

ANCIENT HISTORY

PHD QUALIFYING EXAMINATION GUIDELINES

1. Expectations for students taking the oral exam in the major field.

The chair of the field will serve as the examination committee chair and the entire Ancient field (as well as co-operating faculty from other fields) usually will be present for the examination.

The part of the examination devoted to the major field will itself be divided into three parts. These are designed to demonstrate preparation to teach ancient history on three levels of detail. Each part will last for approximately thirty (30) minutes.

The first part will focus upon the general themes and concepts that are necessary for teaching an ancient history survey. A bibliography appropriate to the students' pedagogical interests will be compiled by the student and approved by his/her supervisor.

The second part will focus upon either Greek or Roman history. The student will select the area of greatest interest. In this segment, the student will have to demonstrate a thorough teaching knowledge of the political, social, and cultural history of the chosen civilization. The reading list will again be determined by the student, in consultation with his/her supervisor.

For Greek history, each student is expected to cover the period from c. 800-323 BC. In addition, he/she must also prepare for questions on EITHER the Minoan/Mycenaean period (c. 2500-c. 1200 BC) OR the Hellenistic age (323-31 BC).

For Roman history, each student is expected to cover the period from 509 BC – 476 AD. In addition, he/she must also prepare for questions on EITHER pre-Republican Rome and Italy (c. 1000-509 BC) OR the late antique Mediterranean world (476-642 AD).

The third part will focus upon a topical theme relevant to the student's dissertation project. In consultation with his/her supervisor, the student should assemble a relevant bibliography, supplemented by a list of relevant ancient sources. It is expected that the student will demonstrate the feasibility of the topic as an area of research and also its attractiveness as a possible theme for an upper level undergraduate course.

After the bibliography is agreed upon, the student and the members of his/her examination committee should prepare a list of mutually acceptable questions. These must be approved by the student's supervisor. Although the process should begin earlier, the list of questions must be established no later than six (6) weeks before the examination date.

2. Expectations for students taking the oral exam in the inside minor field.

One Ancient history faculty member will be on the examination committee for the inside minor field. The oral examination will be in two parts.

In the first part, the student will have to demonstrate an understanding of the basic themes and concepts necessary to teach an undergraduate survey course in ancient history. This segment of the examination will include themes relevant to the history of Greco-Roman, ancient Egyptian, and Near Eastern civilizations. The student will be expected to develop a relevant bibliography in consultation with his/her ancient history examiner.

In the second part, the student will choose either a chronological or thematic area of interest from Greco-Roman antiquity. This can include a period of time (eg. the Peloponnesian War, the Later Roman Empire) or a theme (eg. early Christianity, ancient cultural history) that is relevant to his/her major field. The student will then be expected to develop a relevant bibliography in consultation with his/her ancient history examiner.

Students wishing to do ancient history as a minor field should meet with a relevant ancient history faculty member three (3) months prior to the date of the examination.

3. Guidelines for prospectus.

The dissertation prospectus shall consist of a 4000-5000 word historiographical essay on the proposed dissertation topic. This should clearly state the central question that will be examined. The student should also indicate the most important source materials that are relevant to the study, as well as the current scholarship on the topic. Finally, the student must explain why his/her approach will be a significant addition to the field.