

Graduate Handbook
Field of Classics
Cornell University

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1. Overview

This handbook has been adopted by the Field of Classics for the use of students in the MA and PhD programs. Faculty, staff, and students have contributed to its conception and composition; their efforts are gratefully acknowledged. The Graduate Handbook is to be revised annually, at the spring meeting of the Field. Please send comments, queries, and requests to Graduate Field Assistant Jessica Smith (jls499@cornell.edu), who will compile for annual review.

The Field of Classics is administered by the Graduate School of Cornell University and governed by the [Code of Legislation of the Graduate Faculty](#).

The Field of Classics awards two degrees: an MA, and a PhD.

The Bridge MA is intended to support talented scholars in Classics and to enhance the diversity of the discipline. One student is admitted per year with full fellowship support (one academic year and two summers). This fellow will have the opportunity to work closely with faculty and PhD students in Classics, while simultaneously developing a program of independent research. The fellowship is specifically tailored for students with a bachelor's degree or equivalent who may wish to pursue doctoral study in Classics or a related discipline.

The PhD program fully promotes an interdisciplinary approach to the ancient world. All admitted students are guaranteed funding (fellowship or TAs) for six academic years and five summers. We offer all students an opportunity to develop a comprehensive course of study within one of our six concentrations: ancient history, ancient philosophy, classical archaeology and art, classical literature and philology, Greek and Latin languages and linguistics, and interdisciplinary Classics.

Ancient history at Cornell University can be studied either in the Field of History or in the Field of Classics. The two Fields cooperate in teaching and supervising graduate students and strongly encourage those in one Field to strengthen their preparation by relevant work in the other. In the Field of Classics, the concentration in Ancient History aims at training scholars who will be ready both to engage in cutting-edge research in history and to teach about the Greek and Roman world, including the literature and the languages.

The study of *ancient philosophy* at Cornell University is administered jointly by the Fields of Classics and Philosophy, and members of the two Fields cooperate in teaching and supervising graduate students. The program aims at training productive scholars and effective teachers of ancient philosophy who will also be well-rounded classicists and philosophers. The concentration is designed differently for students in the two Fields, but it strongly encourages those in one Field to strengthen their preparation by relevant work in the other.

The Concentration in *classical archaeology and art* promotes cutting-edge archaeological and/or art-historical research and teaching about the Greek and Roman worlds (including Cyprus and the wider Mediterranean area) in any period from prehistory through to Late Antiquity. Candidates are trained to be qualified for academic positions with an

archaeological or art historical focus in Departments of Classics, History of Art, or Anthropology, as well as in interdisciplinary Archaeology Programs concerned with the ancient world and complex societies. The Cornell program offers a strong institutional setting, combining a long pedigree in outstanding Classical scholarship, cognate departments and courses in History of Art, Near Eastern Studies, and Anthropology, and world-leading science departments for those seeking to develop inter-disciplinary projects.

The concentration in *classical philology and literature*, focusing on Greek and Latin languages and literature, is the most frequently chosen, and provides students with the opportunity to follow a traditional training in philology and textual criticism, to explore Classical literature in the light of modern literary critical methodology, or to do both.

Graduate applicants to the Field of Classics whose primary interest is in the Greek and Latin languages per se may choose to pursue the concentration in *Greek and Latin languages and linguistics*. The aim of this concentration is to acquire a broad background in general linguistics; Greek, Latin, and Indo-European linguistics; and Greek and Latin philology.

Interdisciplinary Classics is a concentration that promotes an interdisciplinary approach to the ancient world by training students in three different disciplines of Classics through course work and reading lists. It encourages students to make new connections between areas that have been traditionally distinct, bringing together, e.g., epigraphy, science, art history, history, philosophy, literature, and classical reception.

2. General requirements

The general requirements for receipt of **the Bridge MA** are:

- a minimum of 32 credits;
- a minimum of 6 courses at the 6000 level or higher;
- a thesis; and,
- successful completion of the MA oral exam.

The general requirements for receipt of **the PhD** are:

- at least three years of residence;
- satisfactory performance on the “Q” Examination, by the end of the fourth semester (i.e., by the end of May);
- satisfactory completion of coursework as required by the individual concentration;

completion of two research papers (i.e., original contributions that could be presented to conferences or eventually submitted for publication) by the time of the “A” Examination;

satisfactory completion of the “A” Examination, before the end of the sixth semester (i.e., by the end of May);

presentation of a dissertation prospectus: to the Special Committee within the first three weeks of the seventh semester, and to the field during the eighth semester;

satisfactory performance on two Modern Language Examinations (one of these must have been passed by the end of the sixth semester, and the other by the end of the eighth semester);

presentation and public oral defense (“B” Examination) of a doctoral thesis; and,

submission of the approved doctoral thesis to the Graduate School.

3. Coursework

Cornell’s Satisfactory Academic Progress policy stipulates that students in research degrees must maintain a minimum GPA of 2.25 to be in good academic standing or to be eligible for federal loans. If a student receives an Incomplete, the Graduate School does not allow the grade to be changed after one year; individual instructors may set earlier deadlines for conversion of an Incomplete to a grade. Incompletes and audited classes do not count toward required coursework.

Faculty in the Field of Classics assign the full range of available letter grades. A mark of B+ or lower signals that performance did not meet expectations of a graduate student; please discuss with your adviser. An A- signals that performance was acceptable but that substantial room for improvement remains. An A signals performance fully commensurate with expectations of a graduate student. An A+ is to be awarded only in extraordinary cases (e.g., if coursework resulted in original research of publishable quality).

For **the Bridge MA**, the six courses at the 6000 level or higher must include the following:

- one course at the 6000 level or higher in Latin Language;
- one course at the 6000 level or higher in Greek Language; and,
- two courses at the 6000 level or higher in Classics.

Distribution requirements for **the PhD** vary by concentration.

For the concentration in *ancient history*, minimum course work will be distributed as follows:

- four 6000- or 7000-level courses in ancient history;
- two 6000- or 7000-level courses in ancient historiography;

- four 6000- or 7000-level courses in classical literature and philology (of which one may be in ancient philosophy or linguistics);
- three 6000- or 7000-level courses in archaeology, epigraphy and numismatics, of which two must be in either archaeology or epigraphy; and,
- two 6000- or 7000-level courses in areas of history other than Ancient Greece and Rome.

For the concentration in *ancient philosophy*, minimum course work will be distributed as follows:

- nine 6000- or 7000-level Classics courses;
- LATIN 6216 (Advanced Latin Prose Composition) or GREEK 6116 (Advanced Greek Composition); and,
- an additional four 6000-7000 level courses chosen in consultation with the student's Special Committee.

Students will be expected to have some knowledge of an area of philosophy other than Ancient Philosophy. Such knowledge may be demonstrated by the completion of at least one course in Philosophy approved by the student's Special Committee.

For the concentration in *classical archaeology and art*, minimum coursework will be distributed as follows:

- CLASS 7700 (CIAMS Core Seminar in Archaeological Theory and Method) or approved equivalent;
- four 6000- or 7000-level courses in classical archaeology and art;
- four 6000- or 7000-level courses in archaeology or art of other areas or periods, or in a related discipline; and,
- four 6000- or 7000-level courses in classical literature and philology or in ancient history.

Note: A documented eight-week minimum of fieldwork must be completed before the "B" Examination.

Note that students may become members of the [Cornell Institute of Archaeology and Materials Studies \(CIAMS\)](#) by taking ARKEO 6100, "The Craft of Archaeology," which is a 1 credit professionalization seminar. Benefits of membership include eligibility to apply for CIAMS summer funding and research funding, and eligibility to apply for the CIAMS Assistant Directorship, a full graduate assistantship typically reserved for senior archaeology PhD students.

For the concentration in *classical literature and philology*, the minimum number of required courses is fourteen, with the following distribution:

- twelve 6000- or 7000-level Classics courses, in any combination;

- LATIN 6216 (Advanced Latin Prose Composition) or GREEK 6116 (Advanced Greek Composition); and,
- one historical or comparative grammar course.

For the concentration in *Greek and Latin language and linguistics*, minimum course work will be distributed as follows:

- five 6000- or 7000- level non-linguistic Classics courses, of which at least four should be in Greek and/or Latin literature;
- LATIN 6216 (Advanced Latin Prose Composition) or GREEK 6116 (Advanced Greek Composition);
- three courses chosen from the following (or committee-approved alternatives): Greek Comparative Grammar (GREEK 7411/LING 6451), Latin Comparative Grammar (LATIN 7452/LING 6452), Greek Dialects (GREEK 7455/LING 6455), Archaic Latin (LATIN 7456/LING 6456), Homeric Philology (GREEK 7457/LING 6457);
- Introduction to IE Linguistics (LING 6261) and Indo-European Workshop (LING 6635); and,
- one semester of introductory phonological theory (LING 6401) and one of syntactic theory (LING 6403).

Note: Students need to have basic competencies in Sanskrit (an equivalent to two semesters).

For the concentration in *interdisciplinary Classics*, minimum coursework will be distributed as follows:

- a total of nine 6000- or 7000-level courses in three different disciplines of Classics (history, archaeology, philosophy, art history, Greek and Latin lit., linguistics), with six courses in the first discipline, three courses in the second discipline, and three courses in the third discipline; and,
- three 6000- or 7000-level courses NOT in (or cross-listed with) Classics, carefully chosen in discussion with the student's committee.

4. Examinations

The **MA Examination**: the Graduate Faculty requires research master's students writing a thesis to take a final examination upon completion of all degree requirements, no earlier than one month before completion of the minimum registration requirement (Code F.1.a.).

The **"Q" Examination** is to be taken by the end of the fourth semester (i.e., by the end of May). This examination is administered by the Field and is designed to demonstrate the level of proficiency in the ancient language(s) required by the individual concentration and/or test progress on the reading list. "Q" examinations may only be taken once. The Director of Graduate Studies (DGS) determines the outcome of the exam, in consultation with faculty in the relevant

concentrations. Students will be notified of exam results by email within one week of taking the exam. For reading lists and detailed guidelines for each concentration, see the Appendix.

In *ancient history, ancient philosophy, and classical literature and philology*, the “Q” Examination is a written examination designed to examine knowledge of the reading list (appendix) and to demonstrate a high level of proficiency in Greek and Latin.

In *classical archaeology and art*, the “Q” Examination is designed to demonstrate a good level of competence in the discipline. This written examination is based on the Classical Archaeology and Art Reading List (appendix).

In *Greek and Latin languages and linguistics*, the “Q” Examination is a written examination designed to examine knowledge of the Greek and Latin Linguistics Reading List (appendix) and to demonstrate a high level of proficiency in Greek and Latin.

In *interdisciplinary Classics*, the “Q” Examination is a written examination designed to examine knowledge of a reading list combining the capsule lists (appendix) from three concentrations.

The “**A**” Examination is to be taken before the end of the sixth semester (i.e., by the end of May). The “A” Examinations may only be taken once. This examination is administered by the student’s Special Committee. The “A” Examination is a comprehensive general examination covering the authors, fields, and subjects chosen by students and their Special Committees. These usually comprise three areas distributed between major and minor areas as required by the individual concentration:

In *ancient history*, the two major areas for purposes of the “A” Examination are Greek History and Roman History. The third, or minor, area will be chosen in consultation with the Special Committee; the Field recommends a combined minor area in Greek and Latin literature.

In *ancient philosophy*, for purposes of the “A” Examination, Ancient Philosophy will be the major area of study, and Greek Literature and Latin Literature the minor areas. The readings for the major and minor areas will be defined by the student and the Special Committee and will reflect the student’s interests and needs.

In *classical archaeology and art*, the “A” Examination will comprise one major area, which must be a topic in Classical Archaeology or Ancient Art History, and two minor areas, one of which must be in either Greek or Latin philology and literature. The field suggests that the requirement of a minor in either Greek or Latin philology and literature can be fulfilled by taking a 7000-level literature seminar, with the final paper being accepted as the paper for the minor.

In *classical literature and philology*, for purposes of the “A” Examination, the two major areas must be Greek Literature and Latin Literature. The third, or minor, area will be chosen in consultation with the Special Committee.

In *Greek and Latin languages and linguistics*, the Special Committee should include at least one member of the Field of Classics who is also a member of the Field of Linguistics and two additional members of the Field of Classics. The “A” Examination will have two parts: (a) a written examination in three areas, one of which must be Greek and Latin linguistics. The Field recommends that the other two be either Greek literature and Latin literature or Indo-European linguistics and Greek or Latin literature; (b) an oral examination that will follow up on the questions asked in the written portion.

In *interdisciplinary Classics*, the “A” Examination will comprise one major area and two minor areas representing three different disciplines.

The **Modern Language Examinations** are written examinations administered by the Field. They may be taken as often as once per semester and re-taken as required. The DGS determines the outcome of the exam. All students must demonstrate reading knowledge of (a) German and (b) French or Italian. One of these modern language examinations must have been passed by the end of the student’s third year, and the second by the end of the fourth year. Modern language exams may be taken as often as once per semester and re-taken as required.

The **Classical Language Examination** will be taken by the end of their sixth semester (i.e. by the end of May), by concentrators in classical art and archaeology and interdisciplinary Classics. The DGS determines the outcome of the exam, in consultation with faculty in the relevant concentrations. The classical language examination may be taken as often as once per year and re-taken as required.

In *classical art and archaeology*, the classical language examination is a sight translation exam of passages in one language drawn from the Reading List for the Concentration in Classical Archaeology and Art (appendix).

In *interdisciplinary Classics*, the Classical Language Examination is a sight translation exam of passages in one language drawn from the Classics Reading List (appendix).

All doctoral students take a Final Examination (the “**B**” Exam, which is the oral defense of the dissertation) upon completion of all requirements for the degree, no earlier than one month before completion of the minimum registration requirement (Code F.1.d.).

5. Milestones: thesis and dissertation

For the **Bridge MA**, the first summer will be dedicated to foundational work in the two languages, with tutoring from advanced PhD students or other instructors. Students will then focus on coursework and develop a thesis proposal during the fall and spring semesters. No later than the first day of spring semester, students must submit to their Special Committee a short (maximum 4 pages) proposal detailing the focus of their thesis.

During the second summer, students will write and defend the thesis and receive an MA upon completion. The final thesis for the MA in Classics should present a piece of original research. It should not exceed 30 pages including tables, figures, bibliography and notes (using standard formatting in accordance with graduate school requirements). It should be similar in quality and scale to articles published in professional journals.

Alternatively, students who demonstrate exceptional potential for doctoral study may be invited to transfer to the PhD program upon completion of the second semester.

For the **PhD**, upon completion of the “A” Examination, the student’s Special Committee will select the format of the dissertation prospectus and determine its adequacy. It will usually take the form of a preliminary description of the proposed dissertation that delineates what topic and area the dissertation will explore, what approach will be taken to the topic, and why this topic and area merit such exploration. Within the first three weeks of their seventh semester (i.e., beginning of Fall of their fourth year), students will present to their committee the agreed elements of their prospectus. During the second term of the fourth year, students will present a dissertation prospectus to the Field. During the second semester of the fifth year, students will present a colloquium detailing progress on the dissertation and plans for its completion in the following year (“sixth-year colloquium”).

6. Special committees

All students are assigned the DGS as temporary chair upon matriculation.

Students in the **Bridge MA** should form a Special Committee of two members (a Chair and a Minor Member) by the end of the first semester. Both members should be in the Graduate Field of Classics.

Students in the PhD should form a Special Committee (a Chair and two Minor Members) by the end of the second semester. Two or more of these members should be in the Graduate Field of Classics. Additional requirements are set by the individual concentrations (see above under the “A” examination).

7. Required training

The Graduate Faculty requires all research degree students, both master’s and doctoral, to complete training in responsible conduct of research, including authorship, peer review and avoidance and consequences of research misconduct. This training is administered through the Cornell Office of Research Integrity and Assurance (ORIA) and must be completed before the end of the second semester (Code E.2.a.).

All students planning to teach Latin should take Latin 7201 (Latin for Teachers of Latin). Focusing on the language itself, this course is a systematic treatment of the phonological, morphological and syntactic structure of Classical Latin intended to give prospective teachers of

the language additional tools for explaining its forms and constructions to students in the elementary course. It has three parts: (1) Why certain apparent irregularities of individual forms and paradigms are really regular; (2) Hints on how to present various paradigms and constructions to beginners; and, (3) Practice in teaching parts of Latin morphology and syntax to a class of beginners.

All graduate student instructors of Latin and of first-year writing seminars are required to enroll in CLASS 7345 (the Graduate TA Training Course), which supplies pedagogical instruction and course coordination.

8. Funding

All funding is contingent upon academic performance constituting good standing in the graduate field and satisfactory performance in any teaching or research assignments, as defined by the Field of Classics.

All students admitted to the **Bridge MA** are guaranteed two summers and two semesters of funding (tuition, health insurance, and an annual stipend), with a summer matriculation (June 1). Housing on campus will be provided for the first summer (June 1-August 15).

All students admitted to **the PhD** are guaranteed six years of support, including tuition and health insurance, as well as an annual stipend, and a summer stipend after the first through fifth years.

Two years of this support (ordinarily the first and the fifth) take the form of fellowships provided by the Graduate School (for example, Sage Fellowships and Deans Excellence Fellowships). The dissertation-year fellowship (ordinarily taken in the fifth year) will be available only to students who have passed the "A" Examination. In addition, students seeking the dissertation-year fellowship must have written and submitted an external fellowship or grant proposal before the dissertation-year fellowship is awarded, to encourage all students to pursue external funding.

All students should discuss their plans to apply for outside funding with their Special Committee and with the DGS, who will suggest appropriate programs. In recent years, graduate students in Classics and related Fields have received research support from many external entities, including but not limited to:

- The American Academy in Rome
- The American School of Classical Studies in Athens
- The Chateaubriand Fellowship Program
- DAAD (Deutscher Akademischer Austauschdienst)
- Dumbarton Oaks Research Library and Collection
- The Lemmermann Foundation
- The National Science Foundation

The other four years of support are derived from teaching assistantships and from fellowships administered by the Department. Teaching assistantships are assigned after consultation between DGS and Chair; they depend primarily upon course enrollment and departmental need. Students are encouraged to reflect upon their past teaching and express interest in future assignments via the relevant question on the Student Progress Review (see below), with the understanding that assignments are ultimately constrained by the undergraduate curriculum.

All students in their fifth year submit an application for sixth-year funding. The application consists of two parts, a dissertation colloquium (see above, under “milestones”) and a written dossier. The purpose of the application is not to compete for a scarce resource – sixth-year funding is guaranteed– but to ensure continued progress and good academic standing.

Seventh-year funding can on occasion be offered, but is heavily constrained by available resources and annual contingencies. Students in their sixth year should discuss their individual situations and develop a plan with their committee chair and DGS.

The department has limited funding available for *conferences and travel*. Students are encouraged to exhaust other sources of funding first (from the Graduate School, the Einaudi Center, and the Society for the Humanities), before applying to the department.

Classics offers support for summer projects (language courses, field work, workshops of all sorts). The DGS issues a call for proposals in the Spring, at which point students may submit a rationale, a budget, and approval of the Chair of their Special Committee.

9. Student learning outcomes

The field of Classics assists graduate students to

make an original and substantial contribution to the field;

- think originally and independently
- identify new research opportunities

achieve breadth and diversity of knowledge in the field;

- proficiency in the relevant languages, ancient and modern
- thorough command of theoretical and empirical knowledge across the field
- in-depth knowledge of one major area

communicate research findings effectively;

- produce publishable scholarship
- achieve excellence in spoken presentations

and, demonstrate effective skills in undergraduate teaching.

10. Student Progress Review

All students are required to complete the Student Progress Review (SPR) in March of each year. The SPR supports regular communication including written feedback between students and their advisors, requiring research degree students and their Special Committee to have at least one formal conversation each year about academic progress, accomplishments, and plans. Students complete a form describing milestones completed, accomplishments, challenges and plans. The Special Committee chair responds in writing and indicates whether the student's progress is excellent, satisfactory, needs improvement, or is unsatisfactory.

11. Field Resources

Staff:

Department Manager: Keeley Boerman (kse6) (607) 255-4047

Graduate Field Assistant/Accounts Coordinator/Chair's Assistant: Jessica Smith (jls499) (607) 255-7471

Undergraduate Coordinator: Linda Brown (lmb296) (607) 255-3354

Faculty (with concentrations):

For contact information, research profiles, courses offered, etc., see the [department website](#).

Frederick M. Ahl (classical philology and literature)

Annetta Alexandridis (classical archaeology and art, interdisciplinary Classics)

Benjamin Anderson (classical archaeology and art, interdisciplinary Classics)

Caitlín Barrett (classical archaeology and art)

Tad Brennan (ancient philosophy, interdisciplinary Classics)

Charles Brittain (ancient philosophy, classical philology and literature, interdisciplinary Classics)

Michael Fontaine (classical philology and literature)

Jill Frank (ancient philosophy)

Nicole Giannella (ancient history, classical philology and literature, interdisciplinary Classics)

Kathryn L. Gleason (classical archaeology and art)

Andrew Hicks (classical philology and literature)

Rachana Kamtekar (ancient philosophy)

Lori Khatchadourian (classical archaeology and art)

Athena Kirk (classical philology and literature, interdisciplinary Classics)

Scott MacDonald (ancient philosophy)

Sturt W. Manning (classical archaeology and art)

Larry McCrea (Greek and Latin languages and linguistics)

Alan J. Nussbaum (classical philology and literature, Greek and Latin languages and linguistics)

Hayden Pelliccia (classical philology and literature)

Verity Platt (classical archaeological and art, classical philology and literature, interdisciplinary Classics)

Éric Rebillard (ancient history, classical archaeology and art, classical philology and literature, interdisciplinary Classics)

Courtney Roby (classical philology and literature, interdisciplinary Classics)

Jeffrey Rusten (classical philology and literature)

Barry Strauss (ancient history)

Astrid Van Oyen (classical archaeology and art, interdisciplinary Classics)

Michael Weiss (Greek and Latin languages and linguistics)

Facilities:

Classics Lounge (Goldwin Smith 119):

The lounge is an ID card activated room reserved for Classics graduate students and faculty. In the lounge are the graduate student mailboxes, tea and coffee supplies, and a fridge and microwave. The lounge is also the location of a small Classics library, as well as two computers and a printer available for free faculty and graduate student use. Copies of books in the cabinets, such as the *Lexicon Iconographicum Mythologiae Classicae (LIMC)*, can be consulted upon request; access will be provided by staff in the Classics office.

TA Office (Goldwin Smith 354):

Graduate students have access to the shared office during semesters when they teach for working and holding office hours.

Classics Reading Rooms (Olin Library 604 and 605):

Two password protected rooms reserved for graduate and faculty use. These two rooms house the Classics reference and non-circulating collection, as well as a number of library carrels allotted to Classics graduate students based on availability.

Photocopies/Scanning:

Graduate students have access to a free printer in the Classics Lounge in Goldwin Smith Hall to use for school and teaching related purposes. The Classics Department office, also in Goldwin Smith, has a printer and scanner available for use as well.

Keys:

Keys to the Classics TA office are distributed each semester based on TA needs. The Classics Lounge is accessible to graduate students via their university ID cards. The Classics Reading Rooms are accessible by a key code punch pad; the code will be shared with graduate students by department staff.

Student groups:

Diversitas:

Our purpose is to facilitate diversity and inclusion in Classics as a discipline. We believe that diversity includes, but is not limited to: race, religion, gender, sexual orientation, immigration status, ability, parental status, and socio-economic status. The aims of this organization are to provide an anonymous platform for graduate students in Classics to raise issues, make announcements, and request accommodations in the department via appointed representatives.

From the bylaws: “The purpose of Diversitas shall be to facilitate diversity and inclusion in Classics as a discipline. We believe that diversity includes, but is not limited to: race, religion, gender, sexual orientation, immigration status, ability, parental status, and socio-economic status. The aims of this organization are to provide an anonymous platform for graduate students in Classics to raise issues, make announcements, and request accommodations in the department via appointed representatives.” All Classics graduate students are welcome, and there is no formal process to apply for membership.

Reading Groups:

A crowd-sourced list of faculty- and student-run reading groups and organizations may be found [here](#).

12. Selected resources beyond the Field

The following Cornell resources have been suggested by faculty and graduate students as having particular relevance for graduate students in Classics.

Graduate School Resources

The [Office of Academic and Student Affairs](#) works with graduate faculty and graduate students on academic policy and programs, academic integrity and misconduct, responsible conduct of research, petitions requesting exceptions to graduate school policy as outlines in the Graduate Faculty’s Code of Legislation, and academic progress and student status. The office also offers academic, writing and professional development programs, including proposal/thesis/dissertation writing boot camp, the Productive Writer email (Sign Up), Graduate Write-Ins, Productive Writing workshops, Fellowship Application Writing Workshops and Fellowship Listserv Tips, Productive Fellowship Writer Mailing List, Writing and Publishing Workshop Series, Three Minute Thesis Competition, and the Advising Guide for Research Students.

The [Office of Inclusion and Student Engagement](#) (OISE) supports an inclusive and welcoming environment for all graduate and postdoctoral scholars, but especially for those from marginalized communities and/or backgrounds historically excluded from and underrepresented in the academy. OISE supports systemic change and promotes a climate of diversity, belonging, equity, engagement, and achievement, which are integral components of graduate and postdoctoral education. OISE supports scholar success through recruitment, diversity

fellowships, mentoring, professional, leadership, and community development programming, and ongoing support.

Recognizing that health and academic performance are intimately linked, the [Office of Graduate Student Life](#) is a source of information, support, and advocacy that creates a more student-centered graduate student life experience. In addition to being a first-point of contact for students who are struggling or experiencing any form of distress, the Office of Graduate Student Life serves as a coordinating hub with campus-partners that focus on promoting a healthy and holistic student experience. More information on available support is available: <https://gradschool.cornell.edu/student-experience/help-and-support/>

Accessibility and Accommodation

Cornell's Student Disability Services is found [here](#). Accessibility and Accommodation tools from Cornell's Center for Teaching Innovation are found [here](#). Information on accessible entrances, pathways, and transportation can be found at the map linked from [this website](#).

Contact: Student Disability Services (607) 254-4545, sds_cu@cornell.edu; students may schedule meetings with counselors [here](#). Incoming graduate students who know that they will require accommodations should look into contacting their SDS counselor and relevant doctors before the first semester begins or as soon as health insurance is available. This gives the greatest chance that accommodations are approved before the program and/or semester begins. Physicians at Cornell Health and SDS counselors are typically busy in late August, so we suggest making appointments either for before that time or well in advance, if possible.

Students with Families

Cornell runs a website with resources for students who have families, including expectant students, students with partners, and students with children, which can be found [here](#). The Students with Families website includes a resource directory, links to social networking for students with families, links to relevant university policies, and information on resources available for partners looking for jobs.

Other Facilities

Students must pay for a gym membership to have access to most athletic facilities on campus. A description of recreational facilities and gyms can be found [here](#). Cornell maintains a list of universal (gender neutral) bathrooms, available [here](#). Cornell also maintains a lactation and breastfeeding support system, including a number of breastfeeding and pumping rooms, listed [here](#).

Appendix: The “Q” Examination – Guidelines for Preparation and Reading Lists

Ancient history, ancient philosophy, and classical philology and literature (the “Classics Reading List”)

Preparing for the “Q”:

The exam comprises two three-hour translations without dictionary, one in Greek and the other in Latin, both containing passages from ca. six different authors (genres, etc.). It is designed to test knowledge of the reading list texts, but perhaps more importantly, it is also intended to guide you in developing a broad proficiency in reading Greek and Latin. The point of the exam is thus not exclusively to learn the reading list texts in your first two years, but to incorporate them among the other texts you are reading in Greek and Latin for your seminars and your broader scholarly interests. These reading skills will prove vital for the remainder of your coursework, your burgeoning research program, and your teaching. The Q exam provides the opportunity to test how effectively you have internalized these skills. That is to say, it is not an end in itself but part of your larger development as a scholar capable of working fluently with ancient texts for research and teaching.

The best way to prepare for the Q exams is to read original texts regularly and extensively on your own, with the additional help of Advanced Readings courses and reading groups. The reading list is designed to be read in its entirety and consists of manageable selections from key authors. Anything on the reading list may potentially appear on the exam, whether or not it has come up in your coursework. Certain authors may tend to appear more often than others, but you are expected to have gained facility with all of them. The passages for the exam are not chosen to be particularly tricky or difficult, but some canonical authors can be challenging to read (think Aristotle and Thucydides). So plan to read everything, until either you feel you’ve mastered the list or you find you can read an arbitrarily selected passage of any of the texts more or less at sight.

The “Advanced Readings in Latin/Greek” courses are a valuable tool to help you prepare for the exam in your first year. These courses are designed specifically as opportunities to read rapidly through a selection of the texts on the reading list, as well as learn techniques for internalizing the languages and translating in an exam setting. “Advanced Readings” courses usually include frequent quizzes and a few larger exams on the texts you are reading. These assessments may ask you to translate passages of text just as you will on the exam, but they may also include other types of questions that reinforce those skills, such as questions on syntax or the characters or events in a set passage. You may also be asked to read passages at sight and engage in other activities designed to enhance your facility with the languages.

Whether or not your “Advanced Readings” professor states this explicitly, you should not bring a translation of any kind into class with you. Indeed, it is a good idea to wean yourself off making English translations of Greek and Latin as soon as you can; leaning on translations will prevent you from developing proficiency as a reader. Keep vocabulary lists for yourself to make into flash cards; you will be amazed at how much faster your class and exam preparation goes once you don’t have to stop to look at the dictionary so frequently. Keep checking English translations

to an absolute minimum; if you cannot figure something out in the Greek or Latin, it is better to ask your professor or a classmate before resorting to an English translation, as only the most disciplined of us can keep our eyes from roving to other parts of the text. It can be very easy to come to believe that you understand a passage after reading a translation, only to discover on an exam that what you actually mastered was the English.

Again, whether or not your “Advanced Readings” professor assigns one, now is the time to obtain a good reference grammar, e.g. Allen and Greenough for Latin, Smyth for Greek. Ask around the department for other suggestions; all faculty have their favorites. Keep it by your side at all times when preparing a text; when you are confronted with a confusing genitive or subjunctive, it is much better to look up the relevant topic in your reference grammar to sort out the confusion than to try to do so by reading an English gloss.

Another vitally important resource is the recommended list of commentaries to the reading list texts (see below). These commentaries are split into three categories on the list, in increasing order of detail. The first two categories (“school” and “college” editions) will be most useful for your Q exam preparations. Many are very affordable; the rest can be found in the library (in the main collection and/or in the Classics Reading Rooms). You should absolutely make use of these tools, whether or not they are explicitly assigned in “Advanced Readings”; they are one of the very most important resources to help you understand the context of what you are reading, alongside helpful notes about vocabulary and grammar (in the case of the first two categories). As you move out of your first year, you should balance your course load to include more seminars. That doesn’t mean your preparation for the Q exam should end here, however. Outside the formal environment of the “Advanced Readings” classroom, it will be very helpful to set up semi-formal opportunities to study and practice with the rest of your cohort. Weekly (or biweekly) reading groups where you assign yourselves passages from the list, read them on your own, and get together to discuss grammatical sticking points and other puzzlements will be an invaluable tool. Follow the same guidelines as you did for “Advanced Readings” preparation: minimal use of English translations, liberal use of word lists and flash cards, a stash of recommended commentaries, and an unbreakable bond with your reference grammar. You can set out a schedule well in advance to cover the entirety of the reading list – of course unexpected interruptions happen, but you can easily get back on track. You can even keep these groups going over the summer, whether you meet in Ithaca or remotely.

As your preparations move on from year one to year two, you should feel a noticeable improvement in your Greek and Latin: you should be able to read faster, with fewer and fewer trips to a dictionary, and maintain a deeper sense of the context and style of what you are reading. If you feel this is not the case for you, check in with your DGS sooner rather than later, as they may be able to help you make your studying more efficient and productive. By the time you reach the exam, our hope is that it will present a welcome opportunity to showcase the skills you have developed, rather than a daunting obstacle. Key to this is continuous and honest self-assessment about how you are faring with the long-term goals of improving your vocabulary and your understanding of syntactical nuance, of situating the texts you are reading within their historical context and against a backdrop of evolving styles and genres, and of developing confidence in your ability to read just about any Greek or Latin the Fates may throw at you. You will then be ready to pursue your own reading interests wherever they may lead. Good luck!

The Classics Reading List

Greek

Aeschylus: Agamemnon

Aristophanes: Frogs

Aristotle: NE I

Euripides: Bacchae

Gorgias: Helen

Hellenistic: Selected poems [Callimachus, Apollonius, Moschus & epigrams in N. Hopkinson, *A Hellenistic Anthology* (Cambridge 1988) & Theocritus Idylls I & VII]

Hesiod: Theogony

Herodotus: I

Homer: Iliad XIX-XXIV, Odyssey XIX-XXIV

Lyrici: Selected poems [The selections in F. Budelmann, *Greek Lyric: a selection* (Cambridge 2018), & Archilochus, Tyrtaeus, Mimnermus, Theognis, and Bacchylides 17 in D. A. Campbell, *Greek Lyric Poetry* (Bristol 1982)]

Lysias: I, VII, XII, XXIV

Menander: Dyscolos

Pindar: O. I-III, P. I & III, Is. I

Plato: Symposium

Plutarch: How to listen to poets

Sophocles: OT

Thucydides: II

Xenophon: Apology, Symposium

Latin

Archaic: Selected fragments [Accius Brutus; Andronicus Odusia; Caecilius Plocium; Cato De falsis pugnis; Ennius Ann . I, Andromache, Medea; Epitaphs of the Scipios; Salian & Arval Hymns; Lucilius virtus fr.; Lutatius Catulus epigrams, Naevius Bellum Poenicum, Tarentilla, Cum Metellis Altercatio; Pacuvius fortuna & profectio fr., Porcius Licinius epigrams, Valerius Aedituus epigrams, Volcacius Sedigitus iudicium comicorum fr.]

Apuleius: Cupid & Psyche

Catullus: 1-68

Caesar: Bellum Civile III

Cicero: In Catilinam I & III, Pro Caelio, Selected letters [3, 6, 9, 11, 13, 15, 18, 20, 21, 23, 24, 26, 29, 45, 48, 51, 52, 63, 66, 70, 73 in Shackleton Bailey, Cicero: Select Letters (Cambridge 1980) = A1.2, A1.13, F14.2, A4.5, F5.12, F7.1, F7.5, F7.6, A5.1, F13.1, F15.1, F15.6, F9.18, F9.26, F7.26, F5.16, A13.52, A14.1, A15.11, A16.6].

Horace: Ars Poetica, Odes III

Juvenal: I, X.

Livy: I

Lucan: VII

Lucretius: III

Ovid: Metamorphoses I

Petronius: Cena

Plautus: Pseudolus

Propertius: I

Sallust: Catilina

Seneca: Letters 7, 24, 47, 56, 88, 90, 114, 122

‘Seneca’: Thyestes

Tacitus: Agricola

Terence: Eunuchus

Virgil: Aeneid VII-XII

List of recommended commentaries:

This list contains suggestions about which texts to use for the Q list and also about basic commentaries that may be useful. The numbers in square brackets before the titles indicate their intended audience:

[1]: 'school editions', mainly of use for vocabulary and grammar.

[2]: 'college editions', more advanced, but still aimed at (college-level) students.

[3]: 'scholarly editions', more advanced still, and aimed in part or wholly at scholars.

Since its purpose is to help a first reading of Q texts, this list only includes a few [3]-type commentaries. You can find the standard scholarly commentaries for many authors in the Classics Reading Rooms in Olin. For further bibliography, you can also consult the Oxford Bibliographies Online via the library webpage.

Greek

Aeschylus: Agamemnon text: West 1991 Teubner.

commentaries:

[1] Raeburn, D. and Thomas, O. (eds.), *The Agamemnon of Aeschylus: A Commentary for Students* (Oxford: 2011).

[2] Denniston, J.D. & Page, D. (eds.), *Aeschylus, Agammenon* (Oxford: 1957).

Aristophanes: Frogs text: Dover (below)

commentaries:

[1] Stanford, W.B. (ed.), *Aristophanes. The Frogs* (London: 1958).

[2] Dover, K. (ed.), *Aristophanes. Frogs* (Oxford: 1993).

Aristotle: NE I: text: Bywater OCT.

commentaries:

[1] Banchich, T. (ed.) *Aristotle Nicomachean Ethics Book 1* (Bryn Mawr: 2004).

[2] Grant, A., *The Ethics of Aristotle* [2] Vol. II (1885).

[3] Stewart, J.A., *Notes on the Nicomachean Ethics of Aristotle*, vol. 2 (Oxford: 1890).

Euripides: Bacchae text: OCT Diggle

commentaries:

[2] Dodds, E. R. (ed.), *Euripides: Bacchae* (2d ed., Oxford: 1960).

Gorgias: Helen text: MacDowell (below)

[2] MacDowell, D.M (ed.), *Encomium of Helen / Gorgias* (reprint, Bristol: 1993).

Hellenistic poetry: text: Hopkinson (below)

[2] Hopkinson, N., *A Hellenistic Anthology* (Cambridge: 1988)

Hesiod: Theogony text: West (below)

[3] West, M.L. (ed.), *Hesiod. Theogony* (Oxford: 1966).

Herodotus: I text: OCT *Herodotus. Historiae* Hude. 3d ed. 2 vols.
commentaries:

[1] Sheets, G. A. (ed.), *Herodotus, Book I.* (Bryn Mawr: 1993).

[3] Asheri, David, A. B. Lloyd, and A. Corcella (eds), *A commentary on Herodotus I–IV* (Oxford Univ. Press, 2007).

Homer: Iliad XIX-XXIV, Odyssey XIX-XXIV.

Texts: OCTs or, for the Iliad: Homer, *Ilias*. Edited by Martin L. West. Stuttgart, Germany: Teubner 1998–2000

commentaries:

[2] For Od. 19–24:

Russo, J., Fernandez-Galiano, M., and Heubeck, A. (eds.), *A commentary on Homer's Odyssey (Books 17–24)* (Oxford).

Rutherford, R.B. (ed.), *Odyssey Books XIX and XX* (Cambridge: 1992).

[3] For Il. 19–20:

Edwards, M. W. (ed.), *The Iliad: A commentary, vol. 5* (Books 17–20). (Cambridge: 1991).

[3] For Il. 20–24:

Richardson, N. J. (ed.), *The Iliad: A commentary, vol. 6* (Books 21–24) (Cambridge: 1993).

Lyrical : Selected poems

[2] Campbell, D.A., *Greek Lyric Poetry* (Bristol: 1991), to be supplemented by

[2] Budelmann, F., *Greek lyric: A selection* (Cambridge: 2018).

Lysias: I, VII, XII, XXIV text: *Lysiae orationes* OCT ed. C. Carey. 2007.

commentaries:

For 1:

[1] Scodel, R. (ed.) *Lysias: Orations I, III.* (Bryn Mawr: 1986).

[2] Carey, C. (ed.) *Selected speeches / Lysias* (Cambridge: 1989).

For 7:

[2] Carey, as above.

For 12:

[1] Edwards, M.J. (ed.), *Five speeches* (reprint, Bristol: 1999).

For 24:

[1] Adams, C.D. (ed.), *Lysias. Selected speeches XII, XVI, XIX, XXII, XXIV, XXV, XXXII* (New York: 1905).

[1] Edwards, M. J., and Usher, S. *Greek orators I. Antiphon and Lysias.* (Warminster: 1985).

Menander: Dyscolos text: WG Arnott (ed.) *Menander Vol. 1* (Loeb, 1979).

commentaries:

[2] Handley, E.W. (ed.), *Menander. Dyskolos* (London: 1965).

[3] Gomme, A.W. and Sandbach, F.H. (eds). *Menander: A commentary* (Oxford: 1973).

Pindar: O. I-III, P. I & III, Is. I text: Bruno Snell & Hervicus Maehler. 1987. *Pindari carmina cum fragmentis*. Vol. 1, 8th ed. Leipzig: Teubner.

commentaries:

For all but O. 3 and P. 3:

[2] Kirkwood, G. (ed.), *Selections from Pindar*. (Chico, CA: 1982).

For O. 3 and P. 3:

[2] Gildersleeve, B. L. (ed.), *Pindar: The Olympian and Pythian odes* (New York: 1979 [1885]).

Plato: Symposium text: J Burnet (ed.), OCT *Platonis Opera* Vol, II.

commentaries:

[1] Rose, G. *Plato: Symposium* (Bryn Mawr: 1998).

[2] Dover, J.K. (ed.), *Plato: Symposium* (Cambridge: 1980).

Plutarch: How to listen to poets text: *Plutarchus Moralia Vol.1* (ed.) W Paton, Teubner 1998.

commentaries:

[2] Hunter, R. & Russell, D. (eds.), *Plutarch: How to study poetry* (Cambridge: 2011).

Sophocles: OT text: *Sophoclis Fabulae* OCT 1990 (ed.) Lloyd-Jones & Wilson or RD Dawe (ed.) Teubner 1984.

commentaries:

[1] Rusten, J. (ed.), *Sophocles. Oedipus tyrannos* (Bryn Mawr: 1991).

[2] Dawe, R.D. (ed.), *Sophocles Oedipus Rex* (Cambridge: 1982).

Thucydides: II text: OCT 1942.

commentaries:

[2] Rusten, J.S. (ed.), *Thucydides. The Peloponnesian war Book II*. (Cambridge: 1989).

Xenophon: Apology, Symposium text: Marchant OCT.

commentaries:

For Apology:

[1] Konstan, D. (ed.), *Xenophon's Apology of Socrates* (Bryn Mawr: 1987).

[2] Pucci, P. (ed.), *Xenophon. Socrates' Defense*, with text (Marchant OCT) and commentary (Amsterdam: 2002).

[2] Denyer, N. (ed.), *Plato and Xenophon, Apologies of Socrates* (Cambridge: 2019).

For Symposium:

[1] Miller, A. (ed.) *Xenophon's Symposium*. (Bryn Mawr: 2005).

[2] Bowen, A.J.. *Xenophon; Symposium, with an Introduction, Translation and Commentary* (Warminster: 1998).

Latin

Archaic: Selected fragments [Accius Brutus; Andronicus Odusia; Caecilius Plocium; Cato De falsis pugnibus; Ennius Ann. I, Andromache, Medea; Epitaphs of the Scipios; Salian & Arval Hymns; Lucilius virtus fr.; Lutatius Catulus epigrams, Naevius Bellum Poenicum, Tarentilla, Cum Metellis Altercatio; Pacuvius fortuna & profectio fr., Porcius Licinius epigrams, Valerius Aedituus epigrams, Volcacius Sedigitus iudicium comicorum fr.]

texts:

Ernout, A., *Recueil de textes latins archaïques* (Paris: 1966).

Marx, F., *C. Lucilii carminum reliquiae* (Teubner, 1905).

E.H. Warmington, *Remains of Old Latin vols. 1-4* (Loeb Classical Library).

commentaries:

[3] Courtney, E.C., *Fragmentary Latin Poets* (Oxford: 1993).

[3] Hollis, A.S. *Fragments of Roman Poetry* (Oxford: 2007).

[3] Skutsch, O., *Ennius Annales* (Oxford: 1985).

Apuleius: Cupid & Psyche: text: Hanson (Loeb, 1989)

commentaries:

[2] Kenney, E.J. (ed.), *Apuleius: Cupid & Psyche*. (Cambridge: 1990).

Catullus: 1-68: text: DFS Thomson (ed.), Catullus (U of Toronto press, 1997)

commentaries:

[1] Garrison, D. (ed.), *The Student's Catullus* (Norman: 2004).

[2] Fordyce, C.J. (ed.), *Catullus* (Oxford: 1990).

[2] Quinn, K. (ed.), *Catullus: The Poems* (Bristol: 1996).

Caesar: Bellum Civile III: text: OCT

commentaries:

[1] EC Kennedy (ed.) *Caesar De Bello Civili III* (Bristol Classical Press reprint 2002).

[2] JM Carter (ed.), *Julius Caesar The Civil War Book III* (Aris & Phillips, 1993).

Cicero:

In Catilinam I & III:

[1] Gould, H.E. & Whiteley, J.L. (eds.), *Cicero In Catilinam I & II* (reprint, Bristol: 1982).

[2] Dyck, A. (ed.), *Cicero Catilinarians* (Cambridge: 2008).

Pro Caelio:

[1] Engelert, W. (ed.), *Cicero Pro Caelio* (Bryn Mawr: 1990).

[2] Dyck, A. (ed.), *Pro Marco Caelio* (Cambridge: 2013).

[3] Austin, R.G., *M. Tulli Ciceronis Pro Caelio oratio* (Oxford: 1963).

Selected letters [no.s 3, 6, 9, 11, 13, 15, 18, 20, 21, 23, 24, 26, 29, 45, 48, 51, 52, 63, 66, 70, 73
in SB edition below]

[2] Bailey, S. *Cicero: Select Letters* (Cambridge: 1980)

Horace: Ars Poetica, Odes III: text: F. Klingner (Teubner, 1959)

commentaries:

[1] Gould, H.E. & Whiteley, J.L. (eds.), *Odes Book Three* (London: 1953).

- [1] Garrison, D. (ed.), *Horace: Epodes and Odes* (Norman: 1998).
 [1] Quinn, K. *Horace Odes* (London: 1984).
 [2] Williams, G. (ed.), *The Third Book of Horace's Odes* (Oxford: 1969).
 [2] Rudd, N. (ed.), *Horace: Epistles Book II and Ars Poetica* (Cambridge: 1990).

Juvenal: I, X: text: W.V. Clausen (OCT)
 commentaries:

- [1] Rudd, N. & Courtney, E. (eds.), *Juvenal Satires I, III, X* (Bristol)
 [2] Hardy, E.G. (ed.), *The Satires of Juvenal* (London: 1959)
 [2] Braund, S.M. (ed.), *Juvenal Satires Book I* (Cambridge: 1996). [*Sat.* 1 only.]

Livy: I: text: R.M. Ogilvie (OCT)
 commentaries:

- [1] Gaisser, J.H. (ed.), *Livy Book I: commentary* (Bryn Mawr: 2002).
 [1] Gould, H.E. & Whiteley, J.L. (eds.), *Livy: Book I* (reprint, Bristol: 1993)

Lucan: VII: texts: A.E. Housman (Cambridge), Shackleton Bailey (Teubner)
 commentaries:

- [2] Dilke, O., *Lucan Be Bello Civili VII* (reprint, Bristol: 1998)
 [2] Roche, P., *Lucan De Bello Civili VII* (Cambridge: 2019).

Lucretius: III: text: MF Smith (rev.) W Rouse (ed.), *Lucretius De rerum natura*
 (Loeb, 1992 rev. ed.).

commentaries:

- [2] Leonard, W. & Smith, S. (eds.), *De rerum Natura* (Madison: 1942).
 [2] Kenney, E. (ed.), *De rerum natura Book III* (Cambridge: 2014).

Ovid: Metamorphoses I: texts: W.S. Anderson (Teubner), R. Tarrant (OCT)
 commentaries:

- [1] Lee, A.G. (ed.), *Metamorphoses I* (Cambridge: 1953).
 [2] Anderson, W.S. (ed.), *Ovid's Metamorphoses Books 1–5*. (Norman: 1997).

Petronius: Cena: text: K. Mueller (Teubner)
 commentaries:

- [2] Smith, M.S. (ed.), *Cena Trimalchionis / Petronii Arbitri* (Oxford: 1975).

Plautus: Pseudolus: text: W.M. Lindsay (OCT)
 commentaries:

- [1] Wilcock, M. (ed.), *Plautus Pseudolus* (reprint, Bristol: 1991)
 [2] Christensen, D. (ed.), *Plautus Pseudolus* (Cambridge: 2020).

Propertius: I: text: S.J. Heyworth (OCT, 2007)
 commentaries:

- [2] Camps, W.A. (ed.), *Propertius Elegies Book I* (Cambridge: 1966).
 [3] Butler, H. E., and Barber, E.A. (eds.), *The Elegies of Propertius* (Oxford: 1933).

Sallust: Catilina: text: L.D. Reynolds (OCT)
commentaries:

[2] Ramsey, J.T. (ed). *Sallust's Bellum Catilinae* (Oxford: 2007).

Seneca: Letters 7, 24, 47, 56, 88, 90, 114, 122 text: L. Reynolds OCT
commentaries:

[1] Motto, A.L. (ed.), *Seneca's Moral Epistles* (Wauconda: 2007).

[2] Edwards, C. (ed.), *Seneca Selected Letters* (Cambridge: 2019).

[2] Summers, W. (ed.), *Select Letters of Seneca* (Bristol).

Seneca: Thyestes: text: O. Zweirlein (OCT)
commentaries:

[2] Boyle, A.J. *Seneca, Thyestes* (Oxford: 2017).

[3] Tarrant, R.J. (ed.), *Seneca's Thyeste* (Atlanta: 1985).

Tacitus: Agricola: text: R.M. Ogilvie (OCT)
commentaries:

[3] Ogilvie, R.M. & Richmond, I. (eds.), *Tacitus Agricola* (Oxford: 1967).

Terence: Eunuchus: text: Kauer & Lindsay OCT.
commentaries:

[2] Barsby, J. (ed.), *Terence Eunuchus* (Cambridge: 1999).

Virgil: Aeneid VII-XII text: Mynors, OCT, G.B. Conte (Teubner)
commentaries:

[1] Williams, R., (ed.), *Virgil Aeneid VII-XII* (Bristol: 1998).

[2] Fordyce, C. J. *Aeneidos Libri VII-VIII. With a Commentary* (Oxford: 1977.).

[2] Hardie, P.R. *Virgil, Aeneid Book IX* (Cambridge: 1995).

[3] Harrison, S. J. *Aeneid 10* (Oxford: 1991).

[2] Gransden, K. W. *Virgil, Aeneid Book XI* (Cambridge: 1991).

[2] Tarrant, R.J. (ed.) *Virgil Aeneid Books XII* (Cambridge: 2012).

Classical Archaeology and Art

Preparing for the “Q”:

The exam comprises a list of ca. six to eight questions, from which you will choose to answer three by means of short essays (three hours total, or roughly one hour per essay). It is designed to test knowledge of the texts on the reading list, but more importantly, it is intended to cultivate a broad understanding of central conversations in classical archaeology and art, and to help you find your own voice within them. The exam therefore does not require detailed recollection of the factual content of the assigned texts, rather the ability to use them as potential models for your own research. This requires that you shift from reading as memorization to reading as a means to develop (and eventually answer) research questions; from reading as a student to reading as a scholar. The Q-exam is an opportunity to test how effectively you have made this transition. It should allow you to identify your own strengths and areas for improvement, and it should initiate a conversation with your special committee about A-exams and dissertation projects.

The best, indeed the only way to prepare is to read the texts. You will read the list in its entirety, with the additional help of the Advanced Readings course and reading groups. Again, the point is not to memorize the content of any given book or essay, but to be able to accurately summarize its arguments and impacts on the fields of Classical archaeology and art. Accordingly, as you approach each reading, you should keep a few basic questions in mind:

- What is the key argument?
- What evidence serves the author as the basis for the argument?
- Which methodology does the author employ to interpret the evidence?
- To whom, or to what, is the author responding? (In other words, why is the argument consequential?)
- What influence has the book or essay had upon subsequent scholarship? Does its reception accurately represent its argument, or has it been misunderstood, reinterpreted, etc.?

You will undoubtedly read some texts more closely than others. The amount of attention that you give to each text will depend in part on your pre-existing interests. But you should also let yourself be drawn in by texts in subfields that were not previously of interest, and discover unexpected connections across the different sections of the list. In other words, while the list is set and you should read it in its entirety, it should also inspire you to begin “curating” your own core library of key texts.

The “Advanced Readings in Archaeology” course will be offered either in your first or in your second year. It is designed specifically as an opportunity to read a substantial selection of the texts on the reading list. It will also help develop skills for rapidly assimilating key bibliography

at the beginning of a research project as a means to define and refine your own positions and hypotheses. Different instructors may adopt different approaches to the course, but all are encouraged to set at least one timed essay exam as a “dry run” for the Q-exam. The course may also provide an opportunity to begin “curating” your own core list: for example, by writing a short, annotated bibliography based on a subsection of the list, and identifying questions of particular interest to you that draw together multiple texts (and speak across subdisciplines). You should also expect to give presentations on readings (e.g., in the form of critical reviews) and to lead at least one class discussion. Both exercises should help you to start speaking as an expert.

The reading list does not include basic reference texts, but you should become familiar with and make use of references as you read. It is somewhat astonishing (if we may briefly editorialize) how little many students (and, indeed, scholars) know of historical geography. If a reading addresses at length a place (city, region, etc.) that you could not locate on a map, please consult a reference (such as Barrington’s Atlas). Similarly, if a reading addresses at length an institution (or other historical phenomenon) with which you are unfamiliar, please look it up in an encyclopedia (e.g., the Oxford Classical Dictionary or the New Pauly). Entries in Oxford Bibliographies will help you to understand the reception of specific readings and give an overview of other key texts with which they are in dialogue. And so forth. In short, use your preparation for the Q-exam also as an opportunity to familiarize yourself with basic research tools in Classics (and use the Advanced Readings course as an opportunity to ask faculty and peers about their preferred tools).

Outside of the more formal environment of the “Advanced Readings” classroom, it will be helpful for you to set up semi-formal opportunities to study with the rest of your cohort. Regular reading groups, in which you might discuss a set of texts and collectively work through puzzlements, can be very helpful. You should also use the reading list as a tool to situate assigned readings for more specialized courses; and doubtless many texts on the list will be useful sources for papers and other projects undertaken for various seminars.

As you approach the Q-exam, you should find yourself reading secondary literature more quickly, and you should also feel more confident posing questions in seminar, engaging with visiting speakers, etc. Most importantly, you should begin to develop a clear sense of the history and present shape of the fields of classical archaeology and art, the contributions you want to make, and the skills and study that you will need to make them. Thus the Q exam is not an end itself, rather the beginning of a conversation that you will continue with your adviser, special committee, teachers, and peers. Happy reading!; and please feel free to contact the DGS with any concerns, whether about the exam itself, the list, or your own progress.

Defining the Subject

Broodbank, C. 2013. *The Making of the Middle Sea*. Oxford.

Concannon, C.W., and L. A. Mazurek, eds. 2016. *Across the Corrupting Sea: Post-Braudelian Approaches to the Ancient Eastern Mediterranean*. London/New York, chapters 7 and 8.

Herzfeld, M. 2005. "Practical Mediterraneanism: Excuses for Everything, from Epistemology to Eating." *In Rethinking the Mediterranean*, ed. W.V. Harris, ed. Oxford.

Horden, P., and N. Purcell. 2000. *The Corrupting Sea: A Study of Mediterranean History*. Oxford.

Morris, I. 2003. "Mediterraneanization." *Mediterranean Historical Review* 18: 30-55.

History and Development of Classical Archaeology and Classical Art

Anderson, B. 2015. "'An Alternative Discourse': Local Interpreters of Antiquities in the Ottoman Empire." *Journal of Field Archaeology* 40: 450-460.

Dyson, S.L. 2006. *In Pursuit of Ancient Pasts: A History of Classical Archaeology in the Nineteenth and Twentieth Centuries*. New Haven.

Platt, V. 2016. "The Matter of Classical Art History." *Daedalus* 145(2): 5-14.

Renfrew, C. 1980. "The Great Tradition versus the Great Divide: Archaeology as Anthropology?" *American Journal of Archaeology* 84: 287-298.

Tartaron, T.F. 2008. Aegean Prehistory as World Archaeology: Recent Trends in the Archaeology of Bronze Age Greece. *Journal of Archaeological Research* 16: 83-161.

Trigger, B.G. 2006. *A History of Archaeological Thought*. 2nd edition. Cambridge.

Whitley, J. 2001. *The Archaeology of Ancient Greece*. Cambridge, pp. 3-76 ("Approaches to Greek Archaeology").

Theory, Methods, and Approaches

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Greek and Roman World

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Dougherty C., and L. Kurke, eds. 2003. *The Cultures within Greek Culture: Contact, Conflict, Collaboration*. Cambridge, chapters by Antonaccio, Ober.

Elsner, J. 2007. *Roman Eyes: Visuality and Subjectivity in Art and Text*. Princeton.

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- Marvin, M. 2008. *The Language of the Muses: The Dialogue between Greek and Roman Sculpture*. Los Angeles.

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- Van Oyen, A. 2016. *How Things Make History: The Roman Empire and Its Terra Sigillata Pottery*. Amsterdam.
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- Platt, V., and M. Squire, eds. 2010. *The Art of Art History in Greco-Roman Antiquity* (special issue of *Arethusa*). *Arethusa* 43.2.
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- Scheidel, W., I. Morris and R. Saller (eds). 2007. *The Cambridge Economic History of the Greco-Roman World*. Cambridge, Introduction (Morris et al.), Chap. 12 (Davies), and Chap. 20 (Kehoe).
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- Trümper, M. 2012. "Gender and Space, 'Public' and 'Private.'" In *A Companion to Women in the Ancient World*, eds. S.L. James and S. Dillon, 288-303. Malden, MA.

Versluys, M.J. 2014. "Understanding Objects in Motion: An Archaeological Dialogue on Romanization." *Archaeological Dialogues* 21: 1-20. Read Versluys' article together with the following responses.

Wallace-Hadrill, A. 2008. *Rome's Cultural Revolution*. Cambridge.

Zanker, P., and B. C. Ewald. 2012. *Living with Myths. The Imagery of Roman Sarcophagi*. Trans. J. Slater. Oxford.

Greek and Latin Languages and Linguistics

Preparing for the “Q”:

This exam will have two parts:

- The first part will be a two-hour translation exam based on the Greek and Latin Linguistics reading list. One hour of the exam will be devoted to Greek translation and one hour to Latin translation. This exam is intended to assess your progress towards mastery of Greek and Latin morphology and syntax.
- The second part of the Q exam will be a two-hour written exam on the elements of Greek and Latin historical grammar. This exam will offer you a choice of six essay questions from which you will choose three to answer. You should prepare for this exam by reading and mastering the selections listed below from Michael Weiss’s *Outline of the Historical and Comparative Grammar of Latin* (2020) and *Outline of the Historical and Comparative Grammar of Greek* (ms. Cornell 2020) and from Benjamin W. Fortson’s *Proto-Indo-European Language and Culture* (2013). In order to progress in the field of Greek and Latin Linguistics you must have a firm and active knowledge of this material. Firm and active knowledge means you understand the basic principles of synchronic and diachronic linguistic analysis and argumentation and that you can explain how the Greek and Latin languages have the forms that they do.

Immediately after the Q Exam, the special committee will meet with each student in the concentration for a brief (ca. one-hour) discussion of a research of a paper that the student will have written for a course taken in the first two years. This paper should demonstrate first-hand involvement with the data, the ability to frame a research question, and thoughtful application of the methods learned.

You should not define your learning in your first two years as limited to preparing on the basis of the above materials for the Q exam. You should read on your own in the secondary literature, both recent articles and books and the classics of the field—many written in German, French or Italian. Your committee will be happy to point you in the right direction. You should join existing discussion groups or found groups of your own tailored to your interests. You should seek out both your colleagues and your professors to discuss questions of Greek and Latin linguistics. Learning in graduate school is a collaborative process!

Greek

Aeschylus: *Agamemnon*

Aristophanes: *Frogs*

Euripides: *Bacchae*

Gorgias: Helen

Hellenistic: Selected poems [Callimachus, Apollonius, Moschus & epigrams in N. Hopkinson, *A Hellenistic Anthology* (Cambridge 1988) & Theocritus Idylls I & VII]

Hesiod: Theogony

Herodotus: I

Homer: Iliad XIX-XXIV, Odyssey XIX-XXIV

Lyrici: Selected poems [The selections in G. O. Hutchinson, *Greek Lyric Poetry* (Oxford 2001), except the tragic excerpts, & Archilochus in D. A. Campbell, *Greek Lyric Poetry* (Bristol 1982)]

Pindar: O. I-III, P. I & III, Is. I

Plato: Symposium

Sophocles: OT

Thucydides: II

Xenophon: Apology, Symposium

Selection of Inscriptions (from Buck, *Greek Dialects*)

Latin

Appendix Probi

Archaic: Selected fragments [Accius Brutus; Andronicus Odusia; Caecilius Plocium; Cato De falsis pugnibus; Ennius Ann . I, Andromache, Medea; Epitaphs of the Scipios; Salian & Arval Hymns; Lucilius virtus fr.; Lutatius Catulus epigrams, Naevius Bellum Poenicum, Tarentilla, Cum Metellis Altercatio; Pacuvius fortuna & profectio fr., Porcius Licinius epigrams, Valerius Aedituus epigrams, Volcacius Sedigitus iudicium comitorum fr.]

Catullus: 1-68

Caesar: Bellum Civile III

Cato: De agricultura 141

Cicero: In Catilinam I & III, Pro Caelio, Selected letters [3, 6, 9, 11, 13, 15, 18, 20, 21,

23, 24, 26, 29, 45, 48, 51, 52, 63, 66, 70, 73 in Shackleton Bailey, Cicero: Select Letters (Cambridge 1980) = A1.2, A1.13, F14.2, A4.5, F5.12, F7.1, F7.5, F7.6, A5.1, F13.1, F15.1, F15.6, F9.18, F9.26, F7.26, F5.16, A13.52, A14.1, A15.11, A16.6].

Gospel of John 6.51-69 [Vetus Latina codex Palatinus, from J.N. Adams, Anthology of Informal Latin 428–444]

Horace: Ars Poetica, Odes III

Livy: I

Lucretius: III

Petronius: Cena

Plautus: Pseudolus

Sallust: Catilina

Tacitus: Agricola

Terence: Eunuchus

Virgil: Aeneid VII-XII

Secondary Literature

Fortson, Benjamin. 2009. *Indo-European Language and Culture*. 2nd edition. Blackwell. Malden MA.

Weiss, Michael. 2017. *Outline of the Historical and Comparative Grammar of Latin*. 2nd edition. Ann Arbor: Beech Stave Press.

Weiss, Michael. *Outline of the Historical and Comparative Grammar of Ancient Greek* (manuscript).

Q Exam Readings: Greek and Latin Language and Linguistics Concentration

1. From: Fortson, *Indo-European Language and Culture: an Introduction*²:

Greek: Ch. 12: 248–73

Italic: Ch. 13: 274–308

2. From: Weiss, *Outline of the Historical and Comparative Grammar of Latin*²:

PIE Consonants (C) Ch. 4 II A 1-3, II A 4 c-e, II B, II C	36-37, 39-41, 42
PIE Vowels (V) Ch. 4 III	43-47
PIE Word Structure, Root Structure, “Ablaut” Ch. 5	48-52
PIE and Latin “Laryngeals” (H) Ch. 6 I	53-55
Latin Segments	71-75
PIE > Latin Stops (T) Ch. 9 I-VI, Ch. 10 IV	80-88, 92-93
PIE > Latin Continuants Ch. 10 I-III	89-92
PIE > Latin Vowels (V), Diphthongs (VI), Syllabic Sonorant Cs (R̥) Ch. 11 I-VII	103-114
Latin and Italic Stress	118-120
Latin “Vowel Weakening”	126-131
Latin \bar{V} Changes Other Than “Weakenings” Ch. 15 I-II	148-155
Latin Rhotacism Ch. 16 II	161-163
PIE Nominals: Case, Number, Gender	210-215
PIE Nominal Endings	215-221, 222-229
Latin Nominal System	230-232
Thematic (“Second Declension”) Stems	232
Thematic Stem Plus Ending Combinations: PIE and Latin	237-243
PIE h_2 -Stems > Latin \bar{a} -Stems (“First Declension”)	245
h_2 -Stem Plus Ending Combinations; Latin \bar{a} -Stem Paradigm	246
Athematic Accent/Ablaut Patterns in Inflection	276-279
Latin “Third Declension” (Obstruent- and i -Stems): Introduction	255
Latin Obstruent-Stem Paradigms	255-259
PIE i -Stem Plus Ending Combinations	259
Latin i -Stem Paradigms	260, 261-265
PIE u -Stem Plus Ending Combinations	268
Latin u -Stems	268-269, 269-272
The PIE Verb Ch. 35	400-21
The Latin Verb Ch. 36-39	422-475

Note: a good deal of the PIE morphological treatment overlaps with the Greek *Outline*.

3. From: Weiss, *Outline of the Historical and Comparative Grammar of Ancient Greek* (pdf supplied):

Ch. 6: 4-6 Laryngeals in Greek

Ch. 7: 1-8	Sounds of Greek (synchronic)
Ch. 8: 1-9, 18-19	Development of PIE stops in Greek
Ch. 9: 1-5	Development of PIE continuants (s and sonorant consonants) in Greek
Ch. 10: 1-6	\bar{V} , VI, \bar{VI} , \bar{R} developments in Greek. Prothetic Vs.
Ch. 11:	
1-2	Osthoff's Law.
2-7	The three compensatory lengthenings.
Ch. 12:	
1-6	PIE and Greek prosody.
6-9	Special laryngeal developments.
Ch. 13:	
1-4	Pre-Greek and Greek contractions of V+V.
4-5	Other V+V phenomena
5-6	Special VI treatments
6-7	Attic "reversion"
7-9	History of the Attic \bar{V} system
Ch. 14: 1-7	C voicing assimilation; more on <i>s</i> developments; the development of TL and TN sequences; Grassmann's Law; assibilation of <i>t</i> ; treatments of C_i , L_i , N_i , s_i ; treatment of <i>T\bar{u}</i> and <i>s\bar{u}</i> ; minor assimilations and dissimilations.
Ch 15: 1-11	Nominal categories; PIE sg. case endings
Ch 16: 1-9	PIE pl. and du. case endings
Ch. 17:	
1-7	PIE and Greek <i>o</i> -stems ("thematics")
8-12	PIE <i>*-eh₂-</i> stems
12-14	Greek \bar{a} -stems
14-17	PIE <i>*-ih₂/-jeh₂-</i> stems and Greek $\bar{i}\bar{a}$ -stems
17-27	PIE and Greek T- and R-stems
28-33	PIE and Greek adjectives
Ch. 22: 1-10	PIE and Greek verbal stems: aorist and present
Ch. 23:	
1-7	PIE and Greek verbal stems: perfect; Greek future
8-14	PIE and Greek moods
Ch. 24: 1-5	PIE and Greek participles, verbal adjectives, infinitives
Ch. 25: 1-17	PIE verbal semantics; morphology of the PIE verb system; personal endings

Note: a good deal of the PIE morphological treatment overlaps with the Latin *Outline*.

Interdisciplinary Classics – “Capsule Lists”

Preparing for the “Q”:

As a written exam designed to test knowledge of secondary literature in Classics, the “Q” Examination in interdisciplinary Classics resembles that in classical archaeology art, and the second part of the Q in linguistics (for both, see above). The reading list will combine the capsule lists from three concentrations; for the capsule lists, see below. The exam comprises a list of ca. six to eight questions, from which you will choose to answer three by means of short essays (three hours total, or roughly one hour per essay). For guidance on preparing for the exam, see especially under classical archaeology and art, above; the remarks there apply also, *mutatis mutandis*, to the “Q” in interdisciplinary Classics.

Ancient History

Books

Ando, Clifford. *Imperial ideology and provincial loyalty in the Roman Empire* (Berkeley 2000).

Bryen, Ari Z. *Violence in Roman Egypt: A Study in Legal Interpretation* (Philadelphia 2013).

Clark, Elizabeth A. *History, Theory, Text: Historians and the Linguistic Turn* (Cambridge, MA 2004).

Connelly, Joan Breton. *Portrait of a Priestess: Women and Ritual in Ancient Greece* Princeton, NJ 2007).

Horden, Peregrine & Nicholas Purcell. *The Corrupting Sea: A Study of Mediterranean History* (Oxford 2000).

Isaac, Benjamin. *The Invention of Racism in Classical Antiquity*. New ed. (Princeton, NJ 2006).

Kosmin, Paul J. *Time and its adversaries in the Seleucid empire* (Cambridge, MA 2018).

Ober, Josiah. *The Rise and Fall of Classical Greece* (Princeton, NJ 2015).

Russell, Amy. *The politics of public space in Republican Rome* (Cambridge 2016)

Scheid, John. *The Gods, the State, and the Individual: Reflections on Civic Religion in Rome* (Philadelphia 2015).

Strauss, Barry. *The Trojan War: A New History* (New York, NY 2006).

Papers

Arthur, Marilyn. "Review Essay: Classics." *Signs* 2/2 (1976): 382-403. [on women in ancient Greece and Rome]

Brown, Peter. "The rise and function of the holy man in late antiquity." *Journal of Roman Studies* 61 (1971): 80-101 [with Brown, Peter. "The rise and function of the holy man in late antiquity, 1971-1997." *Journal of Early Christian Studies* 6 (1998): 353-376].

Cameron, Averil. "The 'long' late antiquity: a late twentieth-century model." In *Classics in progress*. Edited by Timothy Peter Wiseman, 165-191 (Oxford 2002).

Cartledge, Paul. "Raising Hell: The Helot Mirage – A Personal Re-View." In *Helots and Their Masters in Laconia and Messenia*. Edited by Nini Luraghi and Susan E. Alcock, 12-30 (Washington, DC 2003).

Eberle, Lisa Pilar and Le Quéré, Enora. "Landed traders, trading agriculturalists?: land in the economy of the Italian diaspora in the Greek East." *Journal of Roman Studies* 107 (2017): 27-59.

Hanson, Victor Davis. "The Status of Ancient Military History: Traditional Work, Recent Research, and On-going Controversy." *Journal of Military History* 6 (1999): 379–413.

Lavan, Myles. "The Spread of Roman Citizenship, 14-212 CE: Quantification in the Face of High Uncertainty." *Past and Present* 230/1 (2016): 3-46.

Levin-Richardson, Sarah. "Fututa sum hic: Female Subjectivity and Agency in Pompeian Sexual Graffiti." *The Classical Journal* 108/3 (2013): 319-345.

Ma, John. "Hellenistic honorific statues and their inscriptions." In *Art and inscriptions in the ancient world*. Edited by Newby, Zahra and Leader-Newby, Ruth E., 203-220 (Cambridge 2007).

Manning, Sturt W. "The Roman World and Climate: Context, Relevance of Climate Change, and Some Issues." In *The ancient Mediterranean environment between science and history*. Edited by William V. Harris, 103-170 (Leiden 2013).

Morris, Ian. "Burial and Ancient Society after Ten Years." *Travaux de La Maison de l'Orient Méditerranéen* 27/1 (1998): 21–36.

Morris, Ian. "The Greater Athenian State." In *The Dynamics of Ancient Empires*. Edited by Ian Morris and Walter Scheidel, 99-177 (Oxford 2009).

Mouritsen, Henrik. "Freedmen and Decurions: Epitaphs and Social History in Imperial Italy," *Journal of Roman Studies* 95 (2005): 38-63.

Murray, Oswyn. "Cities of Reason." *European Journal of Sociology* 28/2 (1987): 325–46.

Noreña, Carlos F. "The social economy of Pliny's correspondence with Trajan." *American Journal of Philology* 128/2 (2007): 239-277.

Padilla Peralta, Dan-el. "Slave religiosity in the Roman middle republic." *Classical Antiquity* 36/2 (2017): 317-369.

Scheidel, Walter. "Helot Numbers: A Simplified Model." In *Helots and Their Masters in Laconia and Messenia*. Edited by Nini Luraghi and Susan E. Alcock, 240-247 (Washington, DC 2003).

Woolf, Greg. "Becoming Roman, staying Greek: culture, identity and the civilizing process in the Roman east." *Proceedings of the Cambridge Philological Society* 40 (1994) 116-143.

Ancient Philosophy

No list supplied.

Classical Archaeology and Art

Monographs

Alcock, S. 1993. *Graecia Capta: The Landscapes of Roman Greece*. Cambridge.

Broodbank, C. 2013. *The Making of the Middle Sea*. Oxford.

Finley, M.I. 1999. *The Ancient Economy*. Updated edition. Berkeley (with foreword).

Horden, P., and N. Purcell. 2000. *The Corrupting Sea: A Study of Mediterranean History*. Oxford.

Marvin, M. 2008. *The Language of the Muses: The Dialogue between Greek and Roman Sculpture*. Los Angeles.

Morris, I. 1987. *Burial and Ancient Society: The Rise of the Greek City-State*. Cambridge.

Neer, R. 2010. *The Emergence of the Classical Style in Greek Sculpture*. Chicago.

Nevett, L.C. 1999. *House and Society in the Ancient Greek World*. Cambridge.

Trigger, B.G. 2006. *A History of Archaeological Thought*. 2nd edition. Cambridge.

Trimble, J. 2011. *Women and Visual Replication in Roman Imperial Art and Culture*. Cambridge.

Essays

Alcock, S.E., et al. 2005. "Reading the Landscape: Survey Archaeology and the Hellenistic Oikoumene." In *A Companion to the Hellenistic World*, edited by A. Erskine, 354-372. Malden, MA.

Hamilakis, Y, and E. Yalouri. 1999. "Sacralizing the Past: The Cults of Archaeology in Modern Greece." *Archaeological Dialogues* 6 (1999): 115-135.

Hartmann, A. 2013. "Cui vetustas fidem faciat: Inscriptions and Other Material Relics of the Past in Graeco-Roman Antiquity." In *Inscriptions and Their Uses in Greek and Latin Literature*, edited by P. Liddel and P. Low, 33-64. Oxford.

Herzfeld, M. 2005. "Practical Mediterraneanism: Excuses for Everything, from Epistemology to Eating." In *Rethinking the Mediterranean*, edited by W.V. Harris. Oxford.

Hodder, I. 2011. "Human-Thing Entanglement: Towards an Integrated Archaeological Perspective." *JRAI* 17: 154-177.

Johnson, M.H. 2012. "Phenomenological Approaches in Landscape Archaeology." *Annual Review of Anthropology* 41: 269-284.

Kindt, J. 2009. "Polis Religion: A Critical Appreciation," *Kernos* 22: 9-34.

McCormick, M., et al. 2012. "Climate Change during and after the Roman Empire: Reconstructing the Past from Scientific and Historical Evidence." *Journal of Interdisciplinary History* 43: 169-220.

Meskel, L. 2007. "Archaeologies of Identity." In *The Archaeology of Identities: A Reader*, edited by T. Insoll, 23-43. London.

Morris, I. 2003. "Mediterraneanization." *Mediterranean Historical Review* 18: 30-55.

Neer, R. 2005. "Connoisseurship and the Stakes of Style." *Critical Inquiry* 32: 1-26.

Osborne, R. 2007. "Sex, Agency, and History: The Case of Athenian Painted Pottery." In *Art's Agency and Art History*, edited by R. Osborne and J. Tanner, 179-198. Malden, MA.

de Polignac, F. 1994. "Mediation, Competition, and Sovereignty: The Evolution of Rural Sanctuaries in Geometric Greece." In *Placing the Gods: Sanctuaries and Sacred Space in Ancient Greece*, edited by S. Alcock and R. Osborne, 247-261. Oxford.

Pollard, A.M., and P. Bray. 2007. "A Bicycle Made for Two? The Integration of Scientific Techniques into Archaeological Interpretation." *Annual Review of Anthropology* 36: 245-259.

Renfrew, C. 1980. "The Great Tradition versus the Great Divide: Archaeology as Anthropology?" *American Journal of Archaeology* 84: 287-298.

Silliman, S.W. 2015. "A Requiem for Hybridity? The Problem with Frankensteins, Purées and Mules." *Journal of Social Archaeology* 15: 277-298.

Tartaron, T.F. 2008. "Aegean Prehistory as World Archaeology: Recent Trends in the Archaeology of Bronze Age Greece." *Journal of Archaeological Research* 16: 83-161.

Trümper, M. 2012. "Gender and Space, 'Public' and 'Private.'" In *A Companion to Women in the Ancient World*, edited by S.L. James and S. Dillon, 288-303. Malden, MA.

Versluys, M.J. 2014. "Understanding Objects in Motion: An Archaeological Dialogue on Romanization." *Archaeological Dialogues* 21: 1-20 (with responses).

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Greek

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Plato: Symposium

Sophocles: OT

Thucydides: II

Xenophon: Symposium

Latin

Apuleius: Cupid & Psyche

Catullus: 1-20 selected, 63, 64

Caesar: Bellum Civile III

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Juvenal: I

Livy: I

Ovid: Metamorphoses I

Petronius: Cena

Sallust: Catilina

Tacitus: Agricola

Virgil: Aeneid 9-12