

**GRADUATE STUDENT HANDBOOK**

**DEPARTMENT OF HISTORY**  
**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**(2012-2013)**

## Table of Contents

I. Overview .....	1
I.1 Advising .....	5
I.2 Residency and Registration Requirements .....	5
I.3 The Graduate Studies Committee (GSC) .....	6
II. Financial Aid .....	7
II.1 Funding .....	7
II.2 Research Funding From UNC-CH Sources .....	8
III. M.A. Degree Requirements .....	9
III.1 First Year Evaluation .....	11
III.2 Creating your M.A. Committee .....	11
III.3 M.A. Essay .....	11
III.4 M.A. Defense .....	11
III.5 Time to Degree for M.A. ....	12
IV. Ph.D. Degree Requirements .....	12
IV.1 Admission to the Doctoral Program .....	12
IV.2 Admitted Students with M.A. ....	13
IV.3 Overview of Ph.D. Requirements .....	13
IV.4 Addition Teaching Area .....	15
IV.5 Language Requirements .....	16
IV.6 Comprehensive Ph.D. Exams .....	17
IV.6.a Ancient History .....	19

IV.6.b Asian History .....	19
IV.6.c Global History .....	20
IV.6.d European History .....	21
IV.6.e Latin American History .....	23
IV.6.f Military History .....	24
IV.6.g Russian and Eastern European History .....	24
IV.6.h United States History .....	25
IV.6.i History of Women and Gender .....	26
IV.7 Dissertation Committee .....	28
IV.8 Defense of the Dissertation Prospectus .....	29
IV.9 Defense of the Dissertation .....	30
IV.10 Leave of Absence .....	31
V. Graduate Student Teaching .....	31
V.1 Types of Graduate Student Teachers .....	31
V.2 Instructor-Teaching Assistant Standards .....	32

Appendix: Typical Courses of Study

## I. OVERVIEW

The graduate history program at the University of North Carolina, Chapel Hill is committed to training professional historians to be both scholars and teachers. Our program allows ample choice to students in designing academic programs to fit particular interests and needs while providing students with rigorous training in Ancient History, Asian History, European History, Global History, Latin American History, Military History, Russian and East European History, U.S. History, and the History of Women and Gender.

Degree requirements and departmental culture encourage comparative and interdisciplinary study. The program promotes close mentoring relationships with faculty and sustains a lively intellectual community among the graduate students. In the course of graduate study, our students also receive valuable teaching experience.

Purposes of the graduate program in history at UNC-CH include:

- Preparing students with a firm grounding in the theories and methodologies that guide the discipline of history and introduce them to their development in the past.
- Providing students with a broad historiographical understanding in their major and minor fields, in order to identify and engage with the major debates in those fields.
- Preparing students for their own research and scholarly writing at both the M.A. and Ph.D. levels.
- Educating graduate students for teaching careers as college or university professors or in other professional fields (e.g. public history) requiring advanced training in history.
- Familiarizing students with scholarly publishing and other ways to disseminate the results of their research.
- Preparing students for careers as professional historians (lectures, job talks, workshop and conference participation, departmental service, etc.)

The resources for historical study at Chapel Hill include excellent libraries at UNC-CH and in the larger Research Triangle community. The department also has close cooperative relationships with neighboring universities including Duke and North Carolina State. Students at UNC can enroll in classes at these neighboring schools and faculty members from these schools take an active part in the graduate history program and regularly serve on student advisory committees at Chapel Hill.

Students should be aware of the academic calendar and deadlines specified each year. While the Director of Graduate Studies (DGS), the Administrative Assistant for Graduate Studies (Graduate Coordinator), and faculty advisors will attempt to supply timely reminders on program requirements and procedures, it remains the ultimate responsibility of each student to become

familiar with the terms of training at each stage of the graduate career and to raise questions about points that seem unclear. This handbook is intended to help with this process.

## **I.1 Advising**

Entering graduate students should select an advisor who is in their field of study and with whom they would like to work. This selection should be made by the outset of the academic year, so that the advisor can assist in the mandatory courses taken by most incoming students. In acceptance letters, each new student is given the name of one or more faculty members close to his or her field of study. New students should get to know these faculty and others with whom they might work closely. Students who do not know whom to ask to serve as an advisor should consult with the appropriate field convener or the DGS. A choice of advisor is not irrevocable; as students' interests develop during their early careers at UNC-CH, they often change advisors.

It is crucial that advisors have frequent, substantive meetings with advisees--not only during their first semester but throughout their entire career at UNC-CH. When appropriate, these meetings should include discussion of course selection, fulfillment of graduation requirements, preparation for the written and oral doctoral examinations, thesis topic selection, research opportunities, funding possibilities, job prospects, and whether a student should continue in the program.

At the end of each year, the advisee and advisor meet to evaluate the student's work during the past year and to discuss future plans. This meeting provides an opportunity to convey any concerns about a student's performance and progress that were raised in the annual meeting held by each field in the spring.

During the period after completion of the comprehensive doctoral examinations and dissertation prospectus defense, it is particularly important that advisees consult regularly with advisors (although not necessarily in person) to ensure that students get good guidance while researching and writing their dissertations. The student must reconvene his or her doctoral committee twelve to eighteen months after the dissertation prospectus defense in order to assess progress on the dissertation and to solicit suggestions for the next stages of research and writing. In some cases the advisor and student will agree to waive the interim meeting if both feel it is not necessary (although the interim dissertation meeting form, available on the Graduate Student Intranet, still needs to be filled out).

## **I.2 In Residence and Registration Requirements**

Students seeking graduate degrees must satisfy the following in-residence registration requirements of the Graduate School:

- Two semesters of residence credit for M.A. candidates. A semester of residence credit may be earned through the satisfactory completion of at least nine semester hours of graduate course work. Satisfactory completion of six to eight semester hours yields only one-half a semester of residence credit and satisfactory completion of three through five semester hours yields one-fourth of a semester of residence credit.

- Four semesters of residence credit for Ph.D. candidates. If a student completed the M.A. at UNC-CH, semesters of residence credit already earned as part of the M.A. are counted toward meeting this requirement. If a student first entered UNC-CH with M.A. in-hand, he or she may not transfer any residence credit from their M.A. university and should pay careful attention to fulfilling this requirement.

The Graduate School stipulates a maximum time period for satisfying all requirements for the M.A. degree (five years) and the Ph.D. degree (eight years). Eight years is the maximum for students entering at the M.A. level and proceeding through the doctoral program. The Graduate School does have a leave-of-absence provision for students who interrupt their studies to pursue some other activity (see below under Ph.D. requirements). Time on leave is not counted in the calculation of total time engaged in degree studies.

All students must be fully registered before the end of the official registration period at the beginning of the semester. This applies to every semester in which the student expects to use university resources as well as to the semester in which the student expects to receive a degree.

**A student who has not been registered during the preceding semester must apply for readmission to the Graduate School.** Applications must be received by 1 July for readmission to the fall semester, by 1 December for the spring semester, by 1 April for the first summer session, and by 1 June for the second summer session. The Graduate School is very rigid about these deadlines, so please do not miss them.

### **I.3 Graduate Studies Committee (GSC)**

The general direction and formulation of policy concerning the graduate program rest with the Department Chair and the graduate faculty. The GSC acts as an executive body to implement these decisions and to supervise the graduate program in general. It is charged, subject to the overall responsibility of the Department Chair, with advising the DGS as necessary on graduate admissions, advising, scheduling and administering the written exam for the Ph.D., assigning Teaching Assistants, Research Assistants, and Apprentice Teachers, reassessing the graduate program, reviewing proposals for new courses, enforcing regulations and granting exceptions in unusual circumstances, and recommending changes in regulations.

The GSC consists of the DGS as chair and six members of the graduate faculty appointed by the Department Chair for terms of three years. So far as possible these members represent the three professorial ranks and the various fields of study. The GSC also includes three representatives chosen by the graduate students among themselves. The student members participate in all committee matters except those involving individual students, whether prospective or enrolled, such as admission, aid, and petitions. They may, however, speak to individual petitions when the petitioner so requests. All requests for exceptions from the general regulations should be accompanied by the endorsement of the student's advisor and any other supporting evidence the student wishes. A petitioner who is not satisfied with the committee's decision has the right to appeal to the committee itself and then to the Department Chair and finally to the Graduate School.

## **II. FINANCIAL AID**

The History Department at Chapel Hill is committed to offering financial aid to as many as possible of the graduate students in our program. Virtually all entering History Ph.D. students are recipients of five years of financial support. These packages include tuition, health insurance, and an annual stipend set by the graduate school. (The department also supplements this financial support, funds available, with three years of summer research funding. Exceptional applicants may be nominated for some of the one year and multi-year competitive and prestigious fellowships awarded by the Graduate School at Chapel Hill. These fellowships either supplement the base stipend or provide full stipend support at a higher level than the base stipends. The department admissions committee nominates accepted students for these fellowships based on their qualifications.

Both the department and the Graduate School offer support for graduate student travel to scholarly conferences to present papers. Students also receive a small research fund (currently \$1500) upon passing their comprehensive exams. Additional funds have been allocated for graduate students to acquire specialized skills (language skills, paleography training, etc.). In addition, the Graduate School offers funds on a competitive basis for pre-dissertation and dissertation research. Competitive fellowships for students completing their dissertations are awarded by both the Graduate School and the History Department.

### **II.1 Funding**

Perhaps the single most common source of confusion in graduate funding is what sorts of funding are included in calculations of a student's total of pledged semesters of funding. For example, does a student use up a semester of pledged funding if s/he works as a TA for Women's Studies or works for the Southern Historical Collection? Or what are the implications for pledged funding if a student receives an external fellowship?

Each situation is likely to have its own specific complexities, but here is a general rule to keep in mind. If UNC-CH is paying your tuition (i.e. if you are not paying your tuition and you aren't being billed for tuition) regardless of which department or program you are working for, the "clock is ticking" and you are using up your pledged funding.

Here is another common scenario. Student B receives a prestigious external grant that provides a generous stipend but does not cover tuition or health insurance. The Graduate School and History department pledge to cover Student B's tuition and health insurance during the period of the fellowship. Even though, in this instance, the stipend is coming from an external funding source, Student B is receiving tuition funding from the university and, consequently, is using up some of the funding pledged by the History department.

If a student receives a prestigious external fellowship but one which does not cover tuition and UNC-CH provides tuition support, then the funding clock is still ticking. If a student receives an external fellowship and does not remain registered and is not using university services, and UNC-CH is not providing tuition support, then the funding clock, stops running until that student reapplies for admission and registers again.

The current system is easy to understand once you recognize that the university considers tuition support, rather than your stipend, to be the decisive measure of pledged support. So, in any way, shape, or form, UNC-CH is paying your tuition, your funding clock is ticking.

## **II.2 Research Funding from UNC-CH Sources**

Both the history department and the Graduate School offer a variety of grants to help support graduate research.

**MOWRY DISSERTATION FELLOWSHIPS:** Named in honor of George Mowry, a former professor in the Department who endowed this fund, these fellowships are awarded upon attainment of ABD status. To receive a Mowry Dissertation Fellowship, a student must submit a one-page proposal for use of the funds; if the prospectus committee approves the proposal at the time of the prospectus defense, and if the DGS subsequently concurs, the Mowry Dissertation Fellowship will be awarded. In most cases, proposals for Mowry Dissertation Fellowships should entail (a) research with primary documents and (b) a commitment to complete said research by the end of the first summer after reaching ABD status. Because the fellowship is designed to kick-start ABD research, it should normally be taken by the end of the first summer after reaching ABD status. If an ABD student wishes to delay receipt, he or she must request permission from the DGS at the time of becoming ABD.

Finally, one caution about the limited funds of the Mowry endowment. Adequate funds might not always be available, and although the GSC does not want to institute some sort of means testing, it does wish to ensure that these funds go to those who most need it. Therefore, if the Mowry endowment has insufficient funds to cover all requests in a given year, ABD students who hold multi-year Royster fellowships, who are supported by military salaries, or who self-identify as willing to take lower priority will not be funded. Mowry Dissertation Fellowships will be paid twice yearly: on or about 1 June (for those who submit approved proposals to the DGS by 1 May), and on or about 1 October (for those who submit approved proposals to the DGS by 1 September). The form for the Mowry Dissertation Fellowship is available on the Graduate Intranet.

**DORIS G. QUINN FELLOWSHIPS:** Named in honor of a benefactor to the Department, this fellowship assists students in the final year of dissertation-writing. The Department's Prize Committee is usually able to award three Quinn fellowships each year. Quinn Fellowships are usually set at the same level as T.A. stipends. Tuition can be covered, if the recipient is still eligible, but fees must be paid by the student. In order to be eligible for the Quinn fellowships, applicants are asked to certify either that they have sought support in the previous year from at least one external source or that such support is not available. The Prize Committee coordinates the Quinn competition with the competition for Dissertation Writing Fellowships given by the Graduate School (but ranked within the Prize Committee). In addition to completing the following form, the student must also supply the Prize Committee with a completed chapter. The form for a Quinn Fellowship is on the Graduate Intranet.

**DEPARTMENTAL TRAVEL GRANTS:** The Department has limited funds to assist ABD



students in presenting papers at conferences. Usually, this is a one-time grant of \$200. In order to be eligible for this grant, you must already have expended the Transportation Grant available from the Graduate School. To apply, use the travel grant form on the Graduate Intranet.

**RAYMOND FAHERTY RESEARCH GRANTS FOR MILITARY HISTORY:** Through the generosity of the late Raymond Faherty and his family, a small fund has been established to aid graduate students in military history. Ray Faherty was a graduate student in British history in the 1960s in our department. After his unfortunate death from pancreatic cancer, these grants were established in his memory. Single grants are limited to \$2000, but all grants are not so generous. Applications are solicited by Professor Richard Kohn each fall.

**THE GRADUATE SCHOOL:** In addition to these departmental funds, the Graduate School has fellowships to support (a) off-campus research, (b) the very final stages of dissertation writing (either the last year or the last semester), (c) small research expenses, and (d) personal emergencies.

### **III. M.A. DEGREE REQUIREMENTS**

The combined M.A. and Ph.D programs in history have four required courses taken in sequence: Hist 700, "Thinking Historically," required of all students entering without an M.A. and optional for others; Hist 900, "Crafting a Historical Project"; Hist 901, "Researching and Writing a Master's Thesis"; Hist 905, "Dissertation Design." These courses are required for all graduate students; only under unusual circumstances may students petition to waive or substitute these courses with other seminars. The required courses provide a common structure for the graduate degrees, which strengthens and complements the field specific colloquia and research seminars that students elect during each semester that they work toward completing their MA theses and, once admitted to the Ph.D program, to passing their comprehensive exams and defending their dissertation prospectuses.

**Masters Degree.** Requirements for the M.A. shall be finished in three semesters after the completion of 30 credit hours (9 per semester in each of the first 2 semesters, 12 in the third semester), a thesis designed as a research paper of article length (25-35 pages), and an oral defense of the thesis. Only in cases in areas that require additional specialized language training, can students and their advisors petition the DGS for a one-semester extension to complete their M.A. by the end of the fourth semester.

Course of Study:

- **Hist 700** (fall): *Thinking Historically*. This course introduces students to the intellectual currents and schools of thought that have characterized the historical profession over time. Emphasis is placed on understanding the major historiographical dilemmas that have (re)shaped the historian's craft. By examining such diverse conceptual frameworks, students will prepare themselves to tackle more confidently the research projects they will design and execute in History 900 and 901. Assignments will consist of discrete projects focused on developing the specific research, analytical, and writing skills needed

for professional historical work in the students' fields of interest (e.g. compiling annotated bibliographies; identifying relevant databases; crafting book reviews).

- **Hist 900** (spring) *Crafting a Historical Project* is intended to help students develop a plan of research and writing, select bibliography, develop an understanding of the secondary literature available for their topic, and articulate a problem or facet of the topic to which they can contribute original research in their MA thesis. The course will be flexible in order to encourage students who want to work with primary documents they have already located, which are available at UNC-CH or on-line sources, to initiate this phase of their research or permit students to craft a research paper that is a focused historiographical essay based primarily on the secondary literature they have identified and read for their topic. Students will conduct research in the secondary literature and write a research paper that identifies the topic selected for the MA thesis, reviews the published scholarship relevant to the topic, identifies the primary sources that best fit the goals for their thesis, and states clearly the research objective of the thesis and the specific research plans for the summer following the semester in which they take HIST 900.
- **Hist 901** (fall 3rd semester): *Researching and Writing a Master's*. Hist 901 is the capstone to the three-course sequence, exposes students to primary research and to organizing and writing a lengthy paper, and enables students to earn a master's degree at the end of three semesters of full-time coursework. Drawing upon their work in History 900, students will conduct primary research and write a publishable-quality essay of approximately 25-35 pages in length. This paper will follow proper citation methods and will include a full bibliography which will not be tabulated in the page count. The objectives of this course could also be fulfilled in a thematic or topical 900-level seminar with instructor and DGS approval.
- **Hist 993** (fall 3rd semester): *Master's Thesis research and writing credit* (3 hrs.) under the supervision of the student's advisor.
- Oral defense of the M.A thesis: The Hist 901 paper will be submitted as a master's thesis and defended in a one-hour oral defense before a committee of three faculty members, one of whom will be the student's advisor. The student will assemble the committee in consultation with her/his advisor. The M.A. thesis must be submitted before the end of classes in the fall semester and the defense scheduled for no later than the end of exams in December. Students must receive a passing grade in the oral examination to be awarded a master's degree and to be considered for the Ph.D. program. After passing the oral exam, students must submit the final version of their thesis to the Graduate School no later than January 10 in the new year.
- Six elective courses, of which two should be reading colloquia or the equivalent in the student's major field.

- Certification of reading proficiency in one foreign language as determined by field. Please see appropriate field links. Determining how many language courses can be counted as elective courses will be left to each field.

The decision to allow students to proceed into the Ph.D. program will be made at the time of the M.A. paper defense. Students who successfully defend their theses and have completed all requirements for the M.A. will receive their diplomas the following May. For students who elect or are recommended not to continue in the program, the M.A. defense and submission of the thesis will conclude their course of study at UNC and departmental financial support. Each field will determine how best to incorporate these M.A. requirements into its requirements and itinerary toward the Ph.D., considering language proficiency, research abroad, and field-specific funding opportunities.

### **III.1 First Year Evaluation**

At the end of a student's first year in the graduate program at UNC-CH (whether or not entering with the M.A.), the student's advisor will prepare a one page report on progress made. This report should incorporate evaluation of work in courses during both semesters, discussions of performance at the spring field meeting and, when relevant, evaluations of performance as a Teaching Assistant or Apprentice Teacher. The purpose of the report is to give students an overall sense of their performance—their strengths, their prospects, and, in particular, the specific areas in which they should concentrate on improving in the future.

Upon completion of the report, the advisor should pass it to the field convener for approval. The convener will then pass the report to the DGS who will read, sign, and place the original in the student's file. A copy of the report will then be given to the student. After receipt of the report, it is highly recommended that the advisee schedule a meeting with the advisor to discuss it, especially if concerns are expressed about a student's performance. (Students should, of course, feel free to discuss their performance and prospects with their advisor at any time.) Students should receive these reports well before the start of their second year.

### **III.2 Creating your M.A. Committee**

Before the end of the third semester of graduate study, in consultation with his or her advisor, the student will select a three member M.A. committee. Members of the committee must be UNC-CH faculty members or graduate faculty at another university. A faculty representative from one or more departments at UNC-CH, other than History, may be added to the committee of three when his or her interests or competencies are relevant to the student's program of study. To formally constitute the committee, complete the appropriate form on the Graduate Intranet and submit it to the Graduate Coordinator.

### **III.3 M.A. Essay**

The M.A. thesis should demonstrate that the student can handle the primary source material of the field, has a working knowledge of the secondary literature, and can present the results of research in a coherent, well-written essay. The length of the thesis will be determined by the

nature of the material and topic, but it should generally be article length (in the range of 40-60 pages) and of publishable quality.

### **III.4 M.A. Defense**

The culminating step in earning the M.A. degree is an oral examination usually lasting an hour to an hour and a half. The committee, which, as described above, should be composed of three faculty members selected by the student and the thesis director and including the thesis director as chair, examines the candidate on the thesis. Because participation of faculty via telephone or other media can be expensive, intellectually unsatisfactory, and inconvenient for staff, all three members of the committee should be physically present if at all possible. Well in advance of the exam, the student should consult with the thesis director on the nature of the examination and secure from the Graduate Secretary the formal application (available on the Graduate Intranet) to take the exam. The application should be turned into the secretary's office three weeks prior to the exam. The student should also schedule a room with the Graduate Secretary once the time and date of defense have been established. The student is responsible for completing the Application for Graduation by the required deadline. This form and deadline can be found on the Graduate School's webpage. The committee is responsible for determining whether the thesis and the oral examination are of passing quality.

### **III.5 Time to Degree for M.A.**

All M.A. degree requirements are to be met by the end of the third semester in residence. In exceptional cases the student with support of the advisor may petition the DGS for a one-semester extension. The student who has not completed the M.A. work by the end of the fourth semester is ineligible for departmental financial assistance. This time limit on coursework may be waived by the Director of Graduate Studies on petition from the student showing valid cause, but he or she will not be eligible for further aid until all degree requirements are met.

## **IV. Ph.D. DEGREE REQUIREMENTS**

If students have completed their M.A. degrees at UNC-CH, their candidacy for the Ph.D. entails the completion of forty-two credit hours (exclusive of language courses); these credit hours build from a base of twenty-seven hours carried forward from the M.A. program, to which are added fifteen hours of work at the doctoral level. Students who first enter the UNC-CH program at the doctoral level must secure UNC-CH acceptance of their M.A. (this entails the advisor reading and approving the thesis, and the DGS approving the acceptance); then, they must complete a minimum of fifteen hours of coursework at the doctoral level. Additional course credits may be taken to strengthen preparation for the written comprehensive examinations, to lay the groundwork for the dissertation, or to develop a wider range of teaching fields.

### **IV.1 Admission to the Doctoral Program**

For students who pass the M.A. examination and wish to be considered for admission into the doctoral program (immediately or at a later date), the advisor consults with two other faculty who have worked closely with the student. Usually this committee is the same as the M.A.

committee. These faculty are chosen jointly by the student and the advisor. This committee need not be the same as the M.A. committee, but it is understood that its members will likely serve on the student's doctoral committee. (If a student is planning a change in specialty between the M.A. and the doctorate, he or she must have the strong support of the faculty in the new specialty, even if they do not constitute the post-M.A. review committee.) In certain fields with only a few faculty members, it may be necessary to draw the third individual from outside of the Department or from Duke or NC State. In such cases a student should be encouraged to go on for the doctorate only if both faculty from this Department express clear and strong support.

This committee evaluates the student's abilities as a research historian and teacher and makes an estimation of his or her ability to do well in preparing for doctoral examinations, competing for dissertation funding, completing the dissertation in a timely manner, and securing professional employment. The advisor will then prepare a one-page report, which all three faculty members must endorse. This procedure assures that any student who goes on to the doctorate enjoys the strong support of at least three faculty members who know the candidate's work well and will support that student in future endeavors (such as applying for grants and seeking employment). This report goes into the student's department file, and it accompanies the recommendation to the DGS that a student advance to the doctoral program. A copy is provided to the student. The DGS reviews these reports before forwarding recommendations for admission to the doctoral program to the Graduate School. The reports themselves are not sent on to the Graduate School.

#### **IV.6 Admitted Students with M.A.**

The requirements for students with who enter with an M.A. (a direct admit to the Ph.D. program) are as follows. Such students have four semesters after their arrival to become ABD. During the second year, students should finish all course work, write their comprehensive exams, complete their language requirements, and defend their dissertation proposal by the end of your fourth semester. The first four semesters in the department should be devoted to satisfying:

- Course Requirements (see below for details): Some fields have specific course requirements that will help you prepare for your comprehensive exams. You should consult below for major field requirements. Ph.D. students in all fields are required to enroll in a graduate level research seminar, which can be taken either first or second year.
- Additional Teaching Area (see below for details): two courses in another field of history other than your major field. For example, a student whose major field is U.S. history could choose to study Modern Europe or Global History. The Additional Teaching Area cannot duplicate the thematic field for exams. For instance, a student in U.S. history whose thematic field is intellectual history may not choose intellectual history as a Teaching Area. You should have completed this requirement by the end of the first year.
- Foreign language requirements (see below for details): It is advisable that students begin working on these requirements during their first semesters. You must have completed all foreign language requirements before advancing to candidacy.

- Comprehensive exams (see below for details): During your first year, you should take courses to help prepare you for your comprehensive exams and to build relationships with faculty members who will serve as your committee members. You should have compiled your reading lists in consultation with the faculty examiners by the end of your second semester. Comprehensive exams are normally written during the third semester.

### IV.3 Overview of Ph.D. Requirements

The Ph.D. program seeks to incorporate flexibility in course options and to allow students to fulfill basic requirements in a variety of ways suited to their progress in consultation with their advisors. It is our intention that greater flexibility in the degree requirements related to core courses will allow faculty to offer more thematic or topical research seminars designed to attract students from a variety of fields. Students at the dissertation writing stage are also encouraged to participate in dissertation writing groups with other students with similar interests or approaches.

The Graduate School requires Ph.D. candidates take a minimum of 15 hours beyond the M.A., including 6 hours of dissertation research (Hist 994). The History Department requires students take Hist 905 Dissertation Design, or approved equivalent substitute; take an additional 900-level field, topical, or thematic research seminar; complete 6 hours in an additional teaching area; and complete the language requirement (see below). To advance to ABD status, students must pass comprehensive field exams and successfully defend the dissertation prospectus by the end of their 6th semester (4th semester if admitted with an M.A., as explained below).

At all stages of progress to degree, students are encouraged to seek funding for summer advanced language training and pre-dissertation field research as needed.

Course of Study:

- **Hist 905** (spring): *Dissertation Design* (required of all students; only under unusual circumstances may students petition the DGS to waive or substitute this course with other seminars). This course helps students learn about research strategies and project feasibility and when applicable to expand the M.A. into a viable Ph.D. project. Students learn how to write an abstract, a short project statement, and a grant proposal preliminary to their dissertation prospectus, and to plan summer research to advance their projects. This course will normally be taken in a student's 4th semester (spring immediately post M.A.), or for those admitted with a M.A., in their second semester (see below).
- **Hist 702** (fall or spring): *Introduction to Historical Education*, the teaching practicum (recommended). This course focuses on the art of teaching and helps students understand classroom strategies and pedagogy, syllabus design, lecture preparation, and putting together a teaching portfolio. Students admitted with a B.A. take Hist 702 typically during their third year (6-7th semester) but may take it as early as the fourth semester. Students admitted with an M.A. typically take Hist 702 during their 4th or 5th semesters, but may take it as early as during their first year.
- One Field/Topical or Thematic 900-level research seminar.

- Two courses in a minor field preferably at the 700 level or above in consultation with the student's advisor. Students with interdisciplinary or cross-cultural interests may choose to take one or both courses outside the department. At least one of these courses must be completed post M.A. Please note: Courses may not be double counted to fulfill requirements (i.e. a 900-level seminar substituted for Hist 905 will not count as the student's second 900-level seminar beyond Hist 905).
- **Language requirements** for the Ph.D. can be met by (1) minimal proficiency in two foreign languages; (2) advanced proficiency in one foreign language; (3) minimal proficiency in one foreign language and successful completion of a two-course program designed to develop proficiency in a research skill or theoretical perspective.
- **Comprehensive exams** are to be designed by individual fields with an eye to flexibility, which might include allowing students to schedule their exams and dissertation prospectus defense over the space of two semesters. In any case, all students must have completed their exams and oral defense of the prospectus by the end of their 6th semester (4th semester for students admitted with the M.A., as explained below). The oral exam shall be conducted before a committee composed of the student's advisor and four additional faculty selected by the student in consultation with the advisor. Two committee members may be qualified faculty members from outside the department or from another academic institution.
- **Hist 994 (*Doctoral Dissertation*)**. Students register for Hist 994 once they have passed their comprehensive exams and prospectus defense. Hist 994 registration allows students to conduct dissertation research on or away from campus. A minimum of 6 hours are required and can not be taken simultaneously during one semester.

Between 12 and 18 months after achieving ABD status, students must schedule and complete a formal progress review with their examining committees.

**Dissertation defense:** Upon completion, all degree candidates must successfully defend their dissertations before a committee composed of their advisor and four additional faculty members, two of whom may be qualified faculty members from outside the department or university.

#### **IV.4 Additional Teaching Area**

The Additional Teaching Area requirement (formerly called Second Field) is a two-course requirement designed to broaden the scope of graduate training. Students should consult with advisors on how coursework in the Supplementary Teaching Area can further professional goals either by adding another dimension to an area of specialization or serving as an additional teaching field. The broadening envisioned by this requirement can be construed:

- Geographically (e.g., Latin American history for a student in U.S. history).

- Chronologically (e.g., Medieval European history for a student in Modern European history).
- Thematically (e.g., African-American history, intellectual history, international history, labor history, military history, religious history, social history, or women's history).
- In disciplinary terms (e.g., anthropology or sociology).

The Additional Teaching Area must add breadth. A geographical or chronological specialization lying within the student's major field (e.g., the U.S. South or twentieth-century U.S. for a student in U.S. history) does not constitute an acceptable Additional Teaching Area. Nor, with the exception of African-American history and Native American history, should a thematically defined Additional teaching Area be solely a sub-field of the student's major field (e.g., Latin American intellectual history for a student in Latin American history). With the exception of African-American history and Native American history, at least one of the courses offered for the thematic field should go well beyond the student's major field of study (e.g., a student in U.S. history whose Additional Teaching Area is women's history should take at least one course in women's history which either is outside the U.S. field or is comparative in scope).

Please note that the Additional Teaching Area must be distinct from the areas covered on a student's comprehensive examinations—that is, it must not be identical to an examination topic, nor a subset of it, nor even largely inclusive of it. So, for example, a student in U.S. History whose Additional Teaching Area is intellectual history must not choose "intellectual history" as the thematic specialty for the comprehensive examinations in U.S. History. Students with questions about the acceptability of a proposed Additional Teaching Area should consult the DGS at the earliest possible date.

Courses taken to fulfill the requirements for the M.A. degree may be used for the Additional Teaching Area, although such courses (whether completed in this or another graduate program) cannot be applied toward the fifteen credit hours required at the doctoral level. Courses used to fulfill this requirement may not be used to fulfill the second language substitution (discussed below).

Students must have their proposed Additional Teaching Area and course selection approved by their advisor in advance, and a memo indicating the advisor's endorsement should be sent to the DGS and placed in the student's file.

#### **IV.5 Language Requirements**

The Department believes that it is important for all graduate students in history to attain minimal proficiency in at least one foreign language. Knowledge of foreign languages opens the way for new research possibilities; it allows wider access to historical literatures; and it permits communication with a more diverse scholarly community and public. Recent developments in both historiography and international intellectual interchange have increased the importance of foreign language knowledge for historians in all fields. The Department strongly urges students,



in consultation with their advisors, to consider early in their careers how they will fulfill the language requirements in order to further their development as historians.

The Department requires a reading knowledge of one foreign language for the M.A. degree. In most circumstances the foreign language requirement is met by proficiency in a modern foreign language, but Greek and Latin may be substituted where relevant. Language requirements for the Ph.D. can be met by:

- (1) minimal proficiency in two foreign languages
- (2) advanced proficiency in one foreign language
- (3) minimal proficiency in one foreign language and successful completion of a two-course program designed to develop proficiency in a research skill or theoretical perspective. (The Department recognizes that the needs of individual fields and students differ. It has, therefore, established this options for meeting the language requirement for the doctorate where knowledge of only one foreign language is considered sufficient.)

Students who can present evidence of having satisfied a foreign language reading requirement in prior graduate study elsewhere normally may expect recognition of that to satisfy the requirement here. The above statement represents a minimal requirement. Most fields and advisors expect at least minimal proficiency in two languages and a significantly higher level of proficiency in at least one of these. In some fields of study additional foreign language proficiency may be specified as essential to mastering the secondary scholarly literature and to undertaking research.

Proficiency in a foreign language may be demonstrated by:

- (1) Passing the reading competency exam given once a semester and administered through the graduate school; or by individual testing by an instructor in the chosen language in instances where no standardized test or course is available.
- (2) For advanced proficiency, a student must earn a “B” (or a graduate “P”) or better in a language course at UNC-CH beyond the fourth semester level.
- (3) A student whose first language is not English may not count this first language as one of the foreign languages required for the M.A. or the Ph.D. English may be used to satisfy one of the two foreign language requirements. To judge sufficient proficiency in English, a student’s adviser and the convener of his/her field should review a 10-page-or-longer paper written in English by the student. If these two members of the faculty agree that the paper demonstrates the student’s ability to express him/herself clearly at the professional level, then the Department (and the Graduate School) will consider that the student has passed the English-as-a-foreign-language exam. The adviser and the field convener should provide a note to this effect to the DGS. If a student whose first language is not English needs to improve written proficiency, he or she can take English 101X, passage of which also satisfies, in these instances, a foreign language requirement. Courses taken to fulfill the language requirements do not count toward coursework

requirements. In all cases, should a student's advisor consider command of the language insufficient for research purposes or if the language skill has been acquired in atypical fashion, the professor may insist upon an additional test by the Department.

#### **IV.6 Comprehensive Ph.D. Exams**

The format and coverage of the written examination vary from field to field, and are spelled out in guidelines prepared by each of the fields (see below for these guidelines). Students should check with the Graduate Secretary for information about deadlines for applying to take the written exam, and they must submit a formal application (available on the Graduate Intranet) to take the exam.

The exam serves a common purpose across fields within the doctoral program to confirm a student's command of a major field of historical knowledge and thus to lay the foundation for dissertation research and, in the longer run, for teaching and engaging in professional historical discourse. Normally the written exam will be based on a list of some hundred or so historical works identified—by faculty examiners in consultation with the student—as critical to an advanced understanding of the particular field. Faculty examiners are cautioned against adding to reading lists at the last minute; good practice entails treating a reading list as definitive in the last month before an examination. Faculty are free to construct these exams as they deem appropriate, so students should consult with examiners in advance about the specific format of each examination. The student's response to the exam itself should convey a good command of that literature, a sophisticated ability to articulate key issues within a field, and a developed sense of the field's major contours.

A student's *Additional Teaching Area* (see above) must be different from the specific areas examined in the comprehensive examination. Thus, for example, a student in U.S. history whose Additional Teaching Area is intellectual history may not opt to make intellectual history the focus of his or her thematic area in the U.S. Comprehensive Examination.

The written examination is composed and assessed by tenured or tenure-track members of the UNC-CH Graduate Faculty. Examinations are sometimes also set by tenured or tenure-track members of the Graduate Faculty at Duke. Any exceptions must be cleared with both the field and the GSC in advance.

Students taking comprehensive exams are expected to pick up the exam questions at the Main Office on morning of their scheduled exam. Students may arrange to receive the exam questions from the graduate coordinator via email. They must submit their completed exam answers either in person or electronically to the graduate coordinator by the end of the exam period. Any exceptions must be cleared in advance with both the field and the DGS.

The student is normally notified of the results by the DGS within two weeks after the examination. This examination must be passed before the student may proceed to the defense of the dissertation prospectus, although shortcomings in the comprehensive examination may be addressed in the defense. A student who fails the written examination is permitted to retake it once, but only after a lapse of at least three months.

The Graduate Regulations of the History Department as set out in this handbook govern how all students take the comprehensive examinations and defend the dissertation prospectus. Students should consult those regulations, as well as the day-of-exam rules outlined on the form which they must submit in advance of the examination.

In addition, each graduate field has specific rules and guidelines:

#### **IV.6.a Ancient History**

The two papers comprising the Comprehensive examination in Ancient History (one for Greek, one for Roman) are to be taken on different days, with at least one day intervening, although a wider interval can be agreed. However, you must complete the entire written examination within a single semester, and you must take the papers (in either order) according to a schedule approved no later than two weeks after the beginning of that semester by both your advisor and the field convener. As part of constructing this schedule, you must secure the acquiescence of each participating faculty member to the time you would like to set for her/his paper. Aside from these stipulations, you may self-schedule the papers. Please note that some faculty may be helping multiple students prepare for examinations and that, in such cases, you will be asked to schedule your examination to synchronize with the examinations of others.

The scope of the examination is determined by the content of two reading lists (one Greek, one Roman) which you will receive as soon as practicable after completion of your M.A., from your dissertation director, and from up to two other faculty members responsible for overseeing some part of your preparation.

You will be consulted about the choice of works for each list. Each will comprise some fifty or so substantial historical works (or equivalent) identified as critical to an advanced understanding of the field. A faculty member who furnishes a student with an entire list will expect to hold approximately ten meetings with him/her at reasonably spaced intervals during the relevant two-semester period to discuss issues arising from the works selected. A faculty member who furnishes a student with less than an entire list will expect to hold the correspondingly appropriate number of meetings likewise.

Each of the two papers shall not exceed five hours in length, and shall not be taken with the use of books or other notes. The faculty members responsible for assessing each paper will assign it a graduate grade. A student who receives a grade of F on one paper or grades of L on both papers will be declared to have failed the entire examination and will have to retake it. If a student receives a grade of L on one paper and a grade of H or P on the other paper, he/she will be questioned about the area of shortcomings on the occasion of the oral defense of the dissertation prospectus. A student to be questioned in this way will be given at least four day' notice, as well as an indication of the area(s) of concern. After oral questioning, the faculty members will determine whether to assign a grade of pass or fail for the paper (and hence, for the exam as a whole).

#### **IV.6.b Asian History**

Students admitted in Asian history will be required to complete a total of four fields, all of which will require formal examination. The four fields will be defined as follows:

- (1) A primary field in a recognized field of Asian history (e.g. modern China, modern Japan, modern South Asia, Qing China, Tokugawa Japan, etc.).
- (2) An Additional Teaching Area to be decided in consultation with the student's adviser. Ordinarily this would be a secondary area of Asian history, chronologically or geographically distinct from the student's primary field.
- (3) A thematic field (such as gender and women's history, economic history, cultural history, etc.), which includes a substantial number of readings on Asia (the normal expectation would be that no less than half of the readings in the field would be focused on Asia).
- (4) A fourth "outside" field. This would be either in a field of history that is ordinarily outside of Asia or else in another discipline (e.g. anthropology, religion, literature, sociology).

Please note: by completing and passing a comprehensive examination in the fourth "outside" field, a student will fulfill the Additional Teaching Area requirement for the Ph.D. in History.

Following general Departmental guidelines, students will have eight hours to write each comprehensive examination, with a limit of 10-15 pages, typed and double-spaced. A student may take all four examinations in one semester or over two consecutive semesters. The schedule must be approved by the adviser early in the semester in which the first examination is taken. As part of constructing this schedule, a student must secure the approval of each participating faculty member for the time for his/her examination. A faculty member may ask a student to synchronize an examination with those of other students.

Each student will prepare for each of the four examinations with a specific member of the faculty. Preparation will vary, but as a rule the student will work on areas and themes from which the student can expect the examination questions to come. In preparation for each examination, a student must work out with an appropriate member of the faculty a reading list of 25 books, or their equivalent in articles, for each field.

#### **IV.6.c Global History**

Upon application to the graduate program in global history at UNC-Chapel Hill, a student must suggest a theme as the area of concentration. On arrival, the student will have an adviser with an appropriate background. The possibilities, depending on faculty interest, include but are not limited to:

- (1) Colonialism and Imperialism
- (2) Commerce/Trade
- (3) Demography

- (4) Environment
- (5) Ideologies
- (6) Industrialization
- (7) International Relations
- (8) Labor
- (9) Memory and History
- (10) Migration/Diaspora
- (11) Nationalism
- (12) Peace and War
- (13) Popular Culture
- (14) Religion
- (15) Science and Technology
- (16) Slavery
- (17) Women/Gender

Beside the primary area, students in Global History must select three additional areas. One or two may be geographical areas (for example, North America, Africa, Middle East, Asia, Latin America, Europe, Russia), and one or two may be chronological areas in global history (pre-1800, post-1800). Thus, beyond the primary thematic area, a student may define two geographic areas and one chronological area, or one geographical area and two chronological areas. If a student decides to have just one chronological area, it must lie outside of the main chronological emphasis of the primary thematic area.

In each of the four areas, there will be a written examination. Students will have eight hours to complete each examination, and the length of each examination response will be 10-15 pages (typed and double-spaced). A student may take all four examinations in one semester or over two consecutive semesters. The adviser must approve the schedule early in the semester in which the first examination is taken. As part of constructing this schedule, a student must secure the approval of each participating faculty member to the time for his/her examination. A faculty member may ask a student to synchronize an examination with those of other students.

Each student will prepare for each of the four examinations with an appropriate member of the faculty. In each case, student and faculty will decide on a reading list of 20-25 books, or their equivalent in articles, for each area. As a rule, they will also discuss the topics and issues from which the examination question is to come.

Faculty reading the comprehensive exams will assign graduate grades to each exam. In the event a student receives a grade of L or F on one exam, the student will receive a failing grade for that exam and he or she will be allowed to retake that exam within six months. A student receiving grades of L or F on two or more exams will receive a failing grade on those exams and will be allowed to retake the exams once no sooner than three months and no later than six months after having first taken the exams.

Please note that students who successfully take two geographical fields for their comprehensives will be considered to have completed the Additional Teaching Area requirement.

#### **IV.6.d European History**

The European History field is subdivided into Modern, Early Modern/Late Medieval, and Medieval. The purpose of the comprehensive examinations in European History is to encourage students to read widely in preparation for their work as teachers. Therefore, we expect students to demonstrate in their essays a mastery of the basic information, the main lines of historiographical debate, and the chief methodological implications specific to the areas examined. These expectations clearly go beyond an in-class essay examination but, due to the constraints of time, do not require the level of detail and documentation of a term paper. Each essay must be lucidly written and cogently argued, showing a maturity and breadth of knowledge that inspires confidence in its author's historical judgment.

The comprehensive examination is actually divided into three separate exams covering distinct areas of inquiry. A minimum of three faculty members will therefore be involved, though it is possible to split areas of examination into component parts in order to involve up to a maximum of five faculty. The three exams are:

- (1) Geographical Exam: usually covers a country or a language area (like France) in which the dissertation is situated.
- (2) Methodological Exam: this involves a methodological approach to the past like diplomatic history or social history.
- (3) Chronological Exam: this covers a time period of European history other than that of a student's primary research interest. (For exam purposes, the medieval field can be subdivided into two eras: the Early Middle Ages c. 500-1000, and the High to Late Middle Ages (1000-1500).

In preparation for these exams, the establishment of reading lists is crucial. As early as possible after the M.A. a student must seek out the members of his/her committee and negotiate with each an acceptable number of titles (30-35 would seem suitable). This list is to be considered as a binding contract, spelling out for the student what reading must be achieved at a minimum and to the professor what body of material can be fairly examined. Beyond a general core, the list will usually contain a number of titles which reflect the specific approach or research interest of an individual student.

Students should self-schedule their exams in consultation with their advisor and all members of the examining committee. All three exams should be completed within a single semester, and usually within a one-week period (though a two-week window is permitted). The exams will take place on three separate days, with each exam containing one or two questions and comprising six hours of writing. The actual amount of time available for each exam will be eight hours, so that students can take the questions home, work on their own computers, and, should they wish, also consult some literature or notes. The essay or essays produced for a single exam should not exceed ten pages. Students will need to sign an honor pledge to indicate that they have not used previously drafted answers or the help of friends. In exceptional cases, the student and his/her examiners may agree to have one of these three fields tested with a different procedure, such as a

semester-long take-home examination that will produce a more substantial paper of more than 20 pages.

For each written exam, the examining faculty member(s) will assign a grade of “pass” or “fail.” A student who receives a failing grade on one of the exams (or part of one exam) may retake that exam within a time period specified by the examination committee. (A partial failing grade on an exam is possible if a student has opted for more than one examiner.) A student who receives failing grades on more than one of the three exams has failed and may only retake the complete exam with the permission of the examination committee.

Upon the recommendation of members of the written and oral doctoral examination committees, a student may be evaluated as having passed the comprehensive examinations “with distinction.”

Students in all areas of European History must acquire competency in at least two foreign languages.

#### **IV.6.e Latin American History**

The practical goals of the comprehensive examinations are preparation for teaching and dissertation writing, both of which require breadth of knowledge as well as particular expertise. In Latin American history, the examination is especially tailored to the needs and interests of each student, and the questions will emerge from conversations between students and their professors. Students should begin these conversations well before the semester in which they intend to take the exams.

The exams include three days of test taking, which students may schedule at any time in the semester before the department’s cutoff date. Students are urged to consult the Graduate Secretary to learn the cutoff date and for other help in scheduling. The three exam days need not be consecutive and may be widely separated in time, but all students taking the exams in a given semester must coordinate to take them on the same days. Finally, the proposed schedule must be approved by the field convener.

The three days mentioned above correspond to the three exams that all students must prepare: colonial, national, and thematic (i.e. dissertation-related). Preparation for each exam will be based on a set of personalized questions: 4 questions for the colonial exam, 4 for the national exam, and 3 for the thematic exam. The questions for the thematic exam will be prepared by the dissertation advisor in concert with the student. For each question, students should compile a reading list of about 10 items and have it approved by the professor.

On each day of test taking, students will be asked 2 questions and must answer both. There is no choice at this stage of the examination. Students may use whatever books, notes, and other aids they have prepared.

Each written exam will be graded by the examining faculty as “acceptable” or “unacceptable.” An acceptable grade on all three exams is required to pass the comprehensive examinations as a whole. Students who receive an unacceptable assessment for only one exam day will be allowed

to repeat that exam at a time determined by the examining faculty. An unacceptable grade on more than one exam constitutes a failing grade for the comprehensive examinations as a whole. Students who fail their comprehensive examinations will be allowed to reschedule and retake them one time only.

Apart from the three exams, each student is to prepare the syllabus for a colonial or national period survey course. In addition to the normal contents of a syllabus, this one should be annotated and accompanied by a brief essay explaining how particular assignments contribute to the pedagogical goals of the course. The syllabus and accompanying material are to be turned in by the department's cutoff date.

#### **IV.6.f Military History**

Military history students normally take the Ph.D. comprehensive examinations in the geographic, temporal, or topical major field in which their interests and research falls, under the rules of that major field (for example, U.S. or European), and then taking the "topical" exam for military history. However students may, with the approval of their faculty adviser, the convener of the military history field, and the DGS, be examined in any four fields (one of which must be military history) of their choice.

In preparing for the military history comprehensive exam, there will be two reading lists. The first is a list of books and articles required of all students in the field, available from the field convener. The second is a list tailored to a student's proposed geographic and chronological specialty, and determined by the student's advisor with significant student input. Students whose primary field is not military history, but who wish to offer military history as their topical field as part of specializing in European or American history (for instance), will be responsible for a shorter list, combining general military history and the military history of their geographic specialty.

Since most students will take comprehensives under the rules of one of the other major fields, they will follow the examination rules for that field. In general however, students have eight hours to complete each examination, and the length of each examination response should be 10-15 pages (typed and double-spaced). Students may consult a single sided page of notes while writing each exam. A student may take all four examinations in one semester or over two consecutive semesters. The student's adviser must approve the student's schedule of examinations early in the semester in which the first examination is taken. When constructing this schedule, a student must secure the approval of each participating faculty member regarding the time for his/her examination. A faculty member may ask a student to synchronize an examination with those of other students. Students who are combining fields across specialties will have to consult more closely with their advisor on exactly how to format and schedule their exams.

Faculty reading the exams will assign grades of P, L, or F. In the event a student receives a grade of L on one part of the comprehensives, he or she will receive a passing grade on the exam, providing the student demonstrates competency in the area during the oral defense of the dissertation prospectus. A student receiving a failing grade (F) on one part of the exam will be



allowed to retake that part within six months. A student receiving grades of L or F on two or more parts of the exam will be assigned a grade of fail for the entire exam, and will be allowed to retake it no sooner than three months and no later than six months after having first sat for the exam.

#### **IV.6.g Russian and Eastern European History**

The Russian History faculty views the comprehensive examinations as a test of a student's general command of the historical literature in the field necessary for both classroom teaching and professional historical discourse and research. Normally, the exams will test a student's understanding of approximately 100 books (or book equivalents), to be determined by a student's consultation with individual faculty members.

Students may select as their major field either Russian History or Russian and East European History. Students who take the Russian option will prepare four examinations:

- (1) Muscovite and Imperial Russian History before 1796
- (2) Imperial Russian History, 1796-1917
- (3) Soviet and Post-Soviet History, 1917-Present
- (4) For the fourth examination, students have two choices: (a) a thematic topic within Russian/Soviet history (recent examples have been Russian women's history, Russian church history, Russian/Soviet Central Asia), or (b) a chronological focus within which the dissertation research falls (e.g., the 1930s, the Khrushchev years).

Students who take the Russian and East European History option will prepare four examinations. One will focus exclusively on East European History; the other three will be chosen from the four examinations prescribed above for the Russian option.

Students will take the examination over a two-week period (two exams per week). For each of these exams, they will receive questions to answer over the course of a twenty-four hour period, but we assume that the time students spend on writing each exam is limited to eight hours in that twenty-four hour period; the length of each exam's response is also limited to no more than ten double-spaced typed pages. Students may use whatever books, notes, and other aids they have prepared, and may take the exams at whatever time during the semester that they pre-arrange with the examining faculty. Students should sign an honor code statement before submitting their answers.

Faculty reading the exams will assign graduate grades to each of its parts. In the event a student receives a grade of L on one part of the comprehensives, he or she will receive a passing grade on the exam, providing the student demonstrates competency in the area during the oral defense of the dissertation prospectus. A student receiving a failing grade (F) on one part of the exam will be allowed to retake that part within six months. A student receiving grades of L or F on two or more parts of the exam will be assigned a grade of fail for the entire exam, and will be

allowed to retake it no sooner than three months and no later than six months after having first sat for the exam.

#### **IV.6.h United States History**

The written qualifying exams for the Ph.D. in U.S. History are designed to demonstrate the student's mastery of core themes in the field, as defined at once by coverage of three chronological areas (early America to 1800, 1789-1900, and 1890-present) and one thematic specialty (diplomatic, intellectual, labor history, etc.) as chosen by the student.

Both the general nature and more precise terms of the exam questions are a matter to be worked out with care in discussions between the student and the examiner in each field. The direction of field mastery, for example, might be oriented to the general terms of a projected dissertation topic or alternatively to the dominant themes of an undergraduate course in the designated subject area of the exam.

Each student will prepare for each of the four examinations with an appropriate member of the faculty. In each case, student and faculty will decide on a reading list of 20-25 books, or their equivalent in articles, for each area. As a rule, they will also discuss the topics and issues from which the examination question is to come.

Students have eight hours to complete each examination, and the length of each examination response should be 10-15 pages (typed and double-spaced). Students may consult a single sided page of notes while writing each exam. A student may take all four examinations in one semester or over two consecutive semesters. The student's adviser must approve the student's schedule of examinations early in the semester in which the first examination is taken.

When constructing this schedule, a student must secure the approval of each participating faculty member regarding the time for his/her examination. A faculty member may ask a student to synchronize an examination with those of other students.

Faculty reading the comprehensive exams will assign graduate grades to each exam. In the event a student receives a grade of L or F on one exam, the student will receive a failing grade for that exam and he or she will be allowed to retake that exam within six months. A student receiving grades of L or F on two or more exams will receive a failing grade on those exams and will be allowed to retake the exams once no sooner than three months and no later than six months after having first taken the exams.

#### **IV.6.i History of Women and Gender**

The History of Women and Gender faculty view these examinations as tests of your general expertise in specified areas of knowledge. It is our hope that preparation for these examinations will enhance your research, but the main purpose of the examinations is to assess your competence to handle the sorts of large issues and trends that are part of both classroom teaching and professional historical discourse.

You will prepare for each of your three examinations with a specific member of the faculty. Preparation will vary, but as a rule, you will work on areas and themes from which you can expect your examination questions to come. In other words, each professor may pose the questions that she or he chooses, but you can expect that the questions posed will reflect your preparation with that member of the faculty. You'll not get your examination questions in advance, but you'll also not be totally surprised by questions you receive on the day of the examination.

For each of your three examinations, you will receive questions to be answered over the course of an 8-hour period, using whatever books, notes, and other aids you like. (This procedure somewhat replicates what it is like to write a lecture.) You may do your work wherever you like. Please limit your response for each examination to no more than 2500 words (roughly, 10 pages of double-spaced text). Please submit typed, double-spaced hardcopy. Please sign an honor statement.

You may take each of your three examinations separately. But you must complete all three written examinations within one semester, and you must take them according to a schedule approved no later than two weeks after the beginning of that semester by both your advisor and the field convener. As part of constructing this schedule, you must secure the acquiescence of each participating faculty member to the time you would like to set for her/his examination. Aside from these stipulations, you may self-schedule the examination. Please note that some faculty might be helping multiple students prepare for examinations and that in such cases, you will be asked to schedule your examination to synchronize with the examinations of other students.

The Ph.D. program in Women's History allows students to specialize in these areas of study:

- (1) Sub-Saharan African History to 1850; 1850-present.
- (2) North African and Middle Eastern History to 1798; 1798-present.
- (3) History of South Asia to 1757; 1757-present.
- (4) European History 500-1100; 1100-1500; 1300-1600; 1500-1815; 1789-present.
- (5) Latin American History, precolonial to 1825; 1825-present.
- (6) U.S. History, precolonial to 1800; 1789-1900; 1890-present.

The written examinations will cover three areas:

- (1) Geographical Specialty: In this examination, you demonstrate expertise in the general history of your area of specialization. To do this, you will be examined on two adjacent time periods in any of the specialties listed above.

(2) Women's History Specialization: In this examination, you write on your specialization in Women's History. If you specialize in U.S., Latin American, South Asian, African, or North African and Middle Eastern History, you are responsible for the entire chronological spread of Women's History in your specialization. If you specialize in European history, you are responsible for covering two adjacent time periods.

(3) Comparative or Global Examination: There are no special stipulations about chronological breadth for this examination, so you and your examiner may reach a mutual understanding about chronology. You answer one of the following:

- A question on Women's History in a geographical area outside your main specialization. For example, if you specialize in U.S. women's history, you might sit an examination in Latin American Women's History.
- A question on a comparative aspect of Women's History. For example, if you are a specialist in U.S. Women's history, you might sit an examination on women's work (a topic that might include U.S. history but must also extend beyond it).
- A question on a global aspect of Women's History. For example, you might write on women in the African Diaspora or on gender and racism in a transnational context.

Faculty reading the exams will assign graduate grades to each part. In the event a student receives a grade of L on one part of the comprehensives, he or she must retake that part of the exam within three months in order to receive a passing grade. A student receiving a failing grade (F) on one part of the exam will be allowed to retake that part of the exam within six months. A student receiving grades of L or F on two or more parts of the exam will be assigned a grade of fail for the entire exam, and will be allowed to retake it once no sooner than three months and no later than six months after having first sat the exam.

Unless you have exceptional background in your geographical specialty, you should take foundational courses in your first year, such as the two-semester History 203 (for Europeanists), 205 (for Global Historians), 207 (for Latin Americanists), and 209 (for Americanists). If reading courses, courses in other departments, or courses at Duke would better provide the background you need, that's fine too.

You will be expected to take the women's history courses in your specialization. These courses include but are not limited to: History 576 (Native American), 569 (African American), 537 (Middle East), 535 (Africa), 770 (modern European women), 865 (U.S. women), 755 (medieval women), or 820 (Latin American women).

You should take History 725 (Comparative or Global Women's History) and History 975 (Research Seminar in Women's History).

These three stipulations correspond to the three areas of expertise that must be demonstrated in your comprehensive examinations. If you deviate from this plan, secure the approval of your advisor.

#### **IV.7 Dissertation Committee**

By the end of the fifth semester of study, students should finalize their Ph.D. committee which is responsible for planning, scheduling, supervising, and evaluating work leading to the Ph.D. degree.

In most cases the degree committee chairperson, who is primarily responsible for administering the various formal stages of the student's education, is also the student's thesis or dissertation advisor, i.e., the member of the faculty whose specialties correspond most closely with the student's own and who is thus primarily responsible for providing the student with intellectual guidance. It is within University policy, however, to divide the functions of committee chairperson and dissertation advisor between two persons if there is a sound reason for doing so in a particular case.

Along with the committee chairperson, who must be a tenured, tenure-track, or adjunct member of the department, the committee should include two additional members of the History faculty. These three core members of the Ph.D. committee are normally, but not necessarily, the same people who formed the student's committee during the first stage of the Ph.D. In addition, two other professors will be selected to aid in the development and evaluation of the student's proposal, Ph.D. examinations, research, and dissertation. An emeritus professor can be a full member of the committee.

If it is desirable to have an off-campus member of a Ph.D. committee, the graduate student should submit to the Graduate Secretary the an electronic copy of the nominee's vitae so that the off campus committee member may be nominated to the graduate faculty.

The advisory committee is formally constituted when the Committee Composition Form is submitted to the graduate school. This form is provided by the Graduate Secretary on the day of the defense. It should be completed and signed at the prospectus defense. An application for the Prospectus Defense should be submitted to the Graduate Coordinator three weeks before the defense.

#### **IV.8 Defense of the Dissertation Prospectus**

The last step before entering candidacy is the defense of your dissertation prospectus, which customarily occurs in the same semester in which the comprehensive examinations are passed. The major function of the oral examination is to determine the feasibility of the dissertation project. The examination may also to be used to question the candidate on the thematic and chronological scope of her/his dissertation topic and to address any shortcomings or problems identified in the written examination.

The oral examination is conducted by a committee of five faculty members of whom one is the student's advisor (serving as chair) and at least three are normally permanent UNC-CH History Department members holding graduate faculty membership. The faculty advisor and the student, in joint consultation, are responsible for the selection of the committee. The committee may

include members from other departments at UNC-CH or other universities, such as Duke or NC State.

Committee members should be provided a copy of the dissertation prospectus at least two weeks prior to the examination. It is the mutual responsibility of the advisor and student to reach an understanding on what to expect in the examination.

The student should submit a formal application (available on the Graduate Student Intranet) for the exam to the Graduate Secretary three weeks prior to the exam date. A room for the exam should be scheduled with the Graduate Secretary.

Upon passing this exam, a student must make formal application to the Graduate School for admission to candidacy for the doctoral degree. The forms for these purposes are available in the departmental office.

#### **IV.9 Defense of the Dissertation**

Before entering candidacy students must defend their dissertation prospectus following completion of Hist 905, Dissertation Design. The defense customarily occurs in the same semester in which the comprehensive examinations are passed, but may occur earlier in preparation for grant applications in the fall. The major function of the oral defense is to determine the feasibility of the dissertation project. The examination may also be used to question the candidate on the thematic and chronological scope of her/his dissertation topic and to address any shortcomings or problems identified.

The oral defense is conducted by a committee of five faculty members of whom one is the student's advisor (serving as chair) and at least three are normally permanent UNC-CH History Department members holding graduate faculty membership. The faculty advisor and the student, in joint consultation, are responsible for the selection of the committee. The committee may include members from other departments at UNC-CH or other universities, such as Duke or N.C State.

Committee members should be provided a copy of the dissertation prospectus at least two weeks prior to the examination. It is the mutual responsibility of the advisor and student to reach an understanding on what to expect in the examination.

The student is responsible for completing the Application for Graduation by the required deadline. This form and deadline can be found on the Graduate School's webpage. During this interval, the student's advisor will consult with examining faculty to determine whether it is appropriate to proceed with the defense. If circumstances warrant, the defense of the Ph.D. dissertation may include the participation via telephone of one faculty member. In such instances, the communication should continue through the length of the defense (that is, the long-distance examiner should not phone in, ask some questions, and hang up, but should instead participate for the entire length of the defense). Because of expense, such telephonic communication may not include international calls, and because of technological hurdles, other modes of communication—especially via computer—are not yet feasible alternatives.

A dissertation, by University definition, is expected to be “of such scope, independence, and skillful presentation as to indicate that the candidate has acquired a command of the subject, has the demonstrated ability to contribute fresh knowledge or a fresh outlook to the subject, and has mastered the research methodology of the discipline.” The format for the manuscript is specified in the Graduate School’s Guide to the Preparation of Theses and Dissertations. A bound copy of your dissertation should be submitted to the department upon completion of your degree.

In most cases, students should expect to complete an 18-month interim meeting with their Dissertation Committee (requiring the interim meeting form, available on the Graduate Student Intranet).

#### **IV.10 Leave of Absence**

Within the five-year limit, a student in good academic standing may request one leave of absence from graduate study for a definite, stated period of time (up to one year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student must not have received an extension of the time limit for the degree and must not have temporary grades of IN or AB on courses taken. A leave of absence between degrees is not allowed.

In advance of the leave period, the student must complete and submit a Request for Leave of Absence Form to the Graduate School. This form requires approval by the academic program. If The Graduate School approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. Readmission to The Graduate School after an approved leave of absence is generally a formality. Ordinarily, a leave of absence may not be renewed. Note: If you are considering a one semester only LOA, it is not necessary to request a formal LOA unless you are endanger of running out of time. You have the option of simply not registering for a fall or spring semester but **MUST** fill out a readmission form in order to enroll for the semester you wish to continue taking classes.

#### **IV. GRADUATE STUDENT TEACHING**

The graduate program in History at Chapel Hill promotes excellence in teaching. Because demonstrated teaching ability is an increasingly important prerequisite for most college and university teaching positions, the department provides constructive instruction in teaching. In addition to orientation programs for teaching assistants, the department has a faculty-student Committee on Teaching (COT) that hosts programs on creative pedagogy throughout the academic year. A for-credit course, which addresses syllabus planning, assignment planning, and teaching methods, is also regularly offered.

If you been appointed as a Teaching Assistant or an Apprentice Teacher, you should contact the professor with whom you will be working. You should also read the guidelines on TA responsibilities or AT responsibilities. If you have been assigned to work as a Teaching Assistant, you must participate in the Department’s Teacher-Training Workshop which is held

before the beginning of the fall semester. Apprentice Teachers are not required to attend these workshops.

In order to get paid for teaching, it is exceedingly important that you return to Joy Jones the payroll forms, and tax withholding form that she will include in the orientation packet that is mailed to you. Once you receive that packet in May, return the forms as soon as possible.

## **V.1 Types of Graduate Student Teachers**

Graduate students who are funded by the department (out of the instructional budget) are appointed as either 1) Teaching Assistants (TAs); 2) Apprentice Teachers (ATs); or 3) Teaching Fellow.

(1) *Teaching Assistants* are assigned as either graders or discussion leaders. For details, see below under Instructor-Teaching Assistant Standards

(2) *Apprentice Teachers* are entering students who work an average of no more than 9 hours a week (excluding time spent on reading course materials). Apprentice Teachers do not lead discussion sections or otherwise take personal responsibility for the instruction of students. They may observe others teaching, participate in course planning, do a modest amount of grading, and undertake minor duties associated with the course or other aspects of teaching.

(3) *Teaching Fellow* (Fixed Term Faculty): Advanced graduate students (e.g., ABD students in their final year) may be appointed as a “Teaching Fellow” with responsibility for their own course. Preference for these positions will be given to students who have taken History 602 (Introduction to Historical Education) or who already have significant teaching experience (i.e. taught High school).

## **V.2 Instructor-Teaching Assistant Standards**

Although their positions are different, Instructors and Teaching Assistants share a common goal—to create an intellectually stimulating and rigorous learning environment for undergraduate students, while performing their respective duties with maximum efficiency. Within this relationship, both Instructors and Teaching Assistants have certain rights and responsibilities, delineated by the following departmental standards:

### *For Instructors*

1. Defining TA Duties: Instructors have the right to define the duties of Teaching Assistants to meet the pedagogical goals of their courses, as long as the actual duties are commensurate with the standards stated herein. The Instructor is expected to discuss (before or during the first week of class) with the Teaching Assistant all elements of the course, including the amount of grading, the number and character of quizzes, exams, and papers, possibilities for TA lectures, provisions for office hours and review sessions, and responsibility (if any) for audio visual materials and equipment.



2. Average Hours: Instructors should help TAs remain within the average 20 hour per week workload (including course readings) over the course of a sixteen-week semester. Both Instructors and TAs should be aware that certain weeks will entail heavy grading and exceed 20 hours of work, but that these heavier work weeks should be balanced by lighter ones. Working together, Instructors and TAs should anticipate and accommodate (as much as reasonably possible) the Teaching Assistants' own academic obligations over the course of the semester.

3. Assignments: Instructors are responsible for determining all the readings and other assignments in the course. TAs are never responsible for creating assignments.

4. Scheduling Sections: Working in conjunction with Wanda Wallace, Instructors are responsible for scheduling discussion sections. Under no circumstances should Instructors expect TAs to schedule discussion sections.

5. Course Materials: Instructors are responsible for ordering and supplying each TA with desk copies of all books and/or course-packets assigned for the semester. TAs will retain these copies at the end of the semester.

6. Section Visits: When a Teaching Assistant works as a discussion leader, the Instructor should observe at least one discussion section early in the semester and provide feedback on the TA's strengths as a discussion leader, as well as areas for improvement. This critique offers a valuable occasion to enhance graduate students' teaching abilities. Comments may be written or oral.

7. Grading: It is particularly important that the Instructor clearly communicate expectations of the TA's role in the grading process, especially grades for student participation, essays, midterms, and final exams. The Instructor should regularly provide the TA with suggestions and guidance for most effective and efficient grading. Apprentice Teachers (ATs) should have only a limited role as graders, and only with faculty supervision.

8. Evaluations: Each semester the Graduate Studies Committee will ask Instructors to evaluate in writing the performance of their Teaching Assistant(s) and submit those evaluations to Joy Jones at the end of the semester. Instructor Evaluations will be filed and a copy will be provided the TA being evaluated.

### *For Teaching Assistants*

1. Roles: Under current circumstances Teaching Assistants are assigned as "graders" or "discussion leaders."

a) Graders will be responsible for no more than 90 students. They are expected to attend all lectures, do the assigned course readings, hold at least one office hour per week, and grade course work. A typical and reasonable grading work load might include: two one-hour exams, two short papers, and a final bluebook exam.

b) Discussion leaders will be responsible for no more than 55 students. They are expected to lead discussion sections (of approximately 18 students each; a standard teaching load is three

sections), attend all lectures, do assigned course readings, hold at least one office hour per week, and grade course work for the students in their sections.

Under normal circumstances, Teaching Assistants will be assigned to a variety of classes and Instructors over the course of their graduate student careers, to assure their exposure to a diversity of pedagogical methods and perspectives.

2. Average Hours: Teaching Assistants should devote no more than an average of twenty hours per week to their duties (including course readings) over a sixteen-week term. TAs should keep track of their hours and inform the course Instructor about their workload. Both TAs and Instructors should be aware that certain weeks will entail heavy grading and exceed 20 hours of work, but that these should be balanced by lighter work weeks. Working together, Instructors and TAs should anticipate and accommodate (as much as reasonably possible) the Teaching Assistants' academic obligations over the course of the semester.

3. Course Materials: Under no circumstances should a TA use personal funds to purchase books or other course materials. A Teaching Assistant may print out without charge one copy of assigned readings made available to students electronically: see Joy Jones for details. After the end of the semester, TAs will retain their desk copies.

4. Evaluations: Each semester, the Graduate Studies Committee will ask Teaching Assistants to evaluate in writing their experience working with their Instructor. Evaluations will be submitted to Joy Jones at the end of the semester, who will forward them to the Director of Graduate Studies. **Please note:** TA reports will be released anonymously to the Instructor one semester after the conclusion of the course, unless the TA requests that the report be filed as permanently confidential (by checking the appropriate box on the form).

5. Mediation: Under normal circumstances, Teaching Assistants should make a good faith effort to resolve points of disagreement or complaints with the Instructor. If a TA feels that he or she cannot approach the Instructor, or that his or her attempts to reach a resolution are at an impasse, outside mediation is available by speaking directly to either the Director of Graduate Studies, the chair of the Committee on Teaching, or one of the GHS co-presidents (who serve as ombudspersons). Such talks will be confidential. The Director of Graduate Studies will take appropriate action to resolve the conflict. Should this further action not result in a satisfactory resolution, any and all participants may refer the matter to the Chair of the Department.

APPENDIX 1: TYPICAL COURSE OF STUDY

Typical Courses of Study					
		Incoming BA students		Incoming M.A. students	
1. Year	Fall	Required (3 hrs.)	H 700 Thinking Historically: Introduction to Historical Theories and Methodologies	Required (3 hrs.)	Course/colloquium/ seminar or Additional Teaching Area course
		Required (6 hrs.)	Courses, colloquia/ seminar or language courses	Required (3 hrs.)	1 field seminar (fall or spring). Some fields may require additional field colloquia
		Recommended	Field colloquium 1	Recommended	Field colloquium 1
	Spring	Required (3 hrs.)	H 900: Crafting a Historical Project	Required (3 hrs.)	H 905: Dissertation Design
		Required (6 hrs.)	2 Courses/ colloquia/ seminars or language courses	Required (6 hrs.)	Complete Additional Teaching Area
					Prepare for comps
	Summer	Language study and research for M.A. thesis/ dissertation			
2. Year	Fall	Required (6 hrs.)	H 901: Researching and Writing a Master's Thesis; and H993: Master's Thesis		- Defense of prospectus (fall or spring) - Application for research grants
		Required (6 hrs.)	Courses/ colloquia/or seminars. -Language certification completed	Recommended	course/colloquium/ seminar/ comps prep
			M.A. Thesis	Recommended	H 703: Teaching

			defense		Practicum
	<b>Spring</b>	<b>Required (3 hrs.)</b>	H 905: Dissertation Design		<ul style="list-style-type: none"> <li>- Comprehensive examinations and/or submission of the portfolio completed</li> <li>-Defense of prospectus</li> <li>-language certification completed</li> <li>- <b>ABD status</b></li> <li>- Preparation for diss. research</li> </ul>
		<b>Required (3 hrs.)</b>	Courses/colloquium/ or seminar or Additional Teaching Area course		
	<b>Summer</b>		<b>Language study and dissertation research</b>		<b>Research</b>
<b>3. Year</b>	<b>Fall</b>		<ul style="list-style-type: none"> <li>- Defense of the prospectus (fall or spring)</li> <li>- Application for research grants</li> </ul>		<b>Research (registered for H694 diss credit (minimum of 6 hrs, 3 in each of two semesters))</b>
		<b>Required (3 hrs.)</b>	Field seminar (fall or spring)	<b>Required: 12-18 month progress review</b>	
	<b>Recommended</b>	H 703: Teaching Practicum			
	<b>Spring</b>		<ul style="list-style-type: none"> <li>-Defense of prospectus</li> <li>Comprehensive examination and/or hand-in of the portfolio</li> <li>- <b>ABD status</b></li> <li>- Preparation for diss.</li> </ul>		

			research		
		<b>Required</b>	- Complete Additional Teaching Area (6 hrs.) -Language certification completed		
		<b>Recommended</b>	Course(s) for comps prep		
	<b>Summer</b>		<b>Research</b>		
<b>4. Year</b>	<b>Fall</b>		<b>Research</b>		<b>Dissertation Writing</b>
				<b>Recommended</b>	Dissertation Writing group
	<b>Spring</b>	<b>Required 12 - 18 month progress review</b>			
	<b>Summer</b>				
<b>5. Year</b>	<b>Fall</b>		<b>Dissertation Writing</b>		<b>Dissertation Writing</b>
		<b>Recommended</b>	Dissertation Writing Group	<b>Recommended</b>	Dissertation Writing group
	<b>Spring</b>		<b>Extension only when a fully funded research year away</b>		
	<b>Summer</b>	<b>Dissertation writing</b>			
		<b>Recommended</b>	Dissertation Writing Group		<b>Dissertation defense</b>
<b>6. Year</b>	<b>Fall</b>			<b>No Extension</b>	