

**Doctoral Student Handbook
Department of History
Georgetown University
2016-2017**

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The Doctoral Student Handbook is intended to be a resource for all students enrolled in the History Ph.D. program at Georgetown University. Information on the structure of the program, academic requirements, expectations, and administrative procedures, is included herein. The Doctoral Student Handbook is meant to supplement all rules and regulations outlined in the Graduate School Bulletin.

Students should also familiarize themselves with both the administrators of the History Ph.D. program and other Department staff and faculty for the 2016-2017 academic year:

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Ms. Jan Liverance	Office Manager
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Prof. Adam Rothman	Chair
Prof. Kate de Luna	Africa
Prof. Jim Millward	Asia, East and Central
Prof. Jim Collins	Europe
Prof. John Tutino	Latin America
Prof. Judith Tucker	Middle East & North Africa
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Executive Summary

We hope that what follows in the Doctoral Student Handbook 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.

Program Requirements:

12 courses (minimum A- GPA), including 501 and a year-long research seminar; pass two language exams (U.S. field, one language); pass Comprehensive Exams; submit Dissertation Proposal; complete and defend dissertation.

Funding:

Merit-based funding for all Ph.D students comes in three forms: tuition scholarships, stipend support (both service and non-service), and health insurance coverage. Eligibility for all three forms of aid is based on a combination of: terms of admission, year in program, academic performance, and Department resources.

[CM1]

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, complete a Student Advising Worksheet, and submit the form to the Graduate Programs Manager.

Advisory Committee Meetings:

The mentor and three other members of the Ordinary Faculty serve as a student's 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 Comprehensive Exams in order to plan the exam schedule and review the fields. Students who have not completed these forms will be considered in bad standing and ineligible for merit-based financial aid. It is the student's responsibility to arrange these meetings. In addition to the milestone 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 an 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 beginning their Comprehensive Exams. Native speakers of a language other than English and relevant to the course of study receive credit for that language proficiency. Internet access during the language exam is prohibited (including online dictionaries).

Coursework:

Students must take the one-semester Core Colloquium, a two-semester research seminar in the Major Field, and nine other courses. Advanced Standing is possible for students who enter the program with graduate work already completed.

Comprehensive Exams:

Comprehensive Exams, or 'Comps,' are taken in the third year of the program. Comps consist of two written examinations and one oral examination, and cannot be taken until the student completes all coursework and language requirements. If failed, Comps can be re-taken once with the approval of the committee. Students who have not taken Comps by the end of the third year must seek the approval of the Director of Doctoral Studies in order to remain enrolled in the program.

Dissertation:

Dissertation Committees 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.

Students may have an additional member on the Committee, at the discretion of the Committee. If the Committee includes more than one person from outside Georgetown University's History Ordinary Faculty, the student must obtain 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 in order to remain in good standing.

Incompletes:

Avoid incompletes. Students with incompletes cannot be considered for funding, and fellowships will not be renewed if students have incompletes. Students with merit-based aid 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 prior approval from the Director of Doctoral 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 during coursework with their advisor, fill out Student Advising Worksheet and submit to the Graduate Programs Manager;
- meet in the spring of their first year with their Advisory Committee, complete First Year Student Advising Worksheet, and submit to Graduate Programs Manager;
- maintain an A- average;
- complete all coursework by August 1 if any incompletes from previous year exist;
- meet with their Committee before starting Comps;
- complete Comps by the end of the third year;

- submit a dissertation proposal to the Graduate School within a year of passing comps or by August 1st of their non-service year, whichever date is earlier;
- submit annual dissertation progress reports.

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

Doctoral Program Yearly Checklist:

Before the first year begins:

- Contact advisor before arrival and arrange for a meeting during Orientation.
- Take the first language exam during Orientation.
- Meet with the Director of Doctoral Studies and the Graduate Programs Manager during Orientation.
- Meet with your mentor in August to complete the Student Advising Worksheet during the Add/Drop period.

The first year:

- If not passed during orientation, re-take the language exam in research field.
- Submit Advanced Standing paperwork, if applicable.
- Meet with Advisory Committee in the spring of the first year before the end of the exam period, complete the First Year Advisory Committee Form and submit to the Graduate Programs Manager.
- 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 Student Advising Worksheet during pre-registration for the spring (November) and fall (March) 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 an A- GPA.
- All incompletes must be finished by August 1 for students to remain in the program.

The second year:

- Attend the TA workshop during Orientation in preparation for the first year of TAing.
- During preregistration, meet with the mentor to complete the Student Advising Worksheet for the spring term.
- Maintain an A- GPA.
- Students (except US field, who only require one language) must pass the second language exam before sitting for Comprehensive Exams in the third year.
- 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 Comprehensive Examination Planning form must be completed and submitted to the Graduate Programs Manager in order for exams to take place.
- Comps must be taken before the end of the third year for a student 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 read each grant's requirements 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 on field.

The fourth year:

- The dissertation proposal must be filed with the Graduate School within one year of finishing Comps, or by August 1st of your non-service year, whichever date comes first.
- Apply for relevant grants for dissertation research and writing.

The fifth, sixth, and seventh years

- Submit Annual Dissertation Progress Report.
- Submit chapters to Dissertation Committee for review at the beginning of each year.
- Meet with Dissertation Committee [Milestone Meeting] during transition from research to writing.
- 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.
- Complete and defend dissertation.
- Graduate with a PhD diploma!

1.0 PROGRAM REQUIREMENTS

The History Ph.D. program at Georgetown University has four principal requirements, each 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 coursework; 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 the 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 [CM2]

Director of Doctoral Studies (DDS):

During Orientation, incoming Ph.D. students meet individually with the Director of Doctoral Studies (DDS). During registration, and before their arrival on campus, new students are also expected to consult their advisors. The DDS serves as the main administrator and final arbiter 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. student's course of study, the DDS serves 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 directing the course of study of a Ph.D student in the program, as well as launching the student's postgraduate career. 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. student may change Mentors. Although the Mentor will normally serve as Chair of the committees, the student, with the approval of the Advisory Committee and the DDS, 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 DDS, 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. student is advised to take at least one course with each faculty member of the Advisory Committee.

Regular consultations between students and their Mentors and other faculty advisors are strongly 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. All changes in committee composition must be reported to the DDS and the Graduate Programs Manager.

Required Meetings[CM3]:

The Department relies on the Mentor and 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. Advising then shifts to the Dissertation Committee once a student reaches candidacy.

Pre-Comps students 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 Student Advising Worksheet . This form must be submitted to the Graduate Programs Manager by the end of pre-registration.

Pre-Comps students are urged to meet with their Advisory Committees once a year, and are required to do so if their GPA drops below an A- average, or if a student receives a B in any class, or if there are any other concerns about their coursework. 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.

ABD students are also urged to meet regularly with their Mentor and Dissertation Committee to ensure good progress towards the completion of their degree.

Milestone Meetings:

Three "milestone meetings" are required of all students.

- 1) First Year Advisory Meeting: The mentor and three other members of the Ordinary Faculty serve as an Advisory Committee. 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 First Year Advisory Committee Form and the student should submit it to the Graduate Programs Manager in order to be considered in good standing.

- 2) **Comprehensive Exam Planning Meeting:** All students must meet with their Comprehensive Exam Committees before beginning their comprehensive exams in order to plan the exam schedule and review the fields. This meeting should happen no later than the beginning of the semester in which the student intends to take the first written exam. The Comprehensive Exam Committee must sign the Comprehensive Exam Planning form and the student must submit it to the Graduate Programs Manager. Comprehensive Exams will not be considered officially scheduled until this form is submitted.
- 3) **Dissertation Committee Meeting:** All students must meet at least once with their Dissertation Committee before the defense, ideally at the moment when the student has completed the bulk of the research and is ready to move on to writing a first draft of the dissertation.[CM4]

Students who have not completed the meeting forms will be considered in bad standing and ineligible for merit-based financial aid. It is the student's responsibility to arrange these meetings.

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 coursework 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. This field is determined by the student in his/her application to the Ph.D program[CM5].
- **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 normally a 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 COURSEWORK

Course Requirements:

Ph.D. students must complete 36 hours of graduate coursework at the 500-course level or higher. This 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 may take a research seminar in a related field, or some combination of two other courses that approximate the two-semester research seminar experience. For example, with the relevant faculty's permission and the Mentor's approval, a student may write a research prospectus in a readings course one semester and then enroll in History 506 (The "Graduate Writing Seminar") to complete the paper. **Students should note that the only seminar courses that qualify for the research seminar requirement are those that are explicitly designated "Research Seminar" in the course title.** [CM6] The remaining coursework 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 Consortium universities in the Washington, D.C. area are available online. Students must register and pay for consortium 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 DDS. It will then be forwarded by the Graduate Programs Manager to the Graduate School for further review. The student's Advisory Committee, however, may still require additional coursework beyond the remaining credit hours. The Graduate School stipulates that students whose remaining coursework requirement is 30 or more credits will be permitted seven years from matriculation to complete the doctoral degree; their current policy that less than 30 credits needed mandates a five-year limit is under discussion. It is the student's responsibility to confirm with the Graduate School the applicable limitations.[CM7]

Students entering the Ph.D. program from MAGIC, MAGH and any other Georgetown MA program will have their Advanced Standing reviewed on an individual basis, and may be able to transfer more than 9 credit hours. Regardless of the total number of credits transferred, all GU MA students must take 501 and a year-long research seminar in their major field. GU MA students should consult their advisory committee about what other classes might be necessary for their Ph.D. coursework.

Grades:

Students must maintain an "A -" average. Failure to do so may result in non-renewal of financial support.[CM8]

All Ph.D. students 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 a grade average grade of "B" or lower will be asked to leave 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 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 coursework. Illness or family emergencies may justify the granting of an Incomplete, or "I", grade. However, this extension 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 prior DDS approval), 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 not expect late work to be graded promptly or to receive many comments. If it is important for a student to get a grade in order to continue in the program or to secure funding, please be sure to submit the work on time.

The History Department enforces the rules of the Graduate School regarding incomplete coursework. 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 automatically converted to a "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 merit-based 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. students taking classes to determine whether they are making adequate progress. When overall coursework is below the "B+" level, or when "C", "F", or "I" grades are present on the transcript, the DDS 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/MA-in-Passing 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 coursework (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 Ph.D students in the program who have fulfilled these requirements are also eligible to apply for a MA-in-Passing. Students cannot apply Advanced Standing credits towards a MA-In-Passing. Those who are interested in securing a MA-in-Passing should consult the Graduate Programs Manager.

1.4 LANGUAGE REQUIREMENT, STUDY AND EXAMINATION

The Department places considerable emphasis upon the mastery of languages appropriate to a student's area of concentration.[CM9] 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.

Language 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 U.S. History, the requirement is one foreign language.

While competence in two languages is the minimum requirement for the Ph.D. program (U.S. 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 DDS in writing if more than two foreign languages will be required and which languages are most appropriate for that Ph.D. student's course of study.

Students must meet the minimum language requirement before they can be cleared to take their Comprehensive Examinations.

U.S. History Majors

Ph.D. students majoring in U.S. history must typically pass only one foreign language examination. However, some U.S. students whose areas of specialization require the mastery of additional languages will 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 DDS in writing if more than one foreign language will be required.

Deadlines:

At the beginning of their studies, all students are required to take a written examination in a language relevant to the student's program of study to determine their level of competence. Non-native English speakers whose native language is applicable to their field of study and who wish to have their native language certified will have their language skills assessed on an individual basis.

Students who do not pass the examination on entrance will be required to take courses or other appropriate steps to bring their language skills up to department standards.

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 DDS. Students are required to pass the language most appropriate to their field of study during 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.

Language Study

All graduate students are eligible to take one language course per semester free of charge, courtesy of the Graduate School Language Scholarship. The Graduate School does not allow audits of language classes. While there is no limit to the credit count of a language course, students may only apply for scholarship coverage for one language course per semester. In certain cases, students may also apply the Graduate School Language Scholarship to GU summer language coursework.

Students who wish to take advantage of the Language Scholarship must first register for a language course. Registration for language courses is the same as for any History course offered by the University, and can be done through MyAccess. If a course is not available for online registration, please see the Graduate Programs Manager for an Add/Drop form.

After successfully registering for a language course, students can apply for a language scholarship by contacting the Graduate Programs Manager. Language scholarships are processed during the Pre-Registration and Add/Drop periods of each semester.

The History Department allows graduate students to take language courses on a Pass/Fail basis—however, the final determination of grading is up to the individual language professor. Students who withdraw from a language course after the Add/Drop period forfeit their language scholarship and will be required to pay the remaining balance of the course. Finally, students should note that the Language Scholarship does not cover any language lab fees that may exist for a particular course. Students should consult the Graduate School Bulletin for any additional regulations regarding language scholarship and study at Georgetown.

Students are also encouraged to investigate summer language programs, which may have their own sources of funding available. Examples of these programs are the Southeast Asian Summer Studies Institute (SEASSI) at the University of Wisconsin-Madison and Middlebury College's Language Schools.

Language Exam

Scheduling

Language examinations are held four times per academic year: during New Student Orientation in August, before final exams in December, before the start of classes in January, and before final exams in April/May. Students are expected to take the examination during these scheduled times and dates. If a student cannot make one of the four regularly scheduled exams, the Department expects that the student take the exam at the next available date. If a student has a conflict and cannot postpone the examination without jeopardizing his/her good standing in the program, he/she can request a rescheduling. Students must petition the DDS (and cc the

Graduate Programs Manager in the request) to have an examination rescheduled, and requests are approved with the consent of Language Examiner.

Examiners

The Department Chair assigns certain faculty members the responsibility of drafting and grading the language examinations for a particular year. Administration (ie. scheduling, coordination, and proctoring) of language exams is conducted by the Graduate Programs Manager.

For the 2016-2017 academic year, the available languages and assigned faculty examiners are as follows:

Arabic	Prof. Abi-Mershed
Chinese	Prof. Millward
French	Prof. J. Collins
German	Prof. Shedel
Italian	Prof. Astarita
Japanese	Prof. Higuchi
Latin	Prof. Moran Cruz
Portuguese	Prof. McCann
Russian	Prof. Goldfrank
Spanish	Prof. Tutino
Modern Turkish	Prof. Agoston
Ottoman Turkish	Prof. Agoston

Students who wish to take an examination in a language not listed above should contact both the DDS and the Graduate Programs Manager.

Exam Format & Administration

Language exams are written, last two and a half hours, and are graded on a pass/fail basis. Examination formats are determined by the language examiner, but all examinations within the same language follow the same format. Instructions for a given language exam will be included as the cover page of the exam. In exceptional cases, such as Chinese, students may be required to pass a two-part examination. Exams are graded and returned with comments within a week of administration.

Language exam format is up to the discretion of the language examiner. Exams typically consist of a reading (either a primary source or academic article) wherein students may be asked to either provide direct translation of a passage, answer (in English) reading comprehension questions pertaining to the passage, or a combination of both. In Western European languages, the reading passages are 8 to 15 pages in length. For other languages, the length of the reading is left to the discretion of the examiner, and is typically shorter.

Students are welcome to bring a dictionary to the exam. Paper dictionaries are encouraged. Web-based dictionaries (Google Translate, etc.) are prohibited. Electronic dictionaries are allowed, as long as the electronic device is not connected to the internet. If a student is planning on using an electronic device, he/she will need to show

the proctor on test day that he/she has disabled the device's connection to the internet (via wifi or cell). Students not using a cell phone for dictionary purposes will be asked to turn their devices off. Students can “pre-clear” an electronic device with the Graduate Programs Manager prior to exam day.

Students are welcome and encouraged to contact the Language Examiner in preparation for the exam. The Graduate Programs Manager maintains a library of past exams, and students can practice with old exams after seeking prior approval from the language examiner.

Following the failure of a language exam twice during the same academic year, a student may request that the Chair and the DDS have a second reader of their choice review the most recent examination. A student may sit for an exam in any given language a maximum of three times.

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.

1.5 COMPREHENSIVE EXAMINATIONS

Comprehensive Examinations, or Comps, are normally administered 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. Comps 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.

Students intending to take Comps in a given academic year are expected to inform the DDS and the Graduate Programs Manager within the first month of the academic year.

Comprehensive Examination Committee:

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

Comprehensive Examination Committee Milestone Meeting:

All students must meet with their committee to plan their exams. This meeting should take place no later than the beginning of the semester in which the student intends to take the first written exam. 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 Graduate Programs Manager will not schedule or administer examinations without the signed Comprehensive Examination Planning Form. 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. Students should not schedule their exams to take place during the summer without prior approval from the DDS.

Eligibility:

In order to take the Comprehensive Examinations, a student must have completed all required coursework 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:

Comps are officially scheduled by the Graduate Programs Manager upon receipt of a completed Comprehensive Examination Planning form.

The preferred times for the oral examinations are Tuesdays, Thursdays (except noon-3 pm), and Fridays afternoons, 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 DDS, Graduate Programs Manager, the 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 (either 48 or 72 hours). Some reading lists compiled by students who have recently completed their comprehensive exams are available for review in the Department.

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 a suggestion.

Written Examinations:

Students take written examinations in two fields: the Research Field and one Minor Field. After consultation with the student, the faculty member drafting 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.

While the faculty member drafts the questions, the administration of the examination is handled by the Graduate Programs Manager. 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 via e-mail by the Graduate Programs Manager. Completed examinations must be returned to the Graduate Programs Manager via e-mail at the end of the 48 or 72-hour period. After confirming timely submission, the Graduate Programs Manager then forwards the completed examinations to the faculty member for grading. Students should not submit their completed exams directly to the faculty member, but rather return them to the Graduate Programs Manager.

In terms of scheduling, students must schedule their written exams to begin on a regular business day (Monday through Friday). Exam periods may end on a weekend or holiday—the student is expected to submit the exam on time. Should the University close on a scheduled start or end date of a written exam due to inclement weather or emergency, the student should consult with the Graduate Programs Manager to make alternate arrangements.

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 two business days to assess written examinations, grade them as pass or fail, and return them to the Graduate Programs Manager. 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. Summer comprehensive examinations can only take place with prior approval from the DDS.

Graded exams must remain in the custody of the Graduate Programs Manager, but students are allowed to read the comments of the examiner. [CM10]

Once the process has started, students take all written exams first. If a student passes the first written examination, he/she is automatically cleared for the second written exam. Successful completion of the two written exams will also lead to automatic clearance for the Oral Examination. If the student has failed any of the written exams, or if the performance in the written exam is questionable in any manner, the Comprehensive Examination Committee must meet to determine if the student will be allowed to continue the exam process. 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 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 privately discuss 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. Any rescheduling of the oral examination must be done in consultation with the DDS and the Graduate Programs Manager.

Grading of Oral Examination:

Grading of the Oral Examination is done on a scale of "Distinction," "High Pass," "Pass," or "Fail." There may be no more than one dissenting vote for a grade of "Pass," and the dissenting vote cannot from 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. [CM11]

If the student fails the Oral Examination, he/she must consult the members of their Comprehensive Examination Committee, the DDS, and the Graduate Programs Manager, in order to determine when the Oral Examination 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

The dissertation is the main scholarly work required to complete the Ph.D. Students are expected to choose a viable subject, develop a detailed proposal, and submit it to the Graduate School a detailed proposal, within twelve months of completion of the Comprehensive Examinations. Students who complete Comprehensive Examinations and secure a non-service stipend in the following academic year are required to submit a dissertation proposal by August 1st of the non-service year. Students who fail to submit a dissertation proposal within a year of finishing comps or before the non-service-related August 1st deadline will be in bad standing with the program.

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 the dissertation 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 composed of at least three faculty members. This three-person committee is constituted at the outset – that is, when the dissertation proposal is finalized. The Chair of the Dissertation Committee, and at least two of the three committee 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 external reader is encouraged. Such an individual must be referred by the Mentor to the DDS for his/her approval. If approved, the Department will offer the external reader an honorarium for participating in the defense.[CM12]. 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, or if fewer than three committee members are not History Department Ordinary Faculty members, the Committee must obtain the written approval of the Chair of the Department.

Dissertation Proposal:

The student must prepare a proposal for his/her dissertation using the “Thesis or Dissertation Proposal” form. 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. Once the form is complete, the student should submit it to the Graduate Programs Manager for Departmental review and approval, and subsequent processing at the Graduate School.

Students must submit the dissertation proposal within a year of completing Comps in order to be in good standing in the History Ph.D. program. Students who have secured a non-service stipend in the academic year following the completion of comps must submit their dissertation proposal by August 1st of that academic year.

Registering a Dissertation Topic:

Approved dissertation proposals will be registered with the Graduate School. Titles will also be submitted to the American Historical Association for inclusion in the Directory of History Departments. The Directory is can be found online at historians.org/pubs/dissertations/index.cfm.

Dissertation Progress Reports:

At the beginning of the academic year, every post-comps doctoral candidate must write an annual progress report of no more than two single-spaced pages summarizing his or her progress to date and plans for the coming year. This report must be submitted to the candidate's advisor, the DDS, and the Graduate Programs Manager by September 30.

The advisor must review the report and consult with the student (either in person, by email, or video conference) to discuss all relevant aspects of the student's progress and professional development, including plans for archival research, writing schedule, feedback on chapters, conference presentations, publications, grant proposals, and job applications. Other members of the Dissertation Committee may be included in the consultation at the discretion of the advisor or at the request of the candidate.

Advisors must submit an assessment of the candidate's progress to the DDS and Graduate Programs Manager by October 31. Timely submission of the annual dissertation progress report is a condition of good standing.

Dissertation committee milestone meeting:

Doctoral candidates must organize at least one “milestone meeting” with their full Dissertation Committee before the end of the 5th year, ideally at the moment when the student has completed the bulk of the research and is ready to move on to writing a first draft of the dissertation. When and how this meeting is conducted is up to candidates in consultation with their advisors. Brief reports of these meetings should be written by the candidate, actually or digitally signed by the candidate’s advisor, and submitted to the DDS and GPM.[CM13] Unless granted an exemption by the DDS, candidates who have not submitted this report by the end of the 5th year will not be considered in good standing and will be ineligible for merit-based financial aid of any kind until the report is submitted.

In addition to the required “milestone meeting,” doctoral candidates are encouraged to organize annual meetings with their Dissertation Committees, including a meeting to discuss the dissertation proposal and a meeting to discuss the final phases of completing the dissertation and applying for jobs and postdoctoral fellowships.

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 Dissertation Reviewers Report 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 Programs Manager at least three weeks prior to the 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, and 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 be only 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.

Ph.D. candidates who wish to graduate in May must complete their defense by April 1, and submit the final draft of the dissertation by mid-to-late April. Students must take note that time-to-completion deadlines apply to the submission of a completed dissertation to the Graduate School. Students who have successfully defended but have not completed the final draft of their dissertation by the end of their time-to-completion deadline must submit a request for an extension of time. This request must be submitted to the Graduate Programs Manager for Department review, approval, and subsequent forwarding to the Graduate School for final approval.

The Graduate School does not allow “early participation” in Commencement Exercises for Ph.D. students. In other words, students who have not submitted their final dissertation by the deadline

for May graduation will not be allowed to participate in that year's Commencement Exercises, regardless of a successful defense.

2.0 PROFESSIONAL TRAINING

2.1 FELLOWSHIP, ASSISTANTSHIPS, AND SCHOLARSHIPS

Administrative Procedures for Departmental Financial Aid:

During the spring semester, the Graduate Programs Manager will distribute an application for merit-based 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 Graduate Programs Manager.

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 coursework must be completed to be considered for aid. Students with outstanding incompletes who wish to be considered from the waiting list for fall semester aid of any sort must have all coursework 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.

Departmental Fellowship:

The Departmental Fellowship is a five-year award that includes an annual stipend paid in eight equal payments (September to April), tuition support, and health insurance. 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, specifically, that the second year without service is to come after students have passed their comprehensive exams, and after they have filed a dissertation proposal with the Graduate School.

Exceptionally well-prepared students coming in from the GU MA program with a reduced course-load in their first year may petition the GSC in the spring before they matriculate in the doctoral program to serve as a Teaching Assistant in their first year, thus reserving their eligibility for two years of non-service funding after passing their comprehensive exams. This petition must be supported by a letter of recommendation from the student's Mentor and evidence of strong prior teaching experience or potential.

[CM14]

Students on the Departmental Fellowship who wish to ensure their stipends beyond a fifth year must win an external grant; students may petition the Department to "bank" funding based on the success of external grant funding. Those interested in "banking" funding should contact the Graduate Programs Manager. "Banking" of funding is only allowed during the first five years of

the program, to be used in the sixth or seventh year. Students cannot “bank” funding for use past a seventh year in the program.

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. All students are encouraged to complete spring coursework 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 obligations to the Department. In other respects, the terms are the same as with renewable Department Fellowships.

Fellowship in the History of the Early Modern World:

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 obligations to the Department. In other respects, the terms are the same as with renewable Department Fellowships.

Competitive Scholarships:

The History Department, in conjunction with the Graduate School, offers tuition support independently of stipend support. These awards are competitively available to students who are within their first seven years in the program. ||

[CM15]

One-Time Dissertation Defense Tuition Scholarships

Students who have exceeded the Graduate School’s time limit in the program (seven years) are not eligible for any merit-based support—tuition, Piepho funds, 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 he/she defends his/her 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 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 Graduate Programs Manager, produce a detailed research or writing plan, and provide a letter of support 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 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 DDS (Assistantship):

This Assistantship is [CM16]includes a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Although final selection is at the discretion of the DDS, 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 towards an individual who will be able to hold the position for a two-year period that will overlap the terms of the DDS. 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 tasks occurring during the summer months. The individual selected for this Assistantship should be willing to work closely with all graduate students, prospective graduate students, the DDS, GPM, and other Department staff and faculty. 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 DDS (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 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 includes a full tuition waiver and stipend equivalent to a regular Teaching/Research Assistantship. Final selection is at the discretion of the DDS 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 website and on-line calendar. The individual is expected to work an average of approximately 10-15 hours per week.

Funding Beyond the Fifth Year:

Graduate School policies generally restrict the department from providing stipends for students beyond their fifth year, and prevent the department from funding 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. All students are strongly urged to apply for outside grants to facilitate dissertation research and writing.

2.2 TEACHING ASSISTANTS

Most holders of Graduate School Assistantship 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 described above. Students and faculty may express preferences of individual assignments. The Department Chair, in consultation with the DDS 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 obliged 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 approach the DDS or the Department Chair for advice.

Expectations:

Teaching Assistants are expected to work no more than an average of 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 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 his or her 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. The TA 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, including Lauinger Library's "Midnight Mug" program. Teaching Assistants should take care not to create situations that could compromise them 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.

Evaluation Letters:

Instructors are required to submit a frank and honest letter of evaluation of their TAs at the end of each semester after grades are submitted, or at the end of each academic year, if a TA continues with the same Instructor for a full year. They must be submitted before the annual GSC funding meeting in May. These letters will be shared with the TA in writing, placed in the student's file, and will be used for departmental purposes only. The only people with access to these letters shall be the Chair, the Director of Doctoral Studies, the members of the Graduate Studies Committee, the Graduate Programs Manager, the student's academic advisor and advisory committee, the Director of Undergraduate Studies, the TA awards committee, and the student. Letters of evaluation shall not be included in the portfolios of students applying for jobs. Moreover, course instructors are encouraged to talk with their TAs in person during and after the semester is over to review the TA's performance and suggest ways for the student to improve as a teacher.

Grievances:

Any course instructor who has a problem with a TA, and any TA who has a problem with a course instructor, that requires mediation, may ask the Director of Undergraduate Studies, Director of Doctoral Studies, or Chair for assistance in resolving the problem.

Every TA shall have the right to submit a written response to the letter of evaluation, which will be placed in the student's file along with the letter of evaluation.

Supplementary Evaluation:

For Ph.D. candidates who plan to seek academic employment, formal instructor evaluations will become an important component of their professional dossier.

Instructors may add questions relating to the performance of their TAs to Georgetown's online course evaluation system. Such questions are only worthwhile if the TA has 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 good means of obtaining useful feedback on a TA's strengths and weaknesses. In addition to a recommendation letter from the course instructor, this review can be a valuable addition to a student's job application package.

Instructors may also distribute TA evaluation forms to their classes. Most often, it is the TA's responsibility to write these evaluation forms and ensure that they are distributed by the professor at the end of the course.

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, and the week after graded papers are returned.
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 if you do not do as well you would have liked; this is a common experience.
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, or have students write their names on folded paper placed on the table. 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/or University.
10. Make sure that your professor writes a letter of evaluation of your work at the end of each semester and that s/he gives it to the Graduate Programs Manager. This letter will become part of your permanent file.

2.3 APPRENTICESHIP IN TEACHING PROGRAM

The Graduate School of Arts and Sciences and the Center for New Designs in Learning and Scholarship (CNDLS) offers an interdisciplinary Apprenticeship in Teaching Program.

The program has 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.

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. students 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. This should not be construed to mean that students are entitled to \$1,500 each. Applications should include a brief 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 Graduate Programs Manager for consideration by the GSC. The amount of money available in any given year is limited. There is a call for proposals in October and in March. Students cannot apply for Piepho grants retroactively.

Graduate School of Arts and Sciences Conference Travel Grants

The Graduate School provides financial support up to \$500 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 may contribute additional funds to the award from the Graduate School. If funds are available, the History Department will help to defray conference travel expenses for students who are not awarded Conference Travel Grants from the Graduate School.

Applications for Conference Travel Grants must be submitted simultaneously to the Graduate School and the History Department. The application must include all of the materials required by the Graduate School in its 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), and a letter from the mentor (addressed to the Graduate School committee that evaluates applications). Students may only receive one conference travel grant per year.

Graduate School of Arts and Sciences Research Travel Grant:

The Graduate School offers Dissertation Research Travel Awards, which provide up to \$5000 to support research travel outside the United States. Students must be nominated by the Department for the Dissertation Research Travel Award, so applications must be submitted to the Department for consideration. The application normally includes a three-page proposal and two faculty letters of support.

Graduate School of Arts and Sciences Dissertation Research Fellowship:

The Graduate School may offer a capstone dissertation fellowship for students in their final year. Students must be nominated by the department, and the deadline is normally in March.

External Grants and Fellowships:

The Assistant to the DDS 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 ADDS, 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 are distributed among the top entrants each year. Presentations are made at the September History Department reception, and the names of the winners are listed in the Department newsletter and web site.

Entertainment Budget:

Each year, the History Department makes available to the students funds to be spent on social gatherings and other expenditures. In the past, there have been professional development luncheons, happy hours, and other functions. The Assistant to the DDS, in conjunction with the two GSC student representatives, elected by the graduate students [CM17] are responsible for deciding how best to utilize this budget.

2.5 MEMBERSHIP IN PHI ALPHA THETA AND COMMITTEE MEMBERSHIPPhi 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 U.S. 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 decisions pertaining to the department's Ph.D. program, including admissions, fellowship renewals and distribution, and overall policy. Two student representatives are elected each fall at meetings of their peers. These two Ph.D. candidates serve on the GSC along with the DDS 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 do not participate in any decisions pertaining to admissions or financial aid awards.

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. student 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 the Department website.

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. In past years, the GSO has organized and funded workshops and undertaken university-wide initiatives on issues involving library privileges for students, public transportation services, and student health care. 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 coursework, 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 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 Graduate Programs Manager. 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. students 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.[CM18]

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 less experienced Ph.D. colleagues -- and are also responsible for supervising their work. Please note that the title "Professor" is reserved for those who have completed a Ph.D.[CM19]

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 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, and 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. Such opportunities are an important component of a Ph.D. student'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 have the opportunity to present their own research in graduate student research seminars.

Phi Alpha Theta Regional Conference:

A good place to get early experience as a conference presenter is the 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 nearby university campus. 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 upcoming 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.

3.0 ADMINISTRATIVE PROCEDURES

3.1 REGISTRATION

Pre-Registration for Courses:

Pre-registration is held on announced dates in November and April for the following 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:

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:

- Thesis Research (History 999-01): This is the standard category for students who have completed coursework.
- Thesis Research (History 999-03): This category must be used by students who are near the end of their coursework, and for whom registration for the remaining required course credits would result in less than full-time enrollment.
- Thesis Research (History 999-05): For a student past coursework and the primary instructor of record for a course. Applies only to the semester that the student is teaching.

NB: For students who are preparing for comps, Thesis Research is available only through the end of the third year. Any extension of thesis research after the third year without completion of comprehensive exams requires approval of the DDS.

More information on registration categories can be found in the Graduate Student Bulletin.

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 DDS and the Graduate School, with a copy to the Graduate Programs Manager. See the Graduate 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 Personal 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. Personal leaves of absence are normally not granted to students in ABD status.

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

Medical Leaves of Absence and Family Leaves of Absence are also available to students in the Ph.D. program. All three categories of leave have different rules and application procedures—students are strongly advised to consult the Graduate School Bulletin to verify the consequences of each type of leave before submitting a request. Students can also consult the DDS and/or Graduate Programs Manager on which type of leave is appropriate.

Time Limit:

Seven years is the current time limit for completion of the Ph.D. Depending on the type of leave a student secures, leaves of absence may or may not count against the seven-year clock. 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 must be submitted to the Graduate Programs Manager for Departmental review, approval, and forwarding to the Graduate School. 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.

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 DDS, 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 DDS 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:

- a. The Department Chair, who also sits ex officio as Chair of the Appeals Board;
- b. Three faculty members, chosen by the Department Chair and including the DDS;
- c. 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.

Discrimination & Harassment:

Guidelines for cases of discrimination or harassment on the basis of race, sex, sexual orientation, age, religion, national origin, marital status, veteran status, disability or other categories protected by law are available through the Office of Institutional Diversity, Equity and Affirmative Action (IDEAA). Any student who wishes to discuss an issue regarding discrimination or harassment is welcome to contact the DDS, Graduate Programs Manager, or Department Chair. Students may also contact IDEAA directly, at ideaa.georgetown.edu.

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 Graduate Programs Manager 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. Ph.D students must submit a completed dissertation in order to be cleared for graduation, and cannot participate in May Commencement Exercises without submitting the final draft, regardless of a successful defense.

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 academic file. The information contained within this file will inform various bodies within the university, not only the GSC, of the student's progress in the program. The academic file 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 Interfolio.com. More information on using Interfolio is available with the Graduate Programs Manager.

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 Graduate Programs Manager 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 website 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 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 consult with 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.

2016-2017 Placement Officer: Prof. Benton-Cohen

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 reduced.

Keys:

All graduate students are issued a department 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 a student loses a key, he/she must pay to replace it. If the professor requests it for security reasons, the door lock must also be replaced at the expense of the student.

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. 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.

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:

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 calls 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 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 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:

history.georgetown.edu

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

Updating Records:

Please comply promptly with all requests from the DDS and Graduate Programs Manager to update your records. If you change residence it is essential that you provide the Graduate Programs Manager, 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 UIS to arrange mail received in your GU account to forward to your preferred account. Students who do not adhere to Department rules and procedures because they do not check their GU email will not be granted leeway.

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 Graduate Programs Manager. You will be subscribed to the departmental listserve using your GUMail address and it is your responsibility to check that account for news. Any email account regularly generating error messages to the listserve may be deleted from the listserve.

If you prefer to use some other e-mail system it is your responsibility to direct the mail from your GUMail account to your alternative email 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 important announcements.

Georgetown History Underground Blog

G-HUB is an online bulletin board for the use of the Georgetown History Department graduate student community. The DDS, DMS, and the Graduate Programs Manager have administrators' privileges and all graduate students in the Department are automatically subscribed. The login page is blogs.commonsgorgetown.edu/historyunderground/wp-login.php

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. The copy machine at the front of the Department is reserved for faculty use. Students should make a concerted effort to minimize the use of the photocopier, and to scan materials whenever possible.

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.

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