



Department of History Graduate Program

Handbook

Program Requirements, Academic Policies,
and Procedures

2016-2017

University of Wisconsin – Madison

3211 Mosse Humanities Building
455 North Park Street Madison, WI 53706
tel (608) 263-1800 – fax (608) 263-5302
<http://history.wisc.edu>

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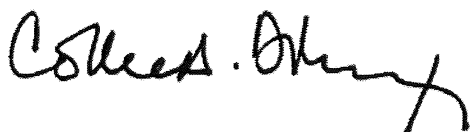
Letter of Welcome

Welcome to the University of Wisconsin's Graduate Program in History. The Graduate Handbook serves as a guide to the regulations and procedures that govern degree requirements and financial aid. Although not the final source of authority, the Handbook constitutes a major reference tool for negotiating life in the Department.

If you have any questions about any aspect of the program, please do not hesitate to ask them. We all stand ready to be of help – your faculty advisor, myself as Director of Graduate Studies, and Graduate Program staff members: Leslie Abadie, Abby Kennison, and Brian Hamilton. You should also feel free to bring your concerns or questions to the Department Chair, Professor Laird Boswell.

The Handbook should help you in your passage through the Department's program requirements, freeing your time to pursue your interest in history. In that endeavor, let me wish you the best success as a student and, ultimately, as a colleague.

Sincerely,



Colleen Dunlavy

Professor and Director of Graduate Studies
Department of History
5109 Mosse Humanities Building
cdunlavy@wisc.edu
(608) 263-1854

Be sure to explore the [Graduate Program's website](#)

Find the Department of History on Facebook and on Twitter [@UWHistoryDept.](#)

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General Information

Introduction

The Graduate Program in History offers the Master of Arts and Doctor of Philosophy degrees in history as well as minor work for doctoral students in fields outside of history. Students are occasionally admitted to the History Graduate Program for a Master's degree only; however, the majority of our students pursue the Ph.D.

The Department trains productive researchers, committed teachers, and engaged public intellectuals. Our program is rigorous, combining independent and collaborative work and emphasizing scholarly engagement and intellectual connectedness. The Department strongly supports the Wisconsin Idea, the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work. Our students pursue a variety of careers, including but not limited to college and university teaching.

Graduate students specialize in one or more of the programs of study listed below. Each sets its own programmatic requirements, consistent with the Graduate School's regulations and subject to the approval of the faculty as a whole.

The ten study programs offered by the Department of History are:

- African History
- Central Asian History
- East Asian History
- European History
- Gender and Women's History
- Latin American and Caribbean History
- Middle Eastern History
- South Asian History
- Southeast Asian History
- United States History

Special note

Beginning in Fall 2017-18, History of Science, Medicine, and Technology will become a study program in the Department of History. We will continue to offer separate graduate degrees in History and in the History of Science, Medicine, and Technology.

Progression through our Graduate Program is governed by two sets of regulations. The Graduate School's Academic Policies and Procedures set the general parameters of graduate study at UW-Madison. These are available [online](#) at and are summarized at appropriate points in this Handbook. The History Department also has its own, additional requirements, which are outlined in this Handbook. As you will notice throughout the Handbook, some of the Department's regulations and requirements apply to all students while others are specific to individual study programs.

Students must meet the **degree and course requirements** in effect when they entered the program. (For copies of previous handbooks, please see the Graduate Program Coordinator.) Administrative **procedures and processes**, however, can change over time. All students are required to follow the procedures and processes listed in this Handbook.

The information in this Handbook should be supplemented by individual consultation with your advisor and the Graduate Program Coordinator.

The organization of this Handbook follows the general sequence of milestones that mark students' progress through our program: Master's degree, Ph.D. language requirements and minor coursework, preliminary examination, and Ph.D. dissertation. Although work is ordinarily done simultaneously on the Master's degree, the Ph.D. language requirements, and the minor field, students must, at a minimum, be awarded a Master's degree before they are permitted to begin the preliminary examination. In all cases, the minor field and language requirements must be finished before the preliminary examination is considered completed. With the completion of prelims, the student is formally admitted to candidacy for the doctorate.

We try to make the Handbook as accurate as possible, but final authority for applying its provisions rests with the Director of Graduate Studies and the Graduate Council, with the Department Chair, and ultimately with the faculty in its collective capacity. If you have questions about anything in the Handbook or suggestions for improvements, please feel free to bring them to the Director of Graduate Studies or to the Graduate Program Coordinator, Leslie Abadie.

Keywords and Definitions

Advisor, Major Advisor, Major Professor

These terms are used interchangeably. See Your Faculty Advisor, p. 3.

Programs, Study Programs, Fields

These terms tend to be used somewhat interchangeably in the Department. In this Handbook, the term "program" or "study program" refers to the major areas of specialization in the Graduate Program in History. Sub-areas of specialization within each program are called "fields."

Graduate-Level Credits

Refers to any course at the 700 level or above. Students typically take courses at the 700 or higher level. Subject to program restrictions and by prior arrangement with the instructor, however, students may take most 300-600 level course for graduate credit. For details, see Level of Course Credits, p. 7.

Pre-Dissertator

A student who has not yet received the M.A. degree, completed the language and minor field requirements, and passed the preliminary examination.

Dissertator

A student who has received the M.A. degree, completed the language and minor field requirements, and passed the preliminary examination. Also known as ABD (All But Dissertation) or "admitted to candidacy."

TA

Teaching assistant – graduate student who is employed to attend lectures, lead discussion sections and assist with the grading in a lecture course.

PA

Project assistant – graduate student who is employed to assist a faculty member or an office with research or other projects.

Reader-Grader

Graduate student who assists with the grading in a lecture course but does not lead discussion sections.

Your Faculty Advisor

Each student has a faculty advisor (also known as major advisor or major professor) or co-advisors who counsel the student on the academic aspects of the individual's program. In most study programs, the professor assigned to the student upon admission continues to serve as the major professor. However, the faculty members in the Latin American and Caribbean program co-advise all students with the expectation that each student will consult regularly with all professors even though one is designated as the major professor for administrative purposes. The U.S. program and the Gender and Women's History program assign each entering student an initial advisor, with the understanding that some students may wish to change advisors as their research interests crystalize. Students entering through the Bridge Program or a joint degree program should consult Other Degree Options, p. 34, for details on the dual-advisor structure of those programs.

Advisee's Role

Knowing the procedures and requirements of the University and of the Department is the student's responsibility. Since the advisor's role can vary, students should discuss roles and expectations with their advisors. Both the student and the advisor have a responsibility to make their expectations clear to each other. See Appendix A for our Advising Qs, which provide guidance on topics to discuss.

Change of Advisor

Students may change advisors **within their study program** by securing the approval of the new major professor and the Graduate Council. To change **to a different study program**, however, students must apply formally for admission to the new program and must be admitted through the regular admissions process. See the Graduate Program Coordinator for details on the steps to accomplish either of these changes.

Who Does What?

Director of Graduate Studies

The Director of Graduate Studies (DGS), a faculty member appointed by the Department Chair, is responsible for overseeing all aspects of the Graduate Program. Professor Colleen Dunlavy currently serves as DGS. Contact information: cdunlavy@wisc.edu; 5109 Mosse Humanities; (608) 263-1854.

Graduate Council

The DGS chairs the Graduate Council (GC), which has overall responsibility for the Graduate Program and curriculum. The Graduate Council meets at least once a month during the academic year to consider a range of issues from program policies and admissions to student petitions. The Graduate Council is composed of the Director of Graduate Studies and three additional professors, four elected graduate student representatives, the Graduate Program Coordinator, and the Graduate Program Assistant. GC meetings are listed in the department's Events Calendar and its agendas and minutes are available on Graduate Program's website under Grad Administration.

Other Committees

Three other committees, two of which also have graduate student members, have special duties relating to the Graduate Program:

- The **Fellowships and Scholarships Committee** (F&S Committee) awards fellowships and prizes. It is composed of three faculty members, the Director of Graduate Studies, and the Graduate Program Coordinator.
- The **Joint Committee on TAs** (JCOTA) supervises the hiring, training, ongoing professional development, and evaluation of TAs and hears concerns arising from the appointment or supervision of TAs. Its membership consists of one faculty member from the Undergraduate Council, one faculty member from the Graduate Council (who serves as chair), three graduate student members (elected by the currently-enrolled students to two-year terms), and the Graduate Program Coordinator. The Graduate Program Project Assistant also attends its meetings.
- The **Faculty-Graduate Student Liaison Committee** organizes advisory committees of graduate students to participate in faculty searches. It is composed of graduate students who are elected in years in which searches will take place.

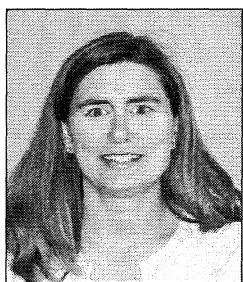
Graduate Student Service

In addition to the committees described above, graduate students also contribute to departmental and Graduate Program operations through service on the Harassment and Discrimination Committee and on the Undergraduate Council. For the current membership of all committees, please consult the list of department committees on the History Department's website.

The Department Chair appoints graduate-student members of some committees, while others are elected. The election of graduate students to these bodies, announced and supervised by the DGS and the Graduate Program Coordinator, occurs at the beginning of each academic year. If you are interested in serving on any of these committees, see the DGS or the Graduate Program Coordinator. For the current roster of students on committees, check the Graduate section of the Department's website.

Graduate Program Staff

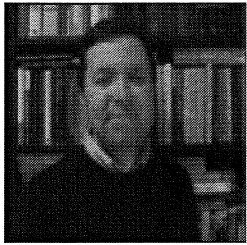
Several members of the History Department's staff have specific duties connected with the Graduate Program:



Graduate Program Coordinator Leslie Abadie counsels graduate students about technical and substantive departmental and Graduate School degree requirements for the various study programs; directs students towards professors who can help to arrange appropriate course schedules; provides staff supervision of the assignment of teaching assistants (TAs) and project assistants (PAs); disseminates information on funding opportunities and supervises the distribution of graduate fellowships, assistantships, and prizes; assists in managing the Graduate Program's various funds; and coordinates special events and workshops sponsored by the Graduate Program. The Graduate Program Coordinator serves on the Graduate Council, JCOTA, the F&S Committee, and the Harassment and Discrimination Committee. Contact information: abadie@wisc.edu; 4219 Mosse Humanities; (608) 263-1961.



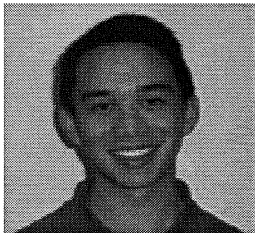
Graduate Admissions Coordinator and Program Assistant Abby Kennison coordinates the applications and admissions process and provides administrative support for the grad program: ankennison@wisc.edu; 4217 Mosse Humanities; (608) 263-1960.



The **Graduate Program Project Assistant** assists the Graduate Program staff on a variety of projects designed to enhance the Graduate Program, particularly regarding recruitment and retention, TA training, diversity workshops, and professional development. Graduate student **Brian Hamilton** currently holds this position. Contact information: brian.hamilton@wisc.edu; 4263 Mosse Humanities; (917) 886-4663.



Payroll and Benefits Specialist Jana Valeo handles payroll and benefits matters related to graduate fellowships, scholarships, TAs, PAs, and readerships and oversees the disbursement of graduate funds. Contact information: jrvaleo@wisc.edu; 4213 Mosse Humanities; (608) 263-1809.



The **History Department Receptionist Isaac Lee** handles seminar room reservations, the checking out and return of all AV equipment, the distribution of blue books for exams, and TA office supplies. Contact Information: ijlee@wisc.edu; 3211 Mosse Humanities; (608) 263-1800. For information on administrative support, office supplies, etc., see Appendix B.

Need More Information?

In a program as large as ours, it is easy for outdated or incorrect information to circulate informally. Please talk to a Graduate Program staff member if you have any questions or concerns.

Learning Goals

To provide a sense of our expectations of our graduate students, the Graduate Council has set out explicit learning goals to be achieved at the MA and Ph.D. levels:

	Master's Level	Doctoral Level
Introduction	All UW-Madison students enter the Graduate School's graduate programs with at least a bachelor's degree. Graduates obtaining a master's degree from the History Department are expected to achieve the following learning goals by the end of their degree work.	The History Department's doctoral program, as a research-based program, culminates in a dissertation. By the end of their degree work, students receiving a doctoral degree in the History Department are expected to achieve the learning goals specified for the Master's degree as well as the following learning goals.
Knowledge and Skills	<p>Articulates and critiques the theories, research methods, and approaches to historical inquiry in the student's primary field of study.</p> <p>Demonstrates understanding of the primary field of study in a historical and global context.</p> <p>Is able to identify and make appropriate use of relevant historical sources.</p> <p>Demonstrates the ability to evaluate and synthesize large bodies of scholarship or evidence.</p> <p>Is able to construct a significant and persuasive historical argument that makes an original contribution to historical knowledge.</p> <p>Communicates complex ideas in a clear and understandable manner.</p>	<p>Articulates research problems clearly and understands the limits of current theories, knowledge, or practices in the discipline of history.</p> <p>Pushes the boundaries of current historical knowledge in formulating research questions, in the selection or use of primary sources, or in interpreting evidence.</p> <p>Demonstrates breadth of historical and cultural knowledge.</p> <p>Is able to articulate the broader significance of their work to scholars in other fields or disciplines and to the broader public.</p> <p>Is able to design and teach courses on the undergraduate or graduate level.</p>
Professional Conduct	Recognizes and applies established principles of ethical and professional conduct.	Fosters ethical and professional conduct.

Registration

How Many and What Kind of Credits?

Minimum Total Credits

For the M.A., the Graduate School requires that students complete a minimum of thirty graduate-level credits, of which at least sixteen must be taken in residence at UW-Madison. For the Ph.D., it requires a minimum of fifty-one graduate-level credits, including those taken for the M.A. The Graduate School does not grant exceptions to these requirements.

For the M.A., with approval, students are allowed to count up to six credits of graduate coursework from other institutions. For the Ph.D., students may count up to twelve graduate-level credits from other institutions.

Level of Course Credits

Half of the M.A. credits (15 out of 30) and half of the Ph.D. credits (26 out of 51) must be completed in courses numbered 700 and above.

In some cases, students take courses numbered 300-670 for graduate credit. However, some study programs restrict the number of lower-level or lecture courses students may take (see M.A. Requirements in Specific Programs, p. 15). Graduate students who would like to take lower-level courses for graduate credit must obtain the instructor's approval, attend lectures, and reach a prior agreement with the instructor on a schedule of individual meetings, a list of required supplementary readings, and alternative writing (or other) assignments.

Prior undergraduate course credit: Students who earn a B.A. from UW-Madison may count up to seven credits of undergraduate courses numbered 300 and above with program approval. UW-Madison University Special Students prior to matriculation may count courses 300 and above for up to fifteen credits, with program approval and with payment of the difference in tuition rates.

Please refer to specific programs of study in the Master's Degree section for more details (p. 15).

Variable-Credit Seminars

Many of our graduate seminars are offered for three credits, and most students take seminars for three credits. Some seminars, however, offer the option of enrolling for one, two, or three credits. By prior arrangement with the instructor, students may take such seminars for one or two credits. In that case, they should plan to attend all seminars and do the assigned reading so that they can participate fully in the seminar discussions and so that continuity in the discussions from week to week is assured. Prior to the beginning of the semester, such students should contact the faculty instructor for permission to take less than three credits and to negotiate a specific agreement about a corresponding reduction in the assignments to be completed.

Minimum Credits per Semester

Each semester, graduate students must register for a minimum number of credits.

Pre-dissertators ordinarily register for at least nine credits. Pre-dissertators who are employed as TAs, PAs, or readers may enroll for six credits with no special permission needed. The Graduate School requires dissertators to register for three and no more than three credits per semester. In addition, dissertators are not allowed to audit classes. Neither the Graduate School nor the Department requires students to register during the summer (unless required for funding reasons).

Less Than Full-Time Status

In exceptional circumstances, students may carry less than the normal credit load. This requires approval of the major professor and of the Graduate Council. The student must submit a petition, together with a letter of support from the major professor, explaining the circumstances and requesting permission to register part-time. Such requests must be submitted for each semester in which the student wishes to have part-time status and should be submitted before the beginning of that semester. Part-time status is normally granted for one semester at a time; the student automatically returns to full-time status the following semester.

International Students

International students should consult with International Student Services office to verify that they are enrolled for the number of credits that are necessary to maintain visa status.

In Relation to Student Loans

Students who have loans should check with the Office of Financial Aid to make sure that they have registered for the correct number of credits. Contact your lender for specific credit rules, which may differ from those listed in this Handbook.

Seminars and Courses

Graduate-level courses come in several varieties:

Reading Seminars

These seminars (sometimes described as “proseminars”) usually meet once a week for two to three hours and cover the historical literature on a particular period or topic. Some courses, such as “History and Theory” (History 703) or “Comparative World History” (History 753), draw students from all programs.

Research Seminars

These seminars usually meet once a week for two to three hours. They require students to write a paper based on original research, normally using materials available on campus or online. Some study programs offer their own research seminars. The Department also offers History 800 (Research Seminar in History) on a regular basis in order to help students fulfill the research seminar component for the M.A.

Research and Thesis (History 990)

Students may enroll in History 990 credits while writing their M.A. thesis. Dissertators should enroll for three credits of 990, under the direction of their major advisor. However, dissertators may substitute another three-credit graduate seminar in place of the History 990 credits. They may not take more than three credits.

Independent Work (History 999)

Students may arrange an individual directed-readings or research course with a professor, the topic, work load, and number of credits to be agreed upon mutually. Some programs restrict the number of History 999 credits that students may take; see M.A. Requirements of Specific Programs, p. 15.

Leaves of Absence

Should circumstances warrant, students may apply for a leave of absence by submitting a petition to the Graduate Council, accompanied by a letter of support from their major advisor. If a student fails to register for any regular semester without having received the Graduate Council’s permission to take a

leave of absence, the Council may drop him or her from the program. Students so dropped who wish to reenter the program will have to reapply for admission.

Graduate students sometimes apply for a leave of absence when they will be engaged in dissertation research away from campus. Note, however, that, according to Graduate School policy, a dissertator within four semesters of completion who takes a leave of absence will incur a substantial financial penalty upon re-enrolling. In lieu of a leave of absence while engaged in research abroad, students are encouraged to enroll in the Worldwide UW Graduate Research program (see p. 30).

Satisfactory Progress

As students advance through the Graduate Program, they must make satisfactory progress toward their degree. Making good progress is required to maintain funding guarantees and puts a student at an advantage in the competition for financial aid, in the TA rankings, and on the job market. Students who fail to make satisfactory progress may be dropped from the program.

Definition of Satisfactory Progress

Satisfactory progress is measured in several ways, enumerated below. Students must meet all of these conditions.

Registration and Credits

Pre-dissertators ordinarily register for a minimum of nine credits each semester. Pre-dissertators who are employed as TAs, PAs, or reader-graders may enroll for six credits with no special permission needed. Dissertators must enroll for three credits.

Grades and Grade Point Average

The Graduate School requires students to maintain a Grade Point Average (GPA) of 3.00 or better throughout their career at UW. This means that a grade of "B" in a graduate-level course is a cause for concern. After the fourth semester of full-time study, the History Department requires its students to maintain a minimum GPA of 3.25. The History Department considers these to be minimum threshold GPAs and anticipates that students making satisfactory progress will maintain a higher GPA.

Incompletes

At no time may a graduate student have more than six credits of "Incomplete" on his or her record.

Time Limits

The Master's Degree—All students should complete the M.A. degree by the end of the fourth semester.

The Preliminary Examination—Time limits for taking prelims vary somewhat by program (see The Preliminary Examination, p. 22). In brief, students ordinarily take their prelims by the end of the sixth semester, with the following exceptions:

- Students in the U.S. History program should take their prelims by the end of the fifth semester.
- Students in the African, Central Asian, East Asian, Latin American and Caribbean, Middle Eastern, South Asian, and Southeast Asian programs may postpone prelims:
 - By one semester for every twelve credits of required non-Western language training, and
 - By one semester if completion of the minor field is required prior to taking the preliminary examination.

- Students entering with an M.A. in History from another institution, and who have fulfilled the research paper requirement upon admission, should initiate their preliminary examinations by the end of their fourth semester if they are in the U.S. History program and by the end of their fifth semester in all other fields.

The Ph.D.—The Graduate School requires every student to complete the Ph.D. within five years of passing the preliminary examination or the preliminary examination may have to be retaken. Neither leaves of absence nor part-time status are grounds for extending this deadline.

Exemptions

In most instances, should a student wish to be exempted from any of the regulations set forth in the Handbook, he or she should petition the Graduate Council. Petitions should be addressed to the Director of Graduate Studies and submitted to the Graduate Program Coordinator. A letter of support from the student's advisor is normally required as well. See the Graduate Program Coordinator for more details.

Conduct Expectations

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives.

In particular, our graduate students are expected to conduct themselves according to the professional standards expected of historians. These expectations are codified in the American Historical Association's "Statement on Standards of Professional Conduct" (2011), which is available on the [AHA's](#) website.

For information on the University's policies and resources, see Appendix C (p. 53), UW Graduate School – Conduct Expectations.

History Department Policy on Harassment and Discrimination

The History Department strives to create a community in which every individual – student, staff, and faculty – is treated with respect and where diversity provides a foundation for excellence, thus enabling every individual to reach their full potential. To that end, the faculty of the History Department has endorsed the following statement:

The Department of History will not tolerate harassment or any other form of discrimination perpetrated by any of its members, whether faculty, staff, or student. When an allegation of harassment or discrimination is made, the Department will do its best to guard the privacy of both the aggrieved party and the person said to have offended. Maintaining that protection may become impossible, however, once a formal complaint has been filed. The Department will try to resolve cases fairly at the lowest administrative level possible, but it will not hesitate to bring in university officers outside the Department when regulations or the seriousness of the matter mandate such action.

Grievance Procedures

Any student who feels unfairly treated or aggrieved by faculty, staff, or another student is encouraged to discuss their concern directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should consult their advisor or any member of the Department of History's Harassment and Discrimination Committee. The committee is comprised of the Associate Chair (who chairs the committee), the Director of Undergraduate Studies, the Director of Graduate Studies, two tenured faculty members, two appointed

graduate students, the Graduate Program Coordinator, and a member of the Departmental staff. A list of the current committee members is posted on a bulletin board in the Department office (3211 Mosse Humanities Building) and on the Department website (under General Info – Department Committees).

The Harassment and Discrimination Committee's function is to provide a body in which any member of the History community, including faculty, staff, and students, may raise a concern about harassment or discrimination and seek counsel about resolving the matter informally and civilly.

The procedure is as follows:

- An individual may approach any member of the Committee to raise a concern about an instance of harassment or discrimination and consult on appropriate courses of action.
- An individual may at any time request that the Associate Chair, as chair of the Harassment and Discrimination Committee, report a concern about an instance of harassment or discrimination to the entire Committee, in which case the Committee shall provide counsel about resolving the matter through appropriate courses of action.
- If, after the Committee members, either singly or collectively, have provided counsel, the individual considers the matter still unresolved, the graduate student may bring the concern to the attention of the appropriate higher administrative authority.

For information on the University's policies and resources, see Appendix D (p. 57), UW Grievance Procedures & Reporting Misconduct and Crime.

The Master’s Degree

General Information

The M.A. degree is the first milestone in our Graduate Program and serves as the gateway to the Ph.D. Students wishing to attain doctoral candidacy must have an M.A. in History or its equivalent.

To earn an M.A., all History graduate students must:

- Complete thirty graduate credits, including History 701, and a research seminar. Of these thirty credits, at least sixteen must be taken in residence at UW-Madison. Half of the M.A. credits (15 out of 30) must be completed in courses numbered 700 and above. With program approval, students may apply up to six credits of graduate coursework from other institutions. Students who earn a B.A. from UW-Madison may count up to seven credits of courses numbered 300 and above with program approval. UW-Madison University Special Students prior to matriculation may count courses 300 and above for up to fifteen credits, with program approval and with payment of the difference in tuition rates.
- Meet specific study program requirements, if any. See M.A. Requirements in Specific Programs, p. 15.
- Fulfill one language requirement.
- Pass the Second-Year Review by the end of the fourth semester.

Credits

As noted above (Minimum Total Credits, p. 7), the Graduate School requires students to complete a minimum of thirty credits of graduate-level course work for the M.A., of which sixteen credits must be completed in residence at UW-Madison. The History Department requires that those credits completed in residence include History 701, History 800 (or an equivalent research seminar in the student’s field of study), and, for those in the U.S. program, History 900. In some cases, and with advisor approval, students are permitted to apply credits for work done at other institutions toward program requirements. Work done at other institutions, however, may not be used to satisfy the Graduate School’s minimum, in-residence credit requirement. Contact the Graduate Program Coordinator for more information.

Research Seminar Requirements

Research seminars are designed to give students a large block of time to work on their research. The seminars introduce students to the life of a professional historian, provide them with the space and structure to undertake a research project, and give them the opportunity to present their findings in a conference-type setting. They may be field-specific or thematic.

All students are expected to enroll in History 800 or a research seminar in their study program no later than their third semester and to complete the research paper by the end of their fourth semester.

1. Research paper: The minimum requirement for completing the research seminar is to submit a 20-page draft essay. Research papers in their final form should be approximately 35 pages (9,000 words) in length, excluding notes and bibliography.
2. The objective of the research paper is to demonstrate the student’s ability to make an original, well-written argument based on a substantial use of primary sources or, in certain fields, a combination of primary and secondary sources.

3. Most students complete a two-semester sequence that consists of:
 - Three credits in a research seminar and an optional fourth credit of History 990 with their faculty advisor, who will advise them on the specific content of their research.
 - An additional one to three credits of History 990, with the approval of their advisor in a subsequent semester.
 - Occasionally students complete the full 35-page paper during the research seminar, in which case they will satisfy the research requirement without undertaking further work.
4. Research seminars are graded on an A-F scale. The grade is determined as follows:
 - If the student takes a research seminar and completes his or her research project in this seminar, the grade is determined by the seminar instructor.
 - If the student takes a research seminar, takes the optional fourth credit of History 990, and completes his or her research project within the semester, then the grade is determined jointly by the 990 instructor and the seminar instructor.
 - If the student takes two semesters to complete the research project, the instructor of the research seminar determines the grade for semester one and the 990 advisor determines the grade for semester two. If the student has taken the optional fourth credit during the first semester, the grade for the one-credit 990 is determined by the 990 instructor with whom the student has registered for the second semester.

Second-Year Review

Students are evaluated for the M.A. degree and for continuation in the program at the end of the fourth semester (or earlier if they choose) by a Review Committee composed of their advisor, one faculty member (who must have supervised the student in a class or independent study) chosen by the student, one faculty member selected by the student's advisor in consultation with the Director of Graduate Studies, and the Graduate Program Coordinator (ex-officio). In general, the committee will be composed of faculty involved in the ongoing and future mentoring of the student; substantial or complete overlap with the student's prelim or dissertation committees is desirable, if possible.

Students should submit a copy of their research paper to the Review Committee. In addition, they may submit one additional piece of work, such as: a paper (based on primary or secondary sources) written for a course in history or in another discipline; a website; or a conference paper. Students who choose not to submit supplementary work will *not* be disadvantaged.

The committee's review includes a substantive conversation about the student's performance, progress in the program, and future plans. The student does not attend this meeting.

To pass the Second-Year Review, students must:

- Complete one 35-page research paper in the Department of History.
- Fulfill one language requirement.
- Complete a minimum of thirty graduate credits, including History 701. Should the student have received one or more grades of "B" or below in History Department courses, the Review Committee will solicit additional information about the student's performance from the instructor(s) of the class(es).

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- Clear all incompletes by the end of the term during which the Second-Year Review is conducted.
- Fulfill course requirements in their main field of study (see M.A. Requirements in Specific Programs, p. 15).
- Receive a positive endorsement from the three faculty members on the review committee.
- Submit a list of prelim fields along with a timeline for completing prelims.

At the Second-Year Review, the committee may take the following actions:

- Approve the M.A. degree and authorize the student to prepare for the preliminary examination.
- Approve the M.A. degree as a terminal degree (i.e., not permit the student to proceed in the program).
- Recommend that the student not pass the Second-Year review and be dropped from the program.
- Recommend that the student not pass the Second-Year review at this time. In this case, the Review Committee will compose a brief statement outlining what is expected of the student and within what time frame.

Following the Review Committee meeting, the student’s faculty advisor will meet with the student to convey the Review Committee’s main conclusions and suggestions.

Students may appeal the Review Committee’s decision by writing to the Director of Graduate Studies within two weeks of the decision. The appeal is reviewed by the Graduate Council in Executive Session; it will solicit additional information from the Second-Year Review Committee.

Under exceptional circumstances, the Director of Graduate Studies, in consultation with the Graduate Council, may postpone the Second-Year review for one semester.

Students who do not pass the Second-Year Review within the specified time will lose their eligibility for departmental support. This eligibility will be restored once the student passes the Second-Year Review.

Students Entering with an M.A.

Entering students who have written an M.A. thesis or a longer research paper and who wish to use it to satisfy the research seminar requirement for the M.A. in History at UW-Madison should submit it to the Graduate Program Coordinator as soon as possible following their commitment to matriculate. The Coordinator will give the thesis/paper to the faculty member best qualified to evaluate it. The faculty evaluator will assess the thesis/paper and must, before the first day of instruction of the Fall semester, notify the student and the Graduate Coordinator whether the research paper meets the requirement.

Students who do not meet the research paper requirement or who have not written a longer research paper are required to write a 35-page research paper in the History Department by enrolling either in a research seminar or in History 990.

At the end of their first semester in residence, students will meet with a committee composed of their advisor, a second faculty member (chosen by the student), and the Director of Graduate Studies to establish a timeline for their Second-Year Review. Their Second-Year Review shall take place no later than the third semester in residence if the student fulfilled the research paper requirement upon admission and no later than the fourth semester if the student has to write a research paper.

Students entering with an M.A. may be able to use previous coursework to fulfill certain program requirements. The approval of their advisor is required.

M.A. Requirements in Specific Programs

African History

Course Requirements: Each student must enroll in a seminar or proseminar (if available) every semester of residence. In their first year, they may enroll in History lecture courses in their area of specialization. Undergraduate lecture courses may not be taken for credit after the first year of graduate study.

Language Requirements: Students must fulfill the Second-Year Review language requirement with an African language.

Central Asian History

No special program requirements.

East Asian History

Course Requirements: Students must complete four graduate courses in East Asian History. These can be upper division lecture courses or graduate seminars/colloquia (taken for a minimum of 12 credits). At least two of these courses should be in the major field, and at least one should be outside the major field. In addition, all students are required to enroll in an M.A. research seminar.

Students should also begin fulfilling the course requirements that have to be completed prior to taking preliminary examination. They are required to take one semester each of Chinese, Japanese, and Korean history. They may fulfill this requirement by taking a graduate seminar or an upper-division lecture course. They may also fulfill the requirement by serving as a TA in either an introductory or upper-division course. Students are also required to take History 703 (History and Theory).

Language Requirements: Students must complete the eighth semester in their main language (Chinese, Japanese, or Korean) by the time they either undergo the Second-Year Review or complete their fourth semester of coursework.

European History

No special program requirements, except in Medieval History: Students must demonstrate proficiency in two foreign languages, usually one medieval and one modern. (For the definition of proficiency, see Ph.D. Language Requirements, p. 17.)

Gender and Women's History

Course Requirements: Students in all geographic areas must meet the requirements of their geographic study program; take the transnational seminar in Gender and Women's History (History 752); and take at least two additional History graduate seminars that are gender-specific, i.e., that have at least a 50% focus on issues and analyses of gender, women, or sexuality.

Latin American and Caribbean History

Course Requirements: Each student must enroll in a seminar or proseminar (if available) every semester of residence. Other courses will include History graduate seminars or similar courses in the culture area of specialization. Undergraduate lecture courses may not be taken for credit unless a faculty advisor or co-advisor approves.

Middle Eastern History

No special program requirements.

South Asian History

Course Requirements: Each student must enroll in a seminar or proseminar (if available) every semester of residence. In lieu of a History graduate course, they may substitute an independent study in History or a graduate seminar in another department. In their first year, they may enroll in History lecture courses in their area of specialization. Undergraduate lecture courses may not be taken for credit after the first year of graduate study.

Language Requirements: Students must complete two years of study in one South Asian language (or demonstrate equivalent proficiency by examination).

Southeast Asian History

Course Requirements: M.A. students shall take six credits of graduate seminar in Southeast Asian history each academic year or, if not available, substitute credits of independent study with a faculty specialist in Southeast Asian history.

Language Requirements: Students must complete two years of study (or demonstrate equivalent proficiency by examination) in a Southeast Asian language or, with the approval of the Southeast Asian program faculty, in a relevant colonial/imperial language.

United States History

Course requirements: Students in U.S. History must take:

- The core seminar, History 900, in the fall semester of their first year. This seminar introduces students to the U.S. History faculty and their fields of research and teaches students the core skills of professional historians.
- Three three-credit seminars that cover a significant portion of the seventeenth and/or eighteenth centuries, the nineteenth century, and the twentieth century, respectively. If a seminar falls into more than one category, the student may choose the single category for which he or she will receive credit.

Prior to completing their preliminary examination, students may use no more than six credits of History 999, "Independent Work," to meet the requirements of the major field. Students will probably find it useful to preserve most, if not all, of their six credits of History 999 for preliminary examination preparation.

In exceptional circumstances, student may, with the consent of their advisor, take up to six credits in upper-level undergraduate courses. The instructors of such courses have the prerogative to refuse admission to graduate students.

Ph.D. Language Requirements

Because knowledge of a foreign language is a valued skill and enhances cultural understanding, the History Department requires all students to demonstrate, at a minimum, reading knowledge of at least one language other than English. The study programs may set additional requirements, and each program determines which languages may be used to satisfy its requirement (see below).

Competence Levels and Methods of Satisfying the Requirement

Reading knowledge is defined as equivalent to:

- Achievement of “adequate (use of language as a research tool)” on a reading knowledge exam; or
- Two years of college-level language courses in which the student received “Bs” or better throughout the second year and of which the last semester of study was completed within five years of their admission to the graduate program.

Proficiency is defined as achievement of “advanced (mastery of tense, idiom, vocabulary)” on a reading knowledge exam or its equivalent.

Students may fulfill a language requirement by course achievement; by passing at the required level of competence the examinations offered by the relevant language departments of the University or administered by the UW-Extension; or by other arrangements approved by their advisors and the Graduate Council.

Language Requirements in Specific Programs

African History

Students are expected to demonstrate proficiency in one African language and reading knowledge of another language relevant to research. Given the prominence of French in the historiography of Africa, students are encouraged to acquire reading knowledge of French, in addition to any other European languages relevant to their research interest.

Central Asian History

The language requirement varies according to the student's research interest.

East Asian History

In general, students must have:

- Met the M.A. language requirements, and
- Completed two years of a second East Asian language or achieved reading knowledge of another language relevant to their research interest.

In addition, students in Chinese history must have a minimum of one year of classical Chinese language study (or its equivalent). Additional language training may be required for research in the student's chosen field.

European History

Ancient History—Students must demonstrate proficiency in French and German either by course achievement or by examination and must demonstrate proficiency in Greek and Latin by an examination administered through the Department of Classics.

Medieval History—Students must demonstrate proficiency in either Latin or Greek and in two modern European languages, one of which must be French or German.

Early Modern and Modern History—Students in fields of European history other than British must demonstrate proficiency in a continental European language and reading knowledge of a second language other than English. Students in British history must demonstrate either proficiency in one language other than English or reading knowledge of two such languages.

Gender and Women's History

Students shall follow the language requirements of their geographical study program.

Latin American and Caribbean History

Students must demonstrate proficiency in Spanish and reading knowledge of Portuguese, or proficiency in Portuguese and reading knowledge of Spanish, depending on the student's research interests. With the consent of the student's advisors, other languages may be substituted.

Middle Eastern History

Students must demonstrate proficiency in one European language and in Arabic, Turkish, Hebrew, or Persian. With the advisor's approval, another non-European language may be substituted.

South Asian History

Students must demonstrate proficiency in at least two languages, one of which must be an Indian language. Language options will vary according to the student's research interest.

Southeast Asian History

Students must demonstrate proficiency in at least one modern Southeast Asian language and reading knowledge of an additional language other than English that is relevant to the student's research interest.

United States History

No additional requirement.

The Minor

The purpose of the minor is to give breadth to the Ph.D. major. The minor should expose the student to subjects and methodologies that provide a strong counterpoint to his or her historical studies.

Before beginning course work for the minor, the student should consult with the major professor and minor advisor (if required) on an appropriate course of study and file a "Minor Agreement" form (available on the Graduate Program website) with the History Department's Graduate Program Coordinator. The minor course work must be completed before a student may advance to candidacy.

Minor Options

The minor requirement varies somewhat by program; see details below. In general, it may be fulfilled in one of three ways:

External Minor

This minor is composed of ten to twelve credits taken in a single outside department that offers graduate degrees. The minor must be approved both by the major professor and by a professor (the "minor advisor") from the outside department. Note that different departments have different credit rules; students must meet the rules that the outside department has set for the Ph.D. minor.

Internal Minor

This minor is composed of at least twelve credits taken wholly within the History Department. To meet the minor's goal of breadth, it is critical that the minor field differ substantially from the major program, comprising an area of study that is widely separate geographically or chronologically. No courses in the student's major area of study may be used to meet the minor requirement.

Bearing in mind the paramount importance of breadth, the internal minor must be chosen from the following list:

- African History
- East Asian History
- European – Ancient History
- European – Medieval History
- European – Modern History
- European – Britain & the British Empire
- Gender and Women's History
- History of Education
- Latin American & Caribbean History
- Middle Eastern History
- South Asian History
- Southeast Asian History
- United States History

The minor must be approved by both the major professor and by a second professor (the "minor advisor") who specializes in the minor field. Students may use up to three credits of History 999 (Independent Work) for the internal minor, provided that they produce at least fifteen pages of written work.

Distributive Minor

As its name suggests, this minor is composed of credits taken in two or more departments. It requires a minimum of twelve credits and must be approved by the major professor and by the Director of Graduate Studies. See the Graduate Program Coordinator for details on proposing a distributive minor.

Special Notes

Students who do not achieve a grade of “B” or better in all courses for the minor must take a minor field examination.

Courses taken to satisfy a language requirement may not be used to fulfill minor requirements, nor may courses on foreign grammars. Students may, however, minor in a foreign literature or in linguistics.

Minor Work at Other Institutions

In some restricted cases, and with advisor approval, students are permitted to use work done at other institutions toward their minor course requirements. See the Graduate Program Coordinator for more information.

Afro-American Studies/History Bridge Program

Bridge students may count courses taken as a Master’s student in Afro-American Studies toward their Ph.D. minor requirement, provided that the courses are not in their major field. For more details, see the Bridge Program with Afro-American studies, p. 35.

Minor Requirements in Specific Programs

African History

Students in African History normally meet the minor field requirement by interdisciplinary training in African Studies, comprising four courses (10-12 credits) in two fields other than history (i.e., a distributive minor).

Students should complete the minor early in their graduate studies, although completing it is not a formal prerequisite for taking the preliminary examination. Completing the minor may also earn the student a Certificate in African Studies. For details, contact the African Studies Program. Students already grounded in African Studies may, in close consultation with their major professor, choose an alternative minor.

Central Asian History

External, Internal, or Distributive.

East Asian History

External or Distributive. Students normally take courses in two or more of the following departments: East Asian Languages and Literature, Political Science, Sociology, Economics, Philosophy, and Anthropology.

Note: The minor requirement should not be confused with the “minor” fields required for the Ph.D. preliminary examination in East Asian history.

European History

Ancient History—A minor in Classics is strongly suggested.

Medieval History—Suggested minors include:

- An Internal minor in History;
- Either medieval Latin literature (in either the Classics or Comparative Literature departments) or Greek Language and Literature (in Classics);

- Medieval science and philosophy (in either the History of Science or the Philosophy departments);
- Medieval comparative literature (in the Comparative Literature, French and Italian, Spanish and Portuguese, or German departments);
- Statistics and quantitative methods; or
- Economics, sociology, or anthropology.

Other European Fields—External, Internal, or Distributive.

Gender and Women's History

Students must follow the minor requirements of their geographical area of study and are encouraged to include courses emphasizing women, gender, or sexuality, bearing in mind that no course in the students' major area of study may be used to meet the minor requirement.

Latin American and Caribbean History

The minor field requirement consists of:

- Six credits of graduate seminars in history other than Latin American and Caribbean, which may include History 703 (History and Theory) or training methods courses; and
- Twelve credits of interdisciplinary training in Latin American, Caribbean, and Iberian Studies divided between two social-science subjects other than history (e.g., anthropology, rural sociology).

Middle Eastern History

External, Internal, or Distributive.

South Asian History

External, Internal, or Distributive.

Southeast Asian History

The minor may be satisfied by one of the following options:

- Nine credits of graduate-level training in a historical field other than Southeast Asia, and three credits of graduate training in any department; or
- Six credits of graduate-level training in Southeast Asian studies in a discipline other than History, and six credits of graduate seminars in theory and methodology in the social sciences or the humanities.

United States History

External, Internal, or Distributive.

Minor Requirements for Non-History Majors

Students in other departments who wish to pursue a minor in the History Department must reach agreement on an appropriate program of study with a faculty member in the History Department, who serves as the minor advisor. This agreement must be in place and approved by the Graduate Program Coordinator and the Director of Graduate Studies prior to the beginning of coursework.

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The minor must consist of nine credits of graduate-level work. Students are encouraged to take at least six credits of this work in graduate seminars, and no more than three credits in undergraduate courses. History 990 may not be used to fulfill the minor requirement. The minor field may include up to three credits of History 999 (Independent Work), provided that the student produces at least fifteen pages of written work.

The Department of History's "Minor Agreement for Non-History Majors" form is available on the Graduate Program website.

The Preliminary Examination

The preliminary examination tests students' mastery of their chosen areas of specialization. Once a student has passed the preliminary examination and completed all other requirements, he or she will be considered for admission to candidacy for the doctorate, based on the totality of his or her graduate record.

General Information

Preliminary Examination Requirements

Before taking prelims, students must:

- Pass the Second-Year Review and earn the History M.A.;
- Complete two language requirements (if more than one is required);
- Complete course work for the minor field; and
- Remove all "Incomplete" and "Progress" grades from their records.

In exceptional circumstances, students may petition the Graduate Council to waive certain deficiencies and to be allowed to take the preliminary examination without having satisfied all of these requirements. Any requirements waived before the preliminary examination must be completed before the student may advance to candidacy.

Deadlines for Taking Prelims

The Department expects students to take the preliminary examination no later than the deadlines prescribed below, although the exams may be postponed for up to two semesters depending on language requirements. Students who fail to take the preliminary examination by the maximum deadline will be dropped from the program.

African, Central Asian, East Asian, Latin American and Caribbean, Middle Eastern, South Asian, and Southeast Asian History—Students must take the preliminary examination by the end of the sixth semester, but may postpone the examination by one semester for every twelve credits of required non-Western language training and by one semester if they must complete the minor field before the exam.

European History

- Students in European history (except Ancient) should take the preliminary examination by the end of the sixth semester. Those who already have the M.A. from another institution should pass the preliminary examination by the end of the fourth semester.
- Students in Ancient history should take the preliminary examination by the end of the eighth semester.

Gender and Women's History—Students shall follow the prelims schedule in their geographic field of study.

United States History—Students entering without an M.A. should take the preliminary examination no later than the fifth semester. Those entering with an M.A. should take the preliminary examination during their fourth semester in the program.

The Process of Taking Prelims

Declaration of Intent

Students must declare their intent to begin preparation for their preliminary examination with the Graduate Program Coordinator at least thirty days before the beginning date of each portion of their exam. The Graduate Program Coordinator requests the preliminary examination warrant from the Graduate School and coordinates the exam logistics and defense arrangements.

Dates of Administration

Most preliminary examinations take place in November and April. In brief, the programs that follow the November/April schedule are: African, Central Asian, Latin American and Caribbean, and Middle Eastern.

The various fields in the European program hold preliminary examinations in September, November and April. The September exams are used only if absolutely necessary (e.g., because of absences from Madison).

Exams in the East Asian, South Asian, Southeast Asian, and U.S. programs are given any time during the Fall and Spring Semester, except during University recess periods.

Only in exceptional circumstances may preliminary examinations be scheduled outside of the faculty contract year, which coincides with the academic year.

Evaluation of Preliminary Examinations

Each program administers its own preliminary examinations. This is ordinarily done by a committee chaired by the student's major professor. The Department awards grades of "Pass with Distinction," "Pass," or "Fail," except in U.S. History, which awards only "Pass" or "Fail."

Note that the preliminary examination plays an important part in the determination of whether a student may be permitted to proceed toward the Ph.D., but it is not the only grounds on which that decision is made. The preliminary examination committee takes into account the student's entire academic record, including coursework, the M.A. thesis, and any other relevant information, such as performance as a TA. The Department reserves the right to drop a student from the program if his or her record is judged deficient overall, even if the student has passed the preliminary examination. (In practice, however, this has not occurred.)

Retaking Preliminary Examinations

If a student fails the preliminary examination the first time, but the rest of the student's record so warrants, the student may be permitted to retake the exam. Students who fail a second time will be automatically dropped from the program. Students wishing to contest either a preliminary exam grade or their overall examination may appeal first to their prelim committee and then to the Graduate Council.

Preliminary Examination Requirements in Specific Programs

African History

The examination consists of four parts:

- I. A dissertation proposal of approximately 15-20 pages. The proposal should define the topic and address the relevant historical, historiographical, theoretical, and methodological issues.

2. A detailed teaching syllabus for a one-semester introductory undergraduate survey course on either Africa to 1870 or Africa since 1870.
3. A take-home examination consisting of four questions (two on the candidate's main field and two on general Africa). Questions will be distributed fourteen days before the deadline, and answers to each should be no more than 2,500 words.
4. A two-hour oral examination covering the candidate's main field, the dissertation proposal, the syllabus, and the take-home examination.

Candidates must complete parts 1 and 2 and submit them to the Graduate Program Coordinator prior to taking parts 3 and 4, which they will take during the Department's April or November period.

Central Asian History

Please see Graduate Program Coordinator.

East Asian History

The preliminary examination in East Asian fields consists of three parts:

1. An approximately twenty-page dissertation essay defining the student's major intellectual and research interests in the fields as well as the proposed doctoral dissertation topic. The essay should discuss the significance of the proposed research and its potential contribution to scholarly knowledge, demonstrate the student's familiarity with the relevant scholarly literature, and be accompanied by a bibliography of both primary sources essential for studying the proposed topic and secondary sources relevant to the dissertation's theoretical aspects.
2. A written take-home examination. Students choose one "major" and two "minor" fields, answering two of four questions in their major field and one of two questions in each of the minor fields. Students have one week to complete the essays and must submit three copies of their answers.
 - Students specializing in Chinese history write essays on pre-nineteenth-century China, on modern China (1840-present), and on pre-modern Japan, modern Japan, or a third field approved by the major professor and the East Asian history faculty.
 - Students in Japanese history write essays on Japan through the Tokugawa period, on modern Japan (from the Meiji Restoration to the present), and on pre-modern China, modern China, or a third field approved by the major professor and the East Asian history faculty.
3. A two-hour oral examination on the three fields of history covered in the student's written examination, using the dissertation essay and the written examination as points of departure.

European History

The preliminary examination consists of four parts, with additional requirements in British and Medieval history:

1. Take-home examinations in three or four fields of specialization, including the main field, distributed 10-14 days before their deadline, depending on the number of fields. (See the list below of approved European History exam fields.) At the discretion of the major professor,

all students in that field may be required to do exams in four fields. Answers for each field should be 2,500 words, excluding footnotes or endnotes.

2. A broad chronological teaching field, for which students must prepare a detailed syllabus suitable for an undergraduate survey course. Appropriate teaching fields would include: Ancient, Medieval, Early Modern (1500-1800), or Late Modern (1800-present) European history, or Western Civilization. In advance of the exam period, students should consult their advisors to determine the teaching field.
3. A two-hour oral examination covering the written fields and the teaching field syllabus. The orals committee will be composed of three faculty members from the written portion of the exam. The oral exam should be held at least one week after the written exam deadline.
4. A dissertation prospectus of approximately fifteen pages submitted to a committee of three faculty members (the major professor and two readers). The prospectus should define the topic and address the relevant historiographical and theoretical issues. The prospectus must be completed and approved by the prospectus committee before the student can be advanced to candidacy.

British History—Students must choose four fields, including at least two from among the fields numbered 24-27 on the list below and at least one continental European topic.

Medieval History—Students in western medieval history must take examinations in the early, central, and late Middle Ages, usually choosing the fourth field from among Byzantine, Roman or Renaissance and Reformation history.

For the take-home examinations in European history, students choose three or four of the following 38 fields:

ANCIENT HISTORY

1. Greek
2. Roman
3. Greek and Latin Language and Literature

MEDIEVAL HISTORY

4. Byzantine
5. Early Middle Ages, ca. 300-1050
6. Central Middle Ages, ca. 1050-1300
7. Late Middle Ages, ca. 1300-1500

MODERN HISTORY

8. Social and Cultural History of Europe, 1450-1815
9. Christianity in the West, 1215-1806
10. Renaissance
11. Reformation
12. 16th-Century Europe
13. The 17th and 18th Centuries through 1815
14. Women and Gender in Early Modern Europe
15. The European System since 1815
16. Early Modern Intellectual History, 1600-1800
17. Modern Intellectual History, 1800-1933
18. Social and Cultural History since 1815

19. Political Economy of Europe since 1750
20. History of Russia, 1613-1917
21. 20th-Century Russia, Poland, and the Baltic
22. Germany from the Peace of Westphalia
23. French History from 1600
24. British History to 1485
25. British History to 1485-1688
26. British History since 1688
27. English Constitutional History
28. European Imperialism since the 18th Century
29. Spanish and Portuguese History since 1350
30. Scandinavian History
31. History of the Ottoman State and the Turkish Republic
32. History of Italy since 1500
33. European Jewish History
34. European Labor History
35. African Diaspora in Europe
36. Women and Gender since 1750
37. 20th-Century Europe
38. Modern East/Central Europe

Gender and Women's History

Students shall follow the prelim requirements in their geographic study program, except that one of their major fields must be in Gender and Women's History.

Latin American and Caribbean History

The examination consists of:

1. A formal dissertation proposal conforming to the program faculty's instructions handed out by the Graduate Program Coordinator approximately one month before the due date.
2. A take-home examination on the colonial and national periods of Latin American and Caribbean History, distributed one week before the deadline.
3. A one-hour oral examination covering both the dissertation proposal and the take-home examination.

Middle Eastern History

Usually taken on one day, the preliminary examination consists of two four-hour written examinations in two fields of Middle Eastern history chosen by the candidate, although a take-home exam and an oral may replace the two in-class exams if the exam committee approves. A dissertation prospectus is not required.

South Asian History

The examination consists of:

1. A written essay of 4,000 words defining and defending the doctoral dissertation topic.
2. A take-home written examination comprising four essays of not more than 1,000 words each. All essays must be submitted within seven days of receiving the questions. The

questions are broadly interpretive and range over the areas of ancient, medieval, and modern India.

3. An oral examination of up to two hours covering the student's general knowledge of Indian history.
4. A written examination in the student's second field, which may be waived if the student has received a GPA of 3.5 in the courses in that field.

Southeast Asian History

The examination consists of:

1. A two-day written examination taken in the Department consisting of three topics on a) the history of Southeast Asia as a whole; b) the history of island or mainland Southeast Asia with a focus on the student's country of specialization; and c) the comparative history of two or more nations that do not include the student's country of specialization. Unless faculty agrees otherwise, topic C shall examine the areas of island or mainland Southeast Asia not covered in topic B.
2. A dissertation proposal (of no more than 5,000 words) defining the student's research project. The proposal should be received by all faculty advisors and committee members two weeks before the oral examination.
3. A one-hour oral examination on the dissertation proposal.

United States History

Part I: The Written and Oral Examinations

This part consists of a written examination; a syllabus with explanatory essay and reading list; and a two-hour oral examination covering both the essays and the syllabus material.

The written examination encompasses three fields, which are defined and examined as follows:

1. Thematic/Primary Field: This field shall be broadly defined and shall cover the sweep of U.S. History. It will be examined by means of a take-home essay written in response to a question formulated collectively by the examining committee.
2. Specialized/Secondary Field: This field may be in U.S. History, in non-U.S. History, or in Gender and Women's history, as the student and advisor deem appropriate. If it is in U.S. History, it shall be defined thematically or chronologically and may be more focused in scope than the U.S. thematic/primary field. If it is thematically focused, it should be relatively broad in chronological terms; if it is chronologically focused, it should be thematically broad. In any case, it shall be widely differ from the U.S. thematic field, drawing on an identifiably different historiography. It will be examined by means of a take-home essay written in response to a question formulated collectively by the examining committee.
3. Survey Field: Students must design and defend in writing a syllabus for a one-semester survey that covers at least half of American history. The survey should introduce undergraduates to the social, cultural, political, and economic dimensions of American history. For the survey field, students shall submit the course syllabus, an essay of approximately fifteen pages that is addressed to the faculty committee (not to the undergraduates), and a list of the books on which they have based their syllabus preparation. The essay shall explain the basic historiographical and pedagogical decisions that inform the syllabus: its periodization, major

themes, weekly readings, writing assignments, and so on. The syllabus and essay shall be due at the same time as the take-home essays.

The take-home essays are to be done simultaneously over a ten-day period to be determined by the student in consultation with the examining committee. Each essay shall consist of no more than 2,500 words, excluding footnotes or endnotes. Examinations are not offered during the summer or during semester breaks.

The culmination of Part I is an oral examination, which must take place 7-14 days after the deadline for submitting the essays and the syllabus. A four-member committee will examine the student on the three fields outlined above. Examination of the survey field will encompass the syllabus itself and the student's overall knowledge of the period covered in the survey. The examination should last approximately two hours and will be graded "pass" or "fail." Students may not take Part II of the preliminary examination until they pass Part I.

Part II: Dissertation Proposal

Students shall submit a formal dissertation prospectus to a committee consisting of their major advisor and two other members of faculty chosen by the student in consultation with the advisor. The prospectus's primary purpose is to formulate a research problem and a plan for addressing it. In approximately fifteen pages, it should analyze the state of the literature on the dissertation topic, explain the significance of the topic, describe preliminary arguments or hypotheses that the research will investigate, offer a preliminary discussion of primary sources and probable research trips, sketch out a research and writing schedule, and summarize the original contribution to knowledge that the dissertation is likely to make.

When the dissertation advisor believes that the text of the prospectus is acceptable, the committee shall meet with the student to discuss the project. This one- to two-hour meeting need not be simultaneous with the oral examination in Part I nor even in the same semester. The student advances to candidacy only after the written and oral examination has been passed and the prospectus committee has approved the dissertation proposal.

Part II of the preliminary examination must be completed no later than the end of the sixth semester of residence or, in the case of student entering with an M.A. in history, the end of the fourth semester.

The Ph.D. Dissertation

The Ph.D. dissertation crowns a graduate student's career. Based on original research, it must make a scholarly contribution to its field and form the nucleus of subsequent publications.

Composition of the Ph.D. Committee

The student and the major professor are responsible for the composition of the Ph.D. committee. The committee must be comprised of at least five people. Two of the five must be History faculty (the advisor and one other), and at least one member must be a UW-Madison faculty member from another department. One of the remaining two members may be a “qualified outsider,” as determined by the student's major professor (e.g., a professor from another university or a person with expertise relevant to the dissertation).

Co-Directors: Some students may choose to have their work supervised jointly by two faculty members. (This is the practice in Latin American History.) On the official Graduate School paperwork, however, only one director can be listed.

Emeriti faculty may serve on Ph.D. committees as long as they do not serve as the major professor. In some cases, however, the Graduate School will permit emeriti faculty to serve as the major professor on a doctoral committee. See the Graduate Program Coordinator for more information.

Registering Your Topic

At the beginning of their research, students should register their topic with the American Historical Association (AHA) via the Graduate Program Coordinator. This gives public notice that you are working on the topic so that scholars elsewhere will not duplicate your work.

By the same token, you should do a keyword search of the [AHA's Directory of Dissertations in Progress](#) to ensure that your research will not duplicate work already completed or in progress elsewhere.

Research Considerations

Travel Abroad

Worldwide UW Graduate Research program

Dissertators intending to do research abroad are strongly encouraged to enroll in the [Worldwide UW Graduate Research program](#) (formerly, Worldwide Dissertators program) administered through the UW-Madison Study Abroad office. Participating in this program is strongly encouraged because, instead of paying tuition while abroad, the student pays a program fee that is considerably less expensive, yet maintains student status and access to health insurance.

Registration

While conducting research abroad, students not enrolled in the Worldwide UW Graduate Research program must register every semester, unless they are on a departmentally approved leave of absence.

Health Insurance

All UW students studying/traveling abroad are encouraged to acquire health insurance through [Cultural Insurance Services International \(CISI\)](#). This low-cost, high-quality coverage is available to both individuals and families and is endorsed by the university. Information is available at.

Human Subjects Research

If you plan to conduct interviews for your research, please be sure that you are informed about the Human Research Protection Program. Information is available on the website of the [Graduate School](#) and the American Historical Association (see "[AHA Statement on IRBs and Oral History Research](#)" and "[Negotiating Institutional Review Boards](#)")

The Dissertation

Structure and Formatting

Dissertations ordinarily have three main parts:

1. Front Matter

- a. Title page, followed by a blank page (or by the copyright notice if the dissertation is to be copyrighted)
- b. Preface, including acknowledgements
- c. Table of Contents, with page references
- d. List of tables, with titles and page references
- e. List of illustrations, with titles and page references

2. Text

- a. Introduction
- b. Main body, with larger divisions and more important minor divisions indicated in suitable headings
- c. Conclusion

3. References

- a. In the formatting of reference (notes and bibliography), the discipline of history generally follows the *Chicago Manual of Style*.
- b. Notes (optimally placed at the bottom of each text page, but they may appear at the end of each chapter or the end of the complete text—check with your advisor about the preferred option).
- c. Appendices, if any
- d. Bibliography

IMPORTANT! Be sure to read the Graduate School's [formatting information](#) before you start writing.

Length

The Department makes no rules about the dissertation's length, but the faculty expect a work of at least several hundred pages, carefully researched and well written.

Writing and Revising

While writing the dissertation, students submit rough drafts to the major professor as the two of them mutually agree. Except for the Latin American and Caribbean program, where all three professors customarily read rough drafts, the student is not ordinarily required to give preliminary drafts to the other dissertation readers. Students may do so at any time, however, if they, the major professor, and the other readers agree.

In the normal process, the major professor approves a polished draft of the dissertation before it is submitted to the other readers.

The Dissertation Defense

Candidates defend the dissertation after:

1. Receiving approval to proceed from their committee;
2. Satisfying all other requirements for the degree; and
3. Clearing up any “Incomplete” or “Progress” grades.

The defense consists of an approximately two-hour oral exam focusing on the dissertation. It is administered only on the Madison campus and is scheduled at a time mutually convenient to the candidate and the five-member examining committee. Oral examinations occur outside of the faculty’s nine-month contract year only in exceptional circumstances, ideally only when students or major professors will not reside in North America during the following academic year.

The Graduate Program Coordinator schedules the examination, notifies the committee, and obtains the Ph.D. warrant from the Graduate School. Students should work closely with the Graduate Program Coordinator prior to the oral examination to ensure that all forms and university procedures are handled properly.

The Five-Year Rule

The Graduate School requires students who do not defend the dissertation within five years after passing the preliminary examination to take a second preliminary exam and to be re-admitted to candidacy. Students who will not defend before this deadline must petition the Department’s Graduate Council to request an extension from the Graduate School.

Final Review/Depositing the Dissertation

The Graduate School issues strict guidelines regarding the formatting of dissertations. Failure to follow closely the rules on formatting and instructions for deposit may delay your degree. To insure that the dissertation is formatted properly, students should consult the Graduate School’s [detailed guidelines](#).

Dissertators must submit one copy of the entire dissertation, as described on the website above.

After successfully defending the dissertation and passing departmental review, the student schedules a final review with the Degree Coordinator in the Graduate School. The student must take all relevant paperwork to this review, as outlined on the Graduate School [website](#).

The Ph.D. in History is conferred after the student successfully defends the dissertation, deposits the dissertation, and completes the final review with the Graduate School.

Embargo on Electronic Publication

As a matter of general policy, the UW makes all dissertations public in electronic form shortly after they are approved. However, an “embargo” may be requested. Because a publicly available dissertation may be a less attractive prospect to potential publishers, students should consider requesting an embargo of their dissertation to protect their scholarly futures and to assure their ability to compete in the publishing market. Currently the Graduate School permits students to request an embargo of up to two years at the time of deposit. If you need more than two years, you must request an extension before the embargo period expires. For more information, contact the Graduate School.

Commencement

Students need not attend commencement, but any student wishing to participate must complete an “Apply to Graduate” application, available in the Student Center via [MyUW](#).

Graduates are normally accompanied by a faculty escort. If the major professor is not able to serve as escort, other dissertation committee members or department faculty may serve.

When that is not possible, the marshals at commencement are prepared to perform the ceremonial function on behalf of the University.

Effective Date of Degree

The student must defend and deposit the dissertation before the last Friday of the semester in order to have the degree recorded as received in that semester. See the Graduate Program Coordinator for additional details.

Other Degree Options

Individual Program of Study

In response to increasing student interest in historical studies that transcend geographical areas, we offer students the option of crafting an individualized program of study. It is aimed at those for whom a major in one geographical study program with an (internal) minor in another geographical study program is not sufficient—in other words, students who wish to gain roughly equal depth of training in more than one geographical area.

Students considering this option should be aware that the choice may have job-market ramifications. Although there has been some movement in recent years away from the traditional definition of academic jobs in terms of a single geographical area (e.g., U.S. history, African history, or East Asian history), many academic positions are still defined in geographic terms.

Another consideration to bear in mind is that an individualized program of study, because it offers roughly equal grounding in the history and historiography of more than one geographical area, will require more time to complete than would a major in one program and a minor in a second program.

Those who wish to pursue individualized studies should, first, discuss this option with the three faculty members with whom they would like to work (two co-advisors and a third committee member). The basic process is outlined below.

Creating your individualized plan of study

- Each student who pursues an individualized program of study must have a supervising committee that consists of two co-advisors from different study programs and a third faculty member. One of the co-advisors shall serve as administrative chair of the committee.
- In consultation with your supervising committee and the Graduate Program Coordinator, you will need to prepare a petition to the Graduate Council that explains the coherence of your program of study and specifies the M.A. course requirements, Ph.D. language requirements, minor requirement, the format and timing of your preliminary exams that you and your committee members have agreed upon. The petition should also outline any needed revision of the benchmarks that normally define satisfactory progress. Any subsequent changes to your program must be approved by the Graduate Council.
- Students who are admitted as a cross-program applicant should submit a preliminary petition to the Graduate Council by the end of their first semester and a full proposal by the end of their third semester. Should you decide not to pursue an individual program of study, you must designate an existing study program as your primary program and secure the approval of the faculty members in that study program by the end of your first semester. All other students may submit a proposal for an individual program of study at any time through their first semester post-M.A.
- If the Graduate Council declines to approve your proposal for an individual program of study, you must designate an existing study program as your primary program and secure the approval of the faculty members in that study program by the end of the semester following that in which the petition was rejected.

Bridge Program with Afro-American Studies

Purpose

The Bridge Program is an academic partnership between the Department of Afro-American Studies (AAS) and the Department of History designed to allow students to complete the M.A. in AAS and the Ph.D. in History.

Although the Bridge Program is designed to attract and keep talented minority candidates at UW-Madison and to strengthen and support the presence of minority scholars in the profession of history, it is open to all applicants.

Admissions

Students may apply simultaneously to the two departments or may apply to the History Department after they begin their program in Afro-American Studies, usually in the fall of the first or second M.A. year.

Bridge Program applications to the History Department will be considered under the normal rules governing admissions, except that they are not to be counted in a program's annual admissions target. Once admitted to the Department of History, Bridge students shall be indistinguishable administratively from other students in the History Department.

Programs of Study for the M.A.

The Bridge Program is designed to permit a student to meet the basic requirements of the History M.A. while completing a degree in Afro-American Studies. For their AAS M.A., students shall specialize in the History area.

Advisor

As soon as a student is admitted to the Bridge Program, a History Department faculty member in the study program the student expects to enter shall be designated as academic advisor. This faculty member shall advise the student on the requirements of the selected History Department program (language requirements, minor requirements, etc.) to ensure that some of these requirements are met while the student is completing an M.A. in AAS. The History advisor (or, if unavailable, another member of the History Department) will sit on the student's AAS M.A. thesis committee.

Course Work

All entering students are required to take History 701, "History in a Global Perspective," in their first semester.

All students in the Bridge Program should take at least two History Department seminars (at the 700+ level in the U.S History program or at a level appropriate to other programs) while completing the M.A. in Afro-American Studies. (Students are encouraged to take additional history courses in Afro-American Studies at the 600+ level).

Approval of the M.A.

Once the M.A. in AAS is completed, the Bridge student's History Department advisor will evaluate it as an outside M.A. and indicate clearly whether the student's M.A. work meets the requirements of the field or whether additional work must be done.

Other Requirements

Students may count courses taken as a Master's student in AAS but which are not in their major field toward their Ph.D. minor requirement, as appropriate. In all other respects, Bridge students will meet

the normal requirements of their field (e.g., regarding preliminary examinations, language requirements, and the minor).

Joint Ph.D. Degrees

Graduate students at UW-Madison have the option to pursue a Joint Ph.D. that ties together studies in two departments. Among popular choices are a Joint Ph.D. in History and History of Science or in History and Educational Policy Studies. For more information, please contact our Graduate Program Coordinator.

Special note: Beginning in Fall 2017-18, History of Science, Medicine, and Technology will become a study program in the Department of History. We will continue to offer separate graduate degrees in History and in the History of Science, Medicine, and Technology.

Students who wish to pursue a joint Ph.D. (one degree, two majors) must first be independently admitted to the Department of History. The student's proposal for a joint degree must be approved by the student's advisors, the Graduate Program Coordinator, and the Director of Graduate Studies before the student submits it to the Graduate School. Students admitted to a joint Ph.D. will satisfy all the normal requirements of their study program in the Department of History except for the minor requirement.

Professional Development

American Historical Association

The American Historical Association, historians' premier professional association, offers graduate students deeply subsidized memberships, the benefits of which include a subscription to the *American Historical Review* and *Perspectives on History* as well as free access to Interfolio (see Letters of Recommendation/Placement File below).

Your Web Presence

Having some kind of professional presence on the web has become widespread practice. With your permission, the Department will create a profile page for you on its website. See our Current Graduate Students page and click on student's names to view their web profile. If you have your own website, we can link to it from your departmental profile. To create or change your profile, contact Leslie Abadie and Abby Kennison.

Professional Development Seminar (History 710)

This seminar, created in 2014-2015, is offered every semester. It emphasizes building skills that are valuable both inside and outside the academy, such as managing the writing process, teaching college history, or communicating historical research to a broad, nonspecialist audience. Since it is a topics course, more than one may be offered in a given semester. Recent topics include "On the Job Market," "Writing for Academy and Beyond," and "Digital History."

Workshops

Throughout the year, the Graduate Program sponsors various workshops intended to help students negotiate specific milestones of graduate study and to assist them in preparing for and going on the job market as they near completion of the Ph.D.

These workshops currently include:

- **Preliminary Examination Workshop:** This offers a discussion of the various requirements for preliminary examinations: how to assemble committees, compiling reading lists, Graduate School requirements, and more.
- **Curriculum vitae:** These workshops are designed for students at all levels, ranging from first-year students writing CVs for campus positions to advanced dissertators on the job market.
- **The Graduate Program offers a series of opportunities to practice for AHA interviews and on-campus job talks,** as well as to learn about best practices for post-doctoral fellowship applications. They are open to a limited number of students anticipating fall hires; registration is required.
- **Organizing Dissertation Research Roundtable:** This roundtable welcomes dissertators at various stages of research and early writing to discuss methods of organization and challenges involved in organizing a dissertation-sized project. The roundtable is particularly helpful for those working on their dissertation proposal and preparing for research.

If you have ideas about workshops that would be of broad interest to your peers, please be sure to let Graduate Program Project Assistant Brian Hamilton know.

Careers in History

The History Department is committed to helping its graduates seek and secure employment following the completion of their Ph.D. Since the financial crisis in 2008, the academic job market has softened markedly. While the Graduate Program continues to provide outstanding preparation for academic jobs, we also encourage our students to think more broadly about their career prospects and the transferability of their skills.

A number of our PhDs have enjoyed considerable success in the non-academic market. They include recent graduates who are currently, for example, a museum curator, teachers at prestigious preparatory academies, a historian with the U.S. Secretary of Defense's POW/Missing Persons Agency, a CEO of an investment firm, an analyst for a defense contractor, an editor at a small press, and consultants working with non-profits in the human services, education, and public policy fields. As funds permit, we occasionally bring to campus History graduates who are working in non-academic fields to meet with current graduate students and share their experience.

Much of the preparation for the job market occurs informally and over the course of the student's graduate career—in the mentoring relationship between faculty advisor and student, in the presentation of student research within department venues, in the student's participation in professional conferences, in early forms of professional publication. Course work, such as for the minor requirement or certificates, can be an avenue to expanded competencies. The Center for Humanities, for example, offers a [Public Humanities certificate](#). And be sure to explore the Graduate School's resources such as "[The Versatile PhD](#)" and its [Professional Development pages](#).

Whether you are interested in academic or non-academic careers, we encourage you to discuss your options—early and often—with your faculty advisor(s), with the Director of Graduate Studies, or with Graduate Coordinator.

As students approach the completion of the dissertation, they should confer closely with their major advisors on the process of job placement, including strategies for setting up and using a placement file, for soliciting letters of recommendation, and for preparing materials that prospective employers may request at various stages of the process.

Letters of Recommendation/Placement File

The Graduate School recommends that you use the services of [Interfolio](#), which offers on-line, confidential delivery of your CV, transcripts, letters of reference and other credentials to search committees. Special note: Membership in the American Historical Association includes free access to Interfolio (see above).

Financial Support

Introduction

Financial support through UW-Madison or the History Department comes in several forms: fellowships, teaching and project assistantships, travel grants, and prizes. This section offers a summary of the different kinds of support and their administration.

As of May 2014, the Department generally accepts only those students to whom it can offer a multi-year guarantee of support. These guarantees may vary by funding source, program, and other circumstance, and they are contingent on satisfactory progress and performance. We also occasionally accept students who have external sources of support.

Administration

Responsibility for administering fellowships, travel grants, and prizes lies with the Fellowships and Scholarship Committee (F&S). Headed by the Director of Graduate Studies, the committee consists of three additional faculty members plus the Graduate Program Coordinator. Meeting periodically during the year, the committee nominates students for extra-departmental fellowship competitions, awards fellowships and grants from the History Department's trust funds, and reviews petitions regarding all aspects of the funding program.

Teaching assistantships are administered by the Joint Committee on TAs (JCOTA), which is assisted by the Graduate Program Coordinator. Responsibility for selecting project assistants lies with individual faculty members.

Students should direct all questions regarding financial support to the Graduate Program Coordinator or the Director of Graduate Studies.

Student Responsibilities

The Graduate Program Staff makes every effort to keep student funding files up to date, but ultimate responsibility for ensuring the accuracy and completeness of one's file rests with the student. Students are also responsible for knowing the regulations governing financial support, for raising any questions concerning their eligibility for support, and for submitting applications on time.

Please note these major deadlines:

- November 1—applications are due for teaching assistantships to be held in the spring term (for those who did not file an application the previous March for the entire academic year).
- March 1—applications for teaching assistantships for the upcoming academic year and for departmental fellowships for the upcoming academic year.

General Regulations

Eligibility for Financial Support

Eligibility for any kind of financial support depends upon the student's making satisfactory progress in the Graduate Program. (See Definition of Satisfactory Progress, p. 9).

Ten-Semester Limit on Financial Support

The Department limits support from departmental sources (TAs, PAs, and Department Fellowships) as well as University Fellowships to ten semesters. Students entering with an approved History M.A. from another program or institution are limited to eight semesters of support, unless their funding package indicates otherwise.

For the purposes of defining this restriction on departmental support, note that the following kinds of aid *do count* towards a student's ten-semester limit:

- All support from the History Department, including the various Mosse programs as well as TAs and PAs in the Department or administered by the Department; and
- University fellowships, including AOF and other UW awards for which the History Department nominates students, as long as they provide at least 50% of the support afforded by a one-semester departmental fellowship.

Examples of awards that *do not count* towards the ten-semester limit:

- Support from outside the History Department, such as TAs and PAs in other departments, and fellowships from outside sources, including those for which the UW exercises only a nominating function (e.g., Fulbright, DAAD, ACLS, SSRC, and IREX);
- UW-funded grants that provide less than 50% of a one-semester fellowship;
- Travel grants; and
- Emergency aid.

Multi-Year Packages

Multi-year packages provide up to five years of guaranteed aid to a select number of incoming graduate students. Support may take the form of departmental or UW fellowships, assistantships, or external fellowships.

The following awards do count toward the multi-year commitment:

- All awards for which the Department or its faculty assist through nominations, recommendation letters, or the like, provided that stipends are not less than the equivalent of a 33.4% assistantship. This includes funds from outside sources such as Fulbright, Mellon, Spencer, FLAS, MacArthur, and CIC.
- Teaching and project assistantships in the History Department or elsewhere.

Any exceptions to these support rules are spelled out in individual award letters.

If you have any questions about which awards count as departmental support, please contact the Graduate Program Coordinator.

Time Limits on Eligibility for Support

The Department also limits the number of years that students are eligible to receive departmental support. Students lose their eligibility for departmental funding (other than emergency aid and conference travel support) according to the following schedule, even if they have received less than ten semesters of support:

- Students who entered the program without an M.A. lose their eligibility at the end of their eighth year in the program.
- Students who entered the program with an M.A. lose their eligibility at the end of their seventh year in the program.

Special Notes on Eligibility Time Limits

Students who have exceeded the eligibility time limits may still apply for the following forms of support:

- **TAships**—Those who have exhausted their time limits on eligibility for support but have not yet received ten semesters of support will be placed on the “Ranked Reserve” list. Those who have received ten semesters of support, whether or not they have reached their time limits on support, will be placed on the “Unranked Reserve” list. For details on the TA rankings, see Teaching Assistantships, p. 45.
- **Mosse and Curti Teaching Fellowships**—Those who have not yet received ten semesters of support but who have exceeded their time limits on eligibility for support may apply for these teaching fellowships. Progress toward the degree will be taken into account in awarding the fellowships.

The Graduate Council waives these eligibility rules only in exceptional cases (e.g., extended illness or military service). Students who have taken a formal leave of absence from the Graduate Program in History may petition the Graduate Council to have their eligibility extended. A student on a multi-year aid package may retain the package during an approved leave of absence of no more than one year.

Note that none of these provisions supersedes the Graduate School’s rule that students must complete the Ph.D. within five years of passing prelims (see The Five-Year Rule, p. 32).

Holding Fellowships and Assistantships Concurrently

University regulations may permit recipients of some University awards to hold an assistantship concurrently. In an effort to distribute financial support as widely as possible, however, the F&S Committee tries to arrange its nominations for University awards so that students will not hold assistantships and University awards at the same time. The Committee does not grant students who receive an assistantship (whether in the Department or elsewhere at the UW) any other departmental funds (except for prizes, readerships, or emergency aid) during the semester(s) in which they hold an assistantship.

Students who hold outside fellowships or grants that include both out-of-state tuition remission and a stipend are not eligible for TAships while they hold such awards.

Reporting Outside Income

University rules forbid students from receiving aid totaling more than 75% of full-time employment (30 hours per week) without permission from the Dean of Letters and Science.

To help ensure that graduate students do not exceed this limit, the Department asks all students to report to the Graduate Program Coordinator any employment or financial support they receive from any University source outside the History Department. This information also helps us to better understand our students’ evolving financial circumstances.

We appreciate being informed when students receive outside fellowships, scholarships, and awards, although students are not required to report to the History Department any income earned outside the University (i.e., funding not paid by or disbursed through the University). This information helps us to track the successes of our students, and general information on these sources is passed on to other students, when appropriate, to let them know of opportunities available in their field of study.

Some exceptions on the need to report outside funding apply to students on multi-year packages. See Ten-Semester Limit on Departmental Support, p. 39.

Fellowships and Scholarships

Applications and Announcements

Students are encouraged to apply for a variety of awards granted by University, departmental, and outside sources. The Graduate Program publicizes notices of both University and outside competitions via email.

Criteria for Evaluating Applicants

In those instances in which the Fellowships and Scholarships Committee evaluates applicants for departmental and other fellowships, it does so according to the following criteria:

- Creativity – strong evidence of creative thinking, e.g., in framing research questions, in the choice of primary sources, in use of primary sources, or in interpreting evidence
- Breadth – able to articulate the broader significance of their work to scholars in other fields or in other disciplines
- Quality of graduate work to date – evident in the student's transcript and affirmed by a faculty letter of support
- Preparation – the student is developing (or has developed) the skills (language, methodological, analytical) needed to pursue his/her research interests
- Professional accomplishments – the proposal, c.v., transcript, or faculty letter of support indicates accomplishments beyond the standard coursework (e.g., presentations at professional conferences)
- Progress to degree – based on our administrative records, the student is on track to meet our benchmarks of progress

Types of Awards

The following is a partial list of major awards, organized by type:

UW Fellowships and Awards

University Fellowships

The Graduate School and College Letters and Sciences provide a limited number of fellowship awards for which students apply through the Department. For some fellowships, students submit applications to Graduate Program Coordinator, who passes them to the F&S Committee. The committee evaluates the applications according to the criteria outlined above.

FLAS (Foreign Language Area Studies) Title VI

These fellowships, funded by the U.S. Department of Education, are designed to encourage advanced training in designated critical languages and related fields. A list of the supportable languages offered at the University of Wisconsin-Madison and [application information](#) are available online.

Research Travel Awards

These University awards are for dissertators traveling to conduct dissertation research both domestic and international. Up-to-date details are available on the Graduate School's [website](#).

Conference Presentation Awards

These University awards are for students traveling to present research at domestic or international conferences. For details on this year's competition, see the Graduate School's [website](#).

History Department Fellowships and Awards

The F&S Committee draws on a combination of University and departmental funds to provide support for graduate students. The overall level of support that we are able to provide in a given year depends largely on the financial condition of the Department's trust funds that generous donors have provided and on current student needs. Among departmental awards are:

Doris G. Quinn Fellowship

This fellowship, funded in part by the Doris G. Quinn Foundation, supports graduate students in their last year of Ph.D. studies, allowing Quinn Fellows to finish writing the dissertation without financial distraction. This annual award provides stipend, tuition, and eligibility to enroll in a University health insurance plan.

Named Departmental Fellowships

These awards reflect the generosity of alumni, emeriti faculty, and friends of the Department or the Graduate School. Examples include the E. David Cronon and William Appleman Williams fellowships and the Julie A. and Peter M. Weil Distinguished Graduate Fellowship. They typically provide stipend, tuition, and eligibility to enroll in a University health insurance plan.

Teaching Fellowships

The Department is pleased to be able to offer teaching fellowships supported by generous donors. These lectureships enable students to teach a course of their own devising. They provide tuition, stipend, and eligibility for University health insurance.

The time limits on eligibility for support do not apply to the lectureships. In making these awards, however, the F&S Committee takes into account the applicant's progress toward the degree as well as the overall academic record and prior performance as a TA.

Merle Curti Graduate Lectureships

Established to honor Professor Merle Eugene Curti, a scholar of American history and a Pulitzer Prize-winning author, these lectureships are awarded once every two years (funds permitting). The competition is open to all fields of study. The next competition will take place in Spring 2018 for an appointment in Spring 2019.

Candidates must be advanced graduate students in the History Department who are either within two semesters of completing their dissertation or received their Ph.D. in the academic year previous to the one in which they will hold the lectureship and lack regular professional employment.

George L. Mosse Teaching Fellowship in European History

Established to honor Professor George L. Mosse, an internationally renowned European cultural historian, these awards are granted to outstanding graduate students in the History Department who are advanced dissertators within a semester or two of completing the dissertation. These lectureships are awarded as funds become available.

George L. Mosse Advanced Dissertator Lectureship in Jewish History

This opportunity consists of a one-semester fellowship (under the guidance of an appropriate faculty member) to create a course in some aspect of Jewish history and a one-semester

appointment as a lecturer to offer the course. The Mosse Advanced Dissertator Lectureship will be offered as funds become available.

Conference Travel Grants

These departmental grants help students to attend scholarly conferences at which they will deliver a paper before they have completed the Ph.D. They are open to all students on a first-come, first-served basis until funds run out. The grants are to be used for the student's transportation expenses; documentation is required. Students may receive a maximum of two travel grants; only one may be for international travel. Travel grants are not available to students who are on leave from the program or for travel after a student has defended their dissertation.

Research Travel Grants

These departmental grants help to defray the costs of domestic and international dissertation research. Competitions are held twice a year.

For further information on fellowships and grants awarded by the History Department, see the Graduate Program Coordinator.

External Fellowships and Grants

The Department strongly encourages students to apply for any external awards for which they may be eligible, especially those funded by major foundations and scholarly associations. Our students have had considerable success in winning Fulbright, SSRC, and other national fellowships as well as a variety of other scholarships and grants.

Announcements of major awards competitions are posted and publicized via email. Students can also obtain information on the Graduate Program website and from the [Memorial Library Grants Information Center](#).

External Opportunities Fund

To encourage students to pursue external funding, the Department has established the External Opportunities Fund (EOF). This fund provides supplemental support in those cases where major external grants do not fully cover tuition, fees, and benefits or when grantors require the University to provide such supplements. The deadline for submitting the EOF application is March 1.

Graduate Assistantships

This section describes the policies and procedures that govern assistantships in the History Department. However, our students regularly hold assistantships elsewhere in the University, and students are encouraged to apply for assistantships outside the History Department. The UW [Student Job Center](#) is helpful for such searches.

Note that assistantships in the History Department, like fellowship aid, are subject to certain limits. These include the ten-semester limit and the time limit on financial support described under General Regulations above. Also, according to the requirements of the College of Letters and Sciences, assistantships may be offered to students beyond their sixth year of graduate work only if their major professor certifies in writing that they are making satisfactory progress towards the degree and that the appointment will not impede their progress. See the Graduate Program Coordinator for details.

The [Teaching Assistants' Association](#) (AFT Local 3220) is the labor union for TAs and PAs at UW-Madison. As a result of decades of organizing and by working together as a union, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by its members. All key policy decisions are made at the monthly meetings.

The contract between the state and the Teaching Assistants' Association covering TAs and PAs is no longer in force; however, the university is continuing to abide by the terms of the contract until final university policies are adopted. Since the TAA no longer represents TAs and PAs, sections of the contract referring to "union" rights and responsibilities are no longer in effect. TAs and PAs can find policies in the contract related to: grievance procedures, appointments, orientation, training, and evaluation; non-discrimination; termination; health and safety; and benefits, including sick leave, vacation, and leave of absence.

Teaching Assistantships (TAships)

TAs attend lectures, do substantial portions of the grading, and lead discussion sections in undergraduate lecture courses. They normally teach three or four weekly, fifty-minute sections per semester (41% and 50% appointments, respectively), depending on course enrollment and available funding. The number of TAships available in any semester depends both on the Department's curricular needs and on funding provided by the College of Letters & Science.

TAships with at least a 33.4% appointment level include a waiver of tuition (but not segregated fees) and eligibility for health insurance. They also carry a monthly stipend at a level that depends on the baseline salary established by the appointment percentage and their classification. For salary purposes, TAs are classified in two groups: Standard and Senior. TAs reach the senior level as dissertators with two semesters of TA experience. Compensation levels for Student Assistant Stipends are set by the UW.

Applications

The deadline for submitting TA applications for the following academic year is March 1. Students who miss this date may still apply to teach in the spring semester; the deadline for this application is November 1.

International Students who are not native English speakers must take the SPEAK test if they wish to be considered for TAships. The SPEAK test is the institutional version of the Test of Spoken English (TSE), which is administered by ETS. The SPEAK test measures oral proficiency and is available only to students holding or under consideration for a TAship. UW-Madison SPEAK test information and test dates can be found at UW Madison's English as a Second Language Department website.

Selection Process

The Department selects TAs in a process that is quite complicated because it seeks to balance several potentially competing needs—to ensure that all graduate students have an opportunity to gain teaching experience, to ensure that lecture courses have TAs with appropriate training, and to distribute financial support broadly among our graduate students.

TA Rankings

Applicants for TAships are ranked in two steps. In brief, the first step is to divide applicants by study programs. This produces three lists of applicants: European, non-Western, and U.S. The second step is to rank applicants within each of these lists according to criteria explained below. In the selection of TAs for specific courses (see Selection Procedures below), applicants are chosen on the basis of their ranking within each list and in such a way that the needs of specific courses, when possible, are matched with the students' preparation and preferences.

Once applicants have been divided into study program lists, applicants on each program list are divided into five ranked categories and then ranked within some categories by specific criteria. The five ranked categories and their associated criteria are (in rank order):

1. *Packages*: This category encompasses students guaranteed support by the History Department as part of a multi-year support package awarded to incoming students. Students with packages are ranked equally.
2. *Ranked*: This category is divided into two portions: pre-dissertators and dissertators.
 - a. Pre-dissertators are ranked according to:
 - i. The number of semesters in which they have had a TAsip, with those having zero semesters constituting the highest ranked group, those with one semester ranked second, and so on;
 - ii. Progress towards completing the Ph.D. as determined by the number of Harrison Points (see “Harrison Scale” below);
 - iii. The date of completion of the M.A.; and
 - iv. GPA.
 - b. Dissertators are ranked according to:
 - i. The number of semesters a student has held a History TAsip, with those having zero semesters constituting the highest ranked group, those with one semester ranked second, and so on;
 - ii. The date at which they advanced to candidacy (with earlier dates ranked higher); and
 - iii. Their GPA.
3. *Ranked Reserve*: This comprises all students who have exhausted their eligibility to receive financial support under the Time Limits on Eligibility for Support guidelines, but who have not yet received ten semesters of departmental support (or eight if they entered with an external M.A.). Within this category, students will be ranked first according to the date at which they advanced to candidacy (with earlier dates ranked higher) and then by GPA.
4. *Unranked Reserve*: This comprises all students who have received ten semesters or more of departmental support (or eight, if they entered with an external M.A.), whether or not they have reached the time limits on eligibility of support. Within this category, applicants are unranked.
5. *Additional Applicants*: All other applicants (e.g., non-History students, History students whose applications were submitted after the deadline) are given lowest priority and are unranked within the category.

Harrison Scale

Named after a former professor, the Harrison Scale serves as a measure of students' progress through the program. Students gain Harrison Points for the following accomplishments:

- One point for each of the first two language requirements satisfied;
- Two points for receiving the M.A. degree;
- Two points for completing the minor requirement; and
- Three points for earning dissertator status.

Note: Graduate students in Ancient History will be allowed Harrison Points for the minor when they have completed four advanced courses (graduate credit) in Latin and Greek.

Harrison Points are frozen at least two days before the Department makes its provisional TA assignments. In calculating each student's Harrison points, the Graduate Program Coordinator includes points that students have earned up to that date. Please note that Harrison Points for the following accomplishments are credited in the semester following their occurrence: conferral of the M.A. degree, fulfillment of a language requirement through course work; completion of the minor requirement; and passing prelims if they are scheduled on or after the date on which the Harrison Scale is frozen.

Special Considerations

In construction of the TA rankings, two special considerations apply:

- Students who enter the History Department from a graduate program at either a different institution or in another department at UW-Madison are ranked in the same manner as all other students, except that, until they complete eight credits of course work in residence at the UW, their GPA shall be calculated as 0.0. The GPA of students entering in the Bridge Program with Afro-American Studies, however, shall be calculated on the basis of course work that they have taken in the History Graduate Program prior to their admission.
- Calculation of GPA: For the purposes of the TA ranking in a given semester, GPAs are calculated through the end of the previous semester. Incompletes removed before this date will be included in the updated calculations; students will not be penalized if they complete the work before the deadline, but the professor does not record the grade until afterwards. However, students do bear complete responsibility for informing the Graduate Program Coordinator of any pending grade change. In such cases, GPAs will be recalculated only until the ranking is frozen.

Selection Procedures

After departmental funding guarantees have been met, remaining TAs are distributed according to a percentage split between pre-dissertators and dissertators on the ranked list. Pre-dissertators shall receive the number of TAs up to but not exceeding 70% of those available; dissertators shall receive the remainder. JCOTA will monitor percentages annually.

Toward the end of each semester, the Department provisionally appoints TAs for the following semester. These provisional assignments are not legal commitments; students will not receive binding contracts until the beginning of the new term. The Department makes provisional assignments based on extremely conservative budget projections and entertains every expectation of honoring them, but assignments ultimately depend on enrollments and on the College of Letters and Science's budget.

In making assignments, the following considerations are taken into account:

- TA appointments are contingent upon the appointee having appropriate course work or teaching experience relevant to course in which the appointment is made. Judgment about a student's qualifications to teach a course rests with the course instructor, who must justify the decision on the basis of the student's academic record and past performance as a TA.
- TA positions often open up between semesters, as students decline TAs or as new positions become available. These positions are filled by taking available applicants in ranked order, beginning with the highest ranked applicant who has not yet received a TA. In this selection as well, appointments depend, as noted above, on the student having appropriate expertise or relevant teaching experience.

Reappointment

Students with multi-year support packages receive TAships or other forms of support for as many semesters as their package allows. All other students receive TAships on a semester-by-semester basis, depending on their ranking and the number of positions available. For all students, including those with multi-year packages, reappointment as a TA depends upon maintaining satisfactory progress in the Graduate Program, receiving satisfactory teaching evaluations, and completing the TA trainings and diversity workshops.

Evaluation of TAs

The task of evaluating the performance of TAs falls to the Joint Committee on Teaching Assistants (JCOTA). The Committee conducts two evaluations each semester, using standardized questionnaires to query undergraduates about the performance of their TAs. The first evaluation, which occurs during the sixth or seventh week of the term, is of all TAs who are teaching for the first time in the History Department or who scored an “unsatisfactory” on their final evaluation during their most recent semester of teaching. The second evaluation is of all TAs and takes place towards the end of the term.

The evaluation questionnaire asks undergraduates to rate various aspects of their TA’s performance on a scale from 1 (lowest) to 5 (highest). The History Department defines satisfactory and unsatisfactory performance in terms of this scale. On the mid-term evaluation, a score of 3.5 or better on the question rating the TA’s overall effectiveness defines a satisfactory performance, while a score below 3.5 designates an unsatisfactory one. On the final evaluation, a score of 3.5 on the mean of all questions relating to TA performance defines a satisfactory performance, while a score below 3.5 designates an unsatisfactory one.

In addition, faculty supervising first-time TAs visit one or more of a TA’s sections and write letters of evaluation at the end of the semester. Faculty supervising TAs who undergo only the final evaluation visit their TA’s section at least once during the term and write letters of evaluation at the end of the semester.

If a problem with a TA’s performance is identified by an unsatisfactory score on the evaluations, by a detailed expression of concern on the part of the TA’s supervising professor, or by the JCOTA, then the chair of JCOTA takes one of two steps:

1. Appoints a three-person review committee, consisting of two faculty members (other than the student’s major professor) and a former TA to visit the TA’s sections. The review committee, with approval of the JCOTA chair, writes a report to the TA, offering advice to improve the TA’s performance and recommending remedial action, if necessary; or
2. Takes other appropriate action upon the advice of the JCOTA and in consultation with the course instructor.

If a TA scores an “unsatisfactory” on the final evaluation, as noted above, he or she will be evaluated during the sixth and seventh week of his or her next semester as a TA. If the result of this evaluation is another “unsatisfactory,” the JCOTA chair will ask the Graduate Council to constitute a second review committee to review the TA’s performance. This committee recommends to the Council whether the student should be allowed to continue teaching or should lose all future eligibility to hold a TAsip in the History Department. The Graduate Council reports the decisions to the Department’s Executive Committee, which makes the final determination.

In cases of extreme dereliction of duty or unacceptable behavior in the classroom, a TA may be terminated or lose eligibility to hold future TAships after a single semester.

Other Assistantships

Project Assistantships (PAships)

Project assistants work on a professor's research project or with a special project on campus. Duties and requirements vary according to the particular position. Duties may include document management, writing research abstracts, and compiling bibliographies, while requirements may include specific language, historical field, or computer skills. PAships offer health insurance, include a waiver of tuition (but not segregated fees), and provide a monthly stipend, which varies with the level of appointment.

Readerships (Readers/Graders)

Readers are assigned to smaller lecture courses to assist in grading papers, exams, and other course work. They do not instruct students and do not ordinarily attend lectures, although in exceptional circumstances the supervising professor may request additional funds to allow the reader to attend lectures. Readers are paid on an hourly basis and do not receive benefits.

All graduate students are eligible for readerships. Every semester, the Graduate Program Assistant posts the list of courses that may need readers. The final number of positions depends on the number of professors who submit requests for readers and on the availability of funding. To be eligible for a readership, classes must ordinarily have at least 40 enrolled students. Students should contact the individual professors, who make the hiring decisions.

Short-term Lectureships

The History Department occasionally hires advanced graduate students to teach courses in their particular field of expertise to replace faculty who are on leave. Qualifications for the positions vary, as does the salary, which is set by the College of Letters and Sciences. The Department advertises lectureships on departmental bulletin boards, via email, and on the Office of Human Resources website. Ad hoc search committees make the selection for each position.

The time limits on eligibility for support do not apply to the lectureships. In making the award, however, the ad hoc committee takes into account the applicant's progress toward the degree as well as the overall academic record and prior performance as a TA.

Prizes and Awards

The Department recognizes outstanding achievement by graduate students in the areas of scholarship, teaching, and service, celebrating these accomplishments at the Department's spring reception.

Second-Year Research Paper Prize

This prize will be awarded for the best research paper submitted for the Second-Year Review during the academic year 2016-2017. Papers must be nominated for this prize by the student's review committee. The Fellowships and Scholarships Committee will choose the recipient in Fall 2017.

Baensch Award in History

Established in honor of Judge and Mrs. Emil Baensch of Sheboygan, the Baensch Prize is awarded for "excellence in preparing theses or essays on some aspect of Wisconsin History." History Department graduate students as well as graduate students in other departments are eligible for nomination, provided that non-History Department students are nominated by a History Department faculty member. Faculty members make one nomination in each category.

Schrag Prize in German Jewish History

This prize honors the memory of Paul J. Schrag, who was an eloquent witness to the experiences of German Jewry in the twentieth century. The prize is intended to encourage and reward research on all aspects of German Jewry, understood in the broad sense of German-speaking Europe (the Kulturbereich) as well as the German Jewish diaspora (e.g., German Jews in Israel or the U.S.). This prize is awarded for the best graduate research paper on German Jewish history. Students may submit their own papers or faculty can make nominations.

Citations for Distinguished Service as a Teaching Assistant

Every spring, the Department publicly recognizes TAs who have done exceptionally well on both student and faculty evaluations. On the nomination of faculty members, the JCOTA faculty select TA award recipients in the following categories: Early Excellence in Teaching, Innovation in Teaching, Capstone Ph.D. Teaching, and Exceptional Service. Students need not be teaching when nominated, but they must still be currently enrolled. If more than one TA receives an award, the winners must come from at least two different study programs.

Meritorious Service Citation

This award honors a graduate student who has served the History Department above and beyond his or her normal duties, which may include but are not limited to teaching. Any member of the Department—faculty, graduate students, or staff—may nominate a student for this award.

Other Sources of Financial Aid

Student Employment

Many opportunities exist for graduate students to find part-time employment with the History Department, in other departments in the University, at the Wisconsin Historical Society, with the UW Press, or with individual professors on an ad hoc basis.

The best way to find such employment is through the federally sponsored Work-Study Program, which helps to subsidize student employment, although students may also ask professors on their own initiative. University and off-campus job are also posted on the UW Student Job Center website.

Loans

The History Department does not make loans. However, students may apply for selected loans through the Office of Financial Aid.

Emergency Aid

The History Department makes one-time grants of up to \$600 to help with exceptional and unexpected expenses. To qualify for emergency aid, applicants must face exceptional and usually unexpected expenses that they cannot meet out of available resources, expenses incurred in confronting a situation that either jeopardizes their ability to work effectively (i.e., to maintain satisfactory progress towards the degree) or that threatens to keep them out of school entirely. The Director of Graduate Studies considers each case individually and makes appropriate awards until funds run out. Students are usually required to have submitted applications for fellowships and teaching assistantships.

In addition, limited funds for emergency situations are also available through the Dean of Students Office, 75 Bascom Hall.

Appendix A

Advising Qs

Graduate students have a variety of “advising” resources at their disposal, from their academic advisor and Graduate Program Advisor Leslie Abadie to workshops in the department or elsewhere on campus and—not least—their fellow graduate students. Advisor styles, as well as advisee needs, vary widely, so where you turn for what kind of advice will depend on those styles and needs. Wherever you turn, here are some questions for both advisees and advisors to consider. (Advising Qs is intended to serve purposes similar to those of the Graduate School’s Individual Development Plan.)

Clarifying Expectations

Frequency of advisor-advisee meetings?	Discuss
In summer months or during sabbatical?	Discuss
Relations with co-advisors?	Discuss
Letters of recommendation, proposals	How much lead time needed?
Conduct/ethics?	Review <u>AHA</u> guidelines, discuss

Acquiring Skills

Time management skills (a life-long quest!)	How – tips?
Bibliographic and data management skills	How – tips?
Citation forms – footnote, bibliography	How – tips?
Analytical skills – secondary, primary sources	How – tips?
Skills in synthesis	How – tips?
Digital history skills	What, how?
Teaching experience/pedagogical training	What, how, when?
Any special, field-specific skills needed?	Discuss
Languages – required, additional?	Which, when?

Setting Goals and Meeting Benchmarks

Prepare for multiple career paths?	How, when?
Build an intellectual network	Groups or faculty on campus, professional associations?
Develop an MA research question	When, how?
Conduct MA research	When, where?
Satisfy MA research seminar requirement	History 800 or other? When?
Second-Year Review	When?
Minor requirement	Which option, what courses, when?
Prepare c.v.	When? Models?
Apply for internal funding	When? Preparation needed?
Apply for external funding	When, where? Preparation needed?
Prelim prep and timeline	What fields, when?
Develop dissertation prospectus	How, when?
Conduct dissertation research	When, where, permissions required?
Submit conference proposals	Which conferences, when?
Enhance accessibility of research to other disciplines, to general public	How?
Publications	When, what venues?

Appendix B

Administrative Support, Office Supplies, etc.

Student Profiles on the Department Website

For guidance on creating or updating your profile on our department website, see Leslie Abadie or Abby Kennison.

Incoming Mail

All graduate students are assigned departmental mailboxes for campus and U.S. mail. Mailboxes are located above the 3211 Humanities department office on the fourth and fifth floors of the Humanities Building. To use your departmental mailbox as your professional address, follow this template:

[Your Name]
Department of History
University of Wisconsin-Madison
[Mailbox no.] Mosse Humanities Building
455 North Park Street
Madison, WI 53706

Outgoing Mail

Campus, U.S., and international mail may be sent via the outgoing mailbox in the department office in 3211 Humanities.

Copiers, Printers, and Office Supplies

The Department photocopiers, printers, and office supplies are available to graduate students only when they are serving as teaching assistants. The two photocopiers and color printer are located in 3211 Humanities. Supplies for TA offices can be requested at the front desk in 3211 Humanities. We ask that students use these resources economically.

Laptops & Projectors

Any graduate student may check out a laptop for same-day use from Abby Kennison (4217 Humanities). Projectors are available from the front desk in 3211 Humanities for use in seminars or discussion sections.

Graduate Student Lounge

The Grad Lounge, which honors the memory of long-time Graduate Advisor Judith Cochran, is located in 4265 Humanities and available to all graduate students. You are welcome to use its refrigerator, microwave, and Keurig coffee maker. Please label food stored in the fridge and wipe up any food splattered in the microwave. Coffee pods are available for \$0.50 each. If you would like shelf space to store books or folders (or even hats and mittens), Graduate Program PA Brian Hamilton (brian.hamilton@wisc.edu) can reserve one for you for the semester.

Business Cards

At conferences and in other professional settings, historians often exchange business cards. Graduate students may order their own business cards through Student Print (<http://www.stuprint.org/order-forms/>). Contact Brian Hamilton (brian.hamilton@wisc.edu) or Jana Valeo (jrvaleo@wisc.edu) if you need help with your order.

Appendix C

UW Graduate School – Conduct Expectations

For the Department of History's policies, see General Information – Conduct Expectations, p. 10, in this Handbook. The following paragraphs describe the University's expectations regarding professional conduct and provide definitions of academic and non-academic misconduct. Also included is a brief statement on research misconduct. For further information, see the links provided in each section.

Professional Conduct

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.
2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.
3. **Interpersonal and Workplace Relationships:** Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

4. **Commitment to Learning:** Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.
5. **Professional Appearance:** Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person's dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

This graduate program, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

Academic Misconduct

Academic misconduct is an act in which a student (UWS 14.03(1)):

1. Seeks to claim credit for the work or efforts of another without authorization or citation;
2. Uses unauthorized materials or fabricated data in any academic exercise;
3. Forges or falsifies academic documents or records;
4. Intentionally impedes or damages the academic work of others;
5. Engages in conduct aimed at making false representation of a student's academic performance;
or
6. Assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:

1. Cutting and pasting text from the Web without quotation marks or proper citation;
2. Paraphrasing from the Web without crediting the source;
3. Using notes or a programmable calculator in an exam when such use is not allowed;
4. Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. Stealing examinations or course materials;
6. Changing or creating data in a lab experiment;
7. Altering a transcript;
8. Signing another person's name to an attendance sheet;
9. Hiding a book knowing that another student needs it to prepare for an assignment;
10. Collaboration that is contrary to the stated rules of the course; or

11. Tampering with a lab experiment or computer program of another student.
For additional information regarding Academic Misconduct, consult these websites:

- Graduate School Policy & Procedure: Misconduct, Academic
- Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I Engage in Academic Misconduct? What Should I Do if I Know a Classmate is Cheating?
- Dean of Students Office: Academic Misconduct Flowchart
- University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures

Non-Academic Misconduct

The university may discipline a student in non-academic matters in the following situations:

1. For conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. For stalking or harassment;
3. For conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. For conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. For unauthorized possession of university property or property of another member of the university community or guest;
6. For acts which violate the provisions of UWS 18, Conduct on University Lands;
7. For knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. For violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:

1. Engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. Attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. Attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. Selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. Removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. Preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. Engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. Obstructing a university officer or employee engaged in the lawful performance of duties;
9. Obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;

10. Knowingly disrupting access to university computing resources or misusing university computing resources.

For additional information regarding Non-Academic Misconduct, consult these websites:

- Graduate School Academic Policies & Procedures: [Misconduct, Non-Academic](#)
- Dean of Students Office: [Non-Academic Misconduct Standards Statement](#)
- Dean of Students Office: [Non-Academic Misconduct Process](#)
- University of Wisconsin System: [Chapter UWS 17: Student Non-Academic Disciplinary Procedures](#)
- University of Wisconsin System: [Chapter UWS 18: Conduct on University Lands](#)

Research Misconduct

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044.

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and Responsible Conduct:

- Graduate School Policies & Procedures: [Responsible Conduct of Research](#)
- Office of the Vice Chancellor for Research and Graduate Education’s - Office of Research Policy: [Introduction & Guide to Resources on Research Ethics](#)
- Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: [Reporting Misconduct](#)
- Graduate School Office of Research Policy: Policies, Responsibilities, and Procedures: [Responsible Conduct of Research Resources](#)

Appendix D

UW Grievance Procedures & Reporting Misconduct & Crime

For the Department of History's resources and procedures, see General Information – Grievance Procedures, p. 10, in this Handbook. The following paragraphs, modified to take account of our departmental processes, describe the University's policies and procedures.

Grievance Procedures

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the Graduate School Academic Policies & Procedures: [Grievances & Appeals](#).

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.
2. Should a satisfactory resolution not be achieved, the student should contact any member of the Department of History's Harassment and Discrimination Committee to discuss the grievance. This committee member will facilitate problem resolution through informal channels and will facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary.
3. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the [UW Office of Equity and Diversity](#) website. Other campus resources include:
 - [The Graduate School](#)
 - [McBurney Disability Resource Center](#)
 - [Employee Assistance Office](#)
 - [Ombuds Office](#)
 - [University Health Services](#)
4. If the issue is not resolved to the student's satisfaction the student can submit the grievance to the chair of the Harassment and Discrimination Committee in writing, within 60 calendar days of the alleged unfair treatment.
5. On receipt of a written complaint, the chair of the Harassment and Discrimination Committee will convene the full committee to manage the grievance. The committee will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance.
6. The Harassment and Discrimination Committee will determine a decision regarding the grievance. The chair of the committee will report on the action taken by the committee in

writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.

7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the Harassment and Discrimination Committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.
8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School's [Academic Policies and Procedures](#)

Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, or other campus resources (such as the UW Office of Equity and Diversity, Graduate School, Mc Burney Disability Resource Center, Employee Assistance Office, Ombuds Office, and University Health Services).

Research Misconduct Reporting

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full [details](#) at the Office of the Vice Chancellor for Research and Graduate Education website.

Academic Misconduct Reporting

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

Sexual Assault Reporting

Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim's name is not required as part of this report. Please find full details at the [Dean of Students Office](#) website and the [Office for Equity and Diversity](#).

Child Abuse Reporting

As a UW-Madison employee (under Wisconsin Executive Order #54), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child

abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at the Office of Equity and Diversity website.

Reporting and Response to Incidents of Bias/Hate

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at the Dean of Students Office website.