

February 2025

Interdepartmental Program in Ancient Mediterranean Art and Archaeology at the University of Michigan

The University of Michigan offers an Interdepartmental Ph.D. Program in Ancient Mediterranean Art and Archaeology (IPAMAA), which derives special strength from an interdisciplinary and inclusive approach to the study of antiquity. The program is jointly sponsored by the Departments of Classical Studies and History of Art and is closely associated with the Kelsey Museum of Archaeology.

Ancient Mediterranean archaeology is the study of the societies that surrounded the Mediterranean basin, as well as related cultures, from the early phases of human habitation through Late Antiquity, as illuminated by material evidence. It naturally subsumes the study of material and visual culture, but is also much wider in scope. In addition to the ongoing exploration of the physical remains of ancient Mediterranean cultures, and to the traditional fields of Aegean, Greek, Roman, and Near Eastern art and architecture, Mediterranean archaeology is engaged with historical issues such as state formation, imperialism, and colonization; with sociological issues such as the study of gender and household organization; with “ideological” concerns such as the formation of social, religious, and ethnic identity; and with a wide range of economic issues including ancient agriculture, trade, and resource extraction, among others.

The research interests of the archaeologists currently on the faculty of the sponsoring departments include the prehistory of the Cycladic archipelago, the early social and environmental history of the city states of Italy, Roman imperial art, the built environment of Classical Greece, and the civic culture of Hellenistic and Roman Anatolia. Like other branches of ancient studies, ancient Mediterranean archaeology has its own specialized research methods, especially archaeological fieldwork and visual analysis, and its own theoretical discourse. Its methodological and theoretical concerns bring Mediterranean archaeology into regular and fruitful contact with allied disciplines including Anthropology and Middle Eastern Studies, and members of our faculty and student body are actively involved in ongoing debates on issues such as survey methodology, the archaeology of gender, and museum studies.

I. The Interdepartmental Program in Ancient Mediterranean Art and Archaeology

The purpose of the Program is to provide students with an opportunity to undertake advanced study of the numerous and varied aspects of ancient Mediterranean art and archaeology. In addition to the sponsoring departments, students are encouraged to take advantage of the course offerings and faculty expertise of other units of the University of Michigan relevant to their individual areas of interest and expertise. The Program offers a Master of Arts degree, which is seen as marking significant progress toward the Ph.D. and can normally be earned

after three semesters of full-time study in residence (see Appendix A). The M.A. is not normally awarded as a terminal degree. The Program expects students to complete the Ph.D. by the end of their sixth or seventh year.

A. Administration and Faculty

The Interdepartmental Program in Ancient Mediterranean Art and Archaeology is administered jointly by the Departments of Classical Studies and History of Art and the Kelsey Museum of Archaeology, under the aegis of the Horace H. Rackham School of Graduate Studies and the College of Literature, Science, and the Arts. The core faculty are the specialists in ancient Mediterranean art and archaeology in the sponsoring departments. The IPAMAA director is chosen from among the core faculty. An Executive Committee composed of the core faculty, the chairs of the sponsoring departments, the director of the Kelsey Museum, and faculty from related departments such as Anthropology, History, and Middle East Studies, counsels in the formulation of Program policy and in all student concerns. The finances and day-to-day business of the program are managed by the IPAMAA Director and the Program Coordinator.

The current members of the Executive Committee are:

a) IPAMAA core faculty

Natalie Abell	Dept. of Classical Studies
Nicola Barham	Dept. of History of Art & Kelsey Museum
Laura Motta	Dept. of Classical Studies & Kelsey Museum
Lisa C. Nevett	Dept. of Classical Studies
Christopher Ratté	Dept. of Classical Studies
Nicola Terrenato	Dept. of Classical Studies & Kelsey Museum

b) ex officio and appointed members of the Executive Committee

Katherine Davis	Dept. of Middle East Studies
Giulia Saltini	
Semerari	Dept. of Anthropology & Museum of Anthropological Archaeology
Paroma Chatterjee	Dept. of History of Art (chair)
Celia Schultz	Dept. of Classical Studies (chair)

In addition, other faculty in allied departments who have participated in IPAMAA include:

- G. Beckman (Dept. of Middle East Studies, Hittitology)
- G. Boccaccini (Dept. of Middle East Studies, Hellenistic Religions)
- A. Bonnell Freidin (Dept. of History, Ancient History)
- J. Crisostomo (Dept. of Middle East Studies, Assyriology)
- A. Das (Dept. of Classical Studies, Ancient and Medieval History)
- K. Davis (Dept. of Middle East Studies, Egyptology)
- J. DeGrado (Dept. of Middle East Studies, Neo-Assyrians, Ancient Religion)
- G. Emberling (Kelsey Museum of Archaeology, Northeast African Archaeology)

S. Forsdyke (Dept. of Classical Studies, Greek History)
 M. Galaty (Dept. of Anthropology and Museum of Anthropological Archaeology, Aegean Mediterranean and Balkan Archaeology)
 C. Gruber (Dept. of History of Art, Islamic art)
 B. Haug (Dept. of Classical Studies and University Library, Papyrology)
 J. Marcus (Dept. of Anthropology and Museum of Anthropological Archaeology, Mayan Culture)
 D. Margomenou (Dept. of Classical Studies, Bronze Age Archaeology)
 B. McMahon (Dept. of History of Art, early modern Spanish world)
 B. Miller (Dept. of History of Art and Museum of Anthropological Archaeology, early Eurasia)
 I. Moyer (Dept. of History, Ancient History)
 J. O'Shea (Dept. of Anthropology and Museum of Anthropological Archaeology, European Prehistory, Mortuary Analysis)
 D. Potter (Dept. of Classical Studies, Greek and Latin Historiography and Epigraphy)
 J. Richards (Dept. of Middle East Studies and Kelsey Museum, Dynastic Egyptian Art and Archaeology)
 P. Squatriti (Dept. of History, Medieval History, Landscape Studies)
 D. Stone (Dept. of Classical Studies, North African Archaeology)
 A. Verhoogt (Dept. of Classical Studies, Papyrology and Greek)
 T. Wilfong (Dept. of Middle East Studies and Kelsey Museum, Graeco-Roman Egypt)
 H. Wright (Dept. of Anthropology and Museum of Anthropological Archaeology, Near Eastern Archaeology)

B. Special Facilities

In coursework and research projects, extensive use is made of the holdings of the Kelsey Museum of Archaeology, as well as of the Museum's archives and databases. The collections include Greek, Roman, Near Eastern, and Egyptian sculpture, painting, pottery, architectural elements, seals, and gems; large collections of Greek, Roman, Parthian, and Byzantine coins; glass and textiles of the Roman, Byzantine, and Islamic periods; Latin and Greek inscriptions and ostraca; as well as impressive collections of material in bronze, iron, terracotta, and wood derived principally from the Museum's excavations at the Graeco-Roman site of Karanis in Egypt and the Hellenistic-Roman-Parthian site of Seleucia-on-the-Tigris in Iraq. Other important resources include the collections of papyri housed in the Graduate Library and the digitized images and photographs maintained by the Department of the History of Art and the University Library.

C. Field, Museum and Teaching Opportunities

Interested students have ample opportunity to work in the field. In recent years, University of Michigan field projects — at Gabii in Italy; Olynthos, Pella, and Kea in Greece; Notion in Turkey; Abydos in Egypt; and El Kurru and Jebel Barkal in Sudan — have provided our students with training in field methods, as well as in some cases furnishing dissertation material. Many of our students receive fellowships to study at the American School of Classical Studies in Athens or

the American Academy at Rome. Some students participate in fieldwork programs through other institutions, working in countries around the Mediterranean.

Research projects and the special exhibitions program of the Kelsey Museum give students the opportunity to gain museum experience by assisting in the preparation of exhibitions, in the writing of scholarly entries for the accompanying catalogues, and in various research assistantships. Unpublished material in the collections of the Kelsey Museum has provided the basis for several Ph.D. dissertations and scholarly articles by IPAMAA students. Furthermore, students frequently participate in (and develop independent publishing initiatives through) international collaborative research projects funded by the Kelsey Museum and external granting agencies on bodies of excavated material outside the Museum's holdings.

Students in the Interdepartmental Program are eligible for Graduate Student Instructorships in the Departments of Classical Studies and History of Art, and Research Assistantships in the Kelsey Museum. Courses in which our students have routinely served as GSIs include Introduction to Greek Archaeology, Introduction to Roman Archaeology, Introduction to Greek Civilization, Greek Mythology, Great Books, Elementary Latin, and Roman Sport & Daily Life.

D. Disability Policy

IPAMAA is committed to ensuring that graduate students with disabilities receive appropriate and reasonable accommodations so that all students are supported in all aspects of their educational experience, including their employment related to their graduate education. Students requiring testing accommodations in their courses or for exams administered by IPAMAA are encouraged to follow the procedures required by Services for Students with Disabilities (<https://ssd.umich.edu/>). They should also inform the Program Coordinator of the accommodations that have been recommended for them early in any academic year when they are preparing for IPAMAA-administered exams. For other kinds of accommodations at any stage of their time in the program, students should discuss their needs with the Program Coordinator and the Director.

E. Leave Policy

In some cases, life events like medical issues, military service, family necessity, or bereavement may prevent students from active participation in the program. If a student experiences such an issue, they should consider a leave of absence, in consultation with their mentors and/or dissertation chair, the Director, and the Program Coordinator. Students experiencing mental health challenges may also find it helpful to discuss their concerns with the Counseling and Psychological Services (CAPS) office (<https://caps.umich.edu/>) or with the embedded CAPS counselor of Rackham (<https://rackham.umich.edu/rackham-life/help-and-support/>). IPAMAA follows the leave policies of the Rackham Graduate School, and more information can be found on their website: <https://rackham.umich.edu/navigating-your-degree/leave-of-absence/>. In addition, students who pursue a full time program of study at another institution, like the

Regular Year program of the American School of Classical Studies at Athens, are eligible for Extramural Study Status (<https://rackham.umich.edu/navigating-your-degree/extramural-study/>).

II. Prerequisites for Admission

It is expected that candidates for admission to the Program will have a B.A. or M.A. degree in Classics, Mediterranean Archaeology, History (with specialization in ancient history) or History of Art (with specialization in ancient art). In view of the language requirements of the Program (see Section III, below), preference will normally be given to those candidates who have reached the advanced level in at least one ancient language and the intermediate level in another and who have demonstrated competence in at least one modern foreign language.

III. Language Requirements

Scholarship and teaching in Ancient Mediterranean Art and Archaeology require substantial knowledge both of ancient languages, to consult original sources and textual evidence such as inscriptions, and of modern languages, to consult modern scholarship. Students must also be able communicate in the language(s) of the country or countries where they undertake field- or museum work. Since students must have satisfied their language requirements by the end of their fifth year, building proficiency in the ancient and modern languages is an important component of the early stages of the IPAMAA student's career.

A. Ancient Languages

Students must demonstrate reading knowledge of at least two ancient Mediterranean languages. At least one of the two must be Latin or ancient Greek. Proficiency in ancient languages may be demonstrated either through a translation exam or through course work. The intent of the ancient language requirement is that students reach a professional level of competence enabling them to read, with accuracy, untranslated texts for research purposes.

In most cases, incoming students will take diagnostic placement exams in both ancient Greek and Latin in the summer before their first semester. The results will assist faculty in providing guidance about appropriate future course work and further reading. No student who performs poorly will be required to retake these exams, nor will those who do well "place out" of the ancient language course and examination requirements.

One language requirement must be completed before candidacy; the other must be passed by the end of the fifth year. It is important to note, however, that any courses used to fulfill an ancient language requirement must be taken before candidacy. Thus the only way to complete an ancient language requirement after advancement to candidacy is by examination.

Satisfying the Ancient Language Requirements through Coursework

Students may opt to satisfy either or both ancient language requirements by achieving grades of B or above in ancient language courses that require substantial amounts of translation. In the case of ancient Greek and Latin, such courses should have catalogue numbers higher than LAT 410 or GREEK 410 and should not be cross listed with courses at the 100, 200 or 300 levels. Proficiency in languages other than Latin and ancient Greek, such as Hebrew or Coptic, will usually be met by taking courses at a comparable level.

Students arriving with little or no previous training in ancient Greek or Latin should consult with the Director and their mentors as early as possible in order to strategize how to meet this requirement. It may be helpful to know the usual sequence of courses needed to reach the 410-level or above. For Greek, the sequence usually involves either Greek 101/501 and 102/502 or Greek 103/503 (intensive), followed by Greek 301/507 and 302/508. For Latin, the best path is to take Latin 103 (review, but appropriate for graduate students with little or no background in Latin) in the fall, followed by Latin 231 and usually Latin 232. The intensive introductory courses, Latin 193/502 (first year) and Latin 294/503 (second year) are offered on rare occasions, in which case they are preferred. The next expected course before moving to the 400-level is Latin 301/505. In some cases, it may be possible to omit Latin 232 and/or 301/505 from the sequence, but this decision is best made with input from the language instructors at U-M. Students with limited ancient language training are encouraged to consider summer intensive language courses (even before arriving to U-M), since the frequent meetings for introductory language courses (4x per week) means that they may conflict with graduate level courses in other topics.

Satisfying the Ancient Language Requirements through Examination

Passages for the ancient Greek and Latin examinations (each lasting three hours) are drawn from ancient Greek and Latin Reading Lists (see below, Appendices D & E). A traditional dictionary is allowed for all language examinations, although use of digital dictionaries or translation programs is not.

B. Modern Languages

Students are expected to develop proficiency in the modern languages that they need to conduct research. The languages that students need to be able to read will differ based on the region, period, and kind of material on which they intend to focus. They will almost certainly include French and German, as well as some combination of Spanish, Italian, modern Greek, Turkish, Arabic, and/or other languages. Students should discuss with their faculty mentors which languages are most relevant for them and create a plan to develop their language skills by taking courses during the academic year or over the summer and through independent reading. Funding is available for summer language study. Introductory modern language courses taken during the term are considered “overloads” and do not count toward the normal

4- or 3-course load for students as described in Section IV, even if the course offers graduate credit. Students are expected to demonstrate their facility with modern languages by including non-English language sources in their preliminary-exam and dissertation bibliographies, and by engaging seriously with those sources in their preliminary exams and dissertation analysis.

Competence in one of the student's modern languages will be tested through an examination, which must be passed prior to achieving candidacy. That language should be a language of scholarship relevant to the student's intended research area. Passages for the modern language exams (lasting two hours) are drawn from scholarly literature in the field of Ancient Mediterranean Art and Archaeology. Examples of passages from recent exams may be requested from the IPAMAA office.

Schedule for Fulfillment of Language Requirements

Students are advised to take one language course or one examination each semester until all their requirements have been met. Students must fulfill at least one ancient language requirement and pass a modern language examination before they can be advanced to candidacy. As noted above, language requirements not met before advancement to candidacy can only be fulfilled by examination (not coursework); all language requirements must be completed before the end of a student's fifth year. IPAMAA regularly offers language examinations in ancient Greek, Latin, French, and German on a fixed schedule every Fall and Winter semester, as follows:

Greek: 2nd Friday afternoon
French: 3rd Friday afternoon
Latin: 4th Friday afternoon
German: 5th Friday afternoon

Students may also request special late-winter ancient Greek or Latin exams if they send their requests to the Program Coordinator by March 15th. The fixed date for these exams will be the last Friday afternoon of the winter semester (before final exams).

Examinations in other languages are arranged on an ad-hoc basis. Under exceptional circumstances, a student may petition the IPAMAA Director in writing to take a language examination in absentia. Students with disabilities who need accommodations for exams should let the IPAMAA Director and Program Coordinator know well in advance of exams, so that suitable spaces and/or extended time slots can be arranged. The Services for Students with Disabilities office (SSD, 734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations be determined through a Verified Individualized Services and Accommodations (VISA) form. A student for whom English is a second language may also petition to have time and one-half (1 hour=1 1/2 hours) to complete their language exams.

Exams will be graded within two weeks of the date they are administered. The members of the faculty responsible for grading them will be available on request to discuss the results.

IV. Course Requirements

A. Continuous Enrollment Policy

All University of Michigan students must register for each fall and winter semester from matriculation to degree completion, unless on an approved Leave of Absence or with Extramural Study status. Students who do not register will be presumed to have withdrawn and will be discontinued from the program. Once discontinued, students may reapply to the program by submitting the proper request and supporting documents to the IPAMAA office no later than April 1st. Their reinstatement would begin the following Fall term.

B. The Proseminar in Archaeology

To nurture common and complementary intellectual interests within the broad field of ancient Mediterranean archaeology, and to introduce students to the resources of the University, including members of the faculty both within and outside IPAMAA, we offer a Proseminar each Fall Term. This is a required course, for one credit-hour, for *every* incoming student (even those with a master's degree from another institution). The Proseminar is organized by the IPAMAA Director but is team-taught by faculty from all the departments participating in the Program. Five of the sessions included in the Proseminar are especially designed to fulfill the Rackham requirement for training on disciplinary ethics. This requirement must be completed before a student can proceed to candidacy.

C. Art and Archaeology Courses

The faculty associated with the Program offer a variety of courses in the major areas, subfields, and methodologies of our discipline. Students are encouraged to tailor their course selections to their interests but are also advised to become acquainted with a range of methodologies and sub-disciplinary approaches to prepare them not only for writing the dissertation but also for a range of potential future careers. Students are required to take a minimum of five (5) 3-credit graduate courses in art and archaeology. In addition, students must also enroll in Theoretical Approaches to the Art and Archaeology of the Ancient World offered by Classical Studies every two years. No exemptions will be made for courses taken previously at other institutions. These courses will also assist students in preparing for their Qualifying Examinations, although considerable additional preparation will also be required, as described below.

The IPAMAA Director and mentors (see below) will be available to advise students on their course selection.

D. History Courses

In addition to fulfilling these minimum course requirements, students are expected to take at least one graduate-level course in Ancient History, i.e., a 600-level course such as History 630. This is intended to introduce students to the methodologies of ancient historians and to acquaint them with the use of various types of historical sources. Students are also expected to have basic knowledge of ancient political, social, and economic history, tested through the Ancient History Examination (see below). Students who lack formal preparation in ancient history are advised to audit undergraduate history surveys early in their careers at Michigan.

E. Course Load

Four courses per term is considered the optimal course load for full-time students, and three courses per term an appropriate load for students who are also working as Graduate Student Instructors (GSIs) or Research Assistants (and thus are gaining valuable teaching and learning experience in the field). In consultation with the IPAMAA Director, it may, however, be considered appropriate for an individual to take less than a full course load of four courses for full-time students and less than three for GSI's in a given term. In any case, students should complete all the course requirements (22 credit hours, including the proseminar [1 credit], the required course in Theoretical Approaches [3 credits], five additional courses in ancient art and archaeology [15 credits], and one ancient history seminar [3 credits]) during their first three years in the Program, in addition to fulfilling one ancient and one modern language requirement (see above).

V. Ancient History Examination

All IPAMAA students are required to take an examination in Greek and Roman History at the end of their first year of studies. The purpose of this exam is to ensure that students have a basic grasp of the chronology and the political, social, and economic history of the ancient world. In this sense it complements the ancient history course requirement, which emphasizes historical methodology over factual knowledge. IPAMAA students must pass this exam before they can take their IPAMAA Qualifying Exams. Please see Appendix C for a reading list for the History Exam. The exam consists of both identification and essay questions and takes three and one-quarter hours. The exam will be graded within two weeks of the date it is administered, and the members of the faculty responsible for grading the exam will be available on request to discuss the results. Students who fail any portion of the exam will automatically have the opportunity to retake that portion before the beginning of the next academic year. Students who fail the exam on the second try will be required to petition the IPAMAA Director to take the exam a third time.

VI. Art and Archaeology Examinations

The students' knowledge of Ancient Mediterranean Art and Archaeology is tested in two sets of examinations, described in detail below.

A. The Qualifying Examinations

The qualifying examinations are designed to test basic knowledge of the major sites, object categories, and scholarly trends in Aegean and Greek Art and Archaeology, and in Early Italian and Roman Art and Archaeology. The scope of these examinations is very broad, with the intention of guaranteeing that students attain a minimum level of information, which will serve as a basis for informed engagement with the general field of Ancient Mediterranean Art and Archaeology throughout their careers. Accordingly, students normally take the examinations at the end of their second year. To help prepare, students may enroll in graduate sections of the introductory surveys of Greek Art and Archaeology (CLARCH 221) and Roman Art and Archaeology (CLARCH 222). The examinations will consist of three parts administered over two or three days: slide and term identification, and essay questions. They are given at the end of the second year on days agreed between the Director and the students taking the exams.

The basic format of the exams is as follows:

Part 1: Slide and term identification (3 hours)

Slide Identification: 90 minutes. Students will be shown 10 slides in each of the three major fields (30 in total). All slides must be identified.

Term identification: 90 minutes. For each of the three major fields, students will be given 15 words or phrases, of which they will be required to identify and comment on 10. The words or phrases may include (but are not limited to) technical terminology and the names of objects, buildings, people, or places.

Part 2: Essay examinations (9 hours)

Part 2 consists of 3-hour exams in all three major fields. Each field-exam will be divided into two sections.

Section 1: short essays (2 hours). Students will be asked to answer four essay questions out of a choice of six.

Section 2: long essay (1 hour). Students will be required to answer one question out of a choice of two.

Preparation for the Qualifying Examinations

Students will be given access to a databank of approximately 1000 images and provided with two reading lists, which are meant as study-guides, reflecting to some degree the strengths of the IPAMAA faculty and resources. The reading lists are limited to scholarship available in English. For each field, they combine general surveys and handbooks, seminal studies, works by leading scholars, and select examples of current research. Where appropriate, the reading lists indicate which sections or chapters of longer works are considered most important. Although the reading lists include many major works and cover many themes in scholarship on the ancient Mediterranean, they are not exhaustive, and exam questions will not usually be based on any particular book or article. Rather, the lists are meant to help students begin the process of recognizing gaps in their training, so that they can increase their knowledge in those areas

and attain a broad understanding of the field. The process of preparing for and taking these exams provides an important foundation for students as they undertake more focused research in connection with their dissertations and as they teach and develop courses. Reading lists will be updated at the beginning of each year. Previous reading lists are also available in the IPAMAA office for students to consult.

In addition, samples of examination questions and slide lists from recent Qualifying Exams are available for inspection on request from the IPAMAA office.

As in the case of the Language and Ancient History Exams, the Qualifying Exams will be graded within two weeks of the date they are administered. The IPAMAA Director and the relevant faculty mentors will then meet individually with each student to discuss the results. Students who fail any portion of the exam will automatically have the opportunity to retake that portion before the beginning of the next academic year. Students who fail the exam on the second try will be required to petition the IPAMAA Director to take the exam a third time.

B. Preliminary Examinations

The final set of examinations in the Program consists of two Preliminary Examinations, to be taken only after the student has (i) passed the Ancient History examination, (ii) passed the qualifying exams in art and archaeology, (iii) satisfied all the course requirements in Ancient Mediterranean Art and Archaeology and Ancient History, and (iv) completed the modern language requirement and at least one ancient language requirement. In exceptional cases, students may petition to take the preliminary examinations even if they have not resolved all their incompletes, but in these cases, they must finish all outstanding coursework before the beginning of the fourth year, or they will not be considered to be making satisfactory progress toward degree (see below, Probation and Dismissal Policy). The preliminary examinations are intended to test the student's ability to analyze and synthesize specific bodies of archaeological material and to control relevant methodologies and bibliographies in depth. They are also meant to ease the transition from organized course work to independent dissertation research. They provide an opportunity for students to pursue focused research on problems, regions, classes of material culture, methods, and theoretical approaches that students are considering including in their dissertation research. Ideally, the pair of Prelim topics should complement one another, one providing the student with control over a specific body of material, the other with expertise in the theoretical literature and methods useful in the interpretation of that material.

Some examples of recent Prelim topics are:

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| A. States and Economies | B. Linear B and Archaeology |
| A. Identity, Mobility and Craft Production | B. Archaeology of Iron Age Sicily |
| A. Methodology of Household Archaeology | B. Archaic, Classical, and Hellenistic "Greek" Houses |
| A. Islands and -izations | B. Zooarchaeology of the Western Mediterranean |

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| A. Roman Frontiers as Contact Zones | B. Roman Construction in the Eastern Mediterranean |
| A. Perceiving Urban Landscapes | B. Movement and Activity in Greek and Roman Plaza Spaces |
| A. Ancient Sex and Gender | B. Portrait Sculpture and Female Identity in Roman Greece |

The student must form a Prelim committee by the end of first month of the term following passage of the Qualifying Examinations. The committee should have four members, two for each exam, although all four members of the committee will read both exams. At least one examiner for each exam must be an IPAMAA core faculty member. After consulting with all the members of the committee, the student should then write a proposal (usually 3-5 pages per exam in length, not including bibliography) for submission to the committee by the end of the second month of the term. Many students find it helpful to ask one or more members of the committee for feedback on draft versions of their proposals and bibliographies. Students are expected to include relevant sources written in languages other than English. When the Prelim committee accepts the proposal, it will be forwarded to the IPAMAA Executive Committee for final approval at its next scheduled meeting. If the Prelim committee or IPAMAA Executive Committee thinks the proposal needs revisions, the student should complete these in a timely manner and resubmit the proposal to the Prelim committee.

The IPAMAA Preliminary Exams are two exams of three hours each, one exam per day. Each exam covers one of the student's two chosen Prelim topics. A few weeks before the exam, each student should submit a number of questions (usually 4 or 5) on each of their topics to their prelim committee members. The committee reviews these questions, may alter them, and sends the finalized versions to the IPAMAA Program Coordinator, who administers the exams.

The Prelims will be taken on two consecutive days, determined for convenience of both examiners and examinees. Within four weeks from the date of the exams, the student will meet with the committee to discuss their responses. The committee will inform the student of the exam results. This meeting also provides an opportunity to discuss if and how material or ideas covered in the prelims might be incorporated into future research, especially the dissertation. In the event of failure of all or part of the examination, the timing and extent of the retake will be at the discretion of the IPAMAA Executive Committee. If a third attempt is necessary, the student must petition the committee in writing.

A student should take the Prelims no later than two terms after completion of the prerequisites listed above. It is expected that students will normally take the Prelims at the end of the third year in the program. Preparation for the Preliminary Exams will normally constitute a major step in formulation of ideas for the dissertation.

Once a student has passed the Preliminary Examinations, they will be advanced to Candidacy for the Ph.D. Students must be registered for the semester in which they take their exams. It

should be noted that any student who takes longer than three years to achieve Candidacy may become ineligible for certain types of financial support.

VII. The Dissertation

The dissertation is a major independent research project, and as such the culminating effort of doctoral study. It can take various forms, depending on the interests and goals of the student, from a traditional scholarly monograph to a suite of articles, a museum exhibition, or an original digital resource. In most cases, a student aiming for an academic career would be well advised to write a traditional monographic dissertation, given current expectations of hiring and promotion committees (e.g., a book for tenure, usually a revised dissertation). On the other hand, a student most interested in a career in museum education might undertake a different kind of research project, focused, for example, on an audience-centered gallery design; a student interested in public service might produce a comprehensive conservation management plan for an archaeological site; a student focusing on the digital humanities might construct an interactive database or a data collection tool. An important factor to be taken into account is the time required to complete the project. Irrespective of format, it is expected that a dissertation will involve significant original research, have well-defined intellectual goals, advance understanding of its subject, and include a substantial written component.

Students should start thinking carefully about their dissertation plans at the beginning of the third year, as they start to prepare for the Preliminary Examinations, and they should consult with the members of their examination committees about both the subject and the format of their dissertation throughout the year. Each student must enlist a chair and form a dissertation committee by the end of the first month of the term following passage of the Preliminary Examinations. After consulting with all the members of the committee, the student should then write a draft dissertation prospectus (usually 10-15 pages in length, not including bibliography) for submission to the committee by the end of the second month of the term. This prospectus should summarize the major research question(s) the work intends to address and how, provide a broad outline of the project's structure (e.g., chapter topics), and contain a timetable for completion of the dissertation. Faculty will provide feedback on the prospectus in a timely manner. A final draft of the prospectus should be submitted to the committee members before the end of the third month of the term. Shortly after submission to the dissertation committee, the candidate will arrange a meeting with the dissertation committee as a whole to discuss the prospectus. If the committee accepts the prospectus as written, it will then be forwarded to the IPAMAA Executive Committee for final approval at its next scheduled meeting. If the dissertation committee thinks the proposal needs revisions, the candidate should complete these in a timely manner and resubmit to the dissertation committee. In any case, the prospectus must be ready for submission to the IPAMAA Executive Committee by the end of the term following passage of the Preliminary Examinations (normally the fall term of the fourth year).

At the beginning of each fall term following the approval of the prospectus, the candidate, after consultation with the dissertation chair(s), will submit a progress report to the IPAMAA Executive Committee, noting any substantive changes in the topic or the timetable. While not required, some students have found it useful for the entire committee to assemble for a pre-defense meeting in the semester before the dissertation is submitted for defense. Students are expected to complete the dissertation within six to seven years from the time of initial entry into the program. The Program cannot guarantee financial support in the seventh year, but seventh-year students making satisfactory progress will be considered for available funding. Students are also encouraged to apply for fellowships from the university and external funding sources if they expect to defend their dissertations after their sixth year in the program.

Information on Graduate School regulations pertaining to the dissertation committee, the Dissertation, and its defense is contained in the Dissertation Handbook, which each student should obtain from the Horace H. Rackham School of Graduate Studies upon completion of the Program's Dissertation Proposal Form. Students are expected to familiarize themselves with the requirements and regulations set out in the present handbook and in relevant publications of the Rackham School of Graduate Studies.

VIII. Mentoring, Advising, and Evaluation

The Program is committed to providing an environment in which all students can achieve their full potential. For this reason, student progress is carefully monitored and evaluated as students move through the Program, in order that the right amount and type of support may be given to each student. In the first two years, this takes the form of regular mentoring, and a formal progress review at the end of the third semester.

A. Mentoring during the first two years

Each student is assigned a lead and a secondary mentor on admission. Normally, these will consist of one person close to the student's interests as articulated in their application, and one person with a different area of expertise. Students are welcome but not required to request specific mentors in communication with the IPAMAA Director prior to the beginning of the fall semester. At least one and sometimes both mentors will be members of the IPAMAA core faculty. The mentors together with the IPAMAA Director will assist students in choosing courses for the first semester. As early as possible in the beginning of the fall semester, the mentors will meet with the student and agree on a written contract (mentoring form) setting out how often the mentors and the student will meet and how they will communicate between meetings, as well as the student's medium and long-term professional goals. This form will be updated throughout the student's career. The lead mentor will meet and talk through course selections with each student in the winter and spring. Both mentors will be available to meet with the student on an ad hoc basis throughout the year. The student and lead mentor should meet a minimum of three times a year (at the beginning and end of the fall semester and at the end of the winter semester). Students and mentors (lead or secondary) can certainly meet more often

if desired. At the end of the first year, the student can continue with the same mentors or choose new ones, in consultation with the IPAMAA Director.

B. Third Term Reviews

In addition to the pre-candidacy examinations listed above, an in-depth review of progress is conducted by the IPAMAA Executive Committee after a student's third term in the Program. No student may proceed further on work for the Ph.D. without a favorable evaluation. The Committee's judgment is a collective one.

Before evaluation by the Committee takes place, each professor with whom a student has worked is asked to evaluate their academic performance and capabilities as a Ph.D. candidate in the professor's field. Replies to these inquiries, the student's performance on examinations, and the student's transcript provide the basis on which the Committee makes its decision. A grade average of B+, particularly in seminars, is regarded as a minimum, but such an average does not guarantee favorable screening. Essentially, the Committee endeavors to decide whether or not a student is likely to meet Ph.D. requirements, and the collective evaluation of the professors with whom students have worked is given greater weight than grade averages. In addition, at least one member of the Committee—or an associated faculty member—must indicate a willingness in principle to chair each student's dissertation committee at a later stage. If the Committee evaluates an individual favorably, then they are encouraged to continue work toward the Ph.D.; if not, the student is advised to discontinue graduate study in the Program. In some cases, the Program may defer decision until more evidence is available. In all cases, an explanatory letter announcing the Committee's decision is followed by a meeting of the student with their mentors. At this meeting the mentors will provide further details and offer advice and guidance for the next stages of the student's path through the Program.

C. Mentoring during the Third Year

In the third year, the role of mentoring is taken over by the Prelim Committee. Students should plan to meet with each member of the Prelim Committee periodically over the course of the academic year to discuss their progress. In addition, after the proposals have been approved by the Prelim Committee in the fall term, the student should choose one or two members of the Committee with whom the student will work through the mentoring form. This pair or group should meet at least one more time during the academic year to finish the form and to check in on the student's progress. All members of the Prelim Committee will also meet with the student for the regular post-exam meeting.

D. Mentoring during the Fourth and Subsequent Years

After advancement to candidacy, the role of mentoring is taken over by the dissertation committee, with the committee chair or co-chairs serving as the student's principal advisor(s). All students and committee chairs should consider attending a Rackham Mentoring session in the fall semester of the fourth year and should be in regular contact throughout the process of

writing and revising the dissertation. Students and their committee chair(s) should meet at least twice per term, but more regular meetings are strongly recommended. Students and their chair(s) should also fill out a mentoring form. They should revisit the form at least once each subsequent year and revise as needed. All candidates with an approved prospectus are expected to submit an annual report, which is reviewed by the IPAMAA Executive Committee early every fall semester. The dissertation committee meets as a whole relatively infrequently, at a minimum once during the dissertation prospectus defense and once during the actual dissertation defense, but, as noted above, past experience has shown that it can be useful for the entire committee to convene for a pre-defense meeting in the semester before the scheduled defense.

E. Probation and Dismissal Policy

IPAMAA is committed to supporting all its students and to meeting the academic needs of every student admitted to the Program. An important part of ensuring student success is to have a rigorous framework in place so that each student makes satisfactory progress towards the degree every term. The framework outlined below is conceived as a means of helping students to stay on track to complete the Program successfully and in a timely manner.

1. Falling Short of Expected Progress

This first level within this framework is internal to the Program. It ensures that any student in danger of being placed on academic probation has fair warning of this danger and an opportunity to improve academic performance.

a) Pre-Candidates

Expected progress is defined as completing the requisite number of courses each term (four for a student on fellowship, three for a student who is teaching), while maintaining a minimum GPA of 3.3. Pre-candidates should also satisfy at least one language requirement in the first two years spent in the Program. The level at which the minimum GPA is set recognizes that there may be some terms in which a student is unable to perform at optimum levels (e.g., in a case of bereavement or of prolonged or serious illness of the student or of a close relative). In such cases students are encouraged to seek advice from the course instructor(s) and from the IPAMAA Director at the earliest opportunity. Ideally such a student should do everything possible to complete a course, even if this results in a grade that does not reflect the student's best work. In exceptional cases, where a student is unable to complete the course, an incomplete may be taken. The missing work should be made up and submitted to the instructor as soon as possible thereafter.

If a student accumulates four incompletes at one time, and/or has not cleared their incompletes before beginning Preliminary Exams, and/or achieves a cumulative GPA below 3.3, and/or fails to complete at least one language requirement during the first two years spent in

the Program, then progress will be considered to be falling short of expectations, and that student will be at risk of academic probation. In such cases, the Program Director and at least one other member of the faculty (e.g., the student's lead mentor) will meet with the student to discuss the reasons for the lack of sufficient progress and to agree on a plan for improvement. Such a plan should take into account any major extenuating circumstances and should specify:

- what the student needs to do to avoid academic probation (e.g., how many incompletes should be cleared and/or what GPA should be achieved and/or which language requirement(s) should be satisfied, as appropriate)
- what measures will be taken to achieve those goals. Such measures may include re-balancing the student's course load (for example, taking fewer seminar level courses and more 400 level courses; taking more or different language courses) or other strategies geared to supporting the particular needs of the student (for example, devoting some or all of the summer break to clearing incompletes or to language study)
- a date on which the student's situation will be reconsidered. This date should normally be approximately one term later (before the start of teaching in the term following that in which the plan is implemented) allowing time for the probation measures outlined below to be taken, if necessary.

Following the meeting, the student will be provided with a written copy of the plan, and a further copy will be placed in the student's file.

At the date agreed in the plan, the IPAMAA Director will re-evaluate the student's case in consultation with other members of the faculty (e.g., the student's mentors), taking into consideration all new evidence of progress. If the goals set out in the plan have been met, then the student's progress will be considered satisfactory. If the goals set out in the plan have not been met, then the probationary measures outlined below (Section 2) will be implemented.

b) Advancing to candidacy

Students are expected to advance to candidacy within three calendar years of their initial enrollment in IPAMAA. In order to advance to candidacy, all course requirements (including incompletes), history, qualifying, and preliminary exams, and two language requirements must be completed as described above. In most cases, if a student does not advance to candidacy before the start of their fourth year, they will be placed on probation as outlined in section 2 below.

c) Candidates

At candidacy level, for progress to be considered satisfactory, a student should be able to demonstrate steady and significant progress towards researching and writing the dissertation, both in interacting with members of the dissertation committee and in written form in each annual report. Furthermore, by the end of the fall term of the fourth year in the Program (or equivalent stage for a student who has taken a leave or been on detached study), a student

should have a detailed and workable Dissertation Prospectus which has been approved by the dissertation committee and by the Program Executive Committee. By the end of the fifth year in the Program (or equivalent stage for a student who has taken a leave or been on detached study), the student should have had at least one significant piece of writing approved by the dissertation chair. If either of these conditions is unfulfilled, then the student will be considered in danger of academic probation. In that case, the dissertation chair will convene a meeting with the student and at least one other member of the faculty. The purpose of this meeting will be to devise a plan to support the student in making clear progress toward completion of the dissertation. That plan should take into account any major extenuating circumstances and should specify:

- what the student needs to do in order to avoid academic probation (e.g., what the student should aim to work on; how many words or pages should be written, when they should be submitted to the dissertation chair, etc.)
- what measures will be taken to achieve those goals. Such measures may include re-focusing the student's attention to a different part of the dissertation; re-balancing the amount of time the student spends on dissertation-related and non-dissertation related activities; devoting some or all of the summer break to writing; seeking support from the Sweetland etc.
- a date on which the student's situation will be reconsidered. This date should be within the same academic year as that in which the initial meeting takes place (allowing time for the probationary measures outlined below to be implemented, if necessary).

At the date agreed in the plan, the same group will re-consider the student's case. Evidence of progress since the last meeting should be presented, including any new circumstances the student may wish to bring to the group's attention. If the goals set out in the plan have been met, then the student's progress will be considered satisfactory. If the goals set out in the plan have not been met then the student will be informed in writing before the beginning of the following term, and probationary measures outlined below will be implemented at the start of that term.

If the student wishes to appeal against probation, a formal petition should be submitted in writing to the Program Coordinator within 14 days of receipt of the written notice of probation. The petition should clearly state the grounds on which the student is making the appeal. The appeal will be considered by a panel consisting of at least three members of the Program Executive Committee at least two of whom did not serve on the group that originally recommended probation. The student should receive a written decision from the panel within 14 days of receipt of the appeal.

2. Probation

If a student is placed on probation, the Director will inform the student of the terms of the probationary period. The student's funding plan will be continued through the probationary period, and measures will be implemented that are designed to support the student in making progress towards the degree, as follows:

- A pre-candidate may be assigned a lighter course load (to provide time for satisfying incompletes, undertaking additional language study, spending additional time on course-work or other activities that may be required in order to improve the student's performance); they will be asked to refrain from any academic activities that are not directly related to course work or examination preparation
- A candidate will be asked to meet regularly and frequently with the dissertation chair(s) for intensive mentoring; they will be required to refrain from participation in any non-dissertation related research activities (e.g., publications, study of material at sites, museums or archives, etc.)
- The student will be required to refrain from field work and conference travel and will be ineligible for Program conference support
- The student will be deemed ineligible for any Program recommendation letters

Prior to the beginning of the probationary period, a meeting will be convened to set goals and a timeframe for the student to return to good academic standing – in parallel with the process outlined above for falling short of expected progress (Section 1), involving the student and the same participants specified there (the Program Director and at least one other member of the faculty).

The student's case will be reconsidered after a probationary period of at least eight weeks, but no longer than one term, by the group involved in setting the goals for the lifting of probation. If those goals are shown to have been fulfilled successfully, then the student will be informed that they have been returned to good standing. If the goals have not been met, then the student will be evaluated for dismissal, as outlined below.

3. Dismissal

The student's case will be considered by an ad hoc committee consisting of the Director, together with two other members of the Program's Executive Committee. The committee will be provided with: a copy of the student's transcript; copies of the two plans agreed under Sections 1 and 2; if the student is a candidate, copies of the dissertation prospectus and any work that the student has had approved by the dissertation chair; a brief statement about the facts of the case (written or oral) from the Director; and (if the student desires) a statement from the student and/or from a faculty advocate, explaining the student's situation and any mitigating circumstances. The committee may request any further information that it thinks would be helpful in considering the case. Based on this material the committee will decide whether the student merits dismissal from the Program or whether a further probationary period should be implemented, and if so, what the conditions and time frame will be for the lifting of that probation or for dismissal. The student will be informed in writing of the committee's decision within one week.

If the student wishes to appeal against dismissal, a formal petition should be submitted in writing to the Program Coordinator within 14 days of receipt of the written notice of dismissal.

The petition should clearly state the grounds on which the student is making the appeal. The appeal will be considered by a panel consisting of at least three members of the Program Executive Committee, at least two of whom did not serve on the group that originally recommended dismissal. (If there are insufficient members of the Executive Committee available, one or more panel members may be included from one of the sponsoring departments.) The student should receive a written decision from the panel within 14 days of receipt of the appeal.

F. Change of Advisor Policy

IPAMAA recognizes that in some cases, a candidate may discover that they need to change advisors because their dissertation topic has shifted in focus, their advisor is retiring, their advising relationship with their dissertation chair is not satisfactory, or for other kinds of reasons. In such cases, IPAMAA has adopted the following policy to assist the student in receiving the advising that works best for them, which may involve changing advisors.

If a student is considering a change in advisor, they should consult with the Director and the Program Coordinator. If the Director is their dissertation chair and the student is not comfortable talking with them about a change of advisor at the initial stage of the process, then the student should consult with another member of the IPAMAA core. In any case, the student should also speak with their dissertation chair as early as they can about the fact that they are considering a change of advisors. The student may request another faculty member be present during such a conversation with their current dissertation chair.

In cases where the change of advisor request is being considered because of a breakdown in the advising relationship, the student and current dissertation chair should first try to find ways to modify and improve the existing advising relationship through accessing campus resources such as MORE mentoring workshops or Rackham's Graduate Student and Program Consultation Services. Ideally, conversations leading up to the submission of a request should take place over the course of at least one month to give everyone time to reflect on alternative strategies that might improve the existing advising relationship. The student can petition the Director (or proxy as described below) to hasten this timeline under extenuating circumstances.

If and when a student decides to move forward with a change of advisor request, whatever the reason, the student should reach out to a different core member to ask if they will step into the role as advisor. Once a new advisor has agreed to take on that role, the student should draft a short document that explains the reason why a change of advisor is needed. The document should include the names of the old and new advisor. The student should then obtain signatures from the new and old advisor, as well as the Director. If the Director is their current dissertation chair, the student should consult with the Program Coordinator to identify a core faculty member (neither the old nor new chair) who will be asked to approve the request as a proxy for the Director. The signed document should then be submitted to the Program Coordinator, at which point the change-of-advisor process is complete.

The student should keep in mind that they are expected to continue making progress while enrolled, and so they should not delay in talking with the people discussed above if they are not able to make progress in their existing advising relationship. Once initiated, the process must be completed within one term, during which the student will continue to be funded as outlined in their yearly funding plan so long as they are in good academic standing as discussed elsewhere in the handbook. If the process of changing advisors significantly impacts the student's preparation for or completion of program milestones as outlined elsewhere in this handbook, they may petition the Director for an extension. Students should also be aware that the university does not tolerate retaliation, and that visa status is not affected by change of advisor.

Appendix A

Master of Arts Degree Requirements

The Program offers a Master of Arts degree. This is not normally terminal but is seen as marking significant progress towards the Ph.D. in Ancient Mediterranean Art and Archaeology. It can usually be earned after three semesters in residence. Unless the student has requested the M.A. earlier, the Program Coordinator will automatically begin the process for all students to receive it when they are advanced to candidacy. If, for any reason, a student does not wish to receive an M.A., they should inform the Program Coordinator. Students in closely allied fields may also earn the M.A. in Ancient Mediterranean Art and Archaeology (see *Eligibility and Admissions* below)

[N.B. To enhance their professional qualifications, some IPAMAA students opt to satisfy requirements for the M.A. degree in Greek or Latin, or more rarely, another subject relevant to their dissertation research. IPAMAA students wishing to earn an M.A. or Certificate in any subject area outside IPAMAA are urged to consult the advisor for the Program in which they propose to earn the qualification before undertaking substantial course work towards that qualification.]

Eligibility and Admission:

Students eligible for consideration for the M.A. are those admitted to the Ph.D. program in IPAMAA or in very closely related fields such as IPAMAA's co-sponsoring departments, Classical Studies and History of Art or the Interdepartmental Program in Ancient History (IPAH). All non-IPAMAA students must consult with the IPAMAA Director when contemplating an M.A. in Ancient Mediterranean Art and Archaeology to plan their programs. Before filing for the degree, non-IPAMAA students must consult with the IPAMAA Director for approval of the courses taken and language requirements fulfilled.

Minimum number of credit hours required:

27 credit hours

Specific course requirements:

at least 18 hours of ancient Mediterranean Art and Archaeology

3 hours of Greek and/or Roman history

the remaining 6 credit hours may be fulfilled either by courses in ancient Mediterranean Art and Archaeology or by courses in ancient Greek and/or Latin, or either ancient Greek or Latin and another ancient language

Language proficiency:

A student must either pass an examination or "course out" of either ancient Greek or Latin and pass an examination in one relevant modern language.

Appendix B

Graduate Courses offered through the Interdepartmental Program

The following is a list of graduate-level courses, approved by the School of Graduate Studies, which have been taught as part of the Interdepartmental Program in recent terms. This list is subject to continuous change; for current information, students should consult the most recent version of the booklet *Program Information and Course Offerings* issued by the Horace H. Rackham School of Graduate Studies.

This booklet should also be consulted for information on additional course offerings of allied departments, or you may consult the web pages of other relevant departments, such as Anthropology, Biological Sciences, Classical Studies, Geology, History, History of Art, and Middle East Studies.

Courses in Ancient Mediterranean Art and Archaeology:

- 420. Greece before History (3). Abell, Nevett
- 422. Etruscan Art and Archaeology. (3) Terrenato
- 424. Archaeology of the Roman Provinces. (3) Ratté, Stone, Terrenato
- 425. Roman Republican Architecture. (3) Terrenato
- 426. Roman Imperial Architecture. (3) Ratté, Stone
- 433. Greek Sculpture. (3) Ratté
- 435. Art and Archaeology of Anatolia. (3) Ratté
- 439. Greek Vase Painting. (3) Nevett.
- 440. Cities and Sanctuaries of Classical Greece. (3) Nevett
- 443. Art and Archaeology of Greek Colonization. (3) Nevett
- 470. Reconstructing Value in Ancient Roman Art. (3) Barham
- 470. Visual Cultures of the Ancient Middle East. (3) Barham
- 480. Plants in Archaeology. (3) Motta
- 482. Ceramics Analysis. (3) Abell
- 515. The Archaeology of the Roman Economy. (3) Terrenato
- 520. Early Rome and her Neighbors. (3) Terrenato
- 531. Aegean Art and Archaeology. (3) Abell
- 534. Ancient Painting. (3) Barham
- 536. Roman Sculpture. (3) Barham
- 599. Supervised Study. (1-4) Staff.
- 600. Proseminar. (1) Director and Faculty
- 606. (Lat. 606) Latin Inscriptions. (3) Potter, Schultz
- 608. (Gk. 608) Greek Epigraphy. (3) Potter, Foster
- 632. Greek Numismatics. (3) Potter
- 633. Roman Numismatics. (3) Potter
- 665. (Lat. 665) Archaeology of the City of Rome. (3) Terrenato
- 810. Prehistoric Craft Production (3). Abell
- 815. Hellenistic Cities of the Near East. (3) Ratté
- 820. Approaches to Archaeological Field Survey. (3) Terrenato

821. Bronze Age Exchange and Economy. (3) Abell
832. Island Archaeology in the Mediterranean. (3) Abell
841. Topography of Rome. (3). Terrenato
842. Topography and Monuments of Athens. (3) Ratté
844. Theoretical Issues in Ancient Mediterranean Archaeology. (3) Abell, Nevett, Ratté, Terrenato
849. Problems in Greek Sculpture. (3) Ratté
850. Problems in Roman Sculpture. (3) Barham.
855. Problems in Roman Archaeology. (3) Barham, Ratté, Terrenato
856. Problems in Mediterranean Prehistory. (3) Abell
860. Conceptualizing Empire. (3) Terrenato
890. Problems in Greek Archaeology. (3) Abell, Nevett, Ratté
990. Dissertation/Precandidate. Election for dissertation work by doctoral student not yet admitted to status as a candidate. I, II, III. (2-8); IIIa. IIIb (1-4).
995. Dissertation/Candidate. Graduate school authorization for admission as a doctoral Candidate. I, II, III. (8 only). IIIa, IIIb (4 only). N.B. Only a full-term enrollment is permitted for the period in which the Candidate takes a final examination on their dissertation.

Appendix C

Ancient History Reading List

A. Greek History

J. Maclnerny, *Ancient Greece. A New History* (New York 2018).

A. Chaniotis, *Age of Conquests. The Greek World from Alexander to Hadrian* (Cambridge, Mass. 2018).

Chapters in G. Boys-Stones et al. (eds.), *Oxford Handbook of Hellenic Studies* (Oxford 2009).

"Colonies and Colonization" Franco De Angelis

"The Athenian Empire" Polly Low

"Alexander the Great" Pierre

"The Polis" James Redfield

"Civic Institutions" Sara Forsdyke

"Economy and Trade" Sitta Von Reden

"War and Society" Peter Hunt

"The City as Memory" John Ma

"Sexuality and Gender" Laura McLure

"Slavery" Page Dubois

"Ethnic Prejudice and Racism" Benjamin Isaac

"Religion" Julia Kindt

Chapters in W. Scheidel et al. (eds.) *Cambridge Economic History of the Greco-Roman World* (Cambridge 2007).

"The Aegean Bronze Age" John Bennet

"Early Iron Age Greece" Ian Morris

"Archaic Greece" Robin Osborne

"Classical Greece: Production" John Davies"

"Classical Greece: Distribution" Astrid Möller"

"Classical Greece: Consumption" Sitta Von Reden

"The Hellenistic Near East" Robartus Van Der Spek

"Hellenistic Egypt" Joseph Manning

"Hellenistic Greece and Western Asia Minor" Gary Reger

B. Roman History

G. Woolf, *Rome: An Empire's Story*, 2nd ed. (Oxford 2022).

G. Bradley, *Early Rome to 290 BC: The Beginnings of the City and the Rise of the Republic* (Edinburgh 2022).

Chapters in A. Barchiesi and W. Scheidel (eds.), *Oxford Handbook of Roman Studies* (Oxford 2010).

“The Imperial Republic” Harriet I. Flower
 “The Early Imperial Monarchy” Carlos F. Noreña
 “The Later Roman Empire” Richard Lim
 “Economy and Quality of Life” Walter Scheidel
 “Family and Society” Beryl Rawson
 “Freedom and Slavery” Keith Bradley
 “Law” Jill Harries
 “Religious Pluralism” Jörg Rüpke
 “Judaism” Seth Schwartz
 “Christianity” Hagith Sivan
 “Sexuality” Rebeca Flemming
 “Women” Kristina Milnor

Chapters in W. Scheidel et al. (eds.) in *Cambridge Economic History of the Greco-Roman World* (Cambridge 2007).

“The Early Roman Empire: The State and the Economy” by Elio Lo Cascio
 “The Western Provinces” by Philippe Leveau
 “The Eastern Mediterranean” by Susan Alcock
 “Roman Egypt” by Dominic Rathbone

Chapter 2 of D. Mattingly, *Imperialism, Power and Identity* (Princeton 2011).

Chapters 6-9 of C. Marek *In the Land of a Thousand Gods* (Princeton 2016).

Chapter 6 of G. Bowersock, *Roman Arabia* (Cambridge, Mass. 1983).

Chapter 1 of R. Bagnall and D. Rathbone, *Egypt from Alexander to the Early Christians: An Archaeological and Historical Guide* (Los Angeles 2004).

Appendix D

Ancient Greek Reading List

The following are currently the passages from which the Greek Reading Examinations for Graduate Students in the Interdepartmental Program in Ancient Mediterranean Art and Archaeology are set.

[N.B. The student is not expected to read every work on this list for the examination, but rather to be sufficiently familiar with the style and idiom of the chosen authors as to be able to translate passages from the listed works accurately and speedily (ca. 30 lines per hour) with the aid of a dictionary.]

Aeschylus	<i>Agamemnon</i>
Aristophanes	<i>Lysistrata</i>
Aristotle	<i>Poetics</i>
Demosthenes	<i>Olynthiacs 1</i>
Euripides	<i>Medea</i>
Herodotus	<i>Book I</i>
Hesiod	<i>Works and Days</i>
Homer	<i>Iliad 1, 18, 22, 24; Odyssey 1-4, 6, 8; Hymn to Aphrodite</i>
Callimachus	<i>Hymn to Delos</i>
Luke	<i>Acts of the Apostles, 15.36-28.</i>
Lyric Poets	Campbell's <i>Greek Lyric Poetry</i> , sections on Sappho, Alcaeus, Archilochus, Mimnermus, and Simonides.
Lysias	<i>Murder of Eratosthenes I</i>
Pausanias	<i>Book I</i>
Pindar	<i>Olympian 1</i>
Plato	<i>Symposium</i>
Plutarch	<i>Pericles</i>
Polybius	Strachan-Davidson's <i>Selections from Polybius</i> , sections I-II, XLII-XLIV
Strabo	<i>Book 9, 1</i>
Sophocles	<i>Oedipus Rex</i>
Thucydides	<i>Books I; II.35-65, 95-103</i>
Xenophon	<i>Hellenica 1</i>

Appendix E

Latin Reading List

The following are currently the passages from which the Latin Reading Examinations for Graduate Students in the Interdepartmental Program in Ancient Mediterranean Art and Archaeology are set.

[N.B. The student is not expected to read every work on this list for the examination, but rather to be sufficiently familiar with the style and idiom of the chosen authors as to be able to translate passages from the listed works accurately and speedily (ca. 30 lines per hour) with the aid of a dictionary.]

Ammianus Marcellinus	31
Apuleius	<i>Metamorphoses 2; Apologia</i>
Augustus	<i>Res Gestae</i>
Caesar	<i>Bellum Gallicum 6-7</i>
Catullus	64, 68
Cicero	<i>Pro Sestio; In Catilinam 4; Pro Roscio: De Re Publica 1</i>
Columella	<i>De re rustica 1</i>
Horace	<i>Odes 1; Satires 1.1, 4, 5, 6, 9, 10</i>
Juvenal	<i>Satires 6</i>
Livy	10, 21-22
Ovid	<i>Fasti 1-2</i>
Petronius	<i>Cena Trimalchionis</i>
Pliny the Elder	34-36
Pliny the Younger	<i>Epistles 2.17, 5.6, 6.16, 6.20; 10</i>
Propertius	1
Sallust	<i>Catiline</i>
Historia Augusta	<i>Hadrian</i>
Suetonius	<i>Caesar; Augustus; Nero</i>
Tacitus	<i>Agricola; Annals 1-3</i>
Terence	<i>Adelphoe</i>
Varro	<i>RR 1</i>
Virgil	<i>Aeneid 6, 8</i>
Vitruvius	5-6

Lex de Imperio Vespasiani

Senatus Consultum Pisonianum