

**GRADUATE PROGRAM HANDBOOK
DEPARTMENT OF CLASSICS
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**Graduate Program Handbook
Department of Classics, Brown University**

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INTRODUCTION
DEFINITION OF ACADEMIC AND ADMINISTRATIVE
ROLES IN THE GRADUATE PROGRAM IN CLASSICS

1. Chair – A faculty member selected for a limited term (usually three years) to chair the department and represent it to the Administration.
2. Director of Graduate Studies (DGS) – A faculty member who looks after the interests of the graduate students and counsels them on their program: most formal dealings with the department will be through the DGS. See Graduate School Handbook for a detailed description of the DGS's functions.
3. Teaching Fellow Mentor – A faculty member who serves as mentor and resource specifically for Teaching Fellows. See below, Appendix II, "Guidelines for TAs and TFs."
4. Academic Department Manager – A staff member who manages the financial, administrative and human resource operations for the department and serves as the liaison between the Classics department and other units at Brown responsible for determining University-wide policy, procedures and services; directly supervises administrative assistant.
5. Administrative Assistant – A staff member who provides administrative and secretarial support, reception, and event-planning assistance for the department.
6. Mentor – Each second-year student, in consultation with the DGS, will select one faculty member to serve as his/her mentor. The mentor advises the student on curricular and professional matters. See below, Appendix II, "Guidelines for TAs and TFs". All formal decisions must be recorded with the DGS.
7. Oral Examination Committee – The committee consists of three faculty members: a chair, an examiner in Latin, and an examiner in Greek. These are chosen by the student in consultation with the faculty, their mentor and the DGS. See below, Section One II.E.2, for further details.
8. Dissertation Advisor and Committee – The Dissertation Advisor is selected by the student in consultation with the Oral Examination Committee. He/she directs the candidate's thesis preparation and serves as primary advisor. Two readers serve with the Dissertation Advisor on the Dissertation Committee. See below, Section One III.B, for further details.
9. Teaching Assistant – See Graduate School Handbook, most recent edition, information on Teaching Appointments; also below, Appendix II, "Guidelines for TAs and TFs."
10. Teaching Fellow – See Graduate School Handbook, most recent edition, information on Teaching Appointments; also below, Appendix II, "Guidelines for TAs and TFs."
11. Proctor – Proctors fulfill diverse academic needs for the department or the university. See Graduate School Handbook, most recent edition, under Proctors, for detailed regulations and more information.
12. Graduate Student Representative to the Classics Faculty – See below, Appendix I, "Graduate Student Representation in the Classics Department".
13. Graduate Student Representative to the Graduate Student Council – See below, Appendix I, "Graduate Student Representation in the Classics Department".

14. Graduate student Teaching Liaison – See below, Appendix I, “Graduate Student Representation in the Classics Department” and Appendix II, “Guidelines for TAs and TFs”.

SECTION ONE
REQUIREMENTS FOR THE PHD IN CLASSICS

I. DEFINITION AND PURPOSE

The discipline of Classics entails a breadth and depth of focus that is nearly unparalleled. In proceeding to the doctoral degree, each student has the opportunity to enrich his or her knowledge of many aspects of Greek and Latin literature, history, and culture, as well as related fields (e.g., Sanskrit, archaeology, epigraphy). The major steps through which one attains this knowledge, however, vary from program to program. The following section will outline the requirements for progressing through the Ph.D. course at Brown University.

II. REQUIREMENTS FOR ADMISSION TO CANDIDACY

According to the terminology used in the Graduate School Handbook, a graduate student is 'admitted to candidacy' upon successfully passing all the department's requirements with the exception of the doctoral thesis. In the Department of Classics, these requirements are:

- A. Course work
- B. Area requirements
- C. Translation examinations
 - 1. Greek and Latin
 - 2. Modern languages
- D. Teaching
- E. Preliminary examinations
 - 1. Special author/fields
 - 2. Oral examination in Greek and Latin literature

The Department of Classics requires that students fulfill requirement C.1 (Greek and Latin translation exams) before advancing to E.1 (Special author/fields). Students may not advance to E.2 (Oral examination) until they have fulfilled requirements A through E.1.

A. COURSE WORK

1. A student must acquire a minimum of 18 graduate course credits in Classics or closely related disciplines, including at least 6 graduate seminars with departmental, affiliated, or cooperating faculty. Relevant courses in departments other than Classics, selected in consultation with the DGS, may be substituted for departmental courses when such extra-departmental courses are obviously related to a student's area of interest and supportive of the student's continued good progress toward successful and timely completion of the Classics PhD.

2. At least two seminars in Latin and two in Greek are required.

3. The Graduate School requires that students enroll for 4 course credits (3 if a TA, TF or proctor) per semester during their first 3 years. They may not drop a class if it brings them below the 4 course credits (3 if a TA, TF or proctor).

4. A diagnostic translation exam in Greek and Latin will be required of all first-year students prior to registration for courses. The results of this exam will be used for placing students in appropriate courses.

5. Because students must fulfill area requirements (see B below) in a number of subjects and are strongly encouraged to take the two-semester Greek and Latin Survey courses, they will typically take, apart from regular seminars and electives, the Proseminar, Greek Prose Composition, Latin Prose Composition, the Greek and Latin Surveys, and an advanced archaeology course or its equivalent.

6. As noted above, students are strongly encouraged to take the two-semester Greek and Latin Survey courses, which offer a chronological overview of each literature and intensive practice in reading a variety of styles and genres, and in which important fragmentary works, as well as significant authors whose works do not survive, are also regularly discussed. While the Survey courses will not focus exclusively (or even primarily, as the syllabus is formed at the discretion of the Professor) on texts represented on the Translation Exam Reading Lists, the extensive reading required for these classes is certain to help students in their preparation both for the Qualifying Translation Exams and for their Preliminary Oral Examinations later.

B. AREA REQUIREMENTS

1. Proseminar in Classics

The Proseminar in Classics is a course designed for and required of incoming graduate students. The purpose is to make them familiar with the standard research methods and tools of the discipline. An introductory phase (weeks 1-3) that is devoted to more general topics is followed by a survey of the most important subdisciplines.

2. Prose Composition in Greek and Latin

Students must demonstrate competence in prose composition in both ancient languages in one of two ways: by receiving at least a "B" grade in courses in Prose Composition for each of the languages; or by an examination, which may be a take-home project executed over the course of a semester, with the assistance of lexica and other aids. Students wishing to fulfill the requirement by examination should consult with the DGS to select an appropriate examiner.

3. Archaeology

This requirement may be satisfied (a) by completing a graduate seminar in the Joukowsky Institute for Archaeology and the Ancient World, an epigraphy course in the Classics Department or an equivalent course approved by the DGS; (b) by examination arranged by the JIAAW; (c) by participation in the summer or regular program of the American School of Classical Studies at Athens, in the summer program in Italian archaeology at the American Academy in Rome or by work through other institutions with approval of the DGS. Students wishing to fulfill the requirement by examination should consult with the DGS to select an appropriate examiner. If the requirement is met by (a), completing a graduate seminar, this seminar may not be counted as one of the six required seminars.

4. Greek and Roman History

Students must demonstrate that they have acquired, at a minimum, a level of knowledge of Greek and Roman history that the Department Faculty regards as essential for understanding and appreciating ancient texts and conducting research in any area of the discipline.

This requirement is typically to be fulfilled by passing written examinations of 3 hours each in two of three periods: A. Archaic, Classical, and Hellenistic Greek History; B. Early through Imperial Roman History (through the 4th c. CE); C. Late Antiquity (Greek East and Latin West). The examinations have both an identification component and an essay component. Some recommended reading as well as examples of items for identification and essay topics are included on a Google site maintained by the department, to which all Classics graduate students and faculty have access; these materials will be updated as needed. History examinations will be offered once a year in May.

Alternatively, students may choose to fulfill the history requirement by passing a written examination on one of the three periods listed above and by successful completion of two graduate-level courses from the history sequence in the other history (CLAS 1210, 1220, or CLAS 1310, 1320). Students opting for this alternative who take written examination A. above must take two graduate-level courses in the Roman History sequence to fulfill their second requirement; those who take written examination B. must take two graduate-level courses in the Greek history sequence; those who take written examination C. must take either two courses in the Greek history sequence or two courses in the Roman history sequence (and these are not to be from the period of Late Antiquity).

The requirements in both Greek and Roman History must be completed no later than May of the second year of doctoral study. All students, not only those with an expressed interest in Ancient History, are encouraged to deepen their knowledge of history through additional study, including participation in graduate seminars.

C. EXAMS IN ANCIENT AND MODERN LANGUAGES

1. Qualifying Examinations Reading List and Qualifying Translation Examinations

a. Preparation and Translation Examination Reading List:

It is expected that in addition to their preparation before starting the Ph.D. program, students will read widely and carefully in Greek and Latin literature throughout their time in graduate school. While students will read a number of authors closely in language courses, literature surveys, and seminars, they should also be in the habit of employing their free time to read Greek and Latin texts.

The purpose of the Translation Examination Reading List is to provide students with an organized program of steady reading in Latin and Greek in order to improve and perfect their command of the languages and to gain familiarity with the various periods and styles of literature. The list is designed to be manageable for students who maintain a regular regimen of reading, and it is expected that students will finish reading the works on the list by the end of the fourth semester of the Ph.D. program.

While all of the works on the Translation Examination Reading List have literary and/or historical significance, the lists are not intended to limit the student's readings to these authors and works, nor are they designed to be fully representative of the authors and works that constitute Classics as a field of study.

As noted in A.6. above, while the Greek and Latin Survey courses will not focus exclusively (or even primarily, as the syllabus is formed at the discretion of the Professor) on texts represented on the Translation Examination Reading List, the extensive reading required for these classes is certain to help students in their preparation both for the Translation Examinations and for their Oral Examinations later.

b. Description of the Qualifying Translation Examinations in Greek and Latin

The main goal of the Translation Examinations is to test whether students are able to read Latin and Greek with near-complete comprehension. The exams are to be taken without the aid of a dictionary.

Translation Examinations consist of three hours of Greek and three hours of Latin translation in separate exams. Each examination includes six passages, three of prose, three of poetry. Four of the six passages (two prose, two poetry) will come from the Reading List; two passages (one prose, one poetry) will be at sight (that is, not from the Reading List).

c. Timing

The examinations are given three times yearly, in September, in the last week of January, and in the first weeks of May. A Translation Examination may be taken whenever the student has achieved the necessary preparation in that language, from the beginning of the first year, but students are expected to have passed both of these exams by the end of their fourth semester. Students who have not demonstrated adequate progress by the start of their fourth semester may be asked to take a terminal MA.

d. Grading

Translation examinations are graded by the faculty members who set the exams and reviewed by the DGS, who guarantees a fair standard for each exam. Should the DGS set one of the exams, the exam will be reviewed by another faculty member.

2. Modern Languages

a. Description

Because of the importance of foreign language scholarship in classical studies, the student should acquire a reading knowledge of German and French or Italian as early as possible. Students must demonstrate competence in reading German and either French or Italian. The requirement will be satisfied by passing examinations administered by a faculty member. The courses for reading offered by Brown University (e.g. "German for Reading" or "French for Reading") are highly recommended as help in preparing for these exams. Modern language exams will be offered at least once each year in the Fall for all who wish to take them. Students wishing to fulfill the requirement at any other time should consult with the DGS to select an appropriate examiner.

b. Timeline

Students should make an effort to fulfill this requirement as quickly as possible and must complete it by the start of their fifth semester in the expectation that they be able to read all relevant scholarship for their special authors/fields.

c. Faculty examination

Examinations administered by members of the Classics faculty will be one hour written exams with the aid of a dictionary.

D. TEACHING REQUIREMENT

1. Description and Purpose

It is an integral part of graduate training and professional preparation in Classics to gain teaching experience. Teaching assignments typically progress from TA (teaching assistant) duties of working with a professor, grading and facilitating discussion sections, to TF (teaching fellow; a slightly higher stipend obtains) positions where the graduate student teaches a semester-long language course (usually introductory or second-year level) on their own.

2. Requirements

Two semesters of teaching are required of all graduate students, one of which must be as a TF.

3. Timeline

Beginning in their second year, students may serve as TAs, depending upon the curricular needs of the Department. After passing the translation exams in Greek and Latin, students will be eligible for TF positions. See below, Appendix II, "Guidelines for TAs and TFs".

E. PRELIMINARY EXAMINATIONS

1. Special Authors/Fields

a. Description

This requirement consists of two written examinations (three hours each), one on a Greek author or topic and the other on a Latin author or topic; at least one exam must focus on an author. Preparation for both of these three-hour exams should not extend for more than a calendar year (the equivalent of one semester for each) and is undertaken in regular consultation with a faculty member selected by the student. Authors and materials will be selected in advance by agreement between the student and a faculty member, who will administer the examination. Date of examination is to be set by agreement between the student and the faculty member, but only after the translation exams in Latin and Greek have been passed.

A typical author exam might consist of passages for translation and commentary; questions concerning sources for the author's biography; a description of the author's oeuvre; a discussion of the manuscript transmission and of the most important manuscripts, scholia, and modern editions; and questions derived from significant trends in the history of scholarship regarding that author. Field exams are based in the texts of classical antiquity, but approach subjects, themes or genres across the works of different authors (e.g. funerary epigrams, similes in archaic lyric or Attidography). A research paper or an oral exam is not an acceptable substitute, in whole or in part, for a written exam.

b. Timeline

The department recommends that students choose their topics immediately after passing the translation exams; in this way, they may choose courses or focus informal study in a way that helps them advance more quickly to the successful execution of the exams.

Before or upon passing both of these exams, the student should consult with the DGS and Mentor concerning the formation of his or her Oral Examination Committee.

2. Oral Examination on the History of Greek and Roman Literature

a. Format

The oral examination consists of two halves, each of 90 minutes duration, one on Greek and the other on Latin literature. These examinations consist of three segments each – archaic, classical and post-classical Greek literature and Latin literature of the Republic, Augustan period, and Empire. The oral examination is open to the attendance and participation of all Department Faculty.

b. Committee

The committee of examiners consists of three faculty members: a chair, an examiner in Latin, and an examiner in Greek. These are chosen by the student in consultation with the faculty, their mentor and the DGS. Immediately upon successful completion of the examination, the student proposes his/her dissertation topic *viva voce* to the committee and discusses it with them. This committee then advises the student in selecting his/her dissertation committee.

c. Preparation

Syllabuses and notes from the Greek and Latin survey courses plus information from general histories of Greek and Latin literature will serve as a guide to the genres and chronological periods for which students will be responsible; but any author, genre, or text of Greek and Latin literature (including authors whose works have survived only in fragments, or not at all) is fair game for the exam. Students are expected to prepare for the exam primarily by reading Greek and Latin primary texts, as well as up-to-date scholarly work. As noted above, the Greek and Latin Survey courses provide a foundation for this preparation, although students must also work on their own, expanding their knowledge of the field.

Examiners will assess not only a student's control of factual or historical information, but also their ability to discuss the material they have studied synthetically and creatively.

d. Timeline

Students should aim at passing this examination ideally by the end of the third year and no later than the end of the fourth year (eighth semester). If a student does not pass the exam, in whole or in part, on his/her first attempt, further opportunities may be granted up until the end of his/her fourth year. Students who have not passed by this time (except for compelling reasons) will have their academic standing changed to 'warning'. See further under Section Three, I.C and Section Three, III.D.5, or the Graduate School Handbook.

e. Admission to Candidacy

Upon passage of the oral examination, a student will be formally admitted to candidacy for the Ph.D. Graduate School regulations require students to reach candidacy before the end of their fifth year.

III. THE DISSERTATION

A. DEFINITION

The dissertation shall be a substantial and original investigation of some literary, historical, philosophical, linguistic or archaeological topic.

B. SELECTION OF TOPIC AND COMMITTEE

Upon passing the oral preliminary examination, the candidate proceeds to dissertation work on the topic approved by the oral examination committee, and in consultation with a dissertation advisor and two additional readers; in special circumstances, more readers may be approved in consultation with the DGS and dissertation advisor. The dissertation advisor must be selected from among departmental faculty. Readers are typically departmental faculty, but they may also be selected from affiliated or cooperating faculty. In special circumstances, and with the approval of the DGS and dissertation advisor, a student may select a reader from outside the University.

C. DISSERTATION PROSPECTUS

No later than three months after passing the oral preliminary examination, the candidate, in consultation with his or her dissertation Advisor, will present a formal prospectus of the dissertation (about 10-20 pp. long, including bibliography and project outline) to the DGS. If a student passes the oral preliminary exam after spring break, the dissertation prospectus is due by the end of the following September. The prospectus should be circulated by the DGS to all departmental faculty at least two weeks before the oral presentation. The oral presentation of the prospectus will consist of a half-hour presentation by the candidate, followed by a half-hour discussion by the members of the department.

D. DEFENSE

A formal defense of the thesis is required by the university, and candidates will defend their work before members of the Department of Classics, except in unusual circumstances. The candidate should offer a summary of the dissertation, followed by questions, criticisms, comments and advice from the readers; finally, the candidate is given time to reply to the readers' comments. The defense lasts a maximum of two hours and is open to the attendance of departmental faculty.

E. SUBMISSIONS OF DISSERTATIONS

Students should be advised that the Graduate School has specific regulations for how and when to submit dissertations. See Graduate School Handbook.

SECTION TWO
FUNDING FOR GRADUATE STUDENTS ENROLLED IN THE PHD PROGRAM IN CLASSICS

I. TUITION AND FEES

The Graduate School agrees to pay tuition and fees, including student health and dental enrollment fees, but excepting student activity fees, for each student enrolled in the Ph.D. program in the Classics Department for five years of graduate study in accordance with the terms of the contract signed by the dean of the Graduate School and the student prior to matriculation.

II. STIPENDS

Stipends are paid out monthly on the last business day of each month. The Graduate School guarantees funding for doctoral students in good standing for five academic years and four summers. The Graduate School and the Classics Department are further committed to funding students in good standing for an additional summer and academic year pending the submission and approval of a Dissertation Completion Proposal.

A. TYPES OF STIPENDIARY FUNDING

1. Fellowships – Fellowship funding enables students to pursue graduate study without obligations to teach or to hold a university-approved proctorship or other research assistant appointment. Students generally receive fellowship funding for their first year, enabling them to undertake the required course load of four courses per semester for the first two semesters. Fellows receive a stipend, full tuition, a health-services fee, and health and dental insurance. Fellowship recipients are not allowed to hold other work appointments, either inside or outside the University. Any exceptions to this policy must be approved by the Graduate School.
2. Teaching Fellowships – A Teaching Fellowship entails that a student receive one semester of funding as compensation for serving as the primary course instructor for a regular course offered as a part of the Classics curriculum. TFs are compensated at a slightly higher rate than Teaching Assistants due to the increased responsibilities of the appointment. Any student having passed the translation exam in Latin or Greek is eligible to receive a Teaching Fellowship.
3. Teaching Assistantships – A Teaching Assistantship entails that a student receive one semester of funding as compensation for providing pedagogical support for a course led by a departmental, joint, affiliated, or cooperating faculty member. Any student from the second year on is eligible to receive a Teaching Assistantship.
4. Proctorships – Proctorships are non-instructional positions and are offered either through an academic department or degree program, or from other research, training, academic or administrative offices around campus. These positions are intended to foster the professional development and/or research interests of graduate students. Under no circumstances are proctors to be used for general administrative work.
5. Dissertation Fellowships - Doctoral students in the Classics department who have achieved candidacy are eligible for dissertation fellowships, and students will typically be awarded two terms of dissertation fellowship funding during their fifth year. Dissertation fellowships, like all fellowships, are awarded by the Graduate School based on departmental recommendations. Fellows receive a stipend, full tuition, a health-services fee, and health and dental insurance. Students who have been awarded dissertation fellowships are expected to devote themselves to research and scholarship toward the completion of their dissertations. Fellowship recipients are not allowed to hold other work

appointments, either inside or outside the University. Any exceptions to this policy must be approved by the Graduate School.

B. DETERMINATION OF STIPENDIARY SOURCE

Teaching assignments and proctorships for the academic year are regularly distributed each semester for the following semester by the department Chair and the DGS in consultation with the DGS for the Ancient History PhD program and with input from the graduate students. These assignments should cover the needs of the department and should be approached by all parties involved with equity and flexibility.

Determinations are made in accordance with the Graduate School's timeline.

C. GRADUATE SCHOOL/GRADUATE COUNCIL POLICY REGARDING ACTIVITIES OUTSIDE OF STIPENDED APPOINTMENTS

Doctoral students with stipends should note a policy regarding the pursuit of compensated activities outside of the stipended appointment, which was approved by the Graduate Council in March 2013:

Doctoral students receive financial support through a variety of mechanisms, such as teaching assistantships, research assistantships or proctorships. These support structures are intended to enable students to pursue their education and scholarly activities that lead to a dissertation. Stipends that are awarded to doctoral students are, in particular, meant to allow the student to focus on their studies and scholarly work. The policy sets parameters and a process to guide stipended students who are not otherwise barred from such activity by visa rules or requirements imposed by outside agency funding. A fuller description of the policy and its principles can be found at: <https://www.brown.edu/academics/gradschool/academics/rules-regulations/activities-outside-stipended-appointments>.

III. FUNDING FOR THE SIXTH YEAR AND BEYOND

A. GRADUATE SCHOOL SOURCES

While funding for a sixth year (or for any further years of graduate study) is not guaranteed, the Graduate School and the Classics Department are committed to funding students in good standing for a sixth year pending the submission and approval of a Dissertation Completion Proposal.

Students are also encouraged to apply for sixth-year funding through interdisciplinary opportunities offered by other units within the University, including the Cogut Center, the John Hay Library, and others. More information regarding such opportunities is available on the Graduate School website.

The Graduate School does not provide stipend support to students beyond their sixth year. Students who have not completed their dissertations by the end of the sixth year may, after consultation with the DGS in their program, submit a Dissertation Extension Proposal (DEP). Based on the DEP, the Graduate School grants full and partial student tuition scholarships and, when budget allows, grants health insurance. These students may also seek student employment on campus through the Student Employment Office.

B. EXTERNAL FELLOWSHIPS

Students are encouraged to apply for external fellowships throughout their graduate career, especially for funding beyond the fifth year. See the graduate school and departmental websites for more information on fellowships.

IV. SUMMER FUNDING

A. SUMMER STIPENDS

The Graduate School guarantees each student enrolled in the PhD program in Classics four years of summer financial support to be paid out on the last business day of each month, June to August. Support will be given to students for the summers that follow each of their first four years of graduate study. Students who are awarded a sixth academic year of funding through the DCP process or other sixth year funding programs will also receive summer funding for the preceding summer.

B. TEACHING FOR SUMMER@BROWN and the BROWN SUMMER SCHOOL.

Students who have passed their translation exams in Greek and Latin are eligible to submit a proposal to teach a course through the Summer@Brown Program offered by the School of Professional Studies and to receive compensation for teaching that course, should it achieve the required enrollment to run. The approval of the Chair is required prior to submitting a proposal to teach in the Summer@Brown Program. Of those who are eligible, priority will be given to students who have successfully passed their Preliminary oral exam.

C. EXTERNAL FUNDING

Students wishing to participate in programs offered through other institutions, such as the American Academy in Rome or the American School of Classical Studies at Athens, are encouraged to apply for external fellowships that would defray the cost of participating in such programs. See the Graduate School and departmental websites for more information on fellowships.

SECTION THREE
SUGGESTED SCHEDULE FOR THE COMPLETION OF REQUIREMENTS

I. REMARKS ON DEGREE REQUIREMENTS AND FUNDING

A. DEPARTMENTAL POLICY

In reconciling the Graduate School policy and funding constraints with departmental requirements, the Department of Classics recommends the following schedule as a guideline. The aims of the recommended schedule are these:

1. To demonstrate how the different requirements may be balanced so that students may have a more tangible notion of how to pass the oral examination if at all possible by the sixth semester and no later than the eighth semester.
2. To ensure that all prerequisites are passed before the student takes the oral examination.

B. FUNDING CONSTRAINTS

Since funding through the Graduate School can only be guaranteed for five years (see above, Section Two), students who have not advanced to candidacy by the end of the fourth year are less attractive competitors for further funding from the University (if such funding is available) and from external foundations as well. Also, students who have not advanced to candidacy by the end of the fourth year have diminished their chance of finishing their dissertations by the end of their sixth year.

C. CALCULATING 'YEAR OF STUDY'

1. The Graduate School counts a student's Year in Program (YIP) from his/her year of entrance into the Ph.D. Program in Classics. The Funding Year in Program (FYIP) is calculated separately by the Graduate School for students who are granted Leaves of Absence.
2. The Department in its evaluation of students ordinarily counts a student's 'year of study' by the number of years that student has received stipendiary funding from the Graduate School. If, e.g., a third-year student wins an external fellowship to study abroad for his/her fourth year and takes the prelims upon returning in the following year (fifth from entrance), the faculty counts that student, for purposes of evaluation, as a fourth-year student. (In practical terms, this means that the Department typically counts the Graduate School's Funding Year in Program (FYIP) as the 'year of study'.)

II. TABLE OF REQUIREMENTS AND DEADLINES

Requirements	Earliest Opportunity	Deadline
Proseminar	Normally 1 st semester	Normally 1 st semester
Translation exam – Greek	Sept., 1 st year	May, 2 nd year
Translation exam – Latin	Sept., 1 st year	May, 2 nd year
Ancient History – Greek and Roman	1 st year	May, 2 nd year
Modern language – German	1 st year	Sept., 3 rd year
Modern language – French or Italian	1 st year	Sept., 3 rd year
Prose Composition – Greek	1 st or 2 nd year	Sept., 3 rd year
Prose Composition – Latin	1 st or 2 nd year	Sept., 3 rd year
Archaeology	1 st year	Before orals
Seminar #1 – Greek	1 st semester	Before orals
Seminar #2 – Greek	1 st semester	Before orals
Seminar #3 – Latin	1 st semester	Before orals
Seminar #4 – Latin	1 st semester	Before orals
Seminar #5	1 st semester	Before orals
Seminar #6	1 st semester	Before orals
Teaching Requirement – TA or TF	2 nd year	Before orals
Teaching Requirement – TF	3 rd year	Before orals
Special Author/Field – Greek	After Greek Translation Exam	Before orals
Special Author/Field – Latin	After Latin Translation Exam	Before orals
Oral Examination	After special authors	May, 4 th year (Ideally May, 3 rd yr)
Dissertation Prospectus	After orals	3 months after orals
Dissertation Defense	After prospectus	Graduate school rule: within five years of reaching candidacy; ideally by the end of the 5 th year, normally by end of 6 th year

III. NOTES AND ADVICE ON PROGRESSING THROUGH THE SCHEDULE

A. FIRST-YEAR STUDENTS

1. Take eight courses, keeping in mind as a primary consideration the goal of passing the Greek and Latin translation exams as early as possible.
2. Begin to fulfill ‘area requirements’ (Section One, II.B above) by course work or examination or, in the case of archaeology, possibly by planning ahead to participate in a summer program in Athens or Rome.
3. Demonstrate competence in Greek or Latin prose composition by course work or exam.
4. Pass at least one modern language exam or plan to take a summer reading course on (or learn independently) one modern language.
5. If prepared, after discussion with DGS take one or both Qualifying Translation Exams in the ancient languages.

6. Consult with the DGS about area requirements when selecting courses for the second year.

B. SECOND-YEAR STUDENTS

1. Take at least eight courses if not teaching or proctoring or at least six courses if teaching or proctoring. By this time students should be taking at least one seminar per semester. Since a faculty Mentor is selected during the third semester, the graduate student should consult with that Mentor at least once a semester about courses for the following semester. The student-Mentor relationship continues until the prelims are successfully passed.

2. Carry out teaching or proctoring duties.

3. Finish area requirements in prose composition, history and archaeology (or equivalent), if possible.

4. Continue to prepare for ancient language exams. Must pass the Qualifying Translation exams in both ancient languages by May.

5. Consult with the DGS and Mentor, upon passing both language exams, about the selection of examiners for the special author/fields exam.

C. THIRD-YEAR STUDENTS

1. Take courses that will aid you in completing any requirements prior to the oral examination that are not yet fulfilled.

2. You should begin work on your special author/field exams upon passing the translation exams, even if you continue working on other courses. By the end of the sixth semester students should have finished all area and course requirements, with the only possible exception being the completion of all six graduate seminars.

3. Take and pass at least one special author/field exam, if possible both, by the end of the sixth semester.

4. If possible, arrange your summer so that you can give your time to preparing for your second special author/field exam if you have not yet passed this by the end of the sixth semester.

5. Carry out teaching or proctoring duties.

6. Begin serious reflection upon a dissertation topic.

D. FOURTH-YEAR STUDENTS

1. Pass the second special author/field exam at the beginning or at the end of the seventh semester (at the latest).

2. Before or upon passing the second author/field exam, consult with the DGS and mentor about selecting your Oral Examination Committee (two examiners and one chair).

3. Be attentive to the description and instructions for preparation for the preliminary oral examinations in Section One.II.E.2 above.

4. While studying for the Oral Examination, explore ideas for a dissertation with different members of the faculty, especially the members of your Oral Examination Committee. Before you take the exam, you should have at least a general notion of the topic of your dissertation. You should also choose your Dissertation Advisor in consultation with the DGS, Mentor, and Oral Examination Committee.
5. Take and pass your Oral Examination by the end of the eighth semester (at the latest).
6. After completing all requirements you will be 'admitted to candidacy.' The Dissertation Advisor now takes over as your primary mentor.
7. Carry out teaching or proctoring duties.

E. FIFTH-YEAR STUDENTS

1. Read prodigiously and formulate a dissertation prospectus for presentation to the Dissertation Committee no later than three months after passing the Oral Examination (see Section One, III.C, "Dissertation Prospectus").
2. Begin to write a dissertation by the end of the ninth semester (at the latest).
3. If a sixth year of funding is expected to be necessary, discuss with the DGS filling out a DCP (Dissertation Completion Proposal).
4. Carry out teaching or proctoring duties.

F. SIXTH-YEAR STUDENTS

1. Complete and defend your dissertation (see Section One, III.D, "Defense").
2. Start applying for positions.

IV. DEVIATIONS FROM SUGGESTED SCHEDULE

A. Study Abroad – Study abroad is recommended on academic grounds and can enhance a student's chances for an academic position, particularly if the student receives external support to undertake such studies. Under the Graduate School's incentive program (for details, see the Graduate School website), students who have won an external fellowship during their five year guarantee period are typically guaranteed a sixth year of support.

B. Leaves of Absence – There are reasons, apart from external fellowships, which may force a student to be away from the program: family circumstances, illness, professional appointments, etc. The Graduate School has a number of different types of Leaves of Absence designed to cover these and other possibilities. See Graduate School Handbook, most recent version, on Leaves of Absence.

SECTION FOUR EVALUATION PROCEDURES

I. UNIVERSITY GUIDELINES

A. EVALUATION

The Graduate Council has ruled that each student should be advised, no later than the end of the third semester, whether he/she should proceed towards the Ph.D., plan to stop with the master's degree, or plan to leave without a degree (Graduate School Handbook, under Advisors and Advising). This imposes on the department the need to have an early evaluation of each student's progress in the program and their promise.

At least once a year (and, in the case of first year students or students not in good standing at least once every semester), the status and progress of every graduate student in a department shall be reviewed and evaluated. This evaluation and the grounds upon which it is based shall be entered in writing in the student's file and a copy provided to the student. Students shall have the opportunity at any time to add to their files any materials that can contribute to their evaluations.

In the case of first-year students, the Graduate School Handbook states that the DGS must report to each student in writing before the second semester begins on his or her first semester's progress and the faculty's expectations for progress in the second semester.

B. FOREWARNING

No student shall be withdrawn for academic reasons from a program without a semester's forewarning of his or her possible termination.

C. TERMINATION OF FUNDING

A student receiving Graduate School funding shall not have that funding terminated without a semester's forewarning save for sufficient cause. Reasons for termination of funding shall be placed in a student's file in writing and a copy given to the student.

N.B. These procedures will take place in accordance with the Graduate School Handbook section on Academic Standing and Warning Policy.

II. DEPARTMENTAL PROCEDURES FOR EVALUATION

A. REPORTS TO THE FACULTY REGARDING GRADUATE STUDENT PROGRESS

1. Each year, the faculty devotes the first meeting of Semester II to a discussion of the progress of each graduate student beyond the first year currently in the program (= 'the annual review of graduate students'). First-year students are evaluated separately in December and once again at this Semester II meeting. Fifth-year students are also evaluated in December to confirm their eligibility to be recommended for sixth-year funding.

a. In preparation for this meeting, the DGS collects the following data relating to each student:

- i. Record of course work (with attention to grades and to 'incompletes' that have not yet been rectified) and observations about the student's progress made by the other members of the faculty.
- ii. Record of requirements completed both *in toto* and since the last review (with attention to the pace at which the student is completing them).
- iii. Record of teaching evaluations, consisting of a statement of personal observation (when possible) and summary of student evaluations.

b. Presentation of Findings to Faculty

The DGS then presents a summary of the record of each student for discussion. Observations about the student's progress are solicited from the other members of the faculty.

c. Assignment of Standing

The faculty then consult with each other to assign academic standing to each student in terms of good, satisfactory, warning, or termination. The student's standing in the program is evaluated in accordance with the 'data' listed under A.1.a.i-iii. Of these, the most important criteria are i. (performance in courses) and ii. (fulfillment of degree requirements). Data will be considered in conjunction with observations by faculty members who have overseen the work of individual students in classes and exams.

2. At each monthly meeting, the Chair asks the DGS to report informally on graduate matters.

3. Examiners in the Greek and Latin translation exams report on the results of individual students regularly (i.e., after the September, January and May exams). Results of the Greek and Latin translation exams are to be reported to the students within two weeks of the completion of the exam. Individual faculty members also report to the DGS on the progress of students in their classes or with whom they have worked before the annual evaluation of the students, and after they pass their special field/authors, and oral exams.

B. REPORTS TO THE STUDENT REGARDING PROGRESS

1. Once per year following the annual review of graduate students (and twice per year for first-year students), the DGS will inform each student in writing of his/her progress and standing in the program.

2. Graduate students are encouraged to consult with the DGS informally at other times to become aware of their standing and be advised of their progress in the program.

SECTION FIVE
REQUIREMENTS FOR THE MA IN CLASSICS

Students seeking only an M.A. in Classics are not normally admitted to the graduate program (and never with University funding), but a terminal M.A. in Classics is an option for regularly-admitted graduate students who in the course of their studies decide or are advised not to pursue the PHD. The program will consist of a minimum of eight courses including at least two graduate seminars in Greek or Latin or Classics, and completion of a thesis (normally 60-90 pages in length) which shall be an original investigation of some literary, historical, archaeological or linguistic topic. A member of the department shall serve as advisor, with a reader who will normally be a department member or a joint, affiliated, or cooperating faculty member. Competence must be demonstrated in French or German.

Graduate students in cognate doctoral programs are encouraged to take a concurrent MA in Classics.

SECTION SIX
GRIEVANCE PROCEDURES

See the Graduate Student Handbook section on Grievance Procedures for a detailed description of these procedures.

SECTION SEVEN
PROCEDURE FOR AMENDING THIS HANDBOOK

This handbook will be amended, when needed, after discussion and faculty vote.

APPENDIX I
GRADUATE STUDENT REPRESENTATION IN THE CLASSICS DEPARTMENT

The following is a verbatim copy of the 'Graduate Student Constitution' that defines and governs those positions by which the graduate students represent themselves within and outside of the department.

- I. Representation within the Department.**
 - A. The Graduate Students in the Department of Classics shall represent themselves within the Department and to the Faculty through one Graduate Student Representative.
 - B. The Graduate Students in the Department of Classics shall represent their pedagogical interests within the Department through one Graduate Student Teaching Liaison.

- II. Representation outside the Department.**
 - A. The Graduate Students in the Department of Classics shall represent themselves outside the Department to the larger Graduate Student community and Brown University community through Graduate Student Council Representative(s), henceforth called "GSC Representative(s)." The number of representatives for the Classics Department shall be determined in accordance with the Graduate Student Council rules.
 - B. The Graduate Students in the Department of Classics shall represent their pedagogical interests outside the Department to the Sheridan Center for Teaching and Learning through the Sheridan Center Graduate Student Liaison, who shall be the same individual as the Graduate Student Teaching Liaison.

- III. Election.**
 - A. If more than one Graduate Student is willing to serve as a representative or liaison, the Graduate Students in the Classics Department shall hold an election, wherein the representative shall be chosen by simple majority vote.
 - B. The Graduate Student Representative shall be elected from the 3rd-year class, unless the body of Graduate Students decides by majority vote to suspend this requirement.
 - C. The GSC Representative shall be elected from the 2nd-year class, unless the body of Graduate Students decides by majority vote to suspend this requirement.
 - D. The Graduate Student Teaching Liaison shall be elected from among those Graduate Students who are in their 4th year or beyond and who have previously completed the Sheridan Center's Certificate I program, unless the body of Graduate Students decides by majority vote to suspend this requirement.
 - E. Elections shall take place no later than the 2nd week of the fall semester. If representation changes over the winter break, elections for the spring semester shall take place no later than the 2nd week of that semester.
 - F. The Graduate Student Representative from the spring semester shall be responsible for calling the election meeting of the fall semester.

IV. Term of Office.

- A. The Graduate Student Representative and the GSC Representative shall serve a term of at least one semester but no longer than two consecutive semesters.
- B. The Graduate Student Teaching Liaison shall serve a term of at least one year. (S)he may remain in office as long as (s)he desires and the Graduate Students are in favor of it.

V. Duties of the Graduate Student Representative.

A. To the Faculty.

- 1) The Graduate Student Representative shall attend the monthly meetings of the Brown Classics Faculty when necessary for the presentation of Graduate Student issues.
- 2) (S)he shall apprise the Department Chair of any issues of interest to the Graduate Students that should be added to the meeting agenda.
- 3) (S)he shall be willing to answer queries and requests of the Faculty directed to the Graduate Students.

B. To the Graduate Students.

- 1) The Graduate Student Representative shall make him/herself aware of Departmental issues of concern to the Graduate Students.
- 2) (S)he shall inform the Graduate Students of the transactions of any Faculty meetings (s)he attends in relation to Graduate Student matters in a timely manner.
- 3) (S)he shall coordinate a meeting between the Department Chair and the Graduate Students at least once per year and as needed.
- 4) (S)he shall have the ability to form committees made up of Graduate Students to address Departmental issues of specific or on-going concern.
- 5) If any student is unwilling to voice an issue of academic or Departmental interest directly to a Faculty member, the Graduate Student Representative shall voice the issue to an appropriate Faculty member.

VI. Duties of the GSC Representative.

- A. The GSC Representative shall represent the interests of the Classics Graduate Students at the monthly meetings of the Graduate Student Council (GSC).
- B. (S)he shall be aware of issues outside the Department of concern to the Graduate Students.
- C. (S)he shall inform the Graduate Students of the Classics Department of the transactions of the GSC meetings in a timely manner.
- D. (S)he shall be responsible for voicing extra-departmental issues that are of concern to the Classics Graduate Students to the Director of Graduate Studies and/or to the Administration of Brown Graduate School, as appropriate.

VII. Duties of the Graduate Student Teaching Liaison.

- A. The Graduate Student Teaching Liaison shall be aware of and keep the Graduate Students and the Department Faculty Teaching Coordinator informed about issues both within and outside the Department that affect student-teaching.
- B. The Graduate Student Teaching Liaison shall also serve as the Departmental Liaison to the Sheridan Center and report to the Graduate Students any teaching related programs or events that may be of interest.
- C. The Graduate Student Teaching Liaison shall coordinate a meeting each semester with the Faculty Teaching Coordinator and the current Teaching Fellows (TFs) prior to the deadline for book-orders.

VIII. Proxy.

- A. If the Graduate Representative is unable to attend a monthly meeting of the Faculty when such attendance is determined to be necessary, (s)he may appoint another Graduate Student to serve as proxy. The proxy shall then inform the Graduate Students of the transactions of the Faculty meeting in relation to Graduate Student matters .
- B. If the GSC Representative is unable to attend a monthly meeting of the Graduate Student Council, (s)he may appoint another Graduate Student to serve as proxy. The proxy shall inform the Graduate Students of the transactions of the GSC meeting.

APPENDIX II
A GUIDE FOR TAs AND TFs IN THE DEPARTMENT OF CLASSICS

1. Classes and the Curriculum:

ABC/NC and S/NC: The official grading system at Brown. Note that there are no pluses or minuses (no A-, no B+). There are also no Ds or Fs. If students fail a course, they get NC, which means that the course simply does not count. It does not show up on their official record and it does not count in their final GPA (=grade point average. A = 4, B = 3, C = 2; 4.0 is the best possible average). Students who do not wish to compete for a grade may take a course as S (satisfactory)/NC (no credit). In accordance with Brown University Faculty Rules, course instructors are requested to award an S with distinction to those students taking a course S/NC whose academic performance in the course is equivalent to an A. For more information on the grading system, visit <https://www.brown.edu/about/administration/registrar/course-enrollment/grades>

Academic Calendar: Make sure you enter all the important dates of the academic calendar in your syllabus. We are normally required to be on campus until the date when grades for our course(s) are due (72 hours after the scheduled date of the final exam). In the courses where no final exam is given there is flexibility, however, and your cooperating faculty member (see below for definition), if you are a TA, will let you know when you will be free to leave campus. <https://www.brown.edu/about/administration/registrar/academic-calendar>

Academic Code: This is the document that governs student conduct with regard to plagiarism, cheating, and similar violations of the norms of classroom conduct. <https://www.brown.edu/academics/college/degree/policies/academic-code>

Academic Standing: Brown undergraduate students are expected to complete four courses each semester, for a total of 32 courses over 4 years, and, with a few exceptions, must satisfactorily complete a minimum of 30 courses in 8 semesters. Students usually enroll in four courses in each semester but may elect to take three, four, or five courses. Registration for anything fewer than three courses ("workload reduction") requires special permission in consultation with a dean. RUE students are exempted from this policy. [Academic standing for graduate students is Good, Satisfactory, Warning, or Termination.](#)

Advanced Placement Credit (AP): It is possible to receive academic course credit on the basis of Advanced Placement (AP) examinations. The Department of Classics awards course credit for an AP score of 4 or 5, provided that the student pass with the grade of "B" or higher an advanced course for each AP score presented.

Audit: Students who audit classes attend and complete assignments. They do not get course credit but the AUD does show up on their official record. Auditors should ask the instructor for permission to use this option. Instructors are not obligated to allow auditors to stay in their class.

Banner: The electronic registration system at Brown, introduced for pre-registration in the spring semester of 2007. Students search the course catalogue, register for their courses and drop them online, class lists are updated as students move in and out.

Brown Curriculum (or the "New Curriculum" even though it is nearly 50 years old): Brown's undergraduate program (The College) is well known for having one of the most open and flexible curricula in the United States. Students currently have NO requirements

other than those necessary for their main field of study or concentration. In the interest of promoting a broad-based, liberal arts education, U.S. universities and colleges typically require undergraduates to take a certain number of courses in a range of fields covering the humanities, social sciences, sciences and math, and foreign languages. At Brown, only a few concentrations other than language and literature departments have a foreign language requirement.

Canvas: The electronic course management system used at Brown. Usually, there is a class webpage where students can access the syllabus, assignments, calendar, links to documents and websites, films, music, etc. For Canvas and other teaching technology training opportunities, please visit: <https://it.brown.edu/get-started/guides/faculty>

Concentration: A student's major field of study (e.g. French Studies, History, Engineering, Middle East Studies, Biology, Math, etc.). Most concentrations require students to complete at least nine courses in that department. Since Brown students typically take 32 courses during their four years here, that leaves them with a great deal of freedom and choice as they design their program of study. Brown offers two different types of four-year baccalaureate degrees: the Bachelor of Arts (A.B.) and the Bachelor of Science (Sc.B.). The degree awarded is determined by a student's chosen concentration program. Students have the option of completing two (or more) different concentrations during a regular four-year program. The concentration advisor for the Classics Department is Johanna Hanink (Johanna_Hanink@Brown.edu) and further information can be found at: <https://www.brown.edu/academics/classics/academics/undergraduate-program>

Cooperating Faculty Member: A cooperating faculty member is a professor to whose course a graduate student is assigned as a TA. Because a TAship is, in many cases, the first time a graduate student is involved in teaching a course, and because being a TA is often the only experience a graduate student has in teaching literature and culture courses before graduating, CFMs are encouraged to treat their TA(s) as teaching apprentices.

CFMs often ask TAs to:

1. grade papers
2. hold office hours
3. facilitate discussion sections
4. give a lecture or lectures
5. maintain the course website

TA(s) are expected to give their CFM regular feedback about all aspects of the course to which they are assigned. In turn, TAs hope that CFMs will teach them how to structure and run a course; how to design a syllabus, create assignments, evaluate student work, etc. They also hope that CFMs will give them regular feedback about their performance.

CPR (Course Performance Report): A form where instructors can write out a paragraph long evaluation of a student's work in their course. No references to grades or grade equivalents should be included in this evaluation. Students will frequently ask instructors to complete the CPR if they are using the S/NC option for the course, but some just like to have this document on file for every course that they take. Students are supposed to request the CPR long in advance of the end of the semester, but frequently wait until the final weeks or days. It might be beneficial to include the instructor's policy regarding CPR (as well as policies relating to recommendations, etc.) in the syllabus.

Credit(s): Each Brown course is usually worth one credit, although there are some courses which carry half or double credit. Students are required to achieve a passing

grade (credit) in a minimum of 30 courses, in order to graduate with a Bachelors (in arts, in sciences) degree, the standard college undergraduate degree. Approved study at another institution may be applied toward this requirement. A maximum of fifteen transfer courses and no more than four summer courses (at Brown or elsewhere) may count toward this requirement.

Drop/Add: The process used for changing courses. After one or a few visits to a class, students may decide to drop that class and add a different one. Deadlines (last to add a new course, last day to drop a course) can be found in the Registrar's Academic Calendar of deadlines: <https://www.brown.edu/about/administration/registrar/academic-calendar>

Department Undergraduate Group (DUG): The Classics DUG is an organization for Brown undergraduate students who are interested in the Classics. One of the major goals of the DUG is to facilitate interactions between students and professors, and to help students learn more about the department.

Exam excuses: The Dean of the College Office is solely responsible for determining whether a student's absence from a final examination is excused. If you wish to grant a student an exam excuse you may contact the appropriate Deans. <https://www.brown.edu/academics/college/support/faculty/final-exams/exam-excuses-and-incompletes>

Honors: Students may earn honors in each concentration by presenting a satisfactory thesis, for the preparation of which they will ordinarily enroll in the relevant 1990 courses; these courses may not be used to satisfy the standard requirements for a concentration. In order to qualify for honors in Classics, students must maintain an overall "A" average in the concentration. <https://www.brown.edu/academics/classics/academics/undergraduate-program>

INC: In exceptional circumstances, a course may be left incomplete (except for a regularly scheduled final examination). Details regarding the assignment and completion of INC grades should be reviewed on the Registrar website.

Learning Disabilities: A student who has been diagnosed with one or more learning disabilities and requests extra time or special conditions for exams, papers, etc. should present documentation from the deans in the Office of the Dean of the College. You should not make special arrangements for students with learning disabilities without official verification. For information regarding supporting students with disabilities please email SEAS@brown.edu

Letter of Recommendation: Students may ask you to write them letters of recommendation to support their applications for 1) study abroad, 2) to become Meiklejohn fellows at Brown, 3) for their permanent dossier that they will send out when applying for jobs or to graduate schools, 4) other. Make your policy regarding letters of recommendation and the time you require to write them known to students, in advance.

PLME (Program in Liberal Medical Education): Special 8 year program whereby Brown admits first-year students to the College and to the Medical School. PLME students complete an undergraduate degree (in virtually any concentration) and then stay at Brown for the four years of their medical education.

Resumed Undergraduate Education Program (RUE): A small number of students who have been out of high school for six years or more but who have not yet completed a four-year bachelor's degree are admitted to Brown through the Resumed Undergraduate Education Program (RUE).

Requirement/Required Course: The courses that students **MUST** take in order to complete their program of study or concentration at Brown.

RISD (Rhode Island School of Design): The well-known school of arts and architecture located nearby Brown on Benefit St. RISD students can take Brown courses and vice versa, but the academic year calendars for the two schools do not match exactly. RISD students taking your courses are expected to respect the Brown course calendar.

S/NC (Satisfactory/No Credit): A student may choose the S/NC or Pass/Fail option, instead of the ABC/NC option.

Teaching Fellow Mentor:

Whereas Faculty Mentors are expected to help graduate students navigate their way through the academic requirements as described in the graduate student handbook, the TF mentor helps the students with pedagogical matters relating to courses which the students teach independently as Teaching Fellows.*

The TF mentor's role in such circumstances will normally include:

1. discussing and approving the selection of a textbook, commentary, etc. for each of the student's TF courses;
2. approving the final syllabus of each of the student's TF courses;
3. encouraging the students' Faculty Mentor to observe the student's TF courses at least once during the semester and afterwards discussing the student's performance (and, on occasion, observing the TF's courses in the role of TF Mentor).

Graduate students may also find it useful to discuss with the TF Mentor, as well as with their Faculty Mentor and their fellow students, various aspects of the courses they teach, for example, how best to assess student progress, what reasonable expectations are for students at different levels, how best to deal with students who are having difficulties, etc.

*While a graduate student is a TA for a professor's course, the CFM fulfills the mentor's role in observing and providing feedback relating to the TA's performance in that course.

Textbook orders: There are several options for ordering textbooks and course pack materials and requesting desk copies. Please observe the deadlines for ordering: by **April 1 for Semester I** and **September 15 for Semester II**. You may find useful information about online textbook browsing and complete the textbook order form online at: <https://www.brown.edu/campus-life/support/bookstore/textbooks/faculty-information>

Transfer Student: A new Brown student who began his or her university level work at another college or university and then decided to apply to Brown. Students can typically apply to have the courses that they completed at the other school count toward their Brown degree.

Vagabond: Students who sit in on courses without officially registering, either for credit or as auditors, are called vagabonds. "Vagabonding" is the process of sitting in without official status. It is common NOT to allow vagabonding in language classes.

2. Administration , Academic Services and Support:

President: Christina Paxson is the 19th president of Brown University. (PhD., Economics, Columbia University).

Provost: Currently Richard Locke (Political Science and International and Public Affairs). Responsible for ensuring academic excellence and sound budgetary practices across the full range of programs in academic departments, research centers, and interdisciplinary institutes, and for overseeing the operations of the College, Graduate School, Warren Alpert Medical School, School of Public Health and School of Professional Studies.

Dean of the Faculty: Currently Kevin McLaughlin (English). Directly responsible for the recruitment, retention, and development of University faculty.

Dean of the Graduate School: Currently Andrew Campbell (Medicine). The Dean responsible for all academic matters related to graduate students and graduate studies, including admissions, curricula, requirements, dissertations fellowships, etc. For more information, visit <https://www.brown.edu/academics/gradschool/>

Dean of the College: Currently Rashid Zia (Engineering and Physics). Responsible for all academic and curricular matters pertaining to the undergraduate "College" at Brown (often referred to as BTC, which stands for "Brown The College"). Your students, whether they study math and sciences or arts and letters, are enrolled in the College.

Dean of the College Office: There are a number of Associate and Assistant Deans working in this office. Each of them holds open, walk-in office hours every week, and each specializes in certain areas (first year and sophomore studies, learning disabilities, independent concentrations, academic code, etc.). All of them can handle initial contacts and make sure that students are referred to the right place. Call 3-9800 to find out which Dean handles each specific issue and about office hours. You may also visit http://brown.edu/Administration/Dean_of_the_College/people/open_hours.php

Student and Employee Accessibility Services (SEAS) coordinates and facilitates services for Students (including Graduate Students and Postdoctoral trainees), Faculty, Staff and Visitors with physical, psychological, and learning disabilities. <https://www.brown.edu/campus-life/support/accessibility-services/>

Student Support Services The Student Support Services staff is available to assist students with a wide range of issues and concerns that might arise during their time at Brown. The Student Support Services Deans provide 24-hour crisis services for undergraduate, graduate, and medical students with personal or family emergencies, and are available by appointment to consult with individual students about their personal questions/concerns, thus allowing students to succeed and thrive in their academic pursuits. <https://www.brown.edu/offices/student-support/student-support-services>
For specific support of graduate students in regard to non-academic issues, see: <https://www.brown.edu/academics/gradschool/living-resources>

3. Places/Services:

Academic Support Services: A tutoring and help center for undergraduates. Students who are having academic difficulties in your classes can be referred to this center (<https://www.brown.edu/academics/college/support/academic/>) for tutoring or, for academic or other problems, to the office of the Dean of the College.

CareerLAB: Provides advising, program and resources for undergraduates and graduate students. <https://www.brown.edu/campus-life/support/careerlab/>

Center for Language Studies: Umbrella unit for all language faculty at Brown. Organizes workshops, lectures, and conferences relevant to language teaching and learning; sponsors the Theory and Methods of Foreign Language Teaching and Learning

seminar (2900); cosponsors the Sheridan/LRC/CLS certificate in Language and Culture Teaching and Technology.

Counseling and Psychological Services (CAPS): CAPS provides a range of mental health services to the Brown community, including individual counseling, medication management, skills workshops, referral services, mental health assessment, trainings and consultation for faculty and staff, crisis stabilization, after hours assessment and urgent care, outreach programming, and support groups.

<https://www.brown.edu/campus-life/support/counseling-and-psychological-services/>

Health Services: Provides basic medical care for Brown students and may provide notes documenting that students were seen by them. Medical excuses of this type do not necessarily excuse a student in all cases. Please check departmental policies with your supervisor or refer to appropriate Dean.

Instructional Technology Group (ITG): The Instructional Technology Group supports teaching and learning at Brown through researching and promoting new technologies and providing consultation on effective pedagogical practices. They will provide help, in the form of workshops and tutorials, with regard to designing Canvas pages. <http://www.brown.edu/cis/services/academic/itg/>

Media Services: Media Services provides curricular and event support for faculty, staff and students, including technology and training for over 150 classrooms and lecture halls on campus. Members of the Brown community can reserve equipment online.

<http://dl.lib.brown.edu/mso/requestform.php>

Sheridan Center (for Teaching and Learning): Provides valuable training and teaching certification for graduate students. Here is a link to their [Teaching and Learning Resources page](#).

APPENDIX III

GRADUATE READING LIST FOR QUALIFYING TRANSLATION EXAMINATIONS (REVISED 10/2012)

GREEK

- Aeschines 3 (*Against Ctesiphon*)
Aeschylus *Oresteia*
Apollonius *Argonautica* 1.1-22; 3 (all)
Archaic Poetry (Elegy, Iambic, Lyric) as in D. A. Campbell, *Greek Lyric Poetry. A Selection* (2003 ed.)
Aristophanes *Acharnians, Clouds, Frogs*
Aristotle *Poetics; Nicomachean Ethics* 1; *Politics* 1
Callimachus *Hymns* 2 (*Apollo*) and 5 (*Bath of Pallas*); *Aetia* frs. 1-2 and 67-75 Pfeiffer
= frs. 1-3 and 166-74 Massimilla
Demosthenes 1 (*Olynthiacs* 1), 18 (*On the Crown*)
Dio Chrysostom *Discourse* 7 ("the Euboean")
Epigrams as in Hopkinson, *A Hellenistic Anthology* (Cambridge 1988) 68-79
Euripides *Medea, Ion, Bacchae*
Gorgias 11 (*Helen*)
Gregory of Nazianzus *Or.* 43 = *Funeral Oration on Basil* (1-2, 19-22, 78-82);
Carm. 1.2.14
Heliiodorus *Ethiopian Tale* 3.1-5
Herodotus Books 1; 3.27-117; 7.
Hesiod *Theogony* 1-264, 404-885; *Works And Days* 1-404
Homer *Iliad* 1, 5-6, 9, 16-24; *Odyssey* 1, 5, 6-13, 19, 22-23
Hom. Hymns 2 (*Demeter*), 5 (*Aphrodite*)
Isocrates *Panegyricus*
Lucian and [Lucian] *On His Dream or Life of Lucian; Erotes*
Lysias 1 (*On the Murder of Eratosthenes*), 12 (*Against Eratosthenes*)
Menander *Dyscolus*
Moschus *Europa*
New Testament *Gospel according to John*
Pindar *Olympians* 1, 2, 7; *Pythians* 1, 8; *Nemean* 1; *Isthmian* 6
Plato *Apology, Symposium, Phaedrus, Republic* Book 10
Plutarch *Lives: Demosthenes-Cicero* (including synkrisis); *De audiendis poetis*
(*Moralia* 14d-37b)
Polybius Book 6
Sophocles *Antigone, Oedipus Rex, Ajax*
Theocritus *Idylls* 1, 2, 4, 7, 11
Thucydides Books 1-3.87; 5.1-26; 6-7
Xenophon *Apology, Anabasis* 1

LATIN

Apuleius	<i>Metamorphoses</i> Books 1, 4.28-6.24 (Cupid and Psyche)
Augustine	<i>Confessiones</i> , 1
Caesar	<i>B.C.</i> Book 1
Cato	<i>De Agri Cultura</i> praefatio, 1-5, 141-3, 156-7 Peter (as in Courtney, <i>Archaic Latin Prose</i> , pp. 41-49 plus commentary); <i>Origines</i> 83, 95 (<i>pro Rodiensibus</i>) Peter (as in Courtney, <i>ALP</i> , pp.74-82.)
Catullus	1-14, 16, 22-24, 28, 31-33, 35-39, 42, 43, 45, 46, 49-51, 53, 56, 58, 60-70, 72, 75, 76, 79, 81, 83, 85-87, 92, 95, 96, 99, 101, 104, 107, 109, 113, 116
Cicero	<i>In Verrem</i> 2.4; <i>De Imperio Cn. Pompeii</i> (= <i>Pro Lege Manilia</i>); <i>In Catilinam</i> 1, 3; <i>Philippic</i> 2, <i>De Oratore</i> 1.1-159; <i>Brutus</i> ; <i>De Re Publica</i> 6; <i>De Officiis</i> 1.1-60; selected letters (as in Shackleton Bailey school edition)
Claudian	<i>De raptu Proserpinae</i> preface, Book 1
Ennius	<i>Annales</i> 34-50, 72-91, 268-86 (ed. Skutsch)
Horace	<i>Odes</i> Books 1-3; <i>Satires</i> 1.1, 4, 5, 10; <i>Ars Poetica</i>
Jerome	<i>Epistulae</i> 22
Juvenal	<i>Satires</i> 1, 2, 3, 6.1-160, 10
Livy	Books 1, 5, 21, 22
Lucan	<i>Bellum Civile</i> 1.1-66, 2 (all)
Lucretius	<i>De Rerum Natura</i> Bk. 1.1-154, 921-950; Bk. 2.1-332; Bk. 3.1-93, 830-1094; Bk. 4.26-229, 1058-1191; Bk. 5.1-109, 772-1090; Bk. 6.1-91, 1138-1286
Martial	<i>Liber de Spect.</i> 1-2, 9(7), 15(13), 20(17); <i>Epigrammata</i> : Bk. 1.
Ovid	<i>Amores</i> 1; <i>Ars Amatoria</i> 1.1-40, 263-350; <i>Tristia</i> 4.10; <i>Metamorphoses</i> 1 and 8, 15.745-879; <i>Fasti</i> 1
Persius	<i>Satire</i> 1
Petronius	<i>Satyrica</i> 26.7-78.8 (' <i>Cena Trimachionis</i> ')
Plautus	<i>Amphitruo</i> , <i>Menaechmi</i>
Pliny (Younger)	<i>Epistulae</i> 1.1-8; 2.1; 3.5, 7, 16, 21; 4.14; 5.8; 6.16, 20; 7.17, 27, 33; 8.20; 9.6, 7, 10, 33, 36-40; 10.96-97
Propertius	1 (all); 2.1; 3.1-5, 24-25; 4.4
Quintilian	<i>Institutio Oratoria</i> Book 10.1
Sallust	<i>Bellum Catilinae</i>
Seneca	<i>De Ira</i> Book 1; <i>Epistulae Morales</i> 7, 12, 47, 51, 56, 86, 114, 122; <i>Phaedra</i>
Statius	<i>Thebaid</i> 9; <i>Silvae</i> 1.1, 2.7
Suetonius	<i>Life of Claudius</i>
Tacitus	<i>Agricola</i> ; <i>Dialogus</i> ; <i>Historiae</i> Book 1; <i>Annales</i> Books 1 and 4
Terence	<i>Eunuchus</i>
Tibullus	1.1, 3, 4, 6, 7, 9
Vergil	<i>Eclogues</i> (all), <i>Georgics</i> (all), <i>Aeneid</i> 1-4, 6, 12

Appendix IV PhD CLASSICS Program CHECKLIST

Name: _____ **Entry Year:** _____

Mentor: _____

Pre-Orals Requirements:

Done	Requirement	Deadline	Date/Method Completed	Notes / Grade (If Applicable)
	Pro-Seminar	Normally Sem 1, Year 1		
	Translation exam - Greek	May Year 2 (end of sem 4)		
	Translation exam - Latin	May Year 2 (end of sem 4)		
	Ancient History – Greek (by course or exam)	May Year 2		
	Ancient History – Roman (by course or exam)	May Year 2		
	Modern Language I Examination - German	Sept Year 3		
	Modern Language II Exam. – French or Italian	Sept Year 3		
	Prose Composition, Greek (by course or exam)	Sept Year 3		
	Prose Composition, Latin (by course or exam)	Sept Year 3		
	Archaeology (by course, exam, or approved summer program)	Before orals		
	Grad Seminar #1 - Greek	Before orals		
	Grad Seminar #2 - Greek	Before orals		
	Grad Seminar #3 - Latin	Before orals		
	Grad Seminar #4 - Latin	Before orals		
	Graduate seminar #5	Before orals		
	Graduate seminar #6	Before orals		
	Teaching Requirement TA or TF	Before orals		
	Teaching Requirement TF	Before orals		
	Special Author/Field - Greek	After Translation Exams and Before orals		
	Special Author/Field - Latin	After Translation Exams and Before orals		

Name: _____ Entry Year: _____

Mentor: _____

Final Requirements:

	Oral Examination	May Year 4	Date of Pass: Examiners Greek: Latin: Time Keeper: Additional Notes:
	Dissertation Prospectus	3 Months after Orals	Prepared: Presented:
	Dissertation Defense	Ideally by End of Year 5; Normally by End of Year 6 Within 5 years of Candidacy	Director: Readers: Title: Defense Date: Degree Year: