

WASHINGTON UNIVERSITY  
DEPARTMENT OF CLASSICS  
GRADUATE HANDBOOK

SPRING 2019

# Table of Contents

<b>The Academic Programs.....1</b>	<b>The Department.....20</b>
Overview	Faculty
Administration	Staff
	Material resources
	Events
<b>The Master of Arts in Classics.....2</b>	Opportunities Away from
Overview	Campus
Funding	Funding for Travel
Degree Requirements	Printing, Copying, and Supplies
Teaching	Rooms in Umrath Hall
Reading List Exams	
Thesis	
Evaluation	<b>The University .....22</b>
Timeline	Physical Resources and Space
	Funding
	Service Opportunities
<b>The Doctor of Philosophy in</b>	The Graduate Student Senate
<b>Classics.....10</b>	Policies
Overview	The Ombuds Office
Funding	
Degree Requirements	<b>Appendices.....23</b>
Teaching	MA and PhD Reading Lists
Comprehensive Exams	Policy on Mentored Teaching
Special Field Exams	Policy on Probation and
Special Tracks	Dismissal of PhD
Dissertation	Students
Research and Study Abroad	
Evaluation	
Timeline	

# The Academic Programs

## Overview

Washington University in St. Louis offers a Master of Arts in Classics (two years full-time study) and Doctor of Philosophy in Classics (six years full-time study). Graduate students benefit from a strong faculty in Classics and related fields both in the Department of Classics and beyond, an institutional openness to interdisciplinary study, resources including significant collections of ancient coins and papyri, and opportunities for a wide range of experiences in both research and teaching.

It is hoped that students in the graduate programs will find their work and the achievement of a graduate degree exciting and fulfilling in their own right, even as they prepare for life after graduation. The department supports students' exploration of both academic and nonacademic careers and strives to make the rigorous MA and PhD programs meaningful preparation for a variety of professional paths. There are many opportunities to discuss career paths from the very first years of the program, both in and out of the classroom. MA and PhD students may also practice presentation of their research, meet professionals from outside the department, and explore career-planning resources offered at Washington University and beyond.

## Administration

The entire Faculty of Classics participates in the admission and training of graduate students in Classics, and Associated Faculty in other departments play important roles in some students' work here. Specific faculty and staff roles referred to throughout the handbook include:

- Director of Graduate Studies (DGS): oversees the graduate programs, acting as coordinator of admissions, advising, exams, and curriculum. The DGS is normally the academic advisor to all MA students and all PhD students in the first few years of the program, advising on course selection each semester and on other aspects of the program.
- Chair: manages personnel, academic programming, and finances in the department, including many aspects of the graduate programs.
- Graduate Committee: devises any necessary adjustments to the curriculum, reviews the progress of students, and determines any necessary actions pertaining to individual students. This committee consists of at least three Classics faculty, including the DGS, and its composition may change annually.
- Pedagogy Committee: oversees and mentors any graduate students appointed to teach courses on their own. This committee typically includes the DGS, the Chair, and a third faculty member and is appointed annually or biannually.
- Exam Committee: writes and evaluates program exams; typically, a separate committee (consisting of two or three faculty) appointed to each type of exam in a given year.
- Thesis or Dissertation Advisor: guides and evaluates a graduate student during the thesis or dissertation process. A member of the Classics faculty, this advisor is chosen by the

student. For PhD students, this advisor will normally replace the DGS as academic advisor.

- Thesis or Dissertation Committee: reads and evaluates the thesis or dissertation; headed by the advisor. Additional committee members (also called readers) are selected by the student in consultation with the advisor.
- Department Administrator: manages department finances, course listings, events, and a wide range of other logistics, and assists faculty and students with the same. The Administrator also oversees other members of the office staff, who can themselves assist graduate students with some tasks.
- Graduate Dean and Graduate School Staff: regularly review, determine funding levels for, and set admissions procedures for all graduate programs at Washington University. The Dean and staff also maintain a program of events to serve students and programs, and set policy in consultation with the Graduate Council.
- Graduate Council: relays communications from the Graduate School to programs, deliberates and votes on new graduate courses, programs, and some policies. The Graduate Council consists of Directors of Graduate Studies from departments across the university and student representatives from those programs.

## The Masters of Arts in Classics

### Overview

The MA degree (also called the AM), awarded upon completion of coursework, language exams, and in some cases a thesis, is a solid basis for a variety of further pursuits, including but not restricted to teaching and research in Classics and related fields.

Students entering the Washington University PhD program in Classics must first complete all requirements for the MA listed below. Students may also enter the MA program only and have the option of modifying some of the requirements, as indicated below.

Students in the MA program work toward increased language proficiency, a deeper knowledge of Greek and Roman culture, literature, and history, and research experience. They are mentored by faculty with diverse specialties within the field and have opportunities to take courses in affiliated fields such as Comparative Literature, Philosophy, and Art History & Archaeology. Finally, they may gain valuable teaching experience by assisting in Classics courses under faculty mentorship.

Past MA graduates have pursued various paths: many have entered top-ranking PhD programs in Classics and related fields; equally as many have brought their increased expertise to secondary teaching; others have moved into a variety of alt-academic and non-academic fields. The department strives to provide, along with the best academic training, informed and thoughtful career and professional advice.

## Funding

MA students typically receive full tuition remission, which is not tied to any service performed by the student; the only requirement for continuing to receive tuition remission is satisfactory academic progress.

Some MA students may receive additional funding in the form of compensation for working as Assistants in Instruction in undergraduate courses, Research Assistants for faculty projects (typically in summer) and Editorial Assistants for the journal *Apeiron*. Most funding of this kind is awarded at the time of admission, but some opportunities may arise during a student's time in the program.

Most MA students supplement their university funding with summer jobs and/or part-time work during the school year; when considering the latter, students should carefully determine how many hours of work can realistically be fit in around their academic obligations. The Graduate School also has a policy limiting the number of hours student workers may work (consult the DGS or Department Administrator for the current policy).

## Degree Requirements

Students may obtain a Master of Arts degree in Classics by completing 36 units of credit (the equivalent of 12 courses), completing a reading list, and taking a series of examinations. Terminal MA students may choose to write a Master's thesis; students in the PhD program must complete this requirement in their second year.

### 1) Coursework

Two courses are required of all candidates for the MA:

- Classics 502: Research and Publication on the Greek and Roman World (a proseminar introducing the student to the profession)
- Classics 510: Comparative Grammar of Greek and Latin.

Most of the remaining courses will be seminars on Greek and Latin authors, genres, and literary periods, as well as some on historical and cultural topics. These will all be at the 400 level or above, and the majority should at the 500 level. After the first year of study, both MA and PhD students are expected to enroll exclusively in 500-level courses, while enrollment in any 400-level course will require special circumstances and approval of the DGS. In special circumstances, a student may pursue a 3-credit Independent Study under the guidance of a faculty member as a substitute for a course, if this does not replace important coursework and the faculty member and DGS approve it. All students, however, are automatically permitted to enroll in one 3-credit Independent Study in their second year, specifically to work on the MA Reading List; each student will enroll in Greek or Latin 500 as appropriate and will organize a reading schedule for the semester.

## 2) Research

The MA Thesis counts for 6 credits of the total 36; students will register for Research (Greek or Latin 590, 3 credits each) in each of the final two semesters of study.

## 3) Examinations and Language Competency

- A diagnostic sight-reading exam in Greek and Latin will be administered just prior to the first semester of residence. This consists of translation of one short prose passage from an ancient author in each language. Following evaluation of the sight exams, the DGS will determine appropriate course placement and strategies for progress for each student.
- At several pre-scheduled times each year, students will have the opportunity to take one or both of the MA Reading List exams (described below). The best timing of each student's exams should be discussed with the DGS. Students not planning to go on to a PhD program in Classics may opt to take the exam in one language (Greek or Latin) only. Those who pursue this option must complete at least 9 credits of coursework in the other language at the 400 or 500 level.
- A reading knowledge of German, French, or Italian is also required for completion of the degree, and may be demonstrated either by an exam taken at a time set by the DGS or by successful coursework, typically the German or French for Reading Knowledge courses offered at Washington University. (Speaking competency, if the student has acquired or is able to acquire it, is certainly valuable in the profession as well.) Academic-year courses in modern languages may be taken at no cost, but neither they nor summer courses will be counted as part of the required 36 credits, so students pursuing that option should take care to manage their time well. Summer courses are the more popular option; for these, students must apply for tuition remission from the Graduate School (the department coordinates this in the middle of the Spring semester). The exam option is offered several times a year at the same time as Reading List exam sittings. The exam consists of translation of a passage of a scholarly article with the use of a hard dictionary.

## Teaching and Service Opportunities

If there is available funding, MA students may be employed by the department as Assistants in Instruction. Assistants in Instruction (AIs) help faculty with grading, technology, office hours, lecturing, and/or discussion sessions, depending on the course. They receive gratis copies of course books, space for weekly office hours, and an allowance for course-related copying. MA students have found teaching experiences advantageous, whether they are seeking to enter the teaching profession, to continue in PhD programs, or to pursue other careers.

Normally, a student worker will take the role of AI in a 200- or 300-level Classics course. Affiliated departments (Art History & Archaeology, English, etc.) also sometimes offer AI positions in their courses. The faculty consider students' backgrounds and interests when matching students to such positions. All MA students, whether employed as AIs or not, are eligible to enroll in the department's graduate course in Classics pedagogy.

Classics courses that regularly need AIs include Greek Mythology; Magicians, Healers, and Holy Men; Greek History; Roman History; Ancient Medicine; Latin & Greek in Current English; and other courses at the 200 and 300 level. Specific AI assignments are made after undergraduate registration for the upcoming semester is complete. Graduate students are encouraged to discuss the possibility of teaching assignments in each advising meeting with the DGS.

Depending on the available funding and the department's needs, MA student workers may also be hired to perform tasks unrelated to teaching (e.g., assistance in editing).

## Reading List Exams

The MA Reading List Exam is required of students in both programs. Exam sittings are offered three times per year when an Exam Committee will be available to write and evaluate it. Students should individually discuss the best timing of their exams with the DGS during their first year. Exams must be sat in the department, with exceptions granted only to MA students who have completed all other program requirements and left St. Louis, or to students who must be abroad at the time they need to sit the exam.

### Preparation

For the MA Reading List, see the Appendix. When signing up for the exam, a student can request up to two (2) appropriate substitutions for items on the Reading List. Normally, some works on the Reading List will be covered in courses the student takes, but most must be read independently. Therefore, preparation for the exam should be a year-round activity for every student, requiring both self-structured individual study and group work. It is never too early for a student to institute a methodical reading schedule, but special effort should be made to prepare a schedule for the summer after the first year, when most students are best able to work on the Reading List.

While the exam does not allow space or time for exhaustive histories of scholarship, preparation should include reading from scholarly works on Greek and Roman literary history and on the specific texts. Students should familiarize themselves with key issues and studies by using the best scholarly commentaries on the texts on the lists, such as Cambridge "Green and Yellows", Oxford Commentaries, and other commentaries that have similarly thorough, up-to-date introductions and notes. Greek and Latin texts should always be supplemented with commentaries. Also useful will be recent general handbooks such as *The Cambridge History of Classical Literature* and (particularly for discussion of genre) Conte's *Latin Literature: A History*. Cambridge and Blackwell Companions and *Oxford Bibliographies Online* entries for the authors give useful overviews of the issues and key bibliography to obtain and read. Consult the faculty for further advice.

### Exam Format

A particular week during the semester or summer will be chosen (typically in November, March or April, and August) and the DGS will arrange a schedule of several blocks of time during the

week, from which individual students may choose their exam times. Most students choose to tackle Greek and Latin in different sittings (e.g., Latin in Fall, Greek in Spring), but this is not required. Students take the prose and poetry exams on different days of the week during a given sitting.

The Greek and Latin prose sections will consist of three passages (100-150 words each) to be selected out of four, with a recommended time limit of 90 minutes. The Greek and Latin poetry sections will consist of two passages (100-150 words each) to be selected out of three, with a recommended time limit of 60 minutes.

No dictionaries or notes will be allowed in the exam room. The student will be asked to write out a translation of each selected passage, and to identify and briefly (in one or two paragraphs) explain the significance of the passage (not simply the work or the author). This commentary section should, after contextualizing the passage in the work from which it comes, point out any ways in which the passage's themes and language illustrate key features of the work and the genre and explain what the passage has to offer to scholarly debates concerning the work or its context. Ultimately, this is an exercise in exposition, demonstrating knowledge of text and context and ability to identify specific ways in which the passage communicates its ideas. Original interpretation is neither required nor a substitute for informed exposition. The exam is not a test of speed, and students may be allowed to run over the allotted time to finish; at the same time, they should plan to apportion their energy wisely, leaving time to review translations closely and limiting commentary sections to the scope and length stipulated in the prompt.

### **Retake Policy**

Failing exams typically show consistent problems with the languages (e.g., serious misinterpretation of grammar or vocabulary, or consistent inattention to detail), consistent gaps in knowledge about the texts and their contexts, or a substantial gap concerning one or more texts (e.g., misidentifying one or more passages). A student may fail one section (e.g., Latin Poetry) and pass the rest, needing only to retake the relevant section. Many students have successfully re-sat exams after substantial and guided preparation. Only in exceptional circumstances will a student be offered the opportunity to re-take a specific section more than once.

### **Thesis**

The MA thesis is a substantial (usually 40-70 pages) and original work that answers a question about ancient literature, history, or culture. It demonstrates the author's command of primary and secondary sources, ability to identify and execute a research question, and command of scholarly language and other conventions of the discipline of Classics.

### **Preliminary arrangements, research, and writing**

The thesis will normally be an extension of a research project for a seminar in Greek, Latin, or Classics taken during the first year at Washington University; for example, an extended version of a 15-page research paper written for the seminar. (There will be exceptions to this formula, but students should keep in mind that the construction of a thesis from scratch involves a

significant time commitment, and a thesis project should not jeopardize the timely completion of other program requirements.) During the two semesters of thesis work for credit, students should be signed up for a section of Greek or Latin 590 (Research), assigned to the appropriate thesis advisors. They will be expected to research, write, and meet regularly with the advisor throughout both semesters.

The *Master's Thesis Guide* on the Graduate School website gives basic mechanical guidelines on preparation and submission of the thesis. For discipline-specific guidelines and inspiration, students should look over past Classics theses archived in the graduate study room, noting their structure, length, documentation style, etc.

The advisor's responsibilities include:

1. advising the student on crafting the proposal,
2. meeting with the student regularly during the research and writing process,
3. setting clear deadlines for completion of chapters and other tasks, and
4. providing timely feedback on submitted work.

The student is responsible for:

1. Discussing the proposed topic with the prospective advisor (normally, the faculty member who taught or is currently teaching the seminar related to the project, provided that he/she will not be on leave during the second year), and obtain his/her consent to advise the thesis. So that both student and faculty member have sufficient preparation time, it is essential that this conversation begin before the summer after the student's first year of study; the student should begin research that summer.
2. **By the end of the first year**, after the advisor and student have agreed to work together, informing the DGS of the plans being made for the thesis.
3. **By November 1**, submitting a thesis proposal to the DGS. The proposal will describe, in 2-3 pages, the thesis topic, the rationale, the background the writer brings to the project, proposed argument, methodology and key questions, proposed timeline for completion of chapters, and a working bibliography of primary and secondary materials. This version should be carefully prepared and revised, and should reflect work already begun in consultation with the advisor.
4. **By November 15**, after sharing the proposal with prospective readers and using the **Departmental Thesis Committee form** (available from the DGS), securing written commitments from additional readers for the thesis for a Committee total of three faculty (including the advisor and potentially including one faculty member from outside the Classics department); the second and third members must be in residence (i.e., not on leave) during the final semester. The form should be submitted to the DGS. Discuss with all members of the committee what role they wish to play in the thesis (e.g., do they wish to see chapters as they are drafted, or only to review the final draft?) and plan to submit your work accordingly.

**Also by November 15**, submitting the “**Title, Scope, and Procedure**” form to the Departmental Administrator (this form can be obtained from the Graduate School Website).

NB: This timetable applies to writers of MA theses for May graduation. Students planning for August or December graduation will need to adapt the schedule accordingly.

### **Defense, final revisions, and filing**

At the beginning of the final semester, the student should propose a date for the oral defense (for May graduates, this should fall in the first half of April to allow time for revisions before the Graduate School deadline) and obtain the entire committee’s confirmation of their availability. The student will turn in a final complete draft, including ancillary sections such as Table of Contents, Figures and a List of Figures (if relevant), and a complete list of Works Cited, to the advisor **two weeks before the defense date**. This draft should incorporate any revisions recommended by the advisor and readers along the way. All readers will then read the thesis and prepare responses and questions to be presented at the defense.

The student should work with the committee to schedule the two-hour defense and (with help from the Department Administrator) reserve an appropriate room. The advisor will advise the student on how to prepare for the defense. In the event that the student or a committee member must be absent from campus on the defense date, arrangements must be made for participation via Skype or similar means.

Following the defense, the committee may accept the thesis as presented; ask for minor revisions; or ask for major revisions, re-circulation of the document, and a repeat defense. All results will be communicated in person to the student whenever possible, and reiterated in writing (e-mail or letter). The advisor will also report the results to the Graduate Committee. The student is responsible for finalizing and depositing the thesis document (following directions in the [https://graduateschool.wustl.edu/sites/graduateschool.wustl.edu/files/Masters%20Thesis%20Guide%202018 Links 0.pdf](https://graduateschool.wustl.edu/sites/graduateschool.wustl.edu/files/Masters%20Thesis%20Guide%202018%20Links%200.pdf)). For May graduation, the thesis must be filed electronically by a date in **late April** specified by the Graduate School each spring (please consult the Department Administrator well in advance to confirm the date). All theses are published electronically on the library’s Open Scholarship site (<http://openscholarship.wustl.edu/>) and will be linked to the departmental website. Authors will be able to order bound copies of their theses as well.

### **Evaluation of MA students**

MA students’ work in departmental courses is evaluated not just in the form of grades, but in written reports composed by course instructors. In evaluating a student’s work, the faculty member will consider – as appropriate to the course – the student’s language competence, understanding and use of scholarship, research aptitude, oral and written communication skills, and ongoing synthesis of knowledge about the ancient world. Similar evaluations are written for each semester of MA Thesis work.

MA students employed as AIs are also evaluated each semester by the supervising instructor. AIs are evaluated not just on their aptitude and development as teachers and mentors, but also on their professional conduct with students and the instructor.

Evaluations (of both kinds) are not available for students to view, but are compiled by the DGS at the end of each semester and entered into individual student records for review by the Graduate Committee. In addition, the faculty will hold annual meetings in May to evaluate the graduate students individually. The DGS will communicate in writing to each student the outcome of these discussions. Overall, students and AIs can expect faculty to communicate with them directly and candidly about issues covered in evaluations.

## **MA Timeline**

Below is a sample timeline for completing the MA requirements. Individual timelines will vary depending on course offerings and the student's optimal exam timetable. Second-year students may choose to complete requirements for a May degree or, if their future plans allow it, to defer completion of a requirement(s) and pursue an August or December degree.

NB: during semesters of less than full-time coursework (i.e. under 9 credits), the student must also be registered for LGS 9000 (Full-time Graduate Research/Study).

### **FIRST YEAR**

#### *Fall Semester*

- Before classes begin: diagnostic translation exam
- 9 credit hours:
  - Classics 502 or 510 (whichever is offered that year) (3)
  - Greek seminar (3)
  - Latin seminar (3)

#### *Spring Semester*

- 9 credit hours:
  - Greek seminar (3)
  - Latin seminar (3)
  - Elective (3)
- Apply for tuition for summer modern language course (if applicable)
- Choose topic and advisor for thesis (if applicable); notify advisor and DGS

#### *Summer*

- Modern language course or exam
- Concentrated work on Reading List  
Preliminary thesis research (if applicable)

### **SECOND YEAR**

#### *Fall Semester*

- Without thesis: 9 credit hours:

- Classics 502 or 510 (whichever is offered that year) (3)
- Greek or Latin seminar (3)
- Greek or Latin seminar (3)
- With thesis: 12 credit hours:
  - Classics 502 or 510 (whichever is offered that year) (3)
  - Greek or Latin seminar (3)
  - Greek or Latin seminar (3)
  - Master's thesis work (3)
  - Complete required paperwork on thesis by November deadlines (see above)
- Greek or Latin Reading List Exam

### *Spring Semester*

- Without thesis: 9 credit hours:
  - Greek or Latin seminar (3)
  - Other seminar (3)
  - Independent study to prepare for Reading List Exam (3)
- With thesis: 6 credit hours:
  - Independent study to prepare for Reading List Exam (3)
  - Master's thesis work (3) and defense
- Greek or Latin Reading List Exam

### *Summer* (for those not ready to receive a May degree):

- finish remaining requirement(s) from above list (exam, thesis, or modern language coursework)

## **The Doctor of Philosophy in Classics**

### **Overview**

The PhD degree requires completion of coursework, exams, a master's thesis, and a PhD dissertation. Students may enhance their PhD work by opting to pursue one of four specialized tracks (see below).

### **Funding**

PhD students receive full tuition remission plus a University Fellowship (UF) from the Graduate School, guaranteed for six years at the time of admission as long as the student makes satisfactory academic progress. The Graduate School also typically awards an additional summer stipend to each student, to be used to help the student with academic travel or living expenses.

This funding structure does not prevent a PhD student from receiving other awards, such as external fellowships or Research Assistantships. The UF will not be granted in a year that a

student opts to enroll in an academic-year abroad program while receiving external funding. At the time of application, some students will be eligible to compete for special graduate fellowships offered by Washington University, namely the Olin and Chancellor's Fellowships, and qualified students are encouraged to apply.

The Graduate School's generous funding for PhD students is intended to enable students to treat their degree work and participation in departmental life as a full-time, year-round occupation. PhD students should therefore prioritize their academic work, including in the summers, which are ideal for exam preparation, research, fieldwork, and/or study abroad. The summers during the first years of the program are an excellent time for PhD students to get used to following a rigorous self-directed schedule in preparation for the dissertation years. No student should take on outside employment at any time of the year without discussing its potential impact with the DGS and consulting the Graduate School's current policy on student employment.

60 credits of coursework and research in combination are required. For requirements within individual tracks see below the sections for each track.

**1) Coursework: 54 hours total.** All credits must be at the 400 level or above. After their first year, PhD students are expected to enroll in Greek and Latin courses at the 500-level. Up to 24 of these credits may be transferred from an outside graduate program in Classics. This transfer is not automatically implemented, since many students with prior graduate work will still benefit from completing the full roster of courses. The Graduate Committee will discuss each case after the student has completed one year of coursework at Washington University and will determine the appropriate number of credits to be transferred. With the guidance of the DGS, students may take up to 12 credits outside the Classics Department to enhance their graduate study.

**Specific required courses (all offered regularly by the department): 9 hours**

- Classics 502: Research and Publication on the Greek and Roman World (3 credits)
- Classics 510: Comparative Grammar of Greek and Latin (3 credits)
- Classics 505: Seminar in Classics Pedagogy (3 credits)

**Other course requirements: 27 hours**

- At least 12 credits in Greek (at least two courses offered every semester)
- At least 12 credits in Latin (at least two courses offered every semester)
- At least 3 credits in ancient history (one course offered at least every two years)

**Elective courses: 18 hours**

- Includes courses for special tracks, independent studies, and other courses, to be chosen in consultation with the DGS.

**Research Credits: 6 hours**

- Master's Thesis (6 hours)

**2) Research**

PhD students will complete an MA thesis by the end of their second year (see guidelines in the MA section). Students who enter one of the special tracks in the first year may be expected to write a thesis on a topic in their chosen track.

The PhD dissertation is a multi-year research project that includes the following requirements:

- a written **prospectus** for approval of the Graduate Committee in the fourth year
- presentation of the prospectus at a **colloquium** including faculty and other students and followed by questions and discussion, typically in the fourth year
- the written **dissertation**
- an **oral defense** of the dissertation and revisions to the written work as requested by the Dissertation Committee, by the end of the sixth year.

Although the official requirements generally begin to be fulfilled in the fourth year, students should begin to think about dissertation topics, and discuss possible topics with faculty, as soon as they are able, and should have a clear sense of their topic by the end of the third year.

### 3) Examinations and language competency

PhD students complete a series of program exams:

- The diagnostic sight-reading exam in Greek and Latin (see description under MA requirements). As a diagnostic exam, this does not require a specific level of performance for continuation in the program. The remaining exams are qualifying exams, and students' performance will determine their next steps in the program.
- The two MA Reading List Exams (see description under MA requirements). PhD students are expected to pass at least one exam (i.e., Greek verse and prose or Latin verse and prose) by the end of their second year; they have until the end of the first semester of their third year to pass the second exam.
- Exams demonstrating reading competence in two modern languages, German and French or Italian (alternatively, appropriate coursework in one or both; see under MA requirements). PhD students are expected to pass at least one modern language exam by the end of their second year; they have until the summer after their third year to pass the second modern language exam.
- The Comprehensive Exam demonstrating mastery of Greek and Roman literature, history, and culture (see description below), normally completed by the first semester of the fourth year.
- An exam demonstrating competence in a special field, typically the field of the dissertation topic, normally completed in the course of the fourth year.

### 4) Teaching and Professional Experience

PhD students will complete 8 semesters of **mentored teaching experiences** (MTE) from the second through the fifth year of study. Students begin by assisting faculty in undergraduate Classics courses (including Greek Mythology, Greek History, Roman History, and other regular offerings on ancient history and culture) and later serve as Instructors of Record in undergraduate courses in Latin, Greek, and/or Classics. At least two of the required eight semesters of mentored teaching will be as Instructors of Record. There is no fixed sequence of teaching assignments, but students can expect to serve as Assistants in Instruction for several semesters before being assigned to their own courses, and they may play either role up until they have completed their

teaching requirement. Students will register for LGS 600 (Mentored Teaching Experience; 0 credits; grade of Satisfactory or Unsatisfactory) in each semester of assisting or teaching.

PhD students are eligible to substitute up to two (2) semesters of MTE with mentored professional experiences (MPEs), provided that these MPEs serve the students' research interests and career plans (e.g., museum internships, engagement with Digital Humanities and/or Classics-related IT projects, editorial assistantships in Classics-related journals or presses). Enrollment in MPEs must be approved by the DGS. Upon enrollment in an MPE, the student will be assigned a faculty mentor who will meet with the student regularly, offer advice as needed, and evaluate the student at the end of the semester.

## **Comprehensive Exam**

The PhD Comprehensive Exam is normally taken one year after the successful completion of the Reading List Exams. Although it requires mastery of an extended Greek and Latin Reading List (see the Appendix), the Comprehensive Exam is a different kind of exam from the Reading List Exams required for the MA. It includes both a written and an oral component and is designed to establish students' knowledge of the field of Classics and their ability to synthesize and analyze various types of evidence. On the exam, the well-prepared student will exhibit not only solid knowledge of names, historical dates and facts, texts in the original, and the history of scholarship, but also the skills needed to analyze, compare, and synthesize sources in order to address important questions about Greek and Roman literature and culture.

The written exam consists of essays on pairs of passages from ancient texts. Some pairs will be accompanied by specific thematic prompts ("in an essay of ca. 1000 words, discuss, contextualize, and compare the representation of X theme in the two texts, drawing on modern scholarship on the works as well as your own close reading"). Others will be accompanied by an open-ended prompt, inviting students to compare and contextualize the material on their own.

The combined MA-PhD Reading Lists in Greek and Latin (see the Appendix) contain the core material to learn and will be the source of most exam questions. At the same time, a student should understand these texts in their larger contexts, as well as the various relationships between the texts, well enough to be able to discuss additional relevant sources. To this end, some questions may present passages from off the lists. Some questions will require accompanying translations; any questions that ask for translation of off-list sources will be carefully chosen, kept within reasonable limits, and juxtaposed with familiar texts. In each essay, with or without a translation component, the student is expected to make close use of the texts, demonstrating linguistic competence and understanding of style.

The faculty-authored study guide will be an essential starting point, but students should also generate their own guides (to authors, genres, periods, etc.), terms lists, and annotated bibliographies, as they read, and to consult individual faculty – who all remember the experience of preparing for Comps – for recommendations. They should also make use of their experience in courses, AI positions, and all other forms of exposure to the field (lectures, conferences, etc.) during and before their time in the program. Substantial self-directed individual study is required, especially during summers and independent studies. Group study is also highly

recommended. Students will be provided with sample and/or old exam questions and are encouraged to practice with those. At the same time, they should not tailor their studying to the questions or study solely with potential passage pairings in mind. The essays on the written exam will need to be built on a solid foundation of knowledge.

After a student has completed the written exam, an oral exam will be scheduled with the exam committee. The student will answer questions about the essays from the written exam and about other topics not covered in the written exam. Some questions may ask for clarification of ideas expressed in written essays; others will be aimed at assessing the student's grasp of literary history, history, and scholarship more widely, using the written exam as a jumping-off point. Ideally, the oral exam will serve to fill in areas that, for one reason or another, were left underrepresented or unexplored on the written exam.

There are several possible outcomes after a student has completed the written and oral exams for the first time. The Exam Committee may pass the student unconditionally to the next stage of the program, recommend that part of the exam be retaken, or require that the entire exam be retaken. Please read the Departmental Policy on Academic Probation and Dismissal for PhDs, which is included in this handbook.

## **Special Field Exams**

The PhD Special Field Exam is normally taken one semester after successful completion of the Comprehensive Exam. It tests students' mastery of the major primary and secondary literature in a special field related to the dissertation. Its main aim is to help students build strong foundations for their own research. The dissertation advisor writes and evaluates this exam and determines its format, though the advisor may choose to involve other prospective members of the dissertation committee. To prepare, students should consult their advisors, create annotated bibliographies, and get acquainted with the scholarly trends as well as the current debates in their chosen fields. A special field may or may not coincide with one of the Special Tracks (see below).

For the written exam, the student produces essays on specific questions, demonstrating breadth and depth of knowledge. This is followed by a conversation about the exam with the advisor in which the student is asked to elaborate on specific aspects of these essays and to discuss other pertinent issues and scholarly debates.

## **Special Tracks**

Washington University's PhD program is unique in offering four special tracks, each designed to take advantage of faculty strengths within and beyond the Department of Classics. Students who wish to pursue a structured track have four to choose from:

### **The Special Track in Ancient Performance**

This track gives students interested in ancient theatre and other performance the opportunity to combine work in Classics with coursework, guided research, and hands-on experience in performance and performance studies. Students will work with faculty in both Classics and Performing Arts.

**Requirements:**

- Complete two 400- or 500- level courses in Performing Arts (topics concerned with ancient performance or Classical reception in modern performance are encouraged, but not required).
- Complete a special project involving performance (e.g. work as a dramaturge for a production, work on a translation for performance). The timing of this project is flexible and will depend on available opportunities and the student's other pursuits such as study abroad.
- Complete a special field exam related to ancient performance, Performance Studies, or Classical reception in modern performance (with a specialized reading list).
- Complete a dissertation on a topic in ancient performance, Performance Studies, or Classical reception in modern performance.

**The Special Track in Ancient Music**

This track, unique among North American Classics programs, gives students the opportunity to study with faculty in both the Classics and the Music departments, learning about the Greco-Roman musical world and gaining skills in comparative musicology essential for carrying out successful research in this area.

**Requirements:**

- Complete the following courses:
  1. L08 Classics 462: Ancient Greek and Roman Music
  2. A 400- or 500-level course in ethnomusicology
  3. A 400- or 500-level course in musicology or ethnomusicology
- Complete a special field exam related to ancient music or its reception (with a specialized reading list).
- Complete a dissertation on a topic in ancient music or its reception.

**The Special Track in Ancient History**

The PhD track in Ancient History is designed to take advantage of Washington University's unique resources, both human and material, for the study of ancient history. It is designed to prepare strong candidates for positions in both Classics and History departments, or for other careers that require research skills.

**Requirements:**

- Complete the following courses:

1. L22 History 5471: The Literature of History
  2. A second 400- or 500-level course on a topic related to the history of the ancient Mediterranean world (offered by the Department of History, the Department of Classics, or another department by permission; this is in addition to the 3 credits in ancient history required of all Classics Ph.D. students).
- Complete a Master's thesis on a topic in ancient history that also engages with material culture, provided that the student has formally entered the track in time.
  - Complete a special field exam comprised of one primary, one secondary, and one comparative historical field and based on bibliography drawn up by student and advisor.
  - The dissertation will concern a topic in ancient history.

### **The Special Track in Ancient Philosophy**

This track allows students to supplement their broad training in the languages, literatures, and cultures of ancient Greece and Rome with specialized study of philosophy. Students will work with faculty in both the Classics and Philosophy Departments.

#### **Requirements:**

- Complete the following courses:
  1. Two 400- or 500-level courses in ancient philosophy
  2. A third 400- or 500-level course in any area of philosophy
- Complete a special field exam in a field of ancient philosophy.
- Complete a dissertation on a topic in ancient philosophy or its reception.

### **The Dissertation**

A dissertation is a lengthy study that demonstrates high-quality research on a specific topic and makes an original contribution to this field of study. The dissertation entails specialization and, as such, it defines the academic identity of a young scholar for several years after the completion of graduate studies.

Students should design this long-term project under the guidance of the dissertation advisor and the advice of other faculty members who have pertinent expertise and can serve as members of the dissertation committee.

As soon as possible after the completion of the Comprehensive Exam, students should focus on shaping the topic of the dissertation. At the same time, students will be preparing for the Special Field Exam. During this process, students are expected to read all the major primary and secondary literature in the field of the dissertation and to construct the prospectus. The formal presentation of this prospectus to faculty and students, i.e. the dissertation prospectus colloquium, is an opportunity to try out ideas and receive feedback from colleagues outside the dissertation committee. This marks the end of the preparatory period of dissertation work.

While the dissertation process will be guided principally by the dissertation advisor, the dissertation committee should be consulted individually as needed. The committee will read and evaluate the final work and participate in the oral defense. As per Graduate School policy, the committee must consist of at least five members, including the advisor (see the Graduate School website for the full policy). When a committee member takes leave for a period during the dissertation years, arrangements may be made to maintain communication or resume it after the leave has ended.

There is a Graduate School “Title, Scope, and Procedure” form for the dissertation similar to the one submitted for the MA Thesis. Students should also consult the current *Doctoral Dissertation Guide* and related documents on the Graduate School website throughout the process for guidelines on preparation and submission of the dissertation.

## Research and Study Abroad

The department encourages both its MA and its PhD students to take advantage of opportunities to study and do research at other institutions in the United States and abroad. Washington University graduate students are eligible to participate in both the year-long and summer programs of the [American Academy in Rome](#) (including special programs in Architectural Documentation and Analysis, Latin Epigraphy, and Greek Paleography and Codicology) and the American School of Classical Studies in Athens, as well as in Exchange Programs with the Universities of Berlin (Humboldt University), Cologne, Tübingen, and Munich administered through Washington University's Department of Germanic Languages and Literatures. Students are also encouraged to investigate other opportunities for work abroad that will benefit them.

The department and the Graduate School have funds available to assist students in taking advantage of these and other opportunities for international study and research. Students interested in research involving archaeology are encouraged to apply for funding from [the George R. Throop Endowment](#) or the [Robert Lamberton and Susan Rotroff Fund in Classics](#). There are many post-doctoral fellowships that a student approaching graduation may explore; Washington University students are eligible to apply for the [Volkswagen Foundation Postdoctoral Fellow Award](#).

## Evaluation of PhD students

PhD students will undergo the same regular evaluation processes as MA students, (described above) as long as they are in courses and/or teaching positions. For milestones specific to the PhD program, including exams and dissertation work, evaluations of students' performance will determine whether and when they advance in the program. As mandated by the Graduate School, the department has a formal policy on probation and dismissal for graduate students (see the Appendix).

## PhD Timeline

Below is a sample timeline for completing the PhD requirements. Coursework will normally be completed between the first and third years of study, with the heaviest concentration of courses in the first and third years. Individual timelines will vary depending on course offerings, the student's optimal exam timetable, and optional programs off-campus or abroad (not included below).

NB: during semesters of less than full-time coursework (i.e. under 9 credits), the student must also be registered for LGS 9000 or 9001 (Continuing Student Status, on campus or in absentia respectively). During semesters in which student are teaching or assisting, they must also be registered for LGS 600 (Mentored Teaching Experience).

### FIRST YEAR

#### *Fall Semester*

- diagnostic translation exam
- 12 credit hours:
  - Classics 502 or 510 (whichever is offered that year) (3)
  - Greek seminar (3)
  - Latin seminar (3)
  - Ancient history course (3)

#### *Spring Semester*

- 12 credit hours:
  - Greek seminar (3)
  - Latin seminar (3)
  - Classics 505 (3)
  - Other course (3)

#### *Summer*

- Modern language course or exam
- Reading List Exam preparation
- Preliminary MA thesis work

### SECOND YEAR

#### *Fall Semester*

- 9 credit hours:
  - Classics 502 or 510 (whichever is offered that year) (3)
  - Greek or Latin seminar (3)
  - MA thesis work (3)
- Mentored teaching (assisting)

#### *Spring Semester*

- 9 credit hours:
  - Greek or Latin seminar (3)

- Independent study to prepare for Reading List Exam (3)
- MA thesis work (3) and defense
- Greek or Latin Reading List Exam
- Mentored teaching (assisting)

*Summer*

- Modern Language course or exam
- Greek or Latin Reading List Exam

**THIRD YEAR**

*Fall Semester*

- 9 credit hours:
  - Greek or Latin seminar (3)
  - Other course (3)
  - Other course (3)
- Mentored teaching (assisting)

*Spring Semester*

- 9 credit hours:
  - Greek or Latin seminar (3)
  - Independent study to prepare for Comprehensive Exam (3)
  - Other course (3)
- Mentored teaching (assisting)

*Summer*

- Preparation for Comprehensive Exam
- Preparation for Special Field Exam
- Preliminary dissertation prospectus work

**FOURTH YEAR**

*Fall Semester*

- Comprehensive Exam
- Mentored teaching (assisting or Instructor of Record)
- Special Field Exam
- Preparation of dissertation prospectus

*Spring Semester*

- Dissertation prospectus colloquium
- Dissertation work
- Mentored teaching (assisting or Instructor of Record)

*Summer*

- Dissertation work

## **FIFTH YEAR**

### *Fall Semester*

- Dissertation work
- Mentored teaching (Instructor of Record)

### *Spring Semester*

- Dissertation work
- Mentored teaching (Instructor of Record)

### *Summer*

- Dissertation work

## **SIXTH YEAR**

### *Fall Semester*

- Dissertation work
- Academic job applications or other career research

### *Spring Semester*

- Complete written dissertation
- Oral defense of dissertation
- Academic job applications or other career research

## **The Department**

**Faculty:** The entire department faculty participates in the administration of the graduate program, from admissions to graduation. You will inevitably work closely with some faculty and not others from semester to semester, but we encourage you to take initiative to get to know all the faculty. Introduce yourselves to them, take their courses, and ask them questions.

**Staff:** The departmental office staff are an invaluable resource on many practical matters. They can help you with questions about Graduate School records, registration, benefits, mail, departmental equipment and facilities, and many other vital matters. At the same time, expect staff to be busy attending to various institutional procedures and deadlines during certain periods of the year.

**Material resources:** Be aware of the numerous resources available for research in Classics on campus and nearby; these are listed on a page of the department website. Learn how to reach the contact people who can help you make use of the library, the papyri, the coin collection, the Kemper Art Museum, the St. Louis Art Museum ancient collection, the Vatican Film Library at Saint Louis University, and other local resources.

**Events:** The department sponsors and co-sponsors numerous events on campus each year, including lectures, performances, and symposia. These events contribute to training in Classics by demonstrating a variety of methodologies and perspectives and bringing students in contact with scholars and other professionals. Therefore, graduate students – the most important audience of such events – are expected to attend and asked to consider them as important as their classwork.

**Opportunities away from campus:** Students are encouraged to participate in outreach events organized by the department, and to seek out suitable conferences and study abroad programs. Look out for mailings about conferences, including conferences designed by and for graduate students, and follow announcements posted by the Society for Classical Studies, etc. To name one such event, our department participates in the Heartland Graduate Workshop in Ancient Studies, a regular fall workshop at which students from graduate programs in the Midwest and Central States can deliver papers and network with other students and faculty. Faculty members can help you with applications and/or abstract preparation. Always keep your obligations on campus in mind when considering such opportunities; also keep in mind that while funding will most likely be available, it is not unlimited (see below).

**Funding for travel:** The department maintains several funds from which we are able to grant awards for conference, research, or other academic travel undertaken by graduate students. You will periodically receive calls for applications for such funding; learn to prepare project descriptions and budgets, and get in the habit of saving all documentation of travel. Some funding is awarded prior to travel in the form of taxable awards; other funding will come afterward in the form of reimbursement. The Chair and office staff, who review funding requests and funds at regular intervals throughout the year, will instruct you on what to expect. It is likely that you will only receive one substantial award per year, so choose your academic trips carefully. We also urge you to research other sources of funding, such as travel grant competitions run by the Graduate Student Senate and by national Classics organizations.

**Printing, copying, and supplies:** Each semester, each student will be given an allowance for personal (i.e. not attached to teaching duties) copying and printing on the departmental machine. Students may use the office supplies stored in the workroom, but are asked to exercise moderation and to notify the Administrator when supplies run low.

**Rooms in Umrath Hall:** The dedicated graduate study in the department is there to serve several purposes: workspace, lunch room, and book storage space for individual graduate students. It may also be used for office hours by graduate students who are teaching, but this will only be practical at times when other students are not present. Each semester, the department will seek out additional space for graduate office hours and ask you to sign up for slots on a calendar for the semester. The dedicated undergraduate study contains a modest Classics library, from which graduate students are welcome to borrow books. When the study is not occupied by other students, you may also work there. One refrigerator in the Center for Humanities (at the other end of the second floor) is available for your use (although the tables there are reserved for fellows and staff of the Center for Humanities), as is the microwave in the Classics workroom.

We ask you to be sensitive to the needs of all Umrath occupants for their workplace, including the need for quiet surroundings and requests to keep borrowed spaces tidy. Space-sharing arrangements with other units in the building depend on such cooperation.

---

## The University

**Physical resources and space:** Familiarize yourselves with the facilities available to members of the WashU communities. Olin Library contains not just printed materials on the shelves and in the Reference area, but also reservable study rooms, digital resources, and library staff who are trained to assist you. There are many other libraries on campus that make suitable study spaces. The Danforth University Center has reservable meeting rooms and a space (the Lieberman Graduate Center) exclusively for graduate students to work and relax in. Also investigate the athletic facilities, the free MetroPass program, the campus' front yard Forest Park, and the many free or cheap cultural events advertised on and off campus.

**Funding:** The Center for Humanities runs a graduate fellowship program that awards select students with office space to complete dissertation work and other resources offered by the Center. Look for calls for applications from this and other suitable programs.

**The Graduate Student Senate:** This organization, which includes a number of subcommittees, provides a great deal of help and advocacy for graduate students on campus. The GSS provides guides to graduate student life at WashU, information fairs, travel award competitions, social events, and opportunities to get involved in advocacy.

**Service Opportunities:** Each year, two graduate students in the department are approached to serve as representatives for the Graduate Council and the Graduate Student Senate (see below). PhD students can expect to serve in at least one of these positions during their time in the program. There are other university committees with positions for graduate students that Classics students may seek to join if their work in the program will not be adversely affected.

**Policies:** Your orientations upon arrival introduce you to various important policies which you must observe. These include the university's Academic Integrity Policy and policies for conduct in teaching positions. Please take all such policies seriously and expect them to be reinforced by the department.

**The Ombuds Office:** This office exists to provide confidential and informal assistance to members of the community, including graduate students, having a problem within the university. You can reach this office for help in Suite 435 of Seigle Hall or at 935-4300.

# Appendices

## Reading Lists

	MA	PhD (additions to MA List)
<b>Greek verse</b>		
Aeschylus	<i>Agamemnon</i>	<i>Eumenides, Prometheus Bound</i>
Apollonius of Rhodes		<i>Argonautica</i> Book 3
Aristophanes	<i>Clouds</i>	<i>Frogs</i>
Callimachus		<i>Aetia</i> Books I-II fr. Pfeiffer, <i>Hymn to Apollo, Hymn to Artemis</i>
Euripides	<i>Medea</i>	<i>Bacchae</i>
Hesiod	<i>Works and Days</i>	<i>Theogony</i>
Homer	<i>Iliad</i> Books 1, 6, 9, 16, 22, 24, <i>Odyssey</i> Books 1, 9, 10, 11, 12	<i>Iliad</i> Books 11, 18, 23, <i>Odyssey</i> Books 3-6, 19, 21, 23
<i>Homeric Hymns</i>		<i>To Apollo</i> (3)
Lyric poetry (from Campbell's edition)	Alcaeus 326, 346, 347 Anacreon 358, 395, 417 Archilochus 1-22, 60, 74 Mimnermus 1-2 Sappho 1, 16, 31 Simonides 531, 76D-85D Solon 5, 24 Theognis ll. 19-26, 39-52, 53-68, 237-54 Tyrtaeus 8 Xenophanes 1, 13	Alcaeus 42, 129, 357 Alcman 1 Anacreon 348, 356-57, 359 Archilochus all frs. + appendix no. 1 Bacchylides 17 Ibycus 282a, 287 Mimnermus all frs. Sappho 2, 44, 102-Fr. Adesp. 976 Semonides 7 Simonides 543 Solon all frs. Theognis ll. 87-92, 173-82, 341-50, 503-10, 667-82 Tyrtaeus 9 Xenophanes 2
Menander		<i>Dyskolos</i>
Pindar	<i>Olympian</i> 2, <i>Nemean</i> 8	<i>Olympian</i> 1, <i>Nemean</i> 4, <i>Isthmian</i> 4
Sophocles	<i>Oedipus the King</i>	<i>Ajax, Antigone</i>
Theocritus		<i>Idylls</i> 7, 11, 15, 22
<b>Greek prose</b>		
Antiphon		<i>Tetralogies</i>
Aristotle	<i>Poetics</i>	<i>Politics</i> Book 2
Demosthenes	<i>Third Philippic</i> (9), <i>Against Konon</i> (54)	<i>Olynthiacs</i> (1-3), <i>Against Androtion</i> (22)
Dio Chrysostom		<i>Euboean Oration</i> (7)
Gorgias		<i>Helen</i>

Herodotus	<i>Histories</i> Book 1	<i>Histories</i> Books 8-9
Isocrates		<i>Plataikos</i> (14)
Lucian		<i>Peregrinus, Somnium</i>
Lysias	<i>On the Murder of Eratosthenes</i> (1)	<i>Against Eratosthenes</i> (12)
Plato	<i>Apology, Phaedo, Republic</i> Book 1	<i>Symposium, Republic</i> Book 2
Plutarch		<i>Demosthenes and Cicero + synkrisis</i>
Thucydides	<i>History</i> Book 1	<i>History</i> Book 2
<b>Latin verse</b>		
Catullus	poems 1-16, 42, 51, 68, 76, 85, 101	all remaining poems
Ennius		fragments in Warmington, <i>Remains of Old Latin: Annales</i> 1-48, 80-100, 173-93, 210-27, 409-16; <i>Satires</i> 1-31
Horace	<i>Odes</i> Book 1, <i>Carmen Saeculare, Satires</i> 2.6, <i>Epistle to Augustus</i> (2.1)	<i>Odes</i> 2, 3, 4; <i>Satires</i> 1.1, 1.4, 1.5, 1.6, 2.1; <i>Ars Poetica, Epistles</i> 1.1, 1.19
Juvenal	<i>Satire</i> 3	<i>Satires</i> 1, 4, 10
Lucan		<i>Pharsalia</i> 1.1-227, Book 2
Lucilius		fragments in Warmington, <i>Remains of Old Latin: 1-46, 1061-1092, 1145-1151, 1196-1208</i>
Lucretius	<i>De Rerum Natura</i> 1.1-365, 920-76; 2.1-293; 3.1-93, 830-1094; 5.1-55; 6.1-95	<i>De Rerum Natura</i> 5.935-1457
Martial		<i>Epigrams</i> Book 1, Book 12 preface and 12.2(3), 6, 18
Ovid	<i>Amores</i> 1.1, 2.5, 2.7, 2.8; <i>Metamorphoses</i> Book 1	<i>Amores</i> Book 1, <i>Ars Amatoria</i> Book 1, <i>Metamorphoses</i> Book 6, <i>Tristia</i> Book 1
Persius		Prologue, <i>Satire</i> 1
Plautus	<i>Amphitruo</i>	<i>Pseudolus</i>
Propertius	<i>Elegies</i> 1.1, 1.3, 1.21, 1.22, 2.7, 2.14, 3.3, 4.6, 4.7	all remaining poems in <i>Elegies</i> Book 1, 3.1
Prudentius		<i>Peristephanon</i> 2, 12
Seneca (see also prose)		<i>Thyestes, Octavia</i>
Stattius		<i>Silvae</i> Book 2
Terence	<i>Adelphoe</i>	
Tibullus	<i>Elegies</i> 1.1, 1.3, 1.7, 2.4; 3.13-18 (Sulpicia)	all remaining poems in <i>Elegies</i> Book 1
Vergil	<i>Aeneid</i> Books 1, 4, 6;	remainder of

	<i>Eclogues</i> 1, 4; <i>Georgics</i> 4.315-566	<i>Aeneid, Eclogues, Georgics</i>
<b>Latin prose</b>		
Ammianus Marcellinus		<i>Histories</i> 21
Apuleius	“Cupid & Psyche” ( <i>Metamorphoses</i> 4.28-6.24)	<i>Metamorphoses</i> Book 1
Augustine	<i>Confessions</i> 8.25-30	<i>Confessions</i> 8.1-24
Augustus		<i>Res Gestae</i>
Caesar	<i>Bellum Gallicum</i> Book 1	<i>Bellum Civile</i> Book 1
Cicero	<i>Pro Caelio, Somnium Scipionis</i> ( <i>Republic</i> 6.9-29)	<i>In Catilinam</i> 1, <i>De Imperio Pompeii, De Amicitia</i> , all letters in Shackleton Bailey’s edition
Early Latin Prose		all selections in Courtney’s edition
Jerome		<i>Vita Pauli, Epistulae</i> 22 Entire
Livy	<i>History</i> Book 1	<i>History</i> 2.1-33, Book 21
Perpetua		<i>Passio Perpetuae</i>
Petronius	“ <i>Cena Trimalchionis</i> ” ( <i>Satyricon</i> 26.7-74.7)	<i>Satyricon</i> 1-5, 85-86, 111-112
Pliny		all fifty letters in Sherwin-White’s edition
Quintilian		<i>Institutio Oratoria</i> Book 10
Sallust	<i>Bellum Catilinae</i> 1-16	remainder of <i>Bellum Catilinae</i>
Seneca (see also verse)	<i>Letters</i> 7, 12, 47, 51, 56	all remaining letters in Costa’s edition, <i>Consolatio ad Marciam</i>
Suetonius		<i>De Grammaticis et Rhetoricis, Nero</i>
Tacitus	<i>Annales</i> Book 1	<i>Annales</i> Book 4, <i>Agricola</i>
Tertullian		<i>De Spectaculis</i>

## **Departmental policy on Mentored Teaching (approved by and on file at the Graduate School)**

### Briefly describe the role of teaching and teaching training in your discipline:

Teaching and pedagogical training are at the heart of Classics and Classics graduate education. Virtually all Classicists, regardless of subfield, are expected to be able to teach a range of classes in Latin, Ancient Greek, and Greco-Roman civilization and literature. Even at the most prestigious research universities, tenured faculty teach the ancient languages at all levels and teach larger courses on Greco-Roman civilization designed to draw in new students. Moreover, many graduates of Classics MA and PhD programs choose to enter careers in secondary teaching, and experience in teaching during the graduate program is a huge asset. The field of Classics pedagogical studies is vibrant, and the bibliography on Classics pedagogy - including explanations of new trends and tools - growing every day.

Classicists across North America are well-connected by pedagogical journals, conferences, websites, and blogs. Faculty at research universities, liberal arts colleges, and secondary schools alike contribute to the field of pedagogy.

### Describe department pedagogical training (e.g. courses, workshops, seminars, individual instruction or mentoring):

Besides the individual mentoring that every AI will receive (see below), the department:

- offers a required seminar on Classics Pedagogy, taught every two to three years and open to both PhD and MA students in the department; students read and discuss a large amount of contemporary pedagogical publications and learn about the history of the field, and they complete several assignments with immediate practical value (mock lessons, teaching dossiers)
- encourages students to take advantage of other training opportunities (e.g. Teaching Center workshops; conversations with visiting scholars with pedagogical expertise)
- encourages students to undertake one-off or short-term teaching gigs in the area (e.g. our department's outreach sessions with local schools; U College's Summer Challenge for local students; Institute of Reading Development; opportunities to guest lecture) and mentors them as they prepare

### Describe planned sequence of teaching opportunities provided by your department for **PhD** students:

Required: 8 semesters of Mentored Teaching Experiences (MTEs) total, in the second through fifth years. Students may substitute with Mentored Professional Experiences (MPEs) for up to two (2) semesters of MTEs, provided that they have the approval of the DGS (see above).

The MTE sequence includes:

- 2 to 6 semesters of MTEs as Assistant in Instruction (AI). As AIs, PhD students are required to attend all class meetings, hold office hours, assist in grading, (sometimes) give a lecture, and (sometimes) teach weekly discussion sections. The faculty teaching these courses hold weekly meetings with the AIs to discuss the agenda and any issues, observe the AIs teaching discussion sections at some point in the semester, and write up a performance review of each AI for the department.

- (following an appropriate number of MTEs as AI) a minimum of 2 semesters of MTEs as Instructor of Record. These assignments will include some language teaching (100 to 300 level Greek and/or Latin courses) to ensure that graduate students have experience in this area by the time of degree. The design of these courses is very consistent over the years, so graduate instructors will have tradition to draw on. Assignments may also include courses in culture/history/literature in translation, again normally in areas traditionally taught in the department, but where appropriate allowing the instructor to design his/her own course. The graduate instructors will be mentored by the department chair and DGS in their syllabus planning, textbook selection, etc., and will be observed 3 times over the semester by 3 different faculty members. Written reports on these observations will be shared with both the department and the graduate instructor.

## **Departmental Policy on Academic Probation and Dismissal for PhD Students (approved by and on file at the Graduate School)**

Candidates for the PhD in Classics are expected to meet all academic performance requirements set by the Graduate School and outlined in <http://bulletin.wustl.edu/grad/gsas/>. See also the Graduate School's [Policy on Probation and Dismissal for Academic Reasons](#).

In addition, the Department of Classics enforces the following program-specific policy (NB: references to semesters or years refer to full-time enrollment):

### **Requirements for good standing (in addition to Graduate School's minimum standards):**

Completion of the following elements of the program in a timely fashion:

#### Exams:

Greek and Latin Reading List exams, normally by the fall semester of the third year. The exam has four sections: Greek prose, Greek verse, Latin prose, Latin verse.

Comprehensive exam on Greek and Roman literature, history, and culture, normally by the Fall of the fourth year. The exam has a written and an oral section.

Special Field exam, normally in the course of the fourth year.

#### Other:

MA Thesis, normally by the end of the fourth semester, and no later than the end of the second summer.

Demonstrated competence in two modern scholarly languages by coursework or exam, no later than August of the third year.

Dissertation prospectus, normally in the Spring of the fourth year.

NB: the schedule referenced above may be adjusted for individual students if study abroad or similar opportunities present scheduling complications.

### **Probation or dismissal procedures related to Mentored Teaching Experiences:**

Faculty supervising Mentored Teaching Experiences (MTEs) will report to the DGS on the performance of individual students.

During a period of academic probation, students can still register for MTEs and remain registered for the semester unless they fail to meet basic departmental expectations of performance and professional conduct (outlined in the Graduate School [Academic and Professional Integrity Policy](#) and the [Student Judicial Code](#)). If students satisfactorily meet the requirements for suspension of academic probation, they may register for another MTE as early as the following semester by a decision of the Graduate Committee.

**Communication of Department requirements and procedures:**

The requirements and guidelines will be clearly communicated in the Department's Graduate Student handbook, available on the program website; students will also be referred to the Graduate School's Academic Probation and Dismissal Policy.

**Duration of probationary periods:**

Probations connected to exam failure: an exam or section of an exam may be taken a second time, on the following schedule:

Normally there are three opportunities for exams per year (roughly, March/April, August, and November), and probation periods granted for exam failure will be scheduled to coincide with the next retake opportunity. In other words:

For exams failed in Spring: probation of four months or until Summer exam sitting

For exams failed in Summer: probation of three months or until Fall exam sitting

For exams failed in Fall: probation of four months or until Spring exam sitting

NB: A retake of the Reading List exams may focus on one or two of the four sections listed above. A retake of the Comprehensive exam may, depending on the circumstances, entail either a retake of part of the exam, with a focus on a particular topic or topics, or a retake of the entire exam.

The Program has no obligation to give a third retake opportunity, and a second failure will be cause for the Graduate Committee to consider dismissing the student from the Program.

Probation periods connected to other requirements:

Modern scholarly languages competence: for exam failure, see above; for coursework not completed, as soon as a suitable course can be completed (variable). Students will be encouraged to complete this requirement early (as early as their second summer in the Program, where possible) to avoid this situation.

MA Thesis: probation for three months or end of period to turn in materials required for August graduation (normally end of August).

Dissertation prospectus: probation for three months, with an acceptable prospectus to be submitted at the end of probation; at that point, a prospectus deemed unacceptable by the Graduate Committee will be cause for dismissal.

Dissertation proposal and *Title, Scope, and Procedure* form: probation for three months, with both documents to be submitted at the end of probation; at that point, a prospectus deemed unacceptable by the Graduate Committee will be cause for dismissal.

**Program management of probation and dismissal decisions:**

The Graduate Committee will consist of the Director of the Program, the Department Chair, and at least three other members of the faculty. The Committee will manage decisions regarding probation and dismissal, meeting at least once per semester and consulting with other departmental faculty as necessary.