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I. INTRODUCTION

The Interdepartmental Program in Greek and Roman History (IPGRH) was founded in 2001 in order to facilitate the training of historians in ancient history and in historical studies broadly speaking. The goal of the program is not only to produce historians skilled in the technical disciplines of the study of ancient history (e.g., ancient languages, epigraphy, papyrology, numismatics), but also to ensure that they are conversant in the questions, methods and approaches of historians of other time periods and places. Historians trained in the PhD program can to be employed in Departments of History or in Departments of Classical Studies. IPGRH also sponsors a Certificate in Greek and Roman History for students enrolled in PhD programs in other Departments. The requirements for the Certificate are described in section X of this Handbook.

Since the PhD program of IPGRH aims at proficiency in two demanding fields of study, a careful selection of the core elements of each discipline is required, in addition to an array of elective courses tailored to meet the needs of particular students and their specialties.

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

II. ADMINISTRATION & FACULTY

IPGRH is administered by an Executive Committee. This committee is composed of a Director, a Graduate Advisor, and the core faculty in ancient history. In addition, one or two members of cooperating departments and programs (especially Near Eastern Studies and the Interdepartmental Program in Classical Art and Archaeology) serve on the committee. A Graduate Representative is selected annually and is invited to attend certain meetings of the Executive Committee. The Graduate Representative also attends the monthly meetings of the Graduate Student Organization (GSO), the graduate student union.

The Director and Graduate Advisor are appointed by the Chairs of Classical Studies and History, in consultation with the core faculty.

The current members of the core faculty are: Sara Forsdyke (Classical Studies), Bruce Frier (Classical Studies), Ian Moyer (History), David Potter (Classical Studies), Celia Schultz (Classical Studies) and Ray Van Dam (History).

The primary administrator for IPGRH is Michelle Biggs, who is also the administrator of all graduate programs in the Department of Classical Studies. Occasionally, students may
need to consult with the administrators of the graduate programs in the History Department, but all inquiries should start with Michelle Biggs.

III. PhD PROGRAM OVERVIEW

The PhD program is designed to take five to six years. Like most PhD programs, the requirements are rigorous, and students must be disciplined in order to finish on time. Individual schedules vary slightly, but the general pattern is as follows:

First Year: The focus of the first year is course work. Students usually take four courses each term. In the Fall term, students also take the Proseminar (one credit) along with the incoming students of the PhD programs in Classical Studies and Classical Archaeology (IPCAA). Students are expected to take one of the Qualifying Exams (see description below) at the beginning of their second year. Modern Language Exams (see description below) should be taken as soon as the student is sufficiently prepared, and by the end of the second year at the latest. Students are on Fellowship the entire year.

Second Year: The second year is also spent doing course work, although students also start teaching in this year as Graduate Student Instructors (GSIs) in the introductory undergraduate courses in Greek and Roman history, History 200 (Fall Term) and History 201 (Winter Term). Funding for this year, therefore, is obtained through teaching. The second Qualifying Exam should be taken by the end of this year, and any remaining Modern Language Exams.

Third Year: The main focus of the third year is on independent study (with supervision by faculty members) in preparation for Preliminary Exams (also known as “Prelims”; see description below). Students are also encouraged to continue to take language courses and/or seminars during this year. Students preparing for the Preliminary Exams register for History 900. The Preliminary Examination consists of four fields, one of which is usually completed by taking a course in the first two years of study (this is called “coursing off”, see below under Preliminary Exams). The remaining three fields are the subject of the Preliminary Exams which must be taken by the end of the Third Year. This examination includes a written exam on one field, and an oral exam on all three fields. Successful completion of Preliminary Exams qualifies the student for entering Candidacy. Students are usually supported for half of this year by teaching, and the other half by Fellowship. If supported by a pre-candidacy fellowship, students may take only a one-credit course.

Fourth, Fifth and Sixth Years: The final two to three years of the program constitute a period of intense research and writing of the Dissertation (see description below) under the supervision of a committee of faculty members. As early as possible in the fourth year, students must submit a Dissertation Prospectus (see description below) to this committee. There is an oral presentation of the Prospectus before the committee and the committee provides feedback to the student on the proposed project. Following approval of the Dissertation Prospectus, the student continues the process of dissertation research.
and writing. Although students are encouraged to keep focused on the dissertation, students may also wish to take courses during the period of dissertation writing. Funding for these years includes teaching as a Graduate Student Instructor (GSI), Fellowships from the Rackham School of Graduate Studies, and sometimes External Fellowships from institutions such as the American Academy at Rome, the American School in Athens, and the Mellon Foundation.

IV. COURSE WORK

Course work includes a series of required courses and some elective courses.

Required courses are as follows:

History 615: An introduction to the methods and approaches of historical studies as a whole. This course is offered by the History Department and is required of all incoming History PhD students, including students studying more recent periods of history. This course must be taken in the first year of study, and is offered only in the Fall Term.

Classical Studies/History 630: An introduction to the methods and approaches of ancient Greek and Roman History. This course is required of those students enrolled in PhD program of IPGRH, although students in other programs, including those intending to achieve a Certificate in Ancient History, may also enroll. This course must be taken by IPGRH PhD students in the first year of study, and is offered only in the Winter Term.

History 600: Preseminar (= Greek 600 & Cl.Arch 600): This one-credit course meets once a week for two hours and serves to introduce students to some of the tools, methods and resources used to investigate the ancient past. Topics include: library tools and databases for research, papyrology, and an introduction to various allied programs such as the Interdepartmental Program in Classical Art and Archaeology (IPCAA) and Near Eastern Studies.

Greek 591/592 History of Greek Literature. A two-course survey of Greek literature from Homer to the Second Sophistic. Completion of one of these courses is required; students may also take or audit the other course. The course prepares students for the qualifying exam in Greek and provides the skills and knowledge necessary to teach Greek literature in Classics Departments.

Latin 591/592. History of Roman Literature. A two-course survey of Latin literature from its beginnings to Late Antiquity. Completion of one of these courses is required; students may also take or audit the other course. The course prepares students for the qualifying exam in Latin and provides the skills and knowledge necessary to teach Latin literature in Classics Departments.
Two graduate level seminars. In History (typically 700-numbered courses) and/or in Classical Studies (typically 800-numbered courses). Students should choose courses to achieve a balance between each department. Seminars typically require students to read primary sources (often in the original languages) as well as a representative sample of secondary scholarship. Students also typically give a presentation in the seminar, and submit a final research paper (c.20 pages). With the approval of the director or the graduate adviser, students may also take a research seminar at an equivalent level from another department or program.

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

Electives:
Beyond the required courses outlined above, students are free to choose their own courses. Students should aim to take a minimum of three courses of graduate level work per term. Students should keep in mind the philosophy of the Program when choosing courses, and try to ensure breadth and depth both in historical studies generally and in classical studies in particular. A balance of graduate level courses drawn from the offerings in History and Classical Studies is therefore desirable. In addition, students are encouraged to continue to take courses in History and Classical Studies after Candidacy (described below) is achieved. Courses such as History 812, a seminar on the pedagogy of Historical Studies and History 891, a dissertation research and writing seminar, may be useful.

A typical course plan (though individual plans vary) would be:

1st year:
Fall: History 615 (3 credits); the joint Proseminar of Classical Studies/IPCIA/IPGRH (1 credit); three courses chosen from the following: reading courses in Greek or Latin, Greek 591/2, Latin 591/2, graduate seminars in History, Classical Studies or Cognate department.
Winter: History 630 (3 credits); three courses chosen from the following: reading courses in Greek or Latin, Greek 591/2, Latin 591/2, graduate seminars in History, Classical Studies or a Cognate department.
2nd year:
Fall: Greek 591/2 or Latin 591/2 (depending which is offered); two or three graduate level language courses or seminars in History, Classical Studies or Cognate department. One course must be a research seminar.
Winter: Greek 591/2 or Latin 591/2 (depending which is offered); two or three graduate level language courses or seminars in History, Classical Studies or Cognate department. One course must be a research seminar.

3rd year:
Fall: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; continued course-work encouraged.
Winter: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; continued course-work encouraged. **If supported by a Pre-candidate Fellowship this term, only one credit of course work may be taken.

4th, 5th and 6th years:
History 995 or Greek or Latin 995: Independent Dissertation Research & Writing (under supervision of Dissertation Committee); no required courses; optional coursework.

V. TEACHING
The PhD program in IPGRH expects students to develop as scholars and teachers during the course of their graduate studies. To this end, students begin teaching as Graduate Student Instructors (GSIs) in the second year of the program and continue to do so intermittently throughout the length of the program. The first teaching assignment (in the second year of studies) for IPGRH students is in the undergraduate survey courses on Greek and Roman History, History 200 and 201. In later years, IPGRH students teach in a wide range of courses, including especially Latin language courses, Classical Civilization and Classical Archaeology courses. Recent course assignments have been in Classical Civilization 101: Introduction to Ancient Greece, Great Books, Greek and Roman Warfare, Sport and Daily Life in Ancient Rome, and Greek Mythology.

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

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

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

VI. FUNDING

Support Package

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

In the second year, support usually comes in the form of a graduate student instructorship (History 200 in Fall and History 201 in Winter). These positions currently provide a stipend covering basic living expenses, tuition and health insurance. The terms of employment are negotiated by the Graduate Student Organization (GEO), an organization representing all Graduate Student Instructors (GSIs) at the University of Michigan. One student from IPGRH serves as a representative to the GEO each year.

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

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

All support is contingent upon satisfactory progress in the Program.

Summer Funding

Summer stipends for study projects or research trips are available, from the Department of History and from the Department of Classical Studies. These funds are available for projects approved by the Director or Committee Chair. In addition, each summer IPGRH distributes whatever extra funds it can find, including the gifts received in the Bruce W.
Frier Fund. During past summers students have participated on archaeological expeditions to Aphrodisias, Pompeii, and Minorca, attended workshops on early Christianity and Judaism in Rome, Naples, and Jerusalem, and traveled in Italy, Greece, and Turkey.

**Rackham Funding**

In addition, students are eligible to apply for summer funds and conference funding from Rackham. Students can apply for one Rackham research grant of up to $1,500 during pre-candidacy years and another of up to $3,000 during candidacy. In the past, students have received these Rackham grants to participate on archaeological expeditions or attend workshops, such as those offered by the American Numismatic Society. Rackham also offers travel grants to cover the expenses for delivering a paper at a conference, one grant each fiscal (= academic) year of up to $500 for a conference in the U.S. and up to $750 for a conference in Europe.

**VII. ADVISING, MENTORSHIP, PROGRESS REPORTS AND THIRD TERM REVIEWS.**

Students are required to meet at the beginning and end of each term with the Graduate Advisor of IPGRH. These meetings provide an opportunity to discuss any aspect of the PhD program, but typically include course selection, examination scheduling, the formation of preliminary exam or dissertation committees. Students are encouraged to meet as often as they wish with the Graduate Advisor, as well as other members of the core faculty, for advice on meeting program requirements as well as broader issues of intellectual and professional development. At the end of each academic year, the Graduate Advisor will schedule a year-end meeting at which the student is provided with a written Progress Report. This annual written report is kept in the student’s file in Classical Studies and is also submitted to the History Department. In addition, the History Department also conducts a Third Term Review that takes place half-way through the second year. The screening forms are usually due in January or February and are available from, and should be submitted to, Michelle Biggs in the Department of Classical Studies.

In addition to the Graduate Advisor, each student is assigned a Mentor. These mentors are usually drawn from the Core faculty of IPGRH, but in some cases may be other faculty. The mentor is an additional source of advice and support for students, and is focused particularly on aspects of graduate school that are not strictly academic – for example, how to maintain a good work-life balance, how to balance teaching and research and other aspects of career development.
VIII. EXAMS

The PhD program in Greek and Roman History requires a number of examinations designed to ensure that graduates have broad and deep knowledge of Classical Studies and Historical Studies.

A. Diagnostic Examinations in Greek and Latin. These exams must be taken in the week before classes start by incoming students. These exams are designed to assess students’ skills in Greek and Latin languages in order to ensure proper course selection in the first year. Incoming students are typically stronger in one ancient language than the other, and these exams help program faculty advise students on where further course work is needed.

B. Modern Language Exams. Knowledge of German, French and/or Italian is essential for reading modern scholarship on ancient history. Students must pass an exam designed to test their ability to read and make sense of modern scholarly arguments in two of these languages. Students typically prepare for these exams through independent study, though some have done some course work in these languages as undergraduates. For these exams, the student is typically asked to translate and/or answer questions designed to test their comprehension of a section of a scholarly article or book chapter. Students may schedule these exams through the Graduate Advisor when they feel they are ready, though both exams must be passed by the end of the second year. The modern language requirement may also be fulfilled through course work. A grade of B or higher in German and French 112 is sufficient to fulfill this requirement. Other modern languages may be substituted for one of the two required languages above, subject to the approval of the Director or the Graduate Advisor. Once these requirements are fulfilled, a notation is added to the transcript.

C. Qualifying Exams in Greek and Latin. As soon as possible, but no later than the Fall Term of the third year, the student is expected to pass the Qualifying Exams in Greek and Latin. These exams are close analogues of those taken in the Classical Studies Department, and are set and graded by members of both the History and Classical Studies Departments. Each examination consists of four passages, drawn from the Reading List (see Appendix A), which the student must translate accurately into English. Students typically take one exam at the beginning of their second year, and the other at the end of their second year or the beginning of their third year. If a student fails an exam, s/he may take it again up to two more times. If a student fails the exam three times, the Executive Committee will discuss whether the student will be allowed to continue in the program.

D. Preliminary Exams. The Preliminary Exams are designed to ensure that students have acquired the necessary background for teaching and scholarship in ancient history and historical studies more broadly speaking. IPGRH’s Preliminary Exams are a close analogue of the Preliminary Exams in the History Department.
Generally speaking, the Preliminary Exams are supervised by the core IPGRH faculty members, although faculty from other departments may be involved as appropriate. These exams must be taken by the end of the third year, and are scheduled in consultation with the Preliminary Exam Committee. At the time of scheduling, students should see Michelle Biggs to start Preliminary Exam paperwork.

Students are responsible for preparing for examination in three fields of history, and one cognate field in another discipline or program. The cognate field is usually fulfilled through course work: six credits or more of integrated course work with graduate credit (400 level or above) and grades of B+ or better. Fulfillment of the cognate field through course work is called “coursing off” this requirement.

The remaining three fields can be divided into

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

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

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

In consultation with the Graduate Advisor, the student should choose faculty members to supervise each of these fields. These faculty members will serve as the Preliminary Exam Committee. Supervisors may be drawn from any department or program, but they typically are members of the faculties of Classical Studies and History. Frequently, one member of the Preliminary Exam committee will later become the Chair of the Dissertation Committee, but this need not be the case. The Chair of the Preliminary Exam Committee is usually the faculty member who supervises the Primary Field.

The exam consists of a 4 hour written exam set by the Chair of the Preliminary Exam Committee in the candidate’s primary field of specialization and an oral exam that will cover all three fields. The written exam is made available at the agreed time and can be
picked up from the Program Administrator, Michelle Biggs, in the Classical Studies Department Office. The examination can be taken on campus or at home. The four hour time limit does not include transportation time and short breaks up to twenty minutes. After the candidate has completed the written exam, it is read by the committee and, if the written exam is satisfactory, then the oral exam is scheduled to take place within two weeks. The oral exam is an opportunity to have a discussion with the Committee about the written exam and the remaining two preliminary fields. The oral exam typically lasts one to two hours, after which the candidate leaves the room while the examiners determine one of the following grades: pass, fail, or pass with distinction.

Once the Committee Chair has submitted the completed paperwork and a student has passed all Preliminary Exams, Michelle Biggs will submit Recommendation for Candidacy Form to Rackham.

IX. CANDIDACY AND DISSERTATION

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

A. Topic and Committee

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

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

A **Dissertation Committee** consists of at least four faculty members, including the **Chair(s)**. Students should select committee members whose areas of expertise will be relevant to their project in different ways. Many students find it helpful to consult with the Chair of the Dissertation when determining who would be most helpful on their committees. While it is a good idea to draw committee members from both Classical Studies and History Department faculty, there is no formal requirement that both departments be represented. Dissertation committee members can come from any relevant department, though besides Classical Studies and History, the Near Eastern Studies Department is the most common source of Committee members.

Sometimes it is not possible to finalize the membership of a Dissertation Committee immediately. Students must have at least three members of their Dissertation Committee present at their **Dissertation Prospectus Defense** (see below). However, the committee must have four members to be reported to Rackham. Once at least four members are selected, the Dissertation Committee Form can be submitted to Michelle Biggs who will forward it to Rackham.

**B. Dissertation Prospectus & Defense**

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

1. An overview of the topic of the dissertation, including a review of previous work on the topic, and a sketch of tentative hypotheses and preliminary results.
2. A discussion of the evidence, as well as the methods or approaches to be used.
3. A tentative chapter outline. The content of each chapter and even the number of chapters may change as research progresses, but it is useful to start out with a preliminary outline of what the dissertation will look like.

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

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

Each semester, students in candidacy are permitted to elect one “free” course (in any department or at any level). Students may also “bank” one of these courses and register in two courses in a subsequent semester of 995 registration.

The History Department offers a number of courses to candidates on an annual basis. Candidates may participate in these courses as registered students or as auditors.

**History 812 – Seminar on History Pedagogy**
A three-credit course that teaches students to design and teach college-level history courses.

**History 891 – Dissertation Research/Writing Seminar**
A three-credit course designed to give support to students during the writing stage of their dissertations in a workshop setting.

**History 898 – Job Skills Colloquium**
A one-credit course intended to assist students in preparing dossiers and other materials related to the job search (Fall Term) or preparing job talks (Winter Term)

It is essential that students remain in regular contact with their committees, not least because committee members are a vital resource for students facing the challenges of dissertation writing. Your committee wants to see what you are doing, and wants to help you put your research onto the page. Students are strongly encouraged to maintain a regular meeting schedule with their Dissertation Committee and other faculty who can help them with this process.

Students in candidacy will be required to show progress towards their degree in order to remain eligible for teaching appointments and fellowships. Dissertation chairs are often the primary arbiters of satisfactory progress. Students in IPGRH are also required to complete annual Progress Reports to the Department of History’s Graduate Office. Please see Michelle for this paperwork.

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

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

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

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

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

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

Students should schedule the date and time of their Dissertation Defense in consultation with their Chair(s) and Committee members. Once a time has been agreed upon, the student should ask Michelle Biggs of the Classics Department to reserve a room and send final confirmation to committee members. Dissertation Defenses are public events. Candidates must provide the OARD with information about the date, time, and location of their scheduled defense so that the information may be publicized.

**X. FURTHER RESOURCES**

Rackham School of Graduate Studies
[http://www.rackham.umich.edu](http://www.rackham.umich.edu)

Department of History
[http://www.lsa.umich.edu/history/](http://www.lsa.umich.edu/history/)

Department of History Gray Book
[http://www.lsa.umich.edu/history/grad/Gray%20Book%202009.pdf](http://www.lsa.umich.edu/history/grad/Gray%20Book%202009.pdf)

Department of Classical Studies
[http://www.lsa.umich.edu/classics/](http://www.lsa.umich.edu/classics/)
XI. THE CERTIFICATE IN GREEK AND ROMAN HISTORY

The Certificate in Greek and Roman History is designed to allow PhD candidates in other programs and departments to obtain certification in ancient Greek and Roman History. The Certificate is particularly appropriate for students enrolled in other related PhD programs such as Near Eastern Studies, Classical Studies, History (not IPGRH) and IPCAA. Students enrolled in the PhD program of IPGRH are not eligible to receive the Certificate in Greek and Roman History.

Students interested in earning the Certificate should discuss their plans first with the Graduate Adviser of their own PhD program, as well as with the Graduate Advisor of IPGRH. The appropriate application form for a Dual Degree may be downloaded from the website of the Rackham School of Graduate Studies. Students may submit their applications directly to the Program at any time in their graduate careers after first obtaining permission from their home program. Courses students have already taken may be counted toward the requirements of the Certificate, and the same courses may be used to satisfy the requirements for both a doctoral program and the Certificate.

The Certificate requires 15 credit hours, i.e. five courses, of graduate course work. These 15 credit hours include two required courses:

1. History 630, the introductory seminar in historical methodology.

2. A research seminar in Greek or Roman history requiring a research paper (700-level courses in History, 800-level courses in Classical Studies).

The remaining courses consist of electives related to the purposes of the Certificate. The Graduate Adviser will assist students in designing their curricula. These elective courses must include:
3. Another **graduate course in Greek or Roman history** (Greek history if the research seminar was in Roman history, or vice versa)

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

5. Another **graduate course in history**, probably Greek or Roman history, but perhaps in a related field such as ancient Near Eastern history or Byzantine history.

Students are expected to have adequate competence to meet the language requirements of the courses required for the Certificate. There is no formal language requirement, since students are expected to satisfy the language requirements of their home programs.

Once all coursework is complete and the dual degree application has been submitted and approved by Rackham, students must submit a [Dual Degree Course Election Form](#). Both their home program and the IPGRH Director must approve the form. All forms should be submitted to Michelle Biggs for processing.
XII. APPENDIX: Reading List for Qualifying Exams

GREEK Texts:
Aeschines: *Oration* 1
Aeschylus: *Eumenides; Persae*
Apollonius: *Argonautica* 3
Aristophanes: *Clouds; Acharnians*
Aristotle: *Constitution of the Athenians; Rhetoric* 1.1-3; *Politics* 1.1-2
Callimachus: *Aetia* 1.1-2
Cassius Dio: *Roman History* 53
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Contact Us

Associate Professor Sara Forsdyke
Program Director
(734) 936-6098
forsdyke@umich.edu

Michelle Biggs
Student Services Coordinator
(734) 647-2330
mbiggs@umich.edu

Interdepartmental Program in
Greek and Roman History (IPGRH)
2160 Angell Hall
435 S. State Street
Ann Arbor, MI 48109-1003