I. INTRODUCTION

This handbook aims at providing background and guidance for successfully completing the requirements for a PhD degree in Classical Studies at the University of Michigan. It will explain why the program requirements are what they are. At the same time, it will offer some suggestions how to successfully complete the requirements.

The Classical Studies PhD program strives at providing an intellectual, diverse, friendly and informal atmosphere in which each student can reach the top of his or her capabilities. Among the various assets that the University of Michigan can offer to help each student reach this goal are the breadth of the interests of its faculty; the frequent visiting scholars for lectures and class participation; the active engagement in the various on-campus collections (Kelsey Museum of Archaeology; Papyrology Collection; etc.); and the close relation to students in the Interdepartmental Program in Classical Art and Archaeology (IPCAA) and the Interdepartmental Program in Greek and Roman History (IPGRH).

II. ADMINISTRATION

The Classical Studies PhD Program is administered by a Director of Graduate Studies (DGS), appointed by the Chair of Classical Studies. The DGS also serves as Chair of the Fellowships and Admissions Committee. The DGS will report regularly to the faculty as a whole about matters pertaining to the graduate program. The current DGS is Arthur Verhoogt.

The primary graduate administrator for Classical Studies is Michelle Biggs.

III. PROGRAM OVERVIEW

The Classical Studies PhD program is designed to take five to six years, three years of course work and two/three years of dissertation writing. It is the aim of the program to train classical scholars who are able to function and teach at the post-graduate level. The Department believes it is important that students develop into effective, lively, and well-organized teachers as well as scholars, and works to achieve this objective in two principal ways. First, the ability to express ideas clearly is stressed. Students are expected to prepare frequent oral reports in graduate classes and in seminars, and there are oral components to both preliminary and dissertation examinations. Second and more important, students are required to teach for a minimum of four terms, under faculty supervision, in both the Elementary Latin and Classical Civilization programs. The

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1 In the rest of this Handbook, male and female pronouns alternate.
Department places great importance on preparing students to be confident and effective classroom teachers. Within the limitations of available funding, research assistantships are also offered which provide an opportunity for close collaboration in research with one of the department faculty.

In addition, the program aims at providing its students with the basic tools to be able to function in a professional setting. For one thing, it requires the students to familiarize themselves with a number of classical authors that the student is most likely to be asked to teach during his professional career. The Program also requires the student to be familiar with the most important historical events and persons of the ancient world, allowing him to put the classical literature in its historical context. Skills will be trained and assessed during classes and advising meetings, the knowledge will be tested in exams.

Like most PhD programs, the requirements are rigorous and students must be disciplined in order to finish on time. Individual schedules vary slightly, but the general pattern is as follows.

**First, Second, Third Years**
During the first three years, students’ efforts, both in classes and in self-study to prepare for examinations, are directed intensively toward three main goals:

1) Improving and refining a command of Greek and Latin, especially the ability to read the languages both intensively and extensively with understanding and enjoyment.

2) Gaining a broader and firmer grasp of the development of Greek and Roman literature in their historical settings—a knowledge based on, among other things, wide reading in the original languages.

3) Acquainting themselves with the various subfields and basic tools, methods, aims, and achievements of classical scholarship, and with the methodologies (literary, historical, linguistic) currently being applied to classical texts.

The first year, students will be supported by a Fellowship, and are expected to take four classes per semester (plus the one-credit Proseminar in one of the semesters). The second and third years, students will be teaching as a GSI in the Department’s Elementary Latin and Classical Civilization Programs. In their second year, students are expected to take three courses each semester. In the third year, students usually register for two classes and one Greek or Latin 990 with the advisor of their Preliminary Exam (see below).

At the end of the third year, after meeting all course and exam requirements, including passing the Preliminary Exams, students will reach candidacy. Under Rackham rules, students who do not reach candidacy by the end of their third year in the program, will be
put on Academic Probation ([http://www.rackham.umich.edu/policies/academic_policies[section5/#511]]).

**Fourth, Fifth and Sixth Years**
The final two/three years of the program constitute a period of intense research and writing under the supervision of a committee of faculty members. Students will be on fellowship (part of) their fourth year. By the Fall Break of the fourth year, students should present a dissertation prospectus (see below).

Although students are encouraged to keep focused on the dissertation, students may also wish to take courses during the period of dissertation writing. Funding for these years includes teaching as GSIs, U of M fellowships, and perhaps external fellowships from overseas institutions such as the American Academy at Rome or the American School in Athens.

IV. COURSE WORK
There are a number of courses the Department requires the students to fulfill before the student can advance to candidacy. These are:

* **Reading courses**, both special and regular, in Greek and Roman authors or in periods or types of literature. These are designed to help increase speed, accuracy, and pleasure in reading Greek and Latin and thus equip for a wider reading in classical authors. There is no required number, since each student has a different background and interests, but the department tries to ensure that every student has a similar amount of reading experience.

* **Greek and Latin Composition, one course in each** on the graduate level.

* **History of Greek and Roman Literature courses** (two courses in each), the grades of which are recorded as the third part of the preliminary examination component of the program (see below).

* **Upper-level courses in the specialized disciplines** (600-level). At some point before the students present themselves for the preliminary examination they must have taken one course in the methods and problems of a particular sub-discipline such as linguistics, textual criticism, paleography, papyrology, numismatics, epigraphy, law, archaeology, or religion.

* **Seminars** involve advanced and intensive exegesis, in collaboration with the professor, of a classical author or subject, with particular emphasis on the independent research of the student in the form of reports and papers. Often these research papers result in a paper to be read for one of the professional meetings such as CAMWS or APA. **Two seminars are required.**
*Cognates.* The Rackham Graduate School requires that at least **two courses** must be taken outside the student’s primary discipline. For students in the classical studies PhD program these can be courses in other departments or cross-listed with other departments (History, Linguistics, History of Art). Classical studies Ph.D. students are permitted by the Graduate School to count some courses in technical fields (such as paleography) as cognates, but the department encourages them to do “real” cognates.

The Department realizes that these are extensive course requirements, but they do not dictate the course content, allowing each student individual choices in course selection. As a rule, students are advised to meet the course requirements as quickly as possible, so as to not hinder the preparation of preliminary exams in the third year. At the same time, the Department realizes that individual student interests may not fit this general pattern. For example, it may be that the one cognate course that fits the student’s research interests most, is only offered in the student’s third year.

The Department strives to offer required courses at regular intervals so that the student can meet the course requirements within the prescribed period.

Courses that are offered in a given semester can be found through the LSA Course Guide (http://www.lsa.umich.edu/cg/). Upper level 400 courses in Greek and Latin as a rule count towards graduate credit; class number 500 and up are graduate credit only.

A typical course package will look as follows:

**First Year**
- **Fall:** HGL/HRL I (depending what is offered), Greek 500/Latin 501; a reading course; a cognate class; one-credit Proseminar
- **Winter:** HGL/HRL II (depending on what is offered); Advanced composition; a cognate class; a reading course

**Second Year**
- **Fall:** HGL/HRL I; two classes, including a seminar
- **Winter:** HGL/HRL II; two classes, including Advanced Composition

**Third Year**
- **Fall:** two classes, including a seminar; Greek or Latin 990 to prepare for Preliminary examinations
  - **Winter:** two classes; Greek or Latin 990 to prepare for Preliminary Examinations.

**Fourth, Fifth, and Sixth Years**
Greek or Latin 995 for 8 credits: Independent Dissertation Research and Writing (under supervision of the Dissertation Chair; please see Michelle Biggs to set up this class); no required courses; optional coursework.
V. TEACHING
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. Teaching assignments in the second and third years are in the undergraduate survey courses on Classical Civilization and in the Elementary Latin sequence. The Department strives to have each student experience one year in both the teaching sequences before reaching candidacy. In later years, students teach in a wide range of courses, including Classical Civilization, Elementary Latin, and Great Books. One position as a GSI in Elementary Greek is normally available in Spring term.

In large lecture Classical Civilization courses GSIs teach two or three 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. In smaller courses, such as Latin language courses GSIs are the primary instructors and are responsible for all aspects of the course, including course design, assignments and grading, supervised by the Director of the Elementary Latin Program, Prof. Deborah Ross.

Students are asked for their teaching preferences for the following term late in each term. The department tries to accommodate these preferences. Course assignments are determined by the Fellowships Committee of the Department of Classical Studies; when enrollments require later changes, these are made by the Chair in consultation with the DGS.

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. Students are encouraged to take advantage of these opportunities.

VI. FUNDING

Support Package

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

In the second and third years, 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 precise terms of employment are regularly bargained for with the University by the Graduate Employee Organization (GEO).

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 Department of 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. Any external
fellowships students receive can replace terms of teaching or extend support into a sixth year.

**Summer Funding**

Limited summer stipends for study projects or research trips are available from the Department of Classical Studies. Applications for summer funding are due by the end of the Winter term. All students who make appropriate progress are guaranteed two summers of funding.

**Rackham Funding**

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 on 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 $500 for a conference in the U.S. and up to $750 for a conference in Europe. The Department can also help with funding for research or conferences.

All support is contingent upon satisfactory progress in the Program.

VII. ADVISING, MENTORSHIP, PROGRESS REPORTS AND SCREENING

Students are required to meet at the beginning and end of each term with the Director of Graduate Studies. These meetings provide an opportunity to discuss any aspect of the PhD program, but typically include course selection, examination scheduling, and the formation of preliminary exam or dissertation committees. Students are encouraged to meet as often as they wish with the DGS, as well as other members of the core faculty, for advice on meeting program requirements as well as broader issues of intellectual and professional development.

At the end of each academic year, the DGS will schedule a year-end meeting to discuss the student’s progress in the program. The DGS has received comments from all faculty who have worked with the student in the preceding year during a Faculty meeting. The student can also bring up his Summer and future plans during this meeting, and discuss anything else that has come up in the preceding year. After the meeting, the DGS will draw up a written Progress Report (usually in the form of an email), which is sent to the student and kept in the student’s file.

In addition to the DGS, each student selects a Faculty Mentor. 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.

VIII. EXAMS
The Classical Studies PhD program requires a number of examinations designed to provide the student with sufficient background necessary to be able to teach core courses in any classical studies department.

The required examinations are the following:

* **Diagnostic exams at entrance**: these sight-reading exams in Greek and Latin are administered before the start of the first semester and are meant to alert the Director of Graduate Studies to weaknesses in command of the languages. These exams are not part of the students’ files.

* **Modern language exams**: (French or Italian and German); with dictionary. Knowledge of German, French and/or Italian is essential for reading modern scholarship on classical studies, and students must pass an exam designed to test their ability to read and make sense of scholarship in modern languages. These exams consist of a passage in one of the languages and questions (in English) about it. Students typically prepare for these exams through independent study, though some have done some course work in these languages as undergraduates. The Department has summer funding available for students wishing to take language courses; we strongly encourage students to acquire a speaking knowledge of at least one modern foreign language.

* **The Greek and Roman History exam** is a written examination of four hours (with the option to break that over two days) with both an id-component and an essay component taken from eight areas of focus. Both the id-s and the essay topics are listed on the website and are updated regularly. These exams are basic. They do not represent the knowledge of ancient history we would like our graduates to have, but what we regard as essential for understanding the texts and conducting research in any area in the discipline.

* **Qualifying examinations** in the translation of Greek and Latin. The Department expects the holder of the Ph.D. in Classical Studies to have read a considerable amount of Greek and Roman literature in the original sources, particularly in those authors which the student can reasonably be asked to teach upon entering the job market.

Although they can be used as such, the survey classes HGL and HRL are NOT meant to guide the student in Qualifying Exams reading lists, because these courses are the third component of the Preliminary Examinations (see next). Some instructors assign many readings from the list, some do not.
* Preliminary Examinations. There are three categories of preliminary examination, at least one of which ideally serves as a springboard for the dissertation:

1. The Latin/Greek examinations test the student on two authors/periods/genres, one Latin and one Greek. This is typically an oral examination. The faculty advisor and student will agree on the extent of the primary readings and the amount of secondary literature.

2. The topic of the special field examination is typically chosen by the student from areas pertinent to classics: archaeology, metrics, history, philosophy, papyrology, religion, linguistics, numismatics, epigraphy, law, Medieval Latin, or literary theory. It may have a pedagogic orientation. By agreement of the student, the examiner and the Director of Graduate Studies, this requirement is fulfilled by either a written or oral examination, or by a substantial research paper.

3. Greek and Roman literature: The grades in the four required courses in the history of the literatures are used to fulfill this requirement. The lowest grade considered to be passing in a graduate course or examination is B-.

Ordinarily a student will do one examination as a written exam or a paper (special field examination), and two as orals (Latin/Greek). An oral exam should not last more than an hour to an hour-and-a-half and the DGS will be present as a "silent partner" at all orals.

The scope and content of all preliminary exams are negotiated by the student and the faculty advisor. Ideally, one of the language examinations will deal with issues of textual criticism.

Typically the student should strive to have all exams except the Preliminary exams finished by the beginning of the third year. This will allow the student to use the third year to prepare for preliminary exams and reach candidacy at the required moment (end of third year).

Students should strive to do two exams (including one Qualifying exam and one modern language exam) by the beginning of their second year, and the remaining Qualifying exam and the History exam at the end of their second year (at the beginning or at the end of the summer). Typically, students should attempt the Qualifying Exam in May in the language that has been offered in the HGL/HRL sequence.

Once a student has passed all Preliminary Exams, Michelle Biggs will submit Recommendation for Candidacy Form to Rackham.

IX. CANDIDACY AND DISSERTATION
Once a student has attained **Candidacy**, work may begin on a **Dissertation**. This is a work of original 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 preliminary examinations, but no later than the Fall Break of the fourth year (usually the second week in October), the student should, in concert with intended Dissertation Committee Chair and Members, identify the topic, geographical and chronological scope, theoretical or methodological approaches, and any other issues that he or she wishes to explore in a dissertation. Many students use the bibliography and knowledge they acquire 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 projects, the dissertation is intended to be a work of independent, original scholarship and an opportunity for students to pursue their own interests.

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 supervisors 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 any faculty member will serve as chair of her dissertation committee, but should make sure to discuss her project with that faculty member and ask him or her to serve as chair early in the dissertation process.

It is important that students make decisions about the dissertation project and ask faculty members to serve as their committee chair(s) quickly, so that research on the project may begin in a timely fashion.

A dissertation committee consists of at least four faculty members, including the chair(s). 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 their dissertation chairs when determining who would be most helpful on their committees. The Rackham Graduate School requires that one of the four members come from outside the department (the cognate member), but faculty who have joint appointments with another department or school may serve as cognate members. Students should consult with the dissertation chair to identify possible candidates.

Once four members are selected, the Dissertation Committee Form can be submitted to Michelle Biggs who will, after it has been signed by the Department Chair, forward it to Rackham.
B. Dissertation Prospectus

By the Fall Break of their fourth year, students should submit a **Dissertation Prospectus**. This brief document (4 pages double spaced) should include the following:

1) the topic of the dissertation
2) detailed questions driving the dissertation
3) a brief and broad outline of current scholarship into a dialogue with which the dissertation seeks to enter
4) some general idea about the structure of the thesis, such as a brief outline of subtopics, sections, or chapters
5) resources needed for successful completion (ASCSA, ANS Summer School, etc.)

In addition, the student should submit a list of 10 books and/or articles that the student thinks are most significant in the area of the intended dissertation research, and to briefly (one/two sentences) annotate these works of scholarship to explain their importance for the intended dissertation project. (It is assumed that in most cases the student will have familiarized himself with these during class work and/or preliminary exams.)

The student should draw up the dissertation prospectus and the annotated bibliography after discussion with intended members of the Dissertation Committee. The student should submit the resulting prospectus to the Dissertation Chair by the Fall Break of the fourth year, who will give approval within 72 hours. The student shall then submit the prospectus to the other members of the Dissertation Committee and the Director of Graduate Studies. At the student’s request, there may be a meeting of the full committee to discuss the prospectus.

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 Dissertation Prospectus provides a starting point for the dissertation and need not dictate the form and content of the final dissertation. 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

Coursework and Registration: Most students in **Candidacy** (including those who have their tuition paid through a teaching appointment or a UM Fellowship) are required to register for eight credits under Rackham’s **Continuous Enrollment Policy**. These students should register for **Greek/Latin 995**, an independent research course, with their Dissertation Chair(s). See Michelle Biggs to enroll in these courses.

Each semester, students in candidacy are permitted to elect one “free” course (in any department or at any level.)
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 wants to help you put your research onto the page. Students are strongly encouraged to maintain a regular meeting schedule with 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. Progress will be discussed during the annual meeting with the DGS (see above).

Rackham Graduate School maintains a time limit for the completion of a dissertation project; for details please see section 5.4.1 of Rackham’s Academic policies (http://www.rackham.umich.edu/policies/gsh/).

D. The Dissertation

The dissertation is a work of original scholarship that serves as a young scholar's demonstration of research ability. Most dissertations are tightly argued discussions of particular issues—that is, potential monographs—but some are closer to a set of essays on related problems. Other dissertations are commentaries on texts, critical editions, or publications of papyri. The dissertation topic needs to be something the student truly cares about, since it will be a chief occupation for a long time, and since potential employers and other colleagues will see it as the student's most important self-definition. Advisors can sometimes suggest topics, but the student needs to make the subject his own. More often, the student has a general idea, and the advisor helps her narrow and define it. Often, the impetus for a thesis topic will come from a seminar or preliminary examination. As a student reads the scholarship on a topic, he may perceive gaps, questions that should be asked that have not been asked, or established views that he thinks are wrong.

Because dissertations seek to display competence, they often include more citation of previous scholarship than most publications. A dissertation will often begin with a review of the state of the question. However, it is important not to become bogged down in a literature review—the dissertation is not a summary of what others have thought, but an original contribution. As much as possible, the dissertation writer should think of an audience beyond the dissertation committee.

The longest dissertation produced in this Department in the past sixty years was 570pp, the shortest 98pp. Most dissertations are around 200-250 pages; they have 3-4 chapters with introduction, conclusions and bibliography.

E. The Dissertation Defense
Candidates must be registered for eight credits of Greek or Latin 995 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 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:

GradTools, a CTools site that includes checklists of important steps in the writing process, deadlines, links to forms required to assemble committees, schedule a defense, etc. All doctoral students can access this site by logging in to CTools;

Rackham’s Dissertation Handbook, providing information about preparing the dissertation for defense, including how to format the final draft, schedule the defense, and submit the finished manuscript. This handbook can be downloaded from the Rackham website:
http://www.rackham.umich.edu/dissertation_information/dissertation_resources/

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 chairs and committee members. Once a time has been agreed upon, the student should ask Michelle Biggs 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.

The department has an advisor for students on the job market. We offer advice on applications and mock interviews. We also provide funding for one APA meeting—the cost of an economy flight to the meeting and of a shared hotel room.

X. FURTHER RESOURCES

Rackham School of Graduate Studies
http://www.rackham.umich.edu

American School of Classical Studies at Athens
http://www.ascsa.edu.gr/

American Academy in Rome
XI. Reading list for Qualifying Exams

Latin:
- Apuleius: Cupid and Psyche
- Augustine: Confessions 5
- Augustus: Res Gestae
- Cato: De Agricultura 1-5
- Catullus: all
- Cicero: Philippic II; Pro Caelio; De Oratore I; Pro Lege Manilia; Somnium Scipionis
- Horace: Odes Books I-III; Sat. I, 1, 4, 10; Ars Poetica
- Juvenal: 3, 4, 10
- Livy: Book I, Book V
- Lucan: Bellum Civile II
- Lucretius: Book I
- Ovid: Met. XIII; Amores I; Heroides 1, 9
- Petronius: Cena Trimalchionis
- Plautus: Amphitryon; Menaechmi
- Propertius: Book I; Book III 1-5
- Sallust: Catiline
- Seneca: Thyestes; De Ira I; Ad Lucilium 51, 56, 114
- Statius: Silvae 2.7
- Suetonius: Claudius
- Tacitus: Annales Books 1, 14; Historiae I; Dialogus de Orat.
- Terence: Eunuchus
- Virgil: Aeneid; Eclogues (all); Georgics IV

Greek:
- Aeschylus: Agamemnon; Eumenides
- Apollonius: Argonautica III
- Aristophanes: Acharnians, Frogs
- Aristotle: Poetics; Politics I
- Callimachus: Aetia I, 1-2; epigrams; Baths of Pallas
- Demosthenes: On the Crown
- Euripides: Medea; Orestes; Helen
- Gorgias: Helen
- Greek Lyric: Campbell's selections of Archilochus, Alcman, Stesichorus, Solon, Sappho, Alcaeus, Xenophon, Anacreon, Simonides, Bacchylides
- Herodotus: Book I; VII. 1-155; IX
- Hesiod: Theogony 1-964; Works and Days
- Homer: Iliad, Books 1, 2 (1-483), 3, 6, 9, 16, 18, 22, 24; Odyssey, Books 8-12, 19, 23-24; Hymn to Aphrodite
- Isocrates: Helen
- Lucian: Timon
- Lysias: I, VII, XII
Topics in Greek History

1. Religion. What role did religion play in the life of the polis? Discuss some representative festivals of the Athenian year. Discuss how Spartan festivals functioned in the organization of Spartan society. What role did religion play in the lives of individuals (e.g., in major transition points of life, including birth, adolescence, adulthood, marriage and death)? What was the function of Panhellenic festivals in Greek history? Choose one festival and discuss its role in Greek history (e.g., Panathenaia, Olympic, Nemean, Pythian and Isthmian Games). What kinds of competitions were held and how might they reflect social organization and concerns? What was the role of the Delphic Oracle in Greek history?


2. Economy. How is the ancient economy to be understood? Was it just like the modern economy (only smaller) or was it qualitatively different from the modern economy? What role did status, gender and class play in the organization of economic activity? What was ancient agriculture like and did it change over time? What was the role of trade in the ancient economy? Was colonization a product of overpopulation and land shortage or the quest for raw materials and new markets? What was the role of slavery in the economy?


3. Women. What was the life of women like in Ancient Greece? What differences were there between different poleis and over time? What was the role of women in the life of the polis? In religion, in the economy? What differences did class and status make?


4. Polis and Politics. What factors contributed to the rise of the Greek polis? How do we explain the different political trajectories of Greek poleis (e.g., why did some experience tyranny, and others not?) How was citizenship defined and how did it change over time?


5. Athens. Describe and explain the political development of Athens from Cylon to Ephialtes. Discuss the creation and maintenance of the Athenian empire. Did empire make radical democracy possible? How exploitative was Athens of its fellow Greeks? Was the Athenian democracy "a democracy in name only" (to what degree was it run by
elites)? What role did the popular courts play in the democracy? Did the Athenian democracy change from the early fifth to the late fifth century? Did it change between the fifth and the fourth century?

6. Sparta, Messenia and the Peloponnesian League. Describe and explain the peculiar constitutional development of Sparta. What unique challenges did Sparta face in the Peloponnesian from its origins through the Peloponnesian War and how did it meet them? Why was Sparta unable to maintain its hegemony in the fourth century?

7. Warfare. How did warfare change over time? In what ways did warfare interact with the social, political and economic life of Greek poleis? Discuss the impact of a particular war (e.g., Persian, Peloponnesian, Philip's conquest of Greece) on the life of the communities involved.

8. Greek historiography. What are the origins of Greek historical writing? How different is Herodotean history from Thucydidean? How different are the writings of fourth century and Hellenistic historians (as far as we know them) from earlier historiography?
9. Documents and Greek History. What types of documents have been preserved? What are our earliest examples of writing? What did the Greeks use writing for? How literate was the average Greek? What differences are there (if any) between the uses of writing by different poleis? What particular periods/cultures are most illuminated by documents?

R. Meiggs and D. Lewis, *A selection of Greek historical inscriptions to the end of the fifth century B.C.*, 1969
10. Material Culture and Greek History In what ways does the archaeological record contribute to our understanding of Greek history? Describe some ways that archaeology has modified our understanding of the literary and documentary sources. What are the distinctive ways that survey archaeology (as opposed to traditional excavation) contributes to our understanding of Greek history?


Click here to download PDF of Greek History ID's

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Topics in Roman History
The works on this list presume a working knowledge of the outline of Roman history such as that to be found in A. Ward, *A History of the Roman People* 4th ed.

1. Imperialism in the Mid-Republic
   - W. Harris, *War and Imperialism in Republican Rome*

2. Agrarian Reform and other crises of the late second century
   - D. Stockton, *The Gracchi*

3. The careers of Marius and Sulla

4. Was the Roman Republic a democracy?
   - M. Gelzer, *The Roman Nobility*
   - L.R. Taylor, *Roman Voting Assemblies*
   - F. Millar, *The Crowd in Republican Rome*

5. The Fall of the Republic (with special attention to the career of Caesar)
   - Either M. Gelzer, *Caesar: Politician and Statesman* or C. Maier, *Caesar*

6. The Image of Augustus and the Augustan settlement
   - R. Syme, *The Augustan Aristocracy*
   - In Toher and Raaflaub
   - P. Zanker, *The Power of Images in the Age of Augustus*

7. Romanization
   - G. Woolf, *Becoming Roman*
   - R. MacMullen, *Romanization in the Age of Augustus*

8. The governing class of the Roman Empire

9. The economy of the Roman Empire
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