

Sept 2021

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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 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 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 Middle 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:

Natalie Abell	Dept. of Classical Studies
Nicola Barham	Dept. of History of Art & Kelsey Museum
Gary Beckman	Dept of Middle Eastern History
Mike Galaty	Dept. of Anthropology & Museum of Anthropology
Christiane Gruber	Dept. of History of Art
Lisa C. Nevett	Dept. of Classical Studies
Christopher Ratté	Dept. of Classical Studies & History of Art
Celia Schultz	Dept. of Classical Studies
Irene Soto Marin	Dept. of Classical Studies & Kelsey Museum
Nicola Terrenato	Dept. of Classical Studies & Kelsey Museum

In addition, other faculty in allied departments with whom our students have occasion to study include:

- G. Beckman (Dept. of Middle Eastern Studies, *Hittology*)
- G. Boccaccini (Dept. of Middle Eastern Studies, *Hellenistic Religions*)
- J. Crisostomo (Dept. of Middle Eastern Studies, *Assyriology*)
- G. Emberling (Kelsey Museum of Archaeology, *Northeast African Archaeology*)
- J. Marcus (Dept. of Anthropology, *Mayan Culture*)
- D. Margomenou (Dept. of Classical Studies, *Bronze Age Archaeology*)
- L. Motta (Dept. of Classical Studies and Kelsey Museum of Archaeology, *Palaeoethnobotany*)
- I. Moyer (Dept. of History, *Ancient History*)
- J. O'Shea (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 Eastern Studies, *Dynastic Egyptian Art and Archaeology*)
- B. Schmidt (Dept. of Middle 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*)
- P. Squatriti (Dept. of History, *Medieval History, Landscape Studies*)
- D. Stone (Kelsey Museum of Archaeology, *Archaeologist and Digital Field Data Coordinator*)
- A. Verhoogt (Dept of Classical Studies, *Papyrology and Greek*)
- 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 Sant’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 Italian, modern Greek, or Spanish in place of French, upon petition to the IPCAA Director). 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 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 ancient 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 ancient 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 Latin and ancient Greek 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:

<i>Greek:</i>	2nd Friday afternoon
<i>French:</i>	3rd Friday afternoon
<i>Latin:</i>	4th Friday afternoon
<i>German:</i>	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 the student should indicate which exam(s) they intend to attempt by signing up at the beginning of the semester. Students must fulfil at least one ancient and one modern language requirement before they can be advanced to candidacy by the end of their third year. Official candidacy 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 advancing

to candidacy. *All* remaining language requirements must be met before the end of a student's fifth year.

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-ANTIQUÉ/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.**

Please see Appendix C for a link to the Dept. of Classics web page on this exam.

VI. 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 course requirements in Classical Art and Archaeology, and in Ancient History, and (iv) has no incomplete grades remaining on his or her record. The IPCAA 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 IPCAA Grad Coordinator for exam day. 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:

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

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.

VII. 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.

VIII. Performance 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 evaluated as students move through the Program, in order that the right amount and type of support may be given to each student. In addition to the pre-candidacy examinations listed above, an in-depth review of progress is conducted after a student's third term in the Program, and candidates are required to submit an annual progress report. This review process is supported by a clear policy on

probation and dismissal, as required by the Rackham School of Graduate Studies (see below).

A. *Third Term Reviews*

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.

B. *Probation and Dismissal Policy*

IPCAA is committed to supporting all of 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.

For 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 two language requirements 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 Program's Graduate Advisor and/or 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, and/or achieves a cumulative GPA below 3.3 and/or fails to pass at least two language exams 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. The Program Director, Graduate Advisor and a third faculty member selected by the student, will meet with the student within the first two weeks of the following term to discuss the reasons for the lack of sufficient progress and to agree a plan for improvement. Such a 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. 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 by the same group. This date should normally be approximately a 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 within one week, and a further copy will be placed in the student's file.

At the date agreed in the plan, the Director, Graduate Advisor and third faculty member will re-evaluate the student's case, 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. The student will be informed of this in writing, a copy will be placed on file and no further action will be taken. If the goals set out in the plan have not been met, then the probationary measures outlined below (Section 2.) will be implemented.

For Candidates

At candidacy level, in order for progress to be considered satisfactory a student should be able to demonstrate steady and significant advances towards researching and writing the dissertation, both in interacting with members of the dissertation committee and also in written form in each annual report. Furthermore, by the end 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. Within two weeks of the Executive Committee's meeting to consider progress reports, the student will be invited to meet with an ad hoc group consisting of the dissertation chair and two other members of the Program Executive Committee one of them nominated by the student. At the meeting a plan should be devised by the student and faculty members to support the student in making clear progress towards 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 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 by the same group. 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).

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

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. The student will be informed of this in writing, a copy will be placed on file and no further action will be taken. If the goals set out in the plan have not been met then the student will be informed in writing before teaching begins in 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 Co-ordinator within 14 days of receipt of the written notice of probation. The petition should state clearly 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 who 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 or Graduate Advisor will inform the student of what the probationary period involves, either orally or in writing (in the case of the

former, a written follow-up will be provided within one week). Copies will be placed in the student's IPCAA file and also sent to Rackham. 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); he or she 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 for intensive mentoring; s/he 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 time-frame 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 group of participants as specified there.

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 s/he has been returned to good standing, a note to that effect will be placed in the student's file and Rackham will be informed that the student is no longer on probation. 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 four other members of the Program's Executive Committee (these will not

normally include the Graduate Advisor, who may be required to participate in an appeals process – see below). 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 Co-ordinator within 14 days of receipt of the written notice of dismissal. The petition should state clearly the grounds on which the student is making the appeal. The appeal will be considered by a panel consisting of the Graduate Advisor together with at least two members of the Program Executive Committee who did not serve on the group that originally recommended dismissal. (If there are insufficient members of the Executive Committee available, one panel member 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.

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 an 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.]

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
- 815. 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

- 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 his/her dissertation.]

Appendix C

Ancient History Examination

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

Since Classics changes the content (and sometimes the format) of this exam annually, please refer to their web site (see the link below) for an up-to-date reading list and list of Greek and Roman history ID's.

<https://lsa.umich.edu/classics/graduate-students/current-students/ancient-history-exam.html>

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 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.*]

Aeschylus	<i>Eumenides</i>
Andocides	<i>On the Mysteries</i>
Aristophanes	<i>Lysistrata</i>
Aristotle	<i>Ath. Pol.</i>
Demosthenes	<i>Olynthiacs 1 and 2</i>
Euripides	<i>Bacchae; Medea</i>
Herodotus	<i>Books I, VI, VIII</i>
Hesiod	<i>Works and Days; Theogony 1-232; 404-819</i>
Homer	<i>Iliad 1, 2, 6, 9, 18, 22, 24; Odyssey 1-4, 6, 8, 11; Hymn to Demeter</i>
Callimachus	<i>Hymn to Delos</i>
Lyric Poets	Archilochus (<i>West 1-5, 196a</i>); Semonides, <i>On Women (fr. West)</i> ; Tyrtaeus (<i>fr. 10-12 West</i>); Mimnermus (<i>fr. 1-2 West</i>); Solon (<i>fr. 4-5 West</i>); Sappho (<i>fr. 1 Page, LGS</i>); Theognis (<i>1. 1-72 West</i>); Xenophanes (<i>1, 2, 13 West</i>)
Lysias	<i>Murder of Eratosthenes I</i>
Pausanias	<i>Book I</i>
Pindar	<i>Olympian 1</i>
Plato	<i>Symposium; Republic I; II 357A-376E; IV 427D-445B; VI 502C-VII 521; X</i>
Plutarch	<i>Themistocles; Solon</i>
Strabo	<i>Book 9, 1</i>
Sophocles	<i>Antigone; Oedipus Rex</i>
Thucydides	<i>Books I; II.35-65, 95-103; III; IV; V.84-116; VI.8-87; VII.61-87</i>
Xenophon	<i>Hellenica 1</i>
Ps. Xen.	<i>Athenaion Politeia</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 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.]

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

Appendix F

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

EXAM I: THE PREHISTORIC AEGEAN AND EARLY ITALY

Prehistoric Aegean

General

Betancourt, P. 2007. *Introduction to Aegean Art*. Philadelphia.

Broodbank, C. 2013. *The Making of the Middle Sea*, Chapters 7-11.

Dickinson, O.T.P.K. 1994. *The Aegean Bronze Age*. Cambridge.

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

Renfrew, C. 2011. *The Emergence of Civilisation*. Oxford, Oxbow. Second Edition. (Make sure to read the Foreword and Preface.)

Special Studies

Broodbank, C. 2008. "The Early Bronze Age in Cyclades." In Cynthia Shelmerdine (ed.) *The Cambridge Companion to the Aegean Bronze Age*. 47-76. Cambridge

Burns, B.E. 2010. *Mycenaean Greece, Mediterranean Commerce and the Formation of Identity*. Cambridge.

Driessen, J. 2001. "History and Hierarchy: Preliminary Observations on the Settlement Pattern in Minoan Crete." In K. Branigan (ed.), *Urbanism in the Bronze Age Aegean*. 51-71. Sheffield.

Driessen, J., Schoep, I. and Tomkins, P. eds. 2011. *Back to the Beginning: Reassessing Social and Political Complexity on Crete during the Early and Middle Bronze Age*. Oxford.

Galaty, M. L. and W. A. Parkinson. 2007. (eds.), *Rethinking Mycenaean Palaces II*. UCLA
D. Nakassis 20013. Individuals and Society in Mycenaean Pylos. Leiden, Brill.

Pullen, D. ed. 2010. *Political Economies of the Aegean Bronze Age*. Oxford.

Schoep, I. and C. Knappet. 2005. "Dual Emergence: Evolving Heterarchy, Exploding Hierarchy." In J.C. Barrett and P. Halstead (eds.), *The Emergence of Civilisation Revisited*. 21 – 37. [Sheffield Studies in Aegean Archaeology 6], Sheffield.

Tartaron, T. F. 2007 "Aegean Prehistory as World Archaeology: Recent Trends in the Archaeology of the Bronze Age." *Journal of Archaeological Research*. Published on line Nov. 20 2007.

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.

_____. 2004. "The Emergence of Leadership and the Origins of Civilisation in the Aegean." In J.C. Barrett and P. Halstead (eds.), *The Emergence of Civilisation Revisited*. 64 – 89. Sheffield

_____. 1995. <http://ccat.sas.upenn.edu/bmcr/1995/95.03.17.html> (review of Marinatos book on Minoan religion)

_____. 1994 "The Spatial Configuration of Belief: The Archaeology of Mycenaean Religion. In S. Alcock and R. Osborne (eds.) *Placing the Gods: Sanctuaries and Sacred Space in Ancient Greece*. 37-78. Oxford.

Early Italy

Smith, C. 2014. *The Etruscans: A Very Short introduction*. Oxford.

Haynes, S. 2000. *Etruscan Civilization: A Cultural History*. Los Angeles.

Pallottino, M. 1991, *A history of earliest Italy*, Ann Arbor.

Turfa, J. (ed.) 2013. *The Etruscan World*, New York. Chapters 5, 6, 7, 8, 15, 16, 35, 36, 44, 48, 49, 52, 54, 55, 56, 57, 58.

EXAM II: GREEK ART AND ARCHAEOLOGY

General

EITHER

Neer, R. 2011. *Greek Art & Archaeology*. London.

OR

Pedley, J.G. 2007. *Greek Art and Archaeology*, 4th ed. Upper Saddle River

PLUS

Bintliff, J. 2012. *The Complete Archaeology of Greece*. Parts I and II. Wiley-Blackwell.

Whitley, J. 2001. *The Archaeology of Greece*. Cambridge.

For reference and to skim also:

Smith, T.J. and Plantzos, D. eds. 2012. *A Companion to Greek Art*. Oxford, Blackwell. Especially Parts I, III and IV.

Haggis, D. and Antonaccio, C. eds. 2014. *Classical Archaeology in Context*. Berlin.

Overviews of specific types of material

Lawrence, A.W. 1996. *Greek Architecture*, 5th ed. rev. by A. Tomlinson. New Haven.

Lissarrague, F. 2001. *Greek Vases: The Athenians and their Images*. New York.

Stewart, A.F. 1990. *Greek Sculpture. An Exploration*. New Haven.

Case-Studies/Themes

Early Iron Age/Archaic:

Snodgrass, A. 1980. *Archaic Greece*. Berkley.

Morris, I. 2000. *Archaeology as Cultural History: words and things in Iron Age Greece*. Oxford, Blackwell.

Langdon, S. 2008. *Art and Identity in Dark Age Greece*. Cambridge, Cambridge University Press.

Urbanism:

- Hölscher, T. 1991. The City of Athens: Space, Symbol, Structure. In: Molho, A. et al. (eds). *City-states in Classical Antiquity and Medieval Italy*. Ann Arbor. 355-380.
- Morgan, C. and Coulton, J.J. 1997. The polis as a physical entity. In *The Polis as an Urban Centre and as a Political Community*. M.H. Hansen ed. Copenhagen, Acts of the Copenhagen Polis Centre. 4: 87-144.
- Camp, J. 1986. *The Athenian Agora*. London.
- Nevett, L. 2010. *Domestic Space in Classical Antiquity*. Cambridge.
- Purcell, N. 2005. Statics and Dynamics: ancient Mediterranean urbanism. In: Osborne, R. (ed). *Mediterranean Urbanism*. Proceedings of the British Academy 126: 249-272.
- Stissi, V. 2013. Giving the Kerameikos a Context: ancient Greek potters' quarters as part of the polis space, economy and society. In A. Esposito and G.M. Sanidas eds. *Quartiers Artisanaux en Grece Ancienne*. Lille, Presses universitaires septentrionale: 201-220.
- Westgate, R. 2015. Space and Social Complexity in Greece from the Early Iron Age to the Classical Period. *Hesperia* 84(1): 47-95

Cultural Interaction:

- Gates, J. E. 2002. "The Ethnicity Name Game: What Lies behind 'Graeco-Persian'?" In M.C. Root ed., *Medes and Persians: Reflections on Elusive Empires* (Ars Orientalis 32), pp. 105-132.
- Gunter, A.C. 2009. *Greek Art and the Orient*, pp. 1-16 ("Introduction"); 17-49 "Art and 'Assyrianization' along the Imperial Frontier" and 124-177 ("Gifts, Exchange, and Acquisition" + "Imperial Ideologies and Modes of Appropriation"). Cambridge.
- Miller, M.C. 1997. *Athens and Persia in the Fifth Century BC. A Study in Cultural Receptivity*, pp. 218-242 ("The Odeion of Perikles and Imperial Expression") and 243-258 ("*Perserie*: Athenian Receptivity to Achaemenid Persian Culture"). Cambridge.
- Antonaccio, C. 2005. Excavating Colonization. In H. Hurst and S. Owen eds. *Ancient Colonizations..* London, Duckworth: 97-113.
- Hodos, T. 2009. Colonial Engagements in the Global Mediterranean Iron Age. *Cambridge Archaeological Journal* 19(2): 221-241.

Archaeology of religion:

- de Polignac, F. 1996. *Cults, territory, and the origins of the Greek city-state*. Chicago (esp. 32-88).
- Mylonopoulos, J. 2015. Buildings, Images and Rituals in the Greek World. In C. Marconi ed. *The Oxford Handbook of Greek and Roman Art and Architecture*. Oxford, 326-351.
- Neils, J. (ed.) 2005. *The Parthenon*. Cambridge.
- Papalexandrou, N. 2011. Vision and Visuality in the Study of Early Greek Religion. *Current Approaches to Religion in Ancient Greece: papers presented at a symposium in at the Swedish Institute at Athens*.

Visual Culture:

- A. Stewart, 1993. *Faces of Power: Alexander's Image and Hellenistic Politics*. Berkeley and Los Angeles.
- S. Dillon 2012. Female Portraiture in the Hellenistic Period. In S. Dillon and S. James eds. *Blackwell Companion to Women in the Ancient World*, Oxford. 263-77.
- Neer, R. 2010. *The Emergence of the Classical Style in Greek Sculpture*. Chicago.
- Pinney, G. 2002. *Figures of Speech*. Chicago (esp. 61-86).
- Stansbury O'Donnell, M. 2006. *Vase Painting, Gender and Social Identity in Archaic Athens*. Cambridge, Cambridge University Press.
- Steiner, A. 2007. *Reading Greek Vases*. Cambridge, Cambridge University Press.
- Whitley, J. 2003/04 [2007]. Letting the Stones in on the Act: statues as social agents in Archaic and Classical Greece. *Kodai* 13/14: 185-198.

Landscape archaeology/Archaeology in the Landscape:

- Pettegrew, D. K. 2001. Chasing the Classical Farmstead: the formation and signature of rural settlement in Greek landscape archaeology. *Journal of Mediterranean Archaeology* 14(2): 189-209, with responses by Osborne and Foxhall.
- Winther-Jacobsen, K. 2010. The Classical Farmstead Revisited. Activity differentiation based on a ceramic use typology. *Annual of the British School at Athens* 105: 269-290.
- Forbes, H. 2013. Off-Site Scatters and the Manuring Hypothesis in Greek Survey Archaeology: An Ethnographic Approach. *Hesperia* 82.4, 551-594.
- Whitelaw, T.M. 20013. Collecting Cities: some problems and prospects. In P. Johnson and M. Millett eds. *Archaeological Survey and the City*. Oxford, Oxbow. 70-106.

EXAM III: ROMAN ART AND ARCHAEOLOGY**General**

- Huskinson, J. (ed) 2000. *Experiencing Rome; Culture Identity and Power in the Roman World*. Routledge.
- Tuck, S. 2015 *A History of Roman Art*, Malden.

Architecture and city-planning

- Adam, J.-P. 1994. *Roman Building: Materials and Techniques*. Indiana. esp. 125-195
- MacDonald, W.L. 1965. *The Architecture of the Roman Empire* I, Yale. esp.167-183; Volume II, Yale. 1986. esp. 1-31, 179-220.
- Ward-Perkins, J.B. 1974. *Cities of Ancient Greece and Italy: Planning in Classical Antiquity*. New York. esp. 8-36
- Ulrich, R., Quenemoen, C. 2014. *A Companion to Roman Architecture*, Malden.
- Wilson Jones, M. 2003. *Principles of Roman Architecture*. Yale. esp. 19-47

Art

- Bergmann, B. 1994. The Roman House as Memory Theater, *The Art Bulletin* 76, 225-256.

- Brendel, O. 1979. *Prolegomena to the Study of Roman Art*. New Haven.
- Dunbabin, K. M. 1999. *Mosaics in the Greek and Roman World*. Cambridge. esp. Introduction, Chapters 19, 20 and Conclusion.
- Elsner, J. 1998. *Imperial Rome and Christian Triumph*. Oxford.
- Friedland, E., Grunow Sobocinski, M., Gazda, E. 2015, *The Oxford Handbook of Roman Sculpture*, Oxford. Parts III and IV.
- Ling, R. 1991. *Roman Painting*. Cambridge.
- Gazda, E. (ed) 2011. *Roman Art in the Private Sphere*. 2nd ed. Ann Arbor.
- Gazda, E. 2002. "Beyond Copying:," in ed E. K. Gazda, *The Ancient Art of Emulation: Studies in Artistic Originality and Tradition from the Present to Classical Antiquity*. Ann Arbor. 2-24.
- Hölscher, T. 2004. *The Language of Images in Roman Art*. Cambridge.
- Kampen, N. B. 1996. *Sexuality in Ancient Art*. Cambridge. Chapters 10-16, 155-261.
- Pollitt, J.J. 1988. *The Art of Rome, ca. 735 B.C.- A.D. 337: Sources and Documents*. Cambridge
- Smith, R.R.R. 1998. "Cultural Choice and Political Identity in Honorific Portrait Statues in the Greek East in the Second Century A.D." *Journal of Roman Studies* 88, 56-93.
- Thomas, T. 2000. "The Medium Matters: Reading the Remains of a Late Antique Textile," in ed. E. Sears and T. K. Thomas, *Reading Medieval Images: The Art Historian and the Object*. Ann Arbor, 39-49.
- Zanker, P. 1988. *The Power of Images in the Age of Augustus*. Ann Arbor.

Archaeology (sites, special studies)

- Alcock, S. 1993. *Graecia Capta*. Cambridge.
- Clarke, J.R. 1991. *The Houses of Roman Italy*. Berkeley.
- Coarelli, F. 2008. *Rome and Environs: An Archaeological Guide*, California Press
- DeRose Evans, J. 2013. *A Companion to the Archaeology of the Roman Republic*, Malden. Chapters 3, 4, 18, 19, 20, 28, 30, 32.
- Dyson, S. 2003. *The Roman Countryside*. London. esp.13-35, 74-106
- Jacobs, I. 2012. "The Creation of the Late Antique City: Constantinople and Asia Minor during the 'Theodosian Renaissance,'" *Byzantion* 82, 113–164.
- Krautheimer, R. 1983. *Three Christian Capitals: Topography and Politics*. Berkeley.
- Millett, M. 1990. *The Romanization of Britain*. Cambridge. esp.1-103
- Potter, T. 1987. *Roman Italy*. London. esp. 43-93, 125-171.
- Price, S.F.R. 1984. *Rituals and power. The Roman Imperial Cult in Asia Minor*. Cambridge.
- Terrenato, N. 2001. "The Auditorium Site and the Origins of the Roman Villa." *Journal of Roman Archaeology*, 14. 5-32
- Wallace-Hadrill, A. 1994. *Houses and Society in Pompeii and Herculaneum*. Princeton. esp. 3-61
- Wolf, G. 1994. "Becoming Roman, Staying Greek: Culture, Identity, and the Civilizing Process in the Roman East." *Proceedings of the Cambridge Philological Society* . 40: 116-43.
- Wolf, G. 1998. *Becoming Roman: The Origins of Provincial Civilization in Gaul*. Cambridge. esp. 48-141
- Zanker, P. 1998. *Pompeii*. Harvard.

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 be beneficial to students' overall understanding.)

Skim for background:

Near Eastern

Amiet, P. 1980. *Art of the Ancient Near East*. New York. [use in coordination with image dossier]

Egyptian

Smith, W. 1998. *The Art and Architecture of Ancient Egypt* (rev. ed). New Haven.