

**GRADUATE PROGRAM HANDBOOK**  
**Joint Program in Ancient History**  
**Brown University**

**DEPARTMENT OF CLASSICS**  
**DEPARTMENT OF HISTORY**

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**INTRODUCTION**  
**DEFINITION OF ACADEMIC AND ADMINISTRATIVE**  
**ROLES IN THE GRADUATE PROGRAM IN ANCIENT HISTORY**

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1. Chair – A faculty member selected for a limited term (usually three years) to chair the department and represent it to the Administration.
2. Director of Graduate Studies (DGS) – A faculty member who looks after the interests of the graduate students and counsels them on their program: most formal dealings with the department will be through the DGS. See Graduate School Handbook for a detailed description of the DGS's functions. The Ancient History Program has its own DGS who is typically a member of Faculty in either the Department of Classics or the Department of History.
3. Teaching Fellow Mentor – A faculty member who serves as mentor and resource specifically for Teaching Fellows. See below, Appendix II, "A Guide for TAs and TFs."
4. Academic Department Manager – A staff member who manages the financial, administrative and human resource operations for the department and serves as the liaison between the Classics department and other units at Brown responsible for determining University-wide policy, procedures and services; directly supervises administrative assistant.
5. Administrative Assistant – A staff member who provides administrative and secretarial support, reception, and event-planning assistance for the department.
6. Mentor – Each second-year student, in consultation with the DGS, will select one faculty member to serve as his/her mentor. The mentor advises the student on curricular and professional matters. See below, Appendix II, "A Guide for TAs and TFs". All formal decisions must be recorded with the DGS.
7. Oral Examination Committee – The committee consists of three faculty members: a chair, an examiner in Greek Ancient History, and an examiner in Roman Ancient History. These are chosen by the student in consultation with the faculty, their mentor and the DGS. See below, Section One II.E.2, for further details.
8. Dissertation Advisor and Committee – The Dissertation Advisor is selected by the student in consultation with the Oral Examination Committee. He/she directs the candidate's thesis preparation and serves as primary advisor. Two readers serve with the Dissertation Advisor on the Dissertation Committee. See below, Section One III.B, for further details.
9. Teaching Assistant – See Graduate School Handbook, most recent edition, information on Teaching Appointments; also below, Appendix II, "A Guide for TAs and TFs."
10. Teaching Fellow – See Graduate School Handbook, most recent edition, information on Teaching Appointments; also below, Appendix II, "A Guide for TAs and TFs."
11. Proctor – Proctors fulfill diverse academic needs for the department. See Graduate School Handbook, most recent edition, under Proctors, for detailed regulations and more information.
12. Graduate Student Representative to the Classics Faculty – See below, Appendix I, "Graduate Student Representation".
13. Graduate Student Representative to the Graduate Student Council – See below, Appendix I, "Graduate Student Representation".

14. Graduate student Teaching Liaison – See below, Appendix I, “Graduate Student Representation” and Appendix II, “A Guide for TAs and TFs”.

## **SECTION ONE**

### **REQUIREMENTS FOR THE PHD IN ANCIENT HISTORY**

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#### **I. DEFINITION AND PURPOSE**

The Brown PhD program in Ancient History was created in 2004 with a view to training doctoral students as both Classicists and Historians. At its foundation, the program recognized the need to bridge the disciplines of Classics and History. The program is an interdisciplinary joint program. Doctoral students have been admitted since 2005 and are funded by either the Department of Classics or the Department of History.

A great legacy of the Greco-Roman period is the extraordinarily rich supply of important literary texts ("the classics"). Consequently, from its modern beginning in the 19th Century, the historical study of antiquity has been dominated by philology. From nearly that same beginning, however, a few scholars have approached the study of ancient history through methodologies of the social sciences (e.g., Max Weber) or ancillary fields such as archaeology, epigraphy, and numismatics (e.g., Theodore Mommsen, Michael Rostovtzeff). Inevitably, historians schooled in one area have tended to emphasize that approach over the others, producing a natural bias that still divides the discipline. Ancient historians trained in classics departments are often perceived as too philological and unfamiliar with methodologies used in history and other social sciences. Those trained in history departments, on the other hand, are often suspected of being deficient in the classical languages and thus unable to appreciate the nuances of ancient textual sources and culture. Whatever the foundations of such judgments, they discourage desirable syntheses and keep young ancient historians from fully exploiting available career opportunities. The Brown Ancient History PhD program therefore combines the three approaches of philology, historical methodologies, and ancillary disciplines into a single program of training in ancient history.

#### **Aims and Objectives**

The Brown Ancient History PhD program

- helps its students achieve a high level of competence in the ancient languages and philology
- enables them to acquire expertise in the historiographical methodologies used in the fields of history and the related social sciences (e.g. demography, statistics, GIS)
- familiarizes them with the ancillary disciplines of ancient history (epigraphy, numismatics, archaeology, and papyrology)
- introduces them to other fields that contribute toward a fully comprehensive historical view of antiquity (e.g. religious studies, Egyptology, anthropology, art history)
- emphasizes the intellectual challenge and excitement of moving among various fields, of interdisciplinary interaction and collaboration, and of developing the larger and broader conceptions that can be fostered through comparative history.

Students who graduate from the program will be trained as both historians and classicists and may be expected to be attractive to both types of departments, Classics and History, and thus to have broader prospects for an academic career in the future.

#### **Scope of the program**

The Ancient History program embraces both Greek and Roman history, the late antique and early Medieval period in the West (c. 300-800 CE), and the Byzantine Empire.

## II. REQUIREMENTS FOR ADMISSION TO CANDIDACY

According to the terminology used in the Graduate School Handbook, a graduate student is 'admitted to candidacy' upon successfully passing all the department's requirements with the exception of the doctoral thesis. In the Department of Classics, these requirements are:

- A. Course work
- B. Ancillary field
- C. Translation examinations
  - 1. Greek and Latin
  - 2. Modern languages
- D. Teaching
- E. Preliminary examinations: Oral examination in Greek and Roman History

The Ancient History program requires that students fulfill requirement C (Greek and Latin translation exams) before advancing to E. Students may not advance to E (Oral examination) until they have fulfilled requirements A through D.

### A. COURSE WORK

1. A student must acquire a minimum of 18 graduate course credits in topics relating to the Ancient History program, and with the approval of the DGS, including at least 6 graduate seminars.
2. The Graduate School requires that students enroll for 4 course credits (3 if a TA, TF or proctor) per semester during their first 3 years. They may not drop a class if it brings them below the 4 course credits (3 if a TA, TF or proctor).
3. A diagnostic translation exam in Greek and Latin will be required of all first-year students prior to registration for courses. The results of this exam will be used for placing students in appropriate courses.
4. Proseminar: it is expected that all Ancient History PhD students will take both the Classics Proseminar (CLAS2000) and the History Colloquium (Theory and Practice, HIST2930) in their first four semesters of the program. Typically, in their first semester, students funded by the History Dept. will take the History Colloquium, and Classics-funded students the Classics Proseminar.
5. Ancient History PhD students are required to take TWO Classical literature or Author courses of which ONE must be EITHER a Poetry OR a Greek or Latin Survey course.

### B. REQUIREMENTS:

1. Classics Proseminar (CLAS2000) & History Colloquium (Theory and Practice, HIST2930)

The Proseminar in Classics is a course designed for and required of incoming students. The purpose is to make them familiar with the standard research methods and tools of the discipline. An introductory phase (weeks 1-3) that is devoted to more general topics is followed by a survey of the most important sub-disciplines.

"The Theory and Practice of History" encourages critical thinking about some of the different ways in which historians approach thinking and writing about the past. The course explores some of the major theoretical stances that have influenced the discipline of history since it was constituted a profession in the late nineteenth century. The focus throughout will be the interplay between theory and practice. By examining how historians have grappled with questions posed by

important thinkers (often working within other fields of knowledge), the course charts the trajectory of the discipline and assess its working methods.

## 2. Extensive Research Papers

Students are required to complete TWO high quality extensive research papers. Each paper offers the close analysis of a topic relevant to the study of Ancient History. The extensive research paper is designed to allow the student to explore in depth a topic of a type that could e.g. become a dissertation chapter, potential publication, or basis for a conference paper. Each paper is to be 12,000-15,000 words long (excluding bibliography). Students will identify a mentor to oversee the research and writing of each research paper. The paper will be graded by two Faculty members. Students are required to complete and pass one of the two research papers by the start of the 5th semester, and the second paper by the start of the 7th semester (at the latest).

## 3. Ancillary Field

Ancient History PhD students may choose to fulfill the requirement of an Ancillary field by completing an appropriate course. The Ancillary field is typically Epigraphy or Archaeology; however, Ancient History PhD students may prefer to take Numismatics, Papyrology or Art History as the ancillary field.

This requirement may be satisfied: (a) by completing a graduate seminar in the Joukowsky Institute for Archaeology and the Ancient World, an epigraphy course in the Classics Department, or an equivalent course approved by the DGS; (b) by examination arranged by the JIAAW; (c) by participation in the summer or regular program of the American School of Classical Studies at Athens, in the summer program in Italian archaeology at the American Academy in Rome, the American Numismatic Society's Summer Seminar in Numismatics, or by work through other institutions, with approval of the DGS.

Students wishing to fulfill the requirement by examination should consult with the DGS to select an appropriate examiner. If the requirement is met by (a), completing a graduate seminar, this seminar may NOT be counted as one of the six required graduate seminars.

## 4. Classical Literature and Author Courses

Students must take at least TWO Classical literature or Author courses of which ONE must be EITHER a Poetry OR a Greek or Latin Survey course. Typically, students will take, and are strongly encouraged to take, such courses earlier in their program as a way also of preparing for the Greek and Latin translation examinations.

## C. EXAMS IN ANCIENT AND MODERN LANGUAGES

### 1. Qualifying Examinations Reading List and Qualifying Translation Examinations

#### a. Preparation and Translation Examination Reading List:

It is expected that in addition to their preparation before starting the PhD program, students will read widely and carefully in Greek and Latin literature throughout their time in graduate school. While students will read a number of authors closely in language courses, literature surveys, and seminars, they should also be in the habit of employing their free time to read Greek and Latin texts.

The purpose of the Translation Examination Reading List is to provide students with an organized program of steady reading in Latin and Greek in order to improve and perfect their command of the languages and to gain familiarity with the various periods and styles of literature. The list is

designed to be manageable for students who maintain a regular regimen of reading, and it is expected that students will finish reading the works on the list by the end of the fourth semester of the PhD program.

While all of the works on the Translation Examination Reading List have literary and/or historical significance, the lists are not intended to limit the student's readings to these authors and works, nor are they designed to be fully representative of the authors and works that constitute Classics as a field of study.

As noted (Note B4) above, while the Greek and Latin Survey courses will not focus exclusively (or even primarily, as the syllabus is formed at the discretion of the Professor) on texts represented on the Translation Examination Reading List, the extensive reading required for these classes is certain to help students in their preparation both for the Translation Examinations and for their Oral Examinations later.

#### b. Description of the Qualifying Translation Examinations in Greek and Latin

The main goal of the Translation Examinations is to test whether students are able to read Latin and Greek with near-complete comprehension. The exams are to be taken without the aid of a dictionary.

Translation Examinations consist of THREE hours of Greek and THREE hours of Latin translation in separate exams. Each examination includes six passages, three of prose, three of poetry. Four of the six passages (two prose, two poetry) will come from the Reading List; two passages (one prose, one poetry) will be at sight (that is, not from the Reading List).

#### c. Timing

The examinations are given THREE times yearly, in September, in the last week of January, and in the first weeks of May. A Translation Examination may be taken whenever the student has achieved the necessary preparation in that language, from the beginning of the first year, but students are expected to have passed both of these exams by the end of their fourth semester. Students who have not demonstrated adequate progress by the start of their fourth semester may be asked to take a terminal MA.

#### d. Grading

Translation Examinations are graded by the faculty members who set the exams and reviewed by the DGS, who guarantees a fair standard for each exam. Should the DGS set one of the exams, the exam will be reviewed by another faculty member.

## 2. Modern Languages

### a. Description

Because of the importance of foreign language scholarship in ancient history, the student should acquire a reading knowledge of German and French (or, with permission, Italian) as early as possible. Students must demonstrate competence in reading German and either French or Italian. In the Classics Department, the requirement will be satisfied by passing examinations administered by a faculty member and reviewed by the DGS or equivalent officer (see the Modern Language Requirements description in the Classics PhD Handbook). In the History Department, the requirement will be satisfied by taking the Qualifying Exams in Modern Languages administered by the History Department (see the Language Requirements description in the History PhD Handbook). The courses for reading offered by Brown University (e.g. "German for Reading" or "French for Reading") are highly recommended as help in preparing for

these exams. Modern language exams will be offered at least once each year in the fall for all who wish to take them. Students wishing to fulfill the requirement at any other time should consult with the DGS to select an appropriate examiner.

#### b. Timeline

Students should make an effort to fulfill this requirement as quickly as possible and must complete it by the start of their fifth semester in the expectation that they be able to read all relevant scholarship for their research.

#### c. Faculty examination

Examinations administered by members of the Classics Faculty will be one hour written exams with the aid of a dictionary.

### D. TEACHING REQUIREMENT

#### 1. Description and Purpose

It is an integral part of graduate training and professional preparation in the Ancient History PhD to gain teaching experience. In the Classics Department, for Ancient History students, teaching assignments typically progress from TA (teaching assistant) duties of working with a professor, grading and facilitating discussion sections, to TF (teaching fellow; a slightly higher stipend obtains) positions where the graduate student teaches a semester-long course (a language course, usually introductory or second-year level) on their own.

Teaching requirements for students in the Ancient History Program are overseen by the Classics Department for students funded by Classics, and by the History Department for students funded by History. The undertaking of a TF position (in the Classics Dept.) by students funded by the History Program must be confirmed with both the DGS in Classics and the DGS in History in consultation with the respective Chairs of each Department.

#### 2. Requirements

Two semesters of teaching are required of all graduate students, typically one of which could be as a TF.

#### 3. Timeline

Beginning in their second year, students may serve as TAs, depending upon the curricular needs of the Department. After passing the translations exams in Greek and Latin, students will be eligible for TF positions. See below, Appendix II. "Guidelines for TAs and TFs".

### E. PRELIMINARY EXAMINATION OF GREEK AND ROMAN HISTORY

#### 1. Format

The oral examination consists of two halves, each of 90-minutes duration, one on Greek and the other on Roman history. Each half consists of three segments: Archaic, Classical and Hellenistic history; and Republic, Imperial, and Late Antique history. The oral examination is open to the attendance and participation of all faculty in the Classics and History Departments.

## 2. Committee

The committee of examiners consists of three faculty members: a chair, an examiner in Greek history, and an examiner in Roman history. These are chosen by the student in consultation with the faculty, their mentor, and the DGS. Immediately upon successful completion of the examination, the student proposes his/her dissertation topic *viva voce* to the committee and discusses it with them. This committee then advises the student in selecting his/her dissertation committee.

## 3. Preparation

Syllabi and notes from the Greek and Roman history survey courses will serve as a guide to the genres and chronological periods for which students will be responsible. An outline guide is offered in Appendix V. But any aspect of Greek and Roman history (including authors whose works have survived only in fragments, or not at all, and other documentary evidence) is fair game for the exam. Students are expected to prepare for the exam primarily by reading primary texts and documents for Greek and Roman history, as well as up-to-date scholarly work. Although the Greek and Roman history survey courses do provide a foundation for this preparation, students must also work on their own, expanding their knowledge of the field. Examiners will assess not only a student's control of factual or historical information, but also their ability to discuss the material they have studied synthetically and creatively.

## 4. Timeline

Students should aim at passing this examination ideally at the end of the third year (sixth semester), and no later than the end of the fourth year (eighth semester). If a student does not pass the exam, in whole or in part, on his/her first attempt, further opportunities may be granted up until the start of his/her fourth year. Students who have not passed by this time (except for compelling reasons) will have their academic standing changed to 'warning'. Thereafter students may be granted additional opportunities to take the exam. If it is not passed in whole by the end of the fourth year (eighth semester), the student shall be discontinued from the program. See further under Section Three, I.C and Section Three, III.D.6, or the Graduate School Handbook.

## 5. Admission to Candidacy

Upon passage of the oral examination, a student will be formally admitted to candidacy for the PhD. Graduate School regulations require students to reach candidacy before the end of their fifth year.

# III. THE DISSERTATION

## A. DEFINITION

The dissertation shall be a substantial and original investigation of a topic within the broad area of ancient history.

## B. SELECTION OF TOPIC AND COMMITTEE

Upon passing the oral preliminary examination, the candidate proceeds to dissertation work on the topic approved by the oral examination committee, and in consultation with a dissertation advisor and two additional readers; in special circumstances, more readers may be approved in consultation with the DGS and dissertation advisor. The dissertation advisor must be selected from among faculty of either the Department of History or the Department of Classics.

Readers are typically faculty from either History or Classics, but they may also be selected from affiliated or cooperating faculty (see Appendix VII for faculty and affiliated and co-operating faculty), or, with the approval of the DGS and dissertation advisor, from other faculty in Brown. In special circumstances, and with the approval of the DGS and dissertation advisor, a student may select a reader from outside the University.

### C. DISSERTATION PROSPECTUS

No later than three months after passing the oral preliminary examination, the candidate, in consultation with his or her dissertation advisor, will submit a written formal prospectus of the dissertation (about 40 pp. long, including bibliography and project outline) to the DGS. Assessment of the prospectus will be undertaken by a committee, led by the potential dissertation advisor and two other members of faculty. That committee will send their recommendation in a timely manner to the DGS who will report the outcome to the student. If a student passes the oral preliminary exam after spring break, the dissertation prospectus is due by the end of the following September. Students may present an oral presentation of the prospectus although this is not a requirement of the Ancient History program.

### D. DEFENSE

A formal defense of the thesis is required by the university, and candidates will defend their work before members of the Departments of Classics and History, except in unusual circumstances. The candidate should offer a summary of the dissertation, followed by questions, criticisms, comments and advice from the readers; finally, the candidate is given time to reply to the readers' comments. The defense lasts a maximum of two hours and is open to the attendance of all members of the faculty.

### E. SUBMISSIONS OF DISSERTATIONS

Students should be advised that the Graduate School has specific regulations for how and when to submit dissertations. See Graduate School Handbook.

## SECTION TWO

### FUNDING FOR GRADUATE STUDENTS ENROLLED IN THE JOINT PHD PROGRAM IN ANCIENT HISTORY

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#### I. TUITION AND FEES

The Graduate School agrees to pay tuition and fees, including student health and dental enrollment fees, but excepting student activity fees, for each student enrolled in the Ancient History PhD Program for five years of graduate study in accordance with the terms of the contract signed by the Dean of the Graduate School and the student prior to matriculation.

#### II. STIPENDS

Stipends are paid out monthly on the last business day of each month. The Graduate School guarantees funding for doctoral students in good standing for five academic years and four summers. The Graduate School and the Classics and History Departments are further committed to funding students in good standing for an additional summer and academic year pending the submission and approval of a Dissertation Completion Proposal.

##### A. TYPES OF STIPENDIARY FUNDING

1. Fellowships – Fellowship funding enables students to pursue graduate study without obligations to teach or to hold a university-approved proctorship or other research assistant appointment. Students generally receive fellowship funding for their first year, enabling them to undertake the required course load of four courses per semester for the first two semesters. Fellows receive a stipend, full tuition, a health-services fee, and health and dental insurance. Fellowship recipients are not allowed to hold other work appointments, either inside or outside the University. Any exceptions to this policy must be approved by the Graduate School.

2. Teaching Fellowships – A Teaching Fellowship entails that a student receive one semester of funding as compensation for serving as the primary course instructor for a regular course offered as a part of the Classics curriculum. TFs are compensated at a slightly higher rate than Teaching Assistants and Proctors due to the increased responsibilities of the appointment. Only students who have passed the translation exam in Latin or Greek are eligible to receive a Teaching Fellowship.

3. Teaching Assistantships – A Teaching Assistantship entails that a student receive one semester of funding as compensation for providing pedagogical support for a course led by a departmental, joint, affiliated, or cooperating faculty member. Any student from the second year on is eligible to receive a Teaching Assistantship.

4. Proctorships – Proctorships are non-instructional positions and are offered either through an academic department or degree program, or from other research, training, academic or administrative offices around campus. These positions are intended to foster the professional development and/or research interests of graduate students. Under no circumstances are proctors to be used for general administrative work.

5. Dissertation Fellowships - Doctoral students in the Classics Department who have achieved candidacy are eligible for dissertation fellowships, and students will typically be awarded two terms of dissertation fellowship funding during their fifth year. Dissertation Fellowships, like all fellowships, are awarded by the Graduate School based on departmental recommendations. Fellows receive a stipend, full tuition, a health-services fee, and health and dental insurance. Students who have been awarded Dissertation Fellowships are expected to devote themselves to research and scholarship toward the completion of their dissertations. Fellowship recipients are not allowed to hold other work appointments, either inside or outside the University. Any

exceptions to this policy must be approved by the Graduate School. Doctoral students in the History Department who have achieved candidacy are eligible for Dissertation Fellowships, and students will typically be awarded two terms of Dissertation Fellowship funding during their fourth year. Ancient History students, funded by the History Department, however, will typically delay their Dissertation Fellowship to their fifth year, in line with the Ancient History program.

#### B. DETERMINATION OF STIPENDIARY SOURCE

In the Classics Department, teaching assignments and proctorships for the academic year are regularly distributed each semester for the following semester by the Department Chair and the DGS in consultation with the DGS for the Ancient History PhD program and with input from the graduate students. These assignments should cover the needs of the department and should be approached by all parties involved with equity and flexibility.

In the History Department, the DGS of History oversees the allocation of teaching positions funded by the History Department. It is possible for students on the Ancient History program funded by Classics or History to undertake teaching duties on courses in the other departments only on consultation with the DGS in History and the DGS in Classics.

Determinations are made in accordance with the Graduate School's timeline.

#### C. GRADUATE SCHOOL/GRADUATE COUNCIL POLICY REGARDING ACTIVITIES OUTSIDE OF STIPENDED APPOINTMENTS

Doctoral students with stipends should note a policy regarding the pursuit of compensated activities outside of the stipended appointment, which was approved by the Graduate Council in March 2013:

Doctoral students receive financial support through a variety of mechanisms, such as teaching assistantships, research assistantships or proctorships. These support structures are intended to enable students to pursue their education and scholarly activities that lead to a dissertation. Stipends that are awarded to doctoral students are, in particular, meant to allow the student to focus on their studies and scholarly work. The policy sets parameters and a process to guide stipended students who are not otherwise barred from such activity by visa rules or requirements imposed by outside agency funding. A fuller description of the policy and its principles can be found at: <https://www.brown.edu/academics/gradschool/academics/rules-regulations/activities-outside-stipended-appointments> .

### III. FUNDING FOR THE SIXTH YEAR AND BEYOND

#### A. GRADUATE SCHOOL SOURCES

While funding for a sixth year (or for any further years of graduate study) is not guaranteed, the Graduate School and the Classics and History Departments are committed to funding students in good standing for a sixth year pending the submission and approval of a Dissertation Completion Proposal.

Students are also encouraged to apply for sixth-year funding through interdisciplinary opportunities offered by other units within the University, including the Cogut Center, the John Hay Library, and others. More information regarding such opportunities is available on the Graduate School website.

The Graduate School does not provide stipend support to students beyond their sixth year. Students who have not completed their dissertations by the end of the sixth year may, after consultation with the DGS in their program, submit a Dissertation Extension Proposal (DEP).

Based on the DEP, the Graduate School grants full and partial student tuition scholarships and, when budget allows, grants health insurance. These students may also seek student employment on campus through the Student Employment Office.

#### **B. EXTERNAL FELLOWSHIPS**

Students are encouraged to apply for external fellowships throughout their graduate career, especially for funding beyond the fifth year. See the graduate school and departmental websites for more information on fellowships.

### **IV. SUMMER FUNDING**

#### **A. SUMMER STIPENDS**

The Graduate School guarantees each student enrolled in the PhD program in Ancient History four years of summer financial support to be paid out on the last business day of each month, June to August. Support will be given to students for the summers that follow each of their first four years of graduate study. Students who are awarded a sixth academic year of funding through the DCP process or other sixth year funding programs will also receive summer funding for the preceding summer.

#### **B. TEACHING FOR SUMMER@BROWN and the BROWN SUMMER SCHOOL.**

Students who have passed their translation exams in Greek and Latin are eligible to submit a proposal to teach a course through the Summer@Brown Program offered by the School of Professional Studies and to receive compensation for teaching that course, should it achieve the required enrollment to run. The approval of the Chair is required prior to submitting a proposal to teach in the Summer@Brown Program. Of those who are eligible, priority will be given to students who have successfully passed their Preliminary oral exam.

#### **C. EXTERNAL FUNDING**

Students wishing to participate in programs offered through other institutions, such as the American Academy in Rome or the American School of Classical Studies at Athens, are encouraged to apply for external fellowships that would defray the cost of participating in such programs. See the Graduate School and departmental websites for more information on fellowships.

**SECTION THREE**  
**SUGGESTED SCHEDULE FOR THE COMPLETION OF REQUIREMENTS**

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**I. REMARKS ON DEGREE REQUIREMENTS AND FUNDING**

**A. DEPARTMENTAL POLICY**

In reconciling the Graduate School policy and funding constraints with departmental requirements, the Ancient History Program recommends the following schedule as a guideline. The aims of the recommended schedule are these:

1. To demonstrate how the different requirements may be balanced so that students may have a more tangible notion of how to pass the oral examination if at all possible by the start of sixth semester and no later than the eighth semester.
2. To ensure that all prerequisites are passed before the student takes the oral examination.

**B. FUNDING CONSTRAINTS**

Since funding through the Graduate School can only be guaranteed for five years (see above, Section Two), students who have not advanced to candidacy by the end of the fourth year are less attractive competitors for further funding from the university (if such funding is available) and from external foundations as well. Also, students who have not advanced to candidacy by the end of the fourth year have diminished their chance of finishing their dissertations by the end of their sixth year.

**C. CALCULATING 'YEAR OF STUDY'**

1. The Graduate School counts a student's Year in Program (YIP) from his/her year of entrance into the PhD Program in Ancient History. The Funding Year in Program (FYIP) is calculated separately by the Graduate School for students who are granted Leaves of Absence.
2. The Department in its evaluation of students ordinarily counts a student's 'year of study' by the number of years that student has received stipendiary funding from the Graduate School. If, e.g., a third-year student wins an external fellowship to study abroad for his/her fourth year and takes the prelims upon returning in the following year (fifth from entrance), the faculty counts that student, for purposes of evaluation, as a fourth-year student. (In practical terms, this means that the department typically counts the Graduate School's Funding Year in Program (FYIP) as the 'year of study.')

**II. TABLE OF REQUIREMENTS AND DEADLINES: SEE APPENDIX IV.**

**III. NOTES AND ADVICE ON PROGRESSING THROUGH THE SCHEDULE**

**A. FIRST-YEAR STUDENTS**

1. Take eight courses, keeping in mind as a primary consideration the goal of passing the Greek and Latin translation exams as early as possible.
2. Begin to fulfill the requirements by taking the courses in literature (poetry and survey sources) as a way of preparing for the Greek and Latin translation examinations.

3. Consider further developing skills in one or other of the ancient languages by taking a prose composition course.
4. Pass at least one modern language exam or plan to take a summer reading course on (or learn independently) one modern language.
5. If prepared, after discussion with DGS, take one or both Qualifying Translation Exams in the ancient languages or, at least, plan carefully a reading program of ancient literature with a view to taking an exam in September of year 2.
6. Consult with the DGS about courses for Year 2 during the Spring semester.
7. Identify an area that could be developed for the first of the two extended research essays with a view to submission at the start of the third semester.

#### B. SECOND-YEAR STUDENTS

1. Take at least eight courses if not teaching or proctoring, or at least six courses if teaching or proctoring. By this time, students should be taking at least one seminar per semester. Since a faculty Mentor is selected during the third semester, the graduate student should consult with that Mentor at least once a semester about courses for the following semester. The student-Mentor relationship continues until the prelims are successfully passed. Typically, the DGS in Ancient History acts as mentor, but this is not a requirement.
2. Carry out teaching or proctoring duties.
3. Plan to complete the ancillary field: applications for external courses for the summer at the end of year 2 are likely to have deadlines in Fall semester of year 2.
4. Continue to prepare for ancient language exams. Must pass the Qualifying Translation exams in both ancient languages by May.
5. Identify an area that could be developed for the second of the two extended research essays with a view to submission at the start of the fifth semester.

#### C. THIRD-YEAR STUDENTS

1. Take courses that will aid you in completing any requirements prior to the oral examination that are not yet fulfilled.
2. Carry out teaching or proctoring duties.
3. Complete the second extended research paper if it has not already been completed by the start of the Third Year.
4. Begin serious reflection upon a dissertation topic.
5. Prepare for the Oral Examinations before the start of the Fourth Year.

#### D. FOURTH-YEAR STUDENTS<sup>1</sup>

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<sup>1</sup> Note that History-funded Ancient History PhD students will delay their Dissertation Fellowship Year to Year 5 and undertake TAs duties in Year 4, in line with the typical timetable for the Ancient History program.

1. Explore opportunities for funding for your sixth year. Look into possibilities for external support (e.g., Fulbright, DAAD, Sibley, etc.). Discuss with the DGS the possibility of requesting a dissertation fellowship for the fifth year.
3. Having completed all other requirements, consult with the DGS and mentor about selecting your Oral Examination Committee (two examiners and one chair).
4. Be attentive to the description and instructions for preparation for the preliminary oral examinations.
5. While studying for the Oral Examination, explore ideas for a dissertation with different members of the faculty, especially the members of your Oral Examination Committee. Before you take the exam, you should have at least a general notion of the topic of your dissertation. You should also choose your Dissertation Advisor in consultation with the DGS, Mentor, and Oral Examination Committee.
6. Take and pass your Oral Examination by the eighth semester (at the latest). Graduate School regulations establish five years as the absolute maximum time for a student to reach candidacy (See Graduate School Handbook: "Doctoral students have up to five years after admission into their program to achieve candidacy. Students who do not achieve candidacy by the end of their fifth year will be withdrawn from the Graduate School. Requests for a one-year extension for achieving candidacy may be made to the Graduate School by the DGS in the student's program").
7. After completing all requirements you will be 'admitted to candidacy.' The Dissertation Advisor now takes over as your primary mentor.
8. Carry out teaching or proctoring duties.

#### E. FIFTH-YEAR STUDENTS

1. Read prodigiously and formulate a dissertation prospectus for presentation to the Dissertation Committee no later than three months after passing the Oral Examination.
2. Begin to write a dissertation by the end of the ninth semester (at the latest).
3. If a sixth year of funding is expected to be necessary, discuss with the DGS filling out a DCP (Dissertation Completion Proposal).
4. Carry out teaching or proctoring duties.

#### F. SIXTH-YEAR STUDENTS

1. Complete and defend your dissertation.
2. Start applying for positions.

### IV. DEVIATIONS FROM SUGGESTED SCHEDULE

A. Study Abroad — Study abroad is recommended on academic grounds and can enhance a student's chances for an academic position, particularly if the student receives external support to undertake such studies. Under the Graduate School's incentive program (for details, see the

Graduate School website), students who have won an external fellowship during their five year guarantee period are typically guaranteed a sixth year of support.

B. Leaves of Absence — There are reasons, apart from external fellowships, which may force a student to be away from the program: family circumstances, illness, professional appointments, etc. The Graduate School has a program of Leaves of Absence designed to cover all these possibilities and 'stop the clock'. See Graduate School Handbook, most recent version, on Leaves of Absence.

## **SECTION FOUR EVALUATION PROCEDURES**

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### **I. UNIVERSITY GUIDELINES**

#### **A. EVALUATION**

The Graduate Council has ruled that each student should be advised, no later than the end of the third semester, whether he/she should proceed towards the PhD, plan to stop with the master's degree, or plan to leave without a degree (Graduate School Handbook, under Advisors and Advising). This imposes on the department the need to have an early evaluation of each student's progress in the program and their promise.

At least once a year (and, in the case of first year students or students on warning, at least once every semester), the status and progress of every graduate student in a department shall be reviewed and evaluated. This evaluation and the grounds upon which it is based shall be entered in writing in the student's file and a copy provided to the student. Students shall have the opportunity at any time to add to their files any materials that can contribute to their evaluations.

In the case of first-year students, the Graduate School Handbook states that the DGS must report to each student in writing before the second semester begins on his or her first semester's progress and the faculty's expectations for progress in the second semester.

#### **B. FOREWARNING**

No student shall be withdrawn for academic reasons from a program without a semester's forewarning of his or her possible termination.

#### **C. TERMINATION OF FUNDING**

A student receiving Graduate School funding shall not have that funding terminated without a semester's forewarning save for sufficient cause. Reasons for termination of funding shall be placed in a student's file in writing and a copy given to the student.

*N.B.* These procedures will take place in accordance with the Graduate School Handbook section on Academic Standing and Warning Policy.

### **II. DEPARTMENTAL PROCEDURES FOR EVALUATION**

#### **A. REPORTS TO THE FACULTY REGARDING GRADUATE STUDENT PROGRESS**

1. Each year, the faculty devotes the first meeting of Semester II to a discussion of the progress of each graduate student beyond the first year currently in the program (= 'the annual review of graduate students'). First-year students are evaluated separately in December and once again at this Semester II meeting. Fifth-year students are also evaluated in December to confirm their eligibility to be recommended for sixth-year funding.

a. In preparation for this meeting, the DGS collects the following data relating to each student:

i. Record of course work (with attention to grades and to 'incompletes' that have not yet been rectified) and observations about the student's progress made by the other members of the faculty.

ii. Record of requirements completed both *in toto* and since the last review (with attention to the pace at which the student is completing them).

iii. Record of teaching evaluations, consisting of a statement of personal observation (when possible) and summary of student evaluations.

b. Presentation of Findings to Faculty

The DGS then presents a summary of the record of each student for discussion. Observations about the student's progress are solicited from the other members of the faculty.

c. Assignment of Standing

1. The faculty then consult with each other to assign academic standing to each student in terms of good, satisfactory, warning, or termination. The student's standing in the program is evaluated in accordance with the 'data' listed under A.1.a.i-iii. Of these, the most important criteria are i. (performance in courses) and ii. (fulfillment of degree requirements). Data will be considered in conjunction with observations by faculty members who have overseen the work of individual students in classes and exams.

2. At each monthly meeting, the Chair asks the DGS to report informally on graduate matters.

3. Examiners in the Greek and Latin translation exams report on the results of individual students regularly (i.e., after the September, January and May exams). Results of the Greek and Latin translation exams are to be reported to the students within two weeks of the completion of the exam. Individual faculty members also report to the DGS or their mentors before the annual evaluation of the students, and after they pass their special field/authors, and oral exams.

## B. REPORTS TO THE STUDENT REGARDING PROGRESS

1. Once per year following the annual review of graduate students (and twice per year for first-year students), the DGS will inform each student in writing of his/her progress and standing in the program.

2. Graduate students are encouraged to consult with the DGS informally at other times to become aware of their standing and be advised of their progress in the program.

**SECTION FIVE  
REQUIREMENTS FOR THE MASTERS IN ANCIENT HISTORY**

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Students seeking only an MA in Ancient History are not normally admitted to the graduate program (and never with University funding), but a terminal MA in Ancient History is an option for regularly-admitted graduate students who in the course of their studies decide or are advised not to pursue the Ph.D. The program will consist of a minimum of EIGHT courses including at least TWO graduate seminars in courses relating to the broad area of Ancient History, and completion of a thesis (normally 15,000-22,500 words including bibliography) which shall be an original investigation of some topic in the broad area of Ancient History. A member of the department shall serve as advisor, with a reader who will normally be a department member or a joint, affiliated, or cooperating faculty member. Competence must be demonstrated in French or German.

**SECTION SIX  
GRIEVANCE PROCEDURES**

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See the Graduate Student Handbook section on Grievance Procedures for a detailed description of these procedures.

**SECTION SEVEN  
PROCEDURE FOR AMENDING THIS HANDBOOK**

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This handbook will be amended, when needed, after discussion and faculty vote in Classics and History.

## APPENDICES

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### APPENDIX I

#### GRADUATE STUDENT REPRESENTATION IN THE CLASSICS AND HISTORY DEPARTMENTS

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Graduate student representation of students in the Ancient History program will relate to EITHER the Classics Department OR the History Department depending on the source of funding that an Ancient History PhD student receives.

Details relating to Graduate Student representation if funded by the Classics Department, see below. For Graduate Student representation in the History Department for History-funded Ancient History students, see the History PhD Program Handbook:

<https://www.brown.edu/academics/history/graduate/phd-program>

#### GRADUATE STUDENT REPRESENTATION IN THE CLASSICS DEPARTMENT

The following is a verbatim copy of the 'Graduate Student Constitution' that defines and governs those positions by which the graduate students represent themselves within and outside of the department.

- I. Representation within the Department.**
  - A. The Graduate Students in the Department of Classics shall represent themselves within the Department and to the Faculty through one Graduate Student Representative.
  - B. The Graduate Students in the Department of Classics shall represent their pedagogical interests within the Department through one Graduate Student Teaching Liaison.
  
- II. Representation outside the Department.**
  - A. The Graduate Students in the Department of Classics shall represent themselves outside the Department to the larger Graduate Student community and Brown University community through Graduate Student Council Representative(s), henceforth called "GSC Representative(s)." The number of representatives for the Classics Department shall be determined in accordance with the Graduate Student Council rules.
  - B. The Graduate Students in the Department of Classics shall represent their pedagogical interests outside the Department to the Sheridan Center for Teaching and Learning through the Sheridan Center Graduate Student Liaison, who shall be the same individual as the Graduate Student Teaching Liaison.
  
- III. Election.**
  - A. If more than one Graduate Student is willing to serve as a representative or liaison, the Graduate Students in the Classics Department shall hold an election, wherein the representative shall be chosen by simple majority vote.
  - B. The Graduate Student Representative shall be elected from the 3<sup>rd</sup>-year class, unless the body of Graduate Students decides by majority vote to suspend this requirement.
  - C. The GSC Representative shall be elected from the 2<sup>nd</sup>-year class, unless the body of Graduate Students decides by majority vote to suspend this requirement.
  - D. The Graduate Student Teaching Liaison shall be elected from among those Graduate Students who are in their 4<sup>th</sup> year or beyond and who have previously completed the Sheridan Center's Certificate I program, unless the body of Graduate Students decides by majority vote to suspend this requirement.

- E. Elections shall take place no later than the 2<sup>nd</sup> week of the fall semester. If representation changes over the winter break, elections for the spring semester shall take place no later than the 2<sup>nd</sup> week of that semester.
- F. The Graduate Student Representative from the spring semester shall be responsible for calling the election meeting of the fall semester.

**IV. Term of Office.**

- A. The Graduate Student Representative and the GSC Representative shall serve a term of at least one semester but no longer than two consecutive semesters.
- B. The Graduate Student Teaching Liaison shall serve a term of at least one year. (S)he may remain in office as long as (s)he desires and the Graduate Students are in favor of it.

**V. Duties of the Graduate Student Representative.**

*A. To the Faculty.*

- 1) The Graduate Student Representative shall attend the monthly meetings of the Brown Classics Faculty when necessary for the presentation of Graduate Student issues.
- 2) (S)he shall apprise the Department Chair of any issues of interest to the Graduate Students that should be added to the meeting agenda.
- 3) (S)he shall be willing to answer queries and requests of the Faculty directed to the Graduate Students.

*B. To the Graduate Students.*

- 1) The Graduate Student Representative shall make him/herself aware of Departmental issues of concern to the Graduate Students.
- 2) (S)he shall inform the Graduate Students of the transactions of any Faculty meetings (s)he attends in relation to Graduate Student matters in a timely manner.
- 3) (S)he shall coordinate a meeting between the Department Chair and the Graduate Students at least once per year and as needed.
- 4) (S)he shall have the ability to form committees made up of Graduate Students to address Departmental issues of specific or on-going concern.
- 5) If any student is unwilling to voice an issue of academic or Departmental interest directly to a Faculty member, the Graduate Student Representative shall voice the issue to an appropriate Faculty member.

**VI. Duties of the GSC Representative.**

- A. The GSC Representative shall represent the interests of the Classics Graduate Students at the monthly meetings of the Graduate Student Council (GSC).
- B. (S)he shall be aware of issues outside the Department of concern to the Graduate Students.
- C. (S)he shall inform the Graduate Students of the Classics Department of the transactions of the GSC meetings in a timely manner.
- D. (S)he shall be responsible for voicing extra-departmental issues that are of concern to the Classics Graduate Students to the Director of Graduate Studies and/or to the Administration of Brown Graduate School, as appropriate.

**VII. Duties of the Graduate Student Teaching Liaison.**

- A. The Graduate Student Teaching Liaison shall be aware of and keep the Graduate Students and the Department Faculty Teaching Coordinator informed about issues both within and outside the Department that affect student-teaching.

- B. The Graduate Student Teaching Liaison shall also serve as the Departmental Liaison to the Sheridan Center and report to the Graduate Students any teaching related programs or events that may be of interest.
- C. The Graduate Student Teaching Liaison shall coordinate a meeting each semester with the Faculty Teaching Coordinator and the current Teaching Fellows (TFs) prior to the deadline for book-orders.

**VIII. Proxy.**

- A. If the Graduate Representative is unable to attend a monthly meeting of the Faculty when such attendance is determined to be necessary, (s)he may appoint another Graduate Student to serve as proxy. The proxy shall then inform the Graduate Students of the transactions of the Faculty meeting in relation to Graduate Student matters.
- B. If the GSC Representative is unable to attend a monthly meeting of the Graduate Student Council, (s)he may appoint another Graduate Student to serve as proxy. The proxy shall inform the Graduate Students of the transactions of the GSC meeting.

**SECTION TWO: GRADUATE STUDENT REPRESENTATION IN THE HISTORY DEPARTMENT**

See the History PhD Program Handbook:

<https://www.brown.edu/academics/history/graduate/phd-program>

## APPENDIX II A GUIDE FOR TAs AND TFs

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### SECTION ONE: A GUIDE FOR TAs AND TFs IN THE DEPARTMENT OF CLASSICS

#### 1. Classes and the Curriculum:

**ABC/NC and S/NC:** The official grading system at Brown. Note that there are no pluses or minuses (no A-, no B+). There are also no Ds or Fs. If students fail a course, they get NC, which means that the course simply does not count. It does not show up on their official record and it does not count in their final GPA (= grade point average: A = 4, B = 3, C = 2, where 4.0 is the best possible average). Students who do not wish to compete for a grade may take a course as S (satisfactory)/NC (no credit). In accordance with Brown University Faculty Rules, course instructors are requested to award an S with distinction to those students taking a course S/NC whose academic performance in the course is equivalent to an A. For more information on the grading system, visit

<https://www.brown.edu/about/administration/registrar/course-enrollment/grades>

**Academic Calendar:** Make sure you enter all the important dates of the academic calendar in your syllabus. We are normally required to be on campus until the date when grades for our course(s) are due (72 hours after the scheduled date of the final exam). In the courses where no final exam is given there is flexibility, however, and your cooperating faculty member (see below for definition), if you are a TA, will let you know when you will be free to leave campus.

<https://www.brown.edu/about/administration/registrar/academic-calendar>

**Academic Code:** This is the document that governs student conduct with regard to plagiarism, cheating, and similar violations of the norms of classroom conduct.

<https://www.brown.edu/academics/college/degree/policies/academic-code>

**Academic Standing:** Brown undergraduate students are expected to complete four courses each semester, for a total of 32 courses over 4 years, and, with a few exceptions, must satisfactorily complete a minimum of 30 courses in 8 semesters. Students usually enroll in four courses in each semester but may elect to take three, four, or five courses. Registration for anything fewer than three courses ("workload reduction") requires special permission in consultation with a dean. RUE students are exempted from this policy. [Academic standing for graduate students is Good, Satisfactory, Warning, or Termination.](#)

**Advanced Placement Credit (AP):** It is possible to receive academic course credit on the basis of Advanced Placement (AP) examinations. The Department of Classics awards course credit for an AP score of 4 or 5, provided that the student pass with the grade of "B" or higher an advanced course for each AP score presented.

**Audit:** Students who audit classes attend and complete assignments. They do not get course credit but the AUD does show up on their official record. Auditors should ask the instructor for permission to use this option. Instructors are not obligated to allow auditors to stay in their class.

**Banner:** The electronic registration system at Brown, introduced for pre-registration in the spring semester of 2007. Students search the course catalogue, register for their courses and drop them online, class lists are updated as students move in and out.

**Brown Curriculum** (or the "New Curriculum" even though it is nearly 50 years old): Brown's undergraduate program (The College) is well known for having one of the most open and flexible curricula in the United States. Students currently have NO requirements other than those necessary for their main field of study or concentration. In the interest of promoting a broad-

based, liberal arts education, U.S. universities and colleges typically require undergraduates to take a certain number of courses in a range of fields covering the humanities, social sciences, sciences and math, and foreign languages. At Brown, only a few concentrations other than language and literature departments have a foreign language requirement.

**Canvas:** The electronic course management system used at Brown. Usually, there is a class webpage where students can access the syllabus, assignments, calendar, links to documents and websites, films, music, etc. For Canvas and other teaching technology training opportunities, please visit: <https://it.brown.edu/get-started/guides/faculty>

**Concentration:** A student's major field of study (e.g. French Studies, History, Engineering, Middle East Studies, Biology, Math, etc.). Most concentrations require students to complete at least nine courses in that department. Since Brown students typically take 32 courses during their four years here, that leaves them with a great deal of freedom and choice as they design their program of study. Brown offers two different types of four-year baccalaureate degrees: the Bachelor of Arts (A.B.) and the Bachelor of Science (Sc.B.). The degree awarded is determined by a student's chosen concentration program. Students have the option of completing two (or more) different concentrations during a regular four-year program. The concentration advisor for the Classics Department is Johanna Hanink ([Johanna.Hanink@Brown.edu](mailto:Johanna.Hanink@Brown.edu)) and further information can be found at: <https://www.brown.edu/academics/classics/academics/undergraduate-program>

**Cooperating Faculty Member:** A cooperating faculty member is a professor to whose course a graduate student is assigned as a TA. Because a TAsip is, in many cases, the first time a graduate student is involved in teaching a course, and because being a TA is often the only experience a graduate student has in teaching literature and culture courses before graduating, CFMs are encouraged to treat their TA(s) as teaching apprentices.

CFMs often ask TAs to:

1. grade papers
2. hold office hours
3. facilitate discussion sections
4. give a lecture or lectures
5. maintain the course website

TA(s) are expected to give their CFM regular feedback about all aspects of the course to which they are assigned. In turn, TAs hope that CFMs will teach them how to structure and run a course; how to design a syllabus, create assignments, evaluate student work, etc. They also hope that CFMs will give them regular feedback about their performance.

**CPR (Course Performance Report):** A form where instructors can write out a paragraph long evaluation of a student's work in their course. No references to grades or grade equivalents should be included in this evaluation. Students will frequently ask instructors to complete the CPR if they are using the S/NC option for the course, but some just like to have this document on file for every course that they take. Students are supposed to request the CPR long in advance of the end of the semester, but frequently wait until the final weeks or days. It might be beneficial to include the instructor's policy regarding CPR (as well as policies relating to recommendations etc.) in the syllabus.

**Credit(s):** Each Brown course is usually worth one credit, although there are some courses which carry half or double credit. Students are required to achieve a passing grade (credit) in a minimum of 30 courses, in order to graduate with a Bachelors (in arts, in sciences) degree, the standard college undergraduate degree. Approved study at another institution may be applied toward this requirement. A maximum of fifteen transfer courses and no more than four summer courses (at Brown or elsewhere) may count toward this requirement.

**Drop/Add:** The process used for changing courses. After one or a few visits to a class, students may decide to drop that class and add a different one. Deadlines (last to add a new course, last day to drop a course) can be found in the Registrar's Academic Calendar of deadlines: <https://www.brown.edu/about/administration/registrar/academic-calendar>

**Department Undergraduate Group (DUG):** The Classics DUG is an organization for Brown undergraduate students who are interested in the Classics. One of the major goals of the DUG is to facilitate interactions between students and professors, and to help students learn more about the department.

**Exam excuses:** The Dean of the College Office is solely responsible for determining whether a student's absence from a final examination is excused. If you wish to grant a student an exam excuse you may contact the appropriate Deans. <https://www.brown.edu/academics/college/support/faculty/final-exams/exam-excuses-and-incompletes>

**Honors:** Students may earn honors in each concentration by presenting a satisfactory thesis, for the preparation of which they will ordinarily enroll in the relevant 1990 courses; these courses may not be used to satisfy the standard requirements for a concentration. In order to qualify for honors in Classics, students must maintain an overall "A" average in the concentration. <https://www.brown.edu/academics/classics/academics/undergraduate-program>

**INC:** In exceptional circumstances, a course may be left incomplete (except for a regularly scheduled final examination). Details regarding the assignment and completion of INC grades should be reviewed on the Registrar website.

**Learning Disabilities:** A student who has been diagnosed with one or more learning disabilities and requests extra time or special conditions for exams, papers, etc. should present documentation from the deans in the Office of the Dean of the College. You should not make special arrangements for students with learning disabilities without official verification. For information regarding supporting students with disabilities please email [SEAS@brown.edu](mailto:SEAS@brown.edu)

**Letter of Recommendation:** Students may ask you to write them letters of recommendation to support their applications for 1) study abroad, 2) to become Meiklejohn fellows at Brown, 3) for their permanent dossier that they will send out when applying for jobs or to graduate schools, 4) other. Make your policy regarding letters of recommendation and the time you require to write them known to students, in advance.

**PLME (Program in Liberal Medical Education):** Special 8-year program whereby Brown admits first-year students to the College and to the Medical School. PLME students complete an undergraduate degree (in virtually any concentration) and then stay at Brown for the four years of their medical education.

**Resumed Undergraduate Education Program (RUE):** A small number of students who have been out of high school for six years or more but who have not yet completed a four-year bachelor's degree are admitted to Brown through the Resumed Undergraduate Education Program (RUE).

**Requirement/Required Course:** The courses that students MUST take in order to complete their program of study or concentration at Brown.

**RISD (Rhode Island School of Design):** The well-known school of arts and architecture located nearby Brown on Benefit St. RISD students can take Brown courses and vice versa, but the academic year calendars for the two schools do not match exactly. RISD students taking your courses are expected to respect the Brown course calendar.

**S/NC (Satisfactory/No Credit):** A student may choose the S/NC or Pass/Fail option, instead of the ABC/NC option.

**Teaching Fellow Mentor:**

Whereas Faculty Mentors are expected to help graduate students navigate their way through the academic requirements as described in the graduate student handbook, the TF mentor helps the students with pedagogical matters relating to courses which the students teach independently as Teaching Fellows.\*

The TF mentor's role in such circumstances will normally include:

1. discussing and approving the selection of a textbook, commentary, etc. for each of the student's TF courses;
2. approving the final syllabus of each of the student's TF courses;
3. encouraging the students' Faculty Mentor to observe the student's TF courses at least once during the semester and afterwards discussing the student's performance (and, on occasion, observing the TF's courses in the role of TF Mentor).

Graduate students may also find it useful to discuss with the TF Mentor, as well as with their Faculty Mentor and their fellow students, various aspects of the courses they teach, for example, how best to assess student progress, what reasonable expectations are for students at different levels, how best to deal with students who are having difficulties, etc.

\*While a graduate student is a TA for a professor's course, the CFM fulfills the mentor's role in observing and providing feedback relating to the TA's performance in that course.

**Textbook orders:** There are several options for ordering textbooks and course pack materials and requesting desk copies. Please observe the deadlines for ordering: by **April 1 for Semester I** and **September 15 for Semester II**. You may find useful information about online textbook browsing and complete the textbook order form online at: <https://www.brown.edu/campus-life/support/bookstore/textbooks/faculty-information>

**Transfer Student:** A new Brown student who began his or her university level work at another college or university and then decided to apply to Brown. Students can typically apply to have the courses that they completed at the other school count toward their Brown degree.

**Vagabond:** Students who sit in on courses without officially registering, either for credit or as auditors, are called vagabonds. "Vagabonding" is the process of sitting in without official status. It is common NOT to allow vagabonding in language classes.

**2. Administration, Academic Services and Support:**

**President:** Christina Paxson is the 19<sup>th</sup> president of Brown University. (PhD., Economics, Columbia University).

**Provost:** Currently Richard Locke (Political Science and International and Public Affairs). Responsible for ensuring academic excellence and sound budgetary practices across the full range of programs in academic departments, research centers, and interdisciplinary institutes, and for overseeing the operations of the College, Graduate School, Warren Alpert Medical School, School of Public Health and School of Professional Studies.

**Dean of the Faculty:** Currently Kevin McLaughlin (English). Directly responsible for the recruitment, retention, and development of University faculty.

**Dean of the Graduate School:** Currently Andrew Campbell (Medicine). The Dean responsible for all academic matters related to graduate students and graduate studies, including admissions, curricula, requirements, dissertations fellowships, etc. For more information, visit <https://www.brown.edu/academics/gradschool/>.

**Dean of the College:** Currently Rashid Zia (Engineering and Physics). Responsible for all academic and curricular matters pertaining to the undergraduate "College" at Brown (often referred to as BTC, which stands for "Brown The College"). Your students, whether they study math and sciences or arts and letters, are enrolled in the College.

**Dean of the College Office:** There are a number of Associate and Assistant Deans working in this office. Each of them holds open, walk-in office hours every week, and each specializes in certain areas (first year and sophomore studies, learning disabilities, independent concentrations, academic code, etc.). All of them can handle initial contacts and make sure that students are referred to the right place. Call 3-9800 to find out which Dean handles each specific issue and about office hours. You may also visit [http://brown.edu/Administration/Dean\\_of\\_the\\_College/people/open\\_hours.php](http://brown.edu/Administration/Dean_of_the_College/people/open_hours.php).

**Student and Employee Accessibility Services (SEAS)** coordinates and facilitates services for Students (including Graduate Students and Postdoctoral trainees), Faculty, Staff and Visitors with physical, psychological, and learning disabilities. <https://www.brown.edu/campus-life/support/accessibility-services/>

**Student Support Services** The Student Support Services staff is available to assist students with a wide range of issues and concerns that might arise during their time at Brown. The Student Support Services Deans provide 24-hour crisis services for undergraduate, graduate, and medical students with personal or family emergencies, and are available by appointment to consult with individual students about their personal questions/concerns, thus allowing students to succeed and thrive in their academic pursuits. <https://www.brown.edu/offices/student-support/student-support-services>. For specific support of graduate students in regard to non-academic issues, see: <https://www.brown.edu/academics/gradschool/living-resources>.

### **3. Places/Services:**

**Academic Support Services:** A tutoring and help center for undergraduates. Students who are having academic difficulties in your classes can be referred to this center (<https://www.brown.edu/academics/college/support/academic/>) for tutoring or, for academic or other problems, to the office of the Dean of the College.

**CareerLAB:** Provides advising, program and resources for undergraduates and graduate students. <https://www.brown.edu/campus-life/support/careerlab/>

**Center for Language Studies:** Umbrella unit for all language faculty at Brown. Organizes workshops, lectures, and conferences relevant to language teaching and learning; sponsors the Theory and Methods of Foreign Language Teaching and Learning seminar (2900); cosponsors the Sheridan/LRC/CLS certificate in Language and Culture Teaching and Technology.

**Counseling and Psychological Services (CAPS):** CAPS provides a range of mental health services to the Brown community, including individual counseling, medication management, skills workshops, referral services, mental health assessment, trainings and consultation for faculty and staff, crisis stabilization, after hours assessment and urgent care, outreach programming, and support groups. <https://www.brown.edu/campus-life/support/counseling-and-psychological-services/>

**Health Services:** Provides basic medical care for Brown students and may provide notes documenting that students were seen by them. Medical excuses of this type do not necessarily excuse a student in all cases. Please check departmental policies with your supervisor or refer to appropriate Dean.

**Instructional Technology Group (ITG):** The Instructional Technology Group supports teaching and learning at Brown through researching and promoting new technologies and providing consultation on effective pedagogical practices. They will provide help, in the form of workshops and tutorials, with regard to designing Canvas pages.  
<http://www.brown.edu/cis/services/academic/itg/>

**Media Services:** Media Services provides curricular and event support for faculty, staff and students, including technology and training for over 150 classrooms and lecture halls on campus. Members of the Brown community can reserve equipment online.  
<http://dl.lib.brown.edu/mso/requestform.php>

**Sheridan Center (for Teaching and Learning):** Provides valuable training and teaching certification for graduate students. Here is a link to their [Teaching and Learning Resources page](#).

## SECTION TWO: A GUIDE FOR TAs AND TFs IN THE DEPARTMENT OF HISTORY

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See the History PhD Program Handbook:

<https://www.brown.edu/academics/history/graduate/phd-program>

Ancient History PhD Students funded by the History dept. and undertaking TA duties within the History dept. should consult the History Department's document: " Standards and Practices for Professors & Teaching Assistants in Lecture Courses."

**APPENDIX III  
GRADUATE STUDENT READING LIST FOR QUALIFYING TRANSLATION EXAMINATIONS  
(REVISED 10/2012)**

[Back to the Contents Page](#)

The examination by translation of Greek and Latin texts consists of TWO separate examination, each three hours long. Each examination presents SIX passages for translation, FOUR of which will come from the works listed below for each language.

**GREEK**

Aeschines	3 ( <i>Against Ctesiphon</i> )
Aeschylus	<i>Oresteia</i>
Apollonius	<i>Argonautica</i> 1.1-22; 3 (all)
Archaic Poetry	(Elegy, Iambic, Lyric) as in D. A. Campbell, <i>Greek Lyric Poetry. A Selection</i> (2003 ed.)
Aristophanes	<i>Acharnians, Clouds, Frogs</i>
Aristotle	<i>Poetics; Nicomachean Ethics</i> 1; <i>Politics</i> 1
Callimachus	<i>Hymns</i> 2 ( <i>Apollo</i> ) and 5 ( <i>Bath of Pallas</i> ); <i>Aetia</i> fr. 1-2 and 67-75 Pfeiffer = fr. 1-3 and 166-74 Massimilla
Demosthenes	1 ( <i>Olynthiacs</i> 1), 18 ( <i>On the Crown</i> )
Dio Chrysostom	<i>Discourse</i> 7 ("the Euboean")
Epigrams	As in Hopkinson, <i>A Hellenistic Anthology</i> (Cambridge 1988) 68-79
Euripides	<i>Medea, Ion, Bacchae</i>
Gorgias	11 ( <i>Helen</i> )
Gregory of Nazianzus	<i>Or.</i> 43 = <i>Funeral Oration on Basil</i> (1-2, 19-22, 78-82); <i>Carm.</i> 1.2.14
Heliodorus	<i>Ethiopian Tale</i> 3.1-5
Herodotus	Books 1; 3.27-117; 7.
Hesiod	<i>Theogony</i> 1-264, 404-885; <i>Works And Days</i> 1-404
Homer	<i>Iliad</i> 1, 5-6, 9, 16-24; <i>Odyssey</i> 1, 5, 6-13, 19, 22-23
Hom. Hymns	2 ( <i>Demeter</i> ), 5 ( <i>Aphrodite</i> )
Isocrates	<i>Panegyricus</i>
Lucian and [Lucian]	<i>On His Dream or Life of Lucian; Erotes</i>
Lysias	1 ( <i>On the Murder of Eratosthenes</i> ), 12 ( <i>Against Eratosthenes</i> )
Menander	<i>Dyscolus</i>
Moschus	<i>Europa</i>
New Testament	<i>Gospel according to John</i>
Pindar	<i>Olympians</i> 1, 2, 7; <i>Pythians</i> 1, 8; <i>Nemean</i> 1; <i>Isthmian</i> 6
Plato	<i>Apology, Symposium, Phaedrus, Republic</i> Book 10
Plutarch	<i>Lives: Demosthenes-Cicero</i> (including synkrisis); <i>De audiendis poetis</i> ( <i>Moralia</i> 14d-37b)
Polybius	Book 6
Sophocles	<i>Antigone, Oedipus Rex, Ajax</i>
Theocritus	<i>Idylls</i> 1, 2, 4, 7, 11
Thucydides	Books 1-3.87; 5.1-26; 6-7
Xenophon	<i>Apology, Anabasis</i> 1

**LATIN**

Apuleius	<i>Metamorphoses</i> Books 1, 4.28-6.24 (Cupid and Psyche)
Augustine	<i>Confessiones</i> , 1
Caesar	<i>B.C.</i> Book 1
Cato	<i>De Agri Cultura</i> praefatio, 1-5, 141-3, 156-7 Peter (as in Courtney, <i>Archaic Latin Prose</i> , pp. 41-49 plus commentary); <i>Origines</i> 83, 95 ( <i>pro Rodiensibus</i> ) Peter (as in Courtney, <i>ALP</i> , pp.74-82.)

Catullus	1-14, 16, 22-24, 28, 31-33, 35-39, 42, 43, 45, 46, 49-51, 53, 56, 58, 60-70, 72, 75, 76, 79, 81, 83, 85-87, 92, 95, 96, 99, 101, 104, 107, 109, 113, 116
Cicero	<i>In Verrem</i> 2.4; <i>De Imperio Cn. Pompeii</i> (= <i>Pro Lege Manilia</i> ); <i>In Catilinam</i> 1, 3; <i>Philippic</i> 2, <i>De Oratore</i> 1.1-159; <i>Brutus</i> ; <i>De Re Publica</i> 6; <i>De Officiis</i> 1.1-60; selected letters (as in Shackleton Bailey school edition)
Claudian	<i>De raptu Proserpinae</i> preface, Book 1
Ennius	<i>Annales</i> 34-50, 72-91, 268-86 (ed. Skutsch)
Horace	<i>Odes</i> Books 1-3; <i>Satires</i> 1.1, 4, 5, 10; <i>Ars Poetica</i>
Jerome	<i>Epistulae</i> 22
Juvenal	<i>Satires</i> 1, 2, 3, 6.1-160, 10
Livy	Books 1, 5, 21, 22
Lucan	<i>Bellum Civile</i> 1.1-66, 2 (all)
Lucretius	<i>De Rerum Natura</i> Bk. 1.1-154, 921-950; Bk. 2.1-332; Bk. 3.1-93, 830-1094; Bk. 4.26-229, 1058-1191; Bk. 5.1-109, 772-1090; Bk. 6.1-91, 1138-1286
Martial	<i>Liber de Spect.</i> 1-2, 9(7), 15(13), 20(17); <i>Epigrammata</i> : Bk. 1.
Ovid	<i>Amores</i> 1; <i>Ars Amatoria</i> 1.1-40, 263-350; <i>Tristia</i> 4.10; <i>Metamorphoses</i> 1 and 8, 15.745-879; <i>Fasti</i> 1
Persius	<i>Satire</i> 1
Petronius	<i>Satyrical</i> 26.7-78.8 (' <i>Cena Trimachionis</i> ')
Plautus	<i>Amphitruo</i> , <i>Menaechmi</i>
Pliny (Younger)	<i>Epistulae</i> 1.1-8; 2.1; 3.5, 7, 16, 21; 4.14; 5.8; 6.16, 20; 7.17, 27, 33; 8.20; 9.6, 7, 10, 33, 36-40; 10.96-97
Propertius	1 (all); 2.1; 3.1-5, 24-25; 4.4
Quintilian	<i>Institutio Oratoria</i> Book 10.1
Sallust	<i>Bellum Catilinae</i>
Seneca	<i>De Ira</i> Book 1; <i>Epistulae Morales</i> 7, 12, 47, 51, 56, 86, 114, 122; <i>Phaedra</i>
Statius	<i>Thebaid</i> 9; <i>Silvae</i> 1.1, 2.7
Suetonius	<i>Life of Claudius</i>
Tacitus	<i>Agricola</i> ; <i>Dialogus</i> ; <i>Historiae</i> Book 1; <i>Annales</i> Books 1 and 4
Terence	<i>Eunuchus</i>
Tibullus	1.1, 3, 4, 6, 7, 9
Vergil	<i>Eclouges</i> (all), <i>Georgics</i> (all), <i>Aeneid</i> 1-4, 6, 12

**APPENDIX IV**  
**ANCIENT HISTORY PHD PROGRAM CHECKLIST EFFECTIVE FROM 2018-2019**

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Ref. no.	Description	Earliest Opportunity	Deadline	Notes
0	Pro-Seminar (for Classics-funded in Year 1; History-funded Year 2)	Sept Year 1	Normally sem 1, Year 1	
1	Translation exam – Greek (Classics List)	Sept Year 1	End of sem 4 (see note)	The TWO translation exams must be passed by the end of sem 4 (a final attempt on ONE is possible at the start of Sem 5)
2	Translation exam – Latin (Classics List)	Sept Year 1	End of sem 4 (see note)	
3	Extensive Research Paper A	Year 1	ONE by the start of sem 5, the other by the start of sem 7	
4	Extensive Research Paper B	Year 1		
5	Modern Language I Examination	Year 1	Start of Year 3 (sem 5)	German
6	Modern Language II Examination	Year 1	Start of Year 3 (sem 5)	French (or Italian, or other relevant language, with approval of DGS)
7	Graduate seminar #1	Year 1 (sem 1)	Before orals	
8	Graduate seminar #2	Year 1 (sem 1)	Before orals	
9	Graduate seminar #3	Year 1 (sem 1)	Before orals	
10	Graduate seminar #4	Year 1 (sem 1)	Before orals	
11	Graduate seminar #5	Year 1 (sem 1)	Before orals	
12	Graduate seminar #6: History Colloquium Theory & Practice (HIST2930)	Year 1 (sem 1)	End of Sem 3	
13	Ancillary field (by written examination or appropriate course)	Year 1 (sem 1)	Sept Year 4 (start of sem 7)	Epigraphy, Archaeology, Numismatics, Papyrology, Art History
14	Classical literature or Author course I (I or II must be a Poetry course or Survey)	Year 1 (sem 1)	Sept Year 3 (start of sem 7)	
15	Classical literature or Author course II (I or II must be a Poetry course or Survey)	Year 1 (sem 1)	Sept Year 3 (start of sem 7)	
16	Teaching Requirement — TA	2nd year	Before orals	
17	Teaching Requirement — TA or TF	3rd year	Before orals	
18	Preliminary Examination/Orals: Greek History (Archaic to end of Hellenistic) & Roman History (“from the beginning to Justinian”)	End of Year 3 (sem 6)	End Year 4 (end of sem 8)	3-hour oral exam; 1.5 hours on Greek History; 1.5 hours on Roman History
19	Dissertation Prospectus	After orals	3 months after orals; Sept Year 5	
20	PhD Dissertation defense	April Year 5 (end of sem 10)	Ideally by end of Year 5; normally by end of Year 6	Graduate school rule: within 5 years of achieving candidacy

**APPENDIX V**  
**ANCIENT HISTORY PRELIMINARY EXAMINATIONS:**  
**ORAL EXAMINATION IN GREEK AND ROMAN ANCIENT HISTORY**

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**Preparation for the  
Preliminary Examination/Oral Examination in Ancient History**

This document offers some suggested bibliography, by way of introduction, and a list of the major topics or themes for the areas that the Preliminary Examinations cover: Greek history (Archaic, Classical, and Hellenistic) and Roman history (Republic, Empire, Late Antique). Students will be examined in GREEK and ROMAN history over 3 hours, with the 90 minutes devoted to Greek history and 90 minutes devoted to Roman history. The order in which these areas are explored is up to the student (Greek or Roman history first).

It is the case with every area prepared by students that the examination could address any question of the broad field of the history and historiography of the specific area. Each of these areas is outlined with guidance on bibliography. The list of topics and themes is largely illustrative and is neither exhaustive nor prescriptive. Questions can address issues concerning sources and authors, historiography, intellectual history, reception, as well as *histoire événementielle*.

**Reference Works**

An Online resource such as *The Encyclopedia of Ancient History* (online: [link](#)) provides a fairly comprehensive coverage of Greek and Roman ancient history institutions, people, places, topics. The *Oxford Classical Dictionary* (now 4<sup>th</sup> edition) is also available as an online resource via [JOSIAH](#). Another good online tool is Brill's *New Pauly* which very much like the *OCD* covers the breadth of the Classical world. (<http://referenceworks.brillonline.com/browse/brill-s-new-pauly>). The *Oxford Dictionary of Byzantium*, though dated, is still the fundamental reference tool for the Byzantine world, including late antiquity. *Late Antiquity: A Guide to the Postclassical World*, ed. G.W. Bowersock, P. Brown, and O. Grabar (Cambridge, Mass., 1999) supplements the resources listed above for the late and post-classical periods

**A. GREEK HISTORY**

Greek history area covers three phases of history, the Archaic, Classical, and Hellenistic. the topics or themes are illustrative and not exhaustive.

Graham J. Oliver, Spring 2014, revised February 2018.

**Archaic Period (1200-479 BCE)**

1. Greek settlement (colonization in Archaic and Classical periods)
2. Tyranny
3. Political organization and law (Lycurgus, Solon)
4. Democracy (early phases)
5. Ethnicity and identity
6. Persia
7. Delphi and Olympia
8. Sparta
9. Social history: slaves and non-free labor

**Classical (478-323 BCE)**

1. Persia and Greece
2. Delian League and Imperial Athens
3. Athenian democracy and political leadership

4. Peloponnesian war: origins; phases; end
5. Spartan Imperialism
6. Theban hegemony and federal structures
7. Imperial Athens in the 4<sup>th</sup> century?
8. Philip II and Macedon
9. Alexander the Great
10. Social history: women and families

### **Hellenistic (323-30 BCE)**

1. The Successors and the formation of the Kingdoms
2. Working and administration of the Ptolemaic Kingdom/Empire
3. Working and administration of the Seleukid Kingdom/Empire
4. Hellenistic Economies
5. Social history: changing role of women in public life
6. Greek polis
7. Warfare
8. "Hellenization"
9. Institutions e.g. festivals, cult incl. ruler cult, political bodies/organization, associations, benefaction, citizenship
10. Rome and the Hellenistic world

### ***Historiography and Sources***

1. The history of the study of Greek history of this period
2. Major authors: Herodotus; Thucydides; Xenophon; Arrian; Polybius (and commentaries thereof)
3. Developments in our understanding of the handling of the sources
4. Sources: numismatic, epigraphical, and papyrological evidence
5. Material culture
6. New and recent discoveries (source evidence)

### **Histoire événementielle**

Foundation dates; major conflicts of 7<sup>th</sup> and 6<sup>th</sup> centuries; important dates relating to Delphi and Olympia; Persian invasions (first and second); Delian League (events of the Pentakontaetia); Peloponnesian War (and dates of events within); Major events affecting Athens, Sparta, Thebes and Corinth in the fourth century; major landmarks of Macedonian History in the 4<sup>th</sup> century; major landmark events of Persian Empire (Kings and significant events); Alexander the Great's campaigns and major significant cultural and political events; the development of the Hellenistic Kingdoms, 323-c. 270; conflicts between Seleukids and Ptolemies in the third century; the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Macedonian Wars; Rome and the Near East in the early 2<sup>nd</sup> century BCE; Rome and the domination of the East, 146-30 BCE.

## **BIBLIOGRAPHY**

### **Monographs**

*HotAGW* = Hall, J. M. *A history of the archaic Greek world: ca. 1200-479 BCE*, Malden, MA, 2014, 2<sup>nd</sup> edition.

*GitM* = Osborne, R. G. *Greece in the making, 1200-479 BC*, 2<sup>nd</sup> edition, London, 2009.

*AHofCGW* = Rhodes, P. J. *A history of the classical Greek world, 478-323 BC*, 2<sup>nd</sup> edition, Oxford/Malden, MA, 2010.

*AHotHW* = Errington, R. M., *A History of the Hellenistic World 323-30 BC*, Malden, MA, 2008.

*GWAA* = Shipley, G. J., *The Greek World After Alexander, 323-30 BC*, London, 2000.

### **Sources**

*D&G* = Matthew Dillon & Lynda Garland, *Ancient Greece: Social and Historical Documents from Archaic Times to the Death of Alexander*, 3<sup>rd</sup> edition, New York, 2010.

*ML* = R. Meiggs and D. M. Lewis, *A Selection of Greek Historical Inscriptions to the end of the*

*fifth century BC*, revised edition, Oxford, 2004.

Fornara = *Translated Documents of Greece & Rome. No. 1. Archaic Times to the End of the Peloponnesian War*, Cambridge, 1983.

Kuhrt, A. *The Persian Empire. A Corpus of Sources from the Achaemenid Period*, London, 2007

OR = Osborne, R. and Rhodes, P. J. *Greek Historical Inscriptions 478-404 BC*, Oxford, 2018.

RO = Rhodes, P. J. and Osborne, R. G. *Greek Historical Inscriptions 404-323 BC*, Oxford, 2003.

Austin 2006<sup>2</sup> = M. M. Austin, *The Hellenistic World from Alexander to the Roman Conquest*, 2<sup>nd</sup> edition, Cambridge, 2006.

SEG = *Supplementum Epigraphicum Graecum* (available online via [JOSIAH](http://joshiah.brown.edu/record=b5705616~S7):

<http://joshiah.brown.edu/record=b5705616~S7>]

## Edited books

### **Ancient History Approaches**

Erskine, A. (ed.) 2009. *A Companion to Ancient History*, Malden, MA./Oxford. An edited volume with thematic and methodological chapters. This is not one of your primary books for this program but it is very useful for background to modern approaches and themes so it is included because of its importance as context for the subject.

### **Archaic**

Fisher, N. R. E. and van Wees, H., eds, *Archaic Greece: new approaches and new evidence*, London and Oakville CT, 1998.

Raaflaub, K. A. and Van Wees, H., eds, *A Companion to Archaic Greece*, Oxford/Malden, MA, 2009.

Shapiro, A., ed., *Cambridge Companion to Archaic Greece*, Cambridge, 2007.

### **Classical**

Kinzl, K., ed., *A Companion to the Classical Greek World*, Oxford/Malden, MA, 2006.

Samons, L. J., ed., *The Cambridge Companion to the Age of Pericles*, Cambridge, 2007.

Tritle, L., ed., *The Greek World in the Fourth Century*, London, 1997.

### **Hellenistic**

Erskine, A., ed., *A Companion to the Hellenistic World*, Malden, MA/Oxford, 2003.

Mairs, R. *Hellenistic Far East Bibliography* [[online resource](#)]

Mairs, R. *The Hellenistic Far East*, Berkeley, 2014.

Will, E., *Histoire politique du monde hellénistique*, 323-30 av. J.-C., Paris, 2<sup>nd</sup> edition, 1979-1982.

### **Persian Empire**

Briant, P. *From Cyrus to Alexander. A History of the Persian Empire* (original edition in French, English translation updated and revised), Winona Lake, 2002.

## Oxford Bibliographies

[Greek History: Archaic to Classical Age](#), J. T. Roberts [LAST REVIEWED: 10 NOVEMBER 2014

LAST MODIFIED: 14 DECEMBER 2009; DOI: 10.1093/OBO/9780195389661-0021]

[Greek History: Hellenistic](#), A. Chaniotis [LAST MODIFIED: 14 DECEMBER 2009; DOI:

10.1093/OBO/9780195389661-0022]

## Events and Chronology

*Cambridge Ancient History* = [JOSIAH](#)

Most authoritative political history survey with a very good series of date charts and maps for each volume (all 2<sup>nd</sup> edition):

- Volumes III Part I, chapters 14-20e, Balkans and Aegean C10 to C8
- Volume III Part III: for the Greek world C8 to C6
- Volume IV: *Persia, Greece and the Western Mediterranean, c. 525-479 BC*
- Volume V: *BC Fifth century*
- Volume VI: *Fourth century BC*
- Volume VII.1: *The Hellenistic World*
- Volume VIII: *Rome and the Mediterranean to 133 BC*, chapters 4 and 8-12.

- Volume IX: *The Last Age of the Roman Republic 146-43 BC*, chapters 2.5-7, 5, parts of chs. 6-8a, ch. 8b-c, parts of ch. 10.

## B. ROMAN HISTORY

Roman history covers three phases, the Republic, the Empire, and Late Antiquity. Guidance for those three phases is presented here under two rubrics: (1) Republic and Empire and (2) Late Antiquity.

### B.1 REPUBLIC AND EMPIRE

The Republic and Empire covers three major periods of classical Roman history (Early and Mid-Republic, Late Republic and Julio-Claudian era, High Empire) which can be roughly defined as c. 500 – 120 BCE; 120 BCE – 70 CE; 70 CE – 325 CE (Constantine). Topics or themes are suggested, but these are not an exhaustive list of subjects for discussion.

John Bodell & Lisa Mignone  
October 2016, revised by JB February 2018.

#### Select Themes or Topics By Period

##### Early and Mid-Republic

1. Periodization
2. History, myth, and ideology: from monarchy to the Republic
3. Peninsular wars
4. Archaic social struggles
5. Rome, Carthage, and the Western Mediterranean
6. Rome in the Eastern Mediterranean
7. Booty: social and cultural change
8. Economic concerns: equestrians, farmers, allies, and taxes
9. Debt and land regulation
10. Army reform and the rise of the generals

##### Late Republic and Julio-Claudian age

1. Discord: slave revolts & the plight of the urban proletariat
2. Competition: the elite at civil war
3. Caesar
4. post-Caesarean anarchy
5. The “Principate” of Augustus
6. conquest and incorporation of Gaul
7. *domus Augusta*
8. freedmen
9. Year of the Four Emperors
10. *delatores*

##### High Empire

1. *familia Caesaris*
2. provincial administration
3. the “adoptive emperors”
4. *equites*
5. the army and military defense
6. *honestiores* and *humiliores*
7. taxes, trade, and the economy
8. Jewish and Dacian Wars
9. Diocletian

## 10. Constantine

### Historiography and Sources

- The history of the study of Roman history of this period and recent research
- Major authors: Polybius, Cicero, Caesar, Sallust, Livy, Tacitus, Suetonius, Cassius Dio, Appian, Ammianus Marcellinus (and commentaries thereof)
- Documentary sources: coins, inscriptions, and papyri
- New and recent archaeological discoveries (material evidence)

### BIBLIOGRAPHY

#### ***Oxford Bibliographies* (on-line via Josiah)**

Erich S. Gruen , [Roman History: Early to Republic](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/OBO/9780195389661-0023

D. Potter, [Roman History: Imperial, 31 BCE—284 CE](#) (LAST MODIFIED: 25 MAY 2011)  
DOI: 10.1093/OBO/9780195389661-0024

E. Rebillard, [Roman History: Late Antiquity](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/OBO/9780195389661-0025

#### See also:

D. Kehoe, [Roman Economy](#) (LAST MODIFIED: 25 OCTOBER 2012)  
DOI: 10.1093/OBO/9780195389661-0120

M. Harlow, [Roman Family](#) (LAST MODIFIED: 30 JANUARY 2014)  
DOI: 10.1093/OBO/9780195389661-0080

C. Champion and C. Goldberg [Roman Imperialism](#) (LAST MODIFIED: 27 MARCH 2014)  
DOI: 10.1093/OBO/9780195389661-0117

P. du Plessis, [Roman Law](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/OBO/9780195389661-0031

M. C. Bishop, [Roman Military](#) (LAST MODIFIED: 25 MAY 2011)  
DOI: 10.1093/OBO/9780195389661-0148

Theresa Urbainczyk, [Roman Slavery](#) (LAST MODIFIED: 02 MARCH 2011)  
DOI: 10.1093/OBO/9780195389661-0151

E. D'Ambra, [Topography of Rome](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/OBO/9780195389661-0067

### B. 2. LATE ANTIQUITY

The Late Antique period can be roughly defined as c. 200 – c. 650 CE. Topics or themes are suggested, but these are not an exhaustive list of subjects on which questions could be asked.

Jonathan Conant

April 2017, revised February 2018.

#### **Select Themes or Topics**

1. Periodization

2. The Crisis of the Third Century
3. Diocletian
4. Constantine
5. Ruling the Later Roman Empire
6. Law, Disputes, and Punishment
7. Literacy and Its Uses
8. The Late Roman Economy
9. Non-Elites: Peasants, Slaves, and Agrarian Life
10. Social and Cultural Change in the Later Empire
11. The City in Late Antiquity
12. "Barbarians," Frontiers, and Frontier Societies
13. Gender, the Body, Emotion, and the Family
14. Religion and Society
15. Early Islam

### Historiography and Sources

- The history of the study of late Roman history and recent research
- Major authors: Herodian, Ammianus Marcellinus, Eusebius, Libanius, Jerome, Augustine, Zosimus, Cassiodorus, Procopius, Gregory of Tours (and commentaries thereof)
- Documentary sources: coins, inscriptions, and papyri
- New and recent archaeological discoveries (material evidence)

## BIBLIOGRAPHY

### ***Oxford Bibliographies* (on-line via Josiah):**

D. Potter, [Roman History: Imperial, 31 BCE—284 CE](#) (LAST MODIFIED: 25 MAY 2011)  
DOI: 10.1093/OBO/9780195389661-0024

E. Rebillard, [Roman History: Late Antiquity](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/OBO/9780195389661-0025

#### See also:

N. Lenski, [Constantine](#) (LAST MODIFIED: 25 FEBRUARY 2014)  
DOI: 10.1093/obo/9780195389661-0127

G. Kelly, [Ammianus Marcellinus](#) (LAST MODIFIED: 29 SEPTEMBER 2015)  
DOI: 10.1093/obo/9780195389661-0115

E. Rebillard, [Augustine](#) (LAST MODIFIED: 14 DECEMBER 2009)  
DOI: 10.1093/obo/9780195389661-0007

E. Rebillard, [Early Christianity](#) (LAST MODIFIED: 29 SEPTEMBER 2015)  
DOI: 10.1093/obo/9780195389661-0115

A. Ring, [Latin Historiography](#) (LAST MODIFIED: 24 JULY 2013)  
DOI: 10.1093/obo/9780195389661-0129

C. Champion and C. Goldberg [Roman Imperialism](#) (LAST MODIFIED: 27 MARCH 2014)  
DOI: 10.1093/OBO/9780195389661-0117

P. du Plessis, [Roman Law](#) (LAST MODIFIED: 14 DECEMBER 2009)

DOI: 10.1093/OBO/9780195389661-0031

D. Kehoe, [Roman Economy](#) (LAST MODIFIED: 25 OCTOBER 2012)  
DOI: 10.1093/OBO/9780195389661-0120

T. Urbainczyk, [Roman Slavery](#) (LAST MODIFIED: 02 MARCH 2011)  
DOI: 10.1093/OBO/9780195389661-0151

M. Harlow, [Roman Family](#) (LAST MODIFIED: 30 JANUARY 2014)  
DOI: 10.1093/OBO/9780195389661-0080

**APPENDIX VI  
ANCIENT HISTORY RECORD OF ACHIEVEMENT  
(PHD PROGRAM; EFFECTIVE FROM 2018-2019)**

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Our program is small and interdisciplinary: all of our participating faculty work closely with our students, and each student develops an individual curriculum based on skills and interests. Although these requirements are standard, course selection is personal and should be worked out with the DGS. We also encourage each student to develop a more unofficial relationship with a faculty mentor in the student's expected area of specialization.

**PhD degree**

There are six basic requirements for the PhD in Ancient History: two translation exams, in Greek and Latin literature, based on the Classics reading list; two extensive research papers; and two modern language exams. The student must complete the TWO ancient language exams by the end of semester four, and ONE extensive research paper by the start of the fifth semester. A student who has passed ONE of the TWO ancient language exams by the end of the fourth semester will have one last attempt to pass the remaining ancient language at the start of the fifth semester. The SECOND extensive research paper must be completed by the start of the seventh semester. If the TWO ancient language examinations and ONE extensive research paper have not been completed and passed by the start of the fifth semester, a terminal MA will be awarded on completion of EIGHT courses (including TWO graduate seminars) and a thesis.

- 1. Translation exams in Greek and Latin** (3 hours each). Passages for translation will be drawn from the relevant reading lists (see [Appendix III](#)), which should be read in their entirety in preparation for the exams. One of the two translation exams must be passed by the end of the fourth semester, and a final attempt on the remaining translation exam is possible at the start of the fifth semester.

Language	Date passed	Examiners
_____	_____	_____
_____	_____	_____

- 2. Two extensive research papers** (of approximately 12,000-15,000 words long, excluding bibliography) on different historical topics (preferably one in Greek and one in Roman history), developed independently or from an existing course paper. The first is due no later than the start of the fifth semester; the second no later than the start of the seventh semester. To be read by an advisor and another faculty member. The grading will be fail, pass, high pass. These papers will usually be expansions of seminar papers and are intended to assist students in developing (eventually) publishable work.

Title/topic	Date passed/grade	Source
_____	_____	_____
_____	_____	_____

- 3. Two modern languages** other than English; one should be German, the other French or Italian unless another by permission; administered by Ancient History Faculty; written, 60 minutes, with a dictionary, rendering into idiomatic English a passage of academic scholarship. Exams will be offered at the beginning of each semester and at the end of the academic year by prior arrangement and approval of the Ancient History Advisor. Students must pass the two modern language examinations by the start of fifth semester.

Language	Date passed	Examiner
_____	_____	_____
_____	_____	_____

In addition to the six major requirements, the following additional requirements must be met by the beginning of the eighth semester at the latest before admission to candidacy for the PhD. Each student is expected to take at least one seminar each semester during the first three years of the PhD program.

**4. Ancillary field (normally archaeology, epigraphy, papyrology, or numismatics)**  
(to be met by successful completion of an appropriate course or a written exam)

Field	Date passed	Examiner/Course
_____	_____	_____

**5. Two literature/author Classics courses (including one poetry course or survey)**

Field/Author	Date passed	Examiner
_____	_____	_____
_____	_____	_____

**6. Preliminary exam in Greek and Roman history** (oral, three hours; must be passed by end of the 8<sup>th</sup> semester)

Date passed	Examiners
_____	_____
_____	_____

**7. Thesis Prospectus subsequent to the Preliminary Exam and passed by the beginning of the 9<sup>th</sup> semester; a substantial essay setting forth the problématique, plan of research, and bibliography. To be assessed by the prospective dissertation committee. The grading will be fail, pass, high pass.**

Title/topic	Date passed	Source
_____	_____	_____

**8. Admission to candidacy for the PhD** Date \_\_\_\_\_

**Dissertation committee:**  
(normally three faculty, typically two of whom are among the program's contributing faculty)

supervisor: \_\_\_\_\_

member: \_\_\_\_\_

member: \_\_\_\_\_

(member: \_\_\_\_\_)

**Dissertation topic/title:**

\_\_\_\_\_

---

**9. Dissertation defense:**

**Signature**

supervisor: \_\_\_\_\_

\_\_\_\_\_

member: \_\_\_\_\_

\_\_\_\_\_

member: \_\_\_\_\_

\_\_\_\_\_

(member: \_\_\_\_\_

\_\_\_\_\_ )

Date:

\_\_\_\_\_

**APPENDIX VII  
ANCIENT HISTORY FACULTY**

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**Director of Graduate Studies (Ancient History PhD program)**

Graham Oliver (Classics and History)

**Ancient History Faculty (and steering committee)**

John Bodel (Departments of Classics and History)  
Jonathan Conant (Department of History and Classics)  
Graham Oliver (Departments of Classics and History)  
Kenneth Sacks (Departments of History and Classics)  
Adele Scafuro (Department of Classics)

**Contributing Faculty**

Tenured faculty contributing to the program

Department of Classics:

John Cherry (Greek and Roman archaeology)  
Johanna Hanink (Greek cultural history)  
Stratis Papaioannou (Byzantine world)

Department of History:

Amy Remensnyder (European Middle Ages)

Department of Egyptology and Assyriology:

James Allen (Egyptology)  
John Steele (Exact Sciences, Mesopotamia)  
Matthew Rutz (Mesopotamian history)

Department of Religious Studies:

Susan Harvey (early Christianity)  
Nancy Khalek (early Islam)  
Michael Satlow (Hellenistic and Roman Judaism)

**Participating Faculty**

Untenured faculty participating in the program

Department of Classics:

Steve Kidd (History of ideas, Greece)

JIAAW:

Felipe Rojas (Hittite, Greek, and Roman archaeology)