

## USC Classics Department Graduate Student Handbook

The USC Department of Classics aims to make Greek and Roman antiquity continually new and applicable to contemporary concerns. We structure our investigation of classical literature and culture around a set of shared themes, including ethical inquiry; political and legal theory; performance; community and identity; the organization of space, movement, and experience; and the diversity of the classical heritage. While mastering core texts of Greek and Latin literature and core periods of ancient history, students pursue thematic connections with cultures distinct from Greece and Rome in space or time.

The Classics faculty includes specialists in all periods of Greek and Roman literature, in material culture of the ancient Mediterranean and Near East, ancient ethics, Greek and Roman law, the history of rhetoric, and literary, political, and social theory. Study of Classics at USC is enriched by strong ties with other departments and schools at USC, the Getty Center and Villa, and neighboring colleges and universities.

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<https://dornsife.usc.edu/clas/>

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## **1. INTRODUCTION**

### **1.1 Welcome**

Welcome to the University of Southern California's Classics Department! We hope your time with us will be enjoyable and profitable. This handbook has been designed to provide an easy reference for departmental policies and procedures as well as suggestions for making the most of your graduate studies.

### **1.2 The Graduate Program in Classics**

The Classics Graduate program emphasizes a mastery of Greek and Latin, a thorough knowledge of the history and criticism of Greek and Latin literature, and a supplementary knowledge of ancient history and such ancillary disciplines as material and visual culture, linguistics, philosophy, gender studies, and literary theory. The focus throughout is upon the central issues of contemporary classical scholarship. Interdisciplinary approaches are encouraged, and students are expected to include courses from other departments and to develop their own research interests within the structure of the program. All students admitted into the Ph.D. program will be expected to do some teaching as part of their training. The graduate program in Classics offers both the M.A. and Ph.D. degrees.

### **1.3 Meet the Faculty**

#### **1.3.1 Core Faculty**

The following faculty members hold appointments in Classics.

**Afroditi Angelopoulou's** current research focuses on Greek Tragedy, where she evaluates the role of embodied experience in the construction of dramatic narratives, and in the generation and communication of emotional meaning in dramatic performances. Beyond Attic drama, her research interests include Homeric epic, lyric, Hellenistic literature and Greek philosophy, especially ethics and aesthetics. She is also interested in the cultural and intellectual history of the senses in literary sources, and in particular in the status of sensory experience in Plato's writings. Her second project will focus on the sociology, ethics and aesthetics of the sense of taste in the Platonic corpus.

**Anthony James Boyle's** primary area of research is Roman literature of the late Republic and early Empire. His graduate seminars address particular authors, or genres, or the Latin literary system as a whole, emphasizing the semiotic interplay between text and text and text and culture. He is the author or editor of twenty-seven books on Roman literature with especial concentration on Virgil, Ovid and Seneca; his edition of Seneca's *Hercules* for Oxford University Press will be published in 2023. Professor Boyle is the founding and present editor of the journal, *Ramus*, which celebrated its 50th anniversary in 2021.

**Brandon Bourgeois'** primary research interests concern the Roman political tradition from the Republic to late antiquity/early Byzantium, and include law, political and institutional history, and rhetoric and communication. He also maintains interests in topics pertaining to ancient Mediterranean religion and classical reception, particularly the reception of classical antiquity among members and communities of the African diaspora. His current book project surveys and analyses the political history of Roman imperial accessions. The project maps the gradual shifts in the emperorship's electoral base and ultimately attempts to answer the questions: How did emperors introduce themselves to their subjects and obtain their consent? What were the rhetorical tools of legitimation beyond brute force?

Brandon is the founder and creative director of "The Hype4Homer Project." The Project translates and adapts ancient Greek epic and lyric poetry from its original language into musical audiobooks and live



performance-pieces using the linguistic, cultural, and artistic idioms of contemporary Hip Hop and R&B. The project, while deeply informed by scholarship, offers entertainment in order to advocate for the wider and more inclusive engagement of the general public with the classical world. Currently, the Project is staging performance art adapted from, *inter alia*, its first full-length work-in-progress: an unabridged translation of Homer's *Iliad* into the world's first Hip-Hop audio book—*The Trilliad*.

**Frederic Clark** is a cultural and intellectual historian who specializes in the afterlife of classical antiquity in medieval and early modern Europe. His research examines how the reception of the ancient past has informed—and continues to inform—practices of humanistic scholarship. He is currently at work on two books. The first, under contract with University of Chicago Press, is titled *Dividing Time: The Invention of Historical Periods in Early Modern Europe*. It surveys how early modern scholars constructed the tripartite division of historical time into antiquity, the Middle Ages, and modernity. The second (under contract with Oxford University Press) traces the reception of Dares Phrygius' spurious history of the Trojan War, and is titled *The First Pagan Historian: The Fortunes of a Fraud from Antiquity to the Enlightenment*.

**Vincent Farenga** holds a joint appointment in Classics and Comparative Literature. He has written on citizenship, social justice, and concepts of selfhood in archaic - classical Greece and in contemporary ideologies of justice and citizenship (*Citizen and Self in Ancient Greece: individuals Performing Justice and the Law*, 2006). His current project, a monograph with the working title: "Testimony and Authority: How to Speak the Truth in Archaic and Classical Greece," concerns the epistemological transformation of knowledge production in archaic – classical Greece, with a special focus on how the roles of witnessing and the communication of "testimonial knowledge" were instrumental in the development of early philosophy, tragedy, historiography, and rhetoric. (This study in part uses a cognitive approach to explore the eyewitness' role in the ways tragic and historiographical texts represent the experience of trauma.) Other interests include Alexander III of Macedon and political/moral leadership in democratic Athens and Republican Rome.

**Christelle Fischer-Bovet** specializes in the social and cultural history of the Eastern Mediterranean from Alexander the Great to the Romans (4th c. BC-1st c. AD), with a special interest in Greco-Roman Egypt. Her book *Army and Society in Ptolemaic Egypt* (Cambridge 2014) combines documentary evidence (papyri, inscriptions) with social theory to examine the army in Hellenistic Egypt as a vehicle for land distribution, a provider of group solidarity, and a place of interaction between Greek and Egyptian cultures. She has also written articles on the role of ethnicity in the institutions of the new Hellenistic states and co-edited *Comparing the Ptolemaic and Seleucid Empires: Interaction, Communication and Resistance*, with S. von Reden (Cambridge 2021). She is preparing a new book called *The Ptolemaic Empire* for Oxford University Press. Her research and teaching interests focus on state formation and imperialism, military history, ethnicity and integration in multicultural societies, institutions and the economy, papyrology and Greek epigraphy, and ancient historiography.

**Lucas Herchenroeder** received his MA in Classics from the University of Maryland, College Park in 2003 and his PhD, in Classics, from the University of Southern California in 2010. His research concentrates on late classical and Hellenistic literature and intellectual history, with emphasis on topics in the study of historiography, ancient antiquarian thought and scholastic culture, and the history of science. He has published essays on Plutarch's *Gryllus* and on the history of historical thought in antiquity, and is currently writing a book which examines the development of historical writing in the Hellenistic world in relation to general growth in the culture of science in the period.

**Susan Lape's** interests focus on comedy, democracy, law, religion, and various theoretical approaches to questions of social identity and cognition in classical texts. She teaches courses on Greek history, law, democracy, comedy and tragedy, and mythology. She has been Professor of Classics since 2011. Her publications include *Reproducing Athens: Menander's Comedy, Democratic Culture, and the Hellenistic*

*City* (Princeton 2004) and *Race and Citizen Identity in the Classical Athenian Democracy* (Cambridge 2010)

**Stefano Rebggiani** studied Classics at the Sapienza University of Rome and at the Scuola Normale Superiore in Pisa. He went back to the Sapienza for his PhD, and was Visiting Student at Gonville and Caius College, Cambridge, in 2010-11. His main interests lie in the field of Roman literature and culture, with particular attention to epic poetry and its interactions with the political and social contexts of imperial Rome. He is also interested in Lucretius and in the political culture of the late Roman Republic and early Empire (as reflected both in literature and in the monumental record). His first book (*The fragility of power: Statius, Domitian and the politics of the Thebaid*, OUP 2018) reassesses the politics of Statius' *Thebaid* and provides a new interpretation of Statius' engagement with Domitian's ideology. His second book project, entitled *Tragic History: Virgil's Aeneid and the Roman Republic* offers a detailed study of Virgil's interaction with texts, monuments and narratives of republican Rome. The book seeks to shed new light on the ideological agenda behind Virgil's tendentious reconstruction of Rome's republican past, but also tries to illuminate the dynamics (and artistic goals) behind Virgil's peculiar use of historiographical materials. He is preparing a commentary on *Aeneid 3* for the Fondazione Lorenzo Valla and is editing a volume on Hellenistic Pergamon and its influence on Roman culture.

**Daniel Richter** specializes in the cultural and intellectual history of the post-classical period, in particular, the Second Sophistic. His first book, *Cosmopolis: Imagining Community in Late Classical Athens and the Early Roman Empire* (Oxford University Press 2011) described the ways in which intellectuals of the Second Sophistic used late-classical Athenian ideas about culture, ethnicity, and empire to imagine and describe the cosmopolitan intellectual culture of the early Roman Empire. Professor Richter is presently working on a monograph about genealogical practice and discourse in the early imperial period. He also the co-editor of the forthcoming *Oxford Handbook to the Second Sophistic*. Professor Richter's graduate seminars tend to focus on the literature and literary culture of the post-classical period to the Second Sophistic.

**Alexandre Roberts** is a Byzantinist, Graeco-Arabist, and intellectual historian specializing in Byzantine and medieval Middle Eastern scholars and their engagement with ancient intellectual traditions. His current work focuses on chemistry and its consequences in the Eastern Mediterranean and Islamic world—a project that investigates technical treatises of the sort typically called alchemical, as well as philosophical, theological, and legal sources and the Greek and Arabic manuscripts that contain them. His first book, *Reason and Revelation in Byzantine Antioch* (University of California Press, 2020), was on the eleventh-century Arabic-speaking, Byzantine-Christian scholar Abdallah ibn al-Fadl of Antioch as a window onto the engagement with ancient Greek, Byzantine, and Islamicate thought that took place in and around Antioch-on-the-Orontes during the pivotal century of Byzantine rule over Northern Syria.

**Ann Marie Yasin** specializes in Roman, late Roman, and early Byzantine material culture and history of architecture. She holds a joint appointment in the Departments of Art History and Classics. She is currently serving as Chair of the Classics Department (2020-2023) and interim Director of Graduate Studies (Fall 2022). Much of her work focuses on social and political dimensions of architecture and artifacts, including her first book, *Saints and Church Spaces in the Late Antique Mediterranean: Architecture, Cult, and Community* (Cambridge University Press, 2009) and more recent studies on memory and sacred landscapes, materiality and perception of devotional graffiti, and the collection and handling of sacred relics. Her current book project, *Rebuilding Histories: Architectural Temporality from Augustus to Justinian* is under contract with Cambridge University Press. She is a member of the Editorial Board of *Classical Antiquity* and Associate Editor and Exhibition Reviews Editor of *Studies in Late Antiquity*. At USC she also serves on the advisory boards of the Interdisciplinary Archaeology Major, the Visual Studies Graduate Certificate.

### 1.3.2 Adjunct Faculty

**Claudia Moatti** studies the Roman State through two approaches: one concerns the intellectual debates on politics at the end of the Republic (*The Birth of Critical Spirit*, CUP, 2015), and the notion of *res publica*, on which she recently published a book, and the other the administrative capacity of the state to control people and territories. She first focused on the developments of the Roman archives, and then on the control of human mobility and the identification of persons in the Roman Empire. This work on mobility is a part of two comparative programs she has been and is still directing in Europe, on the Control of Human Mobility in the Mediterranean from Ancient Times to Early Modern Times, and on the Experience of Mobility Across Time. She is currently writing a book on Mobility, Migration and the Law in the Roman World.

### 1.3.3 Faculty with Related Interests

**David Albertson** (Religion): medieval and early modern Christianity in Europe with an emphasis on interdisciplinary intellectual history.

**Lisa Bitel** (History, Gender Studies, Religion): social, cultural, and religious history of medieval Europe.

**Cavan Concannon** (Religion): New Testament, Early Christianity, Pauline Studies, Historical Jesus, Greek and Roman Archaeology, Theory and Method in the Study of Religion, Continental Philosophy

**Jason Glenn** (History): political, religious, and intellectual culture of the Early Middle Ages (5th through 12th century.), in particular Frankish (and French) political history and historiography

**Lawrence Green** (English): Renaissance rhetoric and linguistics; reception of Aristotle

**Heather James** (English and Comparative Literature): literature and culture of the English Renaissance. Her literary interests also include Latin poetry, Italian and French literature, genre studies (especially drama, lyric, epic, and pastoral), and the culture of classical transmission

**Ed McCann** (Philosophy): interests include Plato, early modern philosophy

**Maya Maskariniec** (History): late antique and early medieval Europe and the Mediterranean with an emphasis on the city of Rome as an interlocutor across geographical, cultural and chronological divides; urban history, hagiography and historiography, and the afterlife of Rome's Christian and classical heritage

**James McHugh** (Religion): material culture of religions and the role of the senses in religion; Sanskrit language and sources

**Natania Meeker** (French and Comparative Literature): interests include feminist philosophy, development and reception of Epicureanism in France

**John Pollini** (Art History, History): Professor Pollini's research is concerned with methodologies of classical art and archaeology, ancient history, classical philology, epigraphy and numismatics. His other scholarly research interests include ancient religion, mythology, narratology, rhetoric and propaganda.

**Jay Rubenstein** (History) is a medieval historian who specializes in the cultural and intellectual worlds of the High Middle Ages, particularly England, France, and the Crusades. His first book, *Guibert of Nogent: Portrait of a Medieval Mind*, was an intellectual biography of a French monk, theologian, and historian, who also wrote the first autobiography in the history of medieval Europe. His two more recent books, *Armies of Heaven: The First Crusade and the Quest for Apocalypse* and *Nebuchadnezzar's Dream:*

*Crusades, Apocalyptic Prophecy, and the End of History*, examine the military, historical, and prophetic legacy of the crusade movement. At USC, he will teach classes on the crusades, prophecy, heresy, and monastic thought that will, whenever possible, integrate the study of manuscripts and medieval Latin.

**Lynn Swartz Dodd** teaches archaeology courses in the School of Religion and is the curator of the Archaeological Research Collection, located in the Ahmanson Center for Biology (ACB) West Tower Room 335. Her research centers on ancient innovation and social change with a particular interest on the interaction of technology, communication and ritual in the Ancient Near East and Egypt. She also investigates the uses of the past in ancient and modern societies, especially in connection to processes of social change.

**Ralph Wedgwood** (Philosophy): ethics and epistemology, including ancient approaches

#### 1.3.4. Emeritus faculty

**Jane Cody** (Associate Dean of Academic Programs, USC Dornsife): Associate Professor of Classics, Emerita. Interests include Roman comedy; numismatics.

**Greg Thalmann's** research interests are in Greek poetry, especially epic and drama. He has used anthropological and other theories, to study the ways in which performances of the Homeric epics were the occasion for the convergence of class and gender discourses and the role of these texts within the context of contemporary social and political changes. His recent book, *Apollonius of Rhodes and the Spaces of Hellenism*, makes use of spatial theory from the social sciences to Apollonius's *Argonautika* as an imaginative projection of questions about cultural identity that Greeks in Alexandria faced in the wake of Alexander's conquests. His book *Theocritus: Space, Absence, and Desire*, will be published by Oxford University Press in December, 2022.

#### In Memoriam

**Thomas Habinek** †: Thomas Habinek's areas of interest included Latin literature and Roman culture, ancient rhetoric, Stoicism (especially Stoic physics), and the politics of literary and cultural production. In recent years he began to examine the relationship between scientific and other models of mind in classical antiquity and later periods, with special attention to issues of imitation. His many publications include *The Politics of Latin Literature* (Princeton 1998), *The World of Roman Song* (Hopkins 2005), and *Cicero on Living and Dying Well* (Penguin 2011). He was co-writing a book on Stoicism and the Arts from antiquity through the modern era. Thomas Habinek was the Inaugural Director of the USC Society of Fellows in the Humanities (2016-2018) and was also Dean's Professor of Classics when he passed away in 2019.



#### **1.4 Lectures and Colloquia**

Each year, the Classics Department sponsors several lectures and/or seminars by scholars visiting the campus. Such presentations allow faculty and students to exchange ideas about current research in classics. Participation is an important element of graduate training. Recent visitors have included William Harris (Columbia), Edith Hall (London), John Hamilton (Harvard), Maria Mavroudi (Berkeley), and Jean-Luc Fournet (Paris). The department also encourages students to take advantage of special events at neighboring institutions such as UCLA, the Claremont Colleges, and the Getty Villa.

#### **1.5 Professional Development**

The department and university seek to help students prepare for academic careers by offering a variety of professionalism workshops on topics such as applying for grants, navigating the publication process and preparing for the academic job market. Students presenting papers at academic conferences or lectures for job interviews regularly benefit from doing a "dry run" of the talk in the department, and the faculty is pleased to serve as mock interviewers for students who are preparing for job interviews. Talk with the Graduate Advisor if you would like to arrange to present a talk or set up a mock interview in the department.

In addition, students are encouraged to take advantage of resources and programs beyond USC that further develop their experience and expertise in the field. Among recent examples of opportunities that our students have pursued are: archaeological survey and fieldwork in the Mediterranean, the summer seminars at the Center for Hellenic Studies in Washington D.C. and the Center for Epigraphical and Paleographical Studies at Ohio State University, the Academic Year Program at the American School in Athens, dissertation research at the American Academy in Rome, and training at the Center for the Study of Ancient Law (CEDANT) at the University of Pavia.

As a graduate student, it is also a good idea to join the Society for Classical Studies (SCS) as well as other scholarly associations relevant to your interests, such as the Archaeological Institute of America (AIA), or the Byzantine Studies Association of North America (BSANA). These organizations have reduced membership fees for students, and membership generally entitles you to receive the organization's flagship scholarly journal, news updates about the field and upcoming opportunities, job listings, and reduced conference registration rates. Going to the annual SCS/AIA convention can be a rewarding experience even if you are not giving a paper or job hunting that year. Check out the organizations' individual websites for additional details—e.g. <https://classicalstudies.org>; [www.archaeological.org](http://www.archaeological.org).

Association of Ancient Historians (<http://associationofancienthistorians.org>) and Classical Association of the Middle West and South (<https://camws.org>) the latter includes free access to Loeb online (also at USC).

#### **Mailing-lists:**

- BMCR review (subscribe at the bottom: <https://bmcr.brynmawr.edu>)
- CJ online (subscribe at <https://cj.camws.org/reviews.php>)
- CLASSICISTS mailing-list (subscribe at <http://listserv.liv.ac.uk/cgi-bin/wa?A0=CLASSICISTS>)

## **2. ADMINISTRATION AND FACILITIES**

### **2.1 Current Administration and Staff (2020-present)**

Department Chair: Ann Marie Yasin  
Director of Graduate Studies: Christelle Fischer-Bovet  
Director of Undergraduate Studies: Lucas Herchenroeder  
Department Administrator: Ryan Prijic

## 2.2 Office Space

The Classics Department is located in PED 130 & 132. Each faculty member and graduate student has a mailbox in the reception area. Graduate teaching assistants and assistant lecturers in the Department of Classics are assigned shared office space in PED 130U. Graduate students in their first and second year of fellowship are assigned shared office space in PED 130M. When possible, desk space is allotted to other Classics graduate students. Office space is reassigned as necessary, usually before the beginning of each fall semester.

## 2.3 Computers and E-Mail Account

The Classics Department has two computers in PED 130. Email, internet, and various classical resources including TLG, TLL, *L'Annee Philologique* and other electronic databases can be accessed using these computers. There are also several computing centers located around campus which may be used by anyone who carries a current USC identification card.

As a new student you will need to sign up for a USC email account. You are strongly encouraged to check your USC email account on a regular basis, as it is the standard means of communication between various sectors of the administration and graduate students. All e-mail messages from the Administration, including faculty and Graduate School, are considered official communication.

## 2.4 USC Libraries

The Classics Department private library is located in PED 132B. This library contains a small collection of periodicals, reference works, and texts. If you remove one of these books from the room, please remember to check it out and to return it promptly. Books are not to be removed from the building.

Naturally, the USC campus has several libraries for students to use. You will probably use the Doheny library most, though the Fine Arts, Philosophy, and Leavey libraries also have useful classics materials. For a list of libraries and the locations of the classics periodicals ordered by USC, go to <http://www.usc.edu/libraries> or consult John Juricek, who's the reference librarian and purchaser for Classics within the library system ([juricek@usc.edu](mailto:juricek@usc.edu)). For details about other libraries in the LA area, see section 13.

## 2.5 Photocopies

The Classics Department has one photocopier and one printer in PED 130. For classroom documents, please use Blackboard whenever possible (<https://blackboard.usc.edu>); it is an online course management system that helps streamline instructors' administrative tasks. Please help save natural resources and reduce repair costs by using the following guidelines:

- Classroom Instruction—printing syllabi, exams, quizzes, and short handouts are encouraged
- Personal Research—short articles, bibliographies and handouts for graduate seminars are fine
- Course Readers—use the USC bookstore custom publishing online:  
<http://docstore.universitycustompublishing.com/coursebooks/facadmin.php>  
or post PDFs of readings on Blackboard

Graduate students who are Assistant Lecturers in the Writing Program or other departments should not use these machines for their classroom materials. The department reserves the right to change photocopy policy if these privileges become abused.

## 2.6 Keys

As a graduate student in the Classics Department you are entitled to have a copy of the following keys: your office within PED 130 (if applicable), and the exterior entrance key for PED 130 (main office).

### **3. BASIC POLICIES AND PROCEDURES**

#### **3.1 The USC Catalogue**

All graduate degrees at USC are officially conferred by the Graduate School and must therefore satisfy its regulations. These are spelled out in detail in the USC Catalogue, available online at <http://catalogue.usc.edu>. You should familiarize yourself with the Catalogue and refer to it as needed, especially as concerns examination and reporting procedures, continuous residence requirements, limits on one's time permitted to complete a degree, and so forth.

Be advised that the Graduate School is a stickler for details. Please be sure to read the relevant pages for the Graduate School and the Classics Department. Should there be a conflict between the Classics Program policy and that of the Graduate School, the latter takes precedence.

#### **3.2 Registration**

Soon after you arrive at USC, you should meet with the Graduate Advisor, who will advise you on which courses to take.

There are fees that the university requires that all students pay before the semester begins. These fees can only be paid for after you have registered for classes. In order to avoid late charges on these fees, be sure to register at least one week before classes begin, or on the day during Registration Week that is indicated in the Fall Schedule of Classes by the first initial of your last name. The late charges increase very quickly, so it is important to have your registration in place early. Do not wait for your fee bill to arrive to pay your fees – watch for emails from USC Financial Services. You can also check your fee bill via OASIS, accessible from the USC home page.

International Students will need to fill out a few forms and visit several administrative offices in order to register. It's a good idea to arrive in L.A. a good two weeks in advance in order to get everything done before the deadlines. Watch for mail and email from USC offices throughout the summer!

#### **3.3 Transfer Credit**

Students entering with an M.A. from another institution should consult the Graduate Advisor during the first year in the program about transferring credit. Transfer credits are granted on a case-by-case basis, and vary in accordance with a student's specific prior preparation.

#### **3.4 Advisement and Mentoring**

Students are encouraged to get to know as many of the faculty as soon as possible. Feel free to drop in on office hours, seek people out at social events, and so forth. During the first three years in the program students are required to meet with the Director of Graduate Studies once a year and strongly encouraged to meet more often. During the sixth semester of studies, students name a Guidance Committee that will assist the student with the development of a dissertation prospectus and supervise his or her further work in the program, including preparation for any remaining preliminary exams. This committee ordinarily consists of four faculty from the department plus one outside faculty member (see below, section 6.3.2).

#### **3.5 Leave of Absence**

If you must interrupt your studies for a compelling reason, you may petition for a leave of absence for a stated period, usually one semester. A leave of absence must be approved in advance by the dean of the degree program and by the committee and department chairs. Students must submit the petition by the last day to drop or add courses, and the request should include a plan for academic progress upon return. Within the degree time limit, a leave of absence may be allowed for one semester at a time, up to a maximum of four semesters. For details on this subject, consult the Catalogue.

Students who leave the university without obtaining a formal leave of absence from graduate study are not automatically readmitted and are subject to policies governing readmission. Before submitting an Application for Readmission to the Graduate School, students must first get the recommendation of the department chair. The readmission approval process must be completed by the first day of classes for the term in which resumption of graduate studies is sought.

### **3.6 International Students**

As an international student, there are a number of special steps you need to take before you can begin your studies at USC. First and foremost, it is recommended that you arrive in Los Angeles as early as possible before the start of semester (aim for the beginning of August if at all possible). This is important because you will not be able to register until you have arrived on campus and completed Passport Verification. The Office of International Services (OIS) offers a broad range of services and resources and is your best source of information <https://ois.usc.edu/contact/>.

As reminder, all new students are required to attend the New Student Orientation.

Once you have arrived on campus head straight for the Office of International Students (located on 649 W 34th Street, Royal Street Structure, Suite 101) to complete Passport Verification. In the “New Student Section” on the OIS website, you will find information on the following:

1. Visa application
2. Forms specific to F-1 and J-1 students
3. Immunization requirement
4. International student orientation (mandatory before registration)
5. Required documents and procedures for obtaining a Social Security Number (SSN), an Taxpayer Identification Number (ITIN ID), or a California Driver’s License/ID Card
6. SEVIS regulations (the Student and Exchange Visitor Information System)
7. Rules of on-campus employment
8. Taxes

#### Contact Information

USC Office of International Services  
649 W 34th Street  
Royal Street Structure, Suite 101  
Los Angeles, CA 90089  
Mail Code: 1626  
Phone: (213)740-2666  
Email: [ois@usc.edu](mailto:ois@usc.edu)

<https://ois.usc.edu/contact/>

## **4. THE PH.D. PROGRAM: COURSEWORK AND EXAMS**

### **4.1 Course Work**

#### **4.1.1 Course Load and Required Courses**

The Graduate School considers a course load of five 4-unit courses per year (two in one semester, three in the other) to constitute normal progress toward a degree objective. Students may take additional courses, with the approval of the department Graduate Advisor, and those on fellowship will usually do so. For the Ph.D., the Department of Classics requires students to take 9 core seminars (courses numbered 500 and above) total, among those listed in the Catalogue (CLAS 510 [Seminar in Classical Philology], 515 [Topics in Classical Scholarship], 520 [Approaches to Antiquity], 525 [Studies in Ancient and Pre-Modern Cultures], 540 [Seminar in Early Greek Literature], 545 [Seminar in Theoretical Approaches to Greek Literature], 550 [Seminar in Classical and Hellenistic Literature], 555 [Seminar in Greek History, Culture, and Society], 560 [Seminar in Republican Latin Literature], 565 [Seminar in Theoretical Approaches to Roman Culture and Literature], 570 [Seminar in Imperial Latin Literature] and 575 [Seminar in Roman History, Culture, and Society]). These core seminars must include CLAS 540, 550, 560, and 570. In addition to the 9 core seminars (totaling 36 units), students must take an additional 24 units from Classics or other departments. These additional courses are related to their general field of interest and are selected under the guidance of the Graduate Advisor.

Since a given course is unlikely to be offered more than once or twice during a student's first three years in the program, students are strongly encouraged to take required seminars as they become available. A small number of substitutions are permissible, again with the prior approval of the Graduate Advisor. The department also offers 400-level courses, which are open to graduate students and advanced undergraduates alike. These courses emphasize close study of the ancient languages. Students are expected to take at least one 450 course in the first year and to continue taking them until they complete the Ph.D. exams in Greek and Latin translation.

The Graduate School requires a minimum of 60 units total of coursework toward the Ph.D. (most courses and seminars carry four units). Two thirds of the total units taken (i.e. at least 40 units) must be at the 500 level or above, and at least 24 must be taken while in residence at USC. Students who follow the standard departmental program of coursework outlined in the previous paragraphs should have no difficulty meeting the Graduate School requirements.

Generally speaking, students who enter the program directly from a B.A. program are expected to complete required coursework within three years; students who receive credit for graduate studies elsewhere should structure their schedule so as to complete required courses sooner (see section 3.3 above).

While taking courses students are also expected to sit for the various preliminary exams in Latin, Greek, Roman History, Greek History, and to satisfy the modern languages requirement, as described elsewhere in this handbook (see below, section 4.2).

After completion of all required courses and preliminary exams students are eligible to take the Ph.D. Qualifying Exam, which consists of the field exams, the dissertation prospectus, and the oral exam. It is expected that students will take and pass the field exams by the beginning of the seventh semester of enrollment. Students who, under unusual circumstances, have not completed all preliminary exams by the end of their first three years must register for Directed Research (CLAS 590) each semester until ready to prepare for their Qualifying Exam. Students register for GRSC 800 while preparing for the qualifying exam if they have passed the preliminary exams and finished course-work.

#### **4.1.2. Directed Research (aka CLAS 590)**

Under special circumstances a student may inquire about registering for a Directed Research course (CLAS 590) under the direction of an appropriate faculty member. Units accumulated via Directed Research count toward the overall Ph.D. minimum and may, with the approval of the Graduate Advisor, be substituted for a core seminar. If you plan to take a Directed Research, after receiving approval from the instructor and the DGS, please fill in the Directed Research Contract for CLAS 590 in Appendix E and collect the signatures of the supervising instructor and of the DGS.

#### **4.1.3 Development of Individual Interests**

Students are encouraged to use the required coursework to develop both breadth and depth of expertise. One way of doing this is by working with individual instructors to develop research projects within seminars that meet the broad goals of each seminar while also allowing the student to develop a particular area of expertise across the field. For example, a student may wish to use a single critical methodology in several different subjects or study problems of genre, theme, social structure, etc. in different contexts. Each faculty member is responsible for the content of his or her course, but faculty share ideas, bibliography, and research goals on a regular basis and welcome student projects that link work in one course to another.

Students are encouraged to take seminars in other departments at USC in consultation with the Classics Graduate Advisor or their advisory committee. Students should also note that they are entitled to cross-register in graduate courses at UCLA, subject to certain limits. This can be a great opportunity, but keep in mind that UCLA is on a very different academic schedule from USC.

Students are also required to make two juried presentations (see below, section 7) during the course of their training--at least one prior to the oral qualifying exam. These presentations provide students with an opportunity to try out their ideas on a broader audience and/or to synthesize work done in different contexts.

#### **4.1.4 Grades, Annual Review, and Satisfactory Progress to Degree**

Students should also note that the Graduate School requires a minimum GPA of 3.0 for a student to remain in good standing. While the department understands that not all students will perform equally well in all sections of the core program, students are expected to earn grades of A or A minus in at least half of their departmental courses.

Students are strongly discouraged from taking a grade of Incomplete in any course. A student who carries a given Incomplete for more than one semester is subject to loss of funding and/or separation from the program.

At the end of each academic year, the Classics faculty as a whole reviews each student's overall progress--coursework, teaching, exams, etc. A few weeks before the review, all students are asked to submit their updated CV and a statement of progress and of goals for the coming academic year. The student will receive a brief written report summarizing the department's collective judgment. Students who are considered to be making satisfactory progress will be told as much. Other students may be placed on academic probation or asked to fulfill specific conditions within a designated period time. In a worst-case scenario, the annual review can lead to termination of a student's participation in the program or removal of financial support.

#### **4.2 Preliminary Examinations**

Students must pass exams in Greek and Latin translation, both prose and verse; in Greek History and in Roman History; and in two modern languages. All preliminary exams should be completed by the end of

the third year of enrollment in the program. Successful completion of preliminary exams is required before a student proceeds to the Qualifying Exam. Individual preliminary exams may be taken more than once within the initial three years of enrollment in the program.

All exams are closed book and students are expected to sit all exams on campus. Students may write exam answers longhand; for the history exams and qualifying exams, they may opt to type their responses on a personal laptop (with the understanding that, being closed-book exams, the internet is not to be consulted during the exam period). If students choose to type rather than to handwrite their exam, they will be instructed to type their exam in a Google Document, whose link will be provided by the department, and share desktop on a recorded private Zoom session for the duration of the exam.

For the language translation exams, both ancient and modern, the default policy remains handwritten exams (except in case of a special accommodation).

#### **4.2.1 Greek and Latin Translation Exams**

All students are required to pass both the prose and poetry portions of both Greek and Latin translation exams. These are "closed book" written exams (i.e. no dictionaries, notes or other outside materials), each 3 hours in length (1½ hours for each section). Each time a given exam is offered, you may opt to sit for the prose section, the poetry section, or both. For each portion of the exam (i.e. prose and poetry) you will need to translate 2 out of 3 passages of text. The passages on the exam will be taken directly from items on the Greek or Latin reading lists. See Appendix A.

The ancient language exams are offered three times per year: at the beginning of each semester and at the end of the spring term. It is your responsibility to notify the Graduate Advisor at least two weeks before the exam date if you are planning on taking one of these exams and to identify which section(s) you plan to take.

#### **4.2.2 Greek and Roman History Exams**

The two history exams are customarily offered twice a year, once at the beginning of the Fall semester, and once either at the beginning or at the end of the Spring semester, depending on course offerings each year. They are written exams, each three and a half hours in length. Each history exam consists of short answer identification questions and longer essays. Detailed guidelines and suggestions for preparation will be issued by the department at the beginning of the term in which the exam is to be offered.

#### **4.2.3 Modern Language Exams**

Students must demonstrate reading knowledge in German and in either French or Italian. Exams last for two hours and consist of one lengthy passage, roughly 750 words (or two standard journal pages). You may consult a dictionary during the exam. If you choose not to use a dictionary, you will be given a somewhat shorter selection to translate. Exams are scheduled by individual arrangement between the student and the faculty member responsible for the given language. Faculty assignments will be announced each year.

Students may also demonstrate reading knowledge by completing the 2-credit 020 "Course in Reading French/ German/ Italian" offered by the modern language departments at USC, provided that the final exam in the course is a sight exam. If the final allows you to prepare a passage ahead of time, you may still take the course by way of preparation, but must also sit for the exam offered by the Department of Classics.

#### **4.2.4 Summary of Yearly Exam Schedule**

Fall term, early: Greek translation, Latin translation, Greek History, Roman History

Late Fall term or early Spring: Jury Presentations

Spring term, early: Greek translation, Latin translation

Spring term, late: Greek translation, Latin translation

Spring term, early OR late: Greek History, Roman History

Note: Modern language examinations are scheduled as needed after consultation with the faculty member in charge. Field exams are given individually.

It is your responsibility to notify the Graduate Advisor and, in the case of modern language exams, the faculty member in charge at least two weeks prior to the scheduled date of the exam you plan to take.

### **4.3 The Qualifying Examination**

By the middle of the third-year students should already have identified and received the agreement of at least the three internal (Classics Department) members of the committee and should have at least provisional plans for their fields. When you have completed all required course work, language exams, and Greek and Roman history exams, you are ready to proceed to the Ph.D. Qualifying Examination. See Appendix B.

The Qualifying Exam consists of two parts:

(1) the written portion of the examination, that consists in (1a) the field exams with the related reading list of ancient sources and (1b) the submission of a dissertation prospectus; (2) the oral portion of the examination covering both the prospectus and any issues arising from the field exams. The field exams should be taken at the beginning of the seventh semester of enrollment. The dissertation prospectus should be submitted by the middle of the eighth semester, but no later than the end of that semester. It is expected that the oral examination will be held within two weeks, and no later than four weeks, from the submission of the completed written portion to the qualifying exam committee. Well-prepared students are encouraged to take the field exams by the end of the sixth semester and to submit their dissertation prospectus and take the oral examination in the seventh semester. It is your responsibility to meet with the Graduate Advisor to make sure that all prior requirements have been met before establishing the Guidance Committee by filing the “Appointment or Change of Qualifying or Dissertation Committee” form (see section 4.3.4 below).

The Ph.D. Qualifying Examination is subject to Graduate School regulations, which must be strictly followed as listed in the USC Catalogue. There are time limits and restrictions for completing this exam. Please note that while it is possible to take the exam twice (if the faculty so chooses), if you fail it twice the Graduate School will not allow you to continue the degree program.

For the semester in which you plan to take the Qualifying Examination, you should register for GRSC 800. This “place holder” course carries no units of credit, but allows you to maintain your status as a full-time graduate student. Students are allowed to enroll in [GRSC 800](#) a maximum of three times.

- Students enrolling in their 1st semester of GRSC-800 should enroll in GRSC-800a.
- Students enrolling in their 2nd semester of GRSC-800 should enroll in GRSC-800b.
- Students enrolling in their 3rd semester of GRSC-800 should enroll in GRSC-800z.

Note: GRSC-800z requires D clearance from the Graduate School. The student’s program will be expected to issue a warning letter that establishes benchmarks and a path forward for timely completion of the degree.

#### **4.3.1 The Field Examinations**

The three field exams test depth of knowledge and the student’s ability to interpret literary and historical evidence, analyze problems and discuss interpretations. Each of the three exams consist of two essays written during a two-hour-and-a-half exam (1 hour per essay, 30 minutes for planning). These exams are to



be taken within a one-week period. For instructions on sitting the qualifying exams, see section 4.2. above).

Five faculty members chosen by the student, divided among fields as appropriate, will guide him or her in the preparation of the fields; these faculty members will constitute the Guidance Committee (see section 4.3.4 below). No more than one field may be supervised by a faculty member outside the Classics Department. Within two weeks of completion of the written exams, the student will be informed whether she or he has permission to proceed to the dissertation prospectus and oral exam. The submission of the prospectus and the oral examination should take place within three months of the completion of the field exams or, if that would fall during the winter or summer breaks, during the first three weeks of the following semester.

The scope of each field should be roughly comparable to the workload of a fifteen-week graduate seminar. Each field should evolve around c. 5–7 thematic questions that develop from the student’s readings and discussions with supervisors. It may correspond to a subfield of the areas listed in a job description for a faculty position: e.g., archaic Greek poetry, Roman Republican history, Greek or Roman material culture of a particular period, Greek or Roman political thought, Greek and Roman epic, Greek or Roman rhetoric, Greek or Roman religion. For instance, a field such as Greek drama could include about seven to ten plays that would be fully analyzed (i.e. include a close understanding of the role of the chorus, metric, performance, etc.).

The student chooses three fields, that must span at least two of the following categories:

- A. A literary genre or period of literary, cultural, or intellectual history.
- B. A close study of an individual author (for whom substantial work has been preserved).
- C. A technical skill: e.g., papyrology, epigraphy, prose composition, metrics, textual transmission.
- D. A theme or problem of the student’s own choosing: e.g., Hellenization of Rome, citizen identity in various contexts, performance versus script in classical literature, trade and colonization in Greek antiquity. Think of the sort of “problems” or themes that might serve as the basis for a good seminar or colloquium.
- E. An ancient language or culture other than Greek or Roman.
- F. A theoretical approach to literature, culture, and/or material remains.
- G. A period or aspect of the reception of classical antiquity in later cultures; history of scholarship.
- H. A period of Greek or Roman history.

The fields should be pertinent to the student’s interests. They should be distinct from one another and span different areas and disciplines, thereby offering an opportunity for breadth in their combination. A student who selects Greek drama from category A, for example, should not choose Euripides as a close study of an individual author in category B and should as much as possible have a third field that moves beyond Greek literature and culture. Fields can be selected with a view to the dissertation, but the dissertation prospectus is separate from the field exams.

In addition to the fields themselves, the student must also identify a small group of Greek and Latin texts not on the general translation reading list that she or he will prepare in connection with one or more of the fields. This list should comprise a minimum of roughly 100 pages of Oxford or Teubner text. Requests to include texts in another ancient language will be reviewed by the Graduate studies committee on a case-by-case basis (but in no case should exceed one fourth). The committee may examine the student on these texts as part of the written field exams or the oral exam (see section 4.3.3 below). The student should also include a short list of six to twelve key references for each field which are representative of the scholarly literature.

When the student is ready to submit his/her field exams’ proposal to the Graduate Studies committee, normally by the end of the third year, the student will provide the Director of Graduate Studies with a list of Greek and Latin texts and key references, a brief description of each field (c. 150–200 words), and a

rationale for the proposed mix of fields (no more than three pages total), which should be pre-approved by each of the faculty supervising a field. The rationale serves to emphasize the multiple perspectives offered by the combination of fields (c. 150 words); therefore, the three fields should cover together several genres and historical periods; combinations that are too narrow should be avoided. All members of the department's standing Graduate Studies committee will review and comment on the proposed committee and areas of study, with final approval, in accordance with Graduate School policies, resting with the Department Chair or the Director of Graduate Studies as his or her delegate.

Once approved, please make sure you provide a copy of your field exams proposal to all the members of your guidance committee when you collect their signatures on the guidance committee form, see **4.3.4**.

Students are expected to identify fields and committee members by the middle of their third year of enrollment in the program. Written exams must be attempted at the beginning of the seventh semester of enrollment. All translation exams and the modern language requirements, as well as the Greek and Roman history exams, must be completed before the student submit the field exams proposal.

#### **4.3.2 The Dissertation Prospectus**

The prospectus, along with the oral examination, is designed to allow students to begin research on their dissertation as early as possible and to benefit from faculty evaluation and insight at the critical, early stage of their dissertation research. The prospectus should consist of no more than 25 pages plus bibliography. It should be a description of your topic, including a clear statement of the subject matter, a summary of the scholarship produced to date on the subject, and the nature and goals of the research you will undertake. Other particulars are at the discretion of your committee. It is expected that you will circulate a draft of the prospectus to the members of the Guidance Committee at least two weeks before the oral exam. Your committee chair is responsible for approving submission of the final version of the prospectus to the full committee.

#### **4.3.3 The Oral Examination**

The oral portion of the Qualifying Exam typically lasts about two hours. It should be completed within 30 days of the submission of the completed version of the written exams (i.e., field exams and dissertation prospectus) to the qualifying exam committee. The Graduate School requires that all members of your Guidance Committee be present at the oral exam. In the rare instances in which not all members can be present, you and your committee chair must make the necessary arrangement for the absent committee member to participate via video-conference.

#### **4.3.4 Forming the Guidance Committee**

Your Guidance Committee is composed of five members of the USC faculty. At least three must hold tenure-line appointments in the Classics Department (i.e., their names must appear on the list of Core Faculty in section 1.4.1 above), and at least one of these three must hold tenure. The Guidance Committee must also include at least one (optionally two) "outside" member(s)—i.e., USC tenure-line faculty who do not hold primary appointments in the Classics Department. The official Chair of the student's Guidance Committee must be Classics faculty, but a co-Chair from outside the Classics Department may be designated with the approval of the Graduate Advisor. The committee may also include a faculty member from an institution other than USC, called an "external member."

Students should be thinking about the make-up of their Guidance Committee and discussing their ideas with the relevant faculty members over the course of their second and third years. They should receive the agreement of at least the three internal (Classics Department) members of the committee by the middle of their third year. Students should plan to submit the "Appointment or Change of Qualifying Exam or Dissertation Committee" form by the end of the spring semester of their third year. Download the form from the Graduate School website, obtain the signatures of the committee members and the department

chair, and submit the form to the department office for transmittal to the dean for final approval.

#### **4.4 Field Exam Results**

You will be notified individually in writing of the results of every exam you take. All members on the guidance committee (including those who did not supervise a field exam) need to communicate the results to the chair of the committee within two weeks of completion of the written exams. If at least four members give a pass, the student has officially passed his/her field exams. The chair of the committee needs to report the results to the Director of Graduate Studies. The length of time between taking the exam and notification will vary depending upon the type of exam and other factors. A copy of this letter will be placed in your file. Additionally, you are always welcome to discuss your exam with the professor(s) who graded it. Some examiners prepare written comments on exams. These will be transmitted to you.

### **5. THE PH.D PROGRAM: JURIED PRESENTATIONS**

Students are required to make a presentation before a professional jury twice during their graduate career-- at least once before the end of coursework. Presentations are generally 20-30 minutes in length, with an equal amount of time allowed for discussion. Jury audiences include departmental faculty members as well as jurors drawn from the larger Southern California academic community.

Students make their own selection of material to be presented to the jury. These presentations offer an opportunity to revise a seminar paper, integrate research from different courses, or try out ideas for a dissertation or publication.

### **6. THE PH. D. PROGRAM: DOCTORAL DISSERTATION**

The Graduate School website outlines specific guidelines for thesis submission and offers dissertation editing forums. Look for email announcements from the Thesis Editor and the Graduate Staff Advisor. Procedures and committee forms, including dissertation submission packets can be downloaded from the Graduate School website, under "Current Students" and "Guidelines and Forms":

<http://graduateschool.usc.edu/current-students/thesis-dissertation-submission/>

#### **6.1 Registration for Dissertation Research**

Upon successful completion of the Qualifying Exam, the official date of Ph.D. degree candidacy will be recorded on your STARS report (a degree audit report). From this point forward you should be enrolled in CLAS 794: Doctoral Dissertation each semester, except summer sessions, until all final degree requirements are completed. The Graduate School requires at least 4 units (two semesters) and accepts no more than 8 units of CLAS 794abcd. Please remember to register for these courses in sequence. Only one summer registration is permitted without prior approval from the Graduate School. Continuous enrollment in 794 is required until the Ph.D. dissertation has been signed and approved by the dissertation committee.

According to Graduate School policies, a candidate who does not register in 794 for a semester must request a leave of absence by petition to the dean of the program prior to the beginning of the semester. Endorsements from the dissertation committee and the department chair are required.

#### **6.2 Dissertation Committee**

The dissertation committee consists of at least three faculty: two from within the Classics Department, at least one of whom must be tenured, and one outside member (a non-Classics USC faculty). Students may also request permission to have a faculty member from outside USC serve as an additional external committee member. As soon as possible after passing the Qualifying Exam, file both a *Change of*

*Committee* and an *Appointment of Committee* form with the Graduate School to establish your dissertation committee. Before beginning to write, you should reach an understanding with the members of your committee regarding the eventual submission, reading and approval of your dissertation chapters. You should plan on meeting regularly with your committee; often students work mainly with their committee chair and check in with other readers periodically.

### 6.3 Dissertation Defense

USC requires an oral defense of the doctoral dissertation. The defense format will vary somewhat depending on your committee and your area of research. Generally speaking, however, you should expect specific questions regarding your thesis and questions about its broader implications. The Graduate School policies state that during the oral defense all members of the dissertation committee must be present to give a judgment on the defense. In the rare instances in which not all members can be present, you and your committee chair must inform the Graduate School well in advance and receive written permission from the Vice Provost of Academic Affairs and Graduate Programs for the absent committee member to participate via video-conference.

### 6.4 Submission of Dissertation

Please visit the USC Graduate School website for the latest details:  
<http://graduateschool.usc.edu/current-students/thesis-dissertation-submission/>

**\*\*IMPORTANT: You will need to create a profile at the Thesis Center prior to defending.\*\***

### 7. A Sample Ph.D. Program

The following chart gives a sense of benchmarks you should aim to achieve by the end of each year in order to make satisfactory progress in the program. Not all students will follow precisely this pattern, and students who enter the program with an M.A. will be able to make faster progress. You should feel free to develop a more individualized timetable in consultation with the Graduate Advisor. Keep in mind, however, that permission to complete preliminary written exams and coursework later than the end of the third year of study is considered an exception to the standard program, granted at the discretion of the department. The same applies to completion of the dissertation after the fifth year.

	Coursework	Units	Exams*	Other	Support
Year 1, fall	2 core seminars, 1 450 or elective seminar	12			Fellowship
Year 1, spring	2 core seminars, 1 450 or elective seminar	12	1 modern language and/or USC 020 modern language exam course in the Summer		Fellowship
Year 2, fall	2 core seminars	8	1 history exam		Fellowship
Year 2, spring	2 core seminars, 1 450 or elective seminar	12	1 ancient language translation exam, prose and poetry		Fellowship

Year 3, fall	1 core seminar, 1 590 to prepare for field exams; CLAS 593 (= Teaching Practicum)	10	Second history exam, second modern language exam	Identify guidance committee for Qualifying Exams by end of semester	Teaching Assistantship
Year 3, spring	One 590 to prepare for field exams; one core seminar	8	Translation exam in second ancient language		Teaching Assistantship
Year 4, fall			Written portion of Field Exams in the seventh semester; submit Dissertation Prospectus and take oral	Register for GRSC 800; identify dissertation committee by end of semester	Teaching Assistantship
Year 4, spring	CLAS 794: Dissertation	2			Teaching Assistantship
Year 5, fall	CLAS 794: Dissertation	2			Fellowship
Year 5, spring	CLAS 794: Dissertation	2	Dissertation Defense	Graduate!	Fellowship

\*Note, listed here is merely a sample of the order in which preliminary exams could be taken; the order in which you sit them will likely vary. The point is to pace yourself and make steady progress each semester/year in order to complete all the preliminary exams by the end of year 3.

It is also expected that students who enter the program with an M.A. and elect to transfer courses into the program will be able to complete their course-work and preliminary exams more quickly than the above timetable anticipates.

Graduate School regulations require that you receive at least 4 (and no more than 8) units of CLAS 794abcd (Doctoral Dissertation), which count for 2 units each.

### **After Year 5**

Completion of the dissertation can take students past year 5, but please be aware that unless you have in previous years obtained outside funding or have taken an officially approved leave of absence, after year 5 you will not be funded as before. For funding beyond their five-year package see section 9.3 of this handbook.

If you entered the program without a Master's degree, you must apply for an extension in order to return to USC after Year 8; if you come to the program with an M.A. in Classics, you must apply for an extension after Year 6.

## **8. THE M.A. DEGREE**

The Department of Classics does not admit students whose primary goal is completion of the M.A. However, students enrolled in the Ph.D. program are entitled to a Master's degree upon completion, with grades of B or above, of six graduate courses in the Department of Classics plus two portions of the ancient language exams. Students should notify the department staff assistant when they have completed such requirements in order to assure prompt issuance of the M.A.

## **9. FINANCIAL SUPPORT FOR CLASSICS GRADUATE STUDENTS**

### **9.1 Basic Financial Packages: Terms and Conditions**

Beginning in fall 2015, all admitted students receive five-year packages consisting of three years of fellowship and two years of teaching assistantship. However, different packages may have different terms and conditions, so that each student should be sure to understand the contents of his or her personal offer letter. For example, some packages specify where in the five year cycle a student must take fellowship as opposed to teaching support; others may allow flexibility. Some may include research support or support contingent on participation in certain activities, and others may not. Students should understand that the offer of two years of teaching assistantship does not guarantee those TA positions are held within the Department of Classics, though that it is most often the case. Sometimes students are assigned to courses in related areas (e.g. History, Gender Studies, Freshman Writing). In addition, students who so desire may seek employment in outside departments to extend support beyond the fifth year. Students who are considering such an option should consult with the department graduate adviser in order to get a clear understanding of the implications of their decision, which may vary depending on the student's circumstances and the departmental budget. Finally, students are reminded that all financial support is contingent on continuing excellence as demonstrated by performance in all aspects of the program.

### **9.2 Supplementary Funding (Travel, Research, Etc.)**

The Department seeks to assist students any way it can in pursuing their academic objectives. To this end, depending on annual financial opportunities and constraints, it may make available supplementary funds for such activities as presentation of a paper at a conference, participation in an external program of study, individual or group travel to ancient Mediterranean sites, etc. However, students should be aware that opportunities for such funding from the Department vary considerably from year to year depending on financial circumstances. In addition, in distributing scarce funds, the department may take into consideration other resources available to the student, for example research funds provided in their offer letter. Students should watch for announcements of opportunities for supplementary funding from the Department, Dornsife College, the Graduate School, or other entities. Students who believe that supplementary funding of the sort indicated above is crucial to their academic success are encouraged to speak to the graduate adviser or department chair about possible means of support.

### **9.3 Funding Beyond the Fifth Year?**

No student is promised funding beyond the fifth year at the time of entrance to the program. Students are encouraged to make every effort to complete the program within the five year time limit. However, funding for study beyond the fifth year is sometimes available for students with promising research programs. This support can come in the form of Endowed Fellowships or Dissertation Completion Fellowships that are sometimes available (competitively) through the Graduate School or other university units and from external sources. Students should be on the lookout for announcements concerning competition for these fellowships. In addition, students who are beyond the fifth year of study can sometimes secure teaching positions, depending on availability, within the Department of Classics or in other programs at USC. Other local institutions occasionally have need for graduate instructors as well. Students who anticipate requiring funding beyond the fifth year should consult with the graduate adviser or chair about these and other possibilities. Finally, as at all stages of the program, students are encouraged to familiarize themselves with external funding opportunities, many of which are designed specifically for students working on a

dissertation in the field of classical studies.

## **10. GUIDELINES FOR CLASSICS GRADUATE ASSISTANTS**

The roles and responsibilities of a Teaching Assistant (instructor for discussion sections of a General Education course) or Assistant Lecturer (instructor for a language course) vary from course to course. A TA assisting a professor will be required to lead discussion sections and grade student papers/exams. ALs are those who lead introductory language courses on their own. The Classics Department prefers that graduate students teach a variety of courses to prepare them for teaching on the university level.

For first time USC Graduate Assistants, there is a mandatory TA training program organized by the College of Letters, Arts and Sciences. This training usually takes place a week before the start of the Fall semester, so plan your schedule accordingly! Before you start teaching, you should also be familiar with the USC Graduate Assistant Handbook, accessible online through the Graduate School website. In addition, the Department of Classics, sometimes in collaboration with other departments in the humanities, runs a required, 2-unit teaching practicum course (CLAS 593) taken in tandem with the first semester of TAing at USC.

## **11. ENTERING THE JOB MARKET**

By October 1 of the year you expect to complete and defend your dissertation you should have all your materials ready for your job search: *curriculum vitae*, cover letter(s), sample syllabi, a good copy of a dissertation chapter. In the fall, you will need to register with the SCS Placement Service (for a small fee, but note that the fee usually increases later in the season) to receive timely notice of job listings and to have interviews arranged at the annual conference (consult the SCS website for specific guidelines). By November 1st, at least, you will need to have referees lined up to write letters of recommendation, which should be able to state that your dissertation is near completion. That means that your referees will need to have seen your dissertation chapters in time to read them and write letters about them by November 1. To be courteous, two to three weeks is the minimum time you should allow for letter writers.

Most job deadlines are on or before December 1; the SCS convention takes place in early January. One-year jobs, which are what most people start with, are then posted throughout the spring. It is also best to defend your dissertation as early in the spring as possible: employers very often make a completed degree a precondition of employment.

In recent years, post-docs or junior research fellowships have become more common as a transition stage between graduate school and an assistant professorship. Deadlines vary. Students should pay attention to announcement of such opportunities via the SCS, Dornsife College, and the Department. It is a good idea to discuss the wisdom of applying for various postdocs with your dissertation director early in the dissertation process.

## **12. USC GRADUATE CERTIFICATES**

USC offers the possibility to do a Graduate Certificate while being registered in the Classics PhD program. You will find further information in the USC Catalogue (<http://catalogue.usc.edu>), under "Programs, Minors and Certificates.": Classics Graduate students have been taking advantages of the following options:  
-> Gender Studies Graduate Certificate  
-> Translation Studies Certificate

- > Visual Studies Graduate Certificate
- > GIS and Sustainability Science Minor
- > Religious Studies Certificate

### **13. ADDITIONAL WORDS OF WISDOM**

It is important to understand that the program is but a means to an end: the end being your qualification as a teacher and scholar of Classical studies. From the outset you should consider what kind of classicist you want to be, what sort of institutional context you would prefer to work in, what your special contribution to the field is likely to be, and so forth. You should also recognize that the informal aspects of your graduate education can be just as important as the formal: interactions with fellow students, a guest presentation you didn't expect to like, a brief conversation at a faculty member's office hours, an article or book not on the seminar reading list--all of these things can play a big part in forming you as a professional. When you are completing the program and looking for a job elsewhere, you will almost certainly be asked to list one major and two or three minor areas of interest: it's not a bad idea to use that request as a framework for organizing your studies, especially the more independent portions of the program such as dissertation, juries, and directed research courses.

Finally, please plan your travel schedules carefully! Make sure your travel plans do not conflict with exams or jury presentations.



## APPENDIX A: READING LISTS FOR THE TRANSLATION EXAMS - OLD

The following reading lists are used to compose the Greek and Latin translation exams; extra copies are available in the main office. Some of the material will be covered during course work, but it is your responsibility to cover the rest of the selections. Be warned, these lists may look deceptively short! **For students who entered the program before 2021**

### Greek Texts

HOMER Iliad 1, 2, 6, 9, 16, 18, 22, 24; Odyssey 1, 2, 9, 10, 11, 12, 22, 23  
HOMERIC HYMNS Demeter  
HESIOD Theogony 1-210; Works and Days 1-382  
LYRIC (Campbell) Archilochus, Tyrtaeus, Alcman, Mimnermus, Solon, Sappho, Alcaeus, Ibycus, Anacreon, Xenophanes, Simonides, Bacchylides 18  
PINDAR Olympian 1, 2, 7; Pythian 4, 8, 9  
AESCHYLUS Prometheus; Agamemnon  
SOPHOCLES Ajax; Oedipus at Colonus  
EURIPIDES Hippolytus; Bacchae  
ARISTOPHANES Clouds; Frogs  
MENANDER Dyskolos  
CALLIMACHUS Hymns to Zeus, Delos  
THEOCRITUS 1, 2, 7, 13, 15  
APOLLONIUS 3  
HERODOTUS 1.1-92, 7, 8  
THUCYDIDES 1, 2, 7  
LYSIAS 1, 7, 12  
DEMOSTHENES Philippic 3; On the Crown  
ISOCRATES Panegyricus 1-50  
PLATO Apology; Phaedo; Symposium; Republic 10  
ARISTOTLE Poetics  
LUCIAN Icaromenippus

### Latin Texts

PLAUTUS Miles Gloriosus  
TERENCE Adelphoi  
LUCRETIUS 1, 3, 6  
CATULLUS all  
VIRGIL Eclogues; Georgics 4; Aeneid  
HORACE Odes 1, 4; Satires 1; Epistles 2.1, 2; Ars Poetica; Epodes 2, 5, 8, 16  
TIBULLUS 1  
PROPERTIUS 1, 4  
SULPICIA all  
OVID Amores 1; Ars Amatoria; Tristia 4; Metamorphoses 1, 8, 9, 10, 11  
SENECA Thyestes; Epistles to Lucilius 7, 8, 17, 18, 46, 61, 73, 80, 106, 115  
CAESAR Bellum Civile 1, 2  
CICERO Pro Caelio; Pro Milone; Philippics 1, 2; De Oratore 3; Letters in Abbott; Tusculan Disputations 1  
SALLUST Catiline  
LIVY 1, 21, 22  
PETRONIUS Cena Trimalchionis  
QUINTILIAN 10  
LUCAN 7  
STATIUS Thebaid 1  
JUVENAL 1, 6  
PLINY Letters 6  
TACITUS Annals 1-3  
APULEIUS 4.28-6.24  
SUETONIUS Tiberius  
AUGUSTINE City of God 1

**Greek Texts [NEW: for students entering the program in 2021 or later; for former students, if they request it in advance]**

HOMER *Iliad* 1, 6, 9, 16, 18, 22, 24; *Odyssey* 1, 6, 8, 11, 12, 19, 22, 23  
HOMERIC HYMNS *Hymn to Demeter*  
HESIOD *Theogony* 1-210; *Works and Days* 1-382  
LYRIC (Campbell) Archilochus, Tyrtaeus, Alcman, Mimnermus, Solon, Sappho, Alcaeus, Ibycus, Anacreon, Xenophanes, Simonides, Bacchylides 18  
PINDAR *Olympian* 1, 2, 7; *Isthmian* 7, *Nemean* 4; *Pythian* 8, 9  
AESCHYLUS *Oresteia*  
SOPHOCLES *Ajax*; *Antigone*; *Oedipus Tyrannus*  
EURIPIDES *Hippolytus*; *Bacchae*; *Medea*  
ARISTOPHANES *Clouds*; *Frogs*  
MENANDER *Dyskolos*  
CALLIMACHUS *Hymns to Zeus, Delos*  
THEOCRITUS 1, 2, 7, 13, 15  
APOLLONIUS 3  
HERODOTUS 1.1-92, 7, 8  
THUCYDIDES 1, 2. 1-24; 34-65, 6. 1-32, 7  
LYSIAS 1, 10, 12  
ANTIPHON 1  
AESCHINES 3.1-57  
DEMOSTHENES 18. 1-221, 57. 1-45  
ISOCRATES *Panegyricus* 1-50  
PLATO *Apology*; *Symposium*; *Republic* 2.376e-385c, 3.386a-398b10, 10; *Protagoras* 320d-328d  
ARISTOTLE *Poetics*; *Nicomachean Ethics* 1  
XENOPHON *Cyropaedia* Books 1, 2, 3  
AELIUS ARISTIDES *Panathenaicus* 1-39  
LUCIAN *Somnium*  
LONGUS *Daphnis and Chloe* 1.1-18.

**Latin Texts [NEW: for students entering the program in 2021 or later; for former students, if they request it in advance]**

PLAUTUS *Miles Gloriosus*  
TERENCE *Adelphoe*  
LUCRETIVS 1  
CATULLUS all  
VIRGIL *Eclogues*; *Georgics* 4; *Aeneid* 1, 4, 6, 12  
HORACE *Odes* 1 and 3; *Satires* 1; *Epistles* 1  
TIBULLUS 1  
PROPERTIUS 1  
SULPICIA all  
OVID *Amores* 1; *Tristia* 1; *Metamorphoses* 1, 6; *Fasti* 1  
SENECA *Thyestes*; *De Clementia*; *Epistulae* 1; 53; 70; 73; 90; 114; 115  
Ps. SENECA *Octavia*  
CAESAR *De Bello Gallico* 1  
CICERO *Pro Caelio*; *Letters* in Abbott; *De Re Publica* 6 (*Somnium Scipionis*)  
SALLUST *Catiline*  
LIVY preface and book 1  
PETRONIUS *Cena Trimalchionis*  
QUINTILIAN 10  
LUCAN 1, 5  
STATIUS *Thebaid* 1; *Silvae* 1.1; 2.7; 3.4; 4.3  
MARTIAL 1, 9  
VALERIUS FLACCUS 1  
SILIUS ITALICUS 7  
PERSIUS *Preface* (choliambics) and *Satire* 1  
JUVENAL 1  
PLINY *Panegyric*, *Letters* 6  
TACITUS *Annals* 1 and 14  
APULEIUS 4.28-6.24  
SUETONIUS *Nero*  
CLAUDIAN *De Raptu Proserpinae* 1  
PRUDENTIUS *Psychomachia*  
AUGUSTINE *City of God* 1

**APPENDIX B – FIELD EXAMS – CHECKLIST for graduate students and faculty**  
**Read first the sections of the Graduate Handbook on the qualifying examination 4.3-4.4**

**Fall and Spring of Third year of graduate studies**

- Students discuss possible fields with DGS; and simultaneously
- Students approach faculty who could supervise their fields and two extra faculty, one of them must be a USC faculty from outside of Classics (outside member) – see graduate handbook.
- It is recommended to submit a rough draft of the three fields and the rationale, on which the committee members have agreed, to the graduate studies committee so that they can comment on and make suggestions for possible modifications of the fields or their content.
- It is recommended that students communicate regularly with their committee members, especially those supervising a field exam, to develop 5-7 thematic questions around which each field exam will evolve and to adjust the reading list and the bibliography; each field should be roughly comparable to the workload of fifteen-week graduate seminar – see Graduate Handbook 4.3.
- If needed, students can take a 590 related to one of the fields, if it is outside of normal course offerings.
- By April of the third year: students share their final version of the field exams proposal with the guidance committee, and once approved by them, submit it to the graduate studies committee for final approval.

**Summer between third and fourth year**

- Students prepare their field exams.
- If necessary, students adjust the key questions for each field in communication with their field exams' supervisors.
- It is the responsibility of the students to contact all the members of his/her guidance committee so that they all agree on the dates of the exams, to be taken within a week.

**Fall of the fourth year**

- Students take their field exams early in the semester (if possible within the first six weeks).
- The chair of the guidance committee is responsible for contacting all the members of the committee so that they send him/her their exams a few days in advance.
- The chair of the guidance committee is responsible for forwarding the exams to the Classics administrator.
- The chair of the guidance committee sends the scans of all the exams to all the committee members.

**Format of the exams (2.5 hours each)**

- Each exam consists of two-hour-and-a-half essays, i.e. 1 hour per essay, 30 minutes for planning (if another format is used, it should be discussed as earlier as possible between the students and the faculty and agreed on no later than the first week of the semester).
- Each student is given a choice of three or four essay questions that should be **inspired by** the thematic questions developed by the students and the supervisors but **cannot be** exactly the same questions word for word.

**Time frame for results – two weeks**

- All members of the guidance committee must read each exam and email the chair of the committee (or all the members) whether each exam is a pass or a no pass, if possible within ten days after the last exam; each member can also send a general assessment or more detailed comments to the chair.
- Once the guidance committee has reached a decision, its chair communicates the results to the DGS and the Classics administrator, as well as to the student.

## **APPENDIX C: L.A. AREA LIBRARIES**

In addition to the library resources of USC (see above section 2.4), Los Angeles has several research libraries at your disposal.

### **UCLA (The Charles E. Young Research Library)**

<http://www.library.ucla.edu/yrl>

The UCLA library in Westwood has a more substantial classics collection than the USC library system and is therefore a valuable resource. As a USC student, you may purchase borrowing privileges: \$25 for 6 months, and \$50 for a year. To get a card, present your USC ID and money at the Circulation Desk. The UCLA library is one of the country's great research libraries: it is a must for anyone living in L.A.

### **Caltech**

<http://library.caltech.edu/>

This library has a very convenient location for those living in Pasadena, and great hours. Its respectable humanities holdings are underused. USC graduate students can obtain borrowing privileges by going to the Circulation Desk with a current, valid USC ID and \$25.

### **Cal State Long Beach**

<http://www.csulb.edu/library/>

### **The Getty Center**

[http://www.getty.edu/research/conducting\\_research/library/access\\_policy.html](http://www.getty.edu/research/conducting_research/library/access_policy.html)

The Getty Center in Brentwood houses a major art collection and is also home to the Getty Research Institute (GRI), a major research library specializing in scholarship in art history, material culture and related disciplines. For classicists, their special collections holdings and photography archives are especially valuable.

As a USC Graduate Student you are eligible, upon application, for "Stack Reader" privileges at the Getty Research Library at no cost. Parking fees at the GRI are also waived for library card holders. The Research Library is primarily a non-circulating library; materials are used at designated reading spaces and not taken out of the library. For detailed circulation and loan privileges, consult the Getty Research Institute website at <http://www.getty.edu/research/>.

### **The Huntington Library**

<http://www.huntington.org/>

The Huntington galleries and library are set in the middle a stunning botanical garden, the former estate of a 19th century railroad tycoon, in San Marino just south of Pasadena. The library specializes in American and British history, early printed books and women's history. USC enjoys a special, collaborative relationship with the Huntington through the interdisciplinary Early Modern Studies Institute (EMSI).

### **Loyola Marymount University**

<https://library.lmu.edu>

### **Occidental College**

<https://www.oxy.edu/library>

The Occidental Library has a first-rate collection of periodicals and an adequate collection of classical texts. They will issue a short-term courtesy pass up to 3 weeks, otherwise semester Access Passes are available (until finals week of each semester) with building access Monday through Friday, 9am-5pm, and in library use of books and DVDs. Semester Passes may be purchased at the Circulation Desk for \$20. (As of 11/13/2017)

**APPENDIX D: Directed Research Contract for CLAS 590 – form to sign on next page**

# CLAS 590: Directed Research Contract

STUDENT : _____ USC ID: _____	SEMESTER:
SUPERVISING INSTRUCTOR:	UNITS:
Provide a brief description of previous directed research (including units, grade, and instructor):	
Describe briefly the directed research you want to undertake and explain why this work cannot be accomplished through a regular course offering in the department:	
I agree to complete the course of study outlined above.	
STUDENT SIGNATURE: _____	DATE: _____
INSTRUCTOR SIGNATURE: _____	DATE: _____
DGS SIGNATURE: _____	DATE: _____