

INTERDEPARTMENTAL PROGRAM IN ANCIENT HISTORY HANDBOOK
(2022-2023)



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I. INTRODUCTION

The **Interdepartmental Program in Ancient History** (IPAH, formerly the Interdepartmental Program in Greek and Roman History) was founded in 2001 in order to facilitate the training of historians in ancient history and in historical studies broadly speaking. Our first class entered in fall 2002. The goal of the program is to provide students with rigorous training in the traditional methods of Classical Studies and to develop their familiarity with the interpretive perspectives, methodologies, and theories of Historical Studies. Ultimately, our students are equipped to pursue research projects that speak across disciplinary boundaries in meaningful ways. Our students are prepared to obtain jobs in Departments of History, Classical Studies and, depending on their areas of research, also in Departments and Programs of Religious Studies, Middle East and North African Studies, and History of Science, Technology, and Medicine.

IPAH also sponsors a **Certificate in Ancient History** for students enrolled in PhD programs in other Departments. The requirements for the Certificate are described in section XIII of this Handbook. Students cannot apply to IPAH for an M.A. in Greek and Roman History. A description of the exit M.A. available to students already within the program is found in section XI.

This handbook aims to guide students enrolled in the **PhD program** through the process of planning a course of study that will meet not only the requirements of History, Classical Studies, and the Rackham School of Graduate Studies, but will also fulfill the spirit of the philosophy of the program: an historical training that is rigorous in the technical skills of Classical Studies but yet is broad in its conception and open to a wide variety of theoretical and practical approaches to the past.

II. ADMINISTRATION & FACULTY

IPAH is administered by an Executive Committee of five members: the Director, two members who hold appointments in the Department of History, and two members who hold appointments in the Department of Classical Studies. A Graduate Representative, selected annually by students in the Program, is invited to attend meetings of the Executive Committee, but is not a voting member of the Committee. The Graduate Representative also attends the monthly meetings of the Department of Classical Studies. Students in all three graduate programs that fall under the umbrella of Classical Studies (IPAH, IPCAA, and Lang & Lit) elect their representatives to the Graduate Employees Organization (GEO), the graduate student union, at the beginning of every fall term.

The Director is appointed by the Chairs of Classical Studies and History, in consultation with the core faculty and graduate students.

The current members of the **core faculty** are: Anna Bonnell-Freidin (History), Aileen Das (Classical Studies and Middle East Studies), Sara Forsdyke (Classical Studies), Brendan Haug (Classical Studies and Archivist of the Papyrology Collection), Ian Moyer (History), Ellen Muehlberger (History), Rafe Neis (History and Judaic Studies), Celia Schultz (Classical Studies), and Arthur Verhoogt (Classical Studies).

The primary administrator for IPAH is Sarah Kandell, who is also the administrator of all graduate programs in the Department of Classical Studies.

III. COURSE REQUIREMENTS AND SAMPLE PLAN

The PhD program is designed to take five to six years, the first three of which focus on courses, teaching, and exams. Rackham Graduate School requires that all exams and degree requirements be completed before the beginning of a student's seventh semester.

A. Required courses

History 615: An introduction to the methods and approaches of historical studies as a whole. This course is offered by the History Department and is required of all incoming History PhD students, including students studying more recent periods of history. This course also typically enables students to fulfill part of the Rackham Responsible Conduct in Research and Scholarship requirement. ***This course must be taken in the first year of study, and it is offered only in the Fall Term.***

History 630: An introduction to the methods and approaches of ancient Mediterranean history. This course is required of those students enrolled in IPAH, although students in other programs, including those intending to achieve a Certificate in Ancient History, may also enroll. ***This course is offered every year.***

History 807 Success in Graduate School: This course is designed to introduce students to aspects of professional life and graduate training in the History Department through discussions, readings, and activities. The course will equip students with information, best practices, and resources often unaddressed in typical academic coursework. ***This course must be taken in the first year of study, and it is offered only in the Fall Term.***

Classical Studies Proseminar (= Greek 600/CLARCH 600/Latin 600): This one-credit course meets once a week for two hours and serves to introduce students to some of the tools, methods and resources used to investigate the ancient past. Topics include: library tools and databases for research, papyrology, and an introduction to various allied programs such as the Interdepartmental Program in Classical Art and Archaeology (IPCAA) and Middle East Studies. This course also typically enables students to fulfill part of the Rackham Responsible Conduct in Research and Scholarship requirement. ***This course is usually taken in fall term of the first year, but there is some flexibility about this. The course is required before advancing to candidacy at the end of the sixth term.***

Greek 571/572/573 History of Greek Literature (HGL):* Students have the option of completing either **one** course from this three-course survey of Greek literature from Homer to the Second Sophistic is required **or** one course from HRL (see below). Students may also take or audit the other courses. The course introduces students to the development of Greek literature, providing the skills and knowledge necessary to teach Greek literature in Classics Departments.

Latin 571/572/574 History of Roman Literature (HRL):* Students have the option of completing either **one** course from this three-course survey of Latin literature from its beginnings to Late Antiquity is required **or** one course from HGL (see above). Students may also take or audit the other courses. The course introduces students to the development of Latin literature, providing the skills and knowledge necessary to teach Latin literature in Classics Departments.

* with Executive Committee approval, one survey course may be replaced by an equivalent graduate course in another ancient language. See Section VII.B.3.b.

Two graduate level seminars. One of the seminars should be a 600- or 700-level course in History, and the other should be an 800-level course in Classical Studies. With the approval of the Director, students

may also take a research seminar at an equivalent level from another department or program. **Students are encouraged to take more than two graduate seminars.**

Two cognate courses. This is a requirement of the Rackham School of Graduate Studies. It is intended to ensure that PhD candidates acquire breadth by taking courses outside their main area of study. In addition, it is hoped that cognate courses will provide new perspectives, new questions or new methods and approaches that may prove useful in the student's main area of interest. Since IPAH is an interdepartmental program, students already take courses in more than one department. Most students therefore fulfill this requirement by taking courses in Classical Studies and the History Department. In some cases, however, it may be desirable to take courses in other departments such as Middle East Studies, Anthropology, Political Science, or Sociology.

History Department Pedagogy Sequence. Since IPAH students normally serve as GSIs in History 200 and 201 during their second year, it is necessary to take the one-credit History Pedagogy Seminars I and II (History 808 and 809) starting in their second term. While serving as a GSI in History courses, students also normally register for History 811: History Teaching Practicum.

B. Electives:

Beyond the required courses outlined above, students are free to choose their own courses. Students should keep in mind the philosophy of the Program when choosing courses, and try to ensure breadth and depth both in historical studies generally and in classical studies in particular. A balance of graduate level courses drawn from the offerings in History and Classical Studies is therefore desirable. In addition, students are encouraged to continue to take courses in History and Classical Studies after candidacy (described below) is achieved.

C. Sample Course Plan (individual results may vary)

1st year:

Fall: History 615; History 807; Classical Studies Proseminar; three additional courses

Winter: History 630; History 808; three additional courses

Summer: Prepare for ancient and modern language exams. Ideally, take at least one in August

2nd year:

Fall: either HGL or HRL; History 809; two additional courses; GSI for History 200.

Winter: either HGL or HRL (if not taken in the Fall); one or two additional courses; GSI for History 201.

Summer: If any ancient and modern language exams remain, the focus of this summer should be on preparation for those. Ideally, all qualifying exams are completed at the end of this summer. If all language exams have been passed before summer begins, the student may explore opportunities for excavation or other research activities away from Ann Arbor.

3rd year:

Fall: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; complete remaining course requirements; GSI for one course.

Even if all required courses have been taken, continued course-work is encouraged.

Winter: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; continued course-work is encouraged; GSI for one course, unless on fellowship.
**If supported by a Pre-candidate Fellowship this term, only one credit of course work may be taken.

Summer: The student should spend the summer completing any remaining preliminary exams. If all language exams have been passed before summer begins, the student may explore opportunities for excavation or other research activities away from Ann Arbor.

4th, 5th and 6th years:

History 995 or Greek or Latin 995: Independent Dissertation Research & Writing (under supervision of Dissertation Committee); no required courses; optional coursework (including History 811); GSI each term unless on fellowship.

IV. TEACHING

IPAH expects students to develop as scholars and teachers during their graduate studies. To this end, students begin teaching as **Graduate Student Instructors (GSIs)** in the second year of the program and continue to do so intermittently throughout the length of the program. The first teaching assignment (in the second year of studies) for IPAH students is usually in the undergraduate survey courses on Greek and Roman History, History 200 and 201. In later years, IPAH students teach in a wide range of courses, including Classical Civilization and Classical Archaeology courses. Some students may be given the opportunity to teach Latin during the regular term. The only opportunity for teaching ancient Greek as a GSI is during the summer session. Recent course assignments in Classical Studies have been in Introduction to Ancient Greece, Great Books, Greek and Roman Warfare, Sport and Daily Life in Ancient Rome, and Greek Mythology. Recent course assignments in History have been The World Before 1492, A History of Witchcraft, and History of the Arab-Israeli Conflict. Students are guaranteed at least two semesters of teaching in one of IPAH's two contributing departments.

In large lecture courses such as History 200 and 201 and Classical Civilization courses, GSIs teach one or two Sections of 18-25 students. In these courses, GSIs are typically responsible for leading discussions of topics raised in lecture and readings, and grading exams and essays. History 808 and 809 are required prior to teaching as a GSI in the History Department. In smaller courses, such as Latin language courses or History 195, GSIs are the primary instructors and are responsible for all aspects of the course, including course design, assignments and grading.

IPAH students are asked for their teaching preferences for the following term late in each term. The course assignments are determined by the Fellowships Committee of the Department of Classical Studies and the Associate Director of Graduate Studies in the History Department. Some courses, such as History 195, require an application that includes a sample syllabus.

In addition, the Rackham School of Graduate Studies, as well as the Center for Research on Learning and Teaching (CRLT), sponsor workshops and training sessions covering all aspects of the teaching process. IPAH students are encouraged to take advantage of these opportunities.

V. FUNDING

A. Support Package

In the first year of study students receive a fellowship that provides a stipend covering basic living expenses plus tuition and GradCare (health insurance).

In the second year, support usually comes in the form of a graduate student instructorship. These positions currently provide a stipend covering basic living expenses, tuition and health insurance. The terms of employment are negotiated by the Graduate Student Organization (GEO), an organization representing all Graduate Student Instructors (GSIs) at the University of Michigan. One student from IPAH serves as a representative to the GEO each year.

In the third year, students usually teach in one term as a graduate student instructor (with a GSI stipend, tuition, and health insurance). In the other term, students usually receive a fellowship that is intended to provide support while students prepare for the Preliminary Exams. This fellowship includes a stipend, tuition, and health insurance. In order to help us stretch our resources, however, students are expected to register for only one credit of tuition while holding this fellowship.

During the fourth and fifth years (while a Candidate) students receive one more term of fellowship and three terms of graduate student instructorships in courses offered by the Departments of History and Classical Studies. Both the fellowship and instructorships provide stipends, tuition, and health insurance. Students are encouraged to apply for external fellowships, offered either by the University or by outside foundations.

Students engaged in the final stages of dissertation writing may also apply for Rackham Predoctoral Fellowships and other sources of internal and external funding. Priority for this competitive award is given to students who will complete their dissertations in their sixth year in the Program.

All support is contingent upon satisfactory progress in the Program.

Students needing more than five years to complete their dissertations should be aware that, while IPAH is usually able to provide teaching in the sixth year, GSIs are **not guaranteed** after the fifth year. Teaching assignments will be given to more senior students if the Departments have them available. ***Students should also be aware that, under no circumstances, can any Department or Program ignore Rackham's ten-semester rule: students cannot be hired as GSIs by the University for more than ten semesters (generally achieved by the end of the seventh year).***

COVID Extension to Time to Degree Policy

IPAH recognizes that the COVID pandemic has made it difficult for candidates to finish their dissertations within their allotted funding package. To identify students who might require extra support, the program will ***ask dissertation supervisors to meet with their advisees at the beginning and end of each academic term*** to discuss the impact of COVID on dissertation progress and how modifications to the dissertation project can be made to facilitate completion. ***If the student and the dissertation supervisor think that an extension is necessary, the student and the supervisor should submit a request in writing to the director. The request for an extension should indicate (1) what changes to the original project are being made to expedite the project's conclusion; (2) what the timeline is for completion of the revised project; and (3) what other sources of funding the student will seek (if any are available).*** Requests for an extension should be made by the following deadlines: **October 1** for an extension that would begin in the winter term; **April 1** for an extension that would begin in the fall term. If an extension is requested, the written report will be forwarded to the program Executive Committee, which will meet to discuss whether and

how an extension should be granted. If there is a conflict of interest on the Executive Committee, the director will ask another core IPAH faculty member to serve on the Executive Committee while the request for an extension is being reviewed. As part of this decision process, the Executive Committee will take into primary consideration the feasibility of the timeline of the revised project (e.g., an additional term of support is more financially achievable than a year) as well as how many terms of fellowship and GSI positions the student has been granted, especially when they are past their allotted funding package. The Executive Committee will write to both the student and the dissertation supervisor with their decision.

Appeals process: The student can submit an appeal in writing to the director within a week after receipt of the Executive Committee's decision that responds to the areas of concern about the feasibility of the revised project and timeline by, for example, offering more substantive changes to the project or showing attempts to receive outside funding. The director will then convene with the Executive Committee within a week of the receipt of the student's appeal to review the student's revised plan for completion. If there is a conflict of interest on the Executive Committee, the director will ask another IPAH core faculty member to serve on the committee for the course of the appeals process. Within two days of this meeting, the director will provide a written response to the student's appeal that contains the Executive Committee's decision. If a resolution cannot be reached at the program level, the student can appeal to Rackham's expedited dispute resolution process for extensions to time to degree. The process and timeline can be found [here](#).

B. Summer Funding

Each student is guaranteed a summer stipend of \$4000 per year for each of the first four years in IPAH. A student who is on a Rackham Fellowship during one of these years may request to defer that summer's funds to their fifth year. Students may also apply to the Department of Classical Studies for additional funds to attend U-M's Summer Language Institute or to undertake summer research abroad. During past summers students have participated in archaeological expeditions to Gabii, Aphrodisias, Pompeii, and Minorca, attended workshops on early Christianity and Judaism in Rome, Naples, and Jerusalem, and traveled in Italy, Greece, and Turkey.

In addition, students are eligible to apply for summer funds and conference funding from Rackham. Students can apply for one Rackham research grant of up to \$1,500 during pre-candidacy years and another of up to \$3,000 during candidacy. In the past, students have received these Rackham grants to participate in archaeological expeditions or attend workshops, such as those offered by the American Numismatic Society. Rackham also offers travel grants to cover the expenses for delivering a paper at a conference, one grant each fiscal (= academic) year of up to \$800 for a conference in the continental U.S., up to \$1,050 for Alaska, Hawaii, Puerto Rico, Canada, Mexico, the Caribbean and Europe, and up to \$1300 for Africa, Asia, South America, and Australia.

A list of further funding opportunities from Rackham Graduate School can be found here: <https://rackham.umich.edu/funding/>.

C. Additional funding opportunities

Students are encouraged to talk with their advisors and the Director of IPAH early in the dissertation stage about applying for outside fellowships. These come in various forms: residential fellowships at places like the American School of Classical Studies in Athens and the American Academy in Rome; more flexible travel fellowships such as those available from the Fondazione Lemmermann; and dissertation completion fellowships available from organizations like the American Council of Learned Societies, the Woodrow Wilson National Fellowship Foundation, and Phi Beta Kappa. This is not a comprehensive list.

VI. ADVISING, MENTORSHIP, PROGRESS REPORTS AND ANNUAL CHECK-IN.

Students are encouraged to meet as often as they wish with the Director, as well as other members of the core faculty, for advice on meeting program requirements and on broader issues of intellectual and professional development. Each student is also assigned a mentor by the Department of History. These mentors are usually drawn from the Core faculty of IPAH, but in some cases may be other faculty. The mentor is an additional source of advice and support for students, and is focused particularly on aspects of graduate school that are not strictly academic – for example, how to maintain a good work-life balance, how to balance teaching and research, and other aspects of career development.

Precandidates are required to meet with the Director of IPAH three times a year: just before the beginning of fall term or soon thereafter, at the end of fall term, and in February. The first two of these meetings are brief and focus on course selections, progress toward exams, and the selection of preliminary exam topics and examiners. The February meeting is the Annual Check-In, a more involved event that includes the student, the Director, and another faculty member chosen by the student. At the Check-In, the group will work through the questions on the Check-In Form (see Appendix E) and discuss any other relevant issues.

Candidates also are required to attend a Check-In in February with the Director, their dissertation advisor, and another faculty member of their choosing. As for precandidates, there is a prescribed list of topics to address, largely the same as for precandidates but not identical (also in Appendix F). Each candidate should circulate a copy of their c.v. two or three days prior to the meeting.

VII. SUMMARY OF THE REQUIREMENTS FOR ADVANCING TO CANDIDACY

A. Advancing to candidacy

1. Completion of the following required courses (see above for details):

<u>Requirement</u>	<u>Course</u>	<u>Semester taken</u>	<u>Grade</u>
History 807		_____	_____
History 615		_____	_____
History 630		_____	_____
Graduate seminar 1	_____	_____	_____
Graduate seminar 2	_____	_____	_____
HGL* (one semester)	_____	_____	_____
OR			
HRL* (one semester)	_____	_____	_____
Cognate 1	_____	_____	_____
Cognate 2	_____	_____	_____
Proseminar		_____	_____

HIST 808

HIST 809

* with Executive Committee approval, the student may replace either of these courses with an equivalent graduate course in another ancient language

2. Total of 18 graduate credits in residency
3. Minimum of 3.3 GPA on a 4.0 scale (between B- and B)
4. 8 hours of training in Responsible Conduct in Research and Scholarship as required by the Rackham Graduate School (generally completed by taking the Classical Studies Proseminar)
5. Completion of the following exams:

- a. 2 modern language exams:

Language _____	Date Passed _____
Language _____	Date Passed _____
- b. 2 ancient language exams:**

Language _____	Date Passed _____
Language _____	Date Passed _____
- c. 3 preliminary exams:

Field _____	Date Passed _____
Field _____	Date Passed _____
Field _____	Date Passed _____

** Students may choose to course off of either ancient Greek or Latin by taking four courses (see below).

B. Exams

IPAH requires a number of examinations designed to ensure that graduates have broad and deep knowledge of Classical Studies and Historical Studies.

1. **Diagnostic Examinations in Greek and Latin.** Students new to the program take these exams in the week before classes start. These exams are designed to assess students' skills in ancient Greek and Latin in order to ensure proper course selection in the first year. They are diagnostic: one cannot pass or fail them.
2. **Modern Language Requirement.** Knowledge of German, French and/or Italian is essential for reading modern scholarship on ancient history. In some cases, another modern language may be substituted for French or Italian with the approval of the EC. Students must demonstrate an ability to read and make sense of modern scholarly arguments in **two** of these languages, ideally before the end of the second year. Students should keep the Director informed about which of the three options for completing this requirement they intend to follow in each language.

a) **Exams:** Students may take these exams through either History or Classical Studies and should consult the relevant department about its expectations for the exam, but in sum the expectation is that a student can translate a passage with syntactic and grammatical accuracy into English that reflects the structure of the original and renders idioms appropriately. Students typically prepare for these exams through independent study, though some have done some course work in these languages as undergraduates. Funds are available to IPAH students through the Department of Classical Studies for participation in U-M's Summer Language Institute. In Classical Studies, exams are offered in early fall, January, and May (specific dates are announced a few weeks in advance). History offers modern language exams on the first Friday of Fall term, and only on an *ad hoc* basis at the end of Winter Term. The exam consists of two passages, which are both approximately 250 words each, and lasts two hours; the use of a **print** dictionary is permitted (accommodations will be made for individuals with print disabilities). The exam will be set and graded by a member of History or Classical Studies; a second examiner may review the exam script, if the first examiner cannot reach a decision about the outcome.

b) **Coursework:** Completion of the “for reading” series offered during the regular academic year (German 112 / French 113) or two regular second-year courses. Either option requires a grade of B or above.

c) Satisfying a language requirement similar to IPAH's for a graduate degree at another university. Official documentation will need to be provided to the Director and Program Coordinator.

3. **Qualifying Exams in Ancient Languages.** These exams are close analogs of those taken in the Classical Studies' Languages and Literatures Program, but there are differences in the structure of the reading lists and in the fact that there is no sight-reading portion in the IPAH exams. The exams in Greek and Latin are set and graded by members of both the History and Classical Studies Departments. With the approval of the IPAH Executive Committee, a student may replace either the Greek or the Latin qualifying exam with an equivalent exam in another relevant ancient language (for example: Biblical Hebrew, Demotic Egyptian, Coptic, Syriac, Arabic, and Akkadian). In that case, the examination shall be set by a University of Michigan faculty member with the appropriate expertise and shall be equivalent to a graduate level examination in the faculty member's home department. Moreover, lexical resources, such as glosses and dictionaries, may be permitted in accordance with the norms of the linguistic field in which the candidate is being evaluated.

a. **Reading Lists in ancient Greek and Latin.** Beginning in fall 2019, the reading lists for ancient Greek and Latin will each comprise two selections of texts, each of approximately 125,000 words (roughly equivalent to 500 pages of Oxford Classical Texts). One selection, chosen by the faculty, covers works fundamental to the study of classical antiquity that every ancient historian should know and might reasonably be expected to teach. See Appendix A. The other selection is made by the student in consultation with relevant faculty members and approved by the Executive Committee.

After consulting with an IPAH faculty mentor, the student should submit the following items to the Ex-Co as soon as they are ready, preferably by the end of their second semester, but in no instance later than the first day of the third semester: 1) the list itself, 2) an accompanying explanation for the selection that is not longer than five double-spaced pages, 3) a copy of the HGL / HRL syllabus of the course the student has taken (if available), and 4) a note from the student's mentor approving the selection.

The creation of one's own reading list is an opportunity to focus on works for time periods and

genres that are particularly useful for the dissertation. This list must include substantial selections from no fewer than six different authors, no more than two of whom are already on the faculty list, and at least three different genres. There may be no duplications of text selections (no overlapping choice of paragraphs / lines) between the two lists. If more than one quarter of the student's selection overlaps with the HGL / HRL syllabus in the semester the student took the course, the student must justify in writing to the Ex-Co why the selection should be permitted to proceed.

A student wishing to take the qualifying exam in ancient Greek or Latin upon arrival on campus in autumn of the first year should consult with the Director. An exam taken early in the first term will comprise passages taken from the preset list used by students who entered the program prior to Fall 2019 (Appendix B).

b. Replacing ancient Greek or Latin with either another ancient language or exam in historical linguistics. Students may choose to replace an exam in either ancient Greek or Latin with an exam in another ancient language that will be more useful for dissertation research. They must inform the Director of their decision as soon as possible and then begin to work with relevant faculty to devise a plan for preparation (reading list) as would be suitable for a graduate-level exam in the Department where the language is regularly taught. The list and other accompanying documents, as for ancient Greek and Latin, must be submitted to the Ex-Co on the same time line: preferably in the second semester, but no later than the first day of the third semester. The names of potential examiners (including scholars outside of U-M if necessary) should also be included in the explanation of the reading list or in the note from the student's mentor. Students choosing this option may replace the required semester of either HGL or HRL with an advanced course in the alternate language.

Students for whom competency in an area of historical linguistics would benefit their research agenda can submit a written request to the IPAH director to replace one exam in ancient Greek, Latin, or another pre-modern language with an examination in historical linguistics. This request should be made no later than the first day of the third semester and should outline (1) why this replacement is appropriate for the student's research trajectory and (2) identify the historical linguistic specialism that the exam will cover and faculty member(s) who could either serve as potential examiners and who can assist the student in preparing for the exam. As soon as the request is received, the IPAH director and Ex-Co will review the case for replacement and notify the student of their decision. The structure of the exam will be determined by the potential examiners in consultation with the IPAH director and Ex-Co.

c. Format of Qualifying Exams: Ancient Greek and Latin exams comprise five passages, of which the student should translate four, drawn from the required list and the student's own selection, usually a mix of poetry and prose. Students are given two hours to take the exam; dictionaries are not permitted. Passages, whether prose or poetry, are approximately 150 words long and will be labeled with author and work. The student must translate with syntactic and grammatical accuracy into English that reflects the structure of the original and renders idioms appropriately. In some instances, the faculty member setting the exam, who is always a regular member of either the Department of Classical Studies or the Department of History, may provide items of technical vocabulary. The translation must also demonstrate comprehension of the overall meaning of the passage. For example, if the passage were Herodotus's account of the poet Arion's miraculous rescue by a dolphin, the student should be able to provide an accurate translation that evinces a clear understanding that the passage is talking about a man forced to jump overboard by sailors and who is then rescued by a passing sea mammal.

Faculty setting exams in other ancient languages will consult the IPAH Executive Committee about the appropriate format for the exam. The student will be given sufficient advance notice of the

format. As mentioned above, lexical resources may be allowed if their use is standard in the field of language in which the student is being examined (see above).

Ancient language exams will be graded independently by the faculty member who set the exam and another faculty member selected by the Director of IPAH. These two faculty members may not consult each other before submitting their grades to the Director, and neither should be made aware of the identity of the student(s) who took the exam. Where the grades align, that shall be the grade. Where the grades diverge, the Director shall ask a third faculty member to read the exam and cast the deciding vote. The outcome of the exams and suggestions for improvement (if necessary) shall be reported formally in writing to the student in a timely manner, and the student shall have access to the exam.

If a student fails an exam, they may take it again up to two more times. If a student fails the exam three times, the Executive Committee will discuss whether the student will be allowed to continue in the program.

d. Coursing off. A student may replace one qualifying exam (either Latin or ancient Greek) by completing four upper-level reading or prose composition courses (numbered 411-599, with exceptions for Greek 410 and Latin 403) in the language of the exam, so long as the student achieves an average grade of A- across the classes for this requirement. The four courses must be completed by the end of the student's sixth semester in the program, in accordance with Rackham rules. The one semester of either HGL or HRL already required by IPAH can be counted toward the four courses; sight-reading courses may not. The four courses may include one 800-level course – or a 600-700 course in History – in the language of the exam to be replaced.

e. Archive of old reading lists. The Program Coordinator maintains a digital archive of old reading lists and their accompanying explanations for all the languages IPAH students have prepared for exams. These may be consulted by faculty and students.

- 4. Preliminary Exams.** The Preliminary Exams are designed to ensure that students have acquired the necessary background for teaching and scholarship in ancient history and historical studies more broadly speaking.

At least two of the three Preliminary Exams must be supervised by core IPAH faculty members. Faculty from other departments may be involved with the third exam as appropriate. These are scheduled in consultation with the advisors of all three exams, all of whom should participate in the oral exam. At the time of scheduling, students should see the IPAH Administrator to start Preliminary Exam paperwork.

Students are responsible for preparing for examinations in three fields of history. Preparation for the three fields of history is usually done through regular meetings with a faculty member to discuss readings upon which the student and instructor have agreed. These meetings are most often scheduled every other week for the entire academic year or every week for one term, but each student and advisor should work together to arrange a schedule that works for both of them. The student usually prepares for the exams during the regular academic year. In special circumstances, and at the convenience of the faculty member(s), students may prepare over the summer. Two of the exams will comprise only an oral examination; the third (selected by the student) may take the form of either a written essay or a four-hour written exam. In any event, Rackham requires that all exams be passed before the first day of the student's seventh semester.

The three fields of the exams can be divided thus:

Primary Field: Preparation of this field will serve both to certify breadth and depth of knowledge and serve as a spring-board for a dissertation topic. The field should therefore cover a major time period or geographical region or be organized around a particular topic / theme that might lead to a dissertation.

Secondary Field (a different region / culture from the primary field): Preparation of this field will ensure competence to teach a second field of ancient history at the advanced undergraduate and/or graduate level. This field is also usually organized around a particular time period, geographical region and/or topic.

Comparative/Thematic/Methodological Field. This field focuses on a topic that crosses temporal and geographic boundaries, and it typically involves reading outside the field of ancient history. It may be organized around a topic or theme, e.g., women's history, comparative empires, comparative peasant studies. Or it may be methodologically oriented, e.g., anthropology and history, social memory and history. This field can be almost anything, but should be formulated with the goal of exploring methods or approaches that may be useful for the dissertation.

In consultation with the Director and the student's mentor, the student should choose faculty members to supervise each of these fields. These faculty members will serve as the **Preliminary Exam Committee**. Two of the supervisors must be members of IPAH core faculty, and the third may be drawn from any department or program. Frequently, one member of the Preliminary Exam committee will later become the Chair of the Dissertation Committee, but this need not be the case. The Chair of the Preliminary Exam Committee is usually the faculty member who supervises the Primary Field.

For the written preliminary exam, students have a choice of preparing either a state-of-the-field historiographic paper or taking a four-hour written exam set by the supervisor for that exam. The examination is taken on campus at a previously agreed time and place.

If the student chooses to write an historiographic essay, the topic of the paper will be agreed upon by the student and the supervisor of the exam. The paper should be approximately 20 pages in length and should critically analyze current directions and methods of scholarship in the major field. It is due to the preliminary exam committee two weeks before the oral exam and must be graded 24 hours before the oral exam.

The oral exam is an opportunity to have a discussion with the Committee about the written exam and the remaining two preliminary fields. The oral exam lasts one-and-a-half to two hours, after which the candidate leaves the room while the examiners determine one of the following grades: pass, fail, or pass with distinction.

Once the student has passed all Preliminary Exams, the IPAH Administrator, once notified of the results, submits the **Recommendation for Candidacy Form** to Rackham.

Progression to Candidacy under COVID Statement

IPAH is aware that COVID may impact students' progression to candidacy. To address this potential difficulty in an economizing manner, the program will stress flexibility with regard to pre-candidate requirements such as qualifying and preliminary exams. As the program requirements stand, students must pass one ancient language exam and course-off their second ancient language through the completion of four courses in this language. *If a student is struggling to pass their ancient language*

exam, the student and their faculty mentor can appeal to the Executive Committee to have this language be coursed off as well. That is, if the student has completed or will complete four courses in this language, this course work can be accepted as a substitute for the ancient language exam. This proposed change would reflect the program's policy regarding the modern language requirement, in that students have *either* the choice to sit exams in two modern languages (French/Italian and German), or obtain a 'B' in the "for reading" series offered during the regular academic year (German 112 / French 113) or two regular second-year courses.

In recognition of the difficulty of conducting research during COVID times, the program has recommended that all preliminary exams be converted to oral exams rather than papers.

VIII. CANDIDACY AND DISSERTATION

Once a student has attained candidacy, work may begin on a dissertation. This is a work of original historical research that usually requires 2-3 years of full-time research. The dissertation will shape your scholarly profile in the field and will be the basis of your publication record as you move from student to professional scholar.

A. Topic and Committee

As soon as possible after completing the Preliminary Examinations, the student should identify the topic, geographical and chronological scope, theoretical or methodological approaches, and any other issues that they wish to explore in a dissertation. Many students use the bibliography and knowledge they acquired in one or more of their Preliminary Exam fields as a starting point for their dissertation project. Although students are encouraged to seek the advice of faculty members as they develop their ideas for the dissertation project, the dissertation is intended to be a work of independent, original scholarship and an opportunity for students to pursue their own interests. Students should regard their dissertations from the beginning as their own projects.

At this point, the student should also select a faculty member to serve as Chair of the Dissertation Committee. Many students select a faculty member from their Preliminary Exam committees as their Chair, but this is not a requirement. Rather, students should make sure that they match their project and interests with a faculty member whose historical, methodological, and bibliographical knowledge will be most helpful to them as they research and write their dissertation. In some cases, it may be helpful to ask two faculty members with complementary interests to act as co-Chairs. A student should not assume that a faculty member will serve as Chair of his or her dissertation committee, but should make sure to discuss his or her project with that faculty member and ask him or her to serve as Chair early in the dissertation process.

A Dissertation Committee consists of at least four faculty members, including the Chair(s). Two of these must be members of IPAH's core faculty and one must be a cognate member, defined by Rackham as a faculty member from outside the student's home program. Students should select committee members whose areas of expertise will be relevant to their project in different ways. Many students find it helpful to consult with the Chair of the Dissertation Committee when determining who would be most helpful on their committees, but the decision to invite faculty to join the committee is solely the student's. While it is a good idea to draw committee members from both Classical Studies and History Department faculty, there is no formal requirement that both departments be represented. Dissertation committee members can come from any relevant department.

Sometimes it is not possible to finalize the membership of a Dissertation Committee immediately.

Students must have at least three members of their Dissertation Committee present at their Dissertation Prospectus Defense (see below). However, the committee must have four members to be reported to Rackham. After at least four members are selected, the Dissertation Committee Form can be submitted to the IPAH Administrator who will forward it to Rackham.

B. Dissertation Prospectus & Defense

Early on in the fourth year of study, but no later than the end of the Fall Term of the fourth year, students should defend a preliminary outline of the dissertation (prospectus). The prospectus should be 15-20 pages long and include the following:

1. An overview of the topic of the dissertation, including a review of relevant previous work on the topic, and a sketch of tentative hypotheses and preliminary results.
2. A discussion of the evidence, as well as the methods or approaches to be used.
3. A tentative chapter outline. The content of each chapter and even the number of chapters may change as research progresses, but it is useful to start out with a preliminary outline of what the dissertation will look like.
4. A preliminary bibliography (not included in the page count).

In some cases, the final dissertation will follow quite closely the plan outlined in the dissertation prospectus. In other cases, further research will lead to significant modifications of the project. It is important to understand that the prospectus provides a starting point for the dissertation and need not dictate the form and content of the final version. Nevertheless, the prospectus and its defense provide a helpful opportunity for committee members to contribute to the shaping of a project from its beginning stages.

C. Candidacy Requirements

Most students in candidacy (including those who have their tuition paid through a teaching appointment or a U-M Fellowship) are required to register for eight credits. Students should register for History 995 or Greek/Latin 995, an independent research course, with their Dissertation Chair(s). See the IPAH Administrator to enroll in these courses.

Each semester, students in candidacy are permitted to elect one “free” course (in any department or at any level). Students may also “bank” one of these courses and register in two courses in a subsequent semester of 995 registration. The History Department offers a number of courses to candidates on an annual basis. Candidates may participate in these courses as registered students or as auditors.

History 812 – *Seminar on History Pedagogy*

A three-credit course that teaches students to design and teach college-level history courses.

History 891 – *Dissertation Research/Writing Seminar*

A three-credit course designed to give support to students during the writing stage of their dissertations in a workshop setting.

History 898 – *Job Skills Colloquium*

A one-credit course intended to assist students in preparing dossiers and other materials related to the job search (Fall Term) or preparing job talks (Winter Term)

It is essential that students remain in regular contact with their committees, not least because committee members are a vital resource for students facing the challenges of dissertation writing. Your committee

wants to see what you are doing, and its members want to help you put your research onto the page. Students are strongly encouraged to maintain a regular meeting schedule with the members of their Dissertation Committee and other faculty who can help them with this process.

Students in candidacy will be required to show progress towards their degree in order to remain eligible for teaching appointments and fellowships. Dissertation chairs are often the primary arbiters of satisfactory progress. Students who entered IPAH prior to Fall 2019 are also required to complete annual **Progress Reports** to the Department of History's Graduate Office. Please see the History Department Graduate Student Coordinator for this paperwork.

Rackham Graduate School maintains a time limit for the completion of a dissertation project; for details please see section 4.4.1 of Rackham's Academic policies.

D. The Dissertation Defense

Candidates must be registered for eight credits of 995 (in History or Greek or Latin) in the term in which they defend.

Students are responsible for scheduling their dissertation defense in consultation with their Dissertation Chair and the rest of their Dissertation Committee and for adhering to the Rackham requirements for preparing for and scheduling the final defense. Rackham maintains two important resources that will help students in candidacy to accomplish this:

The "[Navigate Your Degree](#)" page on the Rackham Graduate School website provides valuable information on progressing through your degree requirements.

[Rackham's Dissertation Handbook](#) provides information about preparing the dissertation for defense, including how to format the final draft, schedule the defense, and submit the finished manuscript.

Students should consult these resources well in advance so that they are prepared to schedule the required meetings with the Rackham Office of Academic Records and Dissertations (OARD) and submit the appropriate paperwork. Failure to adhere to the requirements and deadlines as they are laid out by Rackham can result in delayed graduation.

Students should schedule the date and time of their dissertation defense in consultation with their Chair(s) and committee members at least eight weeks before the defense. Committee members should receive a full draft of the dissertation at least four weeks before the defense. Once a day and time have been agreed upon, the student should ask the IPAH Administrator to reserve a room and send final confirmation to committee members. Dissertation defenses are public events.

Candidates must provide the OARD with information about the date, time, and location of their scheduled defense so that the information may be publicized.

IX. STUDENTS WITH DISABILITIES

Students with documented disabilities, including learning disabilities, that may affect their progress in IPAH should notify the Director as soon as possible after their arrival on campus. If appropriate, the Director will work with the Executive Committee to create an alternative set of requirements that are equivalent to the standard candidacy requirements. These students are also encouraged to connect with the [Services for Students with Disabilities \(SSD\) Office](#) to explore other academic accommodations that

can support their success in graduate studies at U-M. [Rackham](#) also lists relevant resources for navigating graduate school and the city of Ann Arbor as a person with disabilities. Any information provided is private and confidential and will be treated as such

X. GRADE AND OTHER GRIEVANCES

IPAH urges graduate students to seek resolution of conflicts related to their grades within the program, in consultation with the Director, who may in turn choose to consult the Executive Committee. Any student who wishes to file a grade grievance, or any grievance related to academic matters, should contact the Rackham Graduate Student Affairs Office, either in person, in Suite 150, Rackham, or by phone at 734-647-7548, to speak with a [Rackham Resolution/Grievance Officer](#).

XI. WHEN SERIOUS ACADEMIC PROBLEMS ARISE

IPAH faculty are strongly committed to helping students succeed. In extreme cases, the faculty may decide that putting a student on probation is the best way to give a student time to get back on a firm footing with the University. This is an option when students are in danger of (a) having a GPA that drops below 3.3 on a 4.0 scale, (b) having more than a single incomplete course that is older than two semesters, (c) running up against Rackham's rule that all exams and coursework must be completed before the beginning of the student's seventh semester, or (d) in the case of candidates, a long period without real progress on the dissertation. When it is clear that one of these circumstances is looming, the Director of IPAH will, in an effort to head off probation, arrange a meeting with the student and another faculty member of the student's choosing to design a plan for getting the student back on track. This meeting may coincide with the Annual Check-In, or may be scheduled at any other point in the academic year. The full details of IPAH's probation policy can be found in Appendix G.

XII. EXIT M.A.

IPAH does not admit students for an M.A. in Ancient History. However, if a student already enrolled in IPAH chooses to depart before completing the Ph.D., there is the option to complete an exit M.A. The requirements for the degree are:

- One course in ancient Greek or Latin at the upper 400-level or higher
- One semester of the History of Greek / Roman Literature series *
- Hist 615: Introduction to the Comparative Study of History
- One additional graduate seminar (600- or 700-level History; 800-level Classical Studies)
- Two cognate courses**
- Two additional courses

* This single course can be replaced by two upper 400- or 500-level courses in one language with grade of A- or higher. One of these two is then counted under the "two additional courses" requirement, thus keeping the total number of credits to 24. The substitution courses are in addition to the one course of this type already required (first item in the list above).

** This excludes courses in ancient Greek / Latin literature or Greek / Roman archaeology.

Students choosing to leave the program should notify the Director and their Mentor / Advisor as soon as they have made their decision. The Director will help the student take whatever steps are necessary to complete the exit M.A. as quickly as possible. The decision to depart from IPAH with the exit M.A. does not affect the student's funding arrangement while the student completes the degree requirements.

XIII. THE CERTIFICATE IN ANCIENT HISTORY

The Certificate in Ancient History is designed to allow PhD candidates in other programs and departments to obtain certification in this field of history. The Certificate is particularly appropriate for students enrolled in other related PhD programs such as Middle East Studies, Classical Studies, History (not IPAH), and IPCAA. Students enrolled in the PhD program of IPAH are not eligible to receive the Certificate in Ancient History.

Students interested in earning the Certificate should discuss their plans first with the Graduate Advisor of their own PhD program, as well as with the Director of IPAH. The [Add a Degree or Certificate Application](#) may be obtained through the website of the Rackham School of Graduate Studies. Students may submit their applications directly to the Program at any time in their graduate careers after first obtaining permission from their home program. Courses that students have already taken may be counted toward the requirements of the Certificate, and the same courses may be used to satisfy the requirements for both a doctoral program and the Certificate.

The Certificate requires 12 credit hours, i.e. four courses, of graduate course work. These 12 credit hours include three required courses:

1. History 630, the IPAH introductory seminar in historical methodology. ***This is offered every year, usually in the winter term.***
2. A seminar in ancient history requiring a research paper (600- or 700-level courses in History, 800-level courses in Classical Studies).
3. Another graduate course in ancient history (for example: Greek history if the seminar was in Roman history, or vice versa).

The remaining requirements consist of electives related to the purposes of the Certificate. The Director will assist students in designing their curricula. Students have a choice of either 4 or 5:

4. A graduate course in an ancillary discipline (such as archaeology, literary criticism, epigraphy, papyrology, Roman law, numismatics), or in comparative history other than Greek and Roman history. Students must take this course from a degree program other than their own. For instance, students from the Program in Classical Art and Archaeology may not offer classical archaeology as an ancillary discipline, and students from the Department of Middle East Studies may not offer Middle East history as their other history.

5. Non-credit Experiential Activity equivalent to a three-credit hour course. Here is a partial list of possible activities:

- a) American Numismatic Society Eric P. Newman Graduate Seminar in Numismatics.
- b) American Academy in Rome Summer Program.
- c) American School of Classical Studies in Athens Summer Program.
- d) Participation in a fieldwork project.

Any activity used for the certificate must be pre-approved by the Director of IPAH. Students are expected to have adequate competence to meet the language requirements of the courses required for the Certificate. There is no formal language requirement, since students are expected to satisfy the language requirements of their home programs.

Once all coursework is complete and the dual degree application has been submitted and approved by Rackham, students must submit a [Dual Degree Course Election Form](#). Both their home program and the IPAH Director must approve the form. All forms should be submitted to the IPAH Administrator for processing.

XIV. APPENDICES

APPENDIX A: Preset Reading Lists for Qualifying Exams in ancient Greek and Latin (to be revisited in Winter 2024 for Fall 2024)

Below are the current preset portions of the IPAH reading lists in ancient Greek and Latin. These lists are only half of what students are expected to prepare for their qualifying exams in these languages.

The other half is chosen by each student, in consultation with relevant faculty, and submitted for approval to IPAH Executive Committee. Students should feel free to construct their lists with a view toward their own research interests and potential dissertation field. An archive of reading lists is maintained by the Program Coordinator and is available for consultation by students and faculty. The faculty will update the preset reading lists every five years.

For practical reasons, these lists are largely confined to texts endowed with a good student commentary in English. Nevertheless, we have included a few texts that are not so endowed in order to represent the range of texts on which scholars working on diverse areas of ancient history rely. We strongly urge students to read texts that relate to (for example) ancient medicine, environmental history, sex and gender, late antique Christianity and Jewish history. Despite the lack of commentaries on some of these texts, we expect students will have a chance to study them with faculty whose research falls into these areas.

Greek Texts

Cassius Dio *Roman History* 51
Demosthenes *On the Crown*
Herodotus *Histories* Book 1.1-85, 2.1-98
Homer *Iliad* 1
Isocrates *Panegyricus*
Lysias 1, 7
Philo, *Embassy to Gaius*
Plato *Republic* 1
Plutarch *Pericles*
Ptolemy, *Letter to Flora*
Sophocles *Antigone*
Thucydides *History of Peloponnesian War* Bk 2
Xenophon *Oeconomicus* VII-X

Latin Texts

Apuleius, *Cupid and Psyche* (4.28-6.24)
Ambrose, *Letter 22*
Augustine, *Contra Fortunatum*
Augustus, *Res Gestae Divi Augusti*
Caesar, *BG* 1
Cicero, *Pro Caelio*
Cicero, *De Re Publica* 1
Horace, *Carmen Saeculare*
Jerome, *Life of Paul*
Juvenal 1, 3, 10
Livy, *AUC* 1
Ovid, *Met.* 1
Passio Sanctarum Perpetuae et Felicitatis
Petronius, *Trimalchio's Dinner* 62-78
Pliny, *Letters* 1.12, 3.14, 6.16 & 20, 10.96-7
Sallust, *Bellum Catilinae*
Tacitus, *Annals* XV
Terence, *Adelphoe*
Vergil, *Aeneid* 6 and 8

APPENDIX B: Reading List for Qualifying Exams for students entering prior to Fall 2018

GREEK Texts:

Aeschines: *Oration 1* Aeschylus: *Eumenides*; *Persae* Apollonius: *Argonautica* 3
Aristophanes: *Clouds*; *Acharnians*
Aristotle: *Constitution of the Athenians*; *Rhetoric* 1.1-3; *Politics* 1.1-2 Callimachus: *Aetia* 1.1-2
Cassius Dio: *Roman History* 53 Demosthenes: *On the Crown* Euripides: *Bacchae*; *Medea* Herodotus:
Histories 1, 2.1-98, 9 Hesiod: *Works and Days* 1-382
Homer: *Iliad* 1, 2.1-483, 9, 18, 24; *Odyssey* 2, 9, 11 Isocrates: *Panegyricus*
Lucian: *Quomodo historia conscribenda sit*
Lysias: *Orationes* 1, 7, 12
Old Oligarch (ps.-Xenophon): *Constitution of the Athenians*
Philo: *Embassy to Gaius* Plato: *Gorgias*; *Republic* 1 Plutarch: *Pericles*; *Antony* Polybius: *Histories* 3, 6,
12
Solon: as found in D. A. Campbell, *Greek Lyric Poetry*
Sophocles: *Oedipus Coloneus*
Thucydides: *History of the Peloponnesian War* 1-3, 5.84-116 Xenophon: *Hellenica* 1, 2; *Oeconomicus*

LATIN Texts:

Ammianus Marcellinus: *Histories* 31 Augustus: *Res Gestae*
Caesar: *Civil War* 1-2 Catullus: all
Cicero: *Pro Milone*; *De imperio Cn. Pompei (Pro Lege Manilia)*; *Philippic 2*; *Dream of Scipio*
(*Somnium Scipionis*, in *De re publica* 6); *Letters to Atticus* 2 Historia Augusta: *Hadrian*
Horace: *Odes (Carmina)* 1-3; *Satires (Sermones)* 1.1, 1.4-6, 1.9-10; *Carmen saeculare*
Juvenal: *Satires* 1, 3, 10
Livy: *History of Rome* 1, 5, 21, 31 Lucan: *Civil War* 2
Ovid: *Fasti* 3
Petronius: *Trimalchio's Dinner (Satyricon Reliquiae 26.7-78.8)*
Pliny the Younger: as found in A. N. Sherwin-White, *Fifty Letters of Pliny*
Plautus: *Miles Gloriosus*
Propertius: *Elegies* 4
Sallust: *Catiline*; *Jugurthine War*
[Seneca]: *Octavia*
Suetonius: *Julius Caesar*; *Augustus*; *Nero* Tacitus: *Agricola*; *Annals* 1-6; *Histories* 1 Terence: *Adelphoi*
Vergil: *Aeneid* 4, 6, 8

APPENDIX C: Key Personnel in IPAH, Classics, and History

IPAH Administrator:	Sarah Kandell 2160 Angell Hall 734.615.3181 skandell@umich.edu
IPAH Director:	Rafe Neis 2749 Haven Hall rneis@umich.edu
IPAH Core Faculty:	Anna Bonnell Freidin (History) Aileen Das (Classical Studies/Middle East Studies) Sara Forsdyke (Classical Studies) Brendan Haug (Classical Studies/University Library) Ian Moyer (History) Ellen Muehlberger (History) Rafe Neis (History/Judaic Studies) Celia Schultz (Classical Studies) Arthur Verhoogt (Classical Studies)
Classics Chair:	Celia Schultz
Classics Graduate Coordinator:	Sarah Kandell
History Chair:	Angela Dillard
History Graduate Coordinator:	Kat Wiles

APPENDIX D: Further Resources

Rackham School of Graduate Studies

<http://www.rackham.umich.edu>

Department of History

<http://www.lsa.umich.edu/history/>

Department of Classical Studies

<http://www.lsa.umich.edu/classics/>

American School of Classical Studies at Athens

<http://www.ascsa.edu.gr/>

American Academy in Rome

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

American Numismatic Society

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

Society for Classical Studies

<https://classicalstudies.org/>

Association of Ancient Historians

<http://associationofancienthistorians.org/index.html>

American Historical Association

<https://www.historians.org/>

APPENDIX E: ANNUAL CHECK-IN FORM (PRECANDIDATES)

IPAH Graduate Student Annual Check-In

The purpose of the annual check-in is to facilitate a conversation early in Winter Term – as everyone is making plans for the summer – among precandidates and faculty about how the current academic year is going and plans for the coming summer and next fall.

Each precandidate will meet with the Director of IPAH and another faculty member you have identified as being key to your current progress in the doctoral program. This could be your assigned faculty mentor, the chair of your exam committee, or anyone else you wish to have as part of the conversation. Your chosen faculty member may change from year to year. Please alert the Director and/or Student Services Coordinator right away if you need help finding a faculty member to work with you on this.

Topics we'll cover in our meeting: It's a good idea to think through these before we meet.

- What are your successes so far this year?
- What are the challenges you face (both academically and in other areas)? What plans are you making to address them? What can the program do to help?
- What progress have you made toward completing the degree requirements?
- What papers have you written this year? Are you getting feedback on your research and writing?
- What are your plans for the summer?
- Outline your plans for your next milestone (quals? prelims?) and anticipated date of completion
- Which area(s) do you plan to focus on developing this coming year? How will you do that?
- Have you been involved or would you like to become involved in any service, outreach or other public engagement that you deem relevant to your professional profile?
- Are there any faculty members (other than current committee members or mentors) you might be interested in working with in the future in some capacity?
- Are there any grants, fellowships, or internships that you might apply for in the coming year? (Please note anticipated deadlines, if known.) Will you need letters of recommendation? If so, whom do you plan to ask?
- Are there particular professional meetings or other networking opportunities that are important for you to take part in? What are the relevant deadlines?
- Which courses have you taught already (in which department(s), at what level)? Are there any kinds of courses you have not had a chance to teach, but wish to? Are you clear about the process for applying?
- Is there any facet of your work you are interested in sharing with a wider audience? Do you have a specific venue in mind, or do you need help identifying possible places to submit to?
- What approaches and/or areas of interest (if any) would you like to see better represented in your work?
- What areas of professional activity do you envision for yourself in the long run?
- Is there anything else you would like to discuss?

APPENDIX F: ANNUAL CHECK-IN FORM (CANDIDATES)

IPAH

Graduate Student Annual Check-In For Candidates

The purpose of the annual check-in is to facilitate a conversation early in Winter Term – as everyone is making plans for the summer – among candidates and faculty about how the current academic year is going and plans for the coming twelve months.

You will meet with your advisor, the Director of IPAH, and another faculty member you have identified as being key to your current progress in the doctoral program. In most cases this will be a member of your dissertation committee, but it need not be. You should feel free to invite any faculty member you choose, regardless of their affiliation (or not) with IPAH. The main goal here is to bring together people whose advice will be most helpful to you. Your chosen faculty member may change from year to year. Please alert the Director and/or Student Services Coordinator right away if you need help finding faculty members to work with you on this.

NB: At least two days prior to your check-in, you should circulate an up-to-date c.v. to everyone else who will be at the meeting.

Topics we'll cover in our meeting: It's a good idea to think through these before we meet.

- What are your successes so far this year?
- What are the challenges you face (both academically and in other areas)? What plans are you making to address them? What can the program do to help?
- What progress have you made toward completing the degree requirements?
- What are your plans for the summer?
- Which area(s) do you plan to focus on developing this coming year? How will you do that?
- Have you been involved or would you like to become involved in any service, outreach or other public engagement that you deem relevant to your professional profile?
- Are there any grants, fellowships, or internships that you might apply for in the coming year? (Please note anticipated deadlines, if known.) Will you need letters of recommendation? If so, whom do you plan to ask?
- Are there particular professional meetings or other networking opportunities that are important for you to take part in? What are the relevant deadlines? Are you submitting an abstract? With whom are you planning to work on that?
- Which courses have you taught already (in which department(s), at what level)? Are there any kinds of courses you have not had a chance to teach, but wish to? Are you clear about the process for applying? Do you know how teaching assignments are determined?-
- (For new candidates) What approaches and/or areas of interest (if any) would you like to see better represented in your work? (For advanced candidates) What's your next research project after finishing your dissertation?
- What areas of professional activity do you envision for yourself in the long run?
- Is there anything else you would like to discuss?

APPENDIX G: Interdepartmental Program in Ancient History History

Probation and Dismissal Policy

Precandidates

The probation and dismissal policy for precandidates in the Interdepartmental Program in Ancient History follows Rackham guidelines.

A student in IPAH will be placed on probation if (a) the student's GPA drops below 3.3 (on a 4.0 scale) for more than a single semester, or (b) the student has more than one incomplete course that is older than two semesters. The decision to place a student on probation will be made by a committee comprising IPAH's available core faculty (those not on leave), supplemented as appropriate by members of the affiliated faculty. Such a decision can only be taken after the committee has met together with an additional faculty member, selected by the student as their advocate. If the student is unable or unwilling to select an advocate, the Director will ask a member of IPAH's faculty (core or affiliate) to serve in this role. The advocate does not vote on the probation decision. This meeting should take place early enough in the term that a plan can be made for the following semester.

IPAH may also decide, by majority vote, to place a student on probation but to delay that probation for a single semester in the case of documented extenuating circumstances (e.g., health issues or family crisis) that are beyond the student's control. A student may also take a leave of absence for personal (but not academic) reasons, in which case the clock stops on the probation process. The clock will restart if the student returns to active status. If the student does not take a leave of absence, then the delay of probation is for no more than one term. The student may appeal the probation decision by the process described below (see Appeals Process).

Within 48 hours of the Committee's decision to place the student on probation, the Director of the Program will convey in writing to the student and their chosen advocate, as well as the Chairs of the two contributing Units (History and Classical Studies) and the Rackham Office of Academic Records and Dissertations (OARD), the reason for the decision, the goals that must be accomplished during a period of probation, and specific beginning and end dates for probation. The Committee will work to ensure that the goals it sets for the student are well-defined and can reasonably be accomplished in the allotted time. The document will also contain details of financial support for the student during the period of probation. This period cannot be shorter than two months nor longer than one full semester, defined as the period from the first day of classes of a given term to the last day of classes of that term. The Director, the student's advocate, and the student will all sign the document.

At the conclusion of the probationary period, the Committee and the student's advocate will meet to determine whether the student has accomplished all of the goals set out by the Committee. Again, the advocate will participate in the discussion, but not the vote on whether to retain the student in the program. If the vote is affirmative, the student will return to good standing and will be permitted to continue in the program. If the Committee determines that the student has not met all of the stipulated benchmarks, the student will be discontinued from the program beginning the next semester. The Director will immediately notify the student, their advocate, the Chairs, and Rackham OARD of the Committee's decision. If the Committee decides to dismiss the student, the Director will inform the student of options for appeal (see section below, Appeals Process).

A precandidate may be placed on probation only once. If either circumstance (a) or (b) occurs a second time, the student will be removed from the program.

The other circumstance under which a precandidate will be dismissed from the program is if the student does not complete Rackham's candidacy requirements (successful completion of all exams and maintenance of a GPA above 3.0 on a 4.0 scale) prior to the beginning of the student's seventh semester in the program. IPAH may decide, by majority vote, to request from Rackham an extension of this deadline for a single semester in the case of documented extenuating circumstances (e.g., health issues or family crisis) that are beyond the student's control. This decision will be made by a committee comprising IPAH's available core faculty (those not on leave), supplemented as appropriate by members of the affiliated faculty. Such a decision can only be taken after the committee has met together with an additional faculty member, selected by the student as their advocate. If the student is unable or unwilling to select an advocate, the Director will ask a member of IPAH's faculty (core or affiliate) to serve in this role. The advocate does not vote on the dismissal decision. The student will be notified by the Director of IPAH in writing within 48 hours of the meeting whether the extension has been requested or not. Notification must be made at least one week prior to the start of the seventh semester. A student may take a leave of absence for personal (but not academic) reasons, in which case the clock stops on the extension period; if the student does not take a leave of absence, then the extension is for no more than one term. The student may appeal this decision by the process described below.

Candidates

Once a student is in candidacy, if the dissertation supervisor, in consultation with the dissertation committee insofar as it has been constituted, can demonstrate that inadequate progress is being made, the supervisor should notify the student that the supervisor will be recommending probation to IPAH. The probation must be approved by a majority vote of the committee of the available core faculty (those not on leave), supplemented by members of the affiliated faculty as appropriate. Such a decision can only be taken after the committee has met together with an additional faculty member, selected by the student as their advocate. If the student is unable or unwilling to select an advocate, the Director will ask a member of IPAH's faculty (core or affiliate) to serve in this role. The supervisor and the advocate may not vote on the question of probation.

If probation is recommended, the probationary period will be for a minimum of two months and a maximum of one term. Prior to the start of the probation period, the supervisor, advocate, and Director of IPAH will agree upon the expectations for the lifting of probation. These expectations, along with the specific start and end dates of the probation period, will be recorded in a written document. The student and the Rackham Office of Academic Records and Dissertations will be sent a written notice of probationary status. At the end of the probation period, the committee will decide, after hearing the assessment of the student, supervisor, advocate, and the dissertation committee, whether the conditions have been met. If the conditions have not been met the student is dismissed from the program.

Appeals Process

A student may appeal a decision for probation or dismissal within 72 hours of notification of the decision. If the student chooses to appeal, the Director of IPAH will arrange an ad hoc committee of faculty members from the Departments of Classical Studies and History, none of whom have served on an earlier committee related to the case in question. The decision of this committee is final within the program. The student can further appeal to Rackham for procedural issues of fair and equal treatment under this policy.