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Classical Archaeology at the University of Michigan

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

Classical archaeology is the study of ancient Greek, Roman, and related cultures as illuminated by material evidence. It naturally subsumes the study of “material culture,” but it is also much wider in scope. In addition to the ongoing exploration of the physical remains of ancient Mediterranean and Near Eastern cultures, and to the traditional fields of Greek, Roman, and Near Eastern art and architecture, Classical 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; and with “ideological” concerns such as the formation of social, religious, and ethnic identity. The research interests of the archaeologists on the faculty of the sponsoring departments include the early history of the city states of Italy, Greek colonization on the Black Sea, domestic architecture and spatial organization in Classical Greece, Achaemenid Persian art and cultural policy, Hellenistic trade and administration in Egypt and the Near East, the civic culture of Roman Asia Minor, and Roman private art. Like other branches of ancient studies, classical archaeology has its own specialized research methods, especially archaeological fieldwork and visual analysis, and its own theoretical discourse. Its methodological and theoretical concerns bring classical archaeology into regular and fruitful contact with other branches of archaeology in allied disciplines including Anthropology and Near 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 Classical Art and Archaeology

The purpose of the Program is to train students in the numerous and varied aspects of the discipline of classical archaeology, broadly defined. In addition to the sponsoring departments, students are encouraged to take advantage of course offerings and faculty expertise in other units of the University of Michigan integral to individual students' areas of special involvement. 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. 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 year.

A. Administration and Faculty

The Interdepartmental Program in Classical Art and Archaeology is administered jointly by the Departments of Classical Studies and the History of Art, under the aegis of the Horace H. Rackham School of Graduate Studies and the College of Literature, Science and the Arts. An Executive Committee composed of faculty from the Departments of Anthropology, History, and Near Eastern Studies, as well as Classical Studies and the History of Art, counsels in the formulation of Program policy and in all student concerns.

The current members of the Executive Committee are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Abell</td>
<td>Dept. of Classical Studies</td>
</tr>
<tr>
<td>Jay Crisostomo</td>
<td>Dept. of Near Eastern Studies</td>
</tr>
<tr>
<td>Artemis Leontis</td>
<td>Dept. of Classical Studies</td>
</tr>
<tr>
<td>Elaine K. Gazda</td>
<td>Dept. of History of Art &amp; Kelsey Museum</td>
</tr>
<tr>
<td>Lisa C. Nevett</td>
<td>Dept. of Classical Studies</td>
</tr>
<tr>
<td>John O’Shea</td>
<td>Dept. of Anthropology &amp; Museum of Anthropology</td>
</tr>
<tr>
<td>Christopher Ratté</td>
<td>Dept. of Classical Studies &amp; Kelsey Museum</td>
</tr>
<tr>
<td>Elizabeth Sears</td>
<td>Dept. of History of Art</td>
</tr>
<tr>
<td>Nicola Terrenato</td>
<td>Dept. of Classical Studies (on leave A/Y 2017/18)</td>
</tr>
</tbody>
</table>
In addition, other faculty in allied departments with whom our students have occasion to study include:

- G. Beckman (Dept. of Near Eastern Studies, *Hitittology*)
- G. Boccaccini (Dept. of Near Eastern Studies, *Hellenistic Religions*)
- J. Marcus (Dept. of Anthropology, *Mayan Culture*)
- L. Motta (Dept. of Classical Studies and Kelsey Museum of Archaeology, *Palaeoethnobotany*)
- I. Moyer (Dept. of History, *Ancient History*)
- J. O'Shea (Museum of Anthropology, *European Prehistory, Mortuary Analysis*)
- M. Powers (Dept. of History of Art, Chinese art; *Cross-cultural Studies*)
- D. Potter (Dept. of Classical Studies, *Greek and Latin Historiography and Epigraphy*)
- J. Richards (Dept. of Near Eastern Studies, *Dynastic Egyptian Art and Archaeology*)
- B. Schmidt (Dept. of Near Eastern Studies, *Languages, Literature, and Religion*)
- C. Schultz (Dept. of Classical Studies, *Latin Literature especially Roman religion*)
- E. Sears (Dept. of History of Art, *Mediaeval art; Historiography*)
- R. Silverman (Dept. of History of Art, *African art, Museum Studies*)
- P. Simons (Dept. of History of Art, *Gender studies, Early modern art*)
- C. Sinopoli (Museum of Anthropology, *Ancient India, Imperialism*)
- P. Squatriti (Dept. of History, *Medieval History, Landscape Studies*)
- A. Verhoogt (Dept of Classical Studies, *Papyrology and Greek*)
- R. Whallon (Museum of Anthropology, *European Prehistory*)
- T. Wilfong (Dept of Near Eastern Studies, *Kelsey Museum; Graeco-Roman Egypt*)
- M. Wolpoff (Dept. of Anthropology, *Physical Anthropology, Human Osteology*)

B. Special Facilities

In course work 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, slides, 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 and San Omobono in Italy, Notion in Turkey, Olynthos in Greece, El Kurru in Sudan, Tel Kedesh in Israel and Abydos in Egypt — have provided our students with training in field methods, as well as in some cases furnishing dissertation material. Many of our students enroll as members of the American Academy at Rome or the American School of Classical Studies in Athens. Others participate in fieldwork programs through various institutions, working in countries such as Italy, Greece, Turkey, and Jordan.

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 thematic 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 IPCAA 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 Elementary Latin, Roman Sport & Daily
Life, Introduction to Greek Archaeology, Introduction to Roman Archaeology, Introduction to Greek Civilization, Greek Mythology, and Great Books. Students will not normally be considered for financial aid (including a summer stipend, travel or conference support) after the completion of their sixth year.

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, Classical Archaeology, History (with specialization in ancient history) or History of Art (with specialization in ancient art). Candidates for admission are required to submit the results of the Graduate Record Examination together with their application.

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 of the required ancient languages and the intermediate level in the other, and have demonstrated competence in at least one of the required modern foreign languages.

III. Language Requirements

Reading knowledge of ancient Greek & Latin and of German & French (or of German & Italian, or of German and modern Greek, with a special petition to the IPCAA Director). Since students must have satisfied their language requirements before beginning to prepare for their Preliminary Examinations (normally, early in the third year), building proficiency in the ancient and modern languages is an important component of the early stages of the IPCAA student’s career. Under exceptional circumstances, the Executive Committee may issue a variance from the required group of four languages, but such a variance will be made only upon careful consideration of the rationales for the proposed substitution.

In most cases, incoming students will be required to take diagnostic placement exams in both Greek and Latin at the beginning of 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, as described below.

For the two ancient languages, skill in at least one of the languages must be demonstrated by examination, although a student may opt to be examined in both. Students may opt to replace one ancient language examination with course work, by achieving a grade of B or above in a Latin or Greek language course requiring substantial amounts of translation. Such a course should have a catalogue number higher than LAT 410 or GREEK 410 and should not be cross-listed with a course at 100, 200 or 300 level. Such substitutions require the formal approval of the Graduate Advisor. (If you are planning to take a course specifically with the aim of ‘coursing out’ of a language requirement in this way, you should double check before hand with the Graduate Advisor whether the level is appropriate.) 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.

Knowledge of the two modern languages must be demonstrated through a written translation exam. Passages for the modern language exams (each lasting two hours) are drawn from scholarly literature in the field of Classical Art and Archaeology. Examples of passages from recent exams may be requested from the IPCAA office.

Passages for each of the ancient language examinations (each lasting three hours) are drawn from Greek and Latin Reading Lists (see below, Appendices D & E). A dictionary is allowed for all language examinations. The language examinations are offered 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 Latin or Greek Exams or if they send their requests to the Program Co-ordinator by March 15th. The fixed
date for these exams will be **the last Friday afternoon of the Winter semester (before final exams)**.

Under exceptional circumstances, a student may petition the Graduate Advisor in writing to take a language examination *in absentia* or at some date other than those indicated in the above schedule. 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 his or her language exams.

*A student must take one language examination each semester until all four are passed*, and should indicate which exam(s) he or she intends to attempt by signing up at the beginning of the semester. *All* language requirements must be met before a student may form a Prelim Committee (see Section VII.B, below). Official initiation of the Prelim phase of the Program (as opposed to informal discussion of plans) cannot take place on the *expectation* of a satisfactory performance in this area. If, for instance, a student opts to meet one of the ancient language requirements through a course sequence, then that student must have fulfilled that course sequence before forming a Prelim Committee.

### 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 IPCAA office no later than April 1st. Their reinstatement would begin the following Fall term.

#### B. The Proseminar in Archaeology

In order to nurture common and complementary intellectual interests within the broad field of Classical Archaeology, and to introduce students to the resources of the University, including members of the and faculty both within and outside IPCAA, 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 IPCAA Director, but is team-taught by faculty from all of the departments participating in the Program. Four of the sessions included in the Proseminar are specially 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. In order to ensure that they students have the opportunity to sample a wide range of different specialities and disciplinary perspectives, they are required to take at least one course from each of the 5 areas listed below. In addition, students must also enroll in the Theoretical Approaches in Classical Art and Archaeology course offered by Classics 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. Students should complete all of the course requirements during their first three years in the Program.

Areas

1. METHOD AND THEORY IN ART HISTORY, ARCHAEOLOGY, AND ANTHROPOLOGY (including the following regularly offered courses: Approaches to ancient art, Social theory and the origins of the state, Archaeological field survey, Archaeological systematics, Archaeology II, Theoretical issues in Classical Archaeology, Ceramic analysis, etc.)

2. NEAR EASTERN AND EGYPTIAN ART AND ARCHAEOLOGY (including Exhibiting Ancient Egypt, Gender and Society in Ancient Egypt, Ancient Mesopotamia; Archaeology of Ancient Mesopotamia etc.)

3. GREEK ART AND ARCHAEOLOGY (including Greek sculpture, Vase painting, Cities and sanctuaries, ‘Colonization’ etc.)
4. ETRUSCAN AND ROMAN ART AND ARCHAEOLOGY (including Etruscan art and archaeology, Hellenistic and Roman sculpture, Roman architecture, ancient painting, Archaeology of the Roman provinces, etc.)

5. PREHISTORIC ART AND ARCHAEOLOGY (including Aegean art and archaeology, Near East prehistory, Prehistory of Egypt, Early Italy, etc.) and/or LATE-ANTIQUE/EARLY BYZANTINE ART AND ARCHAEOLOGY (including Iconoclasm, Byzantine Egypt, etc.)

The Graduate Advisor will be in a position to assign other particular courses being offered in any given term to the above areas, if appropriate and depending upon the way in which it is being taught by the instructor. It is possible, for example, that a course in sculpture or in Museum practice might contain a heavy theoretical component.

D. History Courses

In addition to fulfilling these minimum course requirements, students are expected to take two graduate-level courses in ancient history, one in Greek and one in Roman History (History 601 or 602, or other courses — including medieval history — with the agreement of the IPCAA Graduate Advisor). These courses are intended to introduce students to the methodologies of ancient historians and to acquaint them with the use of various types of historical sources. They are not meant to provide the basic outlines of chronology which, if the student has not mastered them as an undergraduate, have been acquired in preparation for the Ancient History Examination. 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 those 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 IPCAA Graduate Advisor, 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.

V. Ancient History Examinations

All IPCAA students are required to take their ancient history exams at the end of their first year of studies. This single exam covers the fundamentals of both Greek and Roman history for all graduate students at Classical Studies and IPCAA. **IPCAA students must pass their ancient history exams in order to take their IPCAA Qualifying Exams.**

The ancient history exams last 4 hours and can be taken over two days or all at once. Students will be required to answer two of the shared topics and one of the topics in Greek History and one in Roman History (4 essays x 45 minutes = 3 hours). There is also a section of the exam devoted to identifications (2 sets of IDs = 2 x 30 minutes = 1 hour). Sample questions are available upon request from the IPCAA office.

A list of topics with suggested bibliography, as well as possible IDs (i.e. not a comprehensive list), can be found in Appendix C.

VI. Performance Evaluation

The performance of each student who enters the Program is evaluated by the entire Program Committee after three semesters of full-time enrollment. 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 his or her academic performance and capabilities as a Ph.D. candidate in the professor's field. Replies to these inquiries, the student's performance on language 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 Program 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 he or she is 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 the IPCAA Graduate Advisor, intended to provide further details and to offer advice and guidance for the next stages of the student’s path through the Program.

VII. Archaeology Examinations

The students' knowledge of classical 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, monuments, and scholarly trends in three major fields: Aegean Greece and Early Italy; Greek Art and Archaeology; 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 classical archaeology throughout their careers. Accordingly, students normally take the examinations at the end of their second year. Students may audit undergraduate courses providing introductory surveys of Greek Art and Archaeology (CA 221) and Roman Art and Archaeology (CA 222), or may serve as GSIs in those courses, to help prepare. The qualifying exams are not to be thought of as narrowly linked to the required courses (V.B, above) in terms of a student’s progress and preparation. The examinations will consist of two parts administered over two or three days: slide and term identification, and essay questions. The examinations are given at the
end of the second year on days agreed between the Graduate Advisor and those 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 each of the 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 provided with three reading lists, one for each of the major fields (see Appendix).

These reading lists are meant as study-guides, reflecting to some degree the strengths of the IPCAA faculty and resources. They are limited to scholarship available in English. For each field, they combine general surveys and handbooks, seminal studies, works by leading scholars, and selected examples of current research. Where appropriate, the reading lists indicate which sections or chapters of longer works are considered most important.

In addition, samples of examination questions and slide lists from recent Qualifying Exams are available for inspection on request from the IPCAA office.
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 qualifying exams in art and archaeology, (ii) taken the Ancient History Examination, (iii) satisfied all the language requirements, (iv) satisfied all the course requirements in Classical Art and Archaeology, and in Ancient History, and (v) has no incomplete grades remaining on his or her record. The Preliminary Exams will consist of two three-hour written exams on topics chosen by the student. These examinations are intended to test the student's ability to analyze and synthesize specific related bodies of archaeological material and to control relevant methodologies and bibliographies in depth. They are also meant to ease the often difficult transition from organized course work to independent dissertation research. Accordingly, students are urged to choose Prelim topics in areas and methodologies useful to their own research interests. Ideally, but not necessarily, the pair of Prelim topics should complement one another, one providing the student with control over a specific body of material, the other with an expertise in theoretical literature or a methodology useful in the interpretation of that material. Some examples of recent Prelim topics are:

<table>
<thead>
<tr>
<th>A. Approaches to housing in Roman Italy and the Empire</th>
<th>B. Pompeian houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mortuary analysis</td>
<td>B. Ancient Macedonia</td>
</tr>
<tr>
<td>A. The Theory and Method of Urban Civic Spaces</td>
<td>B. Civic Spaces in Roman Cities</td>
</tr>
<tr>
<td>A. Theoretical approaches to Roman religion</td>
<td>B. Sanctuary sites in early central Italy</td>
</tr>
<tr>
<td>A. Theoretical approaches to state formation</td>
<td>B. Central Italian cult places</td>
</tr>
<tr>
<td>A. Comparative approaches to domestic space</td>
<td>B. Material evidence of Roman domestic cult</td>
</tr>
</tbody>
</table>

For each exam, the student must enlist form a Prelim committee by the beginning of the term following passage of the Qualifying Examinations. The committee should have four members, two for each paper. At least one member
of the committee must be an IPCAA 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 first month of the term (Sept. 30 for fall term, Jan. 31 for winter). If the Prelim Committee accepts the proposal, it will then be forwarded it to the Executive Committee of IPCAA for final approval at its next scheduled meeting. If the Prelim Committee thinks the proposal needs revisions, the student should complete these in a timely manner and resubmit to the Prelim Committee.

The Prelims will be taken on two consecutive days, determined for convenience of both examiners and examinees. In the event of failure on all or part of the examination, the timing and extent of the retake will be at the discretion of the IPCAA 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 prerequisites (all language and course requirements, the Ancient History Exam, and Qualifying Exams). It is expected that students will normally take the Prelims at the end of their 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, he or she 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 will become ineligible for certain types of financial support.

VIII. The Dissertation
Each student must enlist a chair and form a dissertation committee by the beginning of the term following passage of the Preliminary Examinations. After consulting with all the members of the committee, he or she should then write a dissertation prospectus (usually 10-15 pages in length, not including bibliography) for submission to the committee by the end of the first month of the term (Sept. 30 for fall term, Jan. 31 for winter). This proposal should contain a timetable for completion of the dissertation. 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 Executive Committee of IPCAA 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 IPCAA Executive Committee by the end of the term following passage of the Preliminary Examinations.

At the beginning of each fall term following the approval of the prospectus, the candidate, after consultation with the dissertation chair, will submit a progress report to the IPCAA Executive Committee, noting any substantive changes in the topic or the timetable. Completion is expected in 6 to 6 and ½ years after admission to the Program. The Program cannot guarantee funding in a 7th year, but if funding is available after the 1st-6th year students have attained support, 7th year students will be considered for that funding.

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.
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 Classical Art and Archaeology. It can usually be earned after three semesters in residence. Students in closely allied fields may also earn the MA in Classical Art and Archaeology (see Eligibility and Admissions below).

[N.B. In order to enhance their professional qualifications, some IPCAA students opt to satisfy requirements for the M.A. degree in Greek or Latin, or more rarely, another subject relevant to their dissertation research; with a suitable distribution of course credits it is also possible to satisfy requirements for M.A. degrees in both Classical Art & Archaeology and Greek or Latin. IPCAA students wishing to earn a MA – or indeed a Certificate – in any other subject area outside IPCAA 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.]

In exceptional cases Michigan undergraduates who have completed a major in Classical Archaeology or a closely related field may be admitted to IPCAA to earn a Master of Arts degree to supplement their undergraduate qualification. Such students will not receive financial support from the Program, although they may request relevant departments to consider them for GSI positions should such positions become available.

Eligibility and Admission:

Students eligible for consideration for the MA are those admitted to the Ph.D. program in IPCAA or in very closely related fields such as IPCAA’s co-sponsoring departments, Classical Studies and History of Art or the Interdepartmental Program in Greek and Roman History (IPGRH). All non-IPCAA students must consult with the Director or Graduate Adviser of IPCAA when contemplating an MA in Classical Art and Archaeology to plan their programs. Before filing for the degree, non-IPCAA students must consult with the IPCAA Director or Graduate Advisor for approval of the courses taken and language requirements fulfilled. Any Michigan undergraduate wishing to apply for admission to the Program to work towards an MA should speak with the IPCAA Graduate Advisor at the earliest opportunity.

Minimum number of credit hours required:

30 credit hours

Specific course requirements:

6 hours of Greek and/or Roman history
6 hours of Greek and/or Latin
18 hours of courses in the Art and Archaeology of the Aegean, Greece, Rome, the Ancient Near East or Egypt. (These courses in must be distributed across the same range of periods and cultures as outlined in Section IV-C of this Handbook.)

Language proficiency:

A student must fulfill the language requirements set by the program in one modern (German or French) and one ancient (Greek or Latin) 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 Near Eastern Studies.

Classical Archaeology Courses

422. Etruscan Art and Archaeology. (3). Gazda, Terrenato
424. Archaeology of the Roman Provinces. (3). Ratté
425. Roman Republican Architecture. (3). Terrenato
426. Roman Imperial Architecture. (3). Ratté
433. Greek Sculpture. (3). Ratté
435. Art and Archaeology of Asia Minor. (3). Ratté
439. Greek Vase Painting. (3)
440. Cities and Sanctuaries of Classical Greece (3) Nevett
443. Art and Archaeology of Greek Colonization. (3). Nevett
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) Gazda.
536. Hellenistic and Roman Sculpture. (3) Gazda.
599. Supervised Study. (1-4) Staff.
600. Proseminar. (1) Director and Faculty
606. (Lat. 606) Latin Inscriptions. (3) Potter
608. (Gk. 608) Greek Epigraphy. (3) Potter
613. Approaches to Ancient Art. (3) Gazda
632. Greek Numismatics. (3) Potter
633. Roman Numismatics. (3) Potter
665. (Lat. 665) Archaeology of the City of Rome. (3). Terrenato
808. Hellenistic Cities of the Near East. (3) Ratté
820. Approaches to Archaeological Field Survey. (3) Terrenato
828. Ceramic Analysis and Chronology. (3). Abell
836. Archaeological Museum Practices. (3) Gazda
841. Topography of Rome. (3). Terrenato
842. Topography and Monuments of Athens. (3). Ratté
844. Theoretical Issues in Classical Archaeology. (3) Nevett, Terrenato, Abell
849. Problems in Greek Sculpture. (3). Ratté
850. Problems in Roman Sculpture. (3) Gazda.
855. Problems in Roman Archaeology. (3). Gazda, Ratté, Terrenato
860. Conceptualizing Empire. (3). Terrenato
890. Problems in Greek Archaeology. (3). Nevett, Ratté
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).

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 his/her dissertation.]
Appendix C

*Ancient History Examination and Reading List*

This single exam covers both Greek and Roman history for students in Classical Studies and IPCAA.

The exam takes 4 hours and could be taken over two days or all at once. Students will be required to answer two of the shared topics and one of the topics in Greek History and one in Roman History (4 essays x 45 minutes = 3 hours). There is also be a section of the exam devoted to identifications. (2 sets of IDs = 2 x 30 minutes = 1 hour).

**IDENTIFICATIONS**

A list of possible IDs (i.e., not a comprehensive list) is appended to the end of this document. In order to prepare for the identifications, students should read a good narrative overview of Greek and Roman history, for example I. Morris and B. Powell *The Greeks* and D. Potter *Ancient Rome: A New History*.

**TOPICS**

Below is a list of topics with suggested bibliography, which aims to avoid being overly long or too specialized while at the same time providing a good overview of each topic.

**Common Topics: Greece and Rome**

1. Economy
2. Religion and Magic
      “Magic in Classical and Hellenistic Greece” in D.Ogden *A Companion to Greek
      Religion*. Malden, MA. 357-370.

3. Evidence & Method

4. Social History

**Ancient Greece**

5. Polis and Politics

6. Greeks and Non-Greeks

**Ancient Rome**

7. Early Rome
      same in *JRA* 1996.
   c. Wiseman, assorted articles
8. Imperialism, including Romanization

9. Roman Politics
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Roxanne
Sacred Band
Sacred Wars
Salamis
Second Athenian Alliance
Sack of Corinth
Sacred War
Samos
satrapy
Social War
Solon;
Sphacteria
susiteia
Syracuse
Taras
Thebes
Themistocles
Theramenes
Thermopylae
Thessaly
Thrasylbus of Athens
tyrrany
Thirty Tyrants
Thurii
tribute lists
xenia
Xenophon
Xerxes
Zeus Ammon
IDENTIFICATIONS: ROME

People
M. Aemilius Lepidus Flavians
L. Aemilius Paullus Fulvia
Agrippina maior Galerius
Agrippina minor Germanicus
Ambrose of Milan Hadrian
Ammianus Marcellinus Hannibal
T. Annius Milo Helena
Antiochus III Herodotus
Antonia Caenis Jugurtha
Antonia maior Julia Domna
Antonia minor Julia maior
Antonines Julia minor
Antoninus Pius C. Julius Caesar
M. Antonius Julio-Claudians
Appian M. Licinius Crassus
Ardashir Livia
Arminius M. Livius Drusus
Arrian C. Marius
C. Asinius Pollio Maxentius
M. Attilius Regulus Maximian
Augustus Messalina
M. Aurelius Q. Mucius Scaevola (Pontifex)
Boudicca Nero
Burrus Numa
Caracalla Nymphidius Sabinus
Cassius Dio Papinian
Ap. Claudius Caecus Philip V
P. Clodius Pulcher Plautianus
Cluvius Rufus Plotina
Commodus Plutarch
Cornelia Cn. Pompeius Magnus
L. Cornelius Cinna T. Pomponius Atticus
P. Cornelius Scipio Aemilianus Poppaea Sabina
P. Cornelius Scipio Africanus L. M. Porcius Cato the Elder
Cornelius Sulla Felix M. Porcius Cato the Younger
Decius Pyrrhus
Diocletian T. Quinctius Flamininus
Domitian Romulus
Cn. Domitius Corbulo Remus
Dionysius of Halicarnassus Sapor I
Elagabalus Sejanus
Epictetus Septimius Severus
Eunapius Q. Sertorius
Eusebius of Caesarea Suetonius Paulinus
Q. Fabius Pictor Tarquinius Priscus
Q. Fabius Maximus Cunctator Tarquinius Superbus
C. Flamininus Ser. Sulpicius Rufus
M. Terentius Varro (author)
M. Tullius Cicero
Tertullian
Theodosius I
Tigellinus
Trajan
Valens
Valentinian I
Valerian
Valerius Antias
Velleius Paterculus
Vercingetorix
Verius Flaccus
Vespasian
M. Vipsanius Agrippa
Laws
Lex Aquilia
Lex Hortensia
Lex Julia de maritandis ordinibus
Lex Cornelia de maiestate
Lex Sempronia de modo agricultura
Lex Sempronia de repetundis

Battles
Actium
Aegetes Islands
Alesia
Cannae
Carrhae
Chaeronea (86 BCE)
Cynoscephalae
Magnesia
Pharsalus
Phillipi
Pydna
Teutoberger Wald
Lake Trasimene

Other items
aerarium militare
annales
annales maximi
annona
augurs
censor
consul
fasti
fasces
fiscus Caesaris
flamen Dialis
haruspices
ius Latii
Latins
lictors
municipium
patrimonium
pontifices
praetor
praetorian prefect
provincia
quaestor
sella curulis
Sibylline books
suffragium
Twelve Tables
tribune of the plebs
Vestal
## Appendix D

### Greek Reading List

The following are currently the passages from which the Greek Reading Examinations for Graduate Students in the Interdepartmental Program in Classical 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.]

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<td>Hesiod</td>
<td><em>Works and Days</em>; <em>Theogony 1-232; 404-819</em></td>
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<td>Homer</td>
<td><em>Iliad 1, 2, 6, 9, 18, 22, 24</em>; <em>Odyssey 1-4, 6, 8, 11</em>; <em>Hymn to Demeter</em></td>
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<td><em>Hymn to Delos</em></td>
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<td><em>Archilochus</em> (West 1-5, 196a); <em>Semonides</em>, <em>On Women</em> (fr. West); <em>Tyrtaeus</em> (fr. 10-12 West); <em>Mimnermus</em> (fr. 1-2 West); <em>Solon</em> (fr. 4-5 West); <em>Sappho</em> (fr. 1 Page, LGS); <em>Theognis</em> (1. 1-72 West); <em>Xenophanes</em> (1, 2, 13 West)</td>
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<tr>
<td>Plato</td>
<td><em>Symposium</em>; <em>Republic I</em>; <em>II 357A-376E</em>; <em>IV 427D-445B</em>; <em>VI 502C-VII 521</em>; <em>X</em></td>
</tr>
<tr>
<td>Plutarch</td>
<td><em>Themistocles</em>; <em>Solon</em></td>
</tr>
<tr>
<td>Strabo</td>
<td><em>Book 9, 1</em></td>
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<tr>
<td>Sophocles</td>
<td><em>Antigone</em>; <em>Oedipus Rex</em></td>
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<tr>
<td>Thucydidies</td>
<td><em>Books I, II 35-65, 95-103; III; IV; V.84-116; VI.8-87; VII.61-87</em></td>
</tr>
<tr>
<td>Xenophon</td>
<td><em>Hellenica I</em></td>
</tr>
<tr>
<td>Ps. Xen.</td>
<td><em>Athenaion Politeia</em></td>
</tr>
</tbody>
</table>
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 Classical 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.]

<table>
<thead>
<tr>
<th>Author</th>
<th>Passages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ammianus Marcellinus</td>
<td>16, 17</td>
</tr>
<tr>
<td>Apuleius</td>
<td>Metamorphoses 1-3</td>
</tr>
<tr>
<td>Augustus</td>
<td>Res Gestae</td>
</tr>
<tr>
<td>Ausonius</td>
<td>Mosella; Ordo Urbium Nobilium</td>
</tr>
<tr>
<td>Caesar</td>
<td>Bellum Civile 3</td>
</tr>
<tr>
<td>Catullus</td>
<td>61-68</td>
</tr>
<tr>
<td>Cicero</td>
<td>De imperio Cn. Pompei; Pro Sestio; In Catilinam 1-4</td>
</tr>
<tr>
<td>Columella</td>
<td>De re rustica 1</td>
</tr>
<tr>
<td>Horace</td>
<td>Odes 1; Satires 1.1, 4, 5, 6, 9, 10</td>
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<tr>
<td>Juvenal</td>
<td>Satires 1, 3, 5, 10</td>
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<td>Livy</td>
<td>1, 21-22</td>
</tr>
<tr>
<td>Lucan</td>
<td>Bellum Civile 2</td>
</tr>
<tr>
<td>Lucretius</td>
<td>1</td>
</tr>
<tr>
<td>Ovid</td>
<td>Fasti 1-2; Ars Amatoria 1; Amores 1.1-5</td>
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<td>Petronius</td>
<td>Cena Trimalchionis</td>
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<tr>
<td>Pliny the Younger</td>
<td>Epistles 2.17, 5.6, 6.16, 6.20; 10</td>
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<tr>
<td>Propertius</td>
<td>1</td>
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<tr>
<td>Quintilian</td>
<td>10.1</td>
</tr>
<tr>
<td>Sallust</td>
<td>Catiline</td>
</tr>
<tr>
<td>Historia Augusta</td>
<td>Hadrian through Marcus Aurelius</td>
</tr>
<tr>
<td>Suetonius</td>
<td>Augustus; Nero</td>
</tr>
<tr>
<td>Tacitus</td>
<td>Agricola; Annals 1-4; Germania</td>
</tr>
<tr>
<td>Terence</td>
<td>Adelphoe</td>
</tr>
<tr>
<td>Virgil</td>
<td>Aeneid 1-6</td>
</tr>
<tr>
<td>Vitruvius</td>
<td>5-6</td>
</tr>
</tbody>
</table>
Appendix F

Qualifying Examination and Reading List (From 2016-2017 Onwards)

EXAM I: THE PREHISTORIC AEGEAN AND EARLY ITALY

Prehistoric Aegean

General


http://projectsx.dartmouth.edu/history/bronze_age/ (concentrate on Middle and Late Bronze Age).


Special Studies


Wright, J. C. 2004. Introduction (pp. 1-12) and “A Survey of Evidence for Feasting in Mycenaean Society.” (pp. 13 –58). In J. C. Wright (ed.), The Mycenaean Feast. ASCSA.

Early Italy

EXAM II: GREEK ART AND ARCHAEOLOGY

General
EITHER
OR

PLUS

For reference and to skim also:

Overviews of specific types of material

Case-Studies/Themes
Early Iron Age/Archaic:

*Urbanism*:

*Cultural Interaction*:

*Archaeology of religion*:

Visual Culture:

Landscape archaeology/Archaeology in the Landscape:

EXAM III: ROMAN ART AND ARCHAEOLOGY

General
Tuck, S. 2015 A History of Roman Art, Malden.

Architecture and city-planning

**Art**


**Archaeology (sites, special studies)**


SUPPORTING MATERIAL IN NEAR EASTERN AND EGYPTIAN ART AND ARCHAEOLOGY

(This material will not be tested directly in the examinations, but an awareness of it will beneficial to students' overall understanding.)

*Skim for background:*

**Near Eastern**


**Egyptian**