

Graduate Handbook  
Department of Classics  
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THE UNIVERSITY OF  
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## 1. INTRODUCTION TO THE GRADUATE PROGRAM IN CLASSICS

Welcome to the Department of Classics at the University of Chicago. Classics has historically referred to the study of the languages, literatures, history, and material culture of the ancient Greeks and Romans, which remain relevant or even foundational to the ways in which many societies still process and make sense of their own lived experiences. While the study of Greek and Roman antiquity remains relevant, its valence is also constantly shifting, and classicists regularly seek to engage with broader, interdisciplinary conversations in order to advance their own work. As a result, the field has expanded to include the study of other peoples of the ancient Mediterranean world (and beyond), such as the Egyptians and Phoenicians, and the reception of classical culture from medieval to contemporary times. Our department accordingly reflects these sensibilities and the deeply interdisciplinary opportunities afforded by the intellectual community at the University of Chicago, as we develop innovative approaches to the study of Greek and Roman antiquity through collaborative work with scholars in a wide variety of fields.

In addition to an MA program in Classics (MAPH) and two PhD tracks (in Classical Languages and Literatures and the Ancient Mediterranean World), the department offers a joint PhD program in Classics and Social Thought, as well as one in in Classics and Theater, Dance and Performance Studies (TAPS). More information about these programs can be found in the [program descriptions](#). Other joint degrees can be tailored ad hoc, such as one joining Classics and Middle Eastern Studies, in accordance with the [policy](#) of the Division of Arts and Humanities.

The Classics department is also home to [Classical Philology](#), an internationally respected journal for the study of the life, languages, and thought of the ancient Greek and Roman world since 1906; offers [Study Abroad](#) programs in Athens and Rome; and sponsors three ongoing [graduate workshops](#) in Ancient Greek and Roman Philosophy, Ancient Societies, and Rhetoric and Poetics.

In recent years, our graduate students have gone on to tenure-track positions at the University of Virginia, University of Utah, St. John's at Annapolis, University of Illinois Urbana-Champaign, Southern Adventist University, and Columbia University, while others have pursued careers outside the academy.

The names and contact information of the department's Chair, Administrative Assistant, Professional Skills Advisor, and Director of Graduate Studies are listed on our "Contact Us" [webpage](#). The timetables, dates, and timelines of the graduate programs in Classics are listed below in this Handbook. For other events such as lectures and conferences, see the department's "Events" and "Annual Events" webpages. Notifications for social events are usually sent out by the department chair by email.

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

## 2. THE MA PROGRAM IN CLASSICS

The University offers MA-level study in Classics through the **Master of Arts Program in the Humanities (MAPH)**, in which students build their own curriculum in any humanities department, including Classics, during one or two years.

The [Classics](#) specialization and two-year [Classical Languages Option](#) (CLO) within [MAPH](#) is intended for students who wish to study Classics at the graduate level but require strengthening of their language skills in order to meet the admissions requirements of most major PhD programs. All students are welcome to take Classics courses, including Greek and Latin language courses, at all levels without pursuing the Classical Languages Option.

Students interested in the CLO will take a placement test on arrival, in both Greek and Latin, and meet with the DGS and the language program coordinator in Classics for advice on courses in classical languages. Students must be able to place into second year (200 level) in at least one of the languages in the Classics department (Latin and Ancient Greek).

Students who complete the following requirements for the CLO will receive a Classical Languages notation, in addition to their MAPH transcript:

- MAPH Core course
- Seven elective courses, six of which must be in Greek or Latin (GREK, LATN)
- Completion of a thesis on a classical topic (1<sup>st</sup> year)
- Passing the MAPH translation exam in Greek and/or Latin, taken in exam week of Spring Quarter

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### MAPH TRANSLATION EXAM

- The translation exam in **Latin, Greek, or both languages** can be taken in the Spring Quarter. CLO students typically take one or both exams at the end of their second year, but students who feel sufficiently prepared can take it in their first year.
- Each language exam consists of two passages, one prose (ca. 150 words), one poetry (ca. 20 lines), lasting two hours. Students will be allowed to use a dictionary (LSJ or Brill for Greek, OLD or Lewis and Short for Latin) to produce a translation into English. Digital dictionaries will not be allowed.
- Students should register to take an exam by notifying the Director of Graduate Studies in Classics by the third week of Spring Quarter. The exams will be given during exam week. Students who fail the exam in year 1 of the CLO may retake the exam at the end of year 2.

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### MA THESIS

- Students who wish to complete a thesis on a Classics topic, which is required for the CLO, will have the support of the MAPH Core course and preceptor, and a faculty advisor suitable to their choice of topic. For the choice of advisor, students should contact the Classics DGS in weeks 1-6 of the Autumn Quarter.
- The thesis is submitted according to the following deadlines:
  - Thesis draft due (from student to faculty advisor): Monday, Week 5 of Spring Quarter
  - Thesis draft returned (from faculty advisor to student): Wednesday, Week 6 of Spring Quarter
  - Final thesis due (from student to faculty advisor): Monday, Week 9 of Spring Quarter
  - Thesis grade due (from faculty advisor to preceptor): Wednesday, Exam Week of Spring Quarter

### 3. JOINT PHD PROGRAMS

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

#### JOINT PHD PROGRAM IN SOCIAL THOUGHT AND CLASSICS

The John U. Nef Committee on Social Thought is an interdisciplinary, PhD 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 (TAPS) 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.

#### AD HOC JOINT DEGREES

Doctoral students in Classics can also seek a joint PhD with another program or department on an ad hoc basis. Students who wish to pursue this option may petition after completing at least one year in a PhD 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. The process is outlined [here](#).

### 4. CLASSICS PHD PROGRAM OVERVIEW

The PhD program generally requires 6 to 7 years of study. The first two years are dedicated to completing course work (including required surveys and seminars). We encourage our students to direct their coursework towards the development of possible dissertation topics, using seminars to explore texts or problems in depth, as well as attending and presenting in workshops to test their research ideas and acquaint themselves with the research strategies of faculty members and graduate students inside and outside the department. The third year is dedicated to examinations (general exam, special field exams) and remaining coursework. The fourth year is dedicated to writing a dissertation prospectus and assembling a dissertation committee. By this time, students will also have demonstrated competence in reading German and French through the University's Academic Reading Comprehension Assessment (ARCA). In the following years, candidates research and write the dissertation. For divisional candidacy requirements, see [here](#).

Before the first week of classes of their first year, entering students will take a diagnostic translation exam in Greek and Latin set by the Language Program Coordinator (LPC) and used for advising purposes. Students take the language

examinations in Greek and Latin during their first two years, or at the latest in their third year (see detailed program descriptions, below).

Students will also undergo training in the pedagogy of ancient languages and courses in translation. Having completed our pedagogical seminar, they continue their pedagogical training by holding teaching assistantships and then teaching undergraduate classes.

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.

## ACADEMIC PROBATION AND GENERAL QUESTIONS

**Academic Standing and Deadlines** – To be in good academic standing, students must be enrolled in a minimum of three courses per quarter (in the first two years), maintain a minimum of a B in all courses and complete all departmental requirements on schedule. A student not in good standing will be placed on **academic probation** and will not be eligible for additional departmental funding not related to the student's primary funding. Students in candidacy who do not make progress after one academic year will not be in good standing, will be placed on academic probation, and will be given a deadline to produce proof of progress to the dissertation committee and DGS. The deadline will be set by the dissertation committee in consultation with the DGS.

Academic probation is a warning given to students who are not adequately meeting the deadlines for the program, whether adequate progress in coursework or deadlines set for their general or field exams, proposal submission, or dissertation writing. The designation of academic probation will be made by the full-time faculty after communication with the student, mentor, and DGS.

Students will be provided a timeline for completion of requirements in order to be removed from academic probation. If the student does not meet those deadlines, the student will be withdrawn from the program. The department may judge that extenuating circumstances recommend an updated timeline for the completion of requirements. If a student receives a revised timeline for lifting probation, that will be the final allowance provided. Failure to meet a second deadline will be grounds for withdrawal from the program. Students can also voluntarily withdraw from the program by completing this [webform](#).

After the first year in the program, doctoral students are eligible for an MA in Classics, provided that they have fulfilled the first year's course requirements, including the research seminar and language course requirements, and passed one of the modern language exams. Inquiries about this option should be made to the DGS. Withdrawn students who have fulfilled the requirements of the first year in the program may also be eligible for a terminal MA.

## 5. CLASSICS MENTORING

**1. ADVISING STRUCTURE** – Advising and mentoring begin before the new students arrive. In the Spring or Summer Quarter prior to matriculation, the DGS assigns to each student an **academic mentor**. At the start of the Autumn Quarter, new students will meet as a group with the department chair. Toward the end of Autumn and Winter quarter, all pre-candidacy students will meet individually with the DGS; at the end of Spring Quarter, all students will meet with the DGS and chair jointly. First-year students will meet with the DGS during 0 week of Autumn Quarter. After attaining candidacy, students will be advised primarily by their **dissertation committee** and its chair.

A faculty member is appointed each year as Professional Skills Coordinator (PSC) to organize activities and assist the community of students in the main areas of professional development in Classics. The **Professional Skills Workshop** is a yearlong professional development opportunity for graduate students at any stage of their career and recent graduates still affiliated with UChicago. The workshop's range of activities include mock talks for conferences, preparation for job interviews (mock interviews), discussions on publishing, turning the dissertation into a book, or translating the skills and

training acquired during the PhD process into other career opportunities. In years past, the PSC has facilitated discussions on the changing landscape of higher education and has engaged with editors from university presses on career opportunities. The coordinator is also available for such consultation as the proper placement of essays in professional journals. We also encourage students to use the resources provided by UChicagoGRAD (<https://grad.uchicago.edu/>).

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 the DGS. If they wish to change their dissertation chair, they may do so in consultation with the department chair and the DGS.

## **2. RESPONSIBILITIES OF THE ADVISOR AND ADVISEE**

### **a. General responsibilities of all Advisors**

- to be responsive to and communicate with advisees in a consistent, timely, and respectful manner.
- to notify advisees of scheduled leave or other extended absences from campus and discuss how this will affect communication with them.
- to 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. General Responsibilities of the Advisee**

- to keep their advisors informed in advance of the assistance they might require at various stages of the program.
- to schedule quarterly meetings with mentors.
- to 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.
- to notify advisors about extended absences from campus for work or personal reasons.
- to inform their advisors of their need for a letter of recommendation well in advance of the deadline.

### **c. Guideline for feedback on student work**

- Upon submission of any written work or product of research, faculty should send an email to the student, both acknowledging receipt of the document and providing an estimation as to when feedback (written or oral) will be provided. For dissertation chapters, all members of the committee must cc the committee chair.
- Wherever practical, the dissertation committee chair should organize a Zoom meeting with the other members of the committee and the candidate to discuss the chapter as soon as possible after its submission.

**3. FREQUENCY OF MEETINGS BEFORE AND AFTER CANDIDACY** – Before candidacy, students will have quarterly meetings with their mentor, quarterly meetings with the DGS (in Autumn and Winter Quarters), and an annual meeting with both the DGS and the department chair (in Spring Quarter). 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. Post-candidacy students will also have an annual meeting with both the DGS and the department chair (in Spring Quarter).

All graduate students will be asked to submit brief **quarterly reports** of their activities and progress in the program. The forms for these reports will be provided by the DGS. These shall be submitted to the DGS after students have met with their mentors or dissertation committee chairs to discuss their progress and plans. In Autumn and Winter Quarters, these reports will form the basis for a quarterly meeting with the DGS, usually held in week eight or nine of the quarter. Only students still in coursework will meet with the DGS in those quarters. Annual progress reports (in Spring Quarter)

shall be submitted to both the DGS and chair, after which all students (both those in coursework and those who are ABD) shall meet jointly with the DGS and chair.

**4. 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. The department sets no limit on the number of dissertation advisees a single faculty member might have.

**5. STUDENT SERVICE** – As a part of their professional development, graduate students are encouraged to serve as workshop coordinators, social chairs, and as representatives on departmental and other committees. They are also encouraged to propose panels for the annual meetings of the SCS (Society for Classical Studies) and CAMWS (Classical Association of the Middle West and South) 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.

**6. ACADEMIC PLACEMENT AND CAREER ADVISING** – 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. Advisors will assist in organizing mock job tasks as necessary. See also the Professional Skills Workshop in section 5.1, above.

**7. 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 DGS or the chair.

## 6. THE PHD TRACK IN CLASSICAL LANGUAGES AND LITERATURES

Students in the PhD program in Classics choose between two tracks: Classical Languages and Literatures (CLL) and the Ancient Mediterranean World (AMW). The overall structure of both tracks is similar (see section 4, above: Program Overview) and they share several course requirements. For ease of reference, they will be described separately.

Requests to transfer from one track to the other after a student has been admitted must be approved at a departmental meeting, following a motion in support by either the department chair or the DGS.

### COURSEWORK

Students must complete the coursework and exams as outlined for the first three years below. To be in good academic standing, students must be enrolled in a minimum of three courses per quarter (for the first two years). In choosing their elective courses each quarter, students should consult the DGS at the regular quarterly meetings. Electives be in other departments.

**Grade requirements** – The eighteen required courses for the program must be completed with 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.

The track in Classical Languages and Literatures requires the following courses:

- **Two two-quarter research seminars.** One such seminar will be offered every year and is required of all first- and second-year students. (That is, each student will take the course in two consecutive years.) The seminar is co-taught by two faculty members with different field interests. The second quarter is reserved for the researching and writing by students of article-length seminar papers; the class will meet regularly to workshop the papers-in-progress. The two



papers that result from the two iterations of this course will be deposited in students' files. Students must submit two research papers, one each year in years 1-2. The two co-instructors will also provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills.

- **Two two-quarter surveys in both Greek and Latin literature**, offered in alternate years. Students take a two-quarter survey of Greek and Latin texts, as a preparation for the language exam in each of the two languages.

- **Two prose composition / advanced grammar reviews of Greek and Latin**, offered in alternating years to match the literature survey.

- **Four other courses (per year)**, chosen in consultation with the DGS at the scheduled quarterly meetings.

- **Pedagogical training courses and requirements:** see section 10 below.

## EXAMS

**1. LANGUAGE EXAMS (LATIN AND GREEK)** – The language exams are offered at the end of Spring Quarter and 0 Week of Autumn Quarter. Each examination will consist of two passages of poetry and two of prose and will last two hours. Prose passages will be each approximately 150 words long, poetry passages each approximately 20 lines. Exams may be taken with assistance of the LSJ or Brill Greek dictionaries, and the OLD or Lewis and Short Latin dictionaries (in paper format). Digital and online dictionaries are not permitted. The exams are based on reading lists provided by the department, which can be accessed [here](#).

Each language exam may be taken up to three times and students will be graded as having either passed or failed. Students may take the Greek and Latin exams together if they feel prepared for them. In some cases, due to failed previous attempts, students may have to take the Greek and Latin exams together, and they will be expected to do so with no modification to the exam timeline. In the case of the language whose survey is offered in their second year in the program, the third attempt may be taken in week five of Winter Quarter of their third year, and must be passed for a student to then take the general and special field exams. No adjustment will be made to the timeline of the general and special field exams in this case. Students who do not pass the third attempt will be withdrawn from the program.

Students are not eligible to teach language courses until they have passed the exam in the language that they plan to teach.

**2. GENERAL FIELD EXAM** – Each year the chair will appoint a general field exam committee, made up of three regular faculty members, with one of them designated as the committee chair. At the beginning of their third year, CLL students will meet with the chair of the general exam committee to establish a study plan for the year. It will not be the responsibility of the committee chair or other members to have regular meetings with the students beyond this first planning meeting, but students and mentors are advised to discuss progress of the study plan at least once per quarter.

The general field exam will consist of take-home essays followed by an oral interview, to take place at the end of Winter quarter of year three. The material for the exam will consist of the Greek and Latin texts on the reading lists for the language qualifying exams, together with a reading list in secondary literature (available [here](#)). For the Greek and Latin texts, the students will be expected to know the basics of content, genre, and historical context. The written exam will be prepared open book over 72 hours. The exam will have four sections representing the subfields history, literature, philosophy, and reception. There will be two questions for each section. Students will select one question from each section and prepare an essay of 1,500 to 2,000 words. Answers should touch on a range of material from both primary and secondary lists and both Greek and Roman material as relevant.

In the oral portion of the exam, of a maximum of two hours, the members of the committee will ask questions based on these four essays and on issues raised by other items on the primary and secondary reading lists. Students will be graded as having either high passed, passed, or failed this exam based on their performance in both the written and oral parts. If either the general or the special field exam is not completed on schedule or failed, the student will be placed on academic probation. The department expects these exams to be retaken by the end of the summer of year three. Failure to complete both exams by this deadline (or failing for a second time) is grounds for withdrawal from the program.

**3. SPECIAL FIELD EXAM** – The special field exam is **an individual exam** in a research area of the student's choosing. The exam will have both a written and oral component and will take place by the end of the Spring Quarter of year three. Students will prepare for this exam under the supervision of a special field committee, to be constituted ad hoc of three full-time faculty members suited to the topic in question. Students will select a primary advisor for the special field exam by the end of the Autumn Quarter of year three, while the rest of the committee can be brought together for the reading and discussion of the exam. Students are encouraged to discuss the readings for the special field with all committee members before the exam. The written exam questions will be drafted or/and approved by the entire committee. Note that it is not the responsibility of the department to find a special field advisor or other committee members for the student.

The primary advisor, in coordination with the other examiners, is expected to guide the student through the formation of a bibliography of approximately thirty items and a plan of study, ideally including regular meetings during the period of study. The written exam will present students with three topics. Working open book over four days, students must prepare essays of 4,000 words in response to two topics. The completion of the written part of the exam will be followed by a discussion of a maximum of two hours with the special field committee.

Students will be graded as having either high passed, passed, or failed this exam based on their performance in both the written and oral parts. If either the general or the special field exam is not completed on schedule or failed, the student will be placed on academic probation. The department expects these exams to be retaken by the end of the summer of year three. Failure to complete both exams by this deadline (or failing for a second time) is grounds for withdrawal from the program.

**4. MODERN LANGUAGE EXAMS** – Students must take two modern language exams by the end of year three, in German and (typically) French (alternatively, it may be Spanish or Italian, upon approval by the DGS, if there is a special requirement, based on the research needs of the student). The department recommends students to take both as soon as possible. These exams (the ARCA exams) are administered by the University of Chicago Language Center and can be taken multiple times without penalty. A course is offered every term, including the summer, for German and French, and during the academic year for Spanish and Italian. See [here](#). Completing the course is not an alternative to the exam but can be used to prepare for it.

## 7. THE PHD TRACK IN THE ANCIENT MEDITERRANEAN WORLD

Students in the PhD program in Classics choose between two tracks: Classical Languages and Literatures (CLL) and the Ancient Mediterranean World (AMW). The overall structure of both tracks is similar (see section 4, above: Program Overview) and they share several course requirements. For ease of reference, they will be described separately.

Requests to transfer from one track to the other after a student has been admitted must be approved at a departmental meeting, following a motion in support by either the department chair or the DGS.

### COURSEWORK

Students must complete the coursework and exams as outlined for the first three years below. To be in good academic standing, students must be enrolled in a minimum of three courses per quarter (for the first two years). In choosing their elective courses each quarter, students should consult the DGS.

Grade requirements – The eighteen required courses for the program must be completed with a grade of B or above. Any grade recorded as “P” (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.

Language requirements – All students must qualify in **two ancient languages**, at least one of which must be a language offered by Classics (it can also be both languages offered by Classics). If the second language is not offered by Classics, an equivalent qualifying exam will be arranged in collaboration with the other language instructors.

This track in the Ancient Mediterranean World requires the following courses:

- **Two two-quarter research seminars.** One such seminar will be offered every year and is required of all first- and second-year students. (That is, each student will take the course in two consecutive years.) The seminar is co-taught by two faculty members with different field interests. The second quarter is reserved for the researching and writing by students of article-length seminar papers; the class will meet regularly to workshop the papers-in-progress. The two papers that result from the two iterations of this course will be deposited in students’ files. Students must submit two research papers, one each year in years 1-2. The two co-instructors will also provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills.
- A **methods course** on the study of the ancient world to be offered every other year, or depending on need.
- At least **one quarter** of one of the two language survey courses offered in Classics in alternate years. If the student has chosen both classical languages as their two ancient languages, then one quarter in each (Greek and Latin survey) are required.
- The **prose composition / advanced grammar review** in the ancient language(s) taken by the AMW student in Classics. These are offered in alternating years to match the literature survey.
- **Additional courses** to maintain the three-course per quarter minimum, chosen in consultation with the DGS at the scheduled quarterly meetings.
- **Pedagogical training courses and requirements:** see section 10 below.

## EXAMS

**1. LANGUAGE EXAMS (LATIN AND/OR GREEK)** – The language exams are offered at the end of Spring Quarter and 0 Week of Autumn Quarter. Each examination will consist of two passages of poetry and two of prose and will last two hours. Prose passages will be each approximately 150 words long, poetry passages each approximately 20 lines. Exams may be taken with assistance of the LSJ or Brill Greek dictionaries, and the OLD or Lewis and Short Latin dictionaries (in paper format). Digital and online dictionaries are not permitted. The exams are based on reading lists provided by the department, which can be accessed [here](#).

Each language exam may be taken up to three times and students will be graded as having either passed or failed. Students may take the Greek and Latin exams together if they feel prepared for them (and if these are their two ancient languages). In some cases, due to failed previous attempts, students may have to take the Greek and Latin exams together, and they will be expected to do so with no modification to the exam timeline. In the case of the language whose survey is offered in their second year in the program, the third attempt may be taken in week five of Winter Quarter of their third year, and must be passed for a student to then take the general and special field exams. No adjustment will be made to the timeline of the special field exams in this case. Students who do not pass the third attempt will be withdrawn from the program.

Students are not eligible to teach language courses until they have passed the exam in the language that they plan to teach.

If the second language is not offered by Classics, an equivalent qualifying exam will be arranged in collaboration with the other language instructors.

**2. SPECIAL FIELD EXAMS** – During the third year, students will prepare and be examined in **three special fields**. There will be a written exam in each field and a unified oral exam upon completion of the written exams. The oral exam will take place at the end of Spring Quarter, preferably during exam week, and will not last for more than two hours. Passing the language requirements is a precondition for taking these exams. Students will have one faculty advisor for each field, but will choose a primary advisor to coordinate the exams; two advisors must be voting members of the Classics department. Students are expected to have chosen these advisors by the end of week 4 of the autumn quarter of their third year. Choosing an advisor involves the consent of both parties; all such arrangements must be reported to the DGS. It is not the responsibility of the department to find advisors for the student.

Special fields for AMW students should individually aim for breadth (esp. in periods and approaches) and, overall, for coverage of more than one ancient language or culture. One of the three should be in a broadly literary/philological field, which includes linguistics. One of the three fields is expected to diverge significantly from the rest in terms of field, language, or culture. The balance and distribution of fields needs to be approved by the DGS. The goal of this requirement is to prevent hyper-specialization and provide students with the resources and training to teach courses outside their research area. The reading list for each field should encompass approximately thirty items, including primary sources.

Each field exam has a written and oral component, with the latter being a single exam for all three fields set by the three advisors together. The written exams for each of the three fields must be completed between the end of the winter and the oral exam. Students are responsible for coordinating with their advisors to schedule each written exam. Each written exam will consist of two long essays of approximately 2,000-3,000 words each (from two out of three topics), composed open-book over the course of four days.

Each special field will be passed or failed individually, based on its written and oral components, and students will not have to retake passed fields. Students will have to retake failed fields at the end of the summer or the first week of autumn quarter, or else be withdrawn from the program. If all three fields are passed on the first attempt, the committee may decide whether the student merits a high pass.



**3. MODERN LANGUAGE EXAMS** – Students must take two modern language exams by the end of year three, in German and (typically) French (alternatively, it may be Spanish or Italian, upon approval by the DGS, if there is a special requirement, based on the research needs of the student). The department recommends students to take both as soon as possible. These exams (the ARCA exams) are administered by the University of Chicago Language Center and can be taken multiple times without penalty. A course is offered every term, including the summer, for German and French, and during the academic year for Spanish and Italian. See [here](#). Completing the course is not an alternative to the exam but can be used to prepare for it.

## 8. DISSERTATION PROSPECTUS AND THE PATH TO CANDIDACY

In order to be admitted to candidacy, students in both the CLL and AMW tracks are required to:

- Enroll in the two-quarter dissertation prospectus workshop in their fourth year, as relevant.
- Submit a dissertation prospectus to one's committee and, with its approval, to the faculty for its approval, as outlined below. The proposal should consist of a prospectus of approximately 20–25 pages, including bibliography and a timeline.
- Have formed a dissertation committee.
- Have fulfilled all requirements of years 1-3 in the program.

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

**1. THE DISSERTATION PROSPECTUS** – 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 four and approved by the faculty of the department during the Spring Quarter. Students are expected to demonstrate the 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 prospectus will also include a detailed timeline for the completion of each chapter.

The prospectus will be approved initially by the dissertation committee, to whom it must be submitted by the final day of classes in Winter Quarter. A final version, approved by the committee, must be submitted to the chair for circulation to the faculty **by 1 May**. The members of the 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. Individual faculty are encouraged to send feedback to the advisor too.

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 prospectus or re-write the entire prospectus 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 but cannot be later than the end of the Summer Quarter.

**2. CHOOSING A DISSERTATION ADVISOR AND COMMITTEE MEMBERS** – Students are expected to have chosen a dissertation advisor by the end of week 2 of Autumn Quarter in their fourth year and to have recruited a committee by the end of that quarter. Choosing an advisor involves the consent of both parties; 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. At least two members of the committee have to be voting members of the Department of Classics, including the chair of the committee. In the case of students in a joint program, they will have two Advisors (co-chairs), one from each department, and, also, at least two full members of the Classics department in their committee (including the co-chair).

Once a committee has been established, its composition can be changed by petitioning formally and in writing to 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 one annual meeting at the end of the Spring Quarter.

**3. DISSERTATION COMMITTEE MEETINGS** – The first committee meeting (Spring Quarter, year four) should set the stage for the dissertation project. Much of the time should be given to developing the background and significance of the research, its aims, arguments, and timeline. If the student has not been able to put together a prospectus by then, the deadline can be extended exceptionally (in consultation with the DGS and 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.

Subsequent Committee Meetings. These should take place at least once every year in the Spring Quarter. We recommend that students send written work in advance of the meeting or prepare an oral presentation highlighting the main points of their research progress since the previous meeting. A report from the committee, including observations on the student's progress with regard to their 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 meeting with the student; this report can be part of the annual report submitted by the advisor (see below).

Students need permission from their dissertation committees to defend the dissertation. Approval to defend the dissertation does not constitute its acceptance. Dissertations should not exceed 100,000 words (including references but excluding bibliography and appendices) and candidates should append the word-count to the abstract.

**4. DISSERTATION SUBMISSION AND DISSERTATION EXAMINATION** – Students must have received approval to defend their dissertations. 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 departmental chair and administrator.

All dissertations must be defended before the gathered members of the department and interested faculty and students from other departments. A clean final draft of the dissertation must be submitted to the members of the dissertation committee **at least six weeks prior** to the scheduled date of the oral defense, and the committee is expected to deliver any requested revisions to the candidate in reasonable time. The final text must be approved by each member of the dissertation committee before the dissertation is forwarded to the departmental faculty. At least two weeks must intervene between the distribution of the dissertation to the faculty and the date of the oral defense. Any faculty member may raise concerns about excessive typographical errors, errors of logic, concept, or signs of plagiarism and may request a postponement of the defense. Unless approved by the department chair, defenses must be scheduled within Autumn, Winter, or Spring Quarters, inclusive of the reading period and exam week. Defenses are to be scheduled in one of the department's canonical hours. Any defense held at a non-canonical hour must be scheduled during the reading period. If necessary, committee members may participate in the defense by videoconference, or they may submit in advance written questions to the committee chair, but the committee chair should be in attendance at the defense unless prior approval has been given by the department chair. The candidate will be expected to deliver a short oral presentation and answer questions and may have the aid of a note card. The candidate will first be questioned by the members of the dissertation committee, and then by other faculty in attendance. The practice in the Classics Department is that all tenure-stream faculty vote to approve or fail the dissertation.

Students must ensure that their dissertation meets the guidelines and requirements of the Library's [Dissertation Office](#).

Joint dissertation proposals must meet the requirements of both departments and must be separately approved by, and defended before, both departments. The dissertation itself must meet the dissertation requirements of both departments.

Each department must approve the dissertation separately even though there is a joint defense involving the relevant constituencies of both departments.

## 9. OTHER IMPORTANT MATTERS

**1. CLASSICS WORKSHOPS/LECTURES** – Students are required to commit to, and participate in, one of the regular Classics workshops (Ancient Societies, Rhetoric and Poetics, and Ancient Greek and Roman Philosophy, the latter two co-organized with the MES and Philosophy departments) throughout their stay in the program. Attendance at the department's endowed lectures (Modern Greek, Walsh, and Danziger) is likewise required. See the [website](#) for these workshops and department events [calendar](#) for these and other events. Attendance at other departmental and university workshops is strongly encouraged, as is volunteering for the role of Student Coordinator of a workshop.

**2. 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](#).

The leave request form must describe the relevant circumstances and the importance of the leave to the student; it must include the appropriate documentation and a plan for returning to full time study and completion of requirements. A leave of absence, with the exception of a military or curricular leave of absence, can be approved for a period of no longer than 4 academic quarters. Note that a parental leave of absence can be requested for only one quarter.

**3. GRIEVANCES AND ACADEMIC DISPUTES** – Academic disputes may concern such matters as course grades, teaching assignments, timeliness and quality of feedback on academic work, timeliness of letters of recommendation, and application of policies and practices. Students who encounter problems should preferably first contact their mentor or dissertation advisor; or, if they feel uncomfortable doing so, the DGS or chair of the department. Finally, the Dean of Students is available to help resolve academic problems and can help direct students to appropriate academic and non-academic support services. The Student Ombuds Office (<http://ombudsperson.uchicago.edu>) may also assist in providing impartial advice and assistance. These conversations will be regarded as private. Additional information about Divisional Grievance Procedures can be found [here](#).

## 10. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN

Pedagogical training serves to support students not only in their development as instructors, but also in their preparation for the job market and eventual job. Coursework in pedagogy is supplemented through extensive in-class experience. In the first two years, students will typically teach in one or both of the languages in which they have passed their qualifying exams. Other teaching opportunities are available, especially for students in their fifth year or later. Teaching assignments are made by the Chair in consultation with students and with input from the DGS and LPC.

### YEARS 1 & 2.

- Students broadly discuss their teaching interests with the Language Program Coordinator (LPC) and DGS.
- **Teaching experience:** None required.

### YEARS 3-4.

- Attend **Teaching@UChicago**. This is a one-day workshop offered in 0 Week of the Autumn Quarter of the year in which a student first teaches (typically in the second-year sequence of either Greek or Latin).
- Take **CLA 492** (Autumn Quarter) "Pedagogy for the Ancient Language Classroom."

- (Optional) Attend an **Inclusive Teaching Workshop** offered by the Chicago Center for Teaching and Learning (this may be required for students who wish to receive the College Teaching Certificate in Second Language Pedagogy; additional information is available through the Chicago Language Center).

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>1. In the quarter or two quarters before they teach their own course (as assigned by the chair), students will hold office hours once per week to assist undergraduate students taking the language sequence and familiarize themselves with the pedagogy and materials of the course.</p> <p>2. Students will observe two sessions of Greek or Latin instruction at the 100 level.</p> <p>3. Attend Classics Orientation for Intro-Language Instructors (in 0 Week of Autumn Quarter, with the LPC).</p> <p>3. Graduate Student Lecturer in Year 3 for Latin or ancient Greek, typically a LATN or GREK 202 or 203 course designed in part during CLAS 492</p> <p>5. A typical teaching experience in Year 4 is as Graduate Student Lecturer for LATN or GREK 102 or 103.</p>	<p>1. The LPC will perform two class observations for instructors of introductory or intermediate language courses in Years 3 and 4, and one class observation for instructors of introductory or intermediate language courses in Years 5+ (unless additional observations are requested). Students may in addition ask any other member of faculty to observe their teaching. A week before any observation, students should submit the day's teaching plan to the observer.</p> <p>2. Instructors of introductory and intermediate language courses will send to the LPC their draft syllabus no later than two weeks prior to the beginning of the quarter in which the course is being taught.</p> <p>3. In Fall and Winter, of Year 4, 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).</p>	<p>1. Understand teaching in the context of a private, R1 university, as well as the roles of teachers, learners.</p> <p>2. Learn about College, departmental and individual policies, rules, practices; gain an understanding of how individual courses within a sequence are articulated (e.g. the role of each instructor in teaching one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through daily lesson plans and rationales for chapters in textbook; learn how to effectively use online resources.</p> <p>3. Observe first-year instruction, especially the variable performance of the same students across days within the same course for explicable and inexplicable reasons.</p> <p>4. Identify what level of proficiency learners reach at the end of one year of instruction. Gain experience in lesson planning, grading, interaction with students. Learn how to coordinate teaching across a multi-section course that requires meeting similar goals, while developing an effective personal teaching style. Embrace a team-oriented approach – sharing materials, activities, covering for other instructors.</p> <p>5. Discuss fundamental issues, share materials, resolve learning issues/problems, review exams, practice in advance course elements such as oral warm-up, in-class reading, and exam procedures.</p> <p>6. Discern what works and what does not through an ongoing reflection about one's personal teaching practice. Are classroom plans and activities</p>



		<p>consonant with the textbook, support materials, and end-of-year outcomes? Develop a unique teaching persona as instructor, drawing on personal strengths and weaknesses.</p> <p>7. By Year 4, know how to differentiate intermediate from beginning proficiency levels; how to teach to students with varied learning needs and uneven degrees of preparation. Explore how literary/cultural learning and language learning interact at intermediate level.</p>
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## YEARS 5+

- (Optional) Take **CCTE 500** “Course Design and College Training” (offered by the Chicago Center for Teaching and Learning).

Teaching Experience: Teaching beyond the Languages	Pedagogical Training and Mentoring	Learning Goals
<p>Teach one of seven options, depending on departmental availability, need, and capacity:</p> <ol style="list-style-type: none"> <li>1. Graduate Student Lecturer for a HUMA course.</li> <li>2. Graduate Student Lecturer for a LATN or GREK course not previously taught (e.g., an upper division course).</li> <li>3. Serve as Graduate Student Teaching Assistant within the Classics department.</li> <li>4. Serve as Graduate Student Teaching Assistant in a classically-themed Study Abroad program.</li> <li>5. Serve as Graduate Student Teaching Assistant in another program or division, with department permission.</li> <li>6. Serve as a Preceptor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students may wish to work on developing a teaching philosophy (e.g., through CCTL workshop) and other portfolio materials for the job market.</li> <li>2. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using field expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students.</li> <li>3. Design Intermediate course in consultation with faculty and LPC, and with collaboration of peers.</li> <li>4. Participate in LxC (Literatures across Cultures Program) sessions, either in the department or outside of it (optional).</li> </ol>	<ol style="list-style-type: none"> <li>1. 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 cultivate as mentors. 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.</li> <li>2. Discern what works and what does not through an ongoing reflection about one’s personal teaching practice. Are classroom plans and activities consonant with the textbook, support materials, and end-of-year outcomes?</li> </ol>

<p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <p>7. Graduate Student Lecturer for a self-designed course in Classics or in another department.</p>		<p>Develop a unique teaching persona as instructor, drawing on personal strengths and weaknesses</p> <p>3. Each teaching 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 (Literatures across Cultures Program) in consultation with the main instructor. 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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## 11. ADDITIONAL INFORMATION FROM THE PROVOST'S OFFICE

**Room Reservations** – Affiliated students may reserve rooms controlled by their department on a first-come, first-served basis. Priority will be given to departmental academic and/or social programming. Room reservations must fall within building operating hours.

To reserve space, students must email their department administrator with the following information:

- Name and email of the person leading the event
- Title of the event
- Description of event
- Date of event
- Start and end time(s) of the event
- Estimated number of attendees
- Preferred room
- If there will be any food served

All room requests for the purposes of administering the Collective Bargaining Agreement between the University and GSU-UE should be directed through the [UChicagoGRAD Room Reservation Form](#).

**Student Manual** – The [Student Manual](#) is the official statement of University policies, regulations, and expected standards of student conduct that are applicable to all students. While students should be familiar with the manual as a whole, the following are commonly referenced by graduate students: [Student Life & Conduct](#), [Leaves of Absence](#), [University Grievance Policy for Graduate Students](#), [Policy on Harassment, Discrimination, and Sexual Misconduct](#), [Policy on Title IX Sexual Harassment](#), [Policy on Religious Accommodation for Missed Classes, Assignments, and Exams](#), [Academic Honesty & Plagiarism](#), [Graduate Student Parent Policy](#), [Registration for Students in PhD Programs](#)

**Divisional Manual/policies** – The Division of Arts and Humanities student policies can be found [here](#).

**Collective Bargaining Agreement** – The terms and conditions of employment for certain graduate students at the University of Chicago who are employed to perform instructional or research services will be determined by a Collective Bargaining Agreement (CBA) between the University and Graduate Students United (“GSU-UE”) for the duration of

the assignment to perform such services. Students can access the CBA and review frequently asked questions about graduate student unionization on the [Provost's office website](#).

**Departmental and Dean of Students Office** – Contact information for departmental staff and faculty can be found [here](#). The [Dean of Students Office](#) is available to assist students with support/resources, answer questions/concerns, and provide review of policies and processes.

**Concerns and Clarifications** – Students with questions related to grievances or disputes, can review the information found [here](#). Students with questions may contact their Department Administrator, Director of Graduate Studies, the [Dean of Students](#), or the Director of Graduate Student Affairs [in UChicagoGRAD](#).