

Ph.D. Student Handbook

**Department of History
Stanford University**

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The policies and procedures stated herein supercede
the contents of all previous handbooks.

This handbook is divided into two parts: (1) *Program Descriptions and Requirements* and (2) *A Guide to Procedures*. The first section offers statements of policy and guidelines for planning a graduate program of study. The second section covers details pertaining to the administrative side of getting through the graduate program. Students and faculty should be familiar with the contents of this publication.

Students should also be familiar with the pertinent sections of the *Stanford Bulletin* (especially those on Graduate Degrees, on General Requirements, and on the Department of History), with Stanford's Graduate Student Handbook (<http://www.stanford.edu/dept/DoR/GSH/>).

Regarding program requirements, policy, and procedures, students should not hesitate to consult their advisor, the Director of Graduate Studies, and the Graduate Program Coordinator.

Part One: Program Descriptions and Requirements

OVERVIEW

The Department of History expects most graduate students to spend no less than four and no more than six years completing the work for the Ph.D. degree. Individual students' time to degree will vary, to be sure, with the strength of their undergraduate preparation as well as with the particular language and research requirements of their respective Major fields. But every effort should be made to complete the degree within six years.

The following brief summary describes the normal career of most graduate students in the Ph.D. program. (Individual field programs are outlined in the section on "Ph.D. Program by Fields")

First Year. During the first year of study, a student will devote his/her time to taking courses, normally registering for three courses (15-18 units) each quarter. Among those courses a student is required to take are the core colloquia in the Major field or equivalent requirements designated by the faculty in the field. (In the absence of a core colloquium or a field equivalent, a student's advisor must provide a statement describing how this requirement has been met.) First-year students are required to enroll in History 304, "Approaches to History" (Autumn Quarter) and in History 305, "Workshop in Teaching History" (Spring Quarter). They are also strongly encouraged to take the language courses necessary to fulfill the field requirements. The remainder of a student's courses may be used to fulfill the Master of Arts Degree requirements, to meet the secondary field requirement, and to prepare for the Ph.D. oral examination. In all fields it is required for student to take one of the two required research seminars during the first year.

End-of-First-Year Review. Admission to graduate study in the History Department does not establish any rights respecting candidacy for an advanced degree (see the *Bulletin* under History, Doctor of Philosophy). Admission to candidacy for the Ph.D. degree normally occurs at the end of the second year of graduate work. Those seeking admission to the Ph.D. program are evaluated as to their performance and progress in the Spring Quarter of their first year.

The History faculty offered admission to graduate study with the expectation that the graduate student would succeed in meeting the requirements of the program, and in practice most graduate students do meet the expectations of success in completing their Ph.D. degrees. However, continuation of eligibility and funding into the second year is not automatic. Students who receive grades below A- (including NPs), especially in a research seminar, or have an incomplete, or have done mediocre work in directed readings should interpret these as warning signals. The expectation is that a student's record will consist mostly of A's. After the end-of-first-year review, each student receives a written summary of the evaluation. In cases where the student's work has been below expectations, the advisor will meet with the student to discuss the problems and prospects, and may counsel the student on the advisability of continuing in the program. Clearly deficient performance will result in dismissal, and the fellowship will be discontinued.

Second Year. During the second year a student should finish all course work, including the two required research seminars, courses needed to fulfill the secondary field requirements, and (in some fields) Directed Reading courses in preparation for the University Oral Examination. This exam is normally taken in the third year.

End of Second-Year Review. Recommendations for admission to the Ph.D. program (advancement to candidacy) will be made by the Committee on Graduate Studies (GSC) to the full departmental faculty in the Spring Quarter of the second year and (as necessary) thereafter.

To be admitted to the Ph.D. Program, students must have demonstrated the ability to successfully complete the requirements for a doctorate in History at Stanford. Most obviously they must have accumulated an excellent record in their course work, especially within their Major fields of specialization. Furthermore, students should have shown that they have the potential to do the original research necessary for a Ph.D. dissertation. For this reason they must have completed both of the required graduate seminars with an A- or better.

The faculty's decision on advancement to candidacy is grounded in an overall assessment of the student's ability to complete the remaining stages of Ph.D. work at a level of superior quality. Grades in courses constitute a part of the evidence weighed in making this judgment. For this reason, students should take warning from grades below A-, incompletes, or mediocre performance in directed readings. However, the decision also rests upon other indicators of the student's ability to sustain original work of research, analysis and interpretation. Advancement is not automatic even for students with satisfactory grades in the graduate courses. Determinations of unsatisfactory progress may occur even in cases where students meet the university's minimum requirements for academic "good standing." In cases where doubts arise about the advisability of continuing, advancement to candidacy will be postponed or denied. After the end-of-second-year review, each student not advanced to candidacy receives a written summary of the evaluation. The advisor will meet with the student to discuss the problems and prospects, and may counsel the student on the advisability of continuing in the program. In cases of clearly deficient performance, the student may be asked to withdraw from the program and the fellowship will be discontinued.

The University Application for Candidacy for Doctoral Degree form must be completed and signed by both the advisor and Department Chair. The form should be returned to the Graduate Program Coordinator.

Third Year. In the third year a student should begin work on the dissertation under the supervision of his/her principal advisor. Depending on the field, dissertation research may require travel abroad or the use of libraries and archives elsewhere in the United States.

Completion. By the end of the fourth year in some fields, or by the end of the fifth or sixth year in others, writing of the dissertation should be completed. The Department strongly urges the completion of this task as expeditiously as possible.

Switching Fields. Students are admitted to the Ph.D. program in History to pursue the field they specify at the time of admission. Students who wish to switch major fields after their entrance into the graduate program must formally petition the GSC for a transfer. The petition should include: a short statement of the reasons for changing fields; a brief outline of how the student intends to fulfill outstanding requirements; and one letter of support from a faculty member in the new field.

Admission to a different field is not automatic. The GSC will evaluate the student's academic progress in the graduate program, the student's preparedness to undertake the new field of study, and the willingness of faculty in that field to work with the student as a transfer. Ph.D. students must petition the GSC by the end of their fifth quarter of graduate study.

Dismissal. The GSC meets periodically to review the progress of both pre-candidacy and post-candidacy graduate students. In cases where progress is deemed unsatisfactory, the Committee may recommend remediation or termination. Departmental procedures adhere to those in the *Bulletin*.

In accord with university policy, Terminal Graduate Registration (TGR) students who receives N-'s for two consecutive quarters are ineligible to register for another quarter unless they submit a plan for completing their dissertation within a year along with a letter from their advisor, which is approved by GSC.

I. THE ADVISING SYSTEM

Upon enrolling, a student will plan his/her work under the direction of a faculty member designated by the Department as his/her advisor. **Entering students should meet with their advisor to discuss the selection of courses, choice of major and secondary fields, and the overall plan of their graduate programs.** Faculty advisors and graduate student advisees meet at least once a quarter to assess the advisee's course of study, performance over the past quarter, and plans for the next quarter's program of study. Students should consult with their advisors on all academic matters. Faculty should help their advisees plan for orals, research grant applications, research projects, and dissertations. Until a student is advanced to candidacy, his/her quarterly transcript will be reviewed by his/her advisor and by the Director of Graduate Studies.

Normally the original advisor will remain in this capacity during a student's period of graduate study. However, in the event that a student wishes to change the advisor initially assigned by the Department, he/she may do so after consultation with and approval of the two faculty members involved. The necessary forms are available from the Graduate Program Coordinator.

The Director of Graduate Studies supervises the Graduate Program in the Department. The Director's duties include approving the committees for the University oral examination and dissertation, certifying graduate students' progress to degree and completion of University and Departmental requirements, and chairing the Department's Committee on Graduate Studies.

II. FIELD REQUIREMENTS

A. The Major Field

In consultation with the advisor, students select a major field of study in which they wish to concentrate their study and later take the University Oral Examination. The major fields are:

- Europe, 300-1500
- Europe, 1400-1789
- Europe since 1700
- Britain and the British Empire since 1460
- Russia and Eastern Europe
- Jewish History
- The Middle East
- Africa
- East Asia Before 1600
- China Since 1600
- Japan Since 1600
- Korea Since 1800
- Latin America
- The United States (including Colonial America)
- History of Science, Medicine, and Technology

Students are required to take a two-quarter or three-quarter colloquium surveying the historical literature and principal historical issues of the major field. This core course, or its equivalent, is designed to help students find their way into the field, prepare for the University Oral Examination, and discover areas of research which might produce dissertation topics. Students will also be required to take at least one of the two required research seminars in the major field.

B. The Secondary Field(s)

The secondary field(s) in which a student completes four courses, should be completed before the University Oral Examination. Secondary fields may be defined as a single historical field or a single thematic/interdisciplinary/comparative field. In some cases, students may benefit from two secondary fields. In this option, at least two courses must be taken in each field.

Secondary Historical Fields

1. One of the fields listed above (other than the Major field).
2. One of the fields listed below that falls largely outside the Major field.

The Ancient Greek World
The Roman World
Europe, 300-1000
Europe, 1000-1400
Europe, 1400-1600
Europe, 1600-1789
Europe, 1700-1871
Europe since 1848
England, 450-1460
Britain and the British Empire, 1460-1714
Britain and the British Empire since 1714
Russia to 1800
Russia since 1800
Eastern Europe to 1800
Eastern Europe since 1800
History of Science, Medicine, and Technology
Jewish History
Middle East to 1800
Middle East since 1800
Africa
China before 1600
China since 1600
Japan before 1600
Japan since 1600
Korea Since 1800
Latin America to 1825
Latin America since 1810
The United States (including Colonial America) to 1865
The United States since 1850

3. Work in a national history of sufficiently long time to span chronologically two or more Major fields. This option is intended to permit students studying part of a nation's history as a portion of their Major field to encompass much of the rest of the same country's history as a secondary field. Thus, for example, a student with Europe since 1700 as a Major field may take France from about 1000 to the present as a secondary field.
4. Individually Designed Thematic, Interdisciplinary or Comparative Fields

Students should plan these fields in consultation with their advisors. The Department does not prescribe the subject matter or kind of courses, but this kind of field should have coherence and integrity. It can either add to a student's technical competence or broaden his/her approach to the problems of the research field. The student's advisor must provide a statement to the Director of Graduate Studies describing how this field requirement will be met. Interdisciplinary fields require course work outside the Department of History that is related to the student's training as an historian.

Thematic, interdisciplinary or comparative secondary fields require completion of four courses in the case of one secondary field or two courses each in the case of fulfillment of two secondary fields. Normally an interdisciplinary field will include two courses outside the history department and two courses in history outside the primary field. In cases where a Major-field historian teaches an interdisciplinary course or a course that is comparative, the student can petition to count that course, with the advisor's approval. Final approval for interdisciplinary fields resides with the Director of Graduate Studies.

C. Ph.D. Minor

The requirements are the same as the minimum university requirements: 20 units of work at the graduate level (300 or above).

III. LANGUAGE REQUIREMENTS

There is no general University or Departmental foreign language requirement for the Ph.D. Nevertheless, a reading knowledge of one or more foreign languages is required in fields where appropriate, with the faculty of the field prescribing the languages necessary for the individual student's research interests. In no field will the student be required to take examinations in more than two languages. The language requirement must be met before taking the University Oral Examination. The advisor must provide to the Director of Graduate Studies a statement indicating how this requirement has been met. Certification of competence in commonly taught languages (i.e. German, French, Spanish, Portuguese, Russian or Italian) will be done by the appropriate language department of the University.

IV. WORKSHOP PROGRAM

The History Department has established a series of workshops for graduate students in all fields. These workshops are designed to address intellectual, methodological, and/or pedagogical issues that may not be addressed in field-specific graduate course work. They are also opportunities for students in all fields to share a common venue.

In their first year, graduate students are required to enroll in History 304, Approaches to History (Autumn Quarter) and in History 305, the Workshop on Teaching History (Spring Quarter), as part of their preparation for university teaching. In their second year, graduate students participate in the TA Training Workshop (the first week of Autumn Quarter), organized by advanced graduate student teaching mentors, and should take the Workshop on Preparing Syllabi for the Sources and Methods (S&M) Seminars if, as they are encouraged to do, they elect to fulfill one of their teaching assignments by offering their own S&M course. Preparation for these courses takes place in this workshop. Students in their second or third years interested in research on international topics are encouraged to take the Workshop on Design and Methods for International Field Research. Graduate students are advised as well to enroll in workshops offered in the Department and University that introduce them to the world of electronic resources for research and teaching.

Students in their second and third years are encouraged to participate in the Department's Dissertation Proposal Workshop, as they prepare for the annual Autumn round of competitive dissertation research fellowships. Students about to begin writing their dissertations are encouraged to participate in the Workshop on Writing Dissertations, also held in Autumn Quarter. And finally, students entering the job market in their fourth or later years are strongly encouraged to participate in the Workshop on Teaching Portfolios. This workshop is designed to help students prepare teaching portfolios as part of their academic job-hunting strategies.

The Department also plans to add a workshop on job-hunting in the non-academic world for graduate students interested in employment possibilities in industry, government, and non-government organizations.

V. TEACHING PROGRAM

The Department considers teaching to be an integral part of the historian's craft. In order to help graduate students develop effective classroom skills, a teaching requirement is included as part of their professional training. The Department sponsors a series of courses and workshops on pedagogy during the first two years of the program. (See "Pedagogical Training" below.)

All graduate students should complete the teaching requirement by the end of the third year, although they may defer completing their final teaching assignment until the fourth year.

Students should consult with their advisors in planning how to satisfy their teaching requirements. Students have the right to invite faculty to visit their classroom in order to evaluate their performance as teachers. Teaching assistants (TAs) are also encouraged to offer a lecture in the class in which they are assigned.

Under University-wide policy, self-support graduate students need not teach the same amount as students on financial aid unless they wish to do so. Consequently, the Department has established different teaching requirements for self-support students and students on financial aid. The requirements are as follows:

- (1) All students admitted on financial aid are required to complete four quarters of teaching experience, for which they will receive a teaching assistant/affiliate salary and tuition for the 10 unit tuition rate during the quarters when they are teaching.
- (2) Self-support students are required to complete two quarters of teaching experience as part of their professional training, for which they will receive no assistantship payments. These students have the option of completing two additional quarters of uncompensated teaching experience if they so desire.

The teaching requirement may be satisfied in two ways. Depending on the needs and abilities of the student and the needs of the Department, all fellowship students will serve as a TA for a lecture course at least 3 times. Self-support students will TA at least once.

All students have the option of either TAing an additional lecture course (fourth TAship for fellowship students or second TAship for self-support students) or teaching their own S&M seminar. Students who wish to take the latter option must participate in the Workshop on S&M seminars and develop a syllabus in consultation with a faculty mentor in the relevant field. The syllabus should then be submitted with a letter of approval from the faculty mentor to the Chair of the Curriculum Committee, who will assess both the quality of the course syllabus and the needs of the undergraduate teaching program before approving the proposed S&M seminar.

Procedure:

During the Spring Quarter of the year preceding the first TAship, graduate students will be asked to indicate in which courses they would prefer to serve as TA (due in May). The Director of Graduate Teaching will then make the assignments.

Unexpected fluctuations in undergraduate enrollments may occasionally necessitate last-minute alterations in plans, but the original arrangements will be as firm as possible. Once the assignments have been made, graduate students should work closely with the faculty member in planning the course, choosing readings, creating the syllabus (particularly with respect to when and on what subject the TA will offer a lecture), preparing exam questions and essay topics, and assessing the success of the methods and assignments used in the course.

Pedagogical Training

To prepare for their teaching experiences, students should take advantage of the following opportunities:

First, the Department offers in Spring Quarter, a course on pedagogical issues in the teaching of history. This course is required for first-year students. It will be facilitated and taught by a faculty member in History, and it will introduce students to different methods and theories of teaching history. History 305, "Workshop on Teaching History," will meet weekly during the quarter and will carry one unit of credit. Likely topics for weekly meetings include envisioning the history departmental curriculum as a whole (purposes, content), pondering the

purposes of different types of courses (such as lectures, colloquia and undergraduate seminars), and designing different strategies to achieve those goals; using writing in various ways in teaching; issues of diversity and gender relations in curricular design and/or class interactions, the impact of the internet on teaching; and service training. Guest faculty will be invited to add their perspectives.

Second, former History TAs will organize a required one-day teaching orientation for new TAs in the autumn. As part of their ongoing training, TAs will continue to meet during the quarter to discuss their experiences and to hone their skills.

Third, students who plan to teach an S&M seminar should participate in a workshop on designing a syllabus during Winter Quarter. The workshop, which is facilitated by the Director of Undergraduate Studies and graduate students who have already taught an S&M seminar, is designed to help graduate students conceptualize, write and revise a syllabus.

Finally, students entering the job market are encouraged to take the Workshop on Teaching Portfolios offered in Autumn Quarter.

VI. EVALUATION OF ACADEMIC WORK

The Department accepts no grade below a B for credit toward an advanced degree; a B- or any lower letter grade is recorded on the transcript but is regarded as the equivalent of a failure. All courses taken to fulfill degree requirements must be taken for a letter grade only. This includes courses outside the History Department used to fulfill a secondary field. Directed reading (History 399W) can only fulfill degree requirements (e.g. secondary field) if it involves written work and is taken for a grade. Directed reading may be taken CR/NC if it does not apply directly to degree requirements (e.g. preparation for Orals may be taken CR/NC). In general, History 399W should be taken CR/NC when there is no written work, but when written work is required, it should be taken for a letter grade. Grades of I (incomplete) must be changed to a letter grade within a year that the course was taken (e.g. if taken in Autumn '05, work is to be completed before the start of Autumn '06), or earlier if required by the instructor. Otherwise, the grade is automatically changed to an NP (not passed) by the Registrar's Office. The following definitions are meant as general guides and not as statements to what grades are acceptable in the Ph.D. program.

1. A grade of A represents excellent work toward the Ph.D.
2. A grade of A- represents good to very good work toward the Ph.D.
3. A grade of B+ represents marginally acceptable work for the Ph.D. in History Department courses.
4. A grade of B represents unacceptable work for the Ph.D. in History Department courses. For courses taken in other departments, students must receive minimally acceptable grades for doctoral students as established by those departments.
5. A grade of I represents work that was not completed within the time frame of a course. The I grade must be changed to a grade within one year. Otherwise, it will turn into NP.

6. A grade of N represents continued work that was not expected to be completed in one quarter.
7. A grade of L represents work that has been submitted on time but has not been graded by the instructor.
8. An asterisk (*) denotes that no grade has been submitted.
9. NP represents not passed.

Note: As transcripts including any grades below A- (including B+, B, B-, N-, NP) constitute deficient Ph.D. work, they may result in dismissal from the program.

VII. ENROLLING IN UNDERGRADUATE COURSES

Graduate students may receive credit for taking undergraduate courses under the following conditions:

- (1) Students may audit an undergraduate lecture course and sign up for directed reading with the instructor.
- (2) Students may take an undergraduate lecture course and do extra work at the graduate level, as determined by the instructor, and receive a letter grade.
- (3) If students take an undergraduate colloquium (200 level), it is most desirable that the instructor arrange to have a 300 level number added to the course and that students complete appropriate graduate-level work. If for some reason a 300 level number cannot be assigned, the course can be counted for graduate credit if students complete appropriate graduate-level work and submit a note from the instructor to this effect.

VIII. UNIVERSITY ORAL EXAMINATION

Ordinarily, a student will take the University Oral Examination in his/her Major field no later than the third quarter of the third year of graduate work (except as otherwise specified by the individual fields). Normally a student shall have fulfilled all course work before taking the University Oral Examination (usually referred to as “the orals”) although one grade of an I is allowed. Any language requirement must be met before taking the University Oral Examination. The Director of Graduate Studies may grant exceptions to this rule.

Since all the Major fields are too broad to be mastered fully in two years of graduate study, it is important that students and examiners achieve a common understanding about what is expected on the oral. This can be done in a variety of ways: by having students present a bibliography to each of his/her examiners before the exam, by mutual agreement between student and examiners on a set of themes or questions to be discussed, or through some other, comparable arrangement. In any event, as much as possible will be done to remove the element

of chance and contingency from the examination. Students will be tested on what they can be expected to know, not on what they might possibly know.

Students are responsible for ensuring that they complete all their courses in a timely fashion. The GSC views more than one grade of I as a warning that a student may be having academic difficulties.

Pre-orals are a History Department requirement. They are not required by the University. Pre-orals may be scheduled anytime before the University Oral Exams. This may be two weeks or more prior to the date set for the orals or the day before. Faculty advisors and graduate students may recommend that pre-orals be waived altogether. In this case, a graduate student advances directly to the University Oral Exam. The faculty advisor is responsible for reporting the results of the pre-orals to the Graduate Program Coordinator.

Oral Examination Committee

The University Oral Examination is conducted by at least four examiners, in addition to a Chair from outside the Department. **At least three of the examiners** must be faculty members in Stanford's Department of History. At least three of the four examiners must be Stanford Academic Council members. Any examiner who is not an Academic Council member must be approved by the Department Chair. The student should consult with his/her advisor about the composition of the examining committee well in advance of the examination. In certain fields there are insufficient faculty members to constitute a full board of examiners. A student in such a field may want so to structure his/her secondary field as to become acquainted with the faculty members outside the Major field who are likely to be on his/her University Oral Examination Committee. The date of the examination is determined by consultation between the candidate and the examining committee. The student recruits the Chair, with the help of the advisor. The Chair must be a current or emeritus Stanford Academic Council member and may not have a full or joint appointment in the same department as the candidate or his/her advisor.

Chair

The responsibilities of the chair are:

- to serve as an impartial representative of academic standards
- to ensure that the candidate is asked challenging but fair questions, the chair may participate in the questioning
- to assign one or more members of the committee to give the candidate appropriate evaluation after the examination
- to ensure that University and departmental guidelines are followed
- to vote on the candidate's performance
- to report the results of the examination
- in the event of a candidate's failure, to follow University procedures for notification

Student Status

Before scheduling the Oral Exam, students must:

- have been advanced to candidacy
- have valid candidacy
- be registered in the quarter in which the University Oral Examination is taken. Summer quarter is an exception, as long as the student was registered in the previous Spring Quarter and is enrolled in Autumn Quarter following
- have completed language requirements
- have not more than one incomplete on his/her transcript

Duration of Exam

The examination lasts two hours, usually with a brief break in the middle. On the favorable vote of at least four of the five members of the examining committee (including the Chair), the candidate will be certified as having “passed”; if the examining committee wishes to certify the student as having “passed with distinction,” the vote must be unanimous. The quality of the pass, however, is not required by the University or recorded on any University documents.

If a candidate fails the examination, the examining committee, while in session, shall determine whether or not the candidate shall be granted the privilege of a second examination. If a second oral examination is granted, the Department requires it should be taken no later than one quarter after the first examination. If the candidate fails the University Oral Examination a second time, his/her candidacy shall be terminated.

Dissertation Prospectus

No later than one quarter after completing the orals, students are required to prepare a dissertation prospectus (requirements are outlined under “Dissertation”). The prospectus must be approved by the dissertation advisor and another member of the reading committee. In fields where there is a student-faculty workshop, students should present their prospectus for general discussion.

IX. THE DISSERTATION

The dissertation is the most important part of a student’s graduate program. The student’s first major effort as an independent scholar, the dissertation usually plays an important role in getting an academic position and is often the basis for future publications. No decision has longer-lasting and more wide-ranging implications for a student’s intellectual development and academic career than the choice of a dissertation topic.

The dissertation should be a significant piece of original work. Students should begin thinking about possible topics as early as possible in their graduate careers. The research seminars often provide good opportunities to formulate and test potential topics. Moreover, students’ selection of their secondary field(s) and preparation for their orals should be in part shaped by, and help prepare a context for, the development of a research agenda.

Before making a final decision on a topic and in order to avoid duplication, a student should consult the American Historical Association's list of Ph.D. dissertations in progress in the *Directory of History Departments and Organizations*. The student should register his/her own subject with the AHA by informing the Graduate Program Coordinator by May of each year of the working title of his/her dissertation.

Students -- especially those whose research requires going abroad -- should formulate their topics in time to apply for outside grants. Application usually takes place during the Autumn Quarter of a student's third year.

The research and writing of a dissertation requires at least two years of intensive work. In fields outside the United States history field, students will probably have to spend a year of research time abroad pursuing their subject. They should take care to investigate whether there are sources of funding outside the University to support their research work overseas in their particular field. If a student's research will involve oral history, interviews, etc., the student must secure permission from the Human Subjects Panel.

At the time a student reaches 135 units or TGR status, the student (as required by the university) must submit the notice of the appointment of a Ph.D. dissertation reading committee signed by the three readers and approved by the Department Chair. The reading committee will consist of the principal dissertation advisor (first reader), and two additional members of the Department (second and third readers) agreed upon by the advisor and the student. We occasionally have third readers from outside the Department, but that requires permission of the advisor and approval of the Director of Graduate Studies. The Department assumes that the reading committee will be composed solely of members of Stanford's Academic Council. Under exceptional conditions, it may be advisable to include a faculty member from another university on a dissertation reading committee. The Department Chair may approve inclusion of a third reader from outside Stanford. This is permitted only when Stanford lacks Academic Council members with sufficient expertise in the student's area of research and the student has taken courses or established other long-term mentoring relationships with that faculty member. There is no compensation for outside readers. In no case can a dissertation committee include fewer than two members of the History Department. The average size of a reading committee is three readers.

The student should submit the finished dissertation manuscript to the reading committee well in advance of the deadline for formal submission of the dissertation to the University. In preparing the final copy, the student must consult the Graduate Degree Progress Office's *Directions for Preparing Ph.D. Dissertations*. The Department requires that *The Chicago Manual of Style* be used as a style guide. For a simplified version, see Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press).

The University requires that all dissertations be submitted within five years of the date of the student's admission to University candidacy. An extension of this deadline must be approved by the Director of Graduate Studies at the recommendation of the advisor. The student may appeal negative decisions by the advisor to the GSC.

X. FELLOWSHIPS, GRANTS AND AWARDS

The History Department five-year fellowship consists of a combination of assistantship and fellowship quarters. Students with fellowship offers will receive summer support for three summers, provided they are in good standing.

Continuation of funding from year to year is not automatic; as stated in the letter of admission, it depends upon satisfactory progress toward the degree. Determination of satisfactory progress is made annually by the Department faculty. The Department will maintain its fellowship commitments to students as long as they maintain good progress towards their degree. If a student is discontinued in the doctoral program, due to unsatisfactory academic progress, the student's fellowship will terminate at the end of the quarter in which the student is notified, unless there are unusually compelling circumstances that lead the GSC to extend a fellowship for an additional quarter.

Students are encouraged to obtain outside awards (non-university funds) to supplement or offset fellowship support, and each student is expected to apply for an outside award at appropriate points during the first five years. History graduate students have done very well in national competition, and we have every expectation of a continued high level of success. Dissertation research and write-up grants during and beyond the fifth year are available on a competitive basis from outside sources, and certain university committees. Please refer to the *Guide to Procedures* section of this handbook for further details.

Incentive Policy for Outside Fellowships

The Department both encourages and expects students to apply for external funds to support their training and research (Fulbright, SSRC, IREX, Japan Fund, FLAS, Rotary, etc.). Seeking and winning grants is an important part of professionalization -- succeeding in grant competitions will be a crucial skill through one's career; a list of grants received significantly strengthens one's vita in the processes of job application and applying for subsequent grants. The Department provides a workshop on grant application techniques each Autumn. Students should be vigilant throughout their graduate years to seek out short-term and long-term funding opportunities in their field, here at Stanford (the area centers, Dean's Office, the Humanities Center, etc.) and nationally.

For students who succeed in securing outside fellowships that replace at least half of their university funding, the department will provide the following forms of recognition:

- an incentive bonus of \$5000 (as a rule awarded in the summer; this stipend does not include health benefits or tuition costs);
- first priority to recipients of the bonus for competitive Departmental grants (Weter, Oakford, etc.) for their sixth and subsequent years;
- the designation "distinguished Departmental scholar for academic year X" which students can put on the "honors and awards" part of their CV's.

Students are eligible to receive the incentive summer stipend for every year in which they have such outside funding during their fellowship period. They will, however, forfeit the amount of their university fellowship that is covered by the outside grant in each year that an outside grant is received (even if their grant equals 100% Stanford costs). With regard to outside funding that is less than half of the student's department fellowship, the GSC may choose to award the incentive bonus as an exception, on a case by case basis. For example, if the award is a multi-year fellowship but less than 50% annual cost per year, the GSC may choose to award the bonus. Eligibility for the incentive program is during the five years of the fellowship package only.

Students may, however, "stop the clock" of their five-year fellowship in one exceptional circumstance, which is where the outside funding is for "training," usually language study. By the same token, receiving such a grant does not qualify the student for the incentive bonus.

On a related matter, students who receive two or more full years of external support that result in their residence abroad or elsewhere off-campus for a significant amount of time may request a reduction in the number of TA assignments. All students, however, are required to teach a minimum of two times.

XI. PRIZES

Prize for Excellence in First-Time Teaching is awarded annually to a graduate student doing his or her first or second teaching assignment. Excellence in teaching is judged from the student evaluations at the end of the quarter and from direct faculty observations of the TA's lecturing or leading discussions.

Centennial Teaching Assistant Award highlights Stanford's commitment to teaching quality not only by our faculty but also by our many talented TAs. These are graduate students, generally well along in their studies, who lead discussion sections, grade exams, hold office hours, and otherwise assist both the professor teaching the course and the students enrolled.

Prize for Best Graduate Teaching of an Undergraduate Seminar recognizes outstanding teaching by a graduate student in a seminar that the student designed and taught as part of the History Department S&M undergraduate course offerings. One prize is awarded each year. All seminars taught in the preceding three quarters are considered for the prize. The following criteria are considered in awarding this prize: (1) design, content, and creativity of the seminar; (2) quality of assignments; and (3) success of the seminar as reflected in student evaluations.

Elizabeth Spilman Rosenfield Prize is awarded annually to a student whose written work is honorable not simply for originality in research but also for clarity and elegance in writing. Elizabeth Rosenfield was a Stanford undergraduate who received her law degree in 1923 – only the second woman to receive a Stanford law degree – and over the years, worked with many Stanford history graduate students on their writings. The focus of the award on "best written" is a way of honoring Elizabeth Rosenfield's commitment to making scholarly work accessible to a wider audience than specialists.

Harold L. Kahn and Lyman P. Van Slyke Award for Graduate Mentorship in History was created by their current and former students to honor these two Stanford historians of China by recognizing and encouraging excellence in mentorship of graduate students in all fields of

History. The award is given every two years in Spring Quarter, with the next award offered in Spring 2007. The award committee is composed of 3 doctoral History students, selected by the Graduate Student Association, with the Department Chair acting ex officio (who may be replaced by the Director of Graduate Studies, or other faculty member, should the Chair be nominated). Current and former students are invited to nominate faculty in Winter Quarter, and the committee will subsequently solicit additional information from students on the slate of nominees.

XII. PLACEMENT OF PH.D. STUDENTS

Students normally expect to secure gainful employment at the end of their graduate career. Placement in teaching or nonacademic positions requires the cooperation of the student, the student's advisor, and the University's Career Development Center (CDC). As a first step the student should register at the CDC immediately after the oral examination and begin to assemble a dossier and letters of recommendation. It is particularly useful to do this at this time if the student intends to be doing research off campus over an extended period of time. The first letters of recommendation may be added to or replaced at a later date, particularly after the dissertation is completed or nearly so, if this seems desirable.

Students are strongly encouraged to assemble a teaching portfolio. This portfolio might include a statement of teaching philosophy and interest, copies of student evaluations, copies of evaluations by professors, CTL and other observers, and copies of syllabi. The Department normally organizes a workshop on Teaching Portfolios during the Autumn Quarter.

Information about available jobs may be obtained in a variety of ways, none of which can be relied upon exclusively.

1. Departments with job openings often write to the Department Chair, or to professors in the fields. If the Department has an appropriate candidate, normally one whose dissertation is completed or nearly so, the candidate's advisor may write a letter to the inquiring institution suggesting that person for consideration. The candidate will direct the CDC to send his/her dossier to the institution. The inquiring institution, if interested, may contact the candidate directly for an interview at the January AHA convention or for a visit to its campus.
2. H-Net, the AHA-sponsored website, regularly posts job announcements. Check this and other electronic sites.
3. Institutions often send out circulars announcing openings to the Department. These are posted in the mailroom for History graduate students. The student normally takes the initiative in responding to these inquiries or in calling them to his/her advisor's attention.
4. Notices of openings are published in the AHA Newsletter, *Perspectives*, which is received in the Department and posted in the mailroom for History graduate students. Notices may also be found in area studies association publications such as the *Newsletter of the Association for Asian Studies*. Professional registers also post job listings at the convention of the AHA, the Southern Historical Association, and the OAH, and at the conventions of area studies associations. Those seeking

positions should also check from time to time with the CDC because it occasionally learns of job opportunities before the Department does. Many listings are posted on the internet.

5. The grapevine is another common, though not always reliable, means of learning about openings. Inquiries may be addressed by the student or advisor to the institutions rumored to have an opening in the appropriate field.

In the early autumn of the year in which a student will be entering the job market, he/she should review the contents of the student's placement file with his/her advisor, as well as update the information sheet therein, and draw up a formal curriculum vita. In general, students should schedule their dissertation work so that they have a substantial amount of writing completed and available for submission to prospective employers at the time of the AHA convention in January. Students in US History have another opportunity at the meetings of the OAH, which meets in April. In December, the faculty will hold mock interviews to help students prepare for the AHA convention.

Visiting Scholar Status:

The Department encourages its doctoral students to complete their dissertations and file for graduation as soon as possible. The faculty believe that a completed dissertation is very helpful when a student is on the job market. The Department also recognizes that students are reluctant to file for graduation without having a job in hand because they will then lose access to libraries, e-mail, departmental colloquia, and the departmental address.

In order to encourage students to file their dissertations, the Department has introduced a visiting scholar status for its recently graduated doctoral students who may wish to remain affiliated with the Department. Recently completed doctoral students may apply for visiting scholar status by making a formal request in writing to the Director of Graduate Studies, and by providing a detailed statement of research and how continued use of the university facilities will contribute to research goals. This status assures access to university libraries, facilities, continued participation in colloquia and lectures, e-mail, and use of the Department's address for official correspondence. The Department will issue visiting scholar status for a period of one year, renewable in exceptional circumstances for one additional year.

XIII. IMPORTANT UNIVERSITY POLICIES

Students, including teaching assistants and teaching affiliates, are held accountable for the compliance of established community standards, included in the *Stanford Graduate Student Handbook* are both the Stanford Fundamental Standard (<http://www.stanford.edu/dept/DoR/GSH/Sec3b.html>) and the Honor Code (<http://www.stanford.edu/dept/DoR/GSH/Sec3g.html>).

The Fundamental Standard states:

Students at Stanford are expected to show within and without the University, such respect for order, morality, personal honor, and the rights of others as is demanded of good citizens. Failure to comply will be sufficient cause for removal from the University.

Any violation of the Honor Code, whether intentional or not, is a serious offense. Students should adhere to university academic and integrity rules, and should become familiar with the following code:

Stanford's Honor Code

- A. *The Honor Code is an undertaking of the students, that individually and collectively:*
 - 1. *they will not give or receive aid in examinations; they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;*
 - 2. *they will do their share and take an active part in seeing to it that others, in addition to themselves, uphold the spirit and letter of the Honor Code.*

- B. *The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.*

- C. *While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.*

Other University policies include health and safety guidelines for faculty, staff, and students (<http://www.stanford.edu/dept/DoR/GSH/Sec31.html>). In order to provide for a safe and well maintained workplace and classroom, compliance with Stanford policies and practices in health and safety is required by faculty, staff and students. With the policy on sexual harassment (<http://www.stanford.edu/dept/DoR/GSH/Sec3c.html>), Stanford is committed to keeping the Department free from sexual harassment, intimidation, or exploitation.

THE PH.D. PROGRAM BY FIELDS

Africa

The graduate program in African history covers the pre-colonial and colonial periods and spans the entire continent south of the Sahara. The program consists of two phases: during the first phase covering the first, second, and part of the third years, students take a wide variety of courses in their primary and secondary fields, begin to develop a dissertation research project, complete their language requirements, apply for research funding, begin their training as teachers, and prepare for their oral exams. During the second phase, usually beginning in their third year, students conduct original research in Africa, complete their teaching responsibilities, and write their dissertations. Students are encouraged to complete their dissertations within five years, although some may take longer depending upon the particular circumstances of language preparation, research, and writing.

I. Language Requirements

A reading knowledge of one European language other than English and oral proficiency in one African language are required. In the event that the African language appropriate to the student's research is not "written," certification of proficiency in the spoken language is considered sufficient. Students should contact the Center for African Studies regarding the availability of African language instruction and the schedule for the summer intensive and academic year Foreign Language and Area Scholarship competitions administered by the Center.

II. Course Requirements

Students are encouraged to take at least two graduate courses with each faculty member teaching in the field. Students who do not have a strong foundation in undergraduate African history courses are encouraged to audit the lecture courses in African history.

III. Supporting Fields

Students must fulfill the Department's requirements for a secondary field in one of the ways outlined in the Graduate Student Handbook. Students must consult with their advisors with regard to the choice of areas. Some area offerings support African history better than others, and the long-term needs and goals of the student must be considered. African history is an explicitly inter-disciplinary endeavor. Students may also fulfill their secondary field requirements in areas of direct utility to their research needs, such as anthropology, economics, linguistics, literature, political science, etc.

IV. University Oral Examination

A part of the second year should be devoted to preparation for the oral examination, which students are expected to take in the first quarter of their third year and no later than the third quarter of that year. A part pre-oral exam is required and it is administered by two members of the African history faculty. The University Oral Examination requirements will be fulfilled by a two-hour examination that consists of four examiners drawn from the student's major and secondary fields. The student should consult with his/her advisor about the composition of the

examining committee well in advance of the examination. The composition of the committee should reflect the field and methodological interests of the student.

V. Dissertation

African history requires research in the field, usually involving additional research in the national archives of the previous colonizing country. Research proposals should be well developed and applications for research funding and clearance should be well underway during the summer after the first year. Students must pay attention to the application cycles of external funding agencies, such as Fulbright, SSRC, ACLS, Rotary, etc., in order to secure additional funds for research in Africa. Students may apply for funding as early as the Fall of their second year, but certainly not later than the Fall of their third year.

Students must formally present a prospectus of their dissertation within one quarter following their oral exam.

VI. Workshops

Students are strongly encouraged to participate regularly in the Humanities Center workshops in which faculty and graduate students regularly engage in intellectual issues outside of formal courses. Students are also strongly encouraged to present their research to such faculty-student workshops and at other conferences both at Stanford and elsewhere. African History graduate students are also expected to participate in the dissertation proposal and dissertation writing workshops that the Department sponsors.

Britain and the British Empire Since 1460

I. Language Requirements

A reading knowledge of at least one modern language other than English, normally French or German, is expected, in part because work in secondary fields will assume such knowledge. Those expecting to work in the Early Modern field may also need Latin; if this requires course work it should be taken during the first year or during the summer between the first and second year.

II. Course Requirements

The first two years of the graduate program are devoted primarily to the study of British history since 1460 with the emphasis on either the 16th and 17th centuries or the modern period, depending on a graduate student's Major interests. During the first two years a student should plan to take graduate colloquia in the field (at least one each in early modern and modern Britain) and produce one seminar paper each year (either in a seminar or as part of a directed reading). Ideally, these papers should be used to help define a research project. Depending on the students' needs and interests, coursework may extend into the third year.

Work on the secondary field should also be completed during the first two years, preferably by taking at least two graduate colloquia. Secondary field work should be planned with the fact in mind that the University Oral Examination board is composed of four departmental examiners, only two of whom are likely to be in the British field. Hence students are well advised to define the secondary field (another field of European history, a non-European field, or a thematically defined field, depending on the student's research interests and needs) in such a way as to take course work with the two additional examiners. In addition to these practical considerations, there are obviously compelling intellectual and professional reasons for using the secondary field to broaden one's training as well.

III. University Oral Examination

The University Oral Examination, a two-hour examination by four members of the department and an external examiner, is generally taken in the first quarter of the third year.

IV. Dissertation

By the Autumn Quarter of the third year, a student should define a research project and produce a written prospectus that will serve as the basis of grant applications to support research in Britain later that year or in the fourth year. Research in published sources should be completed, if possible, before leaving for England.

The fourth year is generally spent abroad in archival research, and the fifth year at Stanford in writing the dissertation. If travel and research funding is available, the process may be expedited by leaving for England during the winter or spring quarter of the third year. Such an acceleration of the program might enable the student to have a substantial amount of writing completed by the January meeting of the American Historical Association in the student's fifth year, an advantageous situation in the present job market.

Advanced students are strongly encouraged to participate in the department's dissertation, pedagogical, and job market workshops as well as the European History Workshop held every Spring. All graduate students are encouraged to attend and participate in the various humanities workshops on campus (Enlightenment & Revolution, Empires & Cultures, and so forth) as well as the Stanford-Berkeley British History Reading Group.

East Asia

I. Language Requirements

Advanced language capability is the first prerequisite for success as a scholar in the East Asian field. All entering students in the field must take a diagnostic placement examination in the language of specialization during registration period of the fall semester. The results will be forwarded to the respective advisors. In addition, the following levels of language training must be completed before sitting for the university oral examination. The Ph.D. language requirement is fulfilled by receiving a B+ or better in the required language courses, or by demonstrating equivalent proficiency in the language placement examination.

A. Primary Language

Chinese history: Fifth-year modern Chinese, or the equivalent; two years classical Chinese, or the equivalent. In addition, all students are expected to take the course on “Sinological Resource Methods” that is taught every second year by Stanford’s East Asian Librarian, Professor Dongfang Shao; in special circumstances, this course may be waived if the student can demonstrate mastery (to the advisor’s satisfaction) of Chinese reference works and other relevant resources in the East Asian Library.

Japanese history: Fifth-year modern Japanese or the equivalent, including guidance in translating from written texts; at least one course in classical Japanese; at least one course in *kambun*. Additional language training, including summer workshops in *sorobun* (early modern prose) or *kuzushiji* (paleography), is strongly recommended.

B. Secondary Language

1) Chinese history: For pre-Qing history, three years of Japanese, or the equivalent; for the Qing and later periods, reading knowledge of a relevant language chosen in consultation with the student’s advisor (the required level of proficiency to be determined by the advisor in accordance with the student’s research needs). In special circumstances, a student may petition to substitute a technical skill for the second language.

2) Japanese history: Reading knowledge of a relevant language, to be chosen in consultation with the student’s advisor. For those specializing in premodern Japan, the second language will normally be classical Chinese. For those working in the modern period, it may be another East Asian language or a European language. In special circumstances, a student may petition to substitute a technical skill for the second language.

II. Core Courses

The essential graduate courses for doctoral candidates in history are of two kinds: readings colloquia and research seminars.

A. Colloquia

Colloquia are reading-intensive courses, primarily in English, designed to orient students to the historiography of a field and to ongoing debates over approach as well as interpretation. As soon as practically possible, students must complete three out of four of the core

colloquium sequence for their country of specialization: for Japanese history, and all three for Chinese history. In addition, students focusing on Japan before 1600 should take at least one premodern Chinese colloquium; likewise, students specializing in premodern China should take at least one graduate colloquium on premodern Japan. Comparable expectations govern students focusing on the modern period.

Those who enter the program with gaps in their prior coursework may also be required to enroll for graduate credit in the appropriate undergraduate lecture courses.

B. Research Seminars

All history students must complete two research papers during their first two years in the program, including at least one using primary materials in the target language of the dissertation archive. Research papers may be written either for a two-quarter research seminar, or in a directed reading following a one-quarter graduate course focused on sources or bibliography. Both types of seminars may involve library or on-line exercises requiring the use of Chinese or Japanese reference tools, and will entail reading in primary and secondary materials in Chinese or Japanese. Before sitting for the university oral examination, all students are expected to have become proficient in using the relevant resources of Stanford's East Asian Library, and to have demonstrated such proficiency in the seminar papers.

All students must submit to the advisor a one-page progress report at the end of each academic year, detailing the steps taken and those remaining toward fulfillment of the language and course requirements.

III. University Oral Examination

The purpose of the university oral examination is to help students develop a general knowledge of several fields of history and scholarship, to equip them to teach and write in areas beyond those of their specific research interests. By departmental regulation, doctoral candidates in history choose one major field and either one or two minor fields from an established list. For those studying the histories of China and Japan, the major fields are broadly defined: East Asia Before 1600, and East Asia Since 1600. Minor fields may be country-specific, or may be identified in thematic, comparative terms.

The examination committee consists of five faculty members. In addition to the advisor, these will normally include two other East Asian historians and one specialist on an area outside East Asia. The fifth committee member, by university regulation, is a time-keeping chair from another department. The selection of fields, the coursework preparation for each, and the composition of the examining committee should be discussed with the advisor at regular intervals, starting early in the first year of study.

The examination is normally taken in the spring quarter of the third year, and must be taken no later than the beginning of the fourth year. Outstanding incompletes must be cleared up before sitting for the examination. Students are required to schedule a diagnostic pre-oral 2-6 weeks before the exam. The pre-oral is a one-hour examination, conducted by two members of the committee, designed to familiarize students with the format and nature of the exam, and to assess the student's readiness to sit for the exam.

IV. Dissertation Research

Articulating an original research topic, and identifying appropriate sources, is a crucial step in the student's evolution as a scholar. Since it is expected that our Ph.D. candidates will seek to do their principal dissertation research in East Asia, this process is initially focused toward the development of a grant proposal, typically submitted at the beginning of the third year to outside funders to win financial support for dissertation research in the relevant countries. Students will be expected to participate in grant-proposal and prospectus workshops offered by the History Department. In addition, students in this field are required to submit a 5-10 page dissertation prospectus to their examining committee at least one month in advance of the oral examination.

Europe (and the Mediterranean), 300-1500

I. Language Requirements

We expect the ability to read primary source documents in one's language(s) of research. This language is either (or both) Latin or Classical Arabic. Competency will be tested during the first quarter of the first year in the Ph.D. program. It is critical for the two research seminars.

Medievalists also need to acquire reading proficiency in at least two modern languages (one if proficient in both Latin and Classical Arabic). These languages will be identified in consultation with the student's advisor (factors in this decision are the vitality of the historiography in a given language and/or the geographical base, if any, of the graduate student's research interests). A basic proficiency should be acquired by the end of the summer of the second year, and will be tested either by the relevant language department or a History Department professor, or established through obviously competent use in research or historiography paper (at the discretion of the field faculty).

Medievalists usually keep acquiring reading proficiency in languages throughout their career, and we encourage graduate students to do so beyond the requirement.

II. Course Requirements

The core courses are (1) History 313 and 314 (formerly 307A-B), Core colloquia in Medieval History (depending on faculty availability, these courses are given in alternation years) and (2) the two research seminars, each normally spread over two quarters, and taken respectively in the first and second year of the Ph.D. program. Colloquia are reading-intensive courses, primarily in English, designed to orient students to the historiography of a field and to ongoing debates over approach as well as interpretation. The required course in paleographic techniques will be taken no later than the end of the third year, and preferably earlier. Students are strongly encouraged to consult the U.C. Berkeley offerings, and may be allowed to do one of their research seminars there.

Students should try to take as many of the required courses in the Major and secondary fields as possible in the first year and fulfill the requirements for the M.A. The selection of fields and courses should be discussed with the advisor at regular intervals, starting early in the first year of study.

We strongly encourage graduate students not to spread themselves thin, and limit themselves to two history seminars or colloquia, plus a language, per quarter.

III. University Oral Examination

The defense of the dissertation prospectus (see below, iv.), to take place in the third year, constitutes the official university oral exam. Typically, the examiners will be the medieval European field faculty, one or two other historians, and an Academic Council member of the faculty outside of the Department of History who will certify the exam's due process, rigor, and fairness.

Prior to the defense of the dissertation prospectus, so ideally at the very beginning of the third year, the Ph.D. candidate will have to pass an oral examination demonstrating mastery of the

key master narratives and classics in the medieval field, and competence in his or her secondary (and optionally tertiary) field(s). The primary aim of this oral is to ensure that the candidate will be able to participate in broad scholarly discussions with colleagues and produce competent and intelligent lectures. An ability to intelligently navigate historiography is also desirable. This examination will typically involve a panel of examiners comprising the faculty in the field and one (or two) faculty member(s). The student will be asked among other things, to draw up the syllabus for an undergraduate lecture course, which will serve as the basis for the initial discussion. The field faculty does not prime for orals.

IV. Dissertation

In their third year, students will define and refine the topic of their dissertation and do as much research on it as possible at Stanford. Students are strongly urged to define, if only provisionally, their dissertation topic before the beginning of the third year when they will have to apply for fellowships for research in Europe (or in the Arab world) during the fourth year. In this light, they are expected to participate in grant-proposal and prospectus workshops offered by the History Department. The defense of the dissertation prospectus will constitute the official university oral exam. The fifth year should be devoted to completing research and the writing of the dissertation, which should be completed, ideally, no later than the end of the fifth academic year. While it is possible to prolong this writing process, students should not expect departmental funding for their sixth year and beyond.

V. Workshops and Resources, Professionalization

Graduate students are encouraged to take seminars at U.C. Berkeley. While UCB is on a two-semester schedule, so out of phase with our three-quarter cycles, and while doing so involves commuting, the benefits of exposure to a different faculty and another set of peers vastly outweigh the inconveniences. UCB runs a quasi weekly Friday lunch talks series. There is also a quarterly conference that brings together in Los Angeles, at the Huntington Library, graduate students and faculty in Medieval History for the discussion of pre-circulated papers. The faculty will know whether there is Stanford funding to participate.

Ask Monica Moore (monica.moore@) or Jan Hafner (jhafner@) of Medieval Studies to put you on the medievalist e-mail list to be appraised of events of interests to the field.

Grants available to medievalists include Fulbright Fellowships to various countries, several grants listed by the Medieval Academy of America (notably the Baldwin Fellowship for France), and (at least) the following:

Chateaubriand Fellowship (administered by the French embassy)

Mellon Dissertation Fellowships in the Humanities in Original Sources

Council of Libraries and Information Resources

Columbia Center for European Studies, pre-dissertation grants (Florence Gould Foundation)

German Marshal Fund – research fellowship

Western Society for French History Millstone Fellowship

Bibliographical Society of America, short-term fellowship

International Dissertation Fellowship (Social Science Research Council)

Bourse Jeanne Marandon (Societes des Professeurs français et francophones d’Amerique)

Ministere des Affaires etrangeres, Bourse de Recherche

American Association of University Women Dissertation Fellowship

Spencer Foundation.

Early Modern Europe, 1400-1800

The graduate program in early modern Europe offers the opportunity to specialize in English, French, German, Italian or Spanish history; the Renaissance and Reformation; early modern history of science; and thematic and comparative topics that cross national boundaries such as the early modern Atlantic world. Complementary coursework is available in early modern Eastern European and Russian history, colonial Latin America, North America, and the West Indies. In consultation with the advisor, students design a curriculum within the field to suit their research and teaching interests.

I. Language Requirements

A reading knowledge of at least two languages other than English is mandatory; students choose the appropriate languages in consultation with their advisor. Depending upon the field of specialization, one language typically will be French or German, though other languages such as Italian, Spanish, Dutch, and Portuguese might also be appropriate for a student's particular specialty. For those working in the Renaissance, Reformation, or history of science, a reading knowledge of Latin is required as one of the two languages. The language requirements can be satisfied by research work that demonstrates facility in the given languages (as certified by the instructor in writing to the GSC), or through examination by the respective Stanford language department.

II. Course Requirements

Students are required to take the one-quarter core colloquium in the fall of the first year, and encouraged to take a second early modern core colloquium in year two. The purpose of the core colloquia is to expose students in a broad manner to some of the dominant themes, problems, methods, and historiographical traditions in European history between the late Middle Ages and the French Revolution.

Additional course work to complete graduate requirements should be designed according to the student's interests in consultation with the advisor. It includes specialized early modern colloquia in fields appropriate to the student's primary interests and two required research seminars, one of which should be done in the first year and the other in the second year.

We expect students to develop at least one secondary field through coursework and strongly recommend that they take the medieval core or parts of the modern European core, or the core colloquium in other allied fields such as colonial Latin America and the history of science. Students may also do two secondary fields, one inside the department and one in an interdisciplinary area of early modern studies. With the consent of their advisors and in agreement with the relevant faculty member, students may also take directed reading courses to pursue topics that fall outside the domain of the graduate seminars and colloquia offered. For the purposes of scholarly exchange and professional development, students are also expected to enroll each spring in the European History Workshop.

III. Field Preparation

In their first two years, students must demonstrate a mastery of three fields of early modern European history. In some cases, students will be allowed to do one of the three field exams in a closely allied field such as medieval or modern Europe. Field study should be pursued with individual faculty members, who will formally sign off on the student's competence in the field after a written or oral examination (at the instructor's discretion). The field preparation aims to equip the student to teach in the field and should culminate in fashioning a course syllabus, which may serve as the basis of the field examination in conjunction with a reading list. Field examinations normally should be completed before the end of the second year.

IV. University Oral Examination

The two-hour university oral examination will be based on a Dissertation Prospectus, which the candidate must make available to all four examiners (and the chair) a week before the exam. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem. It should not exceed 20 pages. The examination will begin with the student giving a 20-minute presentation of the dissertation project, after which he/she will be questioned about it by the committee. The oral should be taken early in the third year. There is no pre-oral examination.

V. Dissertation Workshop

In the Spring Quarter of the third year, the student will present his/her Dissertation Prospectus (newly honed after the experience of the oral exam and further research) to the European History Workshop, which all early modern and modern European faculty and graduate students in residence are required to attend. Graduate students in residence will enroll in the Dissertation Workshop (History 499X) each spring for 1 unit.

VI. Dissertation

Students are expected to initiate research in the third and fourth years, which may entail, in addition to the research itself, some of the following: writing grant proposals; mastering the secondary literature on one's topic; additional language study, paleographic training or training in particular methodologies as needed. Writing should begin by the fifth year with the expectation of completion by the end of the fifth or sixth year, culminating in a two-hour dissertation defense. The dissertation defense will be scheduled once the student has a complete text of his or her dissertation and immediately prior to filing the dissertation. Candidates are expected to give a 20-minute presentation before their dissertation committee and anyone else who would like to attend, followed by questions from committee members and the audience.

Funding opportunities for research abroad in the fourth and fifth years and dissertation write-up grants are available in the Department, in the University, and in national competition. The funding situation outside of Stanford is unpredictable but we strongly encourage students to try for major grants whenever possible; the student's advisor and the Graduate Program Coordinator are the best resources for information on current funding options in any given year. Advisors work closely with students to assist them in developing competitive grant proposals.

Europe Since 1700

I. Language Requirements

Students must demonstrate reading competence in two modern European languages other than English. Competence is demonstrated by passing the qualifying examination given for such purposes by the University's various language departments. The preferred foreign languages for the student of modern European history are French and German.

II. Course Requirements

Students in Modern European History are expected to: 1) take those parts of the Core Colloquium in modern European history offered during their first and second years of graduate study (a minimum of four courses); 2) take two graduate seminars, one of which must be in the modern European area; 3) complete one of the required research seminars before admission to the Ph.D. program; 4) participate in the European History Workshop, which normally meets in the Spring Quarter.

III. Field Preparation

In their first two years, students must demonstrate a mastery of three fields of modern European history. Field study should be pursued with individual faculty members, who will formally sign off on the student's competence in the field after an oral examination (at the instructor's discretion). The field preparation aims to equip the student to teach in the field and should culminate in fashioning a course syllabus, which may serve as the basis of the field examination. Field examinations may be taken anytime in the first two years but must be completed before the end of the second year.

IV. University Oral Examination

The two-hour university oral examination will be based on a Dissertation Prospectus, which the candidate must make available to all four examiners (and the chair) a week before the exam. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem. It should not exceed 20 pages. The examination will begin with the student giving a 20-minute presentation of the dissertation project, after which he/she will be questioned about it by the committee. The oral should be taken no later than the first quarter of the third year. There is no pre-oral examination.

V. Dissertation Workshop

In the Spring Quarter of the third year, the student will present his/her Dissertation Prospectus (newly honed after the experience of the oral exam and further research) to a Dissertation Workshop, which all early modern and modern European faculty and graduate students in residence will be required to attend. Graduate students in residence will enroll in the Dissertation Workshop (History 499X) each year for 1 unit.

VI. Dissertation

The third and fourth years of graduate study should be devoted to researching and writing the dissertation. Most students in modern European history will want to spend as much of their third and/or fourth year as possible doing research abroad.

History of Science, Medicine, and Technology

I. Language Requirements

All students must have reading knowledge of **two** foreign languages, certified by either a formal exam or the appropriate level of course completion. For some fields, reading knowledge of additional languages may be necessary to undertake doctoral-level research, so students should consult with their advisors regarding the specific language requirements for their areas of specialization

II. Course Requirements

All students must take **six** courses in the history and philosophy of science, technology and/or medicine during their first two years in the program. One of these six courses must be a core course. Students must also take **four** additional courses in a given geographical or national field of research, one of which must be a core course.

The ten required courses described above must include **two** research seminars, at least one of which must be in the history and philosophy of science, technology and/or medicine. Students are expected to write papers on substantially different topics for each seminar. You should also aim to present your research at the annual meeting of a professional society associated with the history of science, technology and/or medicine sometime during your third or fourth year.

In addition to its substantive content, coursework will equip students with the following professional skills: writing publishable papers and book reviews, writing research proposals, constructing syllabuses, giving professional oral presentations and undergraduate lectures and conducting archival and electronic research. Throughout their tenure at Stanford, students are expected to further these skills by participating in the History and Philosophy of Science, Technology and Medicine colloquium and informal reading or discussion groups conducted by the program faculty.

Because of the interdisciplinary nature of HPST, in some cases students may want to fulfill some of their course requirements by taking courses offered outside the History Department. To obtain permission to do this, you must submit a petition to the faculty.

III. University Oral Examination

Students should plan to take the University Oral Examination by the Winter quarter of their third year. Two of their fields must fall within the history and philosophy of science, technology and medicine and one field must cover the geographic or national area in which they plan to do their dissertation research. The fourth field should be determined by the student in consultation with his/her primary advisor.

In addition to the reading lists developed for each examination field, students will be asked to design one syllabus for an introductory lecture class that surveys a broad area of the history of science, technology and/or medicine. The topic will be determined in consultation with their advisor and the syllabus will be submitted to the entire examination committee for discussion during the oral exam.

IV. Dissertation

Students begin their dissertations in their third year and should complete them in their fifth or sixth year. This means they will typically devote the fourth year to conducting intensive research, often away from Stanford. Application deadlines for research funding usually come in the autumn. You should therefore aim to have a proposal suitable for such applications ready by early autumn of your third year. By the end of your third year, you must submit a full dissertation prospectus to your dissertation committee. You are then required to schedule a two-hour meeting with your dissertation committee to discuss the prospectus. This meeting must take place before the beginning of your fourth year. This schedule is designed to ensure that you will be well prepared to begin intensive research for your dissertation by the beginning of your fourth year.

VI. Colloquium

The Colloquium in the History and Philosophy of Science, Technology and Medicine is central to the intellectual life of the graduate program. Attendance is required of all students. You are also encouraged to present your research in the colloquium when you reach the writing stage of your dissertation.

Jewish History

I. Language Requirements

Fluency in Hebrew is required in addition to competence in another Jewish or European language, or another language relevant to the student's area of specialization.

II. Course Requirements

Students are expected to take the two-quarter core colloquium in Jewish History. All students must take two research seminars. Both may be in Jewish history, although one may be in the student's secondary field. At least two graduate courses should be taken in the student's secondary field, preferably in the form of a core colloquium.

III. University Oral Examination

Students are expected to take the Ph.D. oral examination during the first quarter of the third year, though this can be sometimes later because of the linguistic and other skills that the students have to acquire depending on their area of specialization. Competency in Jewish History assessed in this examination assumes that students are conversant with the major literature in the field covering Antiquity through the modern period. The Oral examination consists of a two-hour session on four sub-Jewish history and outside fields.

IV. Dissertation Research

Dissertation research frequently involves approximately one year of research on primary sources, normally in archives, whether in the United States or abroad. Funding proposals for field research should be submitted in the autumn of the student's third year of study, a year before the research begins.

Latin America

The graduate program in Latin American history covers two broad areas of training and research: the colonial and the modern eras.

I. Language Requirements

Students in Latin American history are required, as a minimum, to be fluent in either Spanish or Portuguese. They are also expected to have competence equivalent to three quarter units of work in the second language. This course is typically fulfilled by taking Portuguese for Spanish Speakers in the Department of Spanish and Portuguese.

II. Course Requirements

All students in the program are expected to complete at least four graduate courses, of which at least two must be research seminars.

In addition, each candidate is required to fulfill a secondary field. This second field may be comprised of four courses in history that are outside the Latin American field, or it may be comprised of four courses in another department, usually in the social sciences. These courses should form a coherent program, with a view toward learning new techniques and methods for use in the dissertation stage of graduate training

III. University Oral Examination

Students are expected to take the University Oral Examination during the Autumn or Winter Quarters of their third year and to be in the field soon thereafter.

IV. Dissertation

In recent years students in Latin American history have spent one summer (usually after their second year of graduate work) in the field, in order to explore the feasibility of dissertation topics and to acquaint themselves with archives and other depositories.

The dissertation stage ordinarily involves approximately one year for field research and one year for write-up.

The Middle East

The program in Middle Eastern history covers the Arab world, Israel, Turkey and Iran from the rise of Islam to the present. Students entering without an M.A. and with some knowledge of Arabic or Hebrew or Turkish should plan on completing their program of studies in five to six years. Students are strongly encouraged to enroll in one of the summer or full-year overseas programs for improving competence in Middle Eastern languages and culture appropriate to their Major area of interest.

I. Language Requirements

Competence in Arabic, Hebrew, or Turkish sufficient to carry out independent research in the Middle East is required. Some students may need to master a second Middle Eastern language, depending on their area of research interest. Competence will be certified by an examination administered by the relevant language instructor at Stanford or by another recognized measure approved by the student's Major advisor. Reading knowledge of a European language, usually French is also required.

II. Course Requirements

During the first year of graduate study students are expected to enroll in the core colloquium. Students should also plan on a directed reading course focused on the general area in which they are considering writing a thesis. Students must complete graduate courses in Middle Eastern history from at least two different professors in the field during the course of their study. At least one of the two required research seminars must be in the field of Middle Eastern history. The field of the second research seminar will be chosen in consultation with the Major advisor.

III. University Oral Examination

The comprehensive oral examination has two purposes. The first is to establish that a student has command of a broad range of historiographical issues, thematic questions, geographic locales and chronological periods beyond the focus of the anticipated dissertation. The second is to certify that students have mastered the material necessary to teach survey courses at the undergraduate level in the specified fields and special topics courses in the areas of their particular interest.

Two to three weeks before the oral examination, students will have a pre-oral exam with two members of their examination committee. The pre-oral exam has two purposes: 1) to familiarize students with the format of the exam and relieve some of their anxiety so that they can perform at their best; and 2) to ascertain that students are prepared to take the oral exam. If the examiners feel that certain topics have been thoroughly covered in the pre-oral, they may inform the student that those topics will not be revisited in a focused and substantial manner. However, it is in the nature of the oral exam that the conversation is fluid and wide-ranging and students should not expect to be able to respond to a question by saying that it was discussed two weeks ago and there is nothing more to say about it. If the pre-orals examiners determine that a student is insufficiently prepared, they will advise that the full oral examination be postponed.

Students will normally take their oral examination in the third year of graduate study. Those with exceptional language preparation may be able to take the oral examination at the end of their second year. This is highly desirable. Scheduling of seminars or travel abroad for research or language study may force some students to take orals in their fourth year. This should be avoided if at all possible, as it will very likely result in a shortage of funding in the write-up phase of the dissertation.

IV. Dissertation

As soon as possible after the oral examination (but occasionally before, depending on the details of timing), students will submit to their principal advisor a written dissertation prospectus including a statement explaining the significance of the topic, a discussion of the methodological approach, a historiographical discussion situating the student's proposed original scholarly contribution in the existing literature of the field, and a brief bibliography including the primary sources to be used. Often this will take the form of an application for funding for research abroad.

After a student completes the penultimate draft of the entire dissertation, there will be an oral defense of the dissertation with the participation of the student and all the members of the dissertation reading committee (or substitutes if necessary). In response to feedback at the defense, a student may elect (or be directed) to make minor revisions to the dissertation. In the best of cases, students will file the information from the defense away for use when they revise the dissertation for publication.

Russia and Eastern Europe

I. Language Requirements

Strong competence in Russian or another East European language, depending upon the student's area of specialization, is required. In addition, a reading knowledge (or better) of one language of the secondary literature is required, with German strongly advised (French or another appropriate language is acceptable in consultation with the advisor). Language competence may be certified by course work in a language department, by research work demonstrating ability to use the language or by successful completion of an examination. It is often appropriate for some part of the summer after the first and even second years to be spent in further language study.

II. Course Requirements

All students are expected to take at least two research seminars within the Russia-East European field, with one taken in the first year.

In the Russian field students are expected to take at least one graduate course with each of the faculty members in that field. They are expected to take at least four (but preferably all) quarters of the graduate core curriculum, which is given over two successive years with alternating content. One year consists of three chronologically-ordered colloquia on Russian historiography from the eighteenth through twentieth centuries; the other offers three thematic colloquia from the early modern to contemporary period (numbers vary in the 300s).

In the Eastern Europe field students are expected to take at least one graduate course with each faculty member offering coursework in the field. Students in the East European field are encouraged to enroll in either the Russian or the European core sequence, depending on their intellectual interests and research topics.

Students should choose their secondary field in consultation with their advisor; for East Europeanists, Modern Europe or Russia are recommended; for Russianists, Eastern Europe, Modern or Early Modern Europe are as a rule the most appropriate choices depending upon the students' interests.

III. Field Preparation

In their first two years, students must demonstrate comprehensive mastery of their field broadly defined. For Russianists, students must prepare three fields: early modern, Imperial and 20th century Russian history. The "secondary" field should be completed through course work (4 courses). In the East European field, students should prepare three fields, one of which is the departmental "secondary" field and the others should focus on Eastern Europe with appropriate departmental faculty.

Study for these comprehensive fields should be pursued with individual faculty members, who will formally sign off on the student's competence in the field after a written or oral exam (at the instructor's discretion). The field prep aims to equip the student to teach in the field and should culminate in fashioning a course syllabus, which may serve as one item of discussion on the field exam. Field exams may be taken anytime in the first two years but must, as a rule, be completed before the end of the first quarter, third year.

As noted above, students in the Russian and the East European subfields should take at least one graduate course with EACH of the faculty members in their subfield, even if they do not go on to prepare a “field” for examination with each faculty member.

IV. University Oral Examination

The two-hour university oral examination will be based on a Dissertation Prospectus, which the candidate must make available to all four examiners (and the chair) a week before the exam. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem. It should not exceed 20 pages. The examination will begin with the student giving a 20-minute presentation of the dissertation project, after which he/she will be questioned about it by the committee. The oral should be taken in the third year, following completion of field exams. There is no pre-oral examination.

V. Dissertation

Students are advised to use at least one of their research seminars to explore dissertation topics; preparation for orals should include some exploration of literature related to a thesis project. Research should begin in earnest in the third year after the completion of orals. As early as the summer after the second year, students should take brief research trips to Russia or Eastern Europe to explore archival holdings. Extended (6 or more months) research trips should be made in the fourth or fifth years so that research is completed and write-up takes place in the fifth and sixth years. (Note that a fourth-year extended research trip requires preparation of a grant proposal in the autumn of the third year.)

Modest funding for brief research trips currently is available at Stanford from the History Department, the Dean of the School of Humanities and Sciences, CREEES and other sources. Funding for longer research trips is currently available from IREX and ACTR, among others. Dissertation write-up grants are currently available from SSRC and ACLS, Stanford (Whiting and other grants), AAUW, among others. But availability of funding varies from year to year; faculty in the field and the Graduate Program Coordinator are generally good sources of information on the fluid situation of funding opportunities.

VI. Workshop and Other Professionalization Experiences

Students in the Russia and East European fields throughout their graduate career are expected to attend regularly the “kruzhok,” or workshop in the field, sponsored by CREEES and the Dept. of History. Alternatively, according to a student’s topic, another such faculty/graduate student workshop might be appropriate, from among those offered in the History Dept., Humanities Center or other program.

Advanced graduate students should participate in the day-long workshops and other programs offered by the Department for teaching pedagogy, grant writing skills, sample job talks and sample job interviews.

The United States

I. Language Competency

There is no formal foreign language requirement in the US field. If the advisor and graduate student determine that competency in a foreign language is necessary for the conduct of research on the dissertation, they will together devise a plan for language training.

II. Course Requirements

In their first year students take the 30-unit, all-year core colloquium on American historiography. It constitutes two-thirds of the first-year program. Students normally take the two research seminars in American history, usually in the second year, though sometimes it is convenient to take one of them in the winter or spring of the first year. The requirements for the secondary field should be completed by the end of the second year.

III. University Oral Examination

The oral examination should normally be taken in Autumn Quarter of the third year. The pre-oral examination must be taken by the end of the third week of the Autumn term.

Students will present four fields, of which three will be chronological (including the colonial and revolutionary era), and one topical. In preparing the chronological fields, students should acquire both a reasonable grasp of essential events and developments, and a sound understanding of Major issues of interpretation. In preparing the topical field, students should strive for a mastery of the scholarly literature in the area where they plan to do their own research.

In preparing each field, students should consult each member of their committee to determine the scope and substance of their reading. Professors may either establish a set of topics and questions that students will pursue, or ask students to develop topics and questions on their own. In either case, an essential goal should be to encourage students to define Major questions and problems, and not simply work up a bibliography. The number of topics that constitute a field may vary, but it will be reasonable to expect students to ponder eight to twelve distinct problems in each chronological field. The definition of a topical field should be left open to consultation.

The faculty members are aware of the difficulty that students face in completing their reading while juggling other commitments to courses and teaching. While students should not be expected to gain true mastery of an excessive number of books, in each field they can reasonably be held accountable for roughly 25-35 books (including works assigned in the Core Colloquium), and they should acquire some awareness of other works, including seminal articles, as well. The art of skimming and dipping is one of the skills we hope to impart; so is the use of review articles in scholarly and other journals. Faculty should help students identify articles that survey the state of particular fields and topics. One essential aspect of orals preparation is thus to be able to distinguish works that one truly has to know from those one should merely know something about.

The exam itself will consist of four 25-minute segments, which students can arrange in any sequence they wish. Ten minutes are reserved for questions from the University chair or

follow-ups. Students will be asked various types of questions, from the broadly synthetic and critical to basic matters of fact. Sometimes students will be asked to discuss historiography in a particular way; other times they may be asked how they would prepare a set of lectures on a topic.

A pre-oral exam must be scheduled approximately two weeks before the official university oral examination. The intent of this one-hour exam is twofold: to determine whether the student is prepared for the university oral exam and to provide immediate feedback to the student on his/her responses to questions.

IV. Dissertation

As a prologue to the work on the dissertation the student should prepare a four or five page prospectus, defining the topic, placing it in its historiographical context, and identifying the principal sources that will be used. The prospectus will, of course, be done in consultation with the dissertation advisor, but the final form must be accepted by the second reader as well as the first, in order for the topic to be authorized. Submission to the second reader should take place by the end of the first quarter after passing the University Oral Examination. Students will be required to orally present and defend their dissertation prospectus.

At least two quarters of the third year and the whole of the fourth year should be devoted to research and writing of the dissertation. That schedule makes it possible for a student realistically to seek a full-time teaching position in the following year. Completion of the dissertation is normally expected by the end of the fifth year.

V. Dissertation Research

A “Dissertation Discussion” meeting including the candidate and his/her thesis reading committee must be scheduled within three to six months after completion of the university oral examination. The central idea behind this requirement is to help facilitate the initial stage of the dissertation process soon after the oral examination. The “Dissertation Discussion” is intended as an intellectual exercise for students to receive feedback on various aspects of dissertation planning (e.g., conceptualization of the project, research questions and agenda, sources, methodologies, etc.). Students have the option of inviting other faculty and/or graduate students to the discussion meeting. Exceptions to the three to six month time frame may be made by the primary adviser.

In preparation for the discussion, students must submit a dissertation prospectus of approximately five to seven pages in length that describes the proposed topic(s), the central research questions posed, the most relevant historiography, and primary sources to be consulted. The prospectus must be submitted to dissertation committee members at least three weeks before the Dissertation Discussion is scheduled.

VI. Teaching Requirement

Of the four quarters of required teaching assistantships, at least one quarter will be applied to the History 150 sequence (formerly History 165), usually in the student’s second year.

VII. Professional Development

Students are encouraged to participate in one or more disciplinary and/or interdisciplinary workshops sponsored by a variety of centers on campus (e.g., Stanford Humanities Center, Center for Comparative Studies in Race and Ethnicity). These types of seminars provide opportunities to read papers and engage in discussion with other graduate students and faculty. Students at the dissertation stage are also encouraged to participate in informal dissertation reading groups. These ad hoc groups are useful for receiving feedback on dissertation chapters. Those students who plan to enter the job market also find useful the ad hoc “mock job talk” sessions attended by other students and faculty.

Part Two: Guide to Procedures

The purpose of this section is to outline policies and procedures for students in the Ph.D. and M.A. programs in History. It is designed to supplement, not supplant, the current *Requirements* section of the *Department of History Ph.D. Student Handbook*. While some of the information included here may duplicate *Requirements*, this *Procedures* section deals mainly with the administrative side of getting through your graduate program. For policy information less specific to the Department of History, students should consult the *Stanford University Graduate Student Handbook*.

Ph.D. PROGRAM TIMELINE

YEAR 1

- History 304, “Approaches to History” required of all first- year Ph.D. students (Autumn Quarter)
- Student’s academic record evaluated by advisor and Director of Graduate Studies each quarter
- History 305, “Workshop in Teaching History” required for all first-year Ph.D. students (Spring Quarter)
- TA preferences due end of Spring Quarter
- First-Year Review in Spring Quarter
- Completion of one seminar is expected with an A- or better
- Complete at least 50 units (including summer)

YEAR 2

- Completion of second seminar with an A- or better
- Serve twice as a TA
- External Fellowship competitions
- Student’s academic record evaluated by advisor and Director of Graduate Studies each quarter
- Candidacy Review Spring Quarter
- TA preferences due end of Spring Quarter
- Language exams
- Pre-Orals
- Complete at least 90 units (including summer)

YEAR 3

- Language exams
- Pre-Orals & Orals
- Serve twice as a TA
- External Fellowship competitions
- Travel Grant & Dissertation Research Grant applications due Spring Quarter
- Complete at least 130 units (including summer)

YEAR 4 and beyond

- TGR by Winter of 4th year
- Humanities & Sciences Dissertation Completion applications due February
- Travel Grant & Dissertation Research Grant applications due Spring Quarter

Registration

It is important to remember that you must register for each quarter that you are a Stanford student. In any quarter that you do not register or have a leave of absence filed (except for summer quarter, which is considered a “grace” quarter whenever a student is registered in prior Spring and following Autumn), you will lose your student status and be required to file a reinstatement application in order to regain status in the graduate program. Deadlines for registration are listed in the *Time Schedule*. During Autumn, Winter and Spring quarters, full-time registration is 15-18 units/quarter. Full-time registration during a TA quarter is 10 units.

After you have completed coursework, you must continue to register for Independent Study such as Directed Reading (399W) and/or Research (499X). Prior to the orals exam, you may enroll for these courses in increments of 3-5 units with members of your orals committee. After orals, you may enroll for research units with your advisor.

Leave of Absence

The History Department, like the university, recognizes two reasons for taking a leave of absence. (1) Some circumstances may make it desirable or imperative for students to interrupt their studies for one or more quarters. Such circumstances include, but may not be limited to, illness or injury, maternity or paternity, and extraordinary career opportunities that will eventually enhance a student’s Ph.D. work. (2) Students who receive outside awards sufficient to cover their expenses and who will not enroll may take a leave of absence for the duration of the outside funding.

A leave of absence, however, can have an adverse effect on academic progress. Some funding agencies do not recognize any reasons for interruptions to the degree program. Students should always consult with the source of their financial support, especially if it is a foundation or a government agency, about the possible long-term consequences of a leave. Students should consider the possible consequences of taking a leave (e.g. loss of university privileges, effect on student loans) by talking with their advisors and the Graduate Program Coordinator, as well as reading the guidelines in the University’s *Graduate Student Handbook*.

With the approval of the student’s advisor, the Director of Graduate Studies grants up to one-year leave of absence for medical reasons, other exceptional and unexpected situations warranting a leave, and for programs of study central to the progress towards the Ph.D. in History (such as research or study fellowships that do not provide tuition support at Stanford).

The University and the History Department have established procedures for students who want to petition for a leave and place conditions on those who obtain them. Once granted, the Leave of Absence petitions must be submitted to the Registrar’s Office for final approval. International students must consult with the Bechtel International Center to ensure that the leave does not infringe upon visa requirements. Under exceptional circumstances, a second year of leave may be granted.

Leave requests will be granted at the outset for the appropriate number of quarters (3 qtrs. maximum). All requests for extension must be filed before the end of the originally approved leave. Students approaching the end of their graduate careers will not be approved for a leave to avoid registration fees. They will be encouraged to maintain TGR status or withdraw from the program and reapply for reinstatement.

The University will not permit more than two academic years of leave of absence in a student's entire graduate career. If a student does not re-enroll in the program at the end of the leave, the student must reapply for admission to the program. Such reinstatement is contingent upon a letter from the advisor indicating that the student has been making satisfactory progress or that the student is ready to return to full-time study and that the advisor is convinced that the student will move expeditiously towards the completion of her/his degree.

Oral History Research

All research which uses human subjects requires prior clearance by the Panel on the Use of Human Subjects in Behavioral Research. This includes all graduate thesis and dissertation research that uses human subjects.

The Panel on the Use of Human Subjects meets several times per year. Please be sure to submit a request for review/approval well before the deadlines. Request for review/approval packets are available online at <http://humansubjects.stanford.edu/research/nonmedical/nonmedical.html> to obtain a packet. Failure to secure approval may result in denial of your Stanford degree.

Residency Requirement (TGR Status)

At Stanford, each advanced degree program has a residency requirement of a minimum number of units of credit. No degree can be conferred for the student until the residency requirement for that degree has been met. A student's residency total is also an important factor in determining whether he/she is eligible for Terminal Graduate Registration (TGR) status.

<u>Degree</u>	<u>Units Required</u>
M.A.	45 units
Ph.D.	135 units or more

In order to reach TGR status (135 units) by Winter quarter of the fourth year or earlier, students must register for at least 15 but no more than 18 units/quarter when on fellowship quarters. TAs, teaching fellows, and students with predoc (post-orals) appointments must register for 10 units per quarter.

Note: Students are personally responsible for all tuition or TGR costs following the end of their University fellowships.

Transfer Residency Credit

A graduate student pursuing a Ph.D. degree MUST apply for residency credit for any and all graduate work done at another institution, if the work meets conditions specified by the University. The maximum amount of credit transfer that may be approved is 45 units. Students may apply for credit transfer after successful completion of one quarter at Stanford. Regardless of whether credit transfer is approved, transfer courses may be used to fulfill department course requirements for the degree, at the department's discretion. All students with previous graduate training are strongly advised to apply for transfer credit.

No graduate transfer residency credit is granted towards the residency requirement for master's degrees. All 45 units of residency must be completed at Stanford. Students who transfer credit are ineligible for the MA.

TGR (Terminal Graduate Registration)

When you reach 135 units, you become “TGR-ready.” TGR is a registration status that is available to advanced graduate students. Prerequisites for this category include filing a Dissertation Reading Committee form and completing all coursework.

TGR students must also continue to file study lists in order to maintain student status. Enroll in History 802, zero units. Even though you are registered for zero units, you are considered a full-time Stanford student.

Student Responsibility

The current formula of graduate support from H&S will move all graduate students from zero units to TGR fees in four years or less. The formula requires that students conform exactly to the funding sequencing. Failure to conform will result in students not meeting TGR eligibility at the end of their fourth year of funding.

The Department will provide students with all the information they need to utilize their fellowship funding in order to arrive at TGR status at the end of their fellowship funding. The Department will not assume financial responsibility for students who do not utilize their funding opportunities to maximize their units (take 15-18 units/fellowship quarter and 10 units per TA and predoc quarters). Such students may find that they are personally responsible for considerable tuition bills.

Conferral of M.A. Degree

Students enrolled in the terminal M.A. programs must fulfill the following requirements:

- students must have an advisor who will approve their program of study
- 35 units or more must be listed as History courses for a total minimum of 45 units are required for the M.A.
- 25 units or more in History courses must be at the graduate level (300 level or above), including one graduate research seminar (400-level, not directed research); 15 of these units must be within a single Ph.D. major field; a maximum of 10 units can be Directed Reading (399W) so long as it involves writing and is taken for a letter grade
- up to 10 units may be non-History (current interpretation of this rule: study of a “difficult” foreign language may be counted; otherwise these must be graduate level)
- students who take undergraduate courses should expect to fulfill requirements appropriate to graduate study, at the discretion of the instructor
- in the near future, M.A. and co-term students will be required to take a gateway course (not History 304) which the department will offer

In early Winter Quarter, submit a M.A. program proposal to the Graduate Program Coordinator. Only after submitting the proposal can M.A. students apply to graduate for Spring Quarter on AXESS. Check the academic calendar for the application deadline.

Ph.D. Students Who Want to Obtain an M.A.

Students admitted to Ph.D. program are not automatically authorized for the M.A., but may apply for an M.A. degree after completing the course requirements above. The first step is to get two forms from the Graduate Program Coordinator: a “Graduate Program Authorization Petition” and a “Program Proposal for a Master’s Degree.” Complete both forms and submit them to the Graduate Program Coordinator. When this is done, you are able to apply to graduate in AXESS to confer the M.A degree. See the academic calendar for the application deadline. Students transferring credit from another institution or already have an M.A. from Stanford, are not eligible for the M.A.

Description of History Department Fellowship

Ph.D. students admitted with a History Department fellowship are offered a financial package that covers tuition support, health insurance, and provides a stipend for five years and summer assistantships (\$4,000, health insurance, and tuition for 5-units).

Each student on fellowship is obligated to serve four times as a TA. Typically, a student will serve as a TA twice during the second year and twice during the third year.

It is possible for a student to TA three times in the 2nd year, and once in third year, or vice versa. All decisions regarding an atypical schedule must be made after careful consultation with a student’s advisor and have the approval of the Director of Graduate Teaching. But in any case, students on department fellowship **must complete all four TAs by the end of the fourth year.**

Students who hold an M.A. MUST transfer units from her/his M.A. work by submitting an Application for Graduate Residency Credit to the Graduate Program Coordinator. In cases where a student with an M.A. has conducted research and written a research paper or thesis, and where this project has the approval of both the student’s advisor and the Director of Graduate Studies, it may be requested to fulfill one of the two required research seminars.

Teaching Assistantships

Department policy states that fellowship students must fulfill four TAs, and students on self-support or fully on outside funding must fulfill two TAs over the course of years 2, 3, and 4 in the graduate program. If the student will not be in residence at Stanford during years 2, 3, or 4, the student should be aware that at least two TAs as well as the oral examination must be completed before the student will be allowed to go out into the field to conduct research. **All** TAs must be completed by the end of the fourth year in the program. Failure to do so may result in suspension of funding.

Some students are admitted to the Ph.D. program without a Department fellowship. Because these students do not receive funding from the Department of History, they are required to fulfill the minimum teaching requirement -- two TAs -- without TA compensation.

TA Assignments

In late Spring Quarter of their first and second years, students will be asked to select and rank up to four TA preferences for the following year. During summer quarter the TAs will be assigned based on instructor and course needs. In making TA assignments, the Director of Graduate Teaching will endeavor to meet both the needs of the department’s undergraduate curriculum and the pedagogical interests of the graduate student. This can be a very difficult

endeavor, and students should realize that they may be required to TA in courses outside their primary field. As a rule of thumb, the Director of Graduate Teaching will try to assign two TAs in a graduate student's doctoral fields. The two other assignments may be in a student's area of competence or not, depending upon the needs of the curriculum. All teaching, regardless of field, is helpful on the job market.

All TA assignments are conditional upon minimum student enrollments. TA assignments may be changed as late as the second week of the quarter in which a TA is scheduled to teach.

The duties assigned for each TAship will vary slightly, but teaching assistants are generally required to lead up to two discussion sections, photocopy syllabi prior to the start of the course, hold office hours, and grade exams and papers. TA budget/enrollment model dictates that each TA will be expected to be responsible for up to two sections of 20 students each.

TA Pay: In the quarter(s) that you TA, your financial aid will be paid through University payroll. The TA salary for 2008-09 is \$7,545/quarter. (TF salary, i.e. if you're teaching an S&M seminar, is \$7,788/quarter). Payroll issues checks on the 7th & 22nd of each month. You will receive six checks per quarter. You are encouraged to have your check direct deposited to your bank which you can sign up for online in AXESS.

BE AWARE that, unlike the fellowship lump sum payments, charges like housing will not be deducted from payroll checks unless you authorize the deductions in AXESS. If you do not do this, your University bill is due on the first day of the quarter. **In the quarter(s) that you TA, you must enroll for 10 units.**

Prior to your first TA quarter, you must complete an I-9 (Employment Eligibility Verification form). The I-9 requires either a passport or driver's license and social security card (additional documents may be required for international students). International students require TA approval from Tracey Reisen (treisen@) at the Language Center.

TA Office: You may use a TA office in the quarters that you TA. TA offices will be assigned by the Graduate Program Coordinator. Keys are distributed by and must be returned to the Graduate Program Coordinator at the end of the quarter. You are responsible for negotiating office hours with your office mates.

Grants Beyond the Fellowship Package

The Department and University offer limited funding, often on a competitive basis, to support students' work.

The Department offers four kinds of grants:

(1) **Major Research Travel Grants:**

Endowments such as the Harris, Potter, and Mazour funds provide stipends for post-grads travel to archives. Stipend amounts vary. Requests should include a one-page statement of plans for travels and research as well as a letter of support from the faculty advisor.

(2) **Small Research Travel Grants:**

Modest funds are available from the Department to defray costs of research away from Stanford. Graduate Students who are in good standing may make application for these funds. The maximum award will be \$750, and each student is eligible for three awards for research.

To apply, submit the following to the Graduate Program Coordinator in advance of the trip:

- application form (see pg. 56)
- one-page description of research needs
- detailed budget
- letter of support from advisor
- unofficial transcript
- be registered during the quarter of the reimbursements
- be within the 1st and 6th years of the program

(3) **Conference Travel Funding:**

Eligibility for conference travel funding is based on the following:

- must have been advanced to Ph.D. candidacy and must be in good academic standing
- should be participating substantively in the conference (job interviews are specifically excluded)
- may not have more than one conference travel award per academic year
- students are eligible for up to three conference travel awards during their graduate career
- be registered during the quarter of the reimbursement
- be within their 6th year of the program

Awards will be paid to support travel to and from the conference site, conference registration fees, lodging and board. The maximum amount the department will pay toward an award is \$600 for domestic travel and \$1,000 for international travel. Support is limited.

Procedures

The application for conference travel funding is on page 56 or copies are available from the Graduate Program Coordinator. Prior to the conference, complete the application, including advisor's signature and attach a copy of conference program or invitation to participate. Submit the approved application to the Graduate Program Coordinator. Approval is also required from the Director of Graduate Studies. After travel is completed, submit your original receipts. Reimbursement takes 2-4 weeks or longer.

Regarding Taxes

Your participation in a conference is an integral part of your degree work and therefore is not considered taxable income. Travel assistance to international students, however, is subject to whatever tax treaties are currently in existence between the U.S. and their home country.

If awards for either research travel or conference travel are not taken within the 6th year in the program, each request falling under such circumstances will be reviewed on a case by case basis.

University Awards

Guidelines for **Graduate Research Opportunity Funds (GRO)**

- Application deadlines are in mid-November and early April
- Stipend amount approx. \$5,000
- For students in social science or humanities disciplines who are making satisfactory academic progress and are in years two through five of their doctoral program. Recipients of previous GRO fellowships are **not** eligible
- Successful applicants must be registered in the quarter they receive GRO funds. Grants will be issued by the end of November for the Fall recipients, and May for the Spring recipients.
- Information available by Assistant Dean of Graduate Studies in H&S

Guidelines for **Humanities Center Geballe Dissertation Prize Fellowship**

- Application deadline is early January
- Stipend amount approx. \$24,000 plus TGR fees. Recipient also gets office for tenure of fellowship at the Humanities Center
- For students in humanities only. Recipients of previous dissertation fellowships are **not** eligible
- Applications available in mid-October on the <http://shc.stanford.edu/> website.

Guidelines for **G.J. Lieberman Fellowship**

- Application deadline early January
- Stipend amount approx. \$31,000 plus TGR fees
- For one student in humanities who intends to pursue a career in university teaching and research, and who has demonstrated the potential for leadership roles in the academic community. Recipients of previous dissertation fellowships are **not** eligible
- Applications available in mid-October on the <http://shc.stanford.edu/> website.

Guidelines for **Lurcy Fellowship**

- Application deadline approx. March

- Stipend amount approx. \$25,000
- For one student to conduct one year of research in France, on contemporary French language, culture, or civilization
- Must be U.S. citizen or permanent resident. Recipients of previous dissertation fellowships are **not** eligible
- Information available by Assistant Dean of Graduate Studies in H&S

Guidelines for Mellon Foundation Dissertation Fellowship

- Application deadline early-mid January
- Stipend amount approx. \$23,000 plus TGR fees
- Must be U.S. citizen or permanent resident
- Applications available in mid-October on the <http://shc.stanford.edu/> website.

Guidelines for Whiting Fellowship in the Humanities

- Application deadline early-mid January
- Stipend amount approx. \$25,000 plus TGR fees
- For eight students in humanities departments. The award is designed to reward excellent performance and further outstanding achievement in the humanities. Recipients of previous dissertation fellowships are **not** eligible
- Must be U.S. citizen or permanent resident
- Applications available in mid-October on the <http://shc.stanford.edu/> website.

“Outside” Fellowships

Announcements for outside fellowships are posted when they arrive in the Graduate Student mailroom. These awards include ACLS, FLAS, SSRC, Spencer, Fulbright, DAAD, to name a few. You can expect most of these to have application deadlines from October to February. Information is posted as soon as it comes in, and can be found on the mailroom bulletin board and on the “Fellowships” clipboard. Also, we receive each October a copy of AHA’s “Grants, Fellowships, and Prizes of Interest to Historians.” You may check it out from the Graduate Program Coordinator.

DEPARTMENT OF HISTORY
APPLICATION for CONFERENCE/RESEARCH TRAVEL FUNDING

Name _____ SUID _____

Academic Progress:

Advancement to Candidacy: Autumn Winter Spring Summer _____ (year)

Are you registered in current quarter? Yes No

Are you meeting minimal progress standards? Yes No

Do you have an approved dissertation Proposal? Yes No

Proposed title _____

Type of Funding Requested: Conference Travel Research Travel

Previous travel funding of this type:

Autumn Winter Spring Summer _____ (year) \$ _____

Autumn Winter Spring Summer _____ (year) \$ _____

Conference title or research purpose: _____

Dates of conference or research _____

Location of conference or research _____

Purpose of attending conference or research _____

Estimated travel expense amount **requested** (attach expense budget) \$ _____

Student's signature _____ Date _____

As advisor, I certify that this travel is integral to this student's degree program.

Advisor's signature _____ Date _____

GSC Chair's signature _____ Date _____

* Return completed application to Graduate Program Coordinator at least 2 weeks prior to travel.

ATTN: HISTORY PH.D. STUDENTS, 1st YEAR MEMO

SUBJECT: NOTES ON PROCEDURES

Fellowship Payment

If you are receiving a department fellowship, your first year award is paid in lump sums on the first day of each quarter (\$6,953 gross) – provided you enroll by the deadline (watch for email from the Registrar’s Office). If you are living on campus, the Bursar will deduct housing and fees from your check, unless you request otherwise. For most people it is preferable to use this payment method as it keeps them out of long Bursar lines on the first day of each quarter. It is your responsibility to pay all other student fees.

Part of your fellowship is supported by TAs. In order for the University to employ you as a TA, you need to have an I-9 (Employment Eligibility Verification) on file. Even though you will not TA until next year, it is a good idea to get your I-9 and withholding form on file when you arrive at Stanford. See the Graduate Program Coordinator for the required forms.

Registration

You are required to be registered full-time (minimum 11 units, maximum 18). If you cannot find enough courses/units, you may enroll for directed reading units with a faculty member. Contact him/her directly to arrange a directed reading course. Recommended units for a directed reading are 3-5. Students must consult with faculty before signing up for directed reading courses and agree on what mix of written work and oral discussions will be required. Many of you will take language courses as well.

Course Record/Preliminary Evaluations

Students’ academic records are reviewed quarterly by the students’ advisor and the Director of Graduate Studies. If the record indicates one or more incompletes or grades below A-, the Director of Graduate Studies will inform the student in writing that he/she is not performing at the level expected of graduate students. The Director of Graduate Studies may require the student to provide a written plan for improvement and have the advisor approve it.

Late in Spring Quarter, the faculty will conduct a preliminary evaluation of all first-year graduate students. Evaluations will be based on course records and faculty reviews. After reviews are collected, the GSC will make recommendations to the faculty, and you will be informed of the result. This preliminary evaluation helps to reassure students and to warn them of any academic problems. The next formal evaluation will be the candidacy review in the second year. For more information on candidacy, please refer to the section of End of Second-Year-Review on p. 5 in the *Program Requirements* section of this handbook.

Getting an M.A.

Refer to section, “Conferral of MA Degree.”

Graduate Student Mailroom

You may receive mail in the Graduate Student Mailroom (c/o Department of History, Stanford University, Stanford CA 94305-2024).

Department Equipment

Use of the department FAX machine, copy machine, and mailing service is restricted to faculty and staff. When a student TAs or assists faculty in research, he/she may use the department copy machine in Room 104.

ATTN: HISTORY PH.D. STUDENTS, 2nd YEAR MEMO

SUBJECT: NOTES ON PROCEDURES

Teaching Assistantships

Refer to section, "Teaching Assistantships."

In the quarter(s) you TA, you must enroll for 10 units only. You are full-time only in the quarters you do not TA. This procedure should be self-explanatory once you get on AXESS and select the "Registration" function.

In order to teach a Sources & Methods seminar in year three or four, you will need to take the S&M workshop and have your course proposal approved by the Director of Graduate Teaching.

Summer Registration

You may or may not enroll for Summer Quarter, but you will maintain student status as a continuing student. Your University privileges continue though Summer Quarter.

Candidacy

Review for candidacy takes place in Spring Quarter. By that time you should have completed all the coursework you registered for, including both graduate seminars. You need to complete a request-for-candidacy form, on which you will indicate your secondary field and the courses you wish to use to satisfy that requirement. You will be notified of the faculty decision on your candidacy before the end of the academic year.

Getting an M.A.

If you haven't yet filed for the M.A. degree, see instructions in the first year section.

ATTN: HISTORY PH.D. STUDENTS, 3rd YEAR MEMO
SUBJECT: NOTES ON PROCEDURES

Teaching Assistantships

Typically you will complete your remaining TAs in the third year.

Orals

All students should complete their Orals this year.

Continuous Enrollment

Unless you file an official leave of absence, there should never be a quarter when you do not enroll, except Summer. When you've finished all formal coursework, you should register for Directed Reading or Research units. Generally, you will call your work Directed Reading (399W) before orals, and Directed Research (499X) after orals for CR/NC.

ATTN: HISTORY PH.D. STUDENTS, 4th YEAR MEMO

SUBJECT: NOTES ON PROCEDURES

Pre-Doctoral Affiliate

Most of you will be in predoc category this year which is an assistantship and paid to you as salary (\$6,953 in 2008-09). If you are not at TGR, you must enroll for 10 units each quarter. Please file your TGR application and your dissertation reading committee (listing at least three readers).

Continuous Enrollment

Unless you file an official leave of absence, there should never be a quarter when you do not enroll except summer. Generally, you will enroll in Directed Research (499X) after orals. Be sure to use the appropriate section numbers. In the quarter you are at TGR status (and each registered quarter thereafter), you must continue to file a study list. The course number for TGR is History 802, zero units. Even though your registration will indicate no units, your TGR status assures the Registrar (and student loan corporations) that you are a full-time student.

Dissertation and Predoc Fellowships

The University and the Department offer a number of dissertation write-up fellowships, among them, the Whiting, Stanford Humanities Center, the Mabelle McLeod Lewis. The application period for these is December-January.