INTERDEPARTMENTAL PROGRAM IN ANCIENT HISTORY HANDBOOK
(2024-2025)



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I. INTRODUCTION

The **Interdepartmental Program in Ancient History** (IPAH, formerly the Interdepartmental Program in Greek and Roman History or IPGRH) was founded in 2001 in order to facilitate the training of historians in ancient history and in historical studies broadly speaking. Our first class entered in fall 2002. The goal of the program is to provide students with rigorous training in the traditional methods of Classical Studies and to develop their familiarity with the interpretive perspectives, methodologies, and theories of Historical Studies. Ultimately, our students are equipped to pursue research projects that speak across disciplinary boundaries. Our students are prepared to obtain jobs in Departments of History, Classical

Studies and, depending on their areas of research, also in Departments and Programs of Religious Studies, Middle East and North African Studies, Judaic Studies, and History of Science, Technology, and Medicine.

IPAH also sponsors a **Certificate in Ancient History** for students enrolled in PhD programs in other Departments. The requirements for the Certificate are described in section XII of this Handbook. Students cannot apply to IPAH for an M.A. in Greek and Roman History. A description of the exit M.A. available to students already within the program is found in section XI.

This handbook guides students in the **PhD program** through a course of study not only to meet the requirements of History, Classical Studies, and the Rackham School of Graduate Studies, but also to fulfill the spirit of the program: acquiring a historical training rigorous in philological skills yet broadly informed by a wide variety of theoretical and comparative approaches to the past. This Handbook also guides mentors, the Executive Committee, the Director, Advisors, and other Faculty, on their support of graduate students as they move through the program. It is each student's responsibility to clarify program requirements and to keep track of their progress; students should read the Handbook by September 5th of every fall semester and attest that they have done so. The Handbook that is most up-to-date is hosted on the Department of Classical Studies website.

II. ADMINISTRATION & FACULTY

IPAH is administered by an Executive Committee of five members: the Director, two members who hold appointments in the Department of History, and two members who hold appointments in the Department of Classical Studies. A Graduate Representative, selected annually by students in the Program, is invited to attend meetings of the Executive Committee, but is not a voting member of the Committee. The Graduate Representative also attends the monthly meetings of the Department of Classical Studies and those of the History Department that are open to Graduate Students. Students in all three graduate programs that fall under the umbrella of Classical Studies (IPAH, IPAMAA, and Lang & Lit) elect their representatives to the Graduate Employees Organization (GEO), the graduate student union, at the beginning of every fall term.

The Director is appointed by the Chairs of Classical Studies and History, in consultation with the core faculty and graduate students.

The members of the core faculty are: Anna Bonnell Freidin (History), Aileen Das (Classical Studies and Middle East Studies), Sara Forsdyke (Classical Studies), Brendan Haug (Classical Studies and Archivist of the Papyrology Collection), Ian Moyer (History), Ellen Muehlberger (History), Rafael Neis (History and Judaic Studies), Celia Schultz (Classical Studies), and Arthur Verhoogt (Classical Studies).

The primary administrator for IPAH is Sarah Kandell.

III. COURSE REQUIREMENTS AND SAMPLE PLAN

The PhD program is designed to take five to six years, the first three of which focus on courses, teaching, and exams. Rackham Graduate School requires that all requirements for candidacy be completed before the beginning of a student's seventh semester.

A. Required courses

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 it is offered only in the Fall Term.***

History 630: An introduction to the methods and approaches of ancient Mediterranean history. This course is required of those students enrolled in IPAH, although students in other programs, including those intending to achieve a Certificate in Ancient History, may also enroll. ***This course tends to be offered every year.***

History 807 Success in Graduate School: This one credit course is designed to introduce students to aspects of professional life and graduate training in the History Department through discussions, readings, and activities. The course will equip students with information, best practices, and resources often unaddressed in typical academic coursework. ***This course must be taken in the first year of study, and it is offered only in the Fall Term.***

Classical Studies Proseminar (= Greek 600/CLARCH 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 Ancient Mediterranean Art and Archaeology (IPAMAA) and Middle East Studies. This course also typically enables students to fulfill part of the Rackham Responsible Conduct in Research and Scholarship requirement. ***This course is usually taken in the fall term of the first year; it is required before advancing to candidacy at the end of the sixth term.***

Greek 571/572/573 History of Greek Literature (HGL)*: Students have the option of completing either one course from this three-course survey of Greek literature from Homer to the Second Sophistic **or** one course from HRL (see below). 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 (HRL):* Students have the option of completing either **one** course from this three-course survey of Latin literature from its beginnings to Late Antiquity **or** one course from HGL (see above). Students may also take or audit the other courses. 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. See Section VII.B.3.b.

Two graduate level seminars. One of the seminars should be a 600- or 700-level course in History, and the other should be an 800-level course in Classical Studies. With the approval of the Director, students may also take a research seminar at an equivalent level from another department or program. Students are encouraged to take more than two graduate seminars.

Two cognate courses. This is a requirement of the Rackham School of Graduate Studies. It 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 IPAH 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 IPAH students normally serve as GSIs in 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.

B. Electives:
Beyond the required courses outlined above, students are free to choose their own courses. Students should 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.

C. Sample Course Plan (individual results may vary)

Year 1
Fall: History 615; History 807; three additional courses (for example, language intensive courses, ideally at the 400- or 500-level)

Winter: History 630; History 808; three additional courses (for example, language intensive courses, ideally at the 400- or 500-level)

Summer: Prepare for an ancient and modern language exam(s). Ideally, take at least one in August.

Year 2
Fall: Classical Studies Proseminar; HGL or HRL or equivalent ancient language survey; History 809; two additional courses (for example, language intensive courses, ideally at the 400- or 500-level) ; GSI for one course.

Winter: HGL or HRL or equivalent ancient language survey; one or two additional courses (for example, language intensive courses, ideally at the 400- or 500-level); GSI one course. If the student wishes to carry a modern or ancient language into candidacy the student should submit a firm plan to complete it by the end of the eighth semester in the program.

Summer: Prepare for an ancient and modern language exam(s). Ideally, take at least one exam in August and especially if additional work on an ancient language is required, continue to make progress on that. By the end of the second summer students should have passed at least one ancient language and have made good progress with (if not passed) one modern language, with mentor-student crafted plans for continuing to progress on their remaining modern and ancient language).

Year 3
Fall: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; complete remaining course requirements; GSI for one course.
Even if all required courses have been taken, continued coursework is encouraged.

Winter: History 900: Independent Study (under supervision of faculty members) in preparation for the Preliminary Exams; continued course-work is encouraged; GSI for one course. 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.

Years 4 and beyond:
History 995 or Greek or Latin 995: Independent Dissertation Research & Writing (under supervision of Dissertation Committee); if ancient and modern languages are completed whether via coursework or examination there are no further required courses; if the student has carried a modern or ancient language into candidacy, the student must submit their plan to complete it by the end of the eighth semester of study; optional coursework (including History 811); GSI each term unless on fellowship.

IV. TEACHING

IPAH 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. Students are guaranteed at least two semesters of teaching in one of IPAH's two contributing departments.

In large lecture courses such as History 200 and 201 and Classical Civilization courses, GSIs teach two or three 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.

IPAH 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 that 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. IPAH students are encouraged to take advantage of these opportunities.

V. FUNDING

A. 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. 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

IPAH 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.

Please refer to your offer letters for details of the funding support for your fourth and fifth years. Students are encouraged to apply for external fellowships, offered either by the University or by outside foundations.

Students engaged in the final stages of dissertation writing may also apply for Rackham Predoctoral Fellowships and other sources of internal and external funding. Priority for this competitive award is given to students who will complete their dissertations in their sixth year in the Program.

All support is contingent upon satisfactory progress in the Program.

Students needing funding beyond that outlined in their offer letter should be aware that, while IPAH is usually able to provide additional teaching, GSIship is not guaranteed. Teaching assignments will be given to more senior students if the Departments have them available. Students should also be aware that, under no circumstances, can any Department or Program ignore LSA's ten-semester rule: students cannot be hired as GSIs by the University for more than ten semesters (generally achieved by the end of the seventh year).

B. Summer Funding

Each incoming student is guaranteed a summer stipend for each of the first four years in IPAH. A student who is on a Rackham Fellowship during one of these years may request to defer that summer's funds to their fifth year. Students may also apply to the Department of Classical Studies for additional funds to attend U-M's Summer Language Institute or to undertake summer research abroad. During past summers students have participated in archaeological expeditions to Gabii, Aphrodisias, Pompeii, Notion, Olythos, Pella and Minorca, attended workshops on early Christianity and Judaism in Rome, Naples, and Jerusalem, and traveled in Italy, Greece, and Turkey.

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 in 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.

A list of further funding opportunities from Rackham Graduate School can be found here: https://rackham.umich.edu/funding/.

C. Additional funding opportunities

Students are encouraged to talk with their advisors and the Director of IPAH early in the dissertation stage about applying for outside fellowships. These come in various forms including but not limited to: residential fellowships at places like the American School of Classical Studies in Athens and the American Academy in Rome; more flexible travel fellowships such as those available from the Fondazione Lemmermann; and dissertation completion fellowships available from organizations like the American Council of Learned Societies, the Woodrow Wilson National Fellowship Foundation, and Phi Beta Kappa.

VI. ADVISING, MENTORSHIP, AND ANNUAL CHECK-IN

Upon arrival into the Program each student is assigned two mentors, usually one mentor in the Department of Classical Studies and one in the Department of History. Mentors are usually drawn from the Core faculty of IPAH, but in some cases may be other faculty. Assigned mentors may change from academic year to academic year. As they make plans, students and mentors should not only consider their thematic, theoretical, or interdisciplinary interests, but should also be mindful of their research language needs and the time it takes to develop confidence and proficiency in these. Students are encouraged to meet with the Director at any time, as well as other members of the core faculty, for advice about their course of study, or program requirements, or broader issues of intellectual and professional development.

Students and mentors are encouraged to cocreate a writing Mentoring Plan. (Agreement templates can be found here). It is also recommended that every year a student create a shared google doc between them and their mentor(s) in which both can share information (e.g., what courses are planned with course number and title; what requirements if any they may satisfy; what ancient language are planned; exam/coursework plan for ancient languages; modern language plan; certificate; important discussion points of meetings/emails) and to which both can refer in figuring out their plans.

A student should meet with their mentor(s) at a minimum of three times a year.

*Students should initiate at least one meeting prior to or during the first three weeks of each semester in order to discuss semester plans; course selection; progress in language learning and proficiency; preliminary exams; and ongoing progress on the prospectus or dissertation as needed.

*In December-January, when meeting to check in about the winter semester, students should discuss summer plans. They are encouraged to update the Director of their summer plans, and should certainly do so if they will require additional funding.

*Students also meet with their mentor(s) on a separate occasion in the second half of the winter term as part of the Annual Check-In, which takes place in March-April. For the Annual Check-In, students complete a form (precandidates fill out the IPAH Precandidate Check-In Form and candidates fill out the IPAH Candidate Check-In Form), which requires that they meet with their mentor or advisor. The meeting usually follows the Mentor/Mentee Annual Check-In Prompts. Feedback about students' work through the year is also solicited from mentors, instructors, supervisors, and advisors from IPAH, Classical Studies, and History faculty through the IPAH Faculty Feedback Form. After a review by the Executive Committee, the Director meets with the student. If there are specific recommendations from the Executive Committee's review, they will be conveyed to the student.

VII. SUMMARY OF THE REQUIREMENTS FOR ADVANCING TO CANDIDACY

A. Advancing to candidacy

1. Completion of the following required courses (see above for details):

Requirement	Course	Semester taken	Grade
History 807		_____	_____
History 615		_____	_____
History 630		_____	_____
Graduate seminar 1	_____	_____	_____
Graduate seminar 2	_____	_____	_____
HGL (one semester)	_____	_____	_____
OR			
HRL (one semester)	_____	_____	_____
OR Another Ancient Language Survey* (one semester)			
	_____	_____	_____
Cognate 1	_____	_____	_____
Cognate 2	_____	_____	_____
Proseminar		_____	_____
HIST 808		_____	_____
HIST 809		_____	_____

2. Total of 18 graduate credits in residency

3. Minimum of 3.3 GPA on a 4.0 scale (between B- and B)

4. 8 hours of training in Responsible Conduct in Research and Scholarship as required by the Rackham Graduate School (generally completed by taking the Classical Studies Proseminar)

5. Completion of **<u>at least three (3)</u>** of following (the fourth **<u>may</u>** be completed after candidacy, but **no later than the eighth semester of study**):

   2 modern languages through examination or coursework:

   Language 1 _____ Date Passed or Terms/Grades _____

   Language 2 _____ Date Passed or Terms/Grades _____

2 ancient languages through examination or coursework:

Language 1 _____ Date Passed or Terms/Grades _____

Language 2 _____ Date Passed or Terms/Grades _____

B. Languages

IPAH requires graduates to have broad and deep knowledge of Classical Studies and History. Proficiency in ancient and modern languages is vital to both Classical Studies and ancient History.

1. **Diagnostic Examinations in Ancient Languages**. Students new to the program take these exams in May before starting. These exams are designed to assess students' skills in the two ancient languages with which they will be working (see Section B.2 below) in order to ensure proper course selection in the first year. They are diagnostic: one cannot pass or fail them.

2. **Modern Languages**. Students must demonstrate the ability to read modern scholarship in two modern languages–usually German and French or Italian–as this is essential for doing research in ancient history. Students may, depending on their research interests, also choose to gain and demonstrate competence in reading other languages: for example, Arabic, modern Greek, Turkish. A student must gain proficiency in German, and may, if it is appropriate, swap out French/Italian for a different, needed modern language. In consultation with their mentors, and if helpful, the Director, students should determine which languages would be useful for their particular interests, and of these, in which they plan to demonstrate proficiency. For example, a student may plan to demonstrate proficiency in German and Arabic, while also planning to study French.

   In their first year, a student and their mentor should outline a plan for gaining and demonstrating proficiency in their two modern languages: the plan should be reviewed and shared as part of the Annual Check-In. In planning, it is wise to consider the possibility that exams(s) are sometimes taken more than once. A student must complete *at least one* modern language before the end of their third year; ideally, they should complete *two* modern languages by this time, so they can consult scholarship in both languages while working on the prospectus. A student and their mentor should review these plans, as needed, as they progress through the program and update the Executive Committee as part of their Annual Check-In.

   If, as part of their second year Annual Check-In, it is determined that it would be beneficial for a student to complete their second modern language during the first year of candidacy, the student should outline a path and timeline for advancing the second modern language and for completing it no later than the end of the eighth semester of study. They should share this plan in writing as part of their Annual Check-In for review by the Executive Committee. The second modern language must be completed by the end of the eighth semester of study. Once the plan is reviewed and approved, the student must agree to complete it within that time.

   A student can carry no more than one of the four required languages (ancient or modern) into candidacy, and that one language must be completed by the end of the eighth semester of study. Incompletion of language requirements can result in an assessment of inadequate progress. For policies on academic probation and dismissal, see Appendix E.

   Students may demonstrate proficiency in their two modern languages via three paths. They should decide in consultation with their mentor and inform the Director which of the three options they intend to follow in each language. The options are detailed below:

   a) <u>Exams</u>**:** Students may take these exams through either History or Classical Studies and should consult the relevant department about its expectations for the exam, but in sum the expectation is that a student can translate a passage with syntactic and grammatical accuracy into English that

reflects the structure of the original and renders idioms appropriately. Students typically prepare for these exams through independent study, though some have done some course work in these languages as undergraduates. Funds are available to IPAH students through the Department of Classical Studies for participation in U-M's Summer Language Institute. In Classical Studies, exams are offered in early fall, January, and May (specific dates are announced a few weeks in advance). History offers modern language exams on the first Friday of Fall term, and only on an *ad hoc* basis at the end of Winter Term. The exam consists of two passages, which are both approximately 250 words each, and lasts two hours; the use of a **print** dictionary is permitted (accessible alternatives will be provided for individuals with print or visual disabilities). The exam will be set and graded by a member of History or Classical Studies; a second examiner may review the exam script, if the first examiner cannot reach a decision about the outcome.

b) Coursework: For German and French , the language requirement can be met by completion of the "for reading" series offered during the regular academic year (German 112; French 113), or two regular second-year courses. These options all require a grade of B or above. If relevant courses are unavailable at the University of Michigan, students may, with the approval of the IPAH Executive Committee, take comparable courses at another institution.

c) Satisfying a language requirement similar to IPAH's for a graduate degree at another university, either through completion of coursework or the fulfillment of an exam requirement. Official documentation will need to be provided to the Director and Program Coordinator. The Director and IPAH Executive Committee will review the documentation and notify the student whether this satisfies the modern language requirements.

3. **Ancient Languages**. A student may focus on Greek and Latin as their primary ancient languages. Alternatively, they may choose a different ancient language (for example, Biblical Hebrew, Demotic Egyptian, Coptic, Sanskrit, Pahlavi, Syriac, Aramaic, Arabic, or Akkadian) with either Greek or Latin. Alternatively, a student may wish to take an exam in historical linguistics, with either Greek or Latin as their second ancient language. Students, together with mentor(s), should consider their potential language foci and their current proficiency and learning goals when planning coursework in their first two semesters.

   By the end of their second semester and in consultation with their mentor(s), a student should determine which ancient languages will be their focus, for the purposes of fulfilling their language training requirements. Toward that end, the student and their mentor(s) should outline a tentative path (coursework or examination), course of study, and timeline. They should factor into the timeline the possibility of sitting for an exam more than once. After receipt of their diagnostic exam results, incoming students are advised to discuss their language plans with their assigned mentor(s) before the winter of their first year. As they progress through the program, students and their mentors should review plans as needed, updating the Executive Committee and Program Administrator accordingly, no later than by the Annual Check-In. In devising their ancient language plans, students should take into account (a) their current level of proficiency (b) the importance of maintaining and building proficiency (c) the possibility, desirability, or necessity of spending more time developing a particular ancient language and (d) whether that might entail continuing work on that language past the third year and into candidacy.

   It is highly encouraged to complete both ancient languages before becoming a candidate. However, if in the second Annual Check-In, a student, in consultation with their mentor, determines that it would be beneficial to complete one of their ancient languages during the first year of candidacy, the student should create a proposal with a path and timeline for advancing the second ancient language and for completing it no later than the end of eighth semester of study. They should submit this plan (in writing) for review by the Executive Committee as part of the Annual Check-In. The second ancient language must be completed by the end of the eighth semester of study and, once

their plan is reviewed and approved by the Executive Committee, the student must agree to this timeline.

A student can carry no more than one of the four required languages (ancient or modern) into candidacy, and that one language must be completed by the end of eighth semester of study. Incompletion of language requirements can result in an assessment of inadequate progress. For policies on academic probation and dismissal, see Appendix E.

Student proficiency in their chosen ancient languages can be consolidated and demonstrated either through examination or by taking a series of advanced courses.

a. **Exams in ancient Greek and Latin.**

The exams in Greek and Latin are set and graded by members of both the History and Classical Studies Departments. The ancient Greek and Latin examinations require the student to translate selected passages that are drawn from the ancient Greek and Latin Reading Lists as well as from their own list chosen in consultation with relevant faculty and approved by the Executive Committee. An approved, standard dictionary is allowed for all language examinations, although use of digital dictionaries or translation programs is not.

Reading Lists: Beginning in fall 2019, the reading lists for ancient Greek and Latin will each comprise two selections of texts, each of approximately 125,000 words (roughly equivalent to 500 pages of Oxford Classical Texts). One selection, chosen by the faculty, covers works fundamental to the study of classical antiquity that ancient historians might reasonably be expected to teach. See Appendix A. The other selection is made by the student in consultation with relevant faculty members and approved by the Executive Committee.

After consulting with their IPAH faculty mentor, the student should submit the following items to the Executive Committee as soon as they are ready, preferably by the beginning of, but no later than the end of their third semester: 1) the list itself, 2) an accompanying explanation for the selection that is not longer than five double-spaced pages, 3) a copy of the HGL / HRL syllabus of the course the student has taken (if available), and 4) a note from the student's mentor approving the selection.

The creation of one's own reading list is an opportunity to focus on works for time periods and genres that are particularly useful for the dissertation. This list must include substantial selections from no fewer than six different authors, no more than two of whom are already on the faculty list, and at least three different genres. There may be no duplications of text selections (no overlapping choice of paragraphs / lines) between the two lists. If more than one quarter of the student's selection overlaps with the HGL / HRL syllabus in the semester the student took the course, the student must justify in writing to the Executive Committee why the selection should be permitted to proceed.

A student wishing to take the qualifying exam in ancient Greek or Latin upon arrival on campus in autumn of the first year should consult with the Director. An exam taken early in the first term will comprise passages taken from the preset list used by students who entered the program prior to Fall 2019 (Appendix B).

b. Exam in another ancient language or an exam in historical linguistics. Students may choose to take a qualifying exam in a relevant language other than either ancient Greek or Latin. They should begin to work with relevant faculty, in their first year but no later than by the beginning of their third semester, to plan for a course of study and an appropriate, graduate-level reading list. The list and other accompanying documents must be submitted to the Executive Committee on the same timeline as for ancient Greek and Latin, preferably at the beginning of, or at least no later than the end of their third semester. The names of potential examiners (including scholars outside of U-M if necessary)

should also be included in the explanation of the reading list or in the note from the student's mentor. Students choosing this option may replace the required semester of either HGL or HRL with an advanced course in the alternate language.

Students for whom competency in an area of historical linguistics would benefit their research agenda can submit a written request to the IPAH director to do one exam, alongside another in either ancient Greek or ancient Latin, in historical linguistics. This request should be made preferably at the beginning of, or at least no later than the end of their third semester and should outline (1) why this replacement is appropriate for the student's research trajectory and (2) identify the historical linguistic specialism that the exam will cover and faculty member(s) who could either serve as potential examiners and who can assist the student in preparing for the exam. As soon as the request is received, the IPAH director and Executive Committee will review the case and notify the student of their decision. The structure of the exam will be determined by the potential examiners in consultation with the IPAH director and Executive Committee.

c. Format of Qualifying Exams: Ancient Greek and Latin exams comprise five passages, of which the student should translate four, drawn from the required list and the student's own selection, usually a mix of poetry and prose. Students are given two hours to take the exam; an approved, standard dictionary is permitted. Students for whom English is a second language have the option to request time and a half on their exam. They should include the request when submitting their reading list. Passages, whether prose or poetry, are approximately 150 words long and will be labeled with author, work, and a one-sentence description that gives the context of the passage. 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.

Faculty setting exams in other ancient languages will consult the IPAH Executive Committee about the appropriate format for the exam. The student will be given sufficient advance notice of the format. As mentioned above, lexical resources may be allowed if their use is standard in the language in which the student is being examined.

Ancient language exams will be graded independently by the faculty member who set the exam and another faculty member selected by the Director of IPAH. These two faculty members may not consult each other before submitting their grades to the Director, 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 Director 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, they may take it again up to two more times. If a student fails the exam three times, the Executive Committee will review the question of whether the student will be allowed to continue in the program.

d. Coursework: Depending on their research needs and best learning modalities, a student may choose to demonstrate proficiency in one or both of their required ancient languages by completing

four three-credit, upper-level reading or prose composition courses (numbered 411-599, with exceptions for Greek 410 and Latin 403) in the language, so long as the student achieves an average grade of A- across the classes for this requirement. The one semester of either HGL, HRL, or an alternative ancient language survey course, already required by IPAH, can be counted toward the four courses; sight-reading courses may not and neither may courses in epigraphy, papyrology, or any class that does not focus on extended engagement with ancient texts in the original language. The four courses may include one 800-level course – or a 600-700 course in History – provided there is extended engagement with ancient texts in the original language. Upon request, the Executive Committee will review syllabi and/or consult with instructors to determine whether a course has sufficient engagement with texts in the original language to fulfill the requirements.
The coursework path enables the acquisition of proficiency with a view to conducting independent research at the dissertation level and beyond. Therefore, the Annual Check-In will be an opportunity to review not only course grades, but also instructors' feedback.

e. Archive of old reading lists. The Program Coordinator maintains a digital archive of old reading lists and their accompanying explanations for all the languages IPAH students have prepared for exams. These may be consulted by faculty and students.

4. **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.

   At least two of the three Preliminary Exams must be supervised by core IPAH faculty members. Faculty from other departments may be involved with the third exam as appropriate. The Preliminary Exams are scheduled in consultation with the three faculty members supervising all three exams, all of whom should participate in the oral exam. At the time of scheduling, students should see the IPAH Administrator to start Preliminary Exam paperwork.

   Students are responsible for preparing for examinations in three fields of history. 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 often scheduled every other week for one semester, or once a month for the academic year. Each student and advisor should work together to arrange a schedule that works for both of them. The student usually prepares for the exams during the regular academic year. In special circumstances, and at the convenience of the faculty member(s), students may prepare over the summer. Two of the exams will comprise only an oral examination; the third (selected by the student) may take the form of either a written essay or a four-hour written exam. In any event, Rackham requires that all exams be passed before the first day of the student's seventh semester. The three fields of the exams can be divided thus:

   Primary Field: 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 or be organized around a particular topic / theme that might lead to a dissertation.

   Secondary Field (a different region / culture from the primary field): 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 Director and the student's mentor, the student should choose faculty members to supervise each of these fields. These faculty members will serve as the Preliminary Exam Committee. Two of the supervisors must be members of IPAH core faculty, and the third may be drawn from any department or program. 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 four-hour written exam set by the supervisor for that exam. The examination is taken on campus at a previously agreed time and place.

If the student chooses to write an historiographic essay, the topic of the paper will be agreed upon by the student and the supervisor of the exam. The paper should be approximately 20 pages in length and should critically analyze current directions and methods of scholarship in the major field; it may take the form of a literature review or review article. 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 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 one-and-a-half to two hours, after which the candidate leaves the room while the examiners determine one of the following grades: pass or fail.

Once the student has passed all Preliminary Exams, the IPAH Administrator, once notified of the results, 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 they wish 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 project, 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 their dissertation committee, but should make sure to discuss their project with that faculty member and ask them to serve as Chair early in the dissertation process.

A Dissertation Committee consists of at least four faculty members, including the Chair(s). Two of these must be members of IPAH's core faculty. 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. After at least four members are selected, the Dissertation Committee Form can be submitted to the IPAH 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 (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 relevant 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.
4. A preliminary bibliography (not included in the page count).

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 prospectus provides a starting point for the dissertation and need not dictate the form and content of the final version. 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 Requirements

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. Students should register for History 995 or Greek/Latin 995, an independent research course, with their Dissertation Chair(s). See the IPAH 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). If language requirements have not been fulfilled and the student has opted for the coursework path, this course should be in the required language. 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. Students are strongly encouraged to maintain a regular meeting schedule with the members of their Dissertation Committee and other faculty who can help them with this process.

Students in candidacy need 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 who entered IPAH prior to Fall 2019 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 4.4.1 of Rackham's Academic policies.

D. The Dissertation Defense

Candidates must be registered for eight credits of 995 (in History or Greek/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.

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.

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 IPAH 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.

IX. STUDENTS WITH DISABILITIES

Students with disabilities that may affect their progress in IPAH should notify the Director as soon as possible after their arrival on campus. If appropriate, the Director will work with the Executive Committee to create an alternative set of requirements that are equivalent to the standard candidacy requirements. These students are also encouraged to connect with the Services for Students with Disabilities (SSD) Office to explore other academic accommodations that can support their success in graduate studies at U-M. Rackham also lists relevant resources for navigating graduate school and the city of Ann Arbor as a person with disabilities. Any information provided is private and confidential and will be treated as such.

X. GRADE AND OTHER GRIEVANCES

IPAH urges graduate students to seek resolution of conflicts related to their grades within the program, in consultation with the Director, who may in turn choose to consult the Executive Committee. Any student who wishes to file a grade grievance, or any grievance related to academic matters, should contact the Rackham Graduate Student Affairs Office, either in person, in Suite 150, Rackham, or by phone at 734-647-7548, to speak with a Rackham Resolution/Grievance Officer.

XI. EXIT M.A.

IPAH does not admit students for an M.A. in Ancient History. However, if a student already enrolled in IPAH chooses to depart before completing the Ph.D., there is the option to complete an exit M.A. The requirements for the degree are:

One course in ancient Greek or Latin at the upper 400-level or higher
One semester of the History of Greek / Roman Literature series*
Hist 615: Introduction to the Comparative Study of History
One additional graduate seminar (600- or 700-level History; 800-level Classical Studies)
Two cognate courses**
Two additional courses

* This single course can be replaced by two upper 400- or 500-level courses in one language with grade of A- or higher. One of these two is then counted under the "two additional courses" requirement, thus keeping the total number of credits to 24. The substitution courses are in addition to the one course of this type already required (first item in the list above).

** This excludes courses in ancient Greek / Latin literature or Greek / Roman archaeology.

Students choosing to leave the program should notify the Director and their Mentor / Advisor as soon as they have made their decision. The Director will help the student take whatever steps are necessary to complete the exit M.A. as quickly as possible. The decision to depart from IPAH with the exit M.A. does not affect the student's funding arrangement while the student completes the degree requirements.

XII. THE CERTIFICATE IN ANCIENT HISTORY

The Certificate in Ancient History is designed to allow PhD candidates in other programs and departments to obtain certification in this field of history. The Certificate is particularly appropriate for students enrolled in other related PhD programs such as Middle East Studies, Classical Studies, History (not IPAH), and IPAMAA. Students enrolled in the PhD program of IPAH are not eligible to receive the Certificate in Ancient 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 Director of IPAH. 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 that 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 IPAH introductory seminar in historical methodology. ***This is usually offered every year, usually in the winter term***.

2. A seminar in ancient history requiring a research paper (600- or 700-level courses in History, 800-level courses in Classical Studies).

3. Another graduate course in ancient history (for example: Greek history if the seminar was in Roman history, or vice versa).

The remaining requirements consist of electives related to the purposes of the Certificate. The Director 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 IPAMAA 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 partial list of possible activities:

a) American Numismatic Society Eric P. Newman Graduate Seminar in Numismatics.
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 Director of IPAH. 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 IPAH Director must approve the form. All forms should be submitted to the IPAH Administrator for processing.

XIII. APPENDICES

APPENDIX A: Preset Reading Lists for Qualifying Exams in ancient Greek and Latin

Below are the current preset portions of the IPAH reading lists in ancient Greek and Latin. These lists are only half of what students are expected to prepare for their qualifying exams in these languages.

The other half is chosen by each student, in consultation with relevant faculty, and submitted for approval to the IPAH Executive Committee. Students should feel free to construct their lists with a view toward their own research interests and potential dissertation field. An archive of reading lists is maintained by the Program Coordinator and is available for consultation by students and faculty. The faculty will update the preset reading lists every five years.

For practical reasons, these lists are largely confined to texts endowed with a good student commentary in English. Nevertheless, we have included a few texts that are not so endowed in order to represent the range of texts on which scholars working on diverse areas of ancient history rely. We strongly urge students to read texts that relate to (for example) ancient medicine, environmental history, sex and gender, late antique Christianity and Jewish history. Despite the lack of commentaries on some of these texts, we expect students will have a chance to study them with faculty whose research falls into these areas.

Greek Texts

Cassius Dio *Roman History* 51
Demosthenes *On the Crown*
Herodotus *Histories* Book 1.1-85, 2.1-98
Homer *Iliad* 1
Isocrates *Panegyricus*
Lysias 1, 7
Philo, *Embassy to Gaius*
Plato *Republic* 1
Plutarch *Pericles*
Ptolemy, *Letter to Flora*
Sophocles *Antigone*
Thucydides *History of Peloponnesian War* Bk 2
Xenophon *Oeconomicus* VII-X

Latin Texts

Apuleius, *Cupid and Psyche* (4.28-6.24)
Ambrose, *Epistulae* 77*
Augustine, *Contra Fortunatum***
Augustus, *Res Gestae Divi Augusti*
Caesar, *BG* 1
Cicero, *Pro Caelio*
Cicero, *De Re Publica* 1
Horace, *Carmen Saeculare*
Jerome, *Life of Paul*
Juvenal 1, 3, 10
Livy, *AUC* 1
Ovid, *Met.* 1
Passio Sanctarum Perpetuae et Felicitatis
Petronius, *Trimalchio's Dinner* 62-78
Pliny, *Letters* 1.12, 3.14, 6.16 & 20, 10.96-7
Sallust, *Bellum Catilinae*
Tacitus, *Annals* XV
Terence, *Adelphoe*
Vergil, *Aeneid* 6 and 8

* in *CSEL* (*Corpus Scriptorum Ecclesiasticorum Latinorum*) 82/3, pp. 126-40, ed. M. Zelzer 1982
** in CSEL 25/1, pp. 83-112, ed. Zycha or in Joliet and Jourjon, 1962

APPENDIX B: Reading List for Qualifying Exams for students entering prior to Fall 2018

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
Demosthenes: *On the Crown*
Euripides: *Bacchae*; *Medea*
Herodotus: *Histories* 1, 2.1-98, 9
Hesiod: *Works and Days* 1-382
Homer: *Iliad* 1, 2.1-483, 9, 18, 24; *Odyssey* 2, 9, 11
Isocrates: *Panegyricus*
Lucian: *Quomodo historia conscribenda sit*
Lysias: *Orations* 1, 7, 12
Old Oligarch (ps.-Xenophon): *Constitution of the Athenians*
Philo: *Embassy to Gaius*
Plato: *Gorgias*; *Republic* 1
Plutarch: *Pericles*; *Antony*
Polybius: *Histories* 3, 6, 12
Solon: as found in D. A. Campbell, *Greek Lyric Poetry*
Sophocles: *Oedipus Coloneus*
Thucydides: *History of the Peloponnesian War* 1-3, 5.84-116
Xenophon: *Hellenica* 1, 2; *Oeconomicus*

LATIN Texts:
Ammianus Marcellinus: *Histories* 31
Augustus: *Res Gestae*
Caesar: *Civil War* 1-2
Catullus: all
Cicero: *Pro Milone*; *De imperio Cn. Pompei* (*Pro Lege Manilia*); *Philippic* 2; *Dream of Scipo* (*Somnium Scipionis*, in *De re publica* 6); *Letters to Atticus* 2
Historia Augusta: *Hadrian*
Horace: *Odes* (*Carmina*) 1-3; *Satires* (*Sermones*) 1.1, 1.4-6, 1.9-10; *Carmen saeculare*
Juvenal: *Satires* 1, 3, 10
Livy: *History of Rome* 1, 5, 21, 31
Lucan: *Civil War* 2
Ovid: *Fasti* 3
Petronius: *Trimalchio's Dinner* (*Satyricon Reliquiae* 26.7-78.8)
Pliny the Younger: as found in A. N. Sherwin-White, *Fifty Letters of Pliny*
Plautus: *Miles Gloriosus*
Propertius: *Elegies* 4
Sallust: *Catiline*; *Jugurthine War*
[Seneca]: *Octavia*
Suetonius: *Julius Caesar*; *Augustus*; *Nero* Tacitus: *Agricola*; *Annals* 1-6; *Histories* 1 Terence: *Adelphoi*
Vergil: *Aeneid* 4, 6, 8

APPENDIX C: Key Personnel in IPAH, Classics, and History

IPAH Administrator:	Sarah Kandell 2160 Angell Hall 734.615.3181 skandell@umich.edu
IPAH Director:	Ellen Muehlberger 2658 Haven Hall emuehlbe@umich.edu
IPAH Core Faculty:	Anna Bonnell Freidin (History) Aileen Das (Classical Studies/Middle East Studies) Sara Forsdyke (Classical Studies) Brendan Haug (Classical Studies/University Library) Ian Moyer (History) Ellen Muehlberger (History) Rafe Neis (History/Judaic Studies) Celia Schultz (Classical Studies) Arthur Verhoogt (Classical Studies)
Classics Chair:	Celia Schultz
Classics Graduate Coordinator:	Sarah Kandell
History Chair:	Will Glover
History Graduate Coordinator:	Kat Wiles

APPENDIX D: Further Resources

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

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

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/

Society for Classical Studies
https://classicalstudies.org/

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

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

APPENDIX E: Interdepartmental Program in Ancient History Probation and Dismissal Policy

Precandidates
The probation and dismissal policy for students in the Interdepartmental Program in Ancient History follows Rackham guidelines. IPAH faculty are strongly committed to helping students succeed. In extreme cases, the faculty may decide that putting a student on probation is the best way to give a student time to get back on a firm footing with the University.

A student in IPAH will be placed on probation if they are failing to maintain good academic standing. The following constitute a failure to maintain good academic standing: (a) the GPA dropping below 3.3 (on a 4.0 scale) for more than a single semester, (b) having more than one incomplete course that is older than two semesters (c) not completing exams and coursework required for entering candidacy before the beginning of the student's seventh semester in accordance with Rackham regulations, (d) registering for classes and failing or stopping to attend, (e) failing a qualifying language exam three times, (f) not completing a language requirement deferred to candidacy by the end of the eighth semester in the

program, or (g) a long period in candidacy without real progress on the dissertation. If practicable, this meeting should take place early enough in the term that a plan can be made for the following semester.

The period of probation cannot be shorter than two months nor longer than one full semester, defined as the period from the first day of classes of a given term to the last day of classes of that term. IPAH may also decide, by majority vote, to place a student on probation but to delay that probation for a single semester in the case of documented extenuating circumstances (e.g., health issues or family crisis) that are beyond the student's control. A student may also take a leave of absence for personal (but not academic) reasons, in which case the clock stops on the probation process. The clock will restart if the student returns to active status. If the student does not take a leave of absence, then the delay of probation is for no more than one term. The student may appeal the probation decision by the process described below (see Appeals Process).

Within 24 hours (or one business day) of the Committee's decision to place the student on probation, the Director of the Program will convey this decision in writing to the student and their chosen advocate, including the reason for the probation and the specific dates of the probationary period.

Once the decision has been made to put a person on probation, the Committee, together with the Student Advocate and the relevant instructors, will put together a remediation plan for the student, with well-defined goals that can be reasonably accomplished in the allotted time. The remediation plan will be put in writing in a document, which will also contain the reasons for probation, the dates of the probationary period, and details of financial support for the student during the period of probation. The Director will send the document to the student, the Student Advocate, the Chairs of the two contributing Units (History and Classical Studies), and the Rackham Office of Academic Records and Dissertations (OARD) within five business days of the vote. The Director, the student's advocate, and the student will all sign the document within 72 hours of receipt.

At the conclusion of the probationary period, the Committee and the student's advocate will meet to determine whether the student has accomplished all of the goals set out by the Committee in the remediation plan. The advocate will participate in the discussion, but not the vote on whether to retain the student in the program. If the vote is affirmative, the student will return to good standing and will be permitted to continue in the program. If the Committee determines that the student has not met all of the stipulated goals, the student will be discontinued from the program beginning the next semester. The Director will immediately notify the student, their advocate, the Chairs, and Rackham OARD of the Committee's decision. If the Committee decides to dismiss the student, the Director will inform the student of options for appeal (see section below, Appeals Process).

A student may be placed on probation only once. If either circumstance (a) or (b) occurs a second time, the student will be removed from the program.

The other circumstance under which a student will be dismissed from the program is if the student does not complete Rackham's candidacy requirements (with the exception of a carried language, successful completion of all exams and maintenance of GPA above 3.3) prior to the beginning of the student's seventh semester in the program. IPAH may decide, by majority vote, to request from Rackham an extension of this deadline for a single semester in the case of documented extenuating circumstances (e.g., health issues or family crisis) that are beyond the student's control. This decision will be made by a committee comprising IPAH's available core faculty (those not on leave), supplemented as appropriate by members of the affiliated faculty. Such a decision can only be taken after the committee has met together with an additional faculty member, selected by the student as their advocate. If the student is unable or unwilling to select an advocate, the Director will ask a member of IPAH's faculty (core or affiliate) to serve in this role. The advocate does not vote on the dismissal decision. The student will be notified by

the Director of IPAH in writing within 48 hours of the meeting whether the extension has been requested or not. Notification must be made at least one week prior to the start of the seventh semester. A student may take a leave of absence for personal (but not academic) reasons, in which case the clock stops on the extension period; if the student does not take a leave of absence, then the extension is for no more than one term. The student may appeal this decision by the process described below.

Candidates

Once a student is in candidacy, if the dissertation supervisor, in consultation with the dissertation committee insofar as it has been constituted, can demonstrate that inadequate progress is being made, including failure to complete final language requirements by the eighth semester in the program, the supervisor should notify the student that the supervisor will be recommending probation to IPAH. The probation must be approved by a majority vote of the committee of the available core faculty (those not on leave), supplemented by members of the affiliated faculty as appropriate. Such a decision can only be taken after the committee has met together with an additional faculty member, selected by the student as their advocate. If the student is unable or unwilling to select an advocate, the Director will ask a member of IPAH's faculty (core or affiliate) to serve in this role. The supervisor and the advocate may not vote on the question of probation.

If probation is recommended, the probationary period will be for a minimum of two months and a maximum of one term. Prior to the start of the probation period, the supervisor, advocate, and Director of IPAH will agree upon the expectations for the lifting of probation. These expectations, along with the specific start and end dates of the probation period, will be recorded in a written document. The student and the Rackham Office of Academic Records and Dissertations will be sent a written notice of probationary status. At the end of the probation period, the committee will decide, after hearing the assessment of the student, supervisor, advocate, and the dissertation committee, whether the conditions have been met. If the conditions have not been met the student is dismissed from the program.

Appeals Process

A student may appeal a decision for probation or dismissal within 72 hours of notification of the decision. If the student chooses to appeal, the Director of IPAH will arrange an ad hoc committee of faculty members from the Departments of Classical Studies and History, none of whom have served on an earlier committee related to the case in question. The decision of this committee is final within the program. The student can further appeal to Rackham for procedural issues of fair and equal treatment under this policy.