

History Department Graduate Handbook (2020)

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THE UNC HISTORY GRADUATE PROGRAM

Students who arrive at UNC with a B.A. degree become M.A. students. Upon completing all the requirements for the M.A. (usually 3 semesters), they become Ph.D. students. After they have completed their coursework, passed comprehensive examinations, and defended their dissertation prospectus, students become Ph.D. candidates.

Overview of M.A. Requirements

All M.A. students must complete 27 credit hours, including three required courses (700, 900, and 901), attain basic competence in one foreign language, write an article-length M.A. thesis, and defend it in an oral examination. Students must meet all MA degree requirements by the end of the third semester in residence. In cases that require additional language training or other special circumstances, students and their advisers can petition the DGS for a one-semester extension to complete their MA by the end of the fourth semester. On successfully completing all MA requirements, a committee of three faculty members will recommend that the student become a Ph.D. student.

- **HISTORY 700**
- **HISTORY 900**
- **HISTORY 901**
- **HISTORY 993**
- **FIVE ADDITIONAL COURSES**
- **FOREIGN LANGUAGE**
- **M.A. THESIS**
- **THESIS DEFENSE**

HIST 700 (fall, first semester): *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, second semester): *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, identify primary sources, 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 to initiate this phase of their research or to craft a focused historiographical essay based primarily on the secondary literature they have identified and read for their topic.

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HIST 901 (fall, third semester): *Researching and Writing a Master's Thesis*. Hist 901 is the capstone to the three-course sequence, exposing students to primary research and to organizing and writing a lengthy research paper. The course also 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 10,000 words in length. This paper will follow proper citation methods and will include a full bibliography which will not be tabulated in the word count.

HIST 993 (fall, third semester): *Master's Thesis research and writing credit* (3 hrs.) under the supervision of the student's adviser. This is required for completing the MA degree.

FOREIGN LANGUAGE: Certification of reading proficiency in at least one foreign language.

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. Each student will work closely with a faculty member advisor while writing the thesis.

ORAL DEFENSE OF THE M.A. THESIS: Each student will assemble a committee of three faculty members, one of whom will be the student's adviser. The committee will meet in person with the student to discuss the completed MA thesis before the end of the third semester. (One member of the committee may arrange to attend remotely if necessary.) Students may, in consultation with their advisers and the DGS, submit the MA thesis at the close of the fall semester and schedule the defense for early in the following spring semester. The committee is responsible for determining whether the thesis and the oral examination are of passing quality. After passing the oral exam, students must submit the final version of their thesis to the Graduate School according to the Graduate School's formatting specifications and deadlines.¹

¹ Unsurprisingly, there is necessary paperwork to complete. 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 Coordinator the formal application (available on the Graduate Intranet) to take the exam. The application should be completed via the Graduate Student Intranet at least three

BECOMING A PH.D. STUDENT: The decision to allow students to proceed into the PhD program will be made at the time of the MA thesis defense. Students who successfully defend their theses and have completed all requirements for the MA will receive their diplomas the following May. For students who elect or are recommended not to continue in the program, the MA defense and submission of the thesis will conclude their course of study at UNC and departmental financial support.

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OTHER ASSESSMENT: 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 MA), the student's adviser 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. These reports should be approved by the field convener, and copies will be provided to the student and the DGS.

Overview of PhD Requirements

The Graduate School requires PhD candidates take a minimum of 15 hours beyond the MA, including six hours of dissertation research (HIST 994). In order for students to become Ph.D. Candidates, they must have 1) completed coursework, 2) passed comprehensive examinations, and 3) illustrated their ability to define a compelling research project. Together, these three elements require both depth in their scholarly focus and breadth in their historical understanding.

- **HIST 905 Dissertation Design**
- **All Field-specific Course Requirements**
- **Two courses in an “Additional Teaching Area”**

weeks prior to the exam. The student should also schedule a room with the Graduate Coordinator once the time and date of defense have been established. The student is responsible for completing the Application for Graduation by the required deadline. You must apply to graduate via Connect Carolina. The deadline for applying to graduate can be found on the Graduate School's webpage.

- **Foreign Language Competence**
- **HIST 994**
- **Comprehensive exams**
- **Dissertation prospectus hearing**

Students must have completed all of these requirements by the end of their sixth semester (fourth semester for students admitted with the MA).

HISTORY 905 (offered fall and spring): *Dissertation Design*. PhD students in all fields are required to enroll in History 905, which can be taken either in the fall or spring of the first or second year. History 905 helps students learn about research strategies and project feasibility and when applicable to expand the MA into a viable PhD 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.

FIELD-SPECIFIC COURSE REQUIREMENTS can be found in the chart attached. Recommended course: **HIST 702** (fall): *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 BA take HIST 702 typically during their third year (fifth semester) before serving as a Master Teacher.

ADDITIONAL TEACHING AREA: The History Department requires students to broaden the scope of their historical understanding by taking two courses in a field outside the

one in which they will focus, or by taking one course and serving as a TA in a related course. This is not only important for later career prospects. We know that it is essential for historians to think about how their field fits into a broader global context, how it compares with other historiographies, and how historical approaches differ from those of other disciplines. The Additional Teaching Areas, as a result, must introduce either

- a new place □ a new era
- a new discipline.

Please note that the Additional Teaching Area must be also 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. Courses used to fulfill this requirement may not be used to fulfill the second language substitution. Students must have their proposed Additional Teaching Area and course selection approved by their adviser in advance and noted on the appropriate worksheet that is submitted to the Department by the end of the second semester. Courses may not be double counted to fulfill requirements. Exception: Students in the Global field who successfully take two geographical fields for their comprehensives will be considered to have completed the Additional Teaching Area requirement, and thus do not necessarily have to fulfill the two-course requirement described above.

FOREIGN LANGUAGE REQUIREMENT: The Department believes that it is important for all graduate students in history to attain at least minimal proficiency in one foreign language for the MA, and two foreign languages for the Ph.D. Knowledge of foreign languages

opens the way for new research possibilities, allowing wider access to historical literatures and permitting communication with a more diverse scholarly community. *Foreign language* means a language other than English and may include proficiency in a modern foreign language, an ancient language like Greek or Latin, or an indigenous language like Cherokee, Nahuatl, or Maya. The Department strongly urges students, in consultation with their advisers, to consider early in their careers how they will fulfill the language requirement in order to further their development as historians. Courses taken to fulfill the language requirements above the intermediate level can count toward coursework requirements. The student must have completed all foreign language requirements before advancing to candidacy.

Language requirements for the PhD can be met by:

- ❖ Minimal proficiency in two foreign languages: Students may demonstrate proficiency in a foreign language by
 - passing the reading competency exam given once a semester and administered through the appropriate language departments
 - individual testing by an instructor in the chosen language
 - earning a “B” or higher in a language course at UNC-CH beyond the second semester
 - earning a “B” or higher in a graduate-level course that focuses on developing reading skills in a foreign language

- taking courses at well-respected language programs (Goethe Institute, Indiana University Summer Language Workshop, etc.). This requires, however, prior approval from the DGS.

- ❖ Advanced proficiency in one foreign language: A student may demonstrate advanced proficiency in a foreign language by
 - individual testing by an instructor in the chosen language
 - earning a “B” (or a graduate “P”) or better in a language course at UNC-CH beyond the fourth semester level.
 - Taking courses at well-respected language programs (Goethe Institute, Indiana University Summer Language Workshop, etc.) can also count toward the language requirement. This requires, however, approval of the DGS.

- ❖ Minimal proficiency in one foreign language and successful completion of a two-course program designed to develop proficiency in a research skill: The Department recognizes that the needs of individual fields and students differ. It has, therefore, established this option for meeting the language requirement for the doctorate where knowledge of only one foreign language is considered sufficient. To obtain approval to substitute a research skill or theoretical perspective, the student must send an email to the DGS after completion of the two-course program. The email should briefly explain how the courses have developed a research skill or theoretical perspective that will further her/his career. The student must have received a P or higher in both courses in order to fulfill this requirement.

Please note: this represents a minimal requirement. Many fields and advisers expect at least minimal proficiency in two languages and a significantly higher level of proficiency in at least one of these.

Exception for students whose first language is not English: A student whose first language is not English must only demonstrate proficiency in a foreign language that is neither English nor her/his first language. That student may also substitute a research skill or theoretical perspective for her/his language requirement. All students whose first language is not English must also demonstrate their proficiency in English. 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 should provide an email to this effect to the DGS. If a student whose first language is not English needs to improve written proficiency, he or she can seek help with campus resources such as ESL and the Writing Center. In all cases, should a student's adviser 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.

HIST 994 (*Doctoral Dissertation*). HIST 994 registration allows students to conduct dissertation research on or away from campus. A minimum of six hours are required and cannot be taken simultaneously during one semester. HIST 994 is the equivalent of a full-time course load, but you can add another course or two if you wish. You do not have to be ABD to enroll in HIST 994.

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COMPREHENSIVE EXAMINATIONS: The examinations confirm a student's command of a major field of historical knowledge, laying 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 works that the faculty examiners, in consultation with the student, identify 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. 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. The format and coverage of the written examinations vary from field to field, and are spelled out in guidelines found in the appendix. Students should take courses that prepare them for comprehensive exams and build relationships with faculty members who will serve as dissertation committee members.²

The written examination is composed and assessed by tenured or tenure-track members of the UNC-CH Graduate Faculty. Examinations can also be set by qualified faculty members from other academic institutions. In fields in which three exams are required, only one examiner may be from outside the UNC-CH History Department. In fields in which there are four exams, no more than two examiners from outside the UNC-CH History Department are permitted. Any exceptions must be cleared with both the field convenor and the DGS in advance. Advisors are

² More paperwork. Students should complete the Comprehensive Exam form on the Graduate Student Intranet at least two weeks before the exam date.

strongly urged to communicate to outside examiners a sense of the expectations, and purpose, of comprehensive exams as administered in our department.

Students taking comprehensive exams are expected to receive the exam questions from the Graduate Coordinator on the morning of their scheduled exam. 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 faculty examiner and the DGS. A student who fails the written examination is permitted to retake it once, but only after a lapse of at least three months.

THE DISSERTATION PROSPECTUS HEARING AND ORAL DEFENSE

can continue a conversation about the ideas contained in the oral examination. The main purpose, however, is to gather the student with the committee to discuss the dissertation prospectus and suggest necessary changes and alternative approaches to the topic. The committee should be composed of the student's adviser and four additional faculty selected by the student in consultation with the adviser. The committee may include up to two qualified faculty members from other UNC departments or from other academic institutions.

Ph.D. Candidacy

Once admitted to Ph.D. candidacy (aka becoming ABD—All But Dissertation), the student focuses all attention on completing a dissertation.

Review: Between twelve and eighteen 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 adviser and four additional faculty members, two of whom may be qualified faculty the UNC. ³

Field Requirements at a Glance

Field of Study	Required Courses	Add'l Language Requirements	Comprehensive Exams
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³ Complete the Dissertation Defense Form via the Graduate Student Intranet at least three weeks in advance of the defense date.

African	none		<ul style="list-style-type: none"> - Three exams: (1) modern African History, (2) pre-modern African history, (3) thematic or geographic field determined by the student - 24 hour period per exam with 8 hours of writing time - Page Limit: 10 double-spaced pages - All three exams should be in a single semester on three separate days, though the field convener may approve adjustments depending on individual circumstances. - Student should secure approval of an individual exam schedule with the participating faculty - May use books, notes, and aids - Sign an honor pledge
Asian	none		<ul style="list-style-type: none"> - Four exams: (1) primary field in recognized field of Asian history, (2) additional teaching area decided with adviser, (3) thematic field, (4) "outside" field (either outside of Asia or in another discipline) - 8 hours per exam - Page Limit: 10-15 double-spaced pages - May take all four exams in one semester or over two consecutive semesters - Student should secure adviser approval of entire examination schedule at the beginning of the semester; student should secure approval of an individual exam schedule with the participating faculty
European	none	Advanced Proficiency in 1 (and basic proficiency in one other)	<ul style="list-style-type: none"> - Three exams: (1) geographical, (2) a field outside the geographical area of Europe OR a chronological period in European history, but not the primary chronological period; (3) methodological/theoretical/thematic - 8 hours per exam - All three exams should be in a single semester on three separate days, though the field convener may approve adjustments depending on individual circumstances. - Sign an honor pledge
Global	722	Advanced Proficiency in 2	<ul style="list-style-type: none"> - Four exams (Primary area, plus three additional geographical or chronological areas) - 8 hours per exam - Limit of 10-15 double-spaced typed pages - May take all four exams in one semester or over two consecutive semesters - Student should secure adviser approval of entire examination schedule at the beginning of the semester; student should secure approval of an individual exam schedule with the participating faculty
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Latin American	none		<ul style="list-style-type: none"> - Three exams: (1) colonial, (2) national, (3) thematic - Each exam will have 2 questions. Student must answer both. - Three separate days - Student should secure field convener and DGS approval of entire examination schedule; student should secure approval of an individual exam schedule with the participating faculty - May use books, notes, and aids - Additionally, student prepares a syllabus for a colonial or national period survey course and an accompanying essay describing pedagogical goals of the course. This is turned in before the prospectus defense.

Military	717, 951		<ul style="list-style-type: none"> - Students normally take examinations in their geographic, temporal, or topical major field and then take topical exam for military history - Follow examination rules of other field - Student should secure adviser approval of entire examination schedule at the beginning of the semester; student should secure approval of an individual exam schedule with the participating faculty.
Russian and East European	none		<ul style="list-style-type: none"> - Three exams are required. Two exams must be from among these four fields: Imperial Russia; Soviet/post-Soviet Eurasia; Central Asia; and Eastern Europe. A third exam must be in a thematic/methodological/theoretical field related to the student's dissertation project. - All three exams should be in a single semester on three separate days, though the field convener may approve adjustments depending on individual circumstances. - 24 hour period per exam, with 8 hours of writing time - Limited to 10 double-spaced pages - May use books, notes, and aids - Sign an honor pledge
United States	726, 727, 728		<ul style="list-style-type: none"> - Four exams: (1-3) Three chronological areas; (4) thematic specialty - 8 hours per exam - Length should be 10-15 double-spaced pages - Student may take all four examinations in one semester or over two consecutive semesters - Student should secure adviser approval of entire examination schedule at the beginning of the semester; student should secure approval of an individual exam schedule with the participating faculty
Women and Gender	725, 975		<ul style="list-style-type: none"> - Three exams: (1) geographical, (2) comparative/global, (3) specialization 8 hours per exam - May use books, notes, aids - 2,500 word limit - Sign an honor pledge - Complete all three examinations within one semester - Student should secure adviser approval of entire examination schedule in the first two weeks of the semester; student should secure approval of an individual exam schedule with the participating faculty

HISTORY GRADUATE STUDENT TEACHING EXPECTATIONS

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 the student has been appointed as a Teaching Assistant or an Apprentice Teacher, she or he should contact the professor with whom she or he will be working. The student should also read the guidelines on TA responsibilities or AT responsibilities. If the student has been assigned to

work as a Teaching Assistant, she or he 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 the student return to the Graduate Coordinator the payroll forms and tax withholding form that are included in the orientation packet that is mailed to the student. Once the student receives that packet, she or he return the forms as soon as possible.

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); 3) Teaching Mentors; 4) Graders; or 5) Teaching Fellows.

(1) **Teaching Assistants** 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) **Apprentice Teachers** are students entering with a BA who work during their first semester 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 Mentors** were Apprentice Teachers their first semester, who spend their sixth semester assisting first-time TA's in their undergraduate teaching responsibilities. They will be expected to enroll in HIST 702, the department's course on pedagogy.

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(4) **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.

(5) **Teaching Fellows (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 702 (Introduction to Historical Education) or who already have significant teaching experience (i.e. taught high school).

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. *All of these expectations are intended to accomplish two simultaneous goals, allowing our graduate student teachers to continue their progress toward becoming historians while at the same time providing the best possible educational environment for our undergraduate students.* These responsibilities should be reviewed and acknowledged by all parties at the beginning of each semester:

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 here. The Instructor is expected to discuss with the Teaching Assistants all elements of the course, preferably before the first week of class:

- number and character of quizzes, exams, papers, and other graded assignments
- amount of grading and clear evaluative criteria for all graded assignments (including who will provide answer keys for tests, quizzes, and written exams, etc.)
- due dates and desired return dates for all graded assignments □ expectations for the length and frequency of TA office hours
- expectations for the length and frequency of teaching team meetings
- possibilities for TA guest lectures
- provisions for review sessions
- responsibility (if any) for audio visual materials and equipment
- discussion of any additional TA responsibilities outside of regular class time, such as film screenings or trip to the Ackland Art Museum

Average TA Work Hours: Remembering that our Teaching Assistants are our graduate students, with their own research, writing, conference travel, exams, and course work to complete, Instructors must respect 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. Responsibilities outside class time should be divided among TAs, and time spent screening films for students should be counted in the work total. In the event that a TA must miss a scheduled discussion section, an attempt should be made to equitably divide responsibility for covering the missed sections between the Instructor, the AT, and other TAs.

In order to allow Teaching Assistants time to complete their own academic obligations over the course of the semester, Instructors should make certain that no more than 320 hours of work are expected. Guidelines in the table suggest the time it ordinarily takes to complete these tasks. Instructors should make course assignments consistent with the 320 hours limit, and Instructors will be expected to complete all remaining grading without TA assistance after that limit has been reached. Instructors should use these figures to calculate their course requirements and adjust their expectations accordingly.

Allowed totals	320	20 hours/week 16 weeks
Attend lecture	30	2 hours 15 weeks

Lead recitation	45	3 hours 15 weeks
Prepare for recitation	90	6 hours 15 weeks (includes course readings)
Office hours	30	2 hour 15 weeks
Admin/emails	15	1 hour 15 weeks
Grade 3-page paper	18	20 minutes 55 papers
Grade 6-page paper	27.5	30 minutes 55 papers
Grade midterm exam	18	20 minutes 55 papers
Grade final exam	18	20 minutes 55 papers
Grade Quiz, short assessment	9	10 minutes 55 papers
Meetings with Instructor	15	1 hour 15 weeks
Proctor Final Exam	3	Exam hours

Example: A course in which recitations meet 15 times, and assign 2 3-page papers, one 6-page paper, and a final exam would total 309.5 hours. (30 lecture +45 recitation +90 prep +30 office hours +15 admin +36 2 short papers +27.5 long paper +18 final exam +15 instructor meetings +3 final proctor). Instructors should recalculate for fewer students, different assignments, fewer recitations, etc.

Supervision: Instructors should meet regularly with the TAs over the course of the semester. Many TA's are working outside their fields, and regular consultations on most important themes, goals of the class, and suggestions for discussions will assist them in their job, provide a better course for students, and offer the Instructor regular information on what is working.

Observation: 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, but should not take place during the section itself.

Students should be aware that this session is for observation only, and Instructors should not participate in the class.

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.

Evaluation: Each semester Instructors are expected to evaluate in writing the performance of their Teaching Assistant(s) and submit those evaluations to Hannah McMillan at the end of the semester. Instructor Evaluations will be filed and a copy will be provided the TA being evaluated.

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 Hannah McMillan 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).

Instructor Responsibilities: Instructors are responsible for determining all the readings and other assignments in the course. Although TAs are never responsible for creating assignments, including them in planning could further training of future faculty and provide important insights into where students are struggling in the course.

Scheduling: Working in conjunction with the staff member for undergraduate services, Instructors are responsible for scheduling discussion sections. Under no circumstances should Instructors expect TAs to schedule discussion sections. In a course with more than one Teaching Assistant, Instructors are expected to correspond or meet with their TA's prior to the start of the semester to assign sections based on TA availability.

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. Under no circumstances should a TA use personal funds to purchase books or other course materials.

Issues that arise: Respect for varied TA responsibilities: TA's function also as graduate students, with their own courses to complete, papers to write, exams to take, conferences to attend, and grant proposals to prepare. Graduate students should have two weeks to return papers, and Instructors unable to provide that turn-around time should explain their special needs when they request graduate students. This will give potential TA's notice and allow them to request courses accordingly. Similarly, limiting the number of days on which they meet students will help them complete their own work.

TA's with disabilities will be accommodated consistent with the Americans with Disabilities Act.

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, or the chair of the Committee on Teaching.. 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.

GENERAL POLICIES

Most of the policies about registration, leaves of absence, and status come directly from the UNC Graduate School. For more information, please see the [UNC Graduate School Handbook](#). The issues that our graduate students encounter most frequently are included here:

- **Registration**
- **Leaves**
- **Funding**
- **North Carolina Residency**
- **Frequently Asked Questions**

For information on the History Department Graduate Academic Program

For information on Teaching as a History Department Graduate Student

REGISTRATION

Time Limits

- *The Graduate School* stipulates a maximum time period for satisfying all requirements for the MA degree (five years) and the PhD degree (eight years). At the end of this maximum period, students have to apply for an extension from the Graduate School.
- The History Department expects that all students achieve ABD status (enter doctoral candidacy) by the end of their third year.
- The History Department expects students entering with a B.A. to complete their M.A. requirements by the end of their third semester. Students typically defend their thesis in

the early portion of their fourth semester. **Full-Time Status**


- A graduate student is considered a full-time student EITHER by enrolling in nine (9) credit hours OR being enrolled in a section of HIST 994.
- [The Graduate School has requirements for semesters-in-residence.](#)
- For the MA, 24 of the required 30 credit hours must be while in residence
- Ph.D. students have to be enrolled full time (no fewer than 6 credit hours) for at least four semesters, at least two of which must be contiguous. **Registration Requirements for a**

Defense

- [You must be an enrolled student when you defend your thesis, prospectus, and dissertation.](#)
- After you defend your dissertation, you should not enroll in a future semester.
- Enrollment from a prior semester allows you to defend between the end of your registered semester until the beginning date of the next semester.

LEAVES

Leave of Absence

Students can request a leave of absence, as long as s/he is in good academic standing, has no IN or AB grades, and is still within the allowed 8 years toward the Ph.D. Please submit a [Request for Leave of Absence Form](#)  to The Graduate School. (DGS signature required on the form.)

If The Graduate School approves the leave of absence (this is most common), the 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.



According to The Graduate School, students on leave cannot make progress towards their graduate degree. Please note that while a student is on leave, s/he is not enrolled and will not have access to campus services and benefits afforded to enrolled students, including eligibility for holding student employment positions (e.g., TA or RA) or student health insurance, among other services.

Once students are approved for a leave of absence, their academic program can contact the PID Office to request affiliate status to have the student ONYEN and PID preserved only for the period of the approved leave.

A student who has not been registered during the preceding semester must apply for readmission to the Graduate School, even if no leave has been requested. 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.

Students taking advantage of the [Parental Leave Policy](#) do not need to file a separate Leave of Absence request.”

Parental Leave Policy

From The Graduate School Handbook: “The UNC-Chapel Hill [Graduate Student Parental Leave Policy](#)  is designed to assist a full-time graduate student who is the primary child-care provider immediately following the birth or adoption of a child. This policy will ensure the student's full-time, registered status and will facilitate their return to full participation in class work and, where applicable, research and teaching in a seamless manner. All matriculated, full-time graduate students who have been full-time for at least one academic year are eligible to apply for this leave. A [Parental Leave Application Form](#) , along with other supporting documentation as outlined in the policy, must be completed and submitted to the Graduate School at least eight

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weeks prior to the anticipated birth or adoption of the child.” Please notify the DGS as soon as possible so someone else can be assigned to take over your teaching responsibilities.

FUNDING

A student's admission funding letter outlines the agreed upon funding package for each student. Funding includes tuition, health insurance, student fees, summer research funding, and a stipend.

Typically, the History Department agrees to fund students for five years (ten semesters). Starting in 2018-2019, we count only those semesters that are funded by the History Department. That means that if another campus agency pays your stipend, that semester does not count against your ten semesters of History Department funding. A sixth year of funding is available when requested by the student's advisor.

We encourage students to apply for fellowships and/or additional funding opportunities.

If you receive an outside fellowship that does not cover your tuition, you will be responsible for paying your tuition, health insurance, and student fees. We suggest applying for the [Graduate Tuition Incentive Scholarship](#) (GTIS) from the Graduate School, which will cover those costs. In any case, make sure you send a copy of your fellowship letter to the Graduate Coordinator.

The History Department offers both competitive and non-competitive research funding, and we encourage students to seek funding also from the Graduate School and external sources. Most of the applications for competitive department and Graduate School research funding are vetted and ranked by a Prize Committee appointed by the Department Chair. The chair of the History Department Prize Committee sends out emails throughout the academic year regarding funding opportunities, application procedures, and important deadlines. Requirements and application forms are available on the department's graduate intranet and the Graduate School sites.

DEPARTMENTAL TRAVEL GRANTS: The Department has limited funds to assist ABD students who will be presenting papers at conferences. Usually, this is a one-time grant of \$200. Students should apply, stating the purpose of the travel and noting other funding sources applied to and received. To apply, use the travel grant form on the Graduate Intranet. The Graduate School also offers up to \$400 for this travel; please apply on their web site.

THE GRADUATE SCHOOL: In addition to these departmental funds, [the Graduate School has fellowships to support](#) (a) off-campus research, (b) final stages of dissertation writing (either the last year or the last semester), (c) small research expenses, (d) summer research, (e) personal emergencies, and (f) travel to present your research at conferences.

NORTH CAROLINA RESIDENCY

Graduate Student in-state tuition is significantly lower than out-of-state tuition. Although the department pays the cost instead of the individual, the expense to the department becomes prohibitive when many students do not file for in-state status.

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As a result, the department can only promise funding beyond the five-year guarantee to students who have made a good-faith effort to secure in-state status. Students from outside the US, not being permitted in-state status, are exempt from this consideration.

Please look for correspondence from the Graduate Coordinator and Residency Coordinator (GHS Cabinet) for residency updates.

ADDITIONAL FREQUENTLY ASKED QUESTIONS

When can I defend my M.A. thesis, prospectus, or dissertation?

You can defend your M.A. during the third or fourth semester. If you plan to graduate receive your MA during December graduation at the end of your third semester, you will need to take one extra course in order to fulfill the 30 hour requirement. Please consult with the Graduate Coordinator regarding scheduling your defense. Defending your prospectus should be the last step in going ABD. **You should complete all comprehensive exams before defending your prospectus.** Please consult graduation deadlines and consult with the Graduate Coordinator regarding scheduling your defense.

Who can be on my committee?

MA Committee:

- Your committee must include three graduate faculty from the Department of History.

PhD Committee:□

- You must have at least five members of your committee, the majority of whom should be present at the defense of your dissertation.
- Your committee must include three graduate faculty from the Department of History.
- If you would like to look outside of the department for other committee members, you can have either UNC faculty members from an outside department or faculty members from another university.

If you and your advisor want to include a committee member from another university or someone who is not regular graduate faculty at UNC, you will need to submit this person's CV to the Graduate Coordinator. The Graduate Coordinator will ask the UNC Graduate School to nominate this person for "fixed term status" which allows the member to serve on doctoral committees. You can read more about this process [here](#).

Where do I get academic advice?

Entering graduate students have been assigned a prospective advisor who can help them navigate the first semesters at UNC. Sometimes, as students' interests develop during their early careers here, they change advisers. For advice on changing advisers, talk with the DGS or the appropriate field convener.

It is crucial that advisers have frequent, substantive meetings with advisees to discuss course selection, fulfillment of graduation requirements, preparation for the written and oral doctoral examinations, thesis topic selection, research opportunities, funding possibilities, and job prospects. At the end of each year, the advisee and adviser should 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 advisers (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 adviser 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).

For questions about fulfilling confusing program requirements, see the Graduate Coordinator in the Department Office or the Director of Graduate Studies. If your question reflects a policy concern, the DGS will take the issue to the Graduate Studies Committee. The GSC acts as an executive body to implement the department faculty's decisions about the graduate program, and supervises the graduate program in general. The GSC is chaired by the DGS, and composed of 3-4 members of the graduate faculty and 3 graduate students (usually the current GHS co-presidents and one past president).

How does the department work to accommodating the needs of all students?

The History Department, like [the Graduate School](#), is committed to creating and maintaining an inclusive environment. If you have encountered problems with any kind of exclusion, please talk with the DGS, your advisor, GHS officers, or an Ombudsperson.

Mental health services are available for all students. Resources include UNC [Counseling and Psychological Services](#), as well as services, events, and trainings from the UNC Graduate School.