committee members, and we set no limit on the number of dissertation advisees a single faculty member might have.

7. Oversight to Assess Student Progress

a. Department Chair will hold individual annual meetings with each student, the DGS, and the student's dissertation chair (when applicable; see Section I A5 above).

b. Director of Graduate Studies will hold individual quarterly meetings with each pre-candidacy student and an annual meeting with each student, the department chair, and the student's dissertation chair (when applicable).

B. TEACHING:

The department will assist students in fulfilling the pedagogical training required for the degree in accordance with its Pedagogical Training Plan (see below).

C. PROFESSIONAL DEVELOPMENT.

A faculty member is appointed each year to organize activities and assist the community of graduate students in the main areas of professional development in the field of Classics. We encourage our students to use the resources provided by UChicagoGRAD (<https://grad.uchicago.edu/>).

1. Conferences: The department will encourage and assist students in presenting their work in local workshops, the annual meetings of academic associations in the field, and also at smaller conferences focused on their research. Students are expected to work on drafts of their presentations with their advisors at least two months before the talk is given. In the tenth week of autumn quarter the department will provide an opportunity for students to give a dry run of SCS and job talks. The department encourages students to try out their other conference presentations in a UChicago workshop setting. Students who deliver papers in such venues should apply to the Division and department for material support with travel and expenses.

2. Publications: The department encourages students to publish their work in the best academic journals. In particular, the department encourages our students to have at least one article in print or forthcoming by the time they defend their dissertations.

3. External grants and fellowships: The department will encourage and assist students to connect with university resources, including UChicagoGRAD, in identifying and applying for external research grants and fellowships.

4. Service: As a part of their professional development, graduate students are encouraged to serve as workshop coordinators and social chairs and as representatives on departmental and other committees. They are also encouraged to propose panels for the annual meetings of the SCS and CAMWS and to organize conferences at the University of their own design, to apply for funding for these conferences, and to chair the proceedings. The departmental community will advise and mentor in these areas on an *ad hoc* basis.

D. CAREER ADVISING

- 1. Academic Placement:** The department will assist students in seeking academic placement. Students and advisors should discuss aspirations and expectations well in advance of a given year's job market; this should include the drafting and revision of cover letters, CVs, teaching and research statements, and other components of a job application. Students are encouraged also to consult the department's professional skills advisor; and UChicagoGRAD can provide expert assistance. Advisors will assist in organizing mock job tasks as necessary.
- 2. Non-Academic Employment:** The department's professional skills advisor, in coordination with UChicagoGRAD, will assist students in identifying and applying for the non-post-secondary academic job market.
- 3. Campus Resources:** The DGS and Professional Skills Advisor will assist students in identifying and using university career resources beyond the department.

II. DEGREE PROGRESS

A. ACADEMIC MILESTONES:

The following timetable indexes formal mentoring and advising to a basic timetable of milestones and requirements in the graduate program. For further details, see the description of the graduate program on the departmental website.

Years 1-2: Milestones: Students pass the Greek and Latin language examinations, pass two modern foreign language examinations, and take nine courses each year with a grade of B or higher. Students are required to write one long research paper in each of years 1 and 2 for the Joint Research Seminar. Mentoring: quarterly meetings with personal advisor, quarterly meetings in the autumn and winter quarters with co-instructors of the research seminar, quarterly meetings with the DGS. The Chair will attend the quarterly meeting in the spring.

Year 3: Milestones: Students pass all comprehensive and field examinations, may take the Dissertation Prospectus Seminar, and may begin to draft the dissertation prospectus and assemble a dissertation committee. Mentoring: quarterly meetings with personal advisor, quarterly meetings with the DGS. All students will choose an advisor for their special field exam by the end of first quarter of their third year. This advisor can provide mentorship as the student transitions to the writing of a prospectus. The department chair will attend the quarterly meeting between the student and DGS in the spring.

Year 4: Milestones: Students must take the Dissertation Prospectus Seminar, finish assembling a dissertation committee, and get departmental approval of their dissertation prospectus. Mentoring: quarterly meetings with personal advisor (until the dissertation committee is assembled), quarterly meetings with the DGS. The Chair will attend the quarterly meeting in the spring.

Years 5 and beyond: Milestones: Students write and edit the dissertation at an ideal rate of one draft chapter per quarter. Mentoring: quarterly meetings with dissertation chair, an annual meeting with the entire dissertation committee, and an annual meeting with the DGS, the department chair, and the dissertation chair.

B. TEACHING: SEE BELOW PTP.

C. TRACKING

1. Personnel The DGS will track student progress through the academic milestones of years 1-4, and after that the dissertation committee chair and the department chair will follow suit. The department will maintain electronic and paper records, as appropriate, of progress reports, classroom observations, seminar papers, and the like. Dissertation chairs will be asked each year to verify the status and progress of students in candidacy, through completion of the Dissertation Committee Signature Sheet, to be signed and dated by the student and all members of the dissertation committee.
2. Protections: The department will assist students in staying on track through the mechanisms of mentoring and advisement outlined in this plan.

D. REVIEWS

The department will conduct a formal review of graduate student progress every year at the close of spring quarter. The chair and DGS will meet with each student to discuss milestones and requirements relative to status within the program. Students will be advised on areas of concern and, wheresoever possible, plans will be jointly crafted to address these. Where probation is warranted, a process and timetable for lifting probation will be discussed and then conveyed in writing to the student and her/his mentor. In the case of students in candidacy, the department chair and the DGS will be joined by the dissertation chair and the discussion will focus on how the dissertation is progressing.

E. REMEDIES

When a student is struggling, the DGS and, as appropriate, the student's mentor, will meet regularly with the student to assist and advise on remediating the difficulty. with an eye to the importance of regular progress to degree.

F. PROGRAM DISMISSAL

Students may be counseled to withdraw from the program under specific circumstances such as: (i) the student elects to leave the program; (ii) the student fails the graduate examinations outlined in the guide to the graduate program; or (iii) the student fails to meet the conditions for lifting academic probation. Such cases will be discussed before the full faculty, and students and the department may in every case consult, independently or jointly, with the Dean of Students.

G. FACULTY ACCOUNTABILITY

The department will assess the quality of its mentoring in two ways: (i) by having exit interviews with all students when they leave or graduate from the program; and (ii) by encouraging them to report poor mentoring to the chair or the DGS.

III. STUDENT SUPPORT

1. **Communication:** The department chair will meet with graduate student cohorts at two times in their career to give them an overview of the mentoring available to them: (i) as first-year students in the autumn soon after their arrival to discuss how mentoring works in the first years of their program; and (ii) as newly ABD students to discuss how mentoring works in years 5 and beyond.

2. Interventions: If pre-candidacy students encounter difficulties with their personal mentors, they may inform the DGS, who will provide mediation. If dissertating students encounter difficulties with their dissertation chair or other committee members, the department chair will provide mediation.

3. Changing Advisors: If pre-candidacy students wish to change their personal mentor, they may do so with the help of the DGS. If dissertating students wish to change their dissertation committee members, they may do so in consultation with their dissertation chair, and if they wish to change their dissertation chair, they may do so in consultation with the department chair and by filing a new Dissertation Committee Signature Sheet signed by the new dissertation chair.

4. Diverse Backgrounds: Advisors will follow existing divisional guidelines on under-represented minorities, students with disabilities, and first-generation students. The DGS will hold a separate annual meeting with students whose first language is not English to discuss any difficulties they may encounter arising from this fact.

IV. FACULTY SUPPORT

1. Communication: The department will publish its mentoring plan on the website and will provide all present and future faculty members with copies. The department chair will also meet with all new faculty and go over the plan point by point. The dissertation chair will alert dissertation committee members from other departments and universities of our advising policies that are pertinent to dissertating students.

2. Assistance: The department encourages faculty to seek advice from the department chair, the DGS, or Dean of Students when difficulties in mentoring arise.

3. Recognition: The department will ask students to comment on graduate student mentoring as an important part of tenure and promotion decisions.

V. AMENDMENTS TO MENTORING PLAN

The department will (re)evaluate and update this mentoring plan every five years. The department chair will also have exit interviews with graduate students that will include questions about the effectiveness of our mentoring plan and suggestions for change.

13. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN

YEAR 1. TEACHING EXPERIENCE: NONE REQUIRED

| Pedagogical Training and Mentoring | Learning Goals |
|--|----------------|
| Students who wish to start thinking about teaching can attend workshops in CCT or CLC. | |

YEAR 2. TEACHING EXPERIENCE: PRE-TEACHING PROFESSIONAL DEVELOPMENT, FOCUS ON FIRST-YEAR LANGUAGE

| Pedagogical Training and Mentoring | Learning Goals |
|---|--|
| <ol style="list-style-type: none"> 1. Attend “Language Pedagogy for the Contemporary Classroom” offered in Winter quarter in the CLC. 2. Observe two sessions in either first-year Latin or first-year Ancient Greek. 3. Begin to develop, with LPC in consultation with DGS, teaching trajectory. | <ol style="list-style-type: none"> 1. Gain an overview of foreign language pedagogy and practices, understand reverse design as a framework, understand the role of assessment in reverse design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities 2. See first year instruction in action, and how different days can be different for explicable and inexplicable reasons. 3. Consider the role of teaching in one’s career goals. Discuss how to target professional development activities. |

YEAR 3. TEACHING EXPERIENCE: TEACH IN FIRST-YEAR SEQUENCE: DRILL SESSION/4TH HOUR IN 101 & 102; INSTRUCTORSHIP IN 103 FOR EITHER LATN OR GREK

| Pedagogical Training and Mentoring | Learning Goals |
|--|---|
| <ol style="list-style-type: none"> 1. Attend Teaching@, offered by CCT (required) in Autumn O-Week. 2. Attend Classics orientation, including session for first-year language teachers led by LPC. 3. Lead Drill Session/4th Hour for first-year Latin or first-year Greek in Fall or Winter. 4. Teach LATN or GREK 102 or 103. 5. Attend weekly course meetings, led by LPC. 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; student may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. | <ol style="list-style-type: none"> 1. Understand teaching in the context of a private, R1 university, roles of teacher, learner. 2. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 3. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others. 4. Discuss nuts and bolts issues, share materials, deal with learn issues/problems, vet exams, walk through course elements such as oral warm-up, in-class reading, exam procedures. 5. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses. |

YEAR 4. TEACHING EXPERIENCE: TEACH IN SECOND-YEAR SEQUENCE (DRILL SESSION/4TH HOUR + 203 FOR LANGUAGE NOT PREVIOUSLY TAUGHT

| Pedagogical Training and Mentoring | Learning Goals |
|---|--|
| <ol style="list-style-type: none"> 1. Attend Classics orientation, including session for second-year language teachers led by LPC 2. Lead drill session/4th hour for second-year Latin or second-year Greek in Fall or Winter 3. In Spring, teach 203 course designed over previous terms. 4. In Fall and Winter, participate in Course Design Working Group, convened by LPC. 5. In Fall and Winter, observe one session in 2-3 classes of different types. These must be taught by a faculty member. One may be in another program (e.g. NELC, Religious Studies, Art History, History). 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. | <ol style="list-style-type: none"> 1. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 2. Know how to differentiate intermediate from beginning skill level. Know how to meet the needs of students with different types and degrees of preparation. Start to get a sense of how literary/cultural learning and language learning interact at intermediate level. 3. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. 4. Design Intermediate course in consultation with faculty and LPC, and with contributions/collaboration of peers. Understand nature, challenges, and successful structure of courses, and their role in the department and discipline. Create a well-conceived course, based on meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further humanistic enquiry, as well as linguistic proficiency. 5. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors. 6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? |

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| | Developing personality as instructor, drawing on strengths and weaknesses. |
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YEAR 5. TEACHING EXPERIENCE: PD FOCUSED ON WRITING.

| Pedagogical Training and Mentoring | Learning Goals |
|---|---|
| <p>Take HUMA 50000: Pedagogy of Writing.</p> <p>Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.</p> | <p>Learn best practice in the teaching and assessment of writing. Consider writing as a global and disciplinary skill. Consider how writing assignments fit into broader course design.</p> |

YEAR 6. TEACHING EXPERIENCE: TEACHING BEYOND THE LANGUAGES

| Teaching Experience | Pedagogical Training and Mentoring | Learning Goals |
|---|---|---|
| <p>Teach one of 7 options, dependent on departmental availability and capacity:</p> <ol style="list-style-type: none"> 1. Teach a HUMA course. 2. Teach a LATN or GREK course not previously taught (e.g. an upper division course) 3. Course assistantship within the Classics department 4. Teach an LxC session, either in the department or outside of it | <p>Depending on the option chosen, the following pedagogical training and mentoring opportunities will arise:</p> <p>HumCore Pedagogy training from CCT; coordination and consultation with other teachers in the core through weekly staff meetings. Mentoring by Chair of HumCore sequence.</p> <p>Mentoring from LPC and/or Classics faculty. If applicable,</p> | <p>Each option presents a variety of opportunities for further professional development; broader course design; experience teaching in a general humanities setting; experience designing and running an LxC section in consultation with the main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching.</p> |

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|--|---|---|
| <p>TA/CA in another program or division</p> <p>5. Work as BA Preceptor</p> <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <p>6. Teach a self-designed course in Classics or in another department</p> <p>7. Teach a course awarded through a TAVE</p> | <p>coordination and consultation with teachers of other sections of same course through weekly staff meetings.</p> <p>Mentoring from and coordination with faculty leading the course.</p> <p>Writing program training (see year 5). Consultation with sub-disciplinary experts among faculty.</p> <p>Consultation and coordination with faculty throughout the design and implementation of the new course. Regular meeting with faculty mentor cultivated during previous teaching experiences, and/or LPC.</p> | <p>Across these options, students will:</p> <p>(i) Teach a course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for humanities courses are realistic, based on knowledge of core humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students.</p> <p>(ii) Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language use and integration of in-class and out-of-class work. Are materials level appropriate? Are they effective in revealing ancient culture?</p> <p>(iii) Receive constructive feedback and gain perspective of one's own strengths and weaknesses.</p> |
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14. COURSES 2020/2021

The required courses are the following:

RESEARCH SEMINAR

CLAS 40820/40821(HIST 50300/50301) Hymns and Sanctuaries in Ancient Greece. This two-quarter seminar, which fulfils the seminar requirement for graduates in History and Classics, seeks to explore how we might reconstruct the religious experience of the ancient Greeks through texts in translation (especially hymns), inscriptions, and material culture, paying particular attention to issues of methodology. The first quarter will be devoted to guided reading and discussion, focused on individual sanctuary sites, while the second quarter will be reserved for writing a major research paper. Non-Classics students will also be permitted to enroll for just the first quarter by arrangement with the instructors. C. Faraone. J. Hall. Autumn/Winter.

LATIN

LATN 32800. Survey of Latin Literature I (Poetry). We shall read extended selections from poetry writers of recognized importance to the Latin tradition. Our sampling of texts will emphasize writers of the Late Republic and Early Principate. D. Wray. Autumn.

LATN 32700. Survey of Latin Literature I (Prose). Substantial selections are read from Cato, Caesar, Cicero, Livy, Seneca, and Tacitus at a rapid pace, with attention paid to their use of resources of the Latin language and their role in the development of Latin style. S. Bartsch-Zimmer. Winter.

LATN 34400. Latin Prose Composition. PQ: Consent of instructor. This course is a practical introduction to the styles of classical Latin prose. After a brief and systematic review of Latin syntax, we combine regular exercises in composition with readings from a variety of prose stylists. Our goal is to increase the students' awareness of the classical artists' skill and also their own command of Latin idiom and sentence structure. M. Lowrie. Spring.

For more classes, see the website.