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1. INTRODUCTION TO THE CLASSICS GRADUATE PROGRAM

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

In keeping with the wide-ranging research agendas of our faculty, the culture of Classics at the University of Chicago is pluralistic. The Department offers a PhD in Classics with four concentrations, each of which fosters a distinctive interdisciplinary approach to the study of Greco-Roman antiquity: Classical Languages and Literatures, the Ancient Mediterranean World, Ancient Greek and Roman Philosophy, and Reception Studies. The Department also offers standing joint Ph.D. programs with the Committee on Social Thought and the Committee on Theater and Performance Studies, while other, ad hoc combinations with other Departments and disciplines are also possible, with departmental approval and in accordance with the [policy](#) of the Division of the Humanities.

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

2. DEPARTMENTAL STAFF FOR STUDENT AFFAIRS

classics.uchicago.edu/contact-us

Clifford Ando, Chair Office: Classics 23 Email: cando@uchicago.edu	Kathy Fox, Administrator Office: Classics 116A Phone: (773) 702-8514
Anthony Kaldellis, DGS and MAPH liaison Office: Wieboldt 409C	Christopher Simon, Language Program Coordinator Office: Classics 26
Exam committee: David Martinez (chair), Katie Kearns, Chris Simon	Sofia Torallas, Professional Skills Advisor Office: Wieboldt 115 Phone: (773) 834-9755
Prospectus workshop: Patrice Rankine	Arshy Azizi and Julia Irons, Graduate Representatives
	Workshop coordinators: Christian Borgen, Ancient Societies Rebecca Posner-Hess, Rhetoric and Poetics

3. IMPORTANT DATES AND DEADLINES 2023/2024

Other important dates will be announced by email and on the website.

SUMMER

August-September 2023

Meetings with MAPH Classics students (TBA)

AUTUMN

September 22	Greek Qualifying exam
September 22	Welcome back lunch and tour of the Library for MAPH-Classics and Ph.D. students
September 26	Autumn Quarter Begins
September 29	Departmental potluck
November 4	Conference in honor of Liz Asmis
November 20-24	Thanksgiving Break/ Quarterly Report due
Week 9	Retake language exam
December 9	Autumn Quarter Ends

WINTER

January 3rd	Winter Quarter Begins
Week 8-9	Comprehensive Exam
Week 9	Meetings DGS / Quarterly Report due
March 11	Winter Quarter Ends

SPRING

March 21st	Spring Quarter Begins
Week 1	Summer funding requests due
Week 7	Annual report/PhD Committee meetings
Week 8-9	Chair/DGS meetings
Week 9	Special field exam/MAPH language exams
May 31	Convocation/Spring Quarter Ends

4. THE GRADUATE PROGRAM IN CLASSICS

We offer a doctoral program with four concentrations, along with joint programs with the Committee on Social Thought and the Committee on Theater and Performance Studies. The University offers masters 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 the Classics Department, over the course of one or two years.

MAPH – CLASSICS OPTION

The [Classics](#) track and two-year [Classical Languages Option](#) within the Master of Arts Program in the Humanities ([MAPH](#)) is intended for students who wish to study Classics at the graduate level but require additional 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 at all levels without pursuing the Classical Languages Option.

Students interested in 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 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 (1st year)
- Passing the MAPH translation exam in Greek and/or Latin, taken in Spring quarter

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), for which the student will be given 2 hours of time and 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. If failed, it can be retaken once.

MA THESIS

- Students who wish to complete a thesis on a Classics topic 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, unless they already have been in touch with a faculty member in Classics or related field.
- The thesis is submitted according to the following deadlines:
 - Thesis draft due (from student to faculty advisor): Monday, April 15
 - Thesis draft returned (from faculty advisor to student): Wednesday, April 24
 - Final thesis due (from student to faculty advisor): Monday, May 13
 - Thesis grade due (from faculty advisor to preceptor): Wednesday, May 22

PHD PROGRAMS

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

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

After being admitted to candidacy, our students research, write, and defend their dissertations. For more information about divisional candidacy requirements, see [here](#).

We offer the following concentrations:

CLASSICAL LANGUAGES AND LITERATURES

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

houses the Rhetoric and Poetics workshop, which focuses on literary topics related to the ancient world. Many of the faculty and students also attend the workshops on Poetry and Poetics, Literature and Philosophy, and the Renaissance.

ANCIENT MEDITERRANEAN WORLD

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

ANCIENT GREEK AND ROMAN PHILOSOPHY

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

TRANSFORMATIONS OF THE CLASSICAL TRADITION

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

5. JOINT PROGRAMS

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

JOINT PHD PROGRAM IN SOCIAL THOUGHT AND CLASSICS (STC)

The John U. Nef Committee on Social Thought is an interdisciplinary, Ph.D. granting graduate program. Its guiding principle is that the serious study of many academic topics, and of many philosophical, historical, theological and literary works, is best prepared for by a wide and deep acquaintance with the fundamental issues presupposed in all such studies. The program with Classics is designed for students whose study of a particular issue or text from the ancient Greek and Roman world requires a broadly interdisciplinary approach alongside a professional mastery of philological skills.

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

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

AD HOC JOINT DEGREES

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

6. PROGRAM OVERVIEW

The Ph.D. program generally requires 6 to 7 years of study. The first three years are dedicated to completing course work (surveys and seminars), taking qualifying examinations (ancient and modern languages, comprehensive exam, field exam), and engaging in research projects (through the research seminars in years 1 and 2). The following years are dedicated to the research and writing of a dissertation. Throughout, but especially in years 3 and 4, students undergo training in the pedagogy of ancient languages and courses in translation.

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

GENERAL QUESTIONS

1. Course Requirements – Students must complete the coursework and exams outlined for the first three years as outlined below. In choosing their elective courses each year, students should consult the DGS.
 2. Submission of Research Papers – Students must submit two research papers, one each year in years 1-2 (see Research Seminar) to be kept in their files.
 3. Grade Requirements – The eighteen required courses for the program must be completed with quality grades, which is defined by the University as a grade of B or above. Any grade recorded as "I" (incomplete) must be replaced by a standard letter grade before the beginning of the following Autumn quarter or the grade will become a "UW" (unofficial withdrawal). Faculty may choose to set earlier deadlines for Incomplete grade completion.
 4. Academic Standing and Deadlines – To be in good academic standing, students must be enrolled in a minimum of three courses per quarter, 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**, may be restricted from registering for subsequent quarters of study, or may be asked to leave the program. Students in candidacy who do not make any progress after one academic year will not be in good academic standing and will be given a deadline to produce proof of progress to the dissertation committee. The deadline will be set by the dissertation committee in consultation with the DGS.
 5. **Academic probation** is a warning given to students who are not adequately meeting the deadlines for their program, whether adequate progress in coursework or deadlines set for their comprehensive or field exams, proposal submission, or dissertation writing. The designation of academic probation will be made after communication with the student, mentor, DGS and Dean of Students.
- 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 discontinuation from the program.
6. 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 requirements (the five required courses: Survey in Greek or Latin, advanced language and the seminar, and at least four additional courses up to the number of 9) and have passed one of the modern language exams.
 7. Graduate students in both coursework and candidacy must report quarterly and annual progress. See below 9.5.

OUTLINE OF THE PROGRAM

YEAR 1:

• Required courses:

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

YEAR 2:

• Required courses:

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

Other Requirements of Years 1 and 2:

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

YEAR 3:

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

YEAR 4:

- Enroll in the Teaching Center's course design workshop in autumn quarter and submit a syllabus to the department's exam committee for approval on Monday of 9th Week.
- Take prospectus/first chapter workshop in autumn and winter quarters.
- Constitute a dissertation committee by end of autumn quarter.
- Submit draft of prospectus to one's dissertation committee **by the last day of classes in winter quarter.**
- Submit final prospectus to department by May 1.
- Complete rough draft of first chapter by end of summer.

YEARS 5 AND 6:

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

Other Requirements of Years 3-6:

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

7. COURSE WORK (YEARS 1-2) DETAIL

This curriculum consists of ten required courses:

- **Two-quarter research seminar:** will be offered every year and required of all first- and second year students. (That is, each student will take the course twice.) The seminar is co-taught by two faculty members with different field interests; beyond its own methodological pluralism, the seminar will survey issues of method and the history of scholarship in the discipline at large. 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. The two co-instructors of the two-quarter research seminar will also provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills

- **Two-quarter surveys of Greek and Latin literature:** in alternate years, graduate students take a two-quarter survey of Greek and Latin texts, as a preparation for the Qualifying Exam in each of the two languages.

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

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

- **Professional Skills workshops.** See below Professional development.

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

8. EXAMS

A. LANGUAGE EXAMS (LATIN AND GREEK)

Each examination will consist of two passages of poetry and two passages 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 LSJ, Brill Greek or OLD dictionaries (in paper format). Digital and online dictionaries are not acceptable. They will take place on Friday of Orientation week.

The exams are based on reading lists provided by the department. They can be consulted [here](#).

Students will be graded as having either passed or failed. If either exam is failed, students will have the opportunity to retake the exam at the end of the Autumn quarter in years 2 or 3. If they fail a second time, they will be discontinued from the program. Students are not eligible to teach until they have passed the exam in the language that they plan to teach.

B. COMPREHENSIVE EXAM

This written exam will consist of short essay questions, followed by an oral interview. It will take place at the end of the Winter Quarter of year 3. It is based on a reading list provided by the department: see [here](#).

Students will receive eight short essay questions: there will be four sections representing the subfields (history, literature, philosophy, and reception), and each will have two questions. Students will select one question from each section to produce a total of four essays, each of which should not exceed 1,500 words. Students will be given 72 hours to return the exam, after which they will meet with the exam committee. In the oral presentation of a maximum of two hours, the members of the committee will ask questions based on these four essays.

Students will be graded as having either passed, failed, or high passed this exam.

C. SPECIAL FIELD EXAM

This is an individual exam in a research area of the student's choosing and will take place by the end of the Spring Quarter of year 3. The Special Field Exam will include the composition of a bibliography of approximately thirty items (in consultation with the mentor or the committee) and a written exam of two long essays of approximately 4,000 words each (from two out of three topics), composed open-book over the course of four days. The completion of the written part of the exam will be followed by a discussion of a maximum of two hours on the exam, and its relation to future dissertation work, with a special field committee. The special field committee is constituted ad hoc by the student's mentor of faculty suited to the topic in question. The primary advisor for the exam will be chosen by the end of the autumn quarter of year 3, while the rest of the committee can be brought together for the reading and discussion of the exam. Students will be graded as having either passed, failed, or high passed this exam. The topic of the special field exam will be directly related to the student's expected dissertation topic and will lead into the reference and background research material for the dissertation prospectus.

Note:

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

D. MODERN LANGUAGE EXAMS

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

9. DISSERTATION PROSPECTUS AND THE PATH TO CANDIDACY

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

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

- Have fulfilled all requirements of years 1-3 in the program.

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

1. THE DISSERTATION PROSPECTUS consists of a written research proposal that is prepared with the support of the Prospectus Workshop in the Fall and Winter of year 4 and approved by the faculty of the department during the Spring Quarter. Students are expected to demonstrate their ability to: 1) identify a topic; 2) understand the corpus of primary sources and relevant secondary bibliography on that topic; and 3) develop an original argument around the topic. In addition, students are evaluated on their ability to convey their ideas clearly in the written proposal. The proposal will also include a detailed timeline for the completion of each chapter.

The proposal will be approved initially by the dissertation committee, to whom it must be submitted by the final day of classes in Winter Quarter (**Friday, March 29, 2024**). A final version, approved by the committee, must be submitted to the chair for circulation to the faculty at the start of May (**Wednesday, May 1, 2024**). The members of faculty will vote on the prospectus. The department chair will then contact the student and the dissertation committee regarding the outcome and provide written feedback.

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

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

b. Subsequent Committee Meetings. These should take place at least once every year in the Spring quarter. (See below for guidelines for feedback). We recommend that for the committee meeting that students send written work in advance or prepare an oral presentation that highlights the main points of their research progress since the previous committee 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 meetings with the students. The student will be asked to address questions like the following: Please list your

major accomplishments to date. What are the plans for your ongoing work? What is your timeline for completion of your dissertation and graduation? What are your post-graduation career plans? What steps have you taken to explore these possibilities? The exact nature of these questions will vary depending upon their year in the program. Students will develop answers to these questions in collaboration with their dissertation chair.

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

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

e. **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. REPORTS OF DISSERTATION COMMITTEE MEETINGS – At the close of each annual Dissertation Committee meeting (Spring each year), the chair of the committee must write and submit a brief report of the Committee attesting to performance, committee recommendations, and so forth. This report must be submitted to the department chair and DGS, all members of the committee, and the student within one week of the meeting so that there will be no disagreement as to the conclusion of the meeting. This report will become part of the student's permanent file. In the event that unsatisfactory performance is identified, students may be asked by the Committee to undertake remedial activities to improve their standing.

5. QUARTERLY AND ANNUAL PROGRESS REPORTS – All graduate students will be asked to prepare brief quarterly reports (Autumn and Winter), to be submitted to the DGS with the approval of their dissertation committee chairs, or mentors, and annual progress reports (at the end of the Spring) of their activities in preparation for the Annual meeting with their committee.

6. DISSERTATION SUBMISSION AND DISSERTATION EXAMINATION – The student must have received approval to request the defense and examination (see above). The defense will involve a comprehensive evaluation of the dissertation and related topics. The examination will take place as a public seminar on the date agreed by the committee and the 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; 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 departmental faculty. At least two weeks must intervene between the distribution of the dissertation to 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 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 in 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 finally by other faculty in attendance.

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

Joint dissertation proposals must meet the requirements and be separately approved in both departments and the dissertation will be defended before both departments. The dissertation itself must meet the dissertation requirements of each department. Each department must approve the dissertation separately even though there is a joint defense.

10. 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) throughout their entire stay in graduate school; attendance at the department's endowed lectures (Modern Greek, Walsh, and Danziger) is likewise required (see [website](#) for programs). Attendance at other departmental and university workshops is strongly encouraged, as is volunteering for the role of Student Coordinator of a workshop.

2. QUARTERLY AND ANNUAL REPORTS – All students, both those in coursework and those in candidacy, will submit quarterly and annual reports to the DGS with the approval of their dissertation committee chair or mentor. Forms will be sent in advance by the DGS with instructions.

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

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 only be requested for 1 quarter.

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

Briefly, students in years 1-3 who encounter problems should contact their mentor, the DGS or chair of the department – such conversations will always be regarded as private. Similarly, the Dean of Students is available to help resolve academic problems and can help direct students to appropriate academic and non-academic support services provided by the Division and University.

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

Additional information about Divisional Grievance Procedures can be found [here](#).

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

Withdrawn students who have fulfilled the requirements of the first year in the program may be eligible for a terminal MA. See above at 6.6.

11. CLASSICS MENTORING

I. MENTORING STRUCTURE

This section summarizes some of the most salient features of the department's mentoring plan, as approved in 2019. Please consult the [full document](#) for more information.

A. ACADEMIC ADVISING

1. Initiation of Advising

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

2. Eligibility for Advisory Positions

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

3. Responsibilities of the Advisor and Advisee

a. General responsibilities of all Advisors

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

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

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

4. Dissertation Chair and Committee

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

c. General Responsibilities of the Advisee

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

4. Faculty Feedback

The department expects faculty to supply timely and significant feedback on student research and writing in coursework and on dissertation chapters. For their part, students should submit their work in a timely fashion and well in advance of contingent deadlines.

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.

Regarding dissertation chapters:

- Wherever practical, the 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.
- The format of feedback, whether oral or written, will be agreed upon by student and faculty.

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

6. Capacity and Distribution On average, faculty members will be asked officially to mentor no more than one pre-candidacy student. The DGS will typically serve a two- to three-year term. Students in candidacy will be the responsibility of individual dissertation chairs and committee members, and the department sets no limit on the number of dissertation advisees a single faculty member might have.

B. PROFESSIONAL DEVELOPMENT

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

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

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

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

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

C. CAREER ADVISING

1. Academic Placement: The department will assist students in seeking academic placement. Students and advisors should discuss aspirations and expectations well in advance of a given year's job market; this should include the drafting and revision of cover letters, CVs, teaching and research statements, and other components of a job application. Students are encouraged also to consult the department's professional skills advisor; and UChicagoGRAD can provide expert assistance. Advisors will assist in organizing mock job tasks as necessary.

2. Non-Academic Employment: The department's professional skills advisor, in coordination with UChicagoGRAD, will assist students in identifying and applying for the non-post-secondary academic job market.

3. Campus Resources: The DGS and Professional Skills Advisor will assist students in identifying and using university career resources beyond the department.

D. FACULTY ACCOUNTABILITY

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

II. STUDENT SUPPORT

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

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

3. Diverse Backgrounds: Advisors will support under-represented minorities, students with disabilities, and first-generation students following divisional guidelines, utilizing internal resources, and with the assistance of the Dean of Students Office. The DGS will hold a separate annual meeting with students whose first language is not English to discuss any difficulties they may encounter arising from this fact.

12. CLASSICS DEPARTMENT PEDAGOGICAL TRAINING PLAN

YEAR 1 & 2. TEACHING EXPERIENCE: NONE REQUIRED

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

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

Pedagogical Training and Mentoring	Learning Goals
1. Begin to develop, with LPC in consultation with DGS, teaching trajectory.	1. Consider the role of teaching in one's career goals. Discuss how to target professional development activities.

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

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
1. Graduate student lecturer for LATN or GREK 102 or 103.	<ol style="list-style-type: none"> Attend Teaching@Chicago, offered by CCT (required) in Autumn O-Week. Attend Classics orientation, including session for first-year language teachers led by LPC. Observe at least one session of first-year Latin or Greek taught by faculty. Attend weekly course meetings, led by LPC. 	<ol style="list-style-type: none"> Understand teaching in the context of a private, R1 university, roles of teacher, learner. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how effectively to use online resources.

	<p>5. Lead Drill Session/4th Hour for first-year Latin or first-year Greek in Fall and/or Winter.</p> <p>6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; student may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion.</p> <p>7. Students intending to complete the CCTL's "College Teaching Certificate" in Second Language Pedagogy should participate in an Inclusive Teaching workshop, offered by the CCT.</p>	<p>3. See first year instruction in action, and how different days can be different for explicable and inexplicable reasons.</p> <p>4. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others.</p> <p>5. Discuss nuts and bolts issues, share materials, deal with learn issues/problems, vet exams, walk through course elements such as oral warm-up, in-class reading, exam procedures.</p> <p>6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.</p>
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YEAR 4. TEACHING EXPERIENCE (TYPICAL): INSTRUCTORSHIP IN SECOND-YEAR SEQUENCE (GENERALLY IN LANGUAGE NOT PREVIOUSLY TAUGHT)

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>1. Graduate student lecturer for 202 or 203 course designed over previous terms.</p>	<p>1. Attend Classics orientation, including session for second-year language teachers led by LPC.</p> <p>2. In Autumn, enroll in CCTE 50000, "Course Design and College Teaching," taught in the Chicago Center for Teaching and Learning (CCTL).</p> <p>3. Submit a syllabus to the Department's Exam Committee on</p>	<p>1. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how effectively to use online resources.</p>

	<p>Monday of Week 9, for comments and approval.</p> <p>4. In Fall and Winter, observe one session in 2-3 classes of different types. These must be taught by a faculty member. One may be in another program (e.g. NELC, Religious Studies, Art History, History).</p> <p>5. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion.</p> <p>6. Students intending to complete the CCT's certificate in Second Language Pedagogy must participate in an Inclusive Teaching workshop, offered by the CCT.</p>	<p>2. Know how to differentiate intermediate from beginning skill level. Know how to meet the needs of students with different types and degrees of preparation. Start to get a sense of how literary/cultural learning and language learning interact at intermediate level.</p> <p>3. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students.</p> <p>4. Design Intermediate course in consultation with faculty and LPC, and with collaboration of peers. Understand nature, challenges, and successful structure of courses, and their role in the department and discipline. Create a well-conceived course, based on meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further humanistic enquiry, as well as linguistic proficiency.</p> <p>5. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors.</p> <p>6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.</p>
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YEARS 5- 6. TEACHING EXPERIENCE: TEACHING BEYOND THE LANGUAGES

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals
<p>Teach one of eight options, depending on departmental availability and capacity:</p> <ol style="list-style-type: none"> 1. Graduate student lecturer for a HUMA course. 2. Graduate student lecturer for a LATN or GREK course not previously taught (e.g., an upper division course). 3. Serve as graduate student TA within the Classics department. 4. Serve as graduate student TA in a classically-themed Study Abroad program. 5. Serve as graduate student TA in another program or division. 6. Act as Preceptor. <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <ol style="list-style-type: none"> 7. Graduate student lecturer for a self-designed course in Classics or in another department <p>Finally, students are encouraged to teach an LxC session, either in the department or outside of it, although this will not satisfy the requirement of a third instructorship as part of the PTP.</p>	<p>Take HUMA 50000: Pedagogy of Writing or an equivalent workshop in the Writing Center.</p> <p>Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.</p> <p>Depending on the option chosen, the following pedagogical training and mentoring opportunities will arise:</p> <ol style="list-style-type: none"> 1. HumCore Pedagogy training from CCT; coordination and consultation with other teachers in the core through weekly staff meetings. Mentoring by Chair of HumCore sequence. 2. Mentoring from LPC and/or Classics faculty. If applicable, coordination and consultation with teachers of other sections of same course through weekly staff meetings. 3. Mentoring from and coordination with faculty leading the course. 4. Writing program training (see year 5). 5. Consultation with sub-disciplinary experts among faculty. 6. Consultation and coordination with faculty throughout the design and implementation of the new 	<p>Learn best practice in the teaching and assessment of writing. Consider writing as a global and disciplinary skill. Consider how writing assignments fit into broader course design.</p> <p>Each option presents a variety of opportunities for further professional development; broader course design; experience teaching in a general humanities setting; experience designing and running an LxC section in consultation with the main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching. Across these options, students will:</p> <ol style="list-style-type: none"> 1. Teach a course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for humanities courses are realistic, based on knowledge of core humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. 2. Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language use and integration of in-class and out-

	course. Regular meeting with faculty mentor cultivated during previous teaching experiences, and/or LPC.	of-class work. Are materials level appropriate? Are they effective in revealing ancient culture? 3. Receive constructive feedback and gain perspective of one's own strengths and weaknesses.
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CLASSROOM OBSERVATIONS

The LPC will observe and produce reports for all student-teachers twice during their graduate teaching careers. 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. This will be included in the student's file together with the report.

Reports of classroom observations will be confidential and available only to faculty. (Students may request copies of their own reports at any time.) Nothing deriving from the reports appears on a student transcript. The reports serve three purposes:

- Provide formative feedback, so that one can build on strengths and adjust where necessary in the classroom.
- Provide information to faculty for the purpose of writing letters of recommendation.
- For students who so choose, the reports can be incorporated in one's teaching portfolio, to provide direct evidence of observation to outside parties.