

Georgetown University
Department of History

Doctoral Student Handbook
2009-2010

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The Doctoral Student Handbook provides recommendations and advice for those enrolled in the History Ph.D. program at Georgetown University. It outlines the basic structure of the program, offers suggestions for various procedures, and clarifies the academic requirements and administrative procedures of the History Department. It should be utilized as a supplement to the university's Graduate School Bulletin.

Students should also familiarize themselves with the principal administrators of the History Ph.D. program and other people who occupy department offices for the upcoming academic year:

Department Contacts:

Prof. Aviel Roshwald	Department Chair
Prof. Alison Games	Director of Graduate Studies
Prof. Bryan McCann	MAGIC Director
Ms Jess Simmon	Assistant to the DGS
Ms Djuana Shields	Administrative Officer
Ms Kathleen Gallagher	Master's Programs and GIGH Administrator
TBA	Ph.D. Program Administrator

Graduate Studies Committee (GSC):

Prof. Alison Games	Chair
Prof. John Tutino	Latin America
Prof. Adam Rothman	United States
Prof. Aviel Roshwald	Modern Europe
Prof. Amy Leonard	Late Medieval/Early Modern Europe
Prof. Osama Abi-Mershed	Middle East
Prof. Catherine Evtuhov	Russia/Eastern Europe
Prof. James Millward	East and Central Asia
Prof. John McNeill	Transregional
To be arranged	
Graduate Student Rep.	Emrah Gurkan

Ph: (202) 687-6061

Fx: (202) 687-7245

www.history.georgetown.edu

Executive Summary

We hope that what follows in the Doctoral Student Guide is helpful, and we wish you every success in the challenges of the History Ph.D. program. Students should be familiar with all rules and regulations of the department and of the Graduate School. You, not your Mentor nor your Advisory Committee nor your classroom professors, are responsible for your knowledge of these rules. This summary provides a brief list of the most critical information.

Requirements:

12 courses (minimum 3.3 GPA), including 501 and a year-long research seminar; pass two language exams (exception: U.S. field, one language); Comprehensive Exams; dissertation.

Funding:

In all cases, you should consult the full description in the body of the Guide.

Renewable Department Fellowships/Teaching Assistantships:

Stipend five years, tuition for seven years; health insurance; awarded on entry to the program. Grantees must maintain an A- average (3.67 gpa), complete degree requirements on time, and do satisfactory work as teaching assistants to be renewed. Those who meet these criteria are automatically renewed. Starting with the class entering in 2008, students who hold these fellowships are expected to work as teaching assistants for 3/5 years.

Competitive Teaching Assistantships:

The department awards some one-year teaching assistantships, based on an annual competition. Such grants are not routinely renewable, but those who hold such an assistantship may re-enter the competition in succeeding years.

In accordance with Graduate School policy, a teaching assistantship includes teaching responsibilities.

Scholarships:

The department offers some tuition scholarships; such support is based on an annual competition.

Advising:

All students must select a mentor from among the Ordinary Faculty. Students who have not yet taken their comprehensive exams are required to meet with their advisor during pre-registration, to complete an advising worksheet (available on the department website), and to give the worksheet to the Program Administrator.

Advisory Committee Meetings:

The mentor and three members of the Ordinary Faculty serve as an Advisory Committee. All first-year students must meet with their advisory committee during the spring of their first year, before the end of final exams. All students must meet with their Advisory Committees before beginning their written comprehensive exams in order to plan the exam schedule and review the fields. Forms for both meetings are available on the department website. Students who have not completed these forms will be considered in irregular status and ineligible for financial aid of any kind. It is the student's responsibility to arrange these meetings. Students are also urged to meet annually with their Advisory Committees.

Language Exams:

Incoming students must take a language exam during orientation, and must pass a language exam in the language of their research field before the end of the first year of study. All students (except in the U.S. field) must pass a second language exam before comps. Native speakers of a language other than English and relevant to the course of study receive credit for that language proficiency.

Course Work:

Students take a two-semester seminar in the Major Field and the one-semester Core Colloquium, and nine other courses. Maximum of three courses can be done before entering program; see section on Advanced Standing.

Comprehensives:

Comps are normally taken by the end of the third year. If failed, comprehensive exams can be re-taken once. Students who have not taken comps by the end of the third year must seek the approval of the Director of Graduate Studies in order to remain enrolled in the program.

Dissertation:

Your Dissertation Committee must have at least three members, two of whom must be members of the Ordinary Faculty. The Mentor **MUST** be a member of the Ordinary Faculty of the History Department. You may have an additional member on the Committee, at the discretion of the Committee. If you have more than one person from outside Georgetown University's Ordinary Faculty, you must have written permission from the Chair of the Department.

Grades:

A: superior work; A-: expected level of work; B+: barely acceptable work; B: unacceptable work. Students are expected to maintain an average of A- or better.

Incompletes:

Avoid incompletes. Students with incompletes cannot be considered for funding, and fellowships will not be renewed if students have incompletes. Students who receive university or renewable department/teaching fellowships who have two Incompletes will forfeit the fellowship. All students must complete all coursework by August 1 in order to continue in the graduate program, unless they are on leave or have some extenuating circumstances and their delay is approved of by the Director of Graduate Studies.

Good Standing:

To be in good standing, students must take their first language exam during orientation; pass a language exam in their main language of research in the first year; meet each semester (for students pre-comps) with their advisor and fill out and submit to the Program Administrator an advising worksheet; meet in the spring of their first year with their Advisory Committee; meet their Committee before starting comps; take comps by the end of the third year; submit a dissertation proposal to the Graduate School within a year of passing comps; maintain an A- average (for students on renewable fellowships); complete all coursework by August 1.

The following Checklist has been prepared to help guide students through the PhD program.

Doctoral Program Yearly Checklist:

Before the first year begins:

- Take the first language exam during orientation
- Meeting with the DGS during orientation
- Contact with your advisor before arrival and arrange for a meeting during orientation
- In August, meet with your mentor to complete the coursework advising form during pre-registration
- Students without funding who are U.S. citizens should apply for the Javits Fellowship, a four-year fellowship from the Department of Education (<http://www.ed.gov/programs/jacobjavits/index.html>)

The first year:

- If not passed during orientation, re-take the language exam in research field
- Submit advance standing paperwork if applicable
- Meet with Advisory Committee in the spring of the first year before the end of the exam period, sign the advisory committee form (on the website) and submit to the program

administrator

- Take three courses each semester, including 501 (the first year colloquium) in the first semester
- The yearlong research seminar in the major field must be taken in the first or second year
- Meet with the mentor to complete the coursework advising form during preregistration for the spring and fall of the second year
- Keep in mind: students are advised to take at least one course with all of the members of their Advisory Committee (who form the board for the comprehensive examinations) at some point during the first and second years
- Maintain a 3.67 GPA for students on fellowship (in both years)
- All incompletes must be finished by August 1 for students to remain in the program
- Students who started the Ph.D. program with one year in the MAAS program or with a MAGIC degree might want to apply for Piepho money for a pre-dissertation summer research trip

The second year

- Attend the TA workshop during orientation in preparation for the first year of TA-ing
- During preregistration, meet with the mentor to complete the coursework advising form for the spring term
- Maintain a 3.67 GPA for students on fellowship
- Students (exception US field, who only require one language) must pass the second language exam before sitting for comprehensive exams in the third year
- Students who started the Ph.D. program with one year in the MAAS program or with a MAGIC degree might take their exams in the second year, and should apply for relevant grants for dissertation research in the third year. Attend grants workshop
- All incompletes must be finished by August 1 for students to remain in the program
- Apply for Piepho money for a pre-dissertation summer research trip to prepare for fall grant applications
- Attend comps workshop

The third year

- Before taking the first written exam, all students must meet with their advisory committees in order to plan the exam schedule and review the fields. The form is on the website.
- Comprehensive Exams must be taken before the end of the third year to be considered in good standing
- Apply for year-long external grants for dissertation research, e.g. Fulbright, Fulbright-Hays, Mellon CLIR, etc. Consult with your mentor and each grant for specific deadlines and what is applicable for you. Attend grants workshop
- Applications for year-long or semester-long non-service stipends and Piepho grants might also be done in the third year or the summer after the third year, depending upon your field

The fourth year

- The dissertation prospectus must be filed with the Graduate School within one year of finishing comps
- Apply for relevant grants for dissertation research and writing if unsuccessful in the third year

The fifth, sixth, and seventh years

- You are likely to be writing the dissertation by the fifth year. Apply for external grants (ACLS/Mellon, etc.) to support a final year of writing, as appropriate.
- Apply for a Davis Fellowship
- Attend job market workshop in the fall of the year you go on the academic market.

1.0 PROGRAM REQUIREMENTS

The requirements of the History Ph.D. program at Georgetown University have four components, each of which must be successfully completed within the course of seven years of full-time study: at least two foreign language examinations (exception: those in the U.S. field must pass only one language exam); 36 hours of relevant graduate-level course work; a series of written and oral comprehensive examinations; and a dissertation. Scholarly integrity is the essence of our profession, and Georgetown expects the student to conform to the University's Honor Code throughout this program of study. Cases of plagiarism or other academic dishonesty will be reported to the Dean of the Graduate School (see http://www.georgetown.edu/grad/current/regulations/reg_7.htm or Graduate School Bulletin for details of how cases are adjudicated). In almost all cases, the penalty for plagiarism is dismissal.

1.1 MENTORS AND ADVISORY COMMITTEES

Director of Graduate Studies (DGS):

During orientation incoming Ph.D. candidates meet individually with the DGS. During registration, and before their arrival on campus, new students are also expected to consult their likely advisors. The DGS continues to serve as the main administrator and final arbitrator of the Graduate Studies Program in her/his capacity as Chair of the Graduate Studies Committee. Although the Mentor and the Advisory Committee will henceforth assume the most direct role in the Ph.D. candidate's course of study, the DGS will continue to serve as a member ex officio of the Advisory Committee, and may attend meetings either at his/her own initiative or at the invitation of any of the advisors or the student.

Mentor:

This individual is selected from the Ordinary Faculty of the History Department. The Mentor assumes the primary role in launching the postgraduate career of the Ph.D. candidate. The Mentor supervises the student's Research Field and chairs three successive committees: the Advisory Committee, which helps direct the student's choice of courses; the Comprehensive Examination Committee; and the Dissertation Committee.

Over the course of study, the Ph.D. candidate may change Mentors. Although the Mentor will normally serve as Chair of the committees, the student, with the approval of the Advisory Committee, may designate another member of that Committee as Chair of the Advisory Committee or the Comprehensive Committee. The Mentor must be Chair of the Dissertation Committee.

Advisory Committee:

In consultation with the Mentor and the DGS, the student will select an Advisory Committee normally consisting of four members, including the Mentor. These individuals should represent each of the student's four fields of study: Major, Research (represented by the Mentor) and two Minor fields. The mentor, in consultation with the student, may add a fifth member as a representative of any one of the fields of that is appropriate to the student's program of study.

In addition to guiding the student through his/her program of study, the members of the Advisory Committee also form the board for the comprehensive examinations. For that reason, the Ph.D. candidate is advised to take at least one course with each faculty member of the Advisory Committee. Informal contacts and consultations between students and their Mentors and faculty advisors are also encouraged.

The composition of the Advisory Committee may be modified at any time to conform to changes in a student's program and interests, or the availability and willingness of individual faculty members to serve. Personal incompatibility between a student and a faculty member may also result in a change in its composition.

Required Meetings:

The Department relies on the Advisory Committee as the main source of guidance for the student from the time of his/her entry into the program until the completion of the comprehensive examinations. Students who have not yet taken their comps are required to meet with their Mentors during registration (for new students in August) and during pre-registration each semester (for continuing students) and to complete a Coursework Advising Form (on the website). This form must be submitted to the Program Administrator by the end of pre-registration. First-year students must meet with their Advisory Committee in the spring of their first year before the end of the exam period. For first-year students, the Advisory Committee is often a work in progress, but this meeting must include at least one faculty member beyond the mentor. The Committee must sign the Advisory Committee Form (on the website) and the student should submit it to the Program Administrator in order to be considered in good standing. The one other required meeting occurs before Comps (see below). Otherwise, students are urged to meet with their Advisory Committees once a year, and are required to do so if their GPA drops below 3.67 (for students on fellowship), or if a student receives a B in any class, or if there are any other concerns about their course work. It is the student's responsibility to arrange these meetings, though other meetings may be scheduled as needed at the request of the student or any member of the Advisory Committee.

1.2 FIELDS OF STUDY

Field Selection:

The History Ph.D. program requires students to prepare themselves in four interrelated fields of study. These fields are fulfilled through the completion of course work and comprehensive examinations. Upon entering the Ph.D. program, students will meet with their Mentor and Advisory Committee to select and design four fields of study from among the following groupings:

Major Fields: Modern Europe, Medieval and Early Modern Europe, Russia and Eastern Europe, Middle East and North Africa, East Asia, United States, Latin America, and Transregional (Atlantic, Pacific, World, etc.);

Research Fields: A region, period, or theme within the Major Field that is of direct relevance to the planned dissertation topic;

Two Minor Fields: The first minor field is a normally second geographic field selected from the list of Major Fields with the additional choice of Africa; it must be outside the regional focus of the Major and Research fields;

The second minor field, focusing on theme and method, may be developed within History, in a related other discipline, or it may be a combination of both. If pursued within History, the second minor field must deal substantially with regions outside the Major and Research fields. Students have chosen second minor fields in gender and women's history, environmental history, international relations, art history, Slavic literature, and many other areas. There is considerable flexibility in defining fields, and students should not feel limited to the fields listed above.

Course Distribution:

There are no established credit hour requirements for any of these four fields of study. However, there is a maximum of nine credit hours for which a student can be granted advanced standing, and the research seminar must be taken in the Major Field of study. It is recommended that students take a course in each field of study both to prepare for comps and to develop a relationship with the faculty in that field.

1.3 COURSE WORK

Course Requirements:

Ph.D. candidates must complete 36 hours of graduate course work at the 500 course level or higher. As a rule, that requires the successful completion of 3 courses during each semester of the first two years of study. Each student must complete the Core Colloquium (one semester) and a two-semester research seminar in his/her Major Field. If no formal research seminar in a student's major field is available, students are normally able to take a research seminar in a related field. The remaining course work is selected with the guidance of the Mentor and Advisory Committee.

If course offerings in a given semester are limited, graduate students may approach a faculty member within the department to create a specialized tutorial; they may look outside the History Department at offerings in other fields of study within Georgetown University; or they can look outside the university to course offerings at other Ph.D. programs through the Consortium of Universities of the Washington Metropolitan Area. It is possible to register for a course at Consortium universities provided that such a course is not offered at Georgetown and is necessary for the program of study.

Lists of course offerings at other universities in the Washington, D.C. area are available at the Registrar's Office, at the front desk of the History Department, and on the World Wide Web. Students must register and pay for such courses as if they were Georgetown courses. Consult the Graduate School Bulletin for additional details. Keep in mind that for consortium courses, additional paperwork with our registrar and the permission of the faculty member at the consortium university may be required. The deadlines for this paperwork are determined by the consortium university and may be different than Georgetown's. Please consult the registrar's website for that university.

Advanced Standing:

Students entering the program with an M.A. in History or with previous Ph.D. graduate credits earned at Georgetown University or at another recognized institution can petition to earn up to nine hours of advanced standing with the consent of the faculty Advisory Committee. A maximum of six hours of advanced standing will be granted in any one field of study (major or minors). Generally, this process is done during the first semester of enrollment in the program, and the advanced standing is applied towards the second year of full time study. Students who enter with advanced standing are permitted to allocate their final three courses over the fall and spring semesters of the second year as best suits them.

Upon the presentation of appropriate documentation by the student (usually a syllabus and papers from the course and the Petition to Change in Program), the Advisory Committee will deliberate and make a written recommendation to the DGS. It will then be forwarded to the Graduate School for further review. The student's Advisory Committee, however, may still require additional course work beyond the remaining credit hours. The Graduate School stipulates that students whose remaining course work requirement is 30 or more credits will be permitted seven years from matriculation to complete the doctoral degree; under some discussion is their current policy that less than 30 credits needed mandates a five year limit.

Students entering the Ph.D. program from MAGIC must take 501 and a year-long research seminar in their major field. Students should consult their advisory committee about what other classes might be necessary for their Ph.D. coursework.

Grades:

Students holding renewable University Fellowships or Department Fellowships/Assistantships must maintain an "A-" average. Failure to do so will result in non-renewal of financial support (Consult Section 2.1).

All Ph.D. candidates are expected to achieve grade of "B+" or better in each course. The attainment of a "B" or lower grade in any course is considered cause for concern and may generate a review of the student's work by his/her Mentor and/or Advisory Committee. Students with average grades of "B" or lower will be asked to withdraw from the program.

Courses in which grades of "C" or lower are earned will not be counted by the Department toward a student's required total number of credits. If a "C" grade is earned in a course that is required for the Ph.D. program, it will be necessary for the student to at the minimum repeat the course; additionally, the GSC will review the student's status and, in most cases, ask the student to leave the program.

Incompletes:

There are occasions when a limited extension of time is needed to complete course work. Illness or family emergencies may justify the granting of an "I" (Incomplete) grade. However, this cannot be assumed; arrangements must be made with the instructor, and students should know that some faculty members as a matter of policy do not grant incompletes except in cases of dire medical or personal emergency. In all circumstances (barring medical emergency or some other situation discussed with the DGS), the work for an incomplete must be handed in by August 1. Students who were placed on a financial aid waiting list because of their incompletes and who wish to be considered for fall funding must have that work graded by August 1 and should plan accordingly with the relevant faculty.

Students should also be aware that a late paper will likely fall to the bottom of a faculty members' priority list. You should not expect late work to be graded promptly or to receive many comments. If it is important to you to get a grade in order to continue in the program or to secure funding, you should get your work in on time.

As a rule, the History Department enforces the rules of the Graduate School regarding incomplete course work. Any course requirement which is not resolved according to the above schedule will become a "Permanent Incomplete." Any student with an incomplete will not be allowed to register at the start of the following semester. Furthermore, an "I" grade which is not resolved according to the above schedule will be considered an "F" grade, and the course will not be counted for credit. The student will need to take another course to make up for the lost credits and will not be eligible for aid.

Students on fellowship are not permitted to take "I" grades; the only exceptions are medical and personal emergencies for which special arrangements have been made or the unusual circumstance of a faculty member's own failure to submit grades on time to the registrar.

Graduate Studies Committee (GSC):

The GSC will review regularly the academic records of all Ph.D. candidates taking classes to determine whether they are making adequate progress. When overall course work is below the "B+" level, or when "C", "F", or "I" grades are present on the transcript, the DGS will issue a written warning. In general, a record with one or more "B" grades will result in a request that the student's Advisory Committee meet with him/her to make recommendations to the student and to the GSC concerning that individual's academic status and future in the Ph.D. program.

Terminal M.A. in History:

A small number of students admitted to the Ph.D. program decide after completing their coursework but before comps to take a terminal MA in History. The requirements for the M.A. are 30 hours of course work (including 501 and the year-long research seminar), 27 hours of which must be completed at Georgetown, with a GPA of 3.0 or better, and demonstrated competence in one foreign language. All continuing students in the program who have fulfilled these requirements are also eligible for the MA: you can find the relevant paperwork on the Graduate School website to apply for a "MA-in-passing."

1.4 LANGUAGE REQUIREMENTS AND EXAMINATIONS

The language examinations for the History Ph.D. program are designed to determine a student's ability to read and understand professional material appropriate to his/her fields of research. The Department

places considerable emphasis upon the mastery of languages appropriate to a student's area of concentration.

Requirements:

During the program of study, all students (except U.S. History Majors) must demonstrate competence in at least two foreign languages relevant to the student's program of study; for those concentrating in US History the requirement is one foreign language.

While competence in two languages is the minimum requirement for the Ph.D. program (US History, one), proof of additional language competence may be required if the Mentor and/or Advisory Committee deem it necessary. The Mentor should inform the DGS in writing if more than two foreign languages will be required and which languages are most appropriate for that Ph.D. candidate's course of study.

U.S. History Majors:

Ph.D. candidates majoring in U.S. history must typically pass only one foreign language examination. Some US students however whose areas of specialization require the mastery of additional languages will still be expected to pass an exam in a second language. Normally, this will be the language(s) of the countries whose relations with the United States form the basis of their dissertation research. The Mentor should inform the DGS in writing if more than one foreign language will be required.

Examiners:

The Department Chair assigns certain faculty the responsibility of administering and grading the language examinations for a particular academic year. Anyone wishing to take an examination in a language not listed below should contact the DGS or the Program Administrator. For 2009-2010, the available languages and assigned faculty examiners are as follows:

Arabic	Prof. Osama Abi-Mershed
Chinese	Prof. Howard Spendelow
French	Prof. James Collins
German	Prof. Roger Chickering
Latin	Prof. David Collins
Polish	Prof. Andrzej Kaminski
Portuguese	Prof. Bryan McCann
Russian	Prof. Catherine Evtuhov
Spanish	Prof. Erick Langer

Examinations in Japanese, Italian, Korean, and other languages can be arranged.

Deadlines:

Each student must pass at least one language examination before the end of the first academic year. For those who fail to do so the options are to use a leave of absence from the program or the summer following the first year to take an intensive language program approved by the Department. In this case, the student must pass the language examination prior to enrolling the following year or take a leave of absence until the first language examination is successfully passed. Students may also petition with some other plan; the petition will be acted upon by the mentor and the DGS. Students are required to pass the language most appropriate to their field of study during the course of their first academic year (e.g. those majoring in Modern Europe with a focus on Germany should pass the German exam, etc).

The Graduate Studies Committee considers proven language competence especially important in its deliberations on fellowship awards and renewals. Students on fellowship and teaching assistantships, both renewable and annually competitive, who do not pass a language examination by the end of the first academic year, will forfeit the fellowship.

Students who withdraw from the PhD program and seek a terminal M.A. must also pass at least one language examination as part of the requirements for that degree.

Joint Programs:

Students in the Joint History Ph.D./MAGES program are governed by rules specific to that program. As a rule, the History Department accepts the result of the MAGES German language examination, the MAAS Arabic language examination, the CERES Russian language examination, and the MSFS language examinations when taken in the joint MSFS/History M.A. program. However, MSFS/History M.A. students who have satisfied the language requirement while in the MSFS program and who subsequently transfer into the Ph.D. history program must re-take language examinations administered by the History Department.

Scheduling:

Language examinations are held four times each year. The first opportunity is during new student orientation in August. The other opportunities are late in the fall semester, and during the first and last months of the spring semester. Students are encouraged to take the examinations during these scheduled dates and times, although arrangements can be made on an individual basis if the examiner is willing to do so.

Format:

The faculty member responsible for giving the examination in a particular language has the option of employing either a traditional translation or a reading comprehension format. Dictionaries are permitted. The translation examination involves a passage of fixed length, while a reading examination comprises a passage and a series of related questions that are both asked and answered in English. In Western European languages the reading passages are 8-15 pages in length. In other languages, the length of the passage is left to the discretion of the faculty examiner because of the greater time generally needed to read non-European languages.

In either case, the examination lasts between 1.5 and 2.5 hours, and both formats are graded on a simple pass/fail basis. Whichever format is chosen, all examinations given that year in that language must be in the same format (translation or comprehension). The instructions, format, and time limit for a given language exam will be typed as the first page of the exam. In exceptional cases, such as Chinese, students may be required to pass a two-part examination. The exams are graded and returned with comments within 48 hours.

Following the failure of a language exam twice during the same academic year a student may request that the Chair and the DGS have a second reader of their choice review the most recent exam and decide if the exam is or is not of acceptable level. A student may sit for an exam in any given language a maximum of three times.

1.5 COMPREHENSIVE EXAMINATIONS

Students intending to take the Comprehensive Examinations in a given academic year are expected to inform the DGS and the Program Administrator within the first two weeks of the academic year.

Comprehensive Examination Committee:

The four faculty members who form the original Advisory Committee for the Ph.D. candidate normally form the Comprehensive Examination Committee. Acting as representatives of each of the four fields of study, they are responsible for testing the student's knowledge derived from course work as well as from additional study done in preparation for the examinations. They also assess the student's ability to synthesize scholarly material and discuss analytically knowledge of the assigned fields.

Pre-Comps Committee Meeting

All students must meet with their committee to plan their exams. This meeting must take place before the written exams begin. At this meeting, students and faculty should clarify the schedule for the

written and oral exams and should talk through the four fields and how they fit together. Students should bring copies of all of their reading lists for each committee member. The Program Administrator will not schedule a room for the oral examination without the signed Comps Planner form (available on the department website). Students should not assume that faculty will be available to meet during the summer months, so students planning a fall examination should arrange to meet with their committee members during the spring semester.

Eligibility:

In order to take the Ph.D. Comprehensive Examinations, a student must have completed all required course work and language exams and have no outstanding incompletes. The department opposes any last-minute completion of eligibility requirements and tries to avoid situations where a student is working on incompletes or studying a foreign language when he/she should be focused on preparing for the Comprehensive Examinations.

Scheduling:

Comprehensive Examinations are normally administered after the completion of all course work sometime during the third year of doctoral study and are intended to test a student's knowledge and analytical ability in each of the four fields of study. They combine two written examinations with one oral examination, all of which are administered during the course of a single semester or within a comparable unit of time (see below for details on scheduling written exams).

The preferred times for the oral examinations are Tuesdays, Thursdays (except 1-3 pm), and Fridays due to the availability of ICC 662. Once a Comprehensive Examination has been scheduled, the date can be changed only in an emergency, and it is the responsibility of whoever has requested the change to arrange the rescheduling and inform everyone involved: the Chair, DGS, Program Administrator, other Comprehensive Examination Committee members, and the student.

Preparations:

Students preparing for Comprehensive Examinations should meet regularly with each of the faculty members on their Comprehensive Examination Committee. Students must have their reading lists approved by the respective committee member and the final versions of all four lists should be distributed to the entire committee before the oral examination. It is essential that the student and each faculty examiner agree on the breadth and emphasis of the reading lists and the format of each of the written examinations, including how many questions will be offered and answered, the length and format of the written answers, and the time frame allowed to complete them (48 or 72 hours). Some reading lists compiled by students who have recently completed their comprehensive exams are available on the Graduate Student Resources section of the History Department web site.

Major and Research Fields:

The student must demonstrate mastery in these two fields that would enable him/her to teach a specialized upper-level undergraduate course, participate effectively in a discussion by specialists, and gain a clear idea of the context for his/her dissertation research. Preparation of a reading list comprising 60-120 titles for each Major and Research Field examiner is usually recommended. Mastery is demonstrated through knowledge of major historiographical debates and primary sources, including foreign language materials. It is usually recommended that students review all major academic journals in their field in order to keep abreast of the latest scholarship. They should also familiarize themselves with the basic chronology and most useful survey texts in the field.

Two Minor Fields:

The student must demonstrate sufficient competence in these two fields to teach an undergraduate survey course. This would be demonstrated by depth of knowledge of several major historiographical issues and some breadth of reading. Preparation of a reading list comprising approximately 40-60 well chosen monographs on at least three historiographical issues of importance for each Minor Field examiner is usually recommended. Students are encouraged to familiarize themselves with major

journals that carry articles about the field and relevant survey texts. Reading lists can vary considerably in length, and these guidelines are only suggestive.

Written Examinations:

Students take written examinations in two fields: the Research Field and one Minor Field. After consultation with the student, the faculty member administering the examination will determine the number of essay questions, their length, and the time allotted to complete the examination. The student, the Mentor, and the Advisory Committee, after close consultation, will decide which of the Minor Fields will be the focus of the second written exam.

The written exams are completed outside the physical premises of the department over a period of 48 to 72 hours each. Written examinations are distributed by hand or e-mail by the Program Administrator. Completed examinations must be returned to the Program Administrator by hand or e-mail after the designated hours for the exam.

Students must leave a minimum of two weeks between the start dates of each examination, including the oral. Under normal circumstances, therefore, the minimum time required to complete the entire examination process is six weeks and the maximum length of time allowed for completion is a single semester or comparable unit of time.

Grading of Written Examinations:

Professors have 48 hours (not including weekends or holidays) to assess written examinations, grade them as pass or fail, and return them to the Program Administrator. Please note that this time frame applies only to the academic year. Faculty will likely employ a different grading time frame if they are willing to participate in exams during the summer months, and students should plan accordingly.

Graded exams must remain in custody of the Program Administrator, but students are allowed to read the comments of the examiner. Once the process has started, students take all written exams. If the student has failed any of the written exams, the Comprehensive Examination Committee must meet to determine if the student will be allowed to continue for the Oral Examination. If the Committee determines that the student has failed a written exam, only the failed exam must be retaken. The Committee reserves the right to allow the student to take the Oral Examination if the written exams, taken as a whole, merit such a course of action.

Oral Examination:

The four faculty members who comprise the Comprehensive Examination Committee will meet as soon as possible after the last written examination has been successfully completed to determine if, taken as a whole, the student's performance during the first portion of the process justifies continuing on to the Oral Examination. If they recommend against continuing, they will discuss with the student how best to proceed in rescheduling the oral examination at a later time.

The Oral Examination is considered the final stage of the comprehensive examination process. Although questions will focus on the Major Field, they may also extend into the student's entire body of knowledge. All four members of the Comprehensive Examination Committee will read all written examinations completed prior to that date, participate in the Oral Examination, and vote on the outcome. Upon completion of the Oral Examination, the members of the Comprehensive Examination Committee will ask the student to leave the room so they can discuss privately his/her performance. No guests are permitted to attend Oral Examinations.

If a faculty member is unable to attend the Oral Examination for any reason, and advance notice cannot be given to the student to reschedule prior to the scheduled date and time, the student will be given two options: proceed with the Oral Examination before the partial committee, with the process to be completed and decided upon with the missing faculty member at a later date; or postpone the entire process. In both cases, it will be the responsibility of the Chair of the Comprehensive Examination Committee, and not the student, to arrange a rescheduling of the date and time with the other faculty members.

Grading of Oral Examination:

Grading of the Oral Examination is done on a scale of "Distinction", "High Pass", "Pass", and "Fail." There may be no more than one dissenting vote for a grade of "Pass"; that vote may not be that of the Mentor. A grade of "Distinction" or "High Pass" requires a unanimous vote, and must be based on consideration of the student's total performance in both the written and oral portions of the Comprehensive Examination. In past years, only 10-20% merited this distinction.

If the student fails the Oral Examination, he/she must discuss with the members of their Comprehensive Examination Committee when it can be rescheduled and how best to prepare. Written examinations do not need to be retaken if the Oral Examination is not passed on the first attempt. If the student fails on the second attempt to pass the Oral Examination, that individual will not be permitted to remain in the History Ph.D. program.

1.6 DISSERTATION

This is the main scholarly work required to complete the Ph.D. Students are expected to choose a viable subject and develop and submit to the Graduate School a detailed proposal normally within six months (and certainly no later than twelve months) after completion of the Oral Comprehensive Examination. It is important that this proposal be filed promptly, as some Graduate School internal fellowships are available only to applicants with proposals already on file.

Choosing a Topic:

It is vital that this topic not duplicate a published work, a completed but unpublished Ph.D. dissertation, or a dissertation already in progress at another university. For that reason, an appropriate bibliographical search should be made, including specialized listings of relevant dissertations. Students should also consult closely with the faculty members of their Dissertation Committee.

Dissertation Committee:

The Dissertation Committee is comprised of at least three faculty members. This three-person committee is constituted at the outset - that is, when the dissertation proposal is finalized - and the Chair, and at least two of the three members, including the Chair, must be drawn from the ranks of the Ordinary Faculty of the History Department. One member -- but not the Chair of the Dissertation Committee -- may be a professor from outside the department and/or the University who is recognized as an expert in the student's topic. The presence of an outside reader is encouraged. Such an individual must be referred by the Mentor to the DGS for his/her approval, and, if approved, the Department will cover travel and related costs at the time of the dissertation defense up to \$500. If, in the judgment of the Dissertation Committee, a fourth member of the board would be appropriate, the Committee may appoint an individual of their choice. If the fourth member of the Committee is not a Georgetown faculty member, the Committee must obtain the written approval of the Chair of the Department.

Whenever appropriate, the Dissertation Committee and the student should meet to discuss the proposed topic and research plan. Periodically, the student should also meet with these three faculty members, either individually or collectively, to update them on the progress of his/her research and writing. It is the student's responsibility to keep the Mentor and the other faculty members of the Dissertation Committee informed of progress and problems, and to set up a routine for reviewing drafts of the written work as it is produced.

Dissertation Proposal:

The student must prepare a proposal for his/her dissertation using the "Thesis or Dissertation Proposal" form, available from the Graduate School website. The student should also obtain comments and approval from the Dissertation Committee and have each member sign the form. The form itself must contain the following information:

1. Title: Give the tentative title of your dissertation/thesis.
2. Problem: State clearly and fully the problem you intend to investigate.
3. Bibliography: List primary and secondary sources, grouped accordingly.
4. Review of Related Literature: State which items of the bibliography furnish the immediate background for your investigation, which closely related problems have been solved and by whom, other researchers of the topic and the extent of their work, and the beginning point of your own research.
5. Procedure: Describe in detail your research plan.
6. Probable Contents: State the probable chapter headings for your Table of Contents.

Students may choose, for the more complex questions, to append additional sheets to include more thorough responses. Students must submit the proposal to the Graduate School within a year of completing comps in order to be in good standing in the History Ph.D. program.

Registering a Dissertation Topic:

Once the Dissertation Committee has approved the dissertation proposal, it should be submitted to the Program Administrator for approval by the DGS. The proposal will then be registered with the Graduate School, and the title will be submitted to the American Historical Association for inclusion in the Directory of History Departments. Dissertation titles must be submitted to the Program Administrator before June 1 in order to appear in the October edition of the AHA Directory. The Directory is now online at <http://www.historians.org/pubs/dissertations/index.cfm>.

Dissertation Defense:

When the dissertation is finished, and drafts have been accepted by all faculty members of the Dissertation Committee, the final process of approval is a formal defense. The Thesis Reviewers Report (available on the Graduate School website) attests to the readiness-for-defense of the dissertation; it must be signed by each member of the Dissertation Committee and submitted to the Graduate School at least one week prior to your defense. The student must establish a date and time for all faculty members of the Dissertation Committee to meet. This meeting is open to the public, but visitors are prohibited from doing anything more than hearing the defense. Both visitors and the Ph.D. candidate being examined must leave during the final deliberations by the Dissertation Committee.

The defense itself will focus on discussion of the content and methodology of the dissertation, and will run from 1-2 hours. It is History Department practice to hold the defense on the basis of a completed draft; any revisions to be made after the defense should only be minor ones.

When the dissertation has been approved by the Dissertation Committee, a final copy should be prepared according to the guidelines of the Graduate School, following these guidelines meticulously. Details about listing your work in Dissertation Abstracts and microfilming the contents are available from the Graduate School. Ph.D. candidates who wish to graduate in May must complete their defense by April 1.

2.1 FELLOWSHIP, ASSISTANTSHIPS, AND SCHOLARSHIPS

Administrative Procedures for Departmental Financial Aid:

During the spring semester, the Program Administrator will distribute an application for financial aid to all graduate students. Students seeking financial aid should complete and submit the application. Applicants must also have a letter in their file from their Mentor and/or the Chair of their Advisory Committee. When applicable, a second letter from the faculty member to whom they were assigned as a Teaching/Research Assistant attesting to the quality of their work is also required. For more information, consult the Program Administrator

Applications are reviewed by the GSC, whose faculty members will consult the applicant's academic record ("A-" is considered the minimum acceptable grade point average) and the faculty appraisals that are on file. Graduate students already on fellowship are evaluated first. Decisions of financial aid for students completing the first year of study are made only after second semester grades are available. All course work must be completed to be considered for aid at the May meeting. Students with outstanding incompletes who wish to be considered from the waiting list for fall semester aid of any sort must have all course work completed and graded by August 1.

Financial aid awards cannot be deferred, whether because a student defers admissions to the program or has a change of plans.

Georgetown University Fellowship Award:

Georgetown University Fellowship Awards are awarded annually to several truly distinguished candidates nominated by the department which they are entering. These awards differ from five-year Teaching Assistantship Awards in two ways: the stipend is more generous and the fellowship provides twelve months of support.

Department Fellowship/Teaching Assistantship Award:

On average fifteen students enroll in the History Ph.D. program each year. Of those seven or eight usually receive five-year Graduate School/Departmental Teaching Assistantship Awards. Such an award includes an annual stipend paid in eight equal payments (September to April), tuition support, and health insurance. Starting with the class entering in August of 2008, students receiving these awards normally serve for three years as Teaching Assistants assigned to work with members of the faculty. Two of the five fellowship years are non-service. All first-year students are exempt from service requirements. A second year without service is guaranteed, with certain requirements, to wit: 1) That second year without service is to come after students have passed their comprehensive exams, and after they have filed a dissertation prospectus with the Graduate School; 2) The second non-service year can be awarded only after students have satisfied their dissertation committees that they have applied for all appropriate outside grants. Students who entered the program before 2008 and who hold a renewable Department Fellowship/Teaching Assistantship are guaranteed a post-comps year free from service obligations with the same restrictions as those outlined above. Students who wish to ensure their stipends beyond a fifth year must win an external grant; students on renewable fellowships should also be careful about taking leaves of absence because such leaves might jeopardize their funding status.

Annually Competitive Teaching Assistantships:

The GSC usually awards competitive Teaching Assistantships to some continuing, non-funded students. This highly competitive process occurs in late May. The GSC evaluates students based on their grades and on letters of assessment from relevant faculty. There are typically only a few such awards each year, so the competition is intense. All students, but especially first-year students, are encouraged to complete spring course work on time because those grades are essential to a full evaluation of any application for financial support in the following year.

Environmental History Fellowship:

Each year the Georgetown History Departments awards a five-year fellowship in environmental history. Holders of this fellowship may study any part of the world, in any period. Students holding this fellowship have no formal service requirements to the Department. In other respects the terms are the same as with renewable Department Fellowships/Assistantships.

Fellowship in the History of the Early Modern World:

Starting in 2009, the History Department will occasionally award a five-year fellowship for students interested in early modern history with a global reach. Students holding this fellowship have no formal service requirements to the Department. In other respects the terms are the same as with renewable

Department Fellowships/Assistantships.

Competitive Scholarships:

The History Department offers tuition support independently of stipend support. These awards are competitively available to students who are still in their first five years in the program; occasionally, the department may be able to offer tuition support to students who are in their sixth or seventh years. All such awards are dependent on availability of funds, and are awarded only after the department has provided tuition support for teaching assistants, university fellows, and non-resident thesis research support for any student who has received an external grant for research. The awards are then made in accordance with the following priorities (not in rank order):

- thesis research support for students in the semester of comprehensive examinations or dissertation defense;
- thesis research for students preparing for comps or dissertation defense;
- course work for students with no other departmental, university, or external support.

Students who have exceeded the Graduate School's time limit in the program are not usually eligible for any money - tuition, Piepho fund, travel, etc. In exceptional circumstances the department may be able to provide tuition support to a student beyond the seven year limit in the semester in which she or he defends her or his thesis. Such a grant is a one-time offer; once given, the student can no longer apply for further assistance.

Non-Service Stipends:

The Department often has funds available to enable students to apply for a semester or a year of funding without service. Non-service stipend awards are normally awarded to students who are post-comps and these awards are intended to enable students to undertake archival research or to give students time to complete their dissertations. Students who wish to apply for non-service stipends must indicate their service request in the financial aid form distributed by the Program Administrator, produce a detailed research or writing plan, and provide a letter from their advisor. These awards, like all other financial aid, cannot be deferred.

American Studies Association (ASA) Assistantships:

These Assistantships are jointly funded by the History Department and the ASA and include a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Normally a student in the US field, the individual selected is expected to work an average of 15-18 hours per week at the ASA offices located in downtown Washington, D.C. Employment during the summer months provides supplemental payment.

Duties include writing and producing the organization's quarterly newsletter, organizing and helping to select paper and panel proposals for the annual conference of the ASA, attending and working at the annual conference, maintaining and updating membership files, and responding to telephone queries and correspondence.

Assistant to the DGS (Assistantship):

This Assistantship is funded entirely by the History Department and includes a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Although final selection is at the discretion of the DGS, preference in selection is normally given to an advanced graduate student with a solid knowledge of the structure of the Ph.D. program. To allow for some continuity, this Assistantship will also be directed at an individual who will be able to hold the position for a two-year period that will overlap the terms of the DGS. The individual chosen for the position is expected to work an average of approximately 10 hours per week during the academic year and 5 hours per week during the summer; particularly heavy periods include May-June (admissions), August (registration and orientation), and the late fall (job interviews). These reduced hours during the school year compensate for the fact that tasks occurring during the summer months are not compensated during those months.

The individual selected for this Assistantship should be willing to work closely with graduate students and other staff and faculty in the History Department. During the academic year major duties include organizing graduate student workshops on such topics as grant writing, the job market process, comprehensive exams, article publishing, and other workshops suggested or requested by the Department's graduate students. Other duties include providing general administrative support to the DGS (particularly in non-sensitive tasks), preparing and overseeing the orientation for incoming Ph.D. candidates, updating the Graduate Student Guide, responding to inquiries about the program, assisting with student job searches and preparations, and disseminating information relating to grants, fellowships, registration, and other related matters.

Assistant to the Director of Undergraduate Studies (Assistantship):

This Assistantship is funded entirely by the History Department and includes a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Final selection is at the discretion of the DUS, but preference is given to an advanced graduate student who has demonstrated solid knowledge of and special interest in the undergraduate program, and who has demonstrated excellent communication and teaching skills. Duties of the A-DUS include planning activities and events of appeal to the department's undergraduate majors, communicating with that body of students on behalf of the department, and performing administrative tasks for Department of History professors teaching undergraduate classes, including assisting professors with the ordering of textbook desk copies. The individual is expected to work approximately 10-15 hours per week during the academic year, keeping in mind that the opening and closing weeks of each semester will be particularly busy times.

Department Information Specialist (Assistantship):

This Assistantship is funded entirely by the History Department and includes a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Final selection is at the discretion of the DGS and the Department Chair, but preference is given to an advanced graduate student who has demonstrated a solid grasp of the department's undergraduate and graduate programs as well as the ability to communicate effectively with not only with department faculty but also with faculty and staff throughout the University. Duties of the Information Specialist will include assisting with the various paper and electronic publications of the department and the maintenance of the department web site and on-line calendar. The individual is expected to work an average of approximately 10-15 hours per week.

Funding Beyond the Fifth Year

The Graduate School has new policies (as of 2008-2009) that make it increasingly difficult for the department to provide stipends for students beyond their fifth year, and virtually impossible for the department to fund students beyond their seventh year. Students who started the program with five-year renewable fellowships may receive a stipend in their sixth year if they won an external grant in an earlier year. Students on such fellowships who take personal leaves of absence risk losing a year of their funding: the Graduate School starts counting to five the day you begin the program, and does not stop the clock for leaves. All students are strongly urged to apply for outside grants, to facilitate dissertation research and writing up the dissertation.

2.2 TEACHING ASSISTANTS

Most holders of Graduate School Assistantship or University Fellowship awards in the History Department are required to work as Teaching Assistants in partial fulfillment of their stipend obligations. For those seeking future employment as college and university professors, this experience provides valuable training in the methods and challenges of undergraduate teaching.

Selection:

Teaching Assistantship applications are evaluated annually as part of the financial aid process already described. Students and faculty may express preferences of individual assignments. The Department

Chair, in consultation with the DGS and DUS, will consider the request, student qualifications, the student's prior teaching assignments, the student's Major and Minor Fields of study, and departmental needs in making specific assignments.

The Director of Undergraduate Studies will arrange for an orientation of new Teaching Assistants at the beginning of each academic year. Participation in this orientation is mandatory for new Teaching Assistants and may also be useful for those who have already served as Teaching Assistants or Sessional Lecturers. At times, the Center for New Designs in Learning and Scholarship (CNDLS) organizes special sessions to train students in such topics as constructivist pedagogy, new media, lecture techniques, moderating discussion groups, or Georgetown University's Honor System. As learning to teach is an integral and important part of the graduate program, it is the policy of the department that Teaching Assistants be given an opportunity, such as lecturing or leading discussion, to engage actively in teaching those classes to which they have been assigned.

Relationship with the Instructor:

The role of the Teaching Assistant is to assist the Instructor in running an undergraduate course. Typical responsibilities may include any combination of the following: attending course lectures, leading discussion sections, grading student papers and examinations, holding office hours to consult with the students, and providing general assistance to the instructor in his/her conduct of the course. The Teaching Assistant is an integral part of the course and is encouraged to make relevant suggestions and recommendations.

The Teaching Assistant should always keep in mind that final authority for the course remains with the Instructor. If there are disagreements or concerns regarding any aspect of the course or grading, these should never be expressed anywhere but in private and directly with the Instructor. When it comes to differences in grading, late penalties, or on other matters related to the course's content or format, the Instructor has the final say and the Teaching Assistant is obligated to honor those decisions. If any situation develops with the Instructor that does not appear to be remedied by direct discussion, the Teaching Assistant may want to approach the DGS or the Department Chair for advice.

Expectations:

Teaching Assistants are expected to work no more than an average of 10-15 hours per week. This may vary during the course of the semester, however, with Teaching Assistants spending less time in the early part of the semester and more during mid-term and final examination periods. Normally, the Teaching Assistant is expected to proctor examinations (including make-up examinations) as assigned by the professor. Teaching Assistants may be assigned no more than 50% of the total grading responsibility in any course. Teaching Assistants should report any violations of this policy to the Chair of the department.

Honor System:

Georgetown University's Honor System governs the conduct of its undergraduate students. Each Teaching Assistant should obtain a copy of the document and familiarize him/herself with its contents and its implications for their role as an instructor of undergraduate students. The standards of conduct apply to such issues as cheating on examinations and assignments, plagiarism, falsifying academic documentation, and abuse of library privileges and shared electronic media. In cases of suspected academic misconduct, the Teaching Assistant should inform the course Instructor immediately.

Office Hours:

The Instructor is expected to provide the Teaching Assistant with exclusive access to their office for certain designated periods each week. The Teaching Assistant is expected to use that time to hold regular office hours for student consultation and other matters pertaining to the course. He/she should also allow students to arrange an appointment should they not be able to meet during those designated times.

In the interest of student privacy, all meetings of an official nature should be held in the office of the course Instructor. If this is not possible, the Instructor should help arrange the use of another faculty member's office or another equivalent professional setting. Teaching Assistants should take care not to create situations that could compromise them either personally or professionally.

Desk Copies:

Generally, publishing companies will provide complementary copies of course textbooks for the Instructor and the Teaching Assistants assigned to any particular course. If he/she has not already done so by the time the semester begins, the Instructor should be reminded to assume responsibility for ordering additional desk copies for the Teaching Assistant of the books and materials used in the course.

Instructor Evaluation Forms:

For Ph.D. candidates who plan to seek academic employment, formal instructor evaluations will become an important component of their professional dossier. In many cases, the Teaching Assistant may be able to have university administered Instructor evaluation forms ordered and distributed to his/her students. Normally, the Instructor must order these forms. The evaluation is only worthwhile to do if you have had substantial contact with the undergraduate students in the course by running discussion groups, meeting with them, and conducting guest lectures. Nevertheless, this evaluation process can be a worthwhile means of obtaining useful feedback on your strengths and weaknesses as a Teaching Assistant, and in addition to a recommendation letter from the course instructor it can be a valuable addition to your application package when you enter the job market. Most often, it is the student's responsibility to write these evaluation forms and ensure that they are distributed by the professor at the end of the course. There are templates available on the history department website under "Resources," "TA Resources."

Ten TA Commandments:

1. Arrive at the professor's office at least ten minutes before the scheduled start of EVERY class (you will often have to help carry materials to the class). Meet with your lead professor at the start of each week to go over the main points to be covered in that week's classes. You should take particular care to be sure what points the professor wishes to emphasize in the discussions. You should also accompany the professor back to the office at the end of class.
2. Do all reading for the class, on time. Finish all reading before the relevant discussion sections.
3. Hold office hours at least once per week, and by appointment if necessary to accommodate student schedule conflicts. Hold extra office hours the week before a paper is due. Hold mandatory paper conferences after the first paper with all students, and conferences thereafter as appropriate.
4. If you do not know very much about a given topic to be covered in the class, seek bibliographic guidance from the professor. Follow the philosophy of Chaucer's clerk: view the class as an opportunity to learn, not merely to teach.
5. Grade all work ON TIME. Nothing will get you in trouble faster than being late with your grading. Teaching Assistants are expected to remain in town through the final exam period and until all final grades are completed, unless other arrangements are made with the instructor.
6. Go over in detail the professor's expectations of graded work. Ask for a sample paper graded by the professor before you set to work. Ask the professor to check on your assessment of the first three or four papers/exams you grade, to make sure you are working on the same standards.
7. Give a lecture each semester. VOLUNTEER at the start of the semester. Ask for a detailed critique from the professor. Invite your mentor to the lecture: ask her or him for a critique. Do not be embarrassed when the first lecture is terrible: everyone's first lecture is terrible.
8. In discussion sections, learn the students' names as soon as you can, by the second meeting if possible. You can ask each speaker to identify her or himself during the first one or two

discussion classes. When you call on that person a second time, try to do so by name; don't worry about occasional mistakes in that first class (although you should apologize when you make one). You should keep up-to-date written records about in-class participation immediately following the end of each week's classes.

9. Avoid close personal relationships with students in your class, while they are still in the class: friendly relations, yes; close friendships (or romantic ties), no. Such relationships obviously compromise your impartiality and create situations of ethical conflict. In extreme cases, they can lead to legal action, both against you and against the department (and University).
10. Make sure that your professor writes an evaluation of your work at the end of each semester and that s/he gives it to the Program Administrator. This letter will become part of your permanent file.

2.3 Apprenticeship in Teaching Program

Since 2005, the Graduate School of Arts and Sciences and the Center for New Designs in Learning and Scholarship (CNDLS) has offered an interdisciplinary Apprenticeship in Teaching Program. The program comprises six requirements: (1) a three hour introductory seminar; (2) six workshops; (3) preparing a statement of teaching philosophy; (4) preparing a course syllabus; (5) service as a teaching assistant or participation in a class observation; and (6) participating in observed and videotaped practice teaching sessions. Successful completion of the program will appear on the student's official academic transcript.

While not mandatory, all graduate students are encouraged to avail themselves of this opportunity to enhance their teaching skills and credentials. Detailed information is available on the CNDLS web site: <http://cndls.georgetown.edu/atprogram/>

2.4 OTHER AWARDS AND GRANTS

In addition to teaching assistantships and scholarships provided through the History Department and the Graduate School, other sources of funding available to students for specific purposes related to their doctoral studies include the following:

History Department Piepho Fund:

This fund supports Ph.D. candidates who are obtaining special training, such as language study for languages not available at Georgetown, or undertaking pre-dissertation research, or engaged in archival research for the dissertation. Students may draw from a maximum of \$1,500 during the course of their studies at Georgetown University. Applications should include a proposal, financial details of expected expenditures, a summary of past Piepho grant (if any), and a letter of support from the student's Mentor, and must be submitted to the Program Administrator for consideration by the GSC. The amount of money available in any given year is limited, and usually totals approximately \$3,500 for all students. There is a call for proposals in January for research during spring break and a call in April for research in summer months.

Graduate School of Arts and Sciences Conference Travel Grants

The Graduate School normally provides financial support for graduate students giving papers at conferences. There are two rounds of applications each year and grants are awarded through a competitive process. Applications for these grants are coordinated through the department, which normally contributes half of the total amount awarded. Please see the webpage for details: http://grad.georgetown.edu/pages/conference_travel_grants.cfm

Graduate School of Arts and Sciences Research Travel Grant:

The Graduate School normally offers Dissertation Research Travel Awards, which provide a lump sum (\$5000 in 2009) to support research travel. Students must be nominated by the department for the

Dissertation Research Travel Award, and the deadline is normally in March. For details, see http://grad.georgetown.edu/pages/dissertation_research_su.cfm.

Graduate School of Arts and Sciences Dissertation Research Fellowship:

The Graduate School normally offers a capstone dissertation fellowship for students in their final year. Students must be nominated by the department, and the deadline is normally in March. See http://grad.georgetown.edu/pages/dissertation_research_su.cfm

External Grants and Fellowships:

The Assistant to the DGS maintains an updated collection of fellowship brochures, and grant and fellowship opportunities. Additionally, the History Department maintains updated bulletin boards featuring the most recent information on grants and fellowships offered by other universities, research centers, and institutions and government programs throughout the country and overseas. Students are strongly urged to apply for all relevant grants in their field. The Department also has a collection, maintained by the ADGS, of successful grant applications by students in the program.

Hisham Sharabi Graduate Student Essay Competition:

This annual competition honors Dr. Hisham Sharabi, a prominent and respected faculty member who had a long and distinguished career in the History Department before his retirement in 1998. Dr. Sharabi passed away in 2005. The prize awarded in Dr. Sharabi's memory encourages and rewards excellence in graduate student written work. Submitted papers must be an original essay written within the year prior to submission. Papers written for a course or for presentation at a conference are eligible. Published papers are ineligible. There is no maximum or minimum page requirement. Each student may submit only one paper. Prize honoraria totaling \$500 is distributed among the top entrants each year. Presentations are made at the beginning-of-the-year History Department reception, and the names of the winners are listed in the department Newsletter and on the department web site.

Entertainment Budget:

Each year, the History Department makes available to the students a total of \$1,200 to be spent on social and other expenditures. In the past, there have been professional development luncheons, happy hours, and other functions. The two GSC student representatives elected by the graduate students are responsible for deciding how best to utilize this budget.

2.5 MEMBERSHIP IN PHI ALPHA THETA AND COMMITTEE MEMBERSHIP

Phi Alpha Theta:

Georgetown University has a very active local chapter of the National Honor Society in History under the guidance of Professor Sandra Horvath-Peterson and an elected executive board of students. In addition to various social activities, guest lectures, and film showings, a group of undergraduate and graduate representatives from our History Department attends the regional Phi Alpha Theta conference each year.

All graduate students, including those newly admitted to the program, are eligible for membership in Phi Alpha Theta if they have taken at least four semesters of History courses. The organization publishes a newsletter and *The Historian*, a quarterly with the largest circulation of a historical journal published in the US. Contributions are welcomed from graduate students in all fields. Phi Alpha Theta also offers various prizes and awards for undergraduate and graduate papers and a range of scholarships for graduate study in history. Membership applications are available at the department reception area.

"Service" is another important component of academic advancement, and an excellent way for graduate students to learn how universities and departments operate. During the past five years, the students in the History Department have greatly expanded their formal and informal roles on various

committees. In particular, student representatives have participated formally in the restructuring of the comprehensive examination guidelines and field requirements and the launching of a student essay competition and informally in numerous other initiatives.

Graduate Studies Committee (GSC):

The GSC is responsible for all preliminary decisions pertaining to the department's Ph.D. program, including admissions, fellowship renewals and distribution, and overall policy. Two student representatives are elected each year at meetings of their peers: one is selected in the Spring semester and the other in the Fall. These two Ph.D. candidates serve on the GSC along with the DGS and faculty members representing each of the geographic Area Committees (Europe, Medieval and Early Modern Europe, U.S., Latin America, Middle East, Russia/Eastern Europe, Asia, Transregional).

Although they are informed of and expected to attend all GSC meetings, the student representatives are presently recused from formal participation in any decisions pertaining to admissions, Piepho awards, assistantships, or scholarships.

Area Committees:

Although the main work of the Field Committees is course selection and curriculum development, they also play an important role in establishing the criteria for new faculty selections and Ph.D. candidate admissions within each field. In 1997, the students won approval for representation on each of the Field Committees within the History Department. A total of ten positions need to be filled each year, with two students represented on both the European and the U.S. History committees, and one on each of the other Area Committees (Latin America, Middle East, Medieval and Early Modern Europe, Russia/Eastern Europe, Asia, Transregional).

These individuals are chosen at the beginning of the fall semester at a student meeting called for that purpose. They are elected by a vote of their peers majoring and minoring in each of the listed fields of study. Members of the Field Committees must have completed at least one year of study in the Ph.D. program. Those elected to serve in this capacity should expect e-mail inquiries from prospective students, as the e-mail addresses of the student representatives appear on our web site.

Graduate Student Organization (GSO):

This university-wide organization includes representatives from each of the major graduate programs at Georgetown, both M.A. and Ph.D. The GSO in past years has organized and funded workshops and undertaken university-wide initiatives on issues involving library privileges for students, public transportation services, and student health care. In past years the History Department has been especially well represented on the GSO, with students holding at various times the positions of Treasurer, Vice President, and President. One official representative from the History Department also sits as a voting member of the GSO, and is elected at the same meeting at which the student representatives for department committees are selected. The elected representative must attend all GSO meetings if students in the History Department hope to receive any financial benefits from that body such as conference travel grants, group grants, and other awards.

Faculty Search Committees:

In 1998, the History Department approved a proposal to have -- at the discretion of the Department Chair -- one graduate student participate as a full voting representative on future faculty Search Committees. The Ph.D. candidate so selected must be majoring in the relevant field, and have completed all requirements for the Ph.D. except the dissertation (ABD). The student representative must attend all Search Committee meetings at which the student's presence is requested. He/she operates under the same oath of confidentiality and professional conduct as the faculty members on the job Search Committee, and when granted access to private information regarding candidates is prohibited from sharing that information in any form with their faculty or student colleagues.

It is essential that the Ph.D. candidate selected to participate in faculty Search Committees undertake to represent -- to the best of their abilities -- the concerns of all of their fellow students, keeping them regularly informed of the process, and relaying to the faculty members of the Search Committee those broader concerns and interests, while also exercising their best judgment based on the greater information available to them.

2.6 PART-TIME TEACHING

The Ph.D. experience is not limited to the standard concerns of course work, comprehensive examinations, and completion of a dissertation. In an effort to better prepare students for the job market, faculty and graduate students within the History Department have launched a number of initiatives in recent years to enhance the opportunities for professional training.

Davis Awards:

The History Department offers as many as six opportunities each academic year for Ph.D. candidates to teach senior-level seminars with a maximum enrollment of twenty. In addition to providing valuable teaching experience in a subject of their choice and expertise, these awards also provide a full stipend.

Students submit applications and course proposals by early January to the Program Administrator. The applications are considered by the GSC, in consultation with the Director of Undergraduate Studies; awardees are informed of decisions sometime in January. Ph.D. candidates who have passed Comprehensive Examinations and completed a year of dissertation research are eligible to apply. Preference will be given to those who have completed all or most of their research and are writing the dissertation. Decisions will be made on the basis of the quality of the proposals, curricular needs of the department, the applicant's teaching experience, and students' overall academic records. The GSC attempts to distribute the awards and course offerings across fields.

The award consists of tuition and stipend during the semester that the PhD candidate will be teaching. In recent years, the department has been able to provide full support for the entire year, allowing the fellow to focus on writing the dissertation in the other semester.

Adjunct Faculty:

A limited number of courses within the History Department are taught by adjunct instructors, frequently the full year undergraduate survey courses in European, World, and Atlantic history. In recent years the Department has made a concerted effort to offer most of these Adjunct teaching positions for our own Ph.D. candidates, and to formalize the information and selection process to ensure fairness. As with the Davis Course Awards, applicants submit a proposed course outline and provide recommendation letters from faculty familiar with their work as Teaching Assistants. Unlike the Davis Course Awards, the selections are normally made by the faculty members of the relevant Field Committee in which the course will be taught. The Field Committees place a particular emphasis on the quality of the proposed syllabus and on the evaluation of the applicant as a teacher. The first priority for adjunct hiring is putting quality teachers in the classroom.

Ph.D. candidates selected to serve as Adjunct Faculty for a survey course in History have the opportunity to design the courses within general guidelines provided by the Area Committee and are assigned office space, usually shared with other faculty. The student serving as Instructor is responsible for preparing and presenting lectures, leading discussion groups, and grading all assigned exams and essays. Because the class size for these survey courses often approaches 40-60 undergraduates, Adjunct Faculty are often assigned Teaching Assistants -- usually younger less experienced Ph.D. colleagues -- and are also responsible for supervising their work.

Georgetown University Summer School:

The Summer School offers a limited number of undergraduate History courses. Coursework that would otherwise be a semester is compressed, meeting each day over a five-week period in the early summer. Although full-time Georgetown faculty members frequently teach these courses, the History Department encourages the Summer School also to consider qualified Ph.D. candidates. These teaching opportunities are more compressed, the class sizes are usually smaller, and Teaching Assistants are usually not available. Summer School schedules are completed during the preceding spring semester. Interested advanced ABDs should contact the chair. Students must have completed at least one year of research before applying to teach in the Summer School.

Other Local Adjunct Faculty Positions:

In recent years, a number of Ph.D. candidates have been hired into Adjunct Faculty positions at local colleges and universities such as George Mason University, Northern Virginia Community College, Marymount University, University of Western Maryland, and Gettysburg College. As with the Adjunct Faculty and Summer School positions described earlier, these positions usually last either one semester or one academic year. They pay poorly but provide invaluable teaching experience essential for success on the job market. The History Department is trying to be more proactive in contacting local colleges and universities to find out about such positions as they become available and encouraging its best Ph.D. candidates to apply for and teach in such Adjunct Faculty roles.

2.7 ACADEMIC CONFERENCES

In recent years, a large number of graduate students in the History Department have organized and participated in academic conferences. Opportunities such as this can also be an important component of a Ph.D. candidate's development as a scholar. There is no shortage of advice available from colleagues within the History Department if you are interested in putting together a panel proposal for the annual meetings of the Organization for American Historians (OAH), the American Historical Association (AHA), or other regional or more specialized professional conferences. Whether or not you are presenting a paper, it is a good idea to take part in conferences, especially those that meet in the Washington area and are more affordable to attend, in order to familiarize yourself with the workings of the profession, to hear about the most recent research in your field, and to meet colleagues (both faculty and students) from other institutions. The most recent issues of the *History at Georgetown Newsletter* list many of the conference activities of students and faculty.

Conferences and Seminars on Campus:

The History Department has and will continue to host a variety of scholarly conferences which graduate students are welcome and encouraged to attend. The Georgetown Institute for Global History hosts four regular seminar series (in nineteenth-century U.S., early modern global, Russian, and international history) and a variety of other special events. Graduate students are especially urged to attend these gatherings. The Department also hosts a faculty research seminar series, which students are also invited to attend. Each year, advanced graduate students volunteer to present a portion of their dissertation research or a seminar paper for their colleagues in the program.

Phi Alpha Theta Regional Conference:

A good place to get early experience as a conference presenter is this annual showcase of the History honor society. The local Phi Alpha Theta chapter normally promotes the conference, and helps arrange payment of registration fees and transportation for students who decide to attend or participate on the program. The meeting itself is normally held in October either in the immediate Washington, D.C. area, or on another university campus within a few hours drive. In past years, Georgetown University graduate students have won awards for the papers they have presented at Phi Alpha Theta conferences.

Calls for Papers:

These announcements for coming academic conferences are posted on the student e-mail distribution list on a regular basis. Keep your eyes open on Internet discussion lists as well for information about upcoming conferences, or talk to faculty and colleagues. All students should take care to join the appropriate H-net email lists for their fields. Graduate student participation in academic conferences is also encouraged by financial support as described below.

History Department Travel Support:

The History Department has limited resources to support travel to academic conferences for Ph.D. candidates who have been invited to deliver a paper or serve as commentator. Students may request funding of up to \$400 for one trip per academic year. Students obtain a travel request form from the Program Administrator in advance of the trip. The History Department's conference travel support is normally linked to the application process for Graduate School conference travel support. The application must include all of the materials required by the Graduate School in their competition: normally a copy of the invitation to speak or comment or a copy of the program, an estimate of expenses broken down into the major categories (travel, lodging, conference fees, and meals), a letter from the mentor (addressed to the Graduate School committee that evaluates applications), and a statement from the student articulating the intellectual value of this conference to the student's program of study. If approved, the student, upon return, must submit original receipts and a copy of the original request.

3.1 REGISTRATION

Pre-Registration for Courses:

Pre-registration is held on announced dates in November and April for the succeeding semester. Registration must be performed online. The financial penalties for late registration are steep and must be paid by the student even if they are being otherwise supported by a fellowship.

Registration for Thesis Research:

More information can be found in the Graduate Student Bulletin. The History Department does not accept "part-time" students into the graduate program. Besides "full-time" status, which is reserved for those taking a full course load of nine hours per semester or preparing for comprehensive examinations, what follows is a list of the most important thesis research registration categories currently accepted by the Department:

1. Thesis Research (History 999-01): For more information on this category of registration status, students should consult the Graduate School Bulletin.
2. "Non-Resident Thesis Research" (History 999-02): The Graduate School has instituted this registration status for graduate students actively pursuing dissertation research but doing so at considerable geographic distance from the Georgetown University campus. Graduate students eligible for this status include those doing research abroad, either sponsored or self-supported, or those living outside the DC metropolitan area. This status enables graduate students to retain full-time registered status (which is important for loan deferral) while paying only 25% of the regular thesis research fee. A student may register for "Non-Resident Thesis Research" a maximum of four semesters.
3. "Thesis Research" (History 999-03): The Graduate School offers a third variety of Thesis Research whereby a student who is taking only one or two courses now register for History 999-03 in order to maintain full-time student status. All such students must in fact register for History 999-03.

Please note: Thesis research is normally available only through the end of the third year for students who are preparing for comps. Any extension of thesis research after the third year without completion of comprehensive exams requires approval of the DGS.

Leave of Absence:

If it is necessary to interrupt your consecutive semester registration, do not under any circumstances simply fail to register. You must request a formal Leave of Absence or Withdrawal from the program, by letter to the DGS and the Graduate School, with a copy to the Program Administrator. See the Graduate Student Bulletin for further details, and be sure that your request conforms to the Graduate School's definition of a leave of absence.

The Graduate School currently allows a total of four semesters of Leave of Absence during one's entire graduate career at GU. If you are in good standing when you withdraw, there is good reason to expect that an application for future readmission would be accepted. On the other hand, no assurance of this should be assumed in advance. Failure to register, withdraw, or take an approved leave can result in extremely troublesome administrative problems if and when you attempt to resume your studies.

If you are on a five-year renewable fellowship, a leave of absence does not stop the clock on your funding. The Graduate School will count your leave as one of your five years.

Time Limit:

Although there is currently a discussion of extending this limit, seven years is the current time limit for completion of the Ph.D. Leaves of absence do not count against the seven-year clock, although the Graduate School does believe that personal leaves should count against years of funding available for students admitted with five year fellowships. The Department will support an extension request if there is good reason, and if the student is experiencing delays due to research problems, but is otherwise making good progress. The Department supports requests beyond the eighth year only in the most exceptional cases. If you need to apply for an extension, you need to provide a detailed and realistic plan of action, developed in close consultation with your mentor, who must also attach a letter of detailed support for your extension. All requests for extensions are submitted to a Graduate School committee composed of three faculty members from across the Main Campus and Medical Center. Students are advised to request an extension that will suffice so that a second request will not become necessary, as second requests are not as well-received. The Graduate School generally will not grant an extension of more than one year.

Updating Records:

If you change residence it is essential that you provide the Program Administrator, the Registrar, and the Graduate School with your new address and phone number. In all cases the department and other offices of the university will use your GUMail address to contact you electronically. If you prefer to check your e-mail via some other account please contact the Helpdesk at ext 74949 to arrange to forward to that account mail received in your GU account.

3.2 APPEAL PROCEDURE

For administrative problems that seem insoluble, a formal Graduate Appeal Procedure exists. This procedure should be resorted to only if other means of recourse have failed. It exists within the broader framework of the guidelines and regulations of the Graduate School and the University's affirmative action office. In every instance the History Department will do its best to find satisfactory solutions for student problems.

Grievances:

A student who believes that he/she has a grievance should consult first with the professor involved. If agreement is not reached, then he/she should approach the Department Chair. The Chair will urge further consultation between the student and faculty member; should mutual satisfaction still not be forthcoming, a grievance procedure will be initiated as follows:

1. A formal statement of grievance and pertinent supportive materials will be submitted to the DGS, who will then select two faculty reviewers and complete and distribute their findings and conclusions, advisory only, to the concerned parties;
2. When the efforts of the Department Chair and/or of the DGS fail to produce an internal resolution of the grievance, it may then be brought before an ad hoc Departmental Grievance Appeals Board which consists of six members, chosen as follows:
The Department Chair, who also sits ex officio as Chair of the Appeals Board;
Three faculty members, chosen by the Department Chair and including the DGS;
Two graduate student representatives chosen by the Graduate Studies Committee. It is expected that none of the faculty members so appointed shall be members of the grievant's Advisory Committee, and that any individual who is in any way a direct party to the grievance will disqualify him/herself. "Direct party" includes any classmates in a course mentioned in the grievance.
3. The group thus chosen will sit as an Appeals Board for the grievance concerned and will make every effort to obtain appropriate information including testimony from the grievant's Advisory Committee. Its decisions will be by a simple majority vote. The hearings may be private or open to the public at the option of the individual bringing the grievance. Should this procedure fail to resolve the grievance to the satisfaction of all parties, the next level of appeal is to the Dean of the Graduate School.

Gender Discrimination:

Guidelines for cases of gender discrimination or sexual harassment are also available through the Graduate School. Any case involving discrimination should be reported immediately to Georgetown's Office of Affirmative Action, (202) 687-4798.

3.3 GRADUATION

Master's and doctor's degrees are awarded at the end of each month of the year except June. Check with the Graduate School or the Program Administrator for the list of graduation dates.

Clearance for Graduation:

For a May degree, terminal M.A. requirements or the successful completion of the doctoral dissertation must have faculty approval and be accepted by the Graduate School no later than May 1.

Application for Degree:

Accompanied by the required documentation, the application for degree form is filed in the Graduate School for a specific month and cannot be carried over to a later month. The Application is used to prepare a student's diploma and the May commencement program. Students expecting degrees between the months of July and April must file an Application for Graduate Degree by the first working day of the month during which they wish to obtain the degree, along with documentation (including an unofficial transcript) verifying that all the requirements for the program have been completed. Students expecting to receive degrees during the May commencement ceremony must file an Application by the end of the add/drop period of the preceding spring semester (usually mid-January) with proper documentation.

Diplomas:

Diplomas for degrees granted between July and April are normally available for pickup or mailing approximately 6 weeks after the official degree award date. Graduates for May commencement can pick up their diplomas after the Graduate Honors Convocation if all of the proper information has been filed by the previous January. No diplomas or final transcripts are issued to students with unpaid balances on their student accounts.

Cap & Gown Order:

Participation in May commencement ceremonies is optional for all students who receive graduate degrees between July and May, but those participating in the formal ceremony are required to wear proper academic attire (cap, gown, and hood), obtainable from Jostens. Jostens visits campus on specific dates during the spring semester, available from the graduate school.

Final Transcripts:

Official copies of final transcripts, including the student's graduate degree, are normally distributed or mailed with diplomas. Students wishing additional copies of final transcripts can usually obtain them from the Registrar's office (for a fee) within two weeks of the degree award date.

3.4 DOSSIERS AND JOB SEARCHES

Departmental Academic File:

All students should maintain and regularly update their departmental dossier. The information contained within this file will inform various bodies within the university, notably the GSC, of the student's progress here. The dossier should include letters of recommendation from at least two professors who have taught the student and one letter from each professor for whom he/she has worked as a TA. The GSC relies on these letters when making decisions on fellowship renewals and considerations for financial aid.

Job Dossier:

Ph.D. candidates nearing completion of their degree and wishing to enter the academic job market should prepare a dossier using forms provided on the Department's web site. The purpose of a dossier is to facilitate the transmission of confidential materials that the job applicant cannot handle conveniently. A dossier also enables your referees to write a single letter and for that letter to be available for all of your applications. The completed dossier should contain at least three letters of recommendation; it is possible (indeed, likely) that a student's advisor will write separate letters for each job, so there might only be two letters in your dossier. You are likely to want to use different combinations of letters for different jobs, so it is a good idea to have more than three letters available. The dossier may also contain an official transcript available from the registrar's office and official transcripts from other institutions. Letters of recommendation should be requested from members of the department faculty who have served as Mentor, dissertation advisors, members of the comprehensive committee, scholars at other institutions with whom the student has formed professional relations, or instructors for whom the student has worked as a teaching assistant.

It is the student's responsibility to obtain these documents, to make sure the professors give them to the Program Administrator for inclusion in the appropriate file, and to make sure at the beginning of each year that the materials have been updated. Students should fill out a dossier check list indicating the items that should be in the file.

Virtually all academic job postings in the United States at the college and university level are now listed in *Perspectives*, the newsletter of the American Historical Association. The Department receives *Perspectives* and posts other relevant job listings on the Job Board and on our History Department Electronic Discussion Group. *Perspectives* is also available on line at <http://www.historians.org>. Students can also find an electronic list of current jobs at <http://www.h-net.org/jobs/> and on the web site of the *Chronicle of Higher Education* at www.chronicle.org.

Each job requires its own configuration of letters, so applicants should be careful which letters they wish to have sent with each application. CVs should be adapted to different job requirements, so they should not be sent out as part of the dossier. Do not send material (such as transcripts, writing samples, abstracts, or teaching materials) that has not been solicited. Students are responsible for sending their own copies of publications and writing samples if such materials are requested in a job ad.

Job Searches:

Students should consult with knowledgeable colleagues and faculty members for advice on how to prepare for job searches. Most professors, and some graduate students, have had experience sitting on hiring committees and can tell students what makes a successful candidacy. Do not hesitate to see them. Each fall, the Department identifies graduate students who are planning to be active on the job market that year, and faculty who have volunteered to serve as placement advisors meet with them to work on job letters and cvs, arrange mock interviews, and critique practice job talks.

2009-2010 Placement Officers:

Professor Meredith McKittrick

Professor Adam Rothman

3.5 THE OFFICE ENVIRONMENT

Throughout the academic year, with the exception of holidays, the working hours of the department are 9:00 a.m. to 5:00 p.m. Monday through Friday. During the summer months the office hours are slightly reduced.

Keys:

All graduate students are issued a department-doors-only key. Additionally, those graduate students who are Teaching Assistants are issued keys which provide access to the office of the professor to whom they have been assigned, as well as to the front and back entrances to the History Department. At the end of the semester, all Teaching Assistants must return their key to the Administrative Officer. If you lose a key, you must pay to replace it, and if the professor requests it for security reasons the door lock must also be replaced. The replacement fee is \$10 for a key and \$50 for a door lock.

Stipend Checks:

Students on assistantships may pick up their monthly stipend checks from the Program Administrator, although direct deposit is heartily encouraged.

Security:

There have been thefts in the ICC building in recent years. The outside doors to the department should always be kept locked after hours. The rear doors should be kept locked at all times. Finally, if you notice anyone you do not recognize wandering around after hours, please offer to help them get where they are going or encourage them to leave the department. Never leave wallets or purses unattended, even in an office.

Coffee and Tea:

The department provides coffee, tea, sugar, sometimes even milk, cups, plates, etc. Faculty, staff and students are equally responsible for making their own coffee and tea and also keeping the area clean.

Supplies:

History Department stationery and paper supplies are available for business purposes only. There is usually a limited supply of paper available in copiers or laser printers.

Postage:

If you have unstamped mail involving History Department official business, please give it directly to the Administrative Assistant. Unstamped personal mail left in the department outgoing mail box will be returned to you for postage.

Telephone:

In the Graduate Student Work Area there is a telephone for graduate student use (202-687-4642). Occasionally, calls for graduate students will be transferred to this phone. As a courtesy to your colleagues, please answer the phone and leave a message in the appropriate student's mailbox. Teaching Assistants who have access to professors' offices should not make personal long distance calls from these phones. Professors receive a monthly statement of long-distance charges to their extension and are asked to identify any that are not their own.

Computer Usage:

The department maintains five computers and a designated laser-jet printer at the back of the department for the exclusive use of graduate students. There are also two work stations near 620 designated for Teaching Assistants who may occasionally not have access to the office of the professor they assist. There are two additional computers located next to 605. These are designated for adjunct faculty who may occasionally not have access to an assigned office. We do believe in sharing the resources, but please respect the designation of certain computers for teaching assistants and adjunct faculty. Student computer labs and terminals are also located on the first floor of ICC, in the library, and in other buildings throughout the main campus.

University Information Services (UIS) offers a wide variety of computer courses to all Georgetown University faculty, students and staff at no cost. Students can take classes in basic computing, word processing, or an introduction to E-mail and the WWW. Contact UIS for a class schedule and registration information: <http://data.georgetown.edu/training> or train@georgetown.edu.

Department Website:

www.history.georgetown.edu.

Contact the Assistant to the DGS if you would like something posted to or linked with our home page.

Graduate Student Email List:

The usual, most effective, and fastest means of passing information to graduate students in the History Department is our e-mail listserve, which is maintained by the Program Administrator. You will be subscribed to the departmental listserve using your GUMail address and it is your responsibility to check that account for news. **If you prefer to use some other e-mail system it is your responsibility to direct the mail from your GUMail account to the preferred system.** Announcements of job postings, graduate student meetings, social events, deadlines for academic and administrative functions, and other information relating to the History Department are distributed through this system. Students who fail to regularly check their GU account or fail to make arrangements to have GU email forwarded to another account will most certainly miss countless important official announcements.

Photocopying:

Graduate students have access to the copy machine located near 618. If you are a Teaching Assistant, all photocopying related to class work should be given to the Administrative Assistant.

Copyright:

Department policy on the duplicating of copyrighted material, which is intended to protect graduate students, faculty, and the University from legal problems, is as follows:

1. Obtain permission from the copyright holder for any extensive amount of material you wish to copy. Ordinarily, this entails a telephone call to the publisher to get the name of the "permissions editor," and the preparation of a short letter describing the portion you wish to reproduce and the use you plan to make of it. Occasionally the copyright holder will ask for payment of a royalty fee, but unless the copying is substantial (more than one chapter of a book or the entire contents of a periodical, for example) the fee will probably be minimal. If you do not wish to do this yourself, the University Book Shop will obtain these permissions for you.

2. Copying without permission under "fair use" rules is an exception to the copyright laws. "Fair use" means very limited copies of small amounts of material for well-recognized legitimate uses (i.e. research or instruction). For example, it is probably legal to copy pages or even a chapter of a book for research purposes, but illegal to copy a whole book or large portions of a book (more than one chapter) or more than a single article in a journal if the material is copyrighted. It is legal ("fair use") to make copies of a book chapter or article to place on reserve at the library for the use of students. It is illegal to make multiple copies of a book chapter or journal article or of a significant part thereof to give directly to students without obtaining permission from the copyright holder.

3. Office staff will not copy more than one article from a journal or one chapter from a book and will not make more than one copy of any copyrighted material. Please do not ask the staff to do any copying in violation of this policy. If you would like the office staff to prepare reserve readings, please submit a copy of the original item along with a Reserve Materials Request Form to the Library. Make sure to also include a copy of the signed Copyright Waiver.

4. Professors should not ask teaching assistants or research assistants to use the copier in violation of the above guidelines because it would place the TA as well as the Department and the University in legal jeopardy.

5. Finally, if it is decided to use the University Book Shop's Copyright/Printing Service, expenses for any such copying must be passed on to the students enrolled in the relevant course.