INTERDEPARTMENTAL PROGRAM IN
GREEK AND ROMAN HISTORY PROGRAM HANDBOOK
# INTERDEPARTMENTAL PROGRAM IN GREEK AND ROMAN HISTORY (IPGRH)

## PROGRAM HANDBOOK

### TABLE OF CONTENTS

I. Introduction.

II. Administration: Faculty and Graduate Student Representation

III. Program Overview

IV. Course Work

V. Teaching

VI. Funding

VII. Advising, Mentorship, Progress Reports and Screening

VIII. Advancing to Candidacy
   a. Summary of Candidacy Requirements
   b. Exams
      - Diagnostic Exams
      - Modern Language Exams
      - Qualifying Exams in Greek and Latin
      - Preliminary Exams

IX. Candidacy and Dissertation
   a. Topic and Committee
   b. Dissertation Prospectus & Defense
   c. Candidacy Requirements
   d. Dissertation Defense

X. The Certificate in Greek and Roman History

XI. Appendix: Reading Lists for the Qualifying Exams

XII. Appendix: IPGRH By-Laws

XIII. Appendix: Key Personnel in IPGRH, Classics and History

XIV. Appendix: Further Resources
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 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 XI 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 also 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. The Executive Committee shall consist of five members, including the Director and the Grad Advisor, ex officio. Two members will hold appointments in the Department of History, and two members will hold appointments in the Department of Classical Studies. The Director and the Graduate Advisor are included in these numbers (i.e. they are not supernumerary members of the Executive Committee). One further member shall hold an appointment in the Department of Middle East Studies. A Graduate Representative is selected annually and is invited to attend 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.

See Section XII for the full IPGRH by-laws.

The current members of the core faculty are: Anna Bonnell-Freidin (History), Aileen Das (Classical Studies), Sara Forsdyke (Classical Studies), Brendan Haug (Classical Studies), Ian Moyer (History), Ellen Muehlberger (History), Rachel Neis (History and Judaic Studies), Celia Schultz (Classical Studies).

The primary administrator for IPGRH is Sarah Kandell-Gritzmaker, 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 the IPGRH Administrator.
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 take History 615 with the incoming History PhD students and the Proseminar (one credit) with the incoming students of the PhD programs in Classical Studies and Classical Archaeology (IPCAA). In the first or second year, students also take History 630. 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 should expect to spend the summer following their first year of coursework focused on preparing for upcoming language exams. Students are on Fellowship the entire year.

**Second Year:** Most of the second year is spent on 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). If History 630 was not offered in the previous year, students take the course at this time. After the third semester, students undergo the History Department’s screening (see below, VII). Funding for this year is obtained through teaching. The second Qualifying Exam should be taken by the end of this year, and any remaining Modern Language Exams. Students should expect to spend the summer following this year focused on preparing for whatever qualifying exams remain.

**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 subjects 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 is the final step to 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 also typically enables students to fulfill part of the Rackham Responsible Conduct in Research and Scholarship requirement. 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 Mediterranean 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 is offered in alternate years, usually in Winter Term.

Classical Studies Proseminar (= Greek 600/Cl.Arch 600/Latin 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 Middle East Studies. This course also typically enables students to fulfill part of the Rackham Responsible Conduct in Research and Scholarship requirement.

Survey Courses*
Greek 571/572/573 History of Greek Literature. A three-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 courses. The course introduces students to the development of Greek literature, providing the skills and knowledge necessary to teach Greek literature in Classics Departments.

Latin 571/572/574 History of Roman Literature. A three-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 introduces students to the development of Latin literature, providing the skills and knowledge necessary to teach Latin literature in Classics Departments.

* with Executive Committee approval, one survey course may be replaced by an equivalent graduate course in another ancient language

Two graduate level seminars. Students should choose courses to achieve a balance between departments. One of the seminars should be history 715 or another 700-level History course, and the other should be an 800-level course in Classical Studies. 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 of substantial length (c.20 pages). Students are advised that research papers are a critical element in the History Department’s screening process. With the approval of the director or the graduate advisor, 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 Middle East Studies, Anthropology,
Political Science or Sociology.

**History Department Pedagogy Sequence.** Since IPGRH students normally serve as GSIs in History 200 and 201 during their second year, it is necessary to take the one-credit History Pedagogy Seminars I and II (History 808 and 809) starting in their second term. While serving as a GSI in History courses, students also normally register for History 811: History Teaching Practicum. See the History Department Gray Book for further details.

**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.

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

**1st year:**

- **Fall:** History 615; the joint Proseminar of Classical Studies/IPCAA/IPGRH (1 credit); three courses chosen from the following: reading courses in Greek or Latin, Greek 571/572/573, Latin 571/572/574 graduate seminars in History, Classical Studies or Cognate department.

- **Winter:** History 630 (if on offer); three courses chosen from the following: reading courses in Greek or Latin, Greek 571/572/573, Latin 571/572/574, first graduate seminar in History (HIST 715), or in Classical Studies or in a Cognate department.

- **Summer:** prepare for ancient and modern language exams.

**2nd year:**

- **Fall:** Greek 591/2 or Latin 591/2; two or three graduate level language courses or research seminars in History, Classical Studies or Cognate department.

- **Winter:** History 630 (if not offered the previous year); Greek 591/2 or Latin 591/2; two or three graduate level language courses or seminars in History, Classical Studies or Cognate department.

- **Summer:** If any ancient and modern language exams remain, the focus of this summer should be on preparation for those. If all language exams have been passed, the student may explore opportunities for excavation or other research activities away from Ann Arbor.

**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.**

- **Summer:** The student should spend the summer completing any remaining preliminary exams.

**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.

**IV. TEACHING**

The PhD program in IPGRH expects students to develop as scholars and teachers during 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 Classical Civilization and Classical Archaeology courses. Some students may be given the opportunity to teach Latin during the regular term. The only opportunity for teaching ancient Greek as a GSI is during the summer session. Recent course assignments in Classical Studies 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. Recent course assignments in History have been History 200 (Ancient Greece to 323 BCE), History 201 (Rome), History 239 (The World Before 1492), History 375 (A History of Witchcraft), History 244 (History of the Arab-Israeli Conflict).

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. History 808 and 809 are required prior to teaching as a GSI in the History Department. 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 Associate Director of Graduate Studies 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.

V. FUNDING

Support Package

In the first year of study students receive a fellowship that provides a stipend covering basic living expenses plus tuition and 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. With the assistance of the Hoffman endowment in the Department of History, students also receive a sixth year of funding consisting of a term of fellowship and a term of instructorship. Both include stipends, tuition, and health insurance.
Students engaged in the final stages of dissertation writing may also apply for Rackham Predoctoral Fellowships and other sources of internal and external funding.

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 from the Bruce W. Frier Fund. During past summers students have participated on archaeological expeditions to Gabii, 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 $800 for a conference in the continental U.S., up to $1,050 for Alaska, Hawaii, Puerto Rico, Canada, Mexico, the Caribbean and Europe, and up to $1300 for Africa, Asia, South America, and Australia.

**VI. ADVISING, MENTORSHIP, PROGRESS REPORTS AND SCREENING.**

Students are required to meet with the Graduate Advisor of IPGRH three times a year: just before the beginning of fall term or soon thereafter, at the end of fall term, and around the middle of winter term with the Graduate Advisor/Director of IPGRH. These meetings provide an opportunity to discuss any aspect of the PhD program, but typically include course selection, examination scheduling, summer plans, and 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 and on broader issues of intellectual and professional development. At the end of each academic year, the Graduate Advisor will schedule a year-end meeting with each student; a summary of this meeting will be provided to the student and included in the student’s file. In addition, the History Department also conducts a Screening after the third term. For full details of the screening process and requirements, please consult the History Department’s Gray Book (Graduate Handbook). The screening requirements include: completion of one language exam; completion of History 615; completion of History 715 or an equivalent seminar and research paper; completion of an additional graduate reading course; 6 of 8 required hours of Responsible Conduct in Research and Scholarship; GPA of 3.5 or higher; selection of fields and advisors for preliminary exams; one or two potential dissertation supervisors. The screening forms are usually due in January or February and are distributed and collected by History Department Staff.

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.
VII. ADVANCING TO CANDIDACY

Summary of the requirements for advancing to candidacy

1. Completion of the following required courses (see above for details):
   
   a. History 615
   b. History 630
   c. 2 graduate research seminars
   d. Greek 571, 572, or 573
   e. Latin 571, 572, or 574
   * with Executive Committee approval, one of these may be replaced by an equivalent graduate course in another ancient language
   f. 2 cognate courses
   g. For GSIs: completion of required training in History and/or Classical Studies

2. Total of 18 graduate credits in residency

3. Minimum of 3.5 GPA on a 4.0 scale (between B+ and A-)

4. 8 hours of training in Responsible Conduct in Research and Scholarship as required by the Rackham Graduate School

5. Successful Screening

6. Completion of the following exams:
   
   a. 2 modern language exams
   b. 2 qualifying exams in ancient languages
   c. 4 preliminary exams:
      i. primary field
      ii. secondary field
      iii. comparative/thematic/methodological field
      iv. cognate field (typically “coursed off”)

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. In some cases another modern language may be substituted for French or Italian. 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 must translate a passage with syntactical and grammatical accuracy into English that reflects the structure of the original and renders idioms appropriately. Students make take these exams through either History or Classical Studies and should consult the relevant department about its expectations for the exam. 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. Exams may be taken in either the History Department or in Classical Studies. 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 Ancient Languages. As soon as possible, but no later than the Fall Term of the Third
year, the student is expected to pass two Qualifying Exams in ancient languages. The exams are close analogues of those taken in the Classical Studies’ Languages and Literatures Program. The exams in Greek and Latin are set and graded by members of both the History and Classical Studies Departments. With the approval of the IPGRH Executive Committee, a student may replace either the Greek or the Latin qualifying exam with an equivalent exam in another relevant ancient language (for example: Hebrew, Demotic Egyptian, Coptic, Syriac, Akkadian). In that case, the examination shall be set and graded by a University of Michigan faculty member with the appropriate expertise and shall be equivalent to a graduate level examination in the faculty member’s home department.

Greek and Latin exams comprise four passages drawn from the Reading List (see Appendix A), usually two poetry and two prose selections. Poetic passages are approximately 20 lines long; prose passages should not be more than one page of Oxford Classical Text. Passages will be labeled with author and work. The student must translate with syntactic and grammatical accuracy into English that reflects the structure of the original and renders idioms appropriately. In some instances, the faculty member setting the exam, who is always a regular member of either the Department of Classical Studies or the Department of History, may provide items of technical vocabulary. The translation must also demonstrate comprehension of the overall meaning of the passage. For example, if the passage were Herodotus’s account of the poet Arion’s miraculous rescue by a dolphin, the student should be able to provide an accurate translation that evinces a clear understanding that the passage is talking about a man forced to jump overboard by sailors and who is then rescued by a passing sea mammal.

Exams will be graded independently by the faculty member who set the exam and another faculty member selected by the Graduate Advisor of IPGRH. These two faculty members may not consult each other before submitting their grades to the Graduate Advisor, and neither should be made aware of the identity of the student(s) who took the exam. Where the grades align, that shall be the grade. Where the grades diverge, the Graduate Advisor shall ask a third faculty member to read the exam and cast the deciding vote. The outcome of the exams and suggestions for improvement (if necessary) shall be reported formally in writing to the student in a timely manner, and the student shall have access to the exam.

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.
At least two of the three Preliminary Exams must be supervised by the core IPGRH faculty members. Faculty from other departments may be involved with the third exam as appropriate. These exams must be taken by the end of the third year and are scheduled in consultation with the advisors of all three exams, all of whom should participate in the oral exam. At the time of scheduling, students should see the IPGRH Administrator 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. Preparation for the three fields of history is usually done through regular meetings with a faculty member to discuss readings upon which the student and instructor have agreed. These meetings are most often scheduled every other week for the entire academic year.

The three fields of history can be divided into

**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.

**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.

**Comparative/Thematic/Methodological Field.** This field focuses on a topic that crosses temporal and geographic boundaries, and it 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.

For the written preliminary exam, students have a choice of preparing either a state-of-the field historiographic paper or taking a 4 hour written exam.

The topic of the historiographic paper will be established by the chair of the preliminary exam committee. It should be approximately 20 pages in length and should critically analyze current directions and methods of scholarship in the major field. It is due to the preliminary exam committee two weeks before the oral exam and must be graded 24 hours before the oral exam.

The four-hour exam is set by the chair of the preliminary exam committee in the candidate’s primary field of specialization. The examination is taken on campus at a previously agreed time and place.

After the candidate has completed the written exam or the bibliographic paper, it is read by the committee and, if the result 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 lasts approximately 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, the IPGRH Administrator submits the Recommendation for Candidacy Form to Rackham.

VIII. 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). Two of these must be members of IPGRH’s core faculty (see appendix below). 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 Committee when determining who would be most helpful on their committees, but the decision to invite faculty to join the committee is solely the student’s. 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.

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 the IPGRH Administrator who will forward it to Rackham.

B. Dissertation Prospectus & Defense

Early on 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 U-M 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 the IPGRH Administrator 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 its members want 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 the History Department Graduate Student Coordinator 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:

- **The “Navigate Your Degree”** page on the Rackham Graduate School website provides valuable information on progressing through your degree requirements:
  http://www.rackham.umich.edu/students/navigate-degree

- **Rackham’s Dissertation Handbook**, provides 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:

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 at least eight weeks before the defense. Committee members should receive a full draft of the dissertation at least four weeks before the defense. Once a day and time have been agreed upon, the student should ask the IPGRH Administrator 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.

**DI. 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 Middle East 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 Advisor of their own PhD program, as well as with the Graduate Advisor of IPGRH. The [Add a Degree or Certificate Application](#) may be obtained through 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 12 credit hours, i.e. four courses, of graduate course work. These 12 credit hours include three required courses:

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

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

3. Another graduate course in Greek or Roman history (Greek history if the research seminar was in Roman history, or vice versa).

The remaining requirements consist of electives related to the purposes of the Certificate. The graduate adviser will assist students in designing their curricula. Students have a choice of either 4 or 5:

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 Middle East Studies may not offer Middle East history as their other history.

5. **Non-credit Experiential Activity** equivalent to a three-credit hour course. Here is a list of possible activities:
   b) American Academy in Rome Summer Program.
   c) American School of Classical Studies in Athens Summer Program.
   d) Participation in a fieldwork project.
Any activity used for the certificate must be pre-approved by the IPGRH Graduate Advisor. 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 the IPGRH Administrator for processing.
DIII. APPENDIX: Reading List for Qualifying Exams

GREEK Texts:
*Hellenica* 1, 2; *Oeconomicus*

LATIN Texts:

DIII. APPENDIX: Bylaws

Bylaws of the Interdepartmental Program in Greek and Roman History

Governance

1. Director of the Program
The Director of the Program shall be a member of the Core Faculty of the Program (see below) and a tenured member of the department of Classical Studies or History. The Director shall be jointly appointed by the chairs of History and Classical Studies according to the following procedure.

The Executive Committee of the Program (see below) shall solicit the recommendations of the Core Faculty, the Associate Faculty, and the graduate students in the Program. These shall then be taken into consideration by the Executive Committee as it makes its recommendation to the chairs of the departments of History and Classical Studies. Only tenured faculty members in the department of History or Classical Studies are eligible to serve as Director. The chairs of Classical Studies and History shall jointly appoint such a recommended faculty member as Director of the Program for a term of three years. Recognizing that in some circumstances, a two-year term may be more appropriate, the chairs shall have the ability to appoint a Director for such a term if necessary. The Directorship should, if possible, be held alternately by members of the departments of History and Classical Studies.

Duties of the Director shall include convening and chairing regular meetings of the Executive Committee, supervising and managing the admissions process, communicating with prospective students during the admissions process, submitting nominations of IPGRH students for awards and fellowships and carrying out any other functions of a Director of Graduate Studies as stipulated by Rackham guidelines. In the case of tied votes of the executive committee, and only in those cases, the Director shall have the tie-breaking vote.

Should the Director be on leave for one or more academic terms, the Executive Committee shall, through the same process as above and also incorporating the views of the Director, ask the chairs of Classical Studies and History to appoint an Acting Director.

When the Director is unavailable owing to absences from campus for shorter periods than would necessitate the appointment of an Acting Director, the Graduate Advisor shall serve in her/his place, attending to student needs, signing documents, and ensuring that the Program continues to function smoothly.

The Director shall serve at the convenience of the chairs of the departments of History and Classical Studies, to whom she/he shall be responsible. Compensation shall be determined by the chairs of History and Classical Studies.

2. The Graduate Advisor

The Graduate Advisor shall be a member of the Core Faculty of the Program and a tenured member of the department of Classical Studies or History. The Graduate Advisor shall be jointly appointed by the chairs of those departments, following the same process as for the selection of the Director. The chairs should attempt to appoint a member who will complement the interests and strengths of the Director. If the Director is a member of the department of Classical Studies, the Graduate Advisor should normally be a member of the department of History, and vice versa. The term for the Graduate Advisor shall normally be three years, but as in the case of the Director, a two-year term may be stipulated if more appropriate. Ideally, the terms of the Director and the Graduate Advisor should be staggered to provide for continuity of governance.

The duties of the graduate advisor are to advise graduate students on course selection, exam preparation, summer plans, and other aspects of academic and professional development, as well as to conduct an annual review of graduate student progress.

3. The Executive Committee

The Executive Committee shall consist of five members, including the Director and the Grad Advisor, ex officio. Two members will hold appointments in the Department of History, and two members will hold appointments in the Department of Classical Studies. The Director and the Graduate Advisor are included in these numbers (i.e. they are not supernumerary members of the Executive Committee). One further member shall hold an appointment in the Department of Middle East Studies. Members of the Executive Committee shall normally serve two-year terms.

Members of the Executive Committee shall be recommended by the Director in consultation with the Chair or Director of the department or program they represent. Members shall be chosen from among the core or associate faculty who have been active in working with the program and its students.
The duties of the Executive Committee shall include the following: making admissions decisions according to established procedures, providing advice on annual reviews of graduate student progress led by the Graduate Advisor, considering and recommending nominations for awards and fellowships, considering and making decisions on continuing status and reinstatement of students, curricular planning, oversight and steering of the academic mission of the interdepartmental program. In the case of tied votes of the executive committee, and only in those cases, the Director shall have the tie-breaking vote.

4. Graduate Student Representative

The graduate students in the program shall choose, through a democratic process, a Graduate Student Representative to the Executive Committee. The Representative shall be included in all discussions and decisions except those involving confidential academic, funding, or personal information about other individual students, from which she/he shall be temporarily excluded. In all other discussions, the Representative shall be bound or free of bonds of confidentiality on the same terms as faculty members.

The duties of the Graduate Student Representative are to serve as liaison between graduate students and the Executive Committee, and to represent graduate student interests at Executive Committee meetings and during the admissions process.

Program Faculty

1. Core Faculty Members

The Core Faculty Members of the Program are the historians of the ancient and late antique Mediterranean and related regions who are tenure-track or tenured members in the Departments of History and Classical Studies. Tenured Core Faculty Members are eligible to serve as the Director or the Graduate Advisor. All Core Faculty Members are eligible to serve as members of the Executive Committee.

Core Faculty, along with eligible Associate Faculty, participate in the work of the program, which includes the following: graduate teaching, supervising and evaluating graduate examinations, advising and supervising dissertations, and providing advice on various academic and professional matters.

Students in the Program are empowered to choose their own committee members subject to Rackham guidelines and the following program requirement: all dissertation committees must include two Core Faculty Members. A student may petition the Executive Committee to replace one of the core members with a faculty member from another discipline if it is in the interest of her/his research and/or facilitates the development of her/his dissertation. Such a petition is to be made prior to the prospectus defense. If a student wishes to replace one of the two core members of her/his dissertation committee at a later stage, they must likewise petition the Executive Committee.

New tenure-track and tenured historians of the ancient and late antique Mediterranean and related regions who join the Departments of Classical Studies or History shall be added to the Core Faculty as a matter of course. In case of doubt or dispute, the matter shall be referred to the joint decision of the Chairs of the Departments of Classical Studies and History.

2. Associate Faculty Members

2a. Associate Faculty from History and Classical Studies

All faculty in the departments of History and Classical Studies who are not primarily historians, but who have an intellectual interest in ancient history are encouraged to become Associates of the Program. Interested faculty from History or Classical Studies should simply notify the Director, who will then formalize the status (i.e. by including the Associate’s name and date of affiliation in a register of Associates and by listing the Associate on the Program website and other published materials).

2b. Associate Faculty from other departments

Faculty in other departments with an intellectual interest in ancient history, may also ask or be asked to become Associates, e.g. by request to or by the Director. Such outside Associates are subject to approval by a majority vote of the Executive Committee. Upon approval, these affiliations should be formalized as above (see 2a.)
2c. Periodic review of Associate Faculty
The status of all Associates should be reviewed periodically (at least once every three years – i.e. once during the term of each Director). Associates from Classical Studies and History shall continue their affiliation if they indicate their willingness to the Director and/or the Executive Committee. Associates from other departments shall continue their affiliation if they indicate their willingness to the Director and/or the Executive Committee, and their continued affiliation is approved by the Executive Committee. During a review of affiliates, the Executive Committee should also consider extending invitations to faculty members whom they believe would be suitable Associate Faculty Members.

2d. Obligations implied by affiliation as Associate Faculty Members
Affiliation implies willingness to work with graduate students in various capacities relevant to their expertise: e.g., supervising and administering examinations, advising students during dissertation research and writing, and providing advice on various academic and professional matters. Associates may also be asked to participate in other dimensions of the work of the Program. For example, they may be asked to provide input to the Executive Committee on graduate applicants whose interests are close to the Associate’s field(s) of expertise.

Review and Emendation of By-Laws
These by-laws may be emended by a 2/3 (two-thirds) majority vote of the Executive Committee. Proposals for emendation may be introduced by any member of the Executive Committee.
DIV. Key Personnel in IPGRH, Classics and History

IPGRH Administrator: Sarah Kandell-Gritzmaker
2160 Angell Hall
734.615.3181
skandell@umich.edu

IPGRH Director: Ian Moyer
2530 Haven Hall
734.647.7946
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IPGRH Graduate Advisor: Celia Schultz
2155 Angell Hall
734.936.6098
celias@umich.edu

IPGRH Executive Committee: Ian Moyer
Celia Schultz
Brendan Haug
Ellen Muehlberger
Gabriele Boccaccini
Christopher Ratté

IPGRH Graduate Representative: Emily Lamond

IPGRH Core Faculty:
Anna Bonnell-Freidin (History)
Aileen Das (Classical Studies)
Sara Forsdyke (Classical Studies)
Brendan Haug (Classical Studies/Papyrology)
Ian Moyer (History)
Ellen Muehlberger (History/Middle East Studies)
Rachel Neis (History/Judaic Studies)
Celia Schultz (Classical Studies)
Arthur Verhoogt (Classical Studies)

Classics Chair: Artemis Leontis

Classics Director of Graduate Studies: Basil Dufallo

Classics Graduate Coordinator: Sarah Kandell-Gritzmaker

History Chair: Jay Cooke

History Director of Graduate Studies: Rita Chin

History Graduate Coordinator: Susan Kaiser
DV. APPENDIX: Further Resources

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

Department of History
http://www.lsa.umich.edu/history/

Department of History Gray Book
https://lsa.umich.edu/content/dam/history-assets/Graduate/GradDocs/Gray-Book-%2002272018.pdf

Department of Classical Studies
http://www.lsa.umich.edu/classics/

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

American Academy in Rome
http://www.aarome.org/

American Numismatic Society
http://www.numismatics.org/

American Philological Association
http://www.apaclassics.org/

Association of Ancient Historians
http://associationofancienthistorians.org/index.html

American Historical Association
https://www.historians.org/