Department of Egyptology and Assyriology
Brown University

Graduate Student Handbook | 2022–2023

Wilbour Hall

2 Prospect Street, Providence, Rhode Island, 02912

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Audience for This Document

This document was created for graduate students in one of the following doctoral (PhD) tracks in the Department of Egyptology and Assyriology (the Department):

- Assyriology
- Egyptology

- History of the Exact Sciences in Antiquity

Purpose of this Handbook

This handbook provides program-specific information for graduate students in the Department. It is intended to complement the [Graduate School Handbook](#).

Department Contacts

Fall 2022 Department Chair

[Matthew Rutz](#), Associate Professor of Assyriology

Spring 2023 Interim Chair

[John Steele](#), Professor of the History of the Exact Sciences in Antiquity

Contact for help with:

University/Department policies and procedures; communication with University administration; faculty/staff oversight; teaching/curriculum; budget; academic programing; Departmental Diversity and Inclusion Action Plan; concerns about Wilbour Hall; program approval for external opportunities (if needed); non-emergency safety concerns / timely notification about emergency situations after appropriate emergency services have been notified

Director of Graduate Studies (DGS)

[Felipe Rojas Silva](#), Associate Professor of Archaeology, Associate Professor of Assyriology

Contact for help with:

graduate program policies, procedures, and requirements; communication with the Graduate School; graduate research award applications; graduate student professional development programing; program approval for internal/external opportunities; service appointments

Administrator

[Sara Wintz](#), Department Manager

Contact for help with:

course schedules, office supplies, key requests, custodial requests, faculty support, website updates, sharing news, event scheduling/logistics, service appointments, finding University resources, concerns about Wilbour Hall

Funding for the PhD (Years One Through Six)

<mark>Incoming doctoral students</mark> are guaranteed six years of financial support through the Graduate School with the expectation that this funding will be their primary support during the entire course of their studies. Full funding includes:

- Stipend
- Tuition
- Fees remission
- Health-insurance subsidy

The stipend's amount is set by the Graduate School, and it is intended to cover the calendar year, not simply the academic year. Students are therefore expected to work on their research during the summer.

When progress towards the degree is considered excellent, students may spend time in the summer on professional development, for instance, on outside research fellowships, archaeological fieldwork, or teaching opportunities. The University expects research and writing of the dissertation to be completed by the end of a student's sixth year in the program, at which point guaranteed University funding ends.

If the dissertation has not been completed and accepted within seven years of the time the student first entered the program, the Department may require a second set of preliminary examinations before the dissertation is finally accepted. As per Graduate School rules, students who have not completed their dissertation within five years of being admitted to candidacy must apply to the Graduate School for an extension of candidacy. Extensions are not guaranteed.

Additional Internal and External Funding

During their time in the program students should plan to apply to internal and external funding sources, such as:

- The Open Graduate Education (OGE) Program
- University-wide interdisciplinary opportunities
- The Deans' Faculty Fellows (DFF) Program
- Internal and external grants and fellowships

Students should meet with their advisors on a regular basis to discuss various funding sources and pre-/postdoctoral fellowship opportunities. Keep in mind that strict deadlines fall at many different times throughout the year. In some instances a letter or form signed by the DGS and/or Chair may be required.

Appointments

Students will receive one of the following appointments during each semester that they are funded:

Fellowship

- An award to enable the student to focus full time on either coursework or researching/writing the dissertation.

Teaching Assistantship (TA)

- The student will be assigned as a teaching assistant (TA) to a particular course to assist the instructor with course preparation, marking papers and exams, facilitating class discussions, conducting tutorials, teaching occasional classes, and holding office hours to work with students.

Teaching Fellowship (TF)

- The student will teach either a pre-existing course offered in the Department or a new course of the student's design (with significant input and guidance from the faculty and formal approval from the Chair and the College Curriculum Council).

Proctorship

- Non-instructional academic appointment intended to foster the graduate student's professional development and/or research/teaching skills. The student will be assigned to a defined research project, program development, or other well-defined task that has been approved by the Department and the Graduate School.
- Possible proctorships could involve:
    - Assisting faculty with research or editorial projects
    - Preparing teaching materials
    - Managing ancient artifacts in the University's collections
    - Assisting in the organization of a conference

Collective Bargaining Agreement

Students appointed as a TA, TF, or Proctor are subject to the collective bargaining agreement between Brown University and Stand Up for Graduate Student Employees AFT, AFL-CIO. Read their FAQ here.

Your Advisor

On entering the program, students will choose a primary advisor in their field of interest. Students are expected to consult their advisors on a regular basis to discuss:

- Course selection
- Research projects and publications
- Exam/Project preparation (scope and logistics)
- Internal and external funding opportunities
- Other aspects of academic life and professional development

A student in coursework should expect to meet with the primary advisor a minimum of three times each semester.

Meetings for dissertating students should be more frequent and regular. At the start of each semester, dissertating students and their advisors will agree on and schedule a series of regular meetings throughout the semester to confer about the students' research and writing of the dissertation.

Working Together

For these meetings to be productive:

- Students must have submitted chapters (or other work) by the agreed deadlines
- Faculty must have read and responded to the work in a substantive way either verbally or in writing

Students may elect to switch to a different advisor at any time, providing the new advisor is willing to act in that capacity. After the student has completed coursework and advanced to candidacy, the chair of the dissertation committee will become their primary advisor.

Graduate Enrollment

The University requires 24 credits of graduate enrollment. This is accomplished over the course of six semesters through a combination of coursework and teaching/research appointments.

Coursework

The appropriate courses will be determined by the student in conjunction with their primary advisor, other faculty most relevant to the student's intended course of study, and the DGS.

The three PhD tracks (Assyriology, Egyptology, and History of the Exact Sciences in Antiquity) each have their own required courses, some of which may be waived depending on a student's prior training (see PhD Tracks and Course Requirements below).

The waiver of specific required courses does not obviate the University's 24-credit requirement.

Teaching/Research Appointments

First year students are on fellowship and take four courses each semester. During their second through fourth years, the Graduate School requires service in the form of Teaching Assistant (TA), Teaching Fellow (TF) assignments, or Proctorships. Each student will have one such obligation per semester. The appropriate balance and specific assignments will be determined by the faculty in consultation with the DGS.

When performing service during their coursework, students will ordinarily take

- Three to four courses during semesters they act as proctors
- Three courses during semesters they serve as teaching assistants

This arrangement accommodates the time commitment for TAs defined by the Graduate School as not more than 20 hours per week. TAs receive one enrollment credit per semester as a TA.

PhD Tracks and Course Requirements

The Department currently offers three tracks to the PhD: Assyriology, Egyptology, and History of the Exact Sciences in Antiquity. Minimum course requirements for each track are as follows (courses marked * may be waived on demonstration of existing competency):

Assyriology

- Six courses reading cuneiform texts (primarily Akkadian, including Introduction to Akkadian* and Intermediate Akkadian*; at least one course in Sumerian; possibly including Hittite and/or Ugaritic)
- Two courses on Near Eastern archaeology/art history,
- One course on scholarship in the ancient Near East,

- Two courses on the archaeology, history, or language/literature of a second culture (which could include Hittite, Ugaritic, classical Hebrew, Greek, or Aramaic, among others)
- One research seminar (Archaeologies of Text)
- One Reading and Research course

Egyptology

- Middle Egyptian I–II*
- Middle Egyptian Hieroglyphic Texts
- Late Egyptian*
- Two courses on the religion and literature of ancient Egypt
- Two courses on the history of ancient Egypt
- At least one course on the basic material culture of ancient Egypt (or, with the approval of the student's advisor, an advanced course in Egyptian archaeology)
- Two courses in the history, culture, language, or archaeology of the ancient Near East or Mediterranean outside of Egypt
- One Reading and Research course

History of the Exact Sciences in Antiquity

- Historiography of the Exact Sciences
- Four courses in the student's primary ancient language*
- Two courses in a secondary ancient language*
  - At least two of the language courses should involve the reading of scientific texts
- Three courses in the history/archaeology/culture of the primary culture
- One course in the history/archaeology/culture of a secondary culture
- Two courses on ancient science/scholarship offered within the Department
- Two courses in the history of science offered by another department (e.g., History)
- One Reading and Research course

The Reading and Research course in each track provides an opportunity for advanced students to engage with faculty in a focused way that will contribute directly to the student's research agenda. For example, students may use the Reading and Research requirement to:

- Undertake preliminary research around a possible dissertation topic
- To prepare a article for submission to a journal
- To read broadly or deeply in a particular area or areas in preparation for the PhD Qualifying Projects

This course is typically taken in the final semester of coursework (i.e, spring semester of the third year).

Incomplete Coursework

The Department's policy on students receiving a provisional course grade of Incomplete (INC) is the same as that of the University:

- Incompletes are strongly discouraged
- Incompletes may only be taken in extraordinary circumstances with prior approval of the professor
- Incompletes must be completed expeditiously in order to avoid being placed on academic warning.

Incompletes will result in a change in a student's status (see Academic Standing below):

- One incomplete ⇒ "Satisfactory"
- Two or more incompletes ⇒ "Warning"

The Department follows the [Office of the Registrar's guidelines for the completion of incompletes](#).

Examinations

There are three sets of examinations required of all PhD students in the Department:

Modern Foreign Language Reading Exams

The two reading exams in modern foreign languages must be passed no later than the end of Reading Period in the third year of coursework. Following close consultation between the student and their primary advisor, the student's primary advisor will set the two modern foreign languages and notify the DGS in writing. The exams will normally consist of a journal article or selection from a book to be studied for one full day using whatever digital/print tools the student wishes, followed by an oral examination by the faculty member who acts as the examiner. It is customary for students to provide the examiner with a succinct outline of the reading (in English) in advance of the oral examination.

The exam itself will consist of questions about and discussion of the assigned reading in order to demonstrate the student's ability to comprehend and critically engage with important scholarship in the field. The oral exam should be less than one hour in duration.

Preliminary Exams

The preliminary exams are normally administered toward the end of the second year of coursework (hence their other common designation "second-year exams") and are intended to demonstrate the student's disciplinary competence.

In the Fall semester of their second year students will meet with the relevant faculty and the DGS to discuss the timing, subjects, scope, and composition of these exams, which must be agreed upon and confirmed in writing prior to the Reading Period of the same semester.

The preliminary exams will be both completed by the student and assessed by the faculty no later than May 31 following the student's second academic year. Exams may be timed written exams, take-home essays, or oral exams.

All of the preliminary exams must be passed satisfactorily before the student can begin working on the PhD Qualifying Projects.

In the case of an unsatisfactory performance, a second examination may be scheduled at the discretion of the faculty:

- The second examination must be both completed by the student and assessed by the faculty no later than August 15 of the same year. No preliminary exams may be taken more than twice.
- In the event of a first or second unsatisfactory performance, the student may petition the Department to receive a terminal master's degree (AM) at the faculty's discretion.

PhD Qualifying Projects

The PhD Qualifying Projects are normally initiated during the final year of coursework and are intended to demonstrate the student's disciplinary competency and cultivate their professional development. These projects will usually focus on different topics that are all related directly or indirectly to the student's primary research interests and intended dissertation area.

The projects take the following form:

- Article: an original scholarly contribution in the form of a journal article
- Book review: a substantial review of a book in the student's primary area of interest
- Syllabus: the preparation of a course outline and syllabus for a course of the student's design

The specific topics, including the book for review and the title and topic of the course for the syllabus, will be decided in conjunction with a committee of at least two and normally three

faculty, at least one of whom must be from the Department. The student, prospective readers, and DGS must agree in writing on the precise composition of the projects prior to the Reading Period of the Fall Semester of the student's third year. It is not expected that the projects will be completed at the same time, but all three projects must be submitted no later than July 31 after the student's third academic year.

Following the submission of the projects, the committee will have up to two weeks to make their assessment, confer, and communicate to the student whether or not the projects have been judged acceptable. If the readers find any project unacceptable, the student will have until December 15 to resubmit the revised project(s).

A student may not formally submit a dissertation proposal for approval until the committee has deemed the Qualifying Projects acceptable. In the event of a first or second unsatisfactory performance on the Qualifying Projects, the student may petition the Department to receive a terminal master's degree (AM) at the faculty's discretion.

Research Requirements

In addition to the doctoral dissertation, which is the program's culminating research requirement, the Department has two research requirements for all PhD students: an academic conference paper and a peer-reviewed journal article. Both requirements are important milestones in a junior scholar's academic career.

Academic Conference Paper

All students are required to present at least one formal conference paper during their time in the program.

Possible venues include the annual meetings of:

- [American Oriental Society (AOS)](#)
- [American Research Center in Egypt (ARCE)](#)
- [American Schools of Oriental Research (ASOR)](#)
- [History of Science Society (HSS)](#)
- An international conference in the student's field
- A more focused academic conference in the student's area of research

Calls for papers for all conferences circulate quite early, and the abstracts are typically due well ahead of the conferences themselves. Students should consult regularly with their advisors about the best topic and venue for the conference paper.

Peer-Reviewed Journal Article

All students are required to publish at least one peer-reviewed journal article during their time in the program. Students should consult early on with their advisors to determine their best work and most suitable possible venue for publication.

Possible scenarios include:

- Publishing a written version of the student's conference paper
- Publishing the student's PhD Qualifying Project (journal article)
- Publishing part of the student's doctoral dissertation results
- Publishing a significantly revised version of a research paper from a seminar or Reading and Research course
- Publishing the results of other independent research that was conducted in a museum, during archaeological fieldwork, or over the summer

The project article should follow a specific journal's manuscript preparation guidelines for submission. Students should clearly indicate:

- the journal they have in mind for their article
- a link or separate document with that journal's formatting requirements for submissions

Teaching Requirement

Because Brown's doctoral programs train graduate students to become educators as well as researchers, teaching is an integral part of graduate education. All doctoral students in the program are required to train as teaching assistants for a minimum of three semesters. In consultation with the DGS, this requirement may be fulfilled during any of the years in the program, but it is typically done in years two, three, and four.

Although not strictly required, interested students may have the opportunity to serve as teaching fellows who teach either a new course of the student's design (with significant guidance and input from the faculty) or a course that is already established in the curriculum.

Students should be aware of the resources and opportunities at the University to develop teaching skills, in particular the offerings of the Harriet W. Sheridan Center for Teaching and Learning and its certificate programs. See also the Sheridan Center Resources on Course/Syllabi Design & Inclusive Teaching.

Dissertation Proposal

No more than six weeks following the successful completion of PhD Qualifying Projects, the student will submit a doctoral dissertation proposal prepared in consultation with the dissertation advisor and proposal readers. Ordinarily there will be significant overlap between the readers of the proposal and the qualifying projects, though changes or additions may be made in consultation with the DGS.

The readers of the proposal must include a primary dissertation advisor and at least two additional readers from within the Department; note that these additional readers of the proposal may or may not be a part of the formal dissertation committee that takes shape once the proposal has been approved.

Guidelines for the Dissertation Proposal

The dissertation proposal should be about 3000–4000 words in length (excluding the bibliography and any catalogues or tables) and should include the following elements:

- A working title
- The research question(s) and a concise summary of previous research on the intended topic
- A statement of the purpose, goals, significance, and originality of the project, with a clear justification of the necessity for the proposed study
- A clear presentation of the evidence, methods, and procedure for carrying out the research
- A detailed outline of the proposed dissertation with chapter summaries
- A detailed project timeline and work plan for research and writing
- A catalogue of sources
- A comprehensive, properly formatted bibliography

Working Title

The title of the dissertation can (and often does) change right up until the time of the defense and formal filing of the final version, but it is important to have a working title at the proposal stage. The title should be descriptive and convey clear information about the topic and your contribution.

Research Question, Previous Research, Current Questions and Problems

The first section should contain both your main research question (and any corollary research questions) and enough background information about the topic for your research question to be intelligible. What previous research exists on the topic? What are the current outstanding

questions and problems researchers have grappled with? How might your proposed study be in dialogue with other past or recent work on the topic?

Purpose, Goals, Significance, and Originality

Why are you proposing to undertake the proposed study? What do you plan to achieve, i.e., what will be your lasting original contributions to scholarship? Why does your proposed project matter for Assyriology, Egyptology, history of science, ancient history, archaeology, humanistic inquiry, etc.?

Evidence, Methods, and Procedure

What bodies of evidence will you assemble and query to answer your research question, and why is the evidence you propose to use suitable? You will need to provide a justification for why the evidence you will investigate constitutes a suitable corpus for effectively answering your question(s). How and why will you include and exclude evidence? What methods will you use to approach the evidence, and why are those methods the most well suited for the task? What will your systematic procedure be when dealing with different types of evidence? This section should be concrete and specific: it is here and in your Work Plan (see below) that you will present a clear statement of what you will be doing on a day-to-day basis.

Chapter Outline and Working Hypotheses

The chapter outline provides the first concrete opportunity to show how you will structure your argument. The outline should be detailed and include short chapter summaries (with working hypotheses) as well as chapter, section, and subsection headings in the outline. Having a concrete chapter outline will be very useful when you need to discuss with your committee how the writing is progressing, evolving, or deviating from the original plan.

Work Plan: Timeline for Research and Writing

The work plan should be constructed and checked using two approaches. First, work forward starting with the steps of the research phase followed by the writing phase. Be realistic about the amount of time needed for the research and, in particular, the writing of the dissertation. Note that the Introduction will never be the first chapter you write (it is almost always the last!). Second, work backward from your desired graduation date, which requires depositing the final dissertation by a specific date, which in turn requires a defense at least one month prior to depositing, with a full submission of the defense draft at least three weeks prior to the defense. The work plan should include the submission dates for the various chapters. You will also need to allocate time for the advisor and readers to give feedback on each chapter and for you to revise the chapters based on their feedback. Familiarize yourself early on in the process with the [Graduate School's Dissertation Guidelines](), which are very specific and can take significant time to implement.

Catalogue

A list, table, or series of lists/tables will present succinctly your main body of evidence. The catalogue should be comprehensive for your topic/question and must include the texts (compositions, manuscripts), objects, monuments, etc. with sufficient basic identifying information (core publication information, museum/excavation numbers, etc.).

Bibliography

The bibliography will naturally grow as you progress through the research and writing of the dissertation, but it is important to present a thoroughly researched and reasonably complete picture of what publications of primary sources and secondary literature inform your work at the proposal stage. You need not include the most basic field-specific research tools. Provide complete bibliographic references using a clear and consistent citation style that is common for your field.

No more than two weeks after the student has submitted the proposal the dissertation advisor will give a substantive written assessment of the proposal, likely requiring revisions. The student will have one week to revise the proposal, and the advisor will have one week to assess the revised version. Once the advisor has approved the revised proposal, at least two additional readers within the Department will then have two weeks to evaluate the revised proposal, offer written comments and suggestions (possibly requiring further revisions), and vote on its acceptability. Following a favorable vote, the DGS will communicate that the student is formally admitted to candidacy for the PhD, a status commonly known as ABD ("all but dissertation"). Shortly after the proposal has been accepted, the student will present the proposed project in the Department's research colloquium series.

Dissertation Committee

The formal dissertation committee will consist of a dissertation advisor from within the Department and at least two additional readers, one of whom must come from outside of the Department, preferably from outside the University. Ordinarily the dissertation advisor will also take on the administrative role of being chair of the dissertation committee. It is the responsibility of the dissertation advisor to work with the other dissertation committee members, the student, and the DGS to determine a suitable external reader. The dissertation advisor and DGS will coordinate communication with any potential external readers. Normally external readers from outside the University are formally added to the dissertation committee after the proposal has already been approved by the program, though in some cases it may be appropriate to involve the external reader earlier in the process.

While researching and writing the dissertation the student should expect to meet with the advisor on a fortnightly basis (or as scheduled at the start of each semester) and keep the

readers apprised of progress on the dissertation with occasional updates. In most cases it is appropriate for the advisor to approve each chapter before it is sent to the other readers for comment. Ordinarily all readers on the dissertation committee will have no more than one month to provide the student with substantive written feedback on each chapter submitted.

It is up to the student, the advisor/chair of the dissertation committee, and the external reader to decide on the timing of the external reader's involvement in the project. In most cases the external reader's involvement will come late in the process, around the time the student is ready to circulate the penultimate draft of the entire dissertation prior to the defense. However, in some cases the external reader will read and respond to individual chapters along with the rest of the committee.

Receiving the PhD Degree

The dissertation defense will be scheduled when the dissertation committee has approved the completed dissertation. The penultimate version of the dissertation must be circulated among the readers three to six weeks prior to the defense. The defense will consist of two parts: a formal public lecture and a closed defense.

Public Lecture

The lecture is an opportunity for faculty and students in the Department, members of the University community, and the wider public to learn about the doctoral candidate's work on the dissertation. The talk should last approximately 50 minutes plus 10–20 minutes for questions.

The presentation should cover:

- The background to the project
- An overview of the research
- A discussion of the most significant results found in the dissertation

This talk is not meant to be a celebration of the end of the PhD, which has its proper place at Commencement at the end of May. Rather, the lecture should be a serious presentation of the dissertation project to a broad, interested audience.

Closed Defense

The defense itself will be a private meeting between the doctoral candidate and the dissertation committee, which will normally include the external reader as examiner. In most cases the defense will last about 1.5–2 hours, but there is no fixed duration for the meeting.

The main topic of discussion during the defense will be the dissertation itself, and the committee will ask questions, narrow or broad, on all aspects of the project:

- Data, evidence, or translations
- Methods and assumptions
- Interpretations and conclusions

It is normal for there also to be some discussion of the context of the research (e.g., other scholarship on the topic, the relevance of the dissertation to related areas of research, etc.) as well as discussion of the prospects for publishing the student's research after completing the PhD.

In many cases the committee's deliberations and recommendations focus on differentiating between revisions, from minor to significant, that need to occur at the dissertation stage (before the student graduates) and revisions or additions that can wait for future publication of the work.

At the conclusion of the defense, the dissertation committee will confer and vote in private on whether to recommend that the Graduate School award the student the PhD on the basis of the dissertation, potentially pending revisions. Upon reaching a consensus, the committee will communicate the results of the vote to the student. Following a favorable vote, the student is considered to have achieved the PhD, even though the degree itself may not be awarded for several weeks or even months after the defense.

The Department has no requirements for the format of the dissertation beyond [those set by the Graduate School](#). Filing of the final dissertation is subject to University guidelines; however, a hard copy of the final dissertation must be deposited in the Department as well. The student must also submit a final electronic copy to the DGS and the Department Manager. Students writing dissertations should be aware that the procedures surrounding the defense and filing of the final dissertation always take substantial planning and time to execute.

As stated above, a favorable vote by the dissertation committee determines the PhD status, although the diploma many not be finalized for many weeks. The University has only one Commencement ceremony per year, at the end of May (the Sunday of Memorial Day weekend), but diplomas will be approved and
conferred by the University Corporation members' votes in October and in February as well as in May. October or February degree recipients will be included in the following May Commencement ceremonies.

Final dissertations and all associated paperwork must be filed with the University several weeks prior to the Corporation vote to confer degrees:

- Early September for an October degree
- Early January for a February degree

- May 1 for a degree conferred at the official Commencement ceremony

In order to realistically meet these goals and to give the dissertation committee sufficient time to read and comment on the thesis, a complete and mature draft of the dissertation should be given to all members of the dissertation committee at the beginning of the student's final semester, typically in February for the traditional May completion timeline.

Academic Standing

Academic Standing will be evaluated each semester. The DGS will update each student's standing in Banner and through individual communications. The Graduate School requires the Department to give one of three evaluations: "Good," "Satisfactory," or "Warning." These terms are set by the University and thus require some clarification from the Department.

Good

- Students whose performance is acceptable in coursework and service (i.e., as teaching assistants, teaching fellows, or proctors) and meet all requirements on time will maintain "Good" status in the program.
- Students have full eligibility and support for all internal and external opportunities.

Satisfactory

- The Department regards a "Satisfactory" evaluation as an indicator of unsatisfactory progress and a sign that the student's performance needs to improve significantly.
- A student may be given a "Satisfactory" evaluation for:
    - Unsatisfactory performance in coursework (more than one grade of B or lower in a given semester)
    - Inconsistent performance as a TA, TF, or proctor
    - Marginal but still passable performance on the preliminary exams or PhD Qualifying Projects
    - Unduly slow progress on the dissertation
- Students who take one incomplete in a course at the end of a semester will automatically be given a "Satisfactory" evaluation. In order to return to "Good" status, the incomplete will must be rectified within the normal timeframe established by the University (see PhD Tracks and Coursework above).
- Students with a "Satisfactory" status may not be eligible for various programs or research funds available through the Department or University.

Warning

- "Warning" status indicates that the faculty have very serious concerns about a student's progress, which, unless addressed, will lead to the Graduate School withdrawing the student from the program. The Department must consult with the Graduate School before moving a student to "Warning" status.
- Reasons for a student being placed on "Warning" include but are not limited to:
    - Unacceptable performance as a TA/TF/proctor
    - Failing preliminary exams
    - Unsatisfactory PhD Qualifying Projects
    - Insufficient progress on the doctoral dissertation (proposal, research, writing)
    - More than one incomplete while in coursework
    - Failure to rectify an Incomplete on time
- Students on "Warning" will be informed in writing of the reasons and given the specific milestones they must achieve within a specified period of time in order to come off "Warning" status. The Graduate School will have approved the terms of any written communication before it is sent to the student.
- Students who do not achieve those milestones will be withdrawn from the program.
- While a progression from "Satisfactory" to "Warning" may occur, a student can move directly from "Good" to "Warning" status for any valid reason as determined by the Department and Graduate School.
- For further details on the timing, procedure, and consequences of "Warning" status, students must consult the Graduate School Handbook.

Termination

Termination status, which is determined by the Graduate School (in consultation with the Department), signals severe and irremediable problems. Termination indicates an immediate removal of matriculation/enrollment status as well as the termination of all forms of financial support.

Except in extraordinary cases, a student needs to have a full term (Fall, Spring, or Summer) on Warning status before being withdrawn from the program. Students who fail to perform in their funded Graduate School appointments (as RAs, TAs, fellows or proctors) may be withdrawn from the University and/or have their funding suspended under the following conditions:

- negligence or intentional misconduct
- failure to appear for activities required by the appointment
- failure to complete work by deadlines
- inappropriate behavior in the classroom or in a shared work environment
- violations of University policy, including but not limited to the Academic Code and Code of Student Conduct

- failure to return from an approved leave of absence at the appointed time

Grounds for termination must be presented in writing to the Dean of the Graduate School, who shall make the final determination in all such cases.

Progress and Timeline

Third Semester Evaluation (Year 2)

<mark>Students entering their second year in the program</mark> will write a short self-evaluation (500–1000 words) that should be submitted via email to the DGS and the student's advisor no later than the start of Reading Period of the Fall semester (i.e., the end of the student's third full semester in the program).

The self-evaluation should be an honest assessment of the student's accomplishments, challenges, expectations, and goals three semesters into their time in the program.

Prior to the end of the semester, the student will meet jointly with the DGS, the student's advisor, and other relevant Department faculty for a group discussion of the student's self-evaluation and progress in the program.

Annual Progress Reports (Years 3–6)

<mark>Students entering their third year and beyond</mark> will submit a short annual progress report (300–500 words) that summarizes the student's accomplishments in the areas of research, teaching, and service for the previous academic year and the following summer.

This short document should include:

- A description of summer research activities
- Reflections on the accomplishments of the previous academic year
- An articulation of specific goals for the coming academic year, particularly with respect to program milestones

Reports should be sent via email to the DGS and the student's advisor on or before the first day of the fall semester.

This report should serve as a tool to catalyze a conversation between the student and their primary advisor about the student's plans for the coming academic year and beyond.

Annual Meeting

At least once each year, usually in the spring (Semester II), there will be a pair of meetings with students to discuss issues affecting the graduate program. The first will be a students-only meeting, and the second will be a meeting between the DGS and/or Chair and the current graduate cohort. The latter meeting is meant to provide a face-to-face forum for the DGS and/or Chair to communicate information and discuss topics relevant to all students and for students to ask questions and voice any concerns.

PhD Program Timeline

* = if needed

Year	Term	Funding	Courses	Activities/Milestones/Deadlines
1	Fall	Fellowship	4	Create Digital CV
	Spring	Fellowship	4	
	Sum	Fellowship	-	research, modern language study, fieldwork, internship, travel for conferences/research
2	Fall	Service	3-4	**End of Reading Period** 1. Submit self-evaluation for Third Year Evaluation, Update Digital CV 2. Set preliminary exams, 3. Third Year Evaluation meeting
	Spring	Service	3-4	**May 31** Complete preliminary exams
	Sum	Fellowship	-	research, modern language study, fieldwork, internship, travel for conferences/research **August 15** Complete retake of preliminary exams*

3	Fall	Service	3-4	**First day of semester** Submit Annual Progress Report Update Digital CV **End of Reading Period** Set PhD Qualifying Projects
	Spring	Service	3-4	Work on PhD Qualifying Projects
	Sum	Fellowship	-	Work on preliminary dissertation research Work on dissertation proposal **July 31** Submit PhD Qualifying Projects
4	Fall	Service	-	Dissertation proposal presentation in colloquium series Research dissertation Begin writing dissertation chapters Apply for external fellowships **First day of semester** Annual Progress Report Update Digital CV **September 15** Approval of dissertation proposal **December 15** Resubmit PhD Qualifying Projects*
	Spring	Service	-	Research/write dissertation chapters Apply for external fellowships **January 31** Submit dissertation proposal following resubmission of PhD Qualifying Projects*
	Sum	Fellowship	-	Research/write dissertation chapters Apply for external fellowships **August 31** Submit one dissertation chapter
5	Fall	Fellowship	-	Write/revise dissertation chapters Apply for external fellowships **First day of semester** Submit Annual Progress Report Update Digital CV **December 31** ~1/3 of dissertation submitted/approved

	Spring	Fellowship	-	Write/revise dissertation chapters **January 31** Apply for interdisciplinary opportunities* **February** Submit completed dissertation (for May graduation) **March** Public presentation of dissertation (for May graduation) **March** Dissertation defense (for May graduation) **May 1** File dissertation (for May graduation) **End of May (Sunday of Memorial Day weekend)** Deposit dissertation in Department Degree conferred at Commencement
	Sum	Fellowship	-	Write/revise dissertation chapters*
6	Fall	Service	-	Write/revise dissertation chapters* **First day of semester** Submit Annual Progress Report* Update Digital CV* **Mid-September** File dissertation (for October graduation)* (Note: deadlines for submitting the completed draft, presenting results, and dissertation defense must be adjusted accordingly)
	Spring	Service	-	Write/revise dissertation chapters* **Mid-January** File dissertation* (for February graduation) (Note: deadlines for submitting the completed draft, presenting results, and dissertation defense must be adjusted accordingly) **February** Submit completed dissertation* (for May graduation) **March** Public presentation of dissertation* (for May graduation) **March** Dissertation defense* (for May graduation) **May 1** File dissertation* (for May graduation) **End of May (Sunday of Memorial Day weekend)** Deposit dissertation in Department* Degree conferred at Commencement*

Open Graduate Education Program

Doctoral students at Brown University who are enrolled in another PhD program may obtain a Master's degree (AM) in Egyptology and Assyriology through the Graduate School's Open Graduate Education (OGE) program.

OGE Course requirements

- 8 courses, of which at least 3 must be 2000-level graduate seminars taught either in the Department (ASYR, EGYT) or by jointly appointed faculty in archaeology (ARCH)
  - Of the 8 courses, at least 2 must be in either Egyptian or Akkadian language, and at least two must be on the history or archaeology of either Egypt or the ancient Near East
- The remaining courses are to be chosen by the student in consultation with the DGS, who must approve all course selections used to fulfill the requirements of the master's degree.

OGE Master's project

Students must research and write a 5000-word paper on a topic of their choosing within the area of Egyptology and Assyriology. The aim of the paper is not necessarily to undertake original research, but rather for the student to demonstrate a sufficiently broad knowledge of the field, the ability to identify an appropriate research question, and the ability to find appropriate primary and secondary source material relevant to the topic. The project will be assessed by two faculty members in the Department.

In all matters relating to double counting of courses between OGE/Master's and PhD programs and related matters, the Department defers to the Graduate School and the student's PhD department.

Space in the Department

The Department has a limited number of desks in offices that, conditions permitting, may be assigned for PhD students to share. Desk assignments for the coming academic year will be made during the summer months and will depend upon the availability of space in the Department. Priority will be given to students writing dissertations and to those students serving as teaching assistants or teaching fellows, but this policy should not be taken to mean that any students are guaranteed dedicated work space in the Department. Desk space can be reallocated at the Chair's discretion, and both desk space and access to the building (outside of attending a class or meeting with a faculty member) can be revoked by the Chair at any time.

Additional Expectations

There are two core principles that shape our community in the Department:

- respect of all for all
- academic integrity

Those principles are aligned with three institutional standards at Brown:

- [Code of Student Conduct](#)
- [Title IX and Gender Equity](#)
- [Academic Code | Graduate School](#)

All members of the Department—faculty, staff, graduate students, and undergraduates—are expected to treat each other with respect and dignity. Graduate students are expected to interact in a professional and respectful way with faculty, staff, other graduate students, undergraduates, and other members of the University.

Doctoral students are expected to attend and participate in Department colloquia, workshops, lectures, and other official events. Students should also be willing to assist in limited ways such as helping to set up for weekly talks or conferences or occasionally attending special events to represent the Department. All students should maintain a current CV on the [Graduate School Digital CV site](#).

Finances

Stipends

Stipends are paid on the last business day of the month. Newly accepted PhD students will receive transitional funding in mid-September.

Reimbursements

Doctoral students who incur expenses that have been pre-approved by the Department Chair or DGS must submit the required materials for reimbursement within one month of purchase or at the end of travel. Those seeking funds to cover research and conference should look to [the Graduate School](#) prior to requesting reimbursement from [the Department](#).

How to Request Reimbursement From the Department

To request reimbursement, send Sara an email that includes:

- Your name
- Dates of travel
- Business purpose
- Location of the event
- Itemized list of expenses that you are requesting to be reimbursed
- Total amount requested as reimbursement

Attach to the email:

- Receipts (no alcohol or personal items will be reimbursed.)
- Written prior authorization from each source of funding (or denial of funding from an application for additional funding outside the Department)
- When applicable, the submission must include an OANDA currency conversion of expenses to US Dollars (one per trip/currency is acceptable).
- Flight/train information must include the full detailed itinerary (to show travel class designation) and must show the payment (or submit a copy of the credit card statement with clear indication of the correlating charge).

How to Request Reimbursement From the Graduate School

If you've received funding from the Graduate School, send the Department Manager all of the above information AND:

- Proof of presentation (if for conference)
- Award notice
- Any other documentation required by the Grad School

Overseas Travel

Graduate students traveling overseas on Brown University business (e.g., for conferences, museum research, or fieldwork) are expected to register with the Brown University Global Assistance Program through International SOS. Instructions on how to do this may be found at the [Office of Global Engagement site](#).

[Students should use TravelSafe.](#) Brown's international travel registry TravelSafe is for Brown's travelers to register their trips overseas. Information travelers provide regarding itinerary and

emergency contacts will help the University account for their well-being and provide assistance in the event of an emergency.

Directory

Campus Resources

Academic Calendar

Want to make sure you don't miss Academic Deadlines? Subscribe to Brown's Academic Calendar or visit the Registrar's Academic Calendar page to note relevant deadlines.

Brown Card Office

The Brown Card Office website has more information about your Brown Card and the services associated with it. The Brown University Card Office is located in Page-Robinson Hall, Suite 511 (69 Brown Street). The office is open Mon.- Fri. from 8:00 am- 4:00 pm during the summer and 8:30 am- 5:00 pm during the academic year. Their phone number is 401-863-2273. Once you receive your Brown ID, you will be given instructions on how to activate your Brown e-mail account.

Campus Safety

Report an emergency: Emergency - Police/Fire/EMS, 401-863-4111
Blue-Light Emergency phones are located throughout the campus and can be used to report an emergency.
Non-emergency public safety concerns: 401-863-3322
Brown OnCall Shuttle: 401-863-1778
Sexual Assault Response Line: 401-863-6000
Student and Family Crisis Support: 401-863-3145, weekdays; 401-863-3322, nights/weekends

Graduate School

The Graduate School handles all things pertaining to the graduate program, including general policies, funding structure, academic issues, admissions, etc. They offer limited funding for graduate students for research and travel.

Counseling & 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 groups.

Health Services

On campus medical facilities. Please visit their website for a full list of services.

Healthy Brown

The information hub for Brown's community response to COVID-19.

Office of Institutional Equity and Diversity (OIED)

The Office of Institutional Equity and Diversity (OIED) serves as a critical leader, resource, and support in sponsoring programs and events related to diversity and inclusion at Brown.

Undocumented, First-Generation College Student and Low-Income Student (U-FLi) Center

The Undocumented, First-Generation College and Low-Income Student Center (U-FLi Center) is a communal, learning, and advocacy space for members of the Brown community who identify with the undocumented, first-generation college, and/or low income student experience.

LGBTQ Center

The LGTBQ Center provides a comprehensive range of education/training, cultural, social and educational programming and support services and advocacy services to the entire Brown Community.

Student Accessibility Services (SAS)

SAS coordinates and facilitates accessibility services for students (including graduate students and postdoctoral trainees) and visitors with physical, psychological, and learning disabilities.

Brown Center for Students of Color (BCSC)

The Brown Center for Students of Color (BCSC) serves as a gathering place for communities of color.

Sarah Doyle Center for Women and Gender

The Sarah Doyle Center seeks to provide a comfortable yet challenging place for students, faculty, and staff to examine the multitude of issues around gender.

Cogut Institute for the Humanities

The Cogut Institute for the Humanities advances collaborative research and curricular innovation in the humanities and across the university. The Cogut offers fellowships for both faculty and graduate students, and can provide funding for lectureships or other programming.

Legal Services - Open Hours | Brown University

Attorney Peter J. Cerilli provides legal advice to Brown undergraduate, graduate, and medical students.

Brown University Ombuds Office

A confidential, neutral, informal, and independent resource with whom you can discuss any conflicts, concerns, issues, or questions, impacting your work, life, or study at Brown.

Harriet W. Sheridan Center for Teaching and Learning

The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. They offer workshops for both faculty and graduate students.

Writing Center

The Writing Center provides individual and group writing support free of charge to any member of the Brown community. Writing Center staff assist students will all stages of the writing process. They also provide English Language Learning (ELL) specialists to provide additional support for those students whose first language is not English.

Brown/RISD Hillel

Hillel is the center for Jewish life on campus. Hillel is not just a religious organization, it also acts as a community for social events, service opportunities, lectures and discussions.

Office of the Chaplains and Religious Life

OCRL's mission is to ensure that a diversity of beliefs have voice and vitality throughout the University community.

Office of Residential Life

The Office of Residential Life fosters a safe and inclusive living environment that promotes student learning and holistic development by providing tools to help students navigate the social, emotional, and academic elements of their residential experience.

Office of International Student and Scholar Services (OISSS)

The Office of International Student and Scholar Services supports the University's internationalization and to facilitate the integration of international students and scholars into the Brown community. OISSS serves as a resource to admitted international students, faculty, and researchers and their families as well as academic departments, and other administrative campuses on and off campus.

Global Brown Community & Support (GBCS)

The 'one-stop' contact point for all things international. June Drinkwater either answers your questions directly or forwards you the relevant person and/or Brown office. Contact GBCS at 401-863-1300 and globalbrown@brown.edu, or stop by at Page-Robinson Hall, Suite 313.

Title IX and Gender Equity

Reporting and support resources for gender-based discrimination or sexual violence.

Center for the Study of Race and Ethnicity in America (CSREA)

CSREA is a leading voice on complex and important social issues and is at the fore of assembling scholars and practitioners to confront some of the most vexing matters facing the nation. CSREA supports and generates rigorous and accessible research, performance, art and scholarship on a broad range of pressing issues related to race and ethnicity to help build greater understanding and a more just world.

Graduate and Postdoctoral Funding Opportunities

Internal Sources

Conference Travel:
Conference Funding | Graduate School

Graduate Student Council Conference Funding:
Conference and External Travel Funding | Graduate Student Council

Graduate Research Travel Grant (matching funds):
Research Travel | Graduate School

International Travel Fund:
International Travel Fund | Graduate School

Joukowsky Summer Research Award Program:
[Joukowsky Summer Research Award | Graduate School](#)

External Funding Incentive Program:
[Incentive Program for Doctoral Students | Graduate School](#)

Program in Early Cultures Ad Hoc Grants for Graduate Students:
[For Graduate Students | Early Cultures | Brown University](#)

Graduate Research Award in Egyptology and Assyriology:
[Research Award | Egyptology and Assyriology | Brown University](#)

External Sources

A database with fellowships and postdocs in the humanities (including dissertation writing grants) is maintained by Cornell University:
[Fellowships : Graduate School](#)

UCLA supports another extensive database:
[Funding | UCLA Graduate Programs](#)

A useful collection of dissertation fellowship opportunities (updated annually):
[Dissertation Fellowships 2022-2023 | Academic Jobs Wiki](#)

The following list is an idiosyncratic sampling of schemes relevant to our fields. Please comment on any dead links or terminated programs:

The Academic Research Institute in Iraq (TARII) (grad and postdoc; US citizens only):
[Fellowships for US Citizens — The Academic Research Institute in Iraq](#)

W. F. Albright Institute of Archaeological Research, Jerusalem (grad and postdoc):
[Fellowships](#)

American Association of University Women, dissertation and postdoc fellowships (note that there are different fellowships available for US citizens/permanent residents and international students):
[Fellowships & Grants – AAUW: Empowering Women Since 1881](#)

The American Center of Oriental Research (ACOR-Amman; grad and postdoc):
[Fellowships, Scholarships, and Awards - Acor Jordan](#)

American Council of Learned Societies (ACLS; grad)

[Mellon/ACLS Dissertation Completion Fellowships](#)

American Research Center in Egypt (ARCE):
    Grants: [Grants](#)
    Fellowships (grad; postdoc): [Fellowships | American Research Center In Egypt](#)

American Research Institute in Turkey (ARIT; grad, postdoc):
[Fellowships - The American Research Institute in Turkey](#)

American Schools of Oriental Research (ASOR):
[FELLOWSHIPS - American Society of Overseas Research (ASOR)](#)

Columbia University Society of Fellows in the Humanities (postdoc):
[Heyman Center for the Humanities](#)

The Council of American Overseas Research Centers (CAORC):
[CAORC | Fellowships](#)

Council on Library and Information Resources (CLIR):
    (1) [Mellon Fellowships for Dissertation Research in Original Sources • CLIR](#)
    (2) [CLIR postdoc](#)

Deutscher Akademischer Austausch Dienst (DAAD):
    (1) [Graduate Opportunities | DAAD Office New York](#)
    Note that Brown has internal procedures and deadlines:
    [DAAD Study Scholarships and Research Grants | Graduate School](#)
    (2) [PhD & Postdocs | DAAD Office New York](#)

Dolores Zohrab Liebmann Fund (graduate):
[Dolores Zohrab Liebmann Fund](#)
    Note that Brown has internal procedures and deadlines:
    [Dolores Zohrab Liebmann Fund Fellowships | Graduate School](#)

Josephine De Kármán Fellowship Trust (final year of dissertation):
[Josephine De Karman Fellowship Trust](#)

Fulbright Grants - Institute of International Education, Graduate Study/Research:
    Note that Brown has internal procedures and deadlines:
    [Fulbright Fellowship Opportunities | Graduate School](#)

Getty Foundation Pre- and Postdoctoral Fellowships:
[Pre- and Postdoctoral Fellowships (Getty Foundation)](#)

Graham Foundation, Carter Manny Award. Dissertation research in areas directly concerned with architecture and with other arts that are immediately contributive to architecture:
Graham Foundation > Grant Programs > Overview

Harvard University Society of Fellows (postdoc; requires letter of nomination from Chair):
Society of Fellows

Harvard Divinity School Center for the Study of Women and Religion (postdoc):
Women's Studies in Religion Program

Hebrew University of Jerusalem, Lady Davis Fellowship:
Hebrew University Fellowships

ISAW – NYU Visiting Research Scholar Program (postdoc):
Visiting Research Scholar Program

Library of Congress Fellowships:
Chairs & Fellowships | The John W. Kluge Center at the Library of Congress | Programs

Metropolitan Museum Art History Fellowships:
The Met Fellowship Program | The Metropolitan Museum of Art

National Research Council/Ford Foundation (diversity fellowships, dissertation and post-doc):
Ford Foundation Fellowship Program

National Science Foundation (NSF):
https://beta.nsf.gov/funding/opportunities?f%5b0%5d=student_educator_eligibility:grad

The New York Public Library, Dorothy and Lewis B. Cullman Center for Scholars and Writers:
The Dorothy and Lewis B. Cullman Center for Scholars and Writers | The New York Public Library

Penn Wolf Humanities Center (postdoc):
Andrew W. Mellon Postdoctoral Fellowship in the Humanities

P.E.O. Scholar Awards (grad.; diss.; $15k; for women from US or Canada):
About the P.E.O. Scholar Awards

Princeton Society of Fellows in the Liberal Arts (postdoc):
Fellowships | Society of Fellows in the Liberal Arts

Rice University Humanities Research Center (postdoc):
Calls + Deadlines | Rice University

Social Science Research Council Dissertation Proposal Development Fellowship (DPDF) (pre-dissertation)
[Fellowships & Opportunities – Social Science Research Council (SSRC)](#)

Society of Antiquaries of London (postdoc research awards):
[Grants - Society of Antiquaries of London](#)

Stanford University Mellon postdoc in the humanities:
[Mellon Fellowship of Scholars in the Humanities](#)

University of Chicago Society of Fellows (postdoc):
[Society of Fellows in the Liberal Arts | The College | The University of Chicago](#)

University of Chicago, OI Postdoctoral Fellow Program (postdoc):
[Postdoctoral Fellow Program | The Oriental Institute of the University of Chicago](#)

University of Michigan Society of Fellows (postdoc):
[Society of Fellows](#)

Expediting the Recommendation Process

When you apply for funding you should try to help your referees write timely letters. This means giving them ample notice and making the process as simple as possible. Even seemingly trivial steps that may only save them a few minutes can be helpful: those minutes can add up when a referee is writing multiple letters for you and others, all at the same time of year. Every situation and every referee is different, and referees will have varying preferences, so confer early on with your advisor and prospective referees about how they operate. The following are some steps that students and faculty have found helpful (NB: keep them in mind for future job searches as well!):

1.   During the spring of the year before you expect to apply for fellowships, talk with your advisor about your application plans for the coming year. Research funding opportunities.

2.   In the late summer/early fall prepare your list of fellowships, since deadlines start coming up as early as October. Make the list as complete as possible so that you can give everything to your referees at once. (This is not to say that you shouldn't keep looking for new opportunities and ask for further letters if necessary.) Ask your referees for the recommendations as soon as your list is complete, giving them as much advance notice as possible. Ideally you should give them at least six weeks notice. Try to ascertain the schedule of your advisor and other potential referees. If somebody is going to be on sabbatical or on an excavation for two months, this must be taken into account with your request.

3.   Dossier services maintain credentials files that can be used for both fellowship and job applications (e.g., Interfolio). This can streamline the process for both you and your referees, but unique, freshly written letters are almost always better, if your referees are willing to write them. Discuss with your referees whether letters need to emphasize certain aspects of your research, teaching, career path, etc. Some application schemes do not accommodate dossier services very well. Keep in mind that in some cases dossier services cannot provide instantaneous transmission of your file, i.e., work back from application deadlines to establish your own deadlines.

4.   Especially if this is the first time somebody is writing for you, give them an up-to-date CV and ask if there is anything else they need to compose the letter, such as a list of courses, sample publications, etc. (You should have your advisor review your CV before you send it out. A few references are collected by the Sheridan Center here, where you will find a link to some ideas about content and format.) Keep in mind that the first letter someone writes for you is the one that takes the most time and effort.

5.   If your referees are going to write separate letters, give them a written list of all the requests, arranged in order of the deadlines, with the deadlines and exact addresses/URLs highlighted, a note as to the type of letter required, any forms that they need to fill out, details on how to submit the letter (an e-mail address/explanation of system prompts), concise information about the focus of each fellowship, and a link to the website about the fellowship so they can look up more information if they wish (make sure the link leads directly to your fellowship, not just to the home page of the fellowship organization, some of which have many different schemes). **It's important to help your referee manage the deadline(s): a gently worded, timely reminder can be very helpful** (see 9 below).

6.   Don't assume that somebody will be able to write for you, unless you ask them and they have agreed. If you ask someone on short notice, they may not be able to write for you, even if they are happy to, so plan ahead.

7.   If the fellowship organization will allow you to do so, check to see that all your letters have arrived. Many online systems will automatically notify you when steps are completed, but alas others won't.

8.   If possible, have an extra referee or two in mind as backups.

9.   Send a polite reminder a week or two before each letter is due (unless, of course, the referee has already told you that their letter is in). Most referees will appreciate this kind of communication and planning, i.e., you are not bothering your referee.