NEW YORK UNIVERSITY

DEPARTMENT OF HISTORY

PHD PROGRAM

HANDBOOK FOR DOCTORAL STUDENTS
2015-2016
Core Faculty and Staff

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Director of Graduate Studies: Professor Kostis Smyrlis
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Department Administrator: Karin Burrell
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GSAS Associate Dean for Academic and Student Life: Kathleen T. Talvacchia, Ph.D

Program Overview

The PhD is a research degree. The principal objective of graduate training concerns the development of professional skills in historical research, and the principal source of professional employment for a holder of the PhD in history is teaching. The department seeks to prepare doctoral students for research and teaching, but we are also dedicated to preparing students for a variety of other careers, including public history and archival management.

The program includes 1) broad exposure to a general area of interest and its current literature and debates; 2) more intensive training in a special field, in which the student intends to conduct research and undertake his or her primary teaching; 3) a sound introduction to a second field; 4) training in research methodology; 5) appropriate linguistic competence; 6) completion of a dissertation judged to be a significant work of historical research and writing; 7) preparation for classroom teaching; 8) for those who so choose, ways of presenting historical knowledge in other settings.

In addition to this Handbook, all graduate students in the History Department are urged to familiarize themselves with the GSAS Policies and Procedures Manual which can be found on the GSAS website under Academic Policies and Procedures

PERSONNEL

Advisor
The advisor is a key person in the student's career, both in the program and in the profession. The advisor will offer guidance, direct the dissertation, and play a crucial role in career placement by supporting fellowship and job applications. Within the department, the advisor can recommend
to the Director of Graduate Studies that an exception be made to departmental rules for compelling academic reasons.

Before registration, each student will be assigned a preliminary advisor on the basis of scholarly interests. This is usually a faculty member with whom the student has been in contact with during the admissions process. This is, however, a provisional assignment, and during the first year, students are expected to make their own determination of a permanent advisor, based upon both intellectual and personal compatibility. The selected advisor may or may not be the originally assigned faculty member but must be a member of the History Department; this includes faculty members with joint appointments in History, but excludes associated faculty from other departments. Students should discuss their interests with the prospective advisor, and ask whether the faculty member is willing to serve. If so, the student must formally register that advisor with the Graduate Program Administrator by completing and submitting an Advisor Declaration Form (available from the Graduate Program Administrator) by the end of the first year.

After selecting a permanent advisor, students are permitted to change advisors once. A second change of advisor is possible under exceptional circumstances, with consent of the DGS, the second advisor, and the proposed third advisor.

**Director of Graduate Studies (DGS)**
The Director of Graduate Studies is responsible for the overall management of the graduate program. Students with general questions about the program should bring them to the DGS. The DGS is also the final arbiter of the regulations of the program, and has the authority to make exceptions. Although the DGS does not have the authority to override the rules of the Graduate School, the DGS can petition on behalf of students; exceptions such as extensions of time to degree, late completion of incompletes, and extending Graduate School deadlines, are the prerogative of the Dean of the Graduate School and the sub-deans.

**Graduate Program Administrator**
The day-to-day administration of the program is the responsibility of the Graduate Program Administrator. Because the Administrator is the communications center for the department, make sure he or she has your current mailing address, telephone numbers, and e-mail addresses. Questions about rules, deadlines, funding, grants, admissions, and other bureaucratic issues should be directed to this office. If an issue or problem requires faculty advice or approval, the Administrator will advise the student to speak with the advisor or the DGS. The administrator also maintains files of previous years' examination questions. The Administrator coordinates many of the graduate events and functions that take place throughout the year.

**Graduate Program Assistant**
The Graduate Program Assistant is responsible for the practical aspects of registration: providing registration materials and permission codes, when necessary, by which students officially register. The Graduate Program Assistant also directs students to graduate course scheduling information, course descriptions, and syllabi. In addition, the Graduate Program Assistant compiles the Department’s Newsletter, organizes and publicizes its calendars, and maintains its listserv and website content. This individual, in conjunction with the Graduate Program Administrator, also assists with the coordination of the Department’s many events, workshops, seminars, and other functions.

**Associate Dean of the Graduate School for Academic and Student Life:** This office, located at 6 Washington Square North, provides information about issues and questions beyond the scope
of the department. Notably, this office provides funding for summer research travel, and funding to present papers at conferences. This office also provides information on external funding for graduate students. Students with personal concerns are encouraged to make an appointment to speak with Dean Kathleen Talvacchia at this office.

COURSES

Course Selection
Students select their courses from departmental offerings and, with the approval of the advisor, may take courses in other departments. Students in their second year or beyond may also take courses at consortium universities (including Columbia University, the New School, the CUNY Graduate Center, Princeton, Stony Brook, and Rutgers University). Students intending to register in courses offered by Universities of the Consortium which are 3-credit or less must first contact the Graduate Program Administrator for instructions.

Types of Courses
There are two basic formats for courses in the department. 1) Colloquia are designed as reading and discussion courses, largely in secondary literature, with writing assignments related to that literature. With the permission of the instructor, students may substitute a research paper for the course's normal writing assignments (thereby counting the course for the seminar requirement). 2) Seminars are designed for the writing of individual student research papers, using primary sources. Enrollment is normally limited to 12 students, and members of the seminar will present their own work, and critically discuss the work of fellow students.

After completing the qualifying examination, and while writing the dissertation proposal and the dissertation, students will take Directed Reading and Research courses with their advisors (or other dissertation committee members). These will be either individualized tutorials or small-group classes. Normally, Directed Reading and Research courses are discouraged during the first two years of graduate study (with the exception of the Directed Readings course taken in the preparation for Exams in the spring of the second year).

REQUIREMENTS

The department has devised a curriculum and designed requirements intended to move students toward their dissertation as quickly as possible, while also offering grounding in the field before the specialized work of the dissertation begins. Students are required to take the written qualifying examination in May of the second year; during the summer and early fall after passing the qualifying exams, eligible students will participate in the Dissertation Research Proposal Workshop and they will present that document (modeled on a standard grant application) for an oral examination and approval normally between September 1 and November 15 of their third year. In extraordinary circumstances, the November 15 deadline may be extended to the first week of the sixth semester, which is a final deadline for this purpose.

Courses and Credits
In order to qualify as a doctoral candidate, students must complete 72 credits of course work. Students must complete 24 points of course work in each of the first three years, to be completed by August 15 of each year at the latest (in order to remain in the program, incompletes cannot be carried from one academic year to the next). Courses in the first year will include Approaches to Historical Research and Writing I and a research seminar, for which the graded research paper must be submitted within two weeks after the last day of class, and with a minimum grade of A-,
to the Graduate Program Administrator. In the spring of the second year, students will enroll in one directed reading course to prepare for exams. Joint students are not exempt from the first year seminar paper requirement. In principle, students may not submit work already submitted in one course or degree to fulfill the requirements of a second course, but exceptions may be made in consultation with the instructors of both courses, the advisor and the DGS. PhD students must maintain a GPA of 3.5 or above in order to remain in the program.

**First Year Research Paper**
At least one research paper based on primary sources is required in the first year. One such project may be done as part of Approaches to Historical Research and Writing II (Approaches is a two-semester sequence of which only the first part is required; the second part, though not required, is one way to fulfill the research paper requirement). Students may also complete the research paper in a seminar of their choosing, provided that the graded paper is submitted no later than two weeks after the last day of class, and with a minimum grade of A-, to the Graduate Program Administrator.

**Fields**
Upon entering, all students choose a first field of concentration. The department currently offers concentrations in Africa, African Diaspora, Atlantic World, East Asia, Medieval Europe, Early Modern Europe, Modern Europe, Latin America and the Caribbean, South Asia, and the United States. There are also joint programs in History and Hebrew and Judaic Studies, Middle Eastern and Islamic Studies, and with the Institute of French Studies (see "Joint Degree Programs," below). There is also a Dual Degree program in History (PhD) and Law (J.D.)

Before the end of the first year, students choose a secondary field. This may be one of the fields in which the department offers a first field, or it may be thematically defined (for example, comparative slavery, history of women and gender, history of religion). It must be outside of the primary field or extend beyond it, as in a comparative or transnational field. By the end of the first year, students should submit a “Field Declaration” form to the Graduate Program Administrator.

**Literature of the Field**
For each of the doctoral fields, the department offers a Literature of the Field course or courses, normally taken in the student’s first year, but always before the Qualifying Examinations.

**Change of Major Field**
A student who is admitted to the PhD program in one major field of study, but who subsequently wishes to change to another major field of study must secure the signatures of the major advisor, the newly selected major advisor, and the DGS, on a "Change of Major Field" form, available from the Graduate Administrator. If necessary, both advisors, as well as other professors who have taught the student, and the DGS, will meet to discuss the student's proposed change. The signed form must be returned to the Graduate Administrator and placed in the student's file. Normally, only one such change may be made in the course of a student’s career at NYU.

**Language Requirement**
The minimum departmental foreign language requirement is one modern language, normally satisfied by passing a language exam. The exam should be passed during the first year, and must be passed before the qualifying examination. Language requirements beyond the minimum are determined by field, and further tailored to the research of individual students. Students who are not native English speakers are expected to have proficiency in oral and written English sufficient for professional-level writing and oral expression, full participation in class discussions, and
effective teaching. Students who are native speakers of the language relevant to their research are exempt from the language requirement.

**Summer Funding and Dissertation Proposal Workshop**
Each History Department MacCracken student is eligible to receive a summer of support after passing her or his Qualifying Examinations at the end of the second year, provided that the student is in departmental good standing and has no outstanding incompletes. This summer funding cannot be deferred and is available only in the summer after the second year; students who fail any part of the examination forfeit the funding. These stipends ($5000) are supported by a grant from the Mellon Foundation, and the major purpose is to reduce time to degree by enabling the student to prepare and secure approval of a Dissertation Research Proposal early in the fall of the Third Year. The funds are to be used for summer support during a Dissertation Proposal Workshop and to enable travel for a preliminary examination of key archives to ensure the feasibility of the project. Receipt of the stipend is contingent on participation in the Workshop, which meets for one week in late May and one week in late August. Students who do not participate fully in the Workshop will be required to repay the full amount of the stipend. The Workshop and travel are also intended to enable a timely conversion of the Dissertation Research Proposal into an external grant proposal for those fields where funds are available. (See pages 11-12 for more details on the Workshop and Proposal.) Joint Students are not invited to participate in the workshop unless their home departments agree to fund them. For IFS/History joint students, History will provide half of the funds, and IFS the other half.

**The “Road Map”**
The “Road Map” lays out the program’s ideal pattern of progress with the aim of a timely completion of degree, a progressive increase in responsibility in teaching assignments, and maximum utilization of the MacCracken Financial Aid Package. The proposed timing of teaching assignments is advice, not a rule. Each student will find for him- or herself the right balance between teaching and dissertation work.

For different individuals and research fields there may be good reasons to make adaptations. For example, in a given case it may be desirable for the student to go to the archives after passing his or her Qualifying Exams. That student might teach in the fall of the third year, and travel to archives in the spring term of the third year and return to teach in either the fall or spring term of the fourth year. The following “Road Map” provides one model for planning one’s overall educational strategy.

The “Road Map” is intended for the purpose of structuring the study and research in order to lead to a well-prepared Ph.D. It is, nevertheless, a minimum of departmental requirements: students should be aware of the importance, even urgency, of seeking grants, participating in conferences, and publishing for both their own development and professionalization, and they should pursue their venues and directions accordingly (see also “Placement,” below).

**Year I:**
No Teaching; MacCracken Fellowship both semesters
Required Courses:
- *Approaches to Historical Research and Writing I*
- *Literature of the Field (depends on the field)*
- Seminar in primary field
First-Year Paper: Graded seminar paper must be submitted by no later than two weeks after the last day of class to the Graduate Program Administrator with a minimum grade of A-
(may be completed in the context of Approaches to Historical Research and Writing II or a different research seminar).

Define secondary field
Electives
Fulfill language requirement
Complete 24 points of course work by August 15 at the latest

Summer
Complete required language work.
Archival work strongly recommended. Students may request the advance of their 4th-year summer funding to this first summer: in this case, a research plan is required, including for archival research to raise the first-year paper to publishable quality.

**Year II**
Teaching recommended: Course Assistant, one semester (reserve portion of MAC)
Identify (in consultation with advisor) Qualifying Exam Committee:
Prepare Qualifying Exams reading list with Exam Committee
Required Courses:
- Seminar in primary field (if not taken in first year)
- Electives, with a view to preparing for primary and secondary field Qualifying Exams
- Directed Reading for Qualifying Exams
Qualifying Exams (Three Days in Early May)
Where possible, applications for preliminary research funds (e.g. Fulbright) recommended.
**September Conference to present first-year papers before faculty and graduate students.**
Complete a total of 48 points of course work by August 15 at the latest

Summer
Required: Mellon Dissertation Research Proposal Workshop (first workshop in late May, normally one week; second workshop in late August, normally one week). Proposals required for both workshops.
Travel to Archives preliminary to drafting Dissertation Research Plan, using Mellon funds.

**Year III**
Teaching: Graduate Student Adjunct Instructor, teaching sections, two semesters (if assigned a teaching position, students are strongly recommended to reserve or “bank” the portion of their MacCracken Fellowship saved)
Approval of Dissertation Research Plan, between September 1 and November 15 (under extraordinary circumstances, and with the approval of the advisor, the DGS, and the chair, this deadline may be extended to the end of the first week of the sixth semester, which is a final deadline for this purpose).
If relevant funding sources are available, apply for dissertation research grants.
Independent research for dissertation, with focus on historiography, bibliography, and local primary research (if relevant collections are available locally or through the internet)
Further language training if needed for research
No formal course work is required after passing Qualifying Exams, though if there is a course vital to current or prospective research or teaching, one can take advantage of such courses either as auditor or for credit. Students are advised to register for Directed Reading courses.
Complete a total of 72 points of course work by August 15 at the latest.
Year IV
No Teaching, unless student was away in the third year, whereupon it’s recommended.

Research
Recommended: Write your first chapter before the end of the academic year.
Recommended: Beginning to participate in conferences and beginning to publish by this point is strongly recommended.
Recommended: Apply for dissertation writing fellowships, internal and external.

Year V
Research and Writing
No Teaching Required. Nevertheless, teaching is recommended. In particular, students who did not teach in their 3rd year may want to seek a teaching assignment this year.

Apply for Mellon Dissertation Completion Fellowships and outside write-up funding for the sixth year. Note – dissertation completion fellowships generally prohibit students from teaching while holding the fellowship.

Year VI
Teaching: One Semester, normally including a recitation section
Use reserved funds to supplement teaching pay
Complete writing
Dissertation Defense

Field Requirements
In addition to departmental requirements that apply to all students, individual fields determine their own course requirements.

Africa
*Approaches to Historical Research and Writing I
African Field
*Literature of the Field, Africa (1 course)
*Research Seminar, Africa (1 course)
*Electives, Africa (2 courses)
*One course in the African Diaspora (1 course)
Second Field
*Research Seminar (1 course)
*Electives (1 courses)
Total number of courses: 8
Language Requirement
*Pass one European language exam
*African languages: 4 courses, or the equivalent

African Diaspora
*Approaches to Historical Research and Writing I
African Diaspora
*Literature of the Field, African Diaspora (1 course)
*Research Seminar, African Diaspora (1 course)
Research Seminar African Diaspora, African, or Second Field (1 course). If the second seminar is taken in either Africa or the second field, the required courses for those fields are reduced by one.

African History (2 courses)
Second Field
(3 courses, see note below)
*Electives (2 courses)
The second field may be thematic, but choosing a geographical field may enhance versatility and marketability. A total of three courses are required if Africa is chosen as the second field—that is, one course more than is already required.
Total number of courses: 8 or 9
Language Requirement
*Pass at least one language exam

Atlantic World
*Approaches to Historical Research and Writing I
Atlantic World
*Literature of the Field, Atlantic World (1 course); students may wish to take a second Literature of the Field course for one colloquium.
*Research Seminars (2 courses)
*Colloquia (3 courses), including at least two Atlantic regions, and distributed among regions, periods, and topics in area of research.
Second Field
The second field may be topical or regional, with colloquia selected for this field as well.
Total number of courses: 8
Language Requirement
*Pass at least one language exam.

East Asia
*Approaches to Historical Research and Writing I
East Asia
*Literature of the Field or Colloquium in first field (1 course)
*Research Seminars or Colloquia (3 courses), at least one in first field, and normally two.
*Thematic field (1 course)
*Second Field
(2 courses)
It is suggested that the first field comprise one country, and the second field be either an earlier time period of the first field, or a different country, or a thematic focus.
Total number of courses: 8
Language Requirement
Students are required to know either two Asian languages, or one Asian and one European language. Please refer to the “Language Requirement” section of the Handbook for information on English language proficiency.

Medieval Europe
*Approaches to Historical Research and Writing I
Medieval Europe
*Literature of the Field, or colloquium in Medieval History (1 course)
*Research Seminars (1 course)
*Electives (4 courses)
*Second Field
(1 research seminar, 2 electives)
Suggested first fields are Early Middle Ages (300-1100 CE) or Central Middle Ages (900-1400 CE). It is strongly encouraged that the second field be outside of medieval history.
Total number of courses: 10

*Language Requirement*

*Latin: pass language exam
*French: pass language exam, or 4 courses, or the equivalent, if language of specialization
*German: pass language exam, or 4 courses, or the equivalent, if language of specialization
*other languages as needed for area of specialization

**Early Modern Europe**
*Approaches to Historical Research and Writing I
*Early Modern Europe

*Literature of the Field, Early Modern Europe (1 course)
*Literature of the Field in another field related to the early modern period, for example, Atlantic History, Colonial Latin America, Early America, African Diaspora, World History (1 course)
*Research Seminars (2 courses), one of which must be in Early Modern Europe. It is recommended that students undertake their second research paper in their second field.

*Second Field
(3 courses)
Total number of courses: 8

*Language Requirement
*Pass one language exam.

**Modern Europe**
*Approaches to Historical Research and Writing I
*Modern Europe

*Literature of the Field (2 courses), 1600-1800 and 1800 to the present
*Research Seminars (2 courses), one of which must be in Modern Europe, and one of which may be in the second field.

*Second Field
(3 courses)
Total number of courses: 8

*Language Requirement
*Pass at least one language exam. For dissertation projects that require multiple research languages, the student must pass all relevant language exams.

**Latin America and the Caribbean**
*Approaches to Historical Research and Writing I
*Latin America and the Caribbean

*Literature of the Field (2 courses), colonial and modern
*Research Seminars (2 courses), one of which may be in the second field

*Second Field
(3 courses)
Total number of courses: 8

*Language Requirement
*Pass at least one language exam.

**South Asian**
*Approaches to Historical Research and Writing I
*Literature of the Field (2 courses)
Research Seminar (2 courses)

* Second Field
(3 courses)
Either another regional field or an interdisciplinary field
Total number of courses: 8

* Language Requirement:
Students are expected to demonstrate their proficiency in at least one South Asian language at the point of admission.

* United States
* Approaches to Historical Research and Writing I
* United States
* Literature of the Field (2 courses), U.S. to 1877, U.S. since 1877 (one-year course)
* Research Seminars (2 courses), one of which must in the U.S. field. It is recommended that students undertake their second research seminar in their second field.

* Second field
(3 courses)
Seminar recommended
Total number of courses: 8

* Language Requirement
* Pass one language exam

Qualifying Examination

In the first semester of the second year, students choose three examiners from within the department (including faculty with joint or associate appointments), and obtain their consent to serve on the qualifying examination committee. In the event that there are special circumstances warranting the inclusion of one faculty member from outside the Department (whether in GSAS, or beyond NYU) the advisor should consult with the DGS and provide a justification, a record of which will go in the student's file. Two of the members will examine the student in the first field, and one will examine the student in the second field. The two from the first field will typically also serve on the student’s dissertation committee. The student's advisor serves as convener of the exam committee. Students must submit to the Graduate Administrator a form signed by all committee members before the end of the first term of the second year.

The examination is not intended to be comprehensive, or to test the full range of the student’s command of the field. It is based upon a sub-set of reading and study, namely a reading list generated by the student in consultation with her or his examiners. For the major field this list would normally include 75 to 100 items, less for a secondary field.

All three committee members read the entire exam. Students work with their committee members to compose reading lists in each field. In cases where several students are to be examined in the same field and similar reading lists with the same examiners, the committee may set one exam for one day of that field.

Students must take the qualifying examination in May of the second year. By March 15th of the second year, students intending to write exams should ensure that they have no outstanding incompletes from the fall of the second year. Students with more than 3 incompletes will not be allowed to take the exam and will be liable for termination from the program. Students in joint programs, or who transfer credits, or those with special requirements may take the exam on a different schedule, with the consent of their advisor and the Director of Graduate Studies.
The written qualifying examination is taken over three days: two days for the first field and one
day for the second field. At 9 am on each day of the exam, students receive, in person or by e-
mail, two or three questions, from which they select one question to answer. Students may write
their exams either in the department or in another setting of their choice, and are permitted to
consult whatever sources they deem necessary. Students may not, however, consult other people
during the writing of the exams (in person, via telephone, via e-mail, or by any other means) or
engage the help of others in writing, editing, or proofreading their exam essays. Faculty members
are not permitted to give the exam questions to students beforehand; students will see the exam
questions only at the start of each day of the exam. Prior to the examination, additional written
instructions will be sent to all students; students must comply with these instructions.

The finished essay must comprise no more than 3000 words including footnotes (approximately
ten double-spaced pages) and must be submitted by 4:30pm on the same day. Failure to submit
the exam by 4:30 pm will constitute a failure for that day. There are three grades given for exams:
High Pass, Pass, and Fail, and only a single grade is reported to Degree Audit for the entire exam,
without distinguishing between the two fields or among the three days. A grade of Pass will be
given only if a student passes both fields; a grade of High Pass will be given only if a student
achieves High Pass in both fields.

Failure in either field will result in a grade of "F" for the independent reading course taken during
the exam semester. This grade will not be changed, regardless of the student’s results in
subsequent exams.

Students who fail either field are placed on probation and will be permitted to retake the failed
exam(s) in the same field(s) and with the same examiner(s). If the student fails only one field, the
entire exam committee must nonetheless read and evaluate the retaken exam. Faculty members
cannot remove themselves from the process of a student retaking an exam, except with
compelling justification to be determined by the chair and the DGS. Under extraordinary
circumstances, a student may retake the qualifying exam in another field; these circumstances
must be approved by the DGS, the student’s former advisor, and the student’s proposed new
advisor.

Students who fail one field must normally retake the exam in August; students who fail both
fields must normally retake the exam the following December. A second failure in either field
will result in termination from the program.

If the student who failed chooses not to retake the exam, a failing grade is reported, and the
student is terminated from the program. Terminated students may be awarded an MA degree if
they are in compliance with grade-point average and course completion requirements for good
standing in the MA program.

An exception to the foregoing is a student who fails either field of the qualifying examination
while on probation. In that case, the student cannot retake the failed portions of the exam without
prior approval from the DGS, the advisor, and at least one other member of the exam committee.
If the student cannot obtain the necessary approvals, s/he cannot retake the exam and will
automatically be terminated from the program.

**Qualifying Exams: Special Circumstances**
Students with registered learning disabilities who require special accommodations for the exams should present a memo from the Moses Center to the graduate program administrator specifying the nature of the accommodation requested when they submit their exam registration package.

Any student who experiences a medical emergency during the exam should contact the DGS and the graduate administrator as soon as it is safe and medically appropriate to do so (but certainly before 4:30 on the examination day). Should a student become unwell unexpectedly and choose to stop writing, s/he must attain immediate medical verification of her/his unexpected medical condition and resulting inability to continue. Such verification must be dated to the day of the exam and presented to the Department within 48 hours. The Department will consider the situation, and the student may be able to write the exam at a later date. Pre-existing medical conditions that may affect a student’s ability to complete the exam must be reported to the DGS and the graduate administrator in advance of the exam date, together with medical verification.

If a student experiences a family or other emergency in the days before the exam, that information must be communicated immediately to the DGS and the graduate administrator. Special circumstances will be considered by the DGS, in consultation with the Chair.

**Qualifying Exams: Joint Students**

Students in the joint History/MEIS PhD program must take exams in two different fields. Both of these may be MEIS history fields (including modern Middle Eastern history and Islamic history) supervised by historians primarily based in MEIS, or one may be an MEIS history field and the other a History Department field supervised by a member of the History Department. Students doing a History Department field must take the exam prep course specified for that field in the spring semester before the exam; students doing an MEIS history field must take the “literature of the field” course or other form of exam preparation specified for that field before taking the exam.

A student who has prepared a History Department field will sit for one day of exams in that field on the day specified by the History Department in May of the student’s second year; the exam will conform to the History Department exam structure and procedures, with examiners drawn from History Department faculty. A student who has prepared for an MEIS history field will take that exam at a time, and in a format, specified by MEIS, with examiners who are either History Department faculty or historians based in MEIS. Both exams will normally be completed by no later than the end of a student’s fifth semester in the joint program.

With special approval of the DGSs of both departments, a student may define and pursue a field for which they will prepare by working with NYU faculty who are not historians based in either the History Department or MEIS. In such cases, the student will take the exam according to MEIS structure and procedures, with examiners to be approved in advance by the DGSs of both departments.

After passing their exams, joint History/MEIS PhD program students will defend their prospectus according to the MEIS timeline.

**Following the Qualifying Examination**
Students will be notified of their exam results (High Pass, Pass, or Fail) within two weeks of the exam date. Detailed written feedback is not provided. After passing the qualifying examination students must:

a) Submit a Dissertation Research Proposal to the Dissertation Committee for oral examination and approval between September 15 and November 15 of the third year. The end of the first week of the sixth semester is a final deadline (and is designed as an allowance for students who fail the qualifying examination in May).

b) Complete additional course work, largely through independent readings and research. Students must complete 72 points of course work by August 15 of the third year at the latest.

c) Complete any additional language requirements beyond the departmental minimum.

Dissertation Research Proposal

Each student must prepare a Dissertation Research Proposal or Plan, after passing the Qualifying Exams. Normally this is done in the summer after the Qualifying Exam and early fall of the third year. It is the subject of an oral examination and must be approved in an oral defense between September 1 and November 15 of the fall term (the end of the first week of the sixth semester is a final deadline for the proposal to be approved). The scheduling of the oral defense must not be left to the last minute and should be arranged well in advance of the deadline. Students who fail one or both fields of the exam will need to rewrite the exam successfully before advancing to the Dissertation Research Proposal.

The Research Proposal is intended to focus the student's thinking on the dissertation topic, sources, and methodology at an early stage of research; equally important, the Research Plan can serve as the basis of grant and fellowship applications. In fact, its structure and length is modeled on a typical grant proposal. (Joint students will follow the procedures of their home departments with respect to the proposal).

When the primary advisor and the second and third committee members agree that the Proposal is ready, an oral examination is scheduled; the scheduling of the examination must be well in advance of the November 15 deadline. The committee normally is comprised of three members from within the department (including faculty with joint or associate appointments). In the event that there are special circumstances warranting the inclusion of one faculty member from outside the Department (whether in GSAS, or beyond NYU), the advisor should consult with the DGS and provide a justification, a record of which will go in the student's file. The oral examination runs about one hour, during which examiners ask questions about the Research Proposal itself and its relation to the field in which the proposed dissertation is embedded. After the proposal is approved, students are advanced to candidacy for the PhD degree.

The sole remaining requirement is satisfactory completion of the dissertation. Students are usually considered ABD after all coursework is completed and the language requirement satisfied, Qualifying Exams are passed, and the Dissertation Proposal is approved.

Dissertation

The dissertation is the most important credential a candidate offers on the academic job market, both for teaching positions and for fellowships. As well, the dissertation usually serves as the
foundation of published articles and as a draft of a book manuscript. Indeed, from the outset, students are encouraged to think of the dissertation as a book-in-the-making: the topic should be significant, and the framing of questions and arguments large enough for expansion into a significant published work. In short, students are encouraged to aspire high on the dissertation.

The dissertation is researched and written under the supervision of three members of the department, one of whom serves as the primary advisor. Normally, at least three Committee (core) members are members of the history department, including joint and associate faculty. The chair (advisor) must be a member of the History Department. In the event that there are circumstances warranting the inclusion of one faculty member from outside the Department (whether within GSAS, or beyond NYU) in place of one of the three departmental core members, the student, with the advisor’s consent, should consult with the DGS and provide a justification, a record of which will go in the student's file.

The student works closely with the primary advisor in researching, framing, and writing the dissertation. The role of the second and third committee members is worked out among the student, the advisor, and committee members, but it is advisable for all three committee members to be involved in the process from the outset.

Before the defense, the student should circulate a pre-defense form (available from the Graduate Program Administrator) to the three core members of the committee, for them to indicate any edits that are required in advance of the defense. When the three committee members have approved the dissertation, a dissertation defense may be scheduled. Two additional readers join the first three to form a committee of five to examine the candidate at the dissertation defense. Of these two, one would normally have an appointment in the History Department. Dissertation defenses can be public: friends, family, and other interested parties are welcome to attend, at the discretion of the student. At the defense, the student will be asked to explain the arguments, significance, and future directions of the work, and the committee will raise critical questions and offer commentary intended to assist in revising the work for publication. The result can be and usually is a simple “pass,” but the committee can request revisions to be reviewed either by the advisor alone or the committee as a whole. In order for the dissertation to pass, four of the five committee members must approve it.

A Note on Defense Committees

Faculty can continue to advise as departmental faculty any student admitted before they retire, and can sit on committees for students admitted after retirement as non-departmental members (i.e. as the non-departmental member of a three-person proposal committee or a non-departmental member of a five-person dissertation committee). In the event that an advisor leaves the university for another position, he/she may retain the role as advisor if he/she and the student are in agreement.

EVALUATION OF PERFORMANCE

All students admitted into the PhD program are assumed to possess the capacity to complete the program successfully. At the same time, the quality of student performance is continually evaluated. Course grades, completed course work, timely progress on preparation of language competency, qualifying examinations, the dissertation proposal, and the dissertation are important considerations in evaluating student performance. Student performance in these areas will be
continuously and carefully monitored, and any failure to meet stated deadlines may be grounds for probation.

GSAS demands a minimum 3.0 grade-point average (GPA) for PhD students to be in good standing, but permits individual departments to set higher standards. The History Department requires a minimum 3.5 GPA per semester. A student whose grade in any course falls below these expectations will need to meet with his/her advisor and the DGS.

GPAs are calculated based on the following scale:

- A  4.0 = Excellent work
- A-  3.7 = Very good work
- B+  3.3 = Work needs improvement
- B   3.0 = Inadequate
- B-  2.7
- C+  2.3
- C   2.0

 Unsatisfactory performance as a Course Assistant, Adjunct Instructor, or Research Assistant can be grounds for probation.

Students in their dissertation phase (years 3-5) are expected to submit a progress report each year to the Graduate Program Administrator, DGS, and their adviser.

A student placed on probation will receive a letter from the DGS stating the specific reasons for probation, the specific terms for removal from probation, and a date by which the student’s status will be re-evaluated. If the student has not fulfilled the stated requirements by that date, as determined by the advisor and the DGS, the student will be terminated.

Students have the right to appeal a decision of either probation or termination. A student who wishes to appeal must state his or her case in a letter to a panel, specially convened by the chair, consisting of three faculty members within the department, normally drawn from the Planning and Advisory Committee, who have not previously worked with the student. The student will also meet with that panel in person, and the panel will meet separately with the faculty members who made the determination of probation or termination. If the panel rules against the student, the student has the right to appeal to GSAS. Students are expected to familiarize themselves with GSAS rules regarding probation and appeal in the “GSAS Policies and Procedures Manual,” available at <http://www.nyu.edu/gsas/> by clicking on “Office of Academic and Student Life.”

**Academic Honesty and Integrity**

Academic dishonesty encompasses not only plagiarism, but also any assistance that so informs or transforms a student’s work that the work can no longer be attributed to the student. If a faculty member brings a charge of academic dishonesty against a student, the student has the right to reply to that accusation. Both the faculty member and the student must make their cases in writing to the DGS and the chair, as well as to a specially convened panel of three faculty members within the department, normally drawn from the Planning and Advisory Committee, who have not previously worked with the student. The student will also meet with that panel in person, and the panel will meet separately with the faculty members who made the accusation. If the panel rules against the student, the student has the right to appeal to GSAS. Students are expected to familiarize themselves with GSAS rules regarding academic integrity in the “GSAS Policies and Procedures Manual,” available at <http://www.nyu.edu/gsas/> by clicking on “Office
of Academic and Student Life.” If a charge of academic dishonesty is sustained, the student will be terminated from the program.

**“Incomplete” Policy**

In order to remain in the program, “Incompletes” cannot be carried from one academic year to the next. Each year’s coursework must be completed by August 15 at the latest, and final grades submitted. It is the student’s responsibility to ensure that coursework is submitted well in advance of the August 15 deadline, in order to allow time for the final grade to be filed.

**FINANCIAL AID AND EXTERNAL FUNDING**

Incoming History PhD students are admitted with a five-year MacCracken Fellowship, or with a combination of outside funding and a MacCracken Fellowship. No teaching is required as a condition of holding these fellowships, although the department strongly advises sufficient teaching to develop skills that are fundamental to full preparation as a professional. (See “Road Map,” above) Although the transfer of credits is normally discouraged, students may transfer credits under certain circumstances, with the support of their advisor. If students with previous graduate work transfer 24 credits or more, their MacCracken Fellowship will be reduced to 4 years.

Aside from the MacCracken funding, a grant from the Andrew W. Mellon Foundation provides summer funding to students admitted to and funded by the History Department in the summer after the student passes his or her Qualifying Examination, provided that the student is in good standing and has no outstanding incompletes, as part of the Mellon Dissertation Research Proposal Workshop in that summer. The stipend is $5000 (See “Summer Funding and Dissertation Proposal Workshop,” above).

Students in good standing receive two additional summer stipends, of up to $4,000 each, for support in the summers following their third and fourth years. In order to receive summer funds, you will be required to submit to your History advisor, the DGS, and the Graduate Program Administrator a brief plan for your research by April 15 of each year in which you receive summer funds, and report on your progress (again, to your History advisor, the DGS, and the Graduate Program Administrator) at the end of the summer, by August 31. In rare circumstances, with the advisor’s approval, students may use one summer of the stipend in the summer following the first year in the program to fund language study or similar training deemed necessary for the student’s progress through the doctoral program. Students are also advised to apply for summer funding external to the department (ie both within GSAS and beyond NYU). Please be advised that the maximum combined amount of the Department’s funding and any external funding cannot exceed a semester of MacCracken funding.

MacCracken Fellows must make satisfactory progress toward their degree in order to maintain their fellowships.

The department provides a number of competitive fellowships for students at the dissertation-writing stage. Eligible students may self-nominate and faculty can nominate candidates for these fellowships. The Graduate School also provides competitive research grants for students at the early stages of the dissertation, including grants for summer travel to archives. Toward the end of the dissertation writing process, students can apply, and if eligible, be nominated for a
Dissertation Completion Fellowship. These applications are made available to the department in early Fall. The department can then make a limited number of nominations and forwards those files to the Graduate School.

Success in national grant and fellowship competitions is an important part of early professional recognition. In almost all fields, there are outside fellowships and grants available at the level of dissertation-writing. Students are urged to pay attention to internet announcements, to inquire of their advisors about relevant funds, and to read the grant information in departmental files and in the Graduate School. Many of these opportunities are communicated in the “history announcements” regularly distributed by email to the whole body of graduate students. Students should be particularly attentive to archives and libraries that offer grants to use particular collections, as more and more historical institutions are providing funds to make their collections more accessible to scholars. It is expected that students will apply to such funding opportunities for which they qualify.

Funding by the Graduate School is guaranteed for only five years, four years if 24 or more credits are transferred. By “reserving” MAC funding when that funding is replaced by extra payment for teaching early in the program, students may extend their funding beyond four or five years. It should be noted that teaching opportunities are contingent on undergraduate enrollments, and cannot be guaranteed by the History Department. A student who does not expect to finish in her or his last year of MAC support should seek funding inside NYU (mostly GSAS Dean’s Dissertation Fellowships and other competitive fellowships administered by the GSAS) and external fellowships.

When MAC funding expires, the Graduate School will continue Medical Coverage for two years, and it will cover the Maintenance of Matriculation fees for two years as well. But except for the competitive fellowships noted above, the Graduate School does not fund students beyond the expiration of MAC funding.

**EXTERNAL FUNDING**

Doctoral students who receive an external fellowship with a stipend comparable to the MacCracken before the end of their MacCracken funding period must report it to the department and are expected to use that fellowship in place of a year of MacCracken funding, which they can then use in a subsequent year. In most cases, students who have not received such funding will be given precedence in the conferral of the History Department fellowships that are awarded each year, normally to students close to completing the degree, so that as many students as possible can expect to have six years of full funding.

Contingent on its finances, the History Department may supplement a student’s external funding in the following cases: 1) When the external fellowship is less than a year of MacCracken funding, the department may provide a supplement to bring it up to the level of a MacCracken. 2) When the fellowship recipient can demonstrate extraordinary travel expenses. 3) In very rare instances, recipients may be allowed to use a quarter of a MacCracken Fellowship together with the external funding and the department will provide funding corresponding to the used MacCracken quarter in a subsequent year.

These rules concern fellowships comparable to the MacCracken and do not apply to smaller fellowships.

**TEACHING**
Teaching Opportunities

Teaching provides important training and experience for those seeking academic careers, and varied teaching experience offers a significant advantage on the academic job market. The “Road Map” outlines a pattern of teaching that fits with the stages of academic work and provides a sequence of teaching experiences structured to provide increasing opportunity and responsibility—beginning with grading papers, moving on to leading a discussion section, and culminating with a summer course developed by the student.

Currently there exist two forms of assignments: Course Assistant (grading papers, consulting with students on papers in office hours) or Adjunct Instructor (teaching discussion sections in a large lecture course, grading papers for that course, consulting with students on readings and on their writing assignments). Often a student will be offered an opportunity to give a lecture in a course for which she or he is an Adjunct Instructor.

Teaching provides opportunities for students to observe the faculty at work in the classroom, and the faculty instructor takes responsibility for assisting the development as teachers of those graduate student teachers who are assigned to her or his course. In addition, the Graduate School and department offer various workshops on teaching.

The department makes every effort to assign students to courses in their fields of interest, although this is not always possible. At the same time, teaching experience outside the student's own field can enhance both professional development and candidacy on the job market. Teaching assignments are dependent on undergraduate enrollments and can never be guaranteed.

Some advanced (ABD) graduate students also have the opportunity to teach a summer session course of their own design. There are, however, limited slots for such courses, and they can only be offered if there is sufficient enrollment.

Program Assistants

The department has a limited number of Program Assistantships (PA). Program Assistantships are various forms of assistance, mostly helping in the administration of a lecture series or program of seminars. The department assigns PAs to the following programs and projects: African Diaspora, Atlantic World, History of Women and Gender, Archives & Public History, and the Radical History Review.

Time to Degree

According to Graduate School rules, students entering the program with a BA degree must complete the PhD within ten years, and students entering with an MA degree must complete the PhD within seven years. Official leaves of absence are counted within the time to degree. With the support of the DGS, students and their advisors may petition the Associate Dean of the Graduate School for an extension of time to degree.

Placement

With a competitive national job market, students must begin preparing themselves early in their graduate careers. Such preparation should include making sure any teaching done is evaluated
and documented, particularly any innovative and successful teaching strategies developed or used. It also means seeking competitive grants, even small ones, presentations at conferences, and submission of appropriate manuscripts for article publication in refereed journals. Participation as a consultant or other role on a public history project is also a valuable component of one’s development of a professional profile.

Students are encouraged to speak with their advisors and the department Placement Officer well before they are ready to enter the job market. These discussions should include matters such as preparing a CV, requesting letters of recommendation, a statement on their approaches to teaching, and selecting a writing sample. Students are also encouraged to attend the department's workshops about preparing for the market, and to set up mock interviews and job talks within the department. As part of the professionalization process, students should consider attending special workshops, visiting lectures, job talks, and other departmental events. [Maybe say something about attending departmental events with guest speakers. Or where members of the department share their work, as well as talks by job candidates.]

Students planning to be on the job market should begin to prepare their placement files at the very start of the fall semester. Advisors are expected to work closely with students to prepare a competitive application, but students should also consult with the Department Placement Officer in preparing their applications and placement file. The Department does not manage the placement file; rather students are directed to a professional service that does this: Interfolio. Students should contact the Graduate Administrator for information.

Students should take care to notice and adhere to applications deadlines, and make sure their materials are prepared well in advance of the time most applications are due. This work should be completed in September. (New information—such as an article accepted or some honor—can be added later.) Students should contact their letter of reference writers well before they need them, and they should keep their advisor informed of every position for which they are applying.

JOINT DEGREE PROGRAMS

The department offers joint PhD programs with the Department of Hebrew and Judaic Studies, the Department of Middle Eastern and Islamic Studies, and the Institute of French Studies. Both departments must grant admission, or students may petition for acceptance to the joint program within one year of matriculation, but in that case they should consult well in advance about what the other program will require; again, both departments must concur in acceptance.

The Dual Degree PhD/JD program requires admission to both the Department of History and New York University Law School. Students should consult with the Directors of Graduate Study of history and the collaborating department, institute, program, or school for details regarding joint degrees.

Course requirements: In addition to meeting the course requirements of their home department, Joint students are required, at a minimum, to take:

- Approaches to the Research and Writing of History I
- A second course in the History Department, normally the relevant Literature of the Field course (students in the joint MEIS program may choose to take a substantive course, with the permission of their History advisor)

Students in joint programs are required to write the first-year paper.

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Advising: During the first term of the first year, students in the joint HJS and IFS programs should identify an advisor in the History Department, in addition to the advisor in their Joint Department. Advisors must be members of the History Department; this includes faculty members with joint appointments in History (though not from the student’s Joint Department), but excludes associated faculty from other departments. The History advisor will ultimately serve as part of the Qualifying Exam committee and the core dissertation committee.

Exams: Joint students will write some portion of their exams in the History Department normally in May of the second year. During the fall of the second year, Joint students should identify a committee of two (HJS) or three (IFS) examiners in the History Department, in preparation for the Qualifying Exams. For HJS and IFS joint students, one of these examiners must be a member of the History Department (not joint with the student’s Joint Department); the second (or third) examiner may be a joint member, or an associate of the Department. Joint students normally write one (HJS), or three (IFS) days of exams in the History Department. For IFS Joint students, the third day of exams serves as the French studies field exam. Joint students in HJS taking a qualifying exam in Modern Middle Eastern history may take that exam at the same time as joint students in MEIS.

Joint History/MEIS PhD: Students in the joint History/MEIS PhD program must take exams in two different fields. Both of these may be MEIS history fields (including modern Middle Eastern history and Islamic history) supervised by historians primarily based in MEIS, or one may be an MEIS history field and the other a History Department field supervised by a member of the History Department. Students doing a History Department field must take the exam prep course specified for that field in the spring semester before the exam; students doing an MEIS history field must take the “literature of the field” course or other form of exam preparation specified for that field before taking the exam.

A student who has prepared a History Department field will sit for one day of exams in that field on the day specified by the History Department in May of the student’s second year; the exam will conform to the History Department exam structure and procedures, with examiners drawn from History Department faculty. A student who has prepared for an MEIS history field will take that exam at a time, and in a format, specified by MEIS, with examiners who are either History Department faculty or historians based in MEIS. Both exams will normally be completed by no later than the end of a student’s fifth semester in the joint program.

With special approval of the DGSs of both departments, a student may define and pursue a field for which they will prepare by working with NYU faculty who are not historians based in either the History Department or MEIS. In such cases, the student will take the exam according to MEIS structure and procedures, with examiners to be approved in advance by the DGSs of both departments.

After passing their exams, joint History/MEIS PhD program students will defend their prospectus according to the MEIS timeline.

The intention of the Joint Program is to foster intellectual connections between History and the Joint Departments. Joint students are encouraged to immerse themselves in the life of the History Department, to seek out faculty, and to engage in History courses, to the greatest extent possible.