Department of History Graduate Program

Handbook

Program Requirements, Academic Policies, and Procedures

2018-2019

University of Wisconsin – Madison

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

[This pdf has bookmarks, but you may need to tweak your browser's settings to reveal them.]

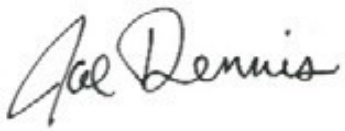
Letter of Welcome

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 Cori Simon. 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,



Joe Dennis

Professor and Director of Graduate Studies
Department of History
5135 Mosse Humanities Building
dennis3@wisc.edu
(608) 263-1853

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 Department of History's Graduate Program is now home to two degree programs.[1] We offer graduate degrees (Master of Arts and Doctor of Philosophy) both in History and in the History of Science, Medicine, and Technology (HSMT). We also offer minor work for doctoral students in other degree programs. Students are occasionally admitted to our 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.

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 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 fields of study.

Students must meet the **degree and course requirements** in effect when they *entered* our Graduate Program. (Copies of previous handbooks are available on the Graduate Program website.) 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 Graduate 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.

[1] Effective July 1, 2017, History of Science, Medicine, and Technology (HSMT) became a field of study in the Department of History. We now offer separate graduate degrees in History and in the History of Science, Medicine, and Technology.

Keywords and Definitions

Advisor, Major Advisor, Major Professor

These terms are used interchangeably. See Your Faculty Advisor, p. 2.

Graduate Program, Degree Programs, Fields of Study, and etc.

Because the Department of History is now home to two graduate degree programs, we are in a process of transition in our terminology. We have a single *Graduate Program*, which is home to two *degree programs*.

In the History degree program, every student has a major specialization: the primary *field of study* (formerly referred to as the student's *study program*). Sub-areas of specialization within the primary field of study are also sometimes called "fields" (e.g., the medieval field in European history), and preliminary exams are taken in specific "prelim fields," which are essentially sub-specializations within the primary field of study. In addition, History students have the option of concentrating their studies in one of our thematic programs: Program in Gender and Women's History, Program in Jewish History, and the War in Society and Culture Program.

In the HSMT degree program, students do not have formal fields of study.

In addition, History or HSMT students may also participate in the Afro-American Studies/History Bridge Program (p. 43) and the History and History of Science Joint Ph.D. Program (p. 44).

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 field or degree program restrictions and by prior arrangement with the instructor, however, students may take most 300-600 level courses to fulfill the credit requirements for the degree. For details, see Level of Course Credits, p. 8.

Pre-Dissertator and Dissertator (ABD)

A pre-dissertator is a student who has not yet received the M.A. degree, completed the language and minor field requirements, and passed the preliminary examination. A dissertator has completed all of these requirements but has not yet defended the dissertation (hence, 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 plan of study. In most fields the professor

assigned to the student upon admission continues to serve as the major professor, 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. 43, 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 that should be discussed.

Change of Advisor

Students may change advisors **in their primary field of study** by securing the approval of the new major professor and the Graduate Council. To change **to a different field of study or a different degree program**, however, students must apply formally for admission to the new field or degree 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 Joe Dennis currently serves as DGS. Contact information: dennis3@wisc.edu; 5135 Mosse Humanities; (608) 263-1853.

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 Graduate Program policies and admissions to student petitions. The Graduate Council is composed of the Director of Graduate Studies and three additional faculty, four elected graduate student representatives, the Graduate Program Coordinator, the Graduate Program Assistant, and the Graduate Program Project Assistant. GC meetings are listed in the Department's Events Calendar and its agendas and minutes are available on the 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, the Undergraduate Council, and occasional ad hoc committees.

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 both degree programs and all fields of study; 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 Graduate 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 **Cori Simon** currently holds this position. Contact information: clsimon@wisc.edu; 4263 Mosse Humanities; (816) 506-7707.

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

The **History Department Receptionist** 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.

More Information

For information on administrative support, office supplies, etc., see Appendix B.

In a Graduate 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 for our graduate students, the Graduate Council has set out explicit learning goals to be achieved at the MA and Ph.D. levels:

History Degree Program

	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	Articulates and critiques the theories, research methods, and approaches to historical inquiry in the student's primary field of study. Demonstrates understanding of the primary field of study in a historical and global context. Is able to identify and make appropriate use of relevant historical sources. Demonstrates the ability to evaluate and synthesize large bodies of scholarship or evidence. Is able to construct a significant and persuasive historical argument that makes an original contribution to historical knowledge. Communicates complex ideas in a clear and understandable manner.	Articulates research problems clearly and understands the limits of current theories, knowledge, or practices in the discipline of history. Pushes the boundaries of current historical knowledge in formulating research questions, in the selection or use of primary sources, or in interpreting evidence. Demonstrates breadth of historical and cultural knowledge. Is able to articulate the broader significance of their work to scholars in other fields or disciplines and to the broader public. Is able to design and teach courses on the undergraduate or graduate level.
Professional Conduct	Recognizes and applies established principles of ethical and professional conduct.	Fosters ethical and professional conduct.

History of Science, Medicine, and Technology Degree Program

	Master's Level	Doctoral Level
Introduction	All History of Science, Medicine, and Technology (HSMT) students enter the graduate program with at least a bachelor's degree. Graduates who obtain a master's degree in HSMT are expected to achieve the following learning goals by the end of their degree work.	The HSMT doctoral program is a research-based program that culminates in a dissertation. Regardless of whether or not an individual is awarded a master's degree in HSMT at the UW-Madison, the doctoral level learning goals are inclusive of the master's level learning goals. Additionally, HSMT students who receive a doctoral degree from the Graduate School are expected to achieve the following learning goals by the end of their degree work.
Knowledge and Skills	Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry in HSMT. Identifies sources and assembles evidence pertaining to questions or problems in HSMT. Demonstrates understanding of science, medicine, and technology in a range of historical, social, cultural, and global context. Chooses the most appropriate methodologies and practices for a chosen research project. Demonstrates the ability to situate a historical question in relation to the existing literature and to evaluate and synthesize information pertaining to questions or problems in HSMT. Is able to construct a persuasive historical argument that makes an original contribution to historical knowledge. Communicates clearly, in both written and oral form.	Articulates research problems clearly and understands the limits of current theories, knowledge, or practices in HSMT. Pushes the boundaries of current knowledge in HSMT in formulating research questions, in the selection or use of primary sources, or in interpreting evidence. Demonstrates breadth in their learning experiences. Communicates complex ideas in a clear and understandable manner. Gains appropriate experience relating to designing and teaching university-level courses. Is able to articulate the broader significance of their work and the discipline of HSMT to scholars in other fields or disciplines and to the wider public.
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 30 graduate-level credits. The History degree program requires that at least 24 of these credits be taken in residence at UW-Madison. The HSMT degree program requires a minimum of 18 credits in residence.

For the Ph.D., the Graduate School requires a minimum of 51 graduate-level credits, including those taken for the M.A. It does not grant exceptions to these requirements. To achieve dissertator status, students must have completed at least 32 credits in residence.

Prior Coursework

In the History degree program, with the advisor's approval, students are allowed to count up to 6 credits of graduate coursework from other institutions for their M.A. requirements. For the Ph.D., they may count up to an additional 6 graduate-level credits from other institutions. Students who earn a B.A. from UW-Madison may count up to 7 credits of courses numbered 300 and above with the advisor's approval. Students who were UW-Madison University Special Students prior to matriculation may count courses 300 and above for up to 15 credits, with advisor approval and with payment of the difference in tuition rates.

In the HSMT degree program, with the HSMT degree program chair's approval, students may count toward their M.A. requirements up to 6 credits of graduate work done in fields outside the history of science, medicine, and technology, and up to 9 credits of graduate work done in HSMT, at another institution or at UW–Madison before admission to the program. Total prior credits counted toward the M.A. degree may not exceed 12, and they must have been completed within 5 years of admission to the M.A. program. With approval, HSMT students may also use prior credits to satisfy Ph.D. requirements (e.g., for the minor). Total prior credits applied toward the Ph.D. requirements, including those approved for the M.A., may not exceed 19 credits. No credits earned more than 10 years before admission to the Ph.D. program may be used, however, and a maximum of 5 credits earned between 5 and 10 years before admission to the Ph.D. program may be used. In no case may credits be used that carry a grade below B.

For additional details, see the Graduate School's policies on Transfer of Graduate Work and Prior Coursework or the Graduate Program Coordinator. Students with doctoral training in one of the health professions pursuing an M.A. degree in the history of medicine should also consult, p. 39.

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 300-679 (with designation "Graduate 50%: Y") to fulfill the credit requirements for the degree. However, some fields of study restrict the number of lower-level or lecture courses students may take (see M.A. Requirements in Specific Fields of Study, p. 18). 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.

Please refer to specific fields of study in the Master's Degree section for more details (p. 18).

Enrollment in Graduate Seminars

Courses requiring Instructor Consent: Beginning in Fall 2018, most History and HSMT[2] graduate seminars no longer require the consent of the instructor for registration. Seminars that do require the consent of the instructor are clearly indicated in the registration system and in the History Department's list of graduate courses online. Please note that, for the time being, courses may be listed in the Course Guide as requiring consent of instructor that do not actually require the instructor's consent.

Minimum enrollment and course cancellation policy: Also effective in Fall 2018 is a new departmental policy that graduate seminars must have a minimum enrollment of 4 students per faculty member. Seminars that do not meet this minimum requirement by four weeks before the first class day of the semester will be cancelled.

Variable-Credit Seminars

Many of our graduate seminars are offered for 3 credits, and most students take seminars for 3 credits. Some seminars, however, offer the option of enrolling for 1, 2, or 3 credits. By prior arrangement with the instructor, students may take such seminars for 1 or 2 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 to the semester, such students should contact the faculty instructor for permission to take less than 3 credits and to negotiate a specific agreement about a corresponding reduction in the assignments to be completed.

Concurrent Courses

Some HSMT courses require concurrent registration in a separate 1 credit graduate section. These sections do not count as separate courses in meeting graduate degree requirements.

Minimum Credits per Semester

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

Pre-dissertators ordinarily register for at least 9 credits. Pre-dissertators who are employed as TAs, PAs, or readers may enroll for 6 credits with no special permission needed. The Graduate School requires dissertators to register for 3 and no more than 3 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.

[2] Designated in the Course Guide as HIST SCI courses.

International Students

International students must maintain full-time status to satisfy visa requirements. International students should consult with the 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 2 to 3 hours and cover the historical literature on a particular period or topic. Some History courses, such as "History and Theory" (History 703) or "Comparative World History" (History 753), draw students from all fields of study.

Research Seminars

These seminars usually meet once a week for 2 to 3 hours. They require students to write a paper based on original research, normally using materials available on campus or online. Some fields of study 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.

Professional Development Seminars (History 710s)

This topics seminar 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."

Research and Thesis (History 990)

Students may enroll in History 990 credits while writing their M.A. thesis. Dissertators should enroll for 3 credits of 990, under the direction of their major advisor. However, dissertators may substitute another 3-credit graduate seminar in place of the History 990 credits. They may not take more than 3 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 History fields restrict the number of History 999 credits that students may take; see M.A. Requirements in Specific Fields of Study, p. 18.

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 Graduate 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., 31).

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 9 credits each semester. Pre-dissertators who are employed as TAs, PAs, or reader-graders may enroll for 6 credits with no special permission needed. Dissertators must enroll for 3 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 (300-level or above) is a cause for serious 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 6 credits of "Incomplete" on their 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 degree program and field. See the Prelims sections in the History and HSMT degree programs below.

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.

Dissertator Status (ABD)

Students achieve dissertator status (also known as ABD, "all but dissertation") upon completing all requirements for the Ph.D. degree except the dissertation. These include completion of the M.A., foreign language and minor requirements, passing preliminary examinations, and approval of the dissertation proposal. Students must also satisfy the Graduate School's requirement that they have completed at least 32 credits in residence. ABD status provides a significant reduction in tuition and may be required for certain funding opportunities.

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 (updated 2018)", which is available on the AHA's website.

For information on the University's policies and resources, see Appendix C (p. 61), 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. 65), UW Grievance Procedures & Reporting Misconduct and Crime.

The History Graduate Degree

Degree Options

Fields of Study

In the History degree program, most graduate students specialize in one of the fields of study listed below. This is their "primary field of study." The programmatic requirements of the fields vary somewhat, as detailed in this handbook.

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

Students in the History degree program may choose to concentrate their training in their primary field of study in one of our thematic programs: Program in Gender and Women's History, Program in Jewish History, and the War in Society and Culture Program.

Individual Plan of Study (IPS)

Students who would like to pursue training balanced roughly equally between the primary fields of study listed above (e.g., African history and U.S. history) may propose an Individual Plan of Study. This option responds to increasing student interest in historical studies that span two or more geographical areas. It is aimed at those for whom a major concentrated in one geographical field of study 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 individual plan 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 a single field of study.

Those who wish to pursue an individual plan of study should, first, discuss this option with the three faculty members with whom they would like to work (two co-advisors, one from each field of study, and a third committee member). The basic process is outlined below.

Creating your individual plan of study

- Each student who pursues an individual plan of study must have a supervising committee that consists of two co-advisors from different fields of study 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 plan of study and specifies the M.A. course requirements, Ph.D. language requirements, minor requirement, and 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 plan must be approved by the Graduate Council.
- Students who are admitted as an individual plan of study applicant should submit a preliminary petition to the Graduate Council by the end of their second semester and a full proposal for their Second-Year Review. Should you decide not to pursue an individual plan of study, you must designate an existing field of study as your primary field and secure the approval of the faculty members in that field of study by the end of your second semester. All other students may submit a proposal for an individual plan of study at any time through their first semester post-M.A.
- If the Graduate Council declines to approve your proposal for an individual plan of study, you must designate an existing field of study as your primary field and secure the approval of the faculty members in that field of study by the end of the semester following that in which the petition was rejected.

The History Master's Degree

General Information

The M.A. degree is the first milestone in the History degree 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 30 graduate credits. See Credits below.
- Meet the research seminar and paper requirement.
- Meet any specific requirements in the primary field of study. See M.A. Requirements in Specific Fields of Study, p. 18.
- Fulfill one language requirement (History Degree Ph.D. Language Requirements, p. 20)
- Pass the Second-Year Review by the end of the fourth semester.

Credits

As noted above (Minimum Total Credits, p. 8), the Graduate School requires students to complete a minimum of 30 credits of graduate-level coursework for the M.A. Half of the M.A. credits (15 out of 30) must be completed in courses numbered 700 and above. The History Department requires that 24 of those credits be completed in residence at UW-Madison.

The 24 credits in residence must include History 701, History 800 (or an equivalent research seminar in the student's field of study), and, for those in the U.S. field, History 900.

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 must enroll in History 800 or a research seminar in their primary field of study no later than their third semester and 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 for the Second-Year Review 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 their 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 their 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 History degree 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 30 graduate credits, including History 701 and History 800 (or equivalent). 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).
- Clear all incompletes by the end of the term during which the Second-Year Review is conducted.
- Fulfill course requirements in their primary field of study (see M.A. Requirements in Specific Fields of Study, p. 18).
- Submit a list of prelim fields along with a timeline for completing prelims.
- Receive a positive endorsement from the three faculty members on the review committee. The committee's assessment is guided by the Second-Year Review Evaluation Form (see Appendix E).

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. At the committee's discretion, the student's research paper may also be nominated for the Kate Everest Levi Second-Year Paper Prize (p. 57).
- Approve the M.A. degree as a terminal degree (i.e., not permit the student to proceed in the graduate degree program).
- Recommend that the student not pass the Second-Year review and be dropped from the graduate degree 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.

Students entering with an M.A. from another institution may advance to the prelim stage early in their first semester if given approval by their advisor. This option is only available to those who have written an M.A. thesis or a longer research paper and who wish to use it to satisfy the research seminar and paper requirement for the Second-Year Review requirements.

Those wishing to have their previous M.A. research considered for approval should submit their work 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, and the faculty member must notify the student and the Graduate Coordinator whether the research paper meets the requirement prior to the first day of instruction of the Fall semester.

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.

For students entering with an outside M.A., the 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.

M.A. Requirements in Primary Fields of Study

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 field requirements.

East Asian History

Course Requirements: Students must complete 4 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 a research seminar (History 800 or its equivalent).

Students should also begin fulfilling the course requirements that must 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 field 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 Competence Levels and Methods of Satisfying the Requirement, p. 20.)

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 field 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 faculty, in a relevant colonial/imperial language.

United States History

Course requirements:

All students must take the following:

- 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 they will receive credit.

To meet these course requirements, students may use no more than six credits of History 999, "Independent Work." 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.

M.A. Requirements in Thematic Concentrations

Gender and Women's History, Program in (PGWH)

Course Requirements: Students must meet the requirements of their primary field of study; take History 752, Seminar in Transnational Gender History; 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.

Jewish History, Program in (PJH)

Course Requirements: Students must meet the requirements of their primary field of study; take the core seminar in Jewish History; and take a topics seminar in Jewish History.

War in Society and Culture Program (WISC)

Course Requirements: Students must meet the requirements of their primary field of study; take the War in Society and Culture core seminar; and take at least two additional History graduate seminars that focus on war, society, and culture.

The History Degree 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 fields of study may set additional requirements, and each field 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 its equivalent; 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; or

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 on 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 Primary Fields of Study

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.

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.

Language Requirements in Thematic Concentrations

Students in the Program in Gender and Women's History and in the War in Society and Culture Program shall follow the language requirements of their primary field of study.

Jewish History, Program in (PJH)

In satisfying the language requirements of their primary field, students must demonstrate proficiency in Hebrew or Yiddish, preferably both.

The History Degree Minor

The purpose of the minor is to give breadth to the Ph.D. major (i.e., History or HSMT). The minor should expose the student to subjects and methodologies that provide a strong counterpoint to those encountered in their major (History or HSMT). For this reason, no course in the students' major area of study should be used to meet the minor requirement.

Before beginning coursework 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 coursework must be completed before a student may advance to candidacy.

Minor Options

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

External Minor (Option A)

This minor is composed of at least nine credits taken in another graduate degree program. Note that different degree programs have different credit rules; students must meet the rules that the outside degree program has set for the Ph.D. minor.

The minor must be approved both by the major professor and by a professor (the "minor advisor") from the outside department.

Distributed Minor (Option B)

This minor is composed of credits taken in two or more degree programs. It requires a minimum of nine 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 distributed minor.

Special Notes

- Because History and HSMT are separate degree programs, students in the History degree program may do an external (Option A) minor in HSMT and students in the HSMT degree program may do an external minor in History.
- 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.

- The minor may consist of more than nine credits if the student's major and minor professors so decide and the Graduate Council approves.

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. 43.

Minor Requirements in Primary Fields of Study

African History

The minor field requirement is normally met by interdisciplinary training in African Studies, comprising three courses (9 credits) in two fields other than History. Students already grounded in African studies may, in close consultation with their major professor, choose an alternative minor.

Central Asian History

No additional requirement.

East Asian History

No additional requirement.

European History

No additional requirement.

Latin American and Caribbean History

The minor field requirement consists of at least nine credits of interdisciplinary training in Latin American and Iberian Studies divided between two fields other than History.

Middle Eastern History

No additional requirement.

South Asian History

No additional requirement.

Southeast Asian History

No additional requirement.

United States History

No additional requirement.

Minor Requirements in Thematic Concentrations

Gender and Women's History, Program in (PGWH)

Students must follow the minor requirements of their primary field 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.

Jewish History, Program in (PJH)

In consultation with PJH faculty members, students will design an interdisciplinary "Jewish Studies" distributive minor by completing course work in Center for Jewish Studies courses.

War in Society and Culture Program (WISC)

Students must follow the minor requirements of their primary field of study and are encouraged to include courses emphasizing war, society, and culture.

Minor Requirements for Non-History Majors

Students in other degree programs who wish to pursue a minor in the History degree program must reach agreement on an appropriate plan of study with a History faculty member, 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.

The minor must consist of 9 credits of graduate-level work. Students are encouraged to take at least 6 credits of this work in graduate seminars, and no more than 3 credits in undergraduate courses. History 990 may not be used to fulfill the minor requirement. The minor field may include up to 3 credits of History 999 (Independent Work), provided that the student produces at least 15 pages of written work.

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

The History Degree Preliminary Examination

The preliminary examination tests students' mastery of their chosen areas of specialization. The student's goal in the exams should be to demonstrate breadth of historical knowledge, to show mastery of the relevant literatures, and to display the mind of an historian at work, able to frame questions and to use evidence in a fruitful, original way. Once a student has passed the preliminary examination and completed all other requirements, they will be considered for admission to candidacy for the doctorate, based on the totality of their graduate record.

General Information

Qualifying to Take Prelims

Before taking prelims, students must:

- Pass the Second-Year Review and have earned a History M.A.;
- Complete two language requirements (if more than one is required);
- Complete coursework 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

Students are expected to take the preliminary examination by the end of their sixth semester, with the exceptions noted below. Students who fail to take the preliminary examination by their deadline will be dropped from the Graduate Program.

- Students who already have an approved M.A. from another institution may take the exam as early as the fourth semester.
- The examination may be postponed by one semester for every twelve credits of required non-Western language training.
- Students in fields of study that require written exams in four prelim fields (see Prelim Requirements in Primary Fields of Study, p. 28) and more than two languages (see Language Requirements in Primary Fields of Study, p. 21) may postpone the preliminary examination up to two semesters (i.e., European/Ancient and European/Medieval).

Committee Composition

The examining committee will be composed of the student's lead advisor, who chairs the committee, and the faculty who have supervised preparation of the other fields.

Components of the Preliminary Examination

In general, and subject to special requirements set by the student's primary field of study or thematic concentrations (see pp. 28 & 30), the preliminary examination consists of four parts:

1. Written, take-home examination
    - Number of fields
        - The written exams are taken in three prelim fields, except in those fields of study that set different requirements (see p. 28).
        - The number of required prelim fields must be the same for all students in a given field of study.
            - Students wishing to do a fourth prelim field in a field of study that requires only three prelim fields must petition the Graduate Council for approval the *semester before taking their prelims*. The student's petition and the advisor's letter of support must explain why a fourth field is needed.
    - Students shall choose the fields for their written exams in close consultation with their advisors. It is the responsibility of the major advisor(s) to ensure that the choice of fields encourages breadth of historical knowledge.
    - The questions will be distributed fourteen days before the deadline for submission of the written exams (or twenty-one days, if four fields).
    - The committee members will determine how many essay questions will be posed in each field and whether the student will have a choice of questions in each field or

must respond to all questions. They must communicate this information to the student well in advance of the written exams.

- The written responses in each field should be 1,800-2,500 words [i.e., 7-10 pp.], excluding notes. If students are required to respond to more than one question per field, the expected length of the responses should be made clear to the student and, combined, should not exceed 2,500 words per exam field.
- Before the written exam period begins, the advisor(s) and advisee should arrive at a mutual understanding of permissible activity during the exam period.

2. Syllabus

- The syllabus should be appropriate for a one-semester undergraduate lecture course in the country or region in which the student intends to teach. Students shall chose the topic in close consultation with their advisor(s).
- It may draw on one or more of the student's prelim fields for the written exams.
- The syllabus is to be accompanied by an explanation of the historiographic and pedagogical decisions informing the syllabus, which may include a statement of teaching philosophy, and a bibliography of the scholarship that informed preparation of the syllabus. The accompanying document should be 1,250-2,500 words in length [i.e., 5-10 pp.].
- The syllabus and accompanying document must be submitted no later than the written exams and may be submitted earlier.
- Students who have previously taught at the university level may submit a syllabus drawn from that experience. With advisor approval, students may also petition the Graduate Council for an alternative means of demonstrating prelims-level competence in teaching.

3. Dissertation Proposal

- In language accessible to historians in other fields, the proposal should explain the chosen research problem, the anticipated methods and sources, a preliminary research plan, and the key historical and historiographic contributions that the research is expected to make.
- The proposal should be 2,500-4,000 words in length [i.e., 10-16 pp.], excluding notes, and shall include a bibliography of primary and secondary sources.
- It must be submitted prior to receipt of the questions for the written exams, except in fields of study that permit it to be submitted after the written exams or set other requirements (see p. 28).

4. Oral Examination

- The oral exam shall be scheduled within 7 to 14 days of completion of the written exams.
- Scheduled for two hours, the oral exam covers the written exams, general knowledge of the fields of specialization, the syllabus, and the dissertation proposal, if it is due before the written exams.

- In fields that permit the dissertation proposal to be submitted after the written exams, a second meeting of the dissertation committee is held (see p. 28).

The Process of Taking Prelims

Declaration of Intent

Students must declare their intent to take 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

Students in all fields may take their preliminary examinations at any time during the faculty contract year, although exams are normally held in November and April. The dates will be determined by the Graduate Program Coordinator in consultation with the student's exam committee and the Director of Graduate Studies.

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

Expected Behavior during Written Exams

Faculty expectations regarding permissible activity during the exam period (e.g., outside proofreading, consulting library or internet sources, discussing questions with peers) vary considerable. The advisor and advisee should arrive at a mutual understanding before the written exam period begins.

Evaluation of Preliminary Examinations

The preliminary exam is graded on a scale of distinction/pass/fail. To earn an overall passing grade, students must pass all parts of the preliminary examination.

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. (i.e., advance to candidacy), 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 results of the Second-Year Review, and any other relevant information, such as performance as a TA. The Department reserves the right to drop a student from the Graduate Program if their 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 one or more parts of the preliminary examination the first time, but the rest of the student's record so warrants, the student may be permitted to retake the part(s) failed. This option, however, rests entirely with the preliminary examination committee, not the student. Students who fail a second time will be automatically dropped from the Graduate 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.

Prelim Requirements in Primary Fields of Study

Note: Fields of study not included below fall under the default provisions above (Components of the Preliminary Examination, p. 25).

African History

Written exams: In consultation with their advisor(s), students shall choose one primary field and two secondary fields. In the written examination, the student shall answer 2 questions in the primary field and 1 question in each of the two secondary fields.

East Asian History

Written exams: In consultation with their advisor(s), students shall choose one primary field and two secondary fields. In the written examination, the student shall answer 2 of 4 questions in the major field and 1 of 2 questions in each of the two minor fields.

- Chinese History: The student's three fields shall be pre-19th century Chinese history, modern Chinese history (from 1840 to the present), and either premodern or modern Japanese history or a third field approved by the major professor.
- Japanese History: The student's three fields shall be pre-modern and early modern Japanese history (through Tokugawa); modern Japanese history (from the Meiji Restoration); and either pre-modern or modern Chinese history or a third field approved by the major professor.
- Korean History and Transnational Asian History – no special requirements.

European History

Written exams:

- Ancient History
    - Students shall take their written exams in four fields, including Greek history, Roman history, and Greek and Latin Language and Literature. The fourth field, chosen in consultation with the advisor(s), shall be in European history.
    - It is the responsibility of the lead advisor(s) to clarify with the student if the four fields should be prepared in less depth than three fields would be or if the student should expect preparation of four fields to take more time than preparation of three fields.
    - The syllabus shall draw on one of the four fields for the written exams.
- Western Medieval History
    - Students shall take their written exams in four fields.
    - All students shall take exams in early, central, and late Middle Ages. The fourth field is usually in Byzantine, Roman, or Renaissance and Reformation history.
    - It is the responsibility of the lead advisor(s) to clarify with the student if the four fields should be prepared in less depth than three fields would be or if the student should expect preparation of four fields to take more time than preparation of three fields.
    - The syllabus shall draw on one of the four fields for the written exams.

- Early Modern British History
    - Students shall take their written exams in four fields.
    - At least one, and usually two, fields shall be in continental European history; the other two or three shall be in British History to 1485; British History, 1485-1688; British History since 1688; or English Constitutional History.
    - It is the responsibility of the lead advisor(s) to clarify with the student if the four fields should be prepared in less depth than three fields would be or if the student should expect preparation of four fields to take more time than preparation of three fields.
    - The syllabus shall draw on one of the four fields for the written exam.
- Russian/Soviet History
    - Students shall take their written exams in four fields.
    - All students shall take exams in imperial Russian history and in Soviet and post-Soviet history. The student shall choose the other two fields in close consultation with the advisor(s).
    - It is the responsibility of the lead advisor(s) to clarify with the student if the four fields should be prepared in less depth than three fields would be or if the student should expect preparation of four fields to take more time than preparation of three fields.
    - The syllabus shall draw on one of the four fields for the written exams.

Dissertation proposal: Is due before the end of the semester in which the written exams are taken. It shall be submitted to a committee consisting of the student's lead advisor and two other faculty chosen by the student in consultation with the lead advisor. When this committee has determined that the prospectus is of sufficient quality to warrant a defense, the committee shall meet with the student to discuss the project. This meeting may be simultaneous with the oral examination but shall in any event take place before the end of the semester in which the written exams were taken.

Latin American and Caribbean History

Written exams: The prelim fields shall include the colonial and the national periods of Latin American history.

Southeast Asian History

Written exams:

- The student's three fields shall be:
    - The history of island or mainland Southeast Asia with a focus on the student's region, country or countries of specialization; and
    - Comparative history of two or more nations that do not include the student's country of specialization. Unless the faculty agree otherwise, this field shall examine the areas of island or mainland Southeast Asia not covered in the chosen field above.

    - The history of Southeast Asia as a whole or a thematic, trans-Asian or transnational field designed in coordination with another member of the examining committee that may include relevant material on Southeast Asia.

- Students shall receive the questions for the three fields in succession. Each question is to be answered within five consecutive days, with a maximum break of two days between questions.
- The written responses in each field should be 3,000-6,000 words [i.e., 12-24 pp.], excluding notes.

Dissertation proposal: It is recommended that the proposal be submitted in advance of external grant applications.

Oral examination: There is no oral examination of the written exams and syllabus. A one hour oral examination focuses on the dissertation proposal; it may be scheduled to coincide with external grant applications.

United States History

Written exams: Students shall take their written exams in two fields.

- The primary field shall be a thematic field, broadly defined (e.g., in terms of the faculty's teaching fields) and shall cover the sweep of American history.
- The secondary field may be in U.S. history, in non-U.S. history, or in transnational history, as the student and the advisor(s) 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 thematic 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 different from the thematic field, drawing on an identifiably different historiography.

Syllabus Field: The syllabus shall be 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. It is the advisor's responsibility to ensure that the syllabus field draws on an identifiably broader literature than the primary and secondary fields.

Examining committee: The committee for the written exam fields and the syllabus field shall include a fourth member chosen by the lead advisor.

Dissertation proposal: Is due before the end of the semester following that in which the written exams were taken. It shall be submitted to a committee consisting of the lead student's advisor and two other faculty members chosen by the student in consultation with the lead advisor. When this committee has determined that the prospectus is of sufficient quality to warrant a defense, the committee shall meet with the student to discuss the project.

Prelim Requirements in Thematic Concentrations

Gender and Women's History

Written exams: Students shall follow the prelim requirements in their primary field of study, except that one of their exam fields must be in Gender and Women's History.

Jewish History, Program in

Written exams: Students shall follow the prelim requirements in their primary field of study, except that one of their major fields must be in Jewish History (e.g., for Europeanists: "Modern European Jewish History" and for Americanists: "American Jewish History").

Syllabus: Shall be for a broad undergraduate survey course on Jewish history.

War in Society and Culture Program

Written exams: Students shall follow the prelim requirements in their primary field of study, except that one of their exam fields must be in military history.

The History Degree 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 have at least four members; normally in the Department of History the committee is composed of five. Three members must be History **faculty** or **affiliates** (the advisor and two others). At least one other member must be a UW-Madison faculty member from another department; History faculty holding joint appointments may serve as the faculty member from another department. Emeriti faculty who are within one year of their retirement date may serve as a full member of a four-person committee.

If the committee has five members, the fifth faculty member may be emeritus or 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-Advisors: With faculty approval, students may choose to have two faculty designated as co-advisors of their dissertation.

It is normally desirable to have the committee in place well in advance of the semester in which you intend to defend. 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 one of the UW's Worldwide Dissertators program, administered through the UW-Madison Study Abroad office. Students who have received an NSEP Boren, Fulbright, Fulbright Hays DDRA, Bonn Fellow funding, or NSF GROW should apply to the Worldwide, Worldwide UW Graduate Fellowships Research program. All

other students planning to do research abroad should apply to the Worldwide, Worldwide UW Graduate Research program.

Participating in these programs 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.

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 references (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. In most instances, a dissertation of 250-400 pages should be sufficient. In the HSMT degree program, a dissertation of more than 500 pages will not be accepted without the advisor's prior approval. Be sure to discuss expected length with your advisor.

Writing and Revising

The writing and revision process varies from committee to committee. In some cases, the major professor reviews drafts and approves distribution to the other committee members; in others, students submit a preliminary draft of the dissertation to all committee members and take their comments into consideration in preparing the final draft. It is imperative that the student and the supervising committee agree on a process for reviewing and revising drafts of the dissertation. Be sure to consult early on with your advisor about the expected process.

UMI Abstract

When you deposit your dissertation electronically, you will be required to provide the text of an abstract. The abstract must be in English, must not exceed 350 words, and must be approved by your advisor. Submit a draft of your abstract with your dissertation draft to your advisor.

The Dissertation Defense

In best practice, the Ph.D. candidate submits the dissertation to the full committee one month prior to the defense. Be sure to discuss with your committee members the precise timing and their preferences for paper or digital copies.

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. The oral examination is open to observers at the candidate's discretion; the deliberations of the committee are not. 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. Faculty participation via the Internet is also possible.

The Graduate Program Coordinator schedules the examination, notifies the committee, and obtains the Ph.D. warrant from the Graduate School. The committee's assessment is guided by the Ph.D. Oral Defense Evaluation Form (see Appendix E). 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. To insure that the dissertation is formatted properly, students should consult the Graduate School's detailed guidelines online.

After successfully defending the dissertation and passing departmental review, the student must deposit the dissertation, following the Graduate School's guidelines online.

The Ph.D. in History or HSMT is conferred after the student successfully defends the dissertation, deposits the dissertation, and has paid all tuition and fees. Failure to follow closely the rules on formatting and instructions for deposit may delay your degree.

As a courtesy, students should give their committee members a copy of the final (deposited) dissertation. Be sure to inquire whether they prefer a printed or digital copy of the final dissertation.

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.

The History of Science, Medicine, and Technology Graduate Degree

All HSMT degree program students are expected to attend the History of Science Brown Bag and Colloquium. The colloquium series and weekly "brown bag" lunchtime talks represent a critical component of the program's intellectual culture. Regular attendance at these events is expected of all graduate students in residence (and required of first-year students), even when the topic is not related to the student's area of interest. Note that students have the option of attending the colloquium for credit (History 950).

The HSMT faculty reviews the progress of all HSMT degree students on an annual basis. The First-Year Review occurs at the beginning of the second year of graduate work. To facilitate this review, students are required to submit a portfolio as described below, preferably electronically. This review is designed to ensure that students are getting the advice and support they need to complete the M.A. successfully. Students will receive written comments summarizing the review. At the beginning of their second year (i.e., by the beginning of the faculty contract year - see UW Academic Calendar), M.A. students are to submit a portfolio to the Graduate Program Coordinator for review by the HSMT faculty. The portfolio should include:

- A roughly one-page self-assessment of the student's progress during the first year, discussing the student's strengths and areas requiring further improvement. There is no fixed format for the self-assessment, but typical topics would include writing, research and historiography,
- An unofficial course transcript,
- A research paper completed during the first year of the M.A. program, and
- Identification of possible area(s) of interest for the M.A. paper.

For details on the **Second-Year Review**, see below.

Every year thereafter, students must submit a brief progress report to the Graduate Program Coordinator by March 1. This is typically one, single-spaced page. Before the prelim examination, the student should focus the report on progress towards completing the requirements for prelims (minor, relevant additional coursework, preparation for prelims.) After passing prelims, the report should detail progress toward the dissertation—for example, archives visited, materials gathered, databases created, and chapter drafts produced. The report should also describe other scholarly work, such as teaching, presenting conference papers, and the like. If funding problems or teaching responsibilities have slowed progress on the dissertation, these may also be addressed in the report. Students should consult with their major professor for specific advice on the content of the report. After the dissertation committee is formed, all committee members should receive a copy of the progress report. This report, which helps the faculty make funding recommendations and gauge satisfactory progress, is due along with the Financial Support form, which is required of all students.

The HSMT Master's Degree

General Requirements

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

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

- Complete 30 graduate credits. See Credits below.
- Write a research paper in the first year based on primary sources. Students may need to request the opportunity to write a research paper (as opposed to a historiographic or literature paper) from one of their professors.
- Meet the M.A. paper requirement.
- Obtain certification of proficiency in French, German, or an approved alternative. (See Competence Levels and Methods of Satisfying the Requirement, p. 20.)
- Pass the Second-Year Review.

Credits

As noted above (Minimum Total Credits, 8), the Graduate School requires students to complete a minimum of 30 credits of graduate-level coursework for the M.A. For the HSMT M.A., at least 18 of these credits must be completed in residence at UW-Madison. At least 21 credits must be HSMT graduate-level courses, comprising courses numbered 700 or above, or courses numbered 300-699 in which graduate students are always assessed separately from undergraduate students. A grade of B or better must be received in all courses.

The 21 graduate-level HSMT credits must include:

- HistSci 720
- History 701, taken during the first year of graduate work.
- History 800 or an equivalent research seminar.
- One course in *four* of the following five distribution areas (minimum of 12 total credits). *No course may be counted for more than one distribution area.* See the Fields & Program – HSMT on the History Department website for a full listing of courses in each area.

  <u>Distribution Areas</u>
  1) Science: Ancient through the Enlightenment
  2) Modern Science and Technology
  3) Medicine and Public Health
  4) Transnational Science and Medicine
  5) Race, Gender, Class, and Religion in Science and Medicine

  Special topics or irregularly offered courses may count towards the distributions areas, but only with prior approval. To secure approval, the student must submit to the Graduate Program Coordinator a copy of the course syllabus and a brief letter explaining why this course is appropriate for the category. The request must be approved by the HSMT degree program chair; approval is not automatic.

- A minimum of 3 graduate seminars (excluding HistSci 720 and History 800), of which at least 2 must be in History of Science or Medical History. Graduate seminars taken to satisfy the distribution areas requirement above may be used to meet this minimum. If you have questions whether a course qualifies as a "graduate seminar," see the Graduate Program Coordinator.

Note that ethics courses in the Department of Medical History and Bioethics do not count toward the 21-credit requirement. Up to 3 credits of HistSci independent study (HistSci or MedHist 999) may be

counted toward the 21-credit requirement. Any additional independent study credits must be approved by the advisor.

M.A. Paper Requirement

The paper is to be a research paper, which in form, content, and length is to approximate an article that might be submitted for publication in a history of science journal. It should be approximately 35 pages (9,000) words long, exclusive of notes. In most cases, the M.A. paper is the outgrowth of a course or seminar paper or of work begun in History 800 and revised under the guidance of the M.A. advisor while enrolled in 990 credits. It should represent about six credits of effort. Students normally work closely with their M.A. advisor in researching and writing the M.A. paper; students are also encouraged to consult with other faculty in the HSMT degree program.

All HSMT faculty evaluate the M.A. papers (see Second-Year Review below), using standard criteria for historical research. Different papers might balance these differently, but all should be reflected in the paper. These criteria include:

- Formulation of a research question (a question that is historical, right-sized, answerable, and connected in some way to extant scholarship);
- Research (expansiveness of primary [and secondary] source searching and examination; finding and using sources relevant to your question);
- Historiography (situating your topic in relation to existing literature);
- Argumentation (relation between claim and evidence; logic; analysis);
- Writing structure (organization, transitional sentences, signposting, clear thesis statement, good intro and conclusion); and
- Writing style (correct grammar and punctuation; style: graceful sentence structure, variety of word use).
- Documentation: Citations should follow the footnote style in Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (latest edition), but without a separate list of works cited. Quotations in the body of the paper should be translated into English.

Second-Year Review

Students are evaluated for the M.A. degree and for continuation in the Graduate Program at the end of the fourth semester (or earlier if they choose). The review is conducted by the HSMT faculty, 3 of whom must be designated as signatories for the M.A. degree.

The faculty'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 the first-year research paper based on primary sources.
- Complete the M.A. paper in the Department of History.
- Fulfill one language requirement.

- Complete a minimum of 30 graduate credits, including History 701 and 800 and HistSci 720. Should the student have received one or more grades of "B" or below in History or HSMT courses, the HSMT faculty will solicit additional information about the student's performance from the instructor(s) of the class(es).
- Clear all incompletes by the end of the term during which the Second-Year Review is conducted.
- Submit a list of prelim fields and a timeline for completing prelims.
- Receive a positive endorsement from the HSMT faculty. The faculty's assessment is guided by the Second-Year Review Evaluation Form (see Appendix E).

At the Second-Year Review, the committee will take one of the following actions:

- Approve the M.A. degree and admit the student to the HSMT Ph.D. program. This action authorizes the student to prepare for the preliminary examination. At the committee's discretion, the student's research paper may also be nominated for the Kate Everest Levi Second-Year Paper Prize (p. 57).
- 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. For example, students may be given the opportunity to rewrite an M.A. paper that fails to meet requirements.
- Approve the M.A. degree as a terminal degree (i.e., not permit the student to proceed in the Graduate Program).
- Recommend that the student not pass the Second-Year review and be dropped from the Graduate Program.

Following the HSMT faculty's review, the student's faculty advisor will meet with the student to convey the faculty's main conclusions and suggestions.

Students may appeal the HSMT faculty'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 HSMT faculty.

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.

Students entering with an M.A. from another institution may advance to the prelim stage early in their first semester if given approval by their advisor. This option is only available to those who have written an M.A. thesis or a longer research paper and who wish to use it to satisfy the research seminar and paper requirement for the Second-Year Review requirements.

Entering students who have written an M.A. thesis or a longer research paper and who wish to use it to satisfy the M.A. paper requirement in the HSMT degree program 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 HSMT faculty member best qualified to evaluate it. In consultation with the HSMT faculty, the 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 an M.A. paper (see above).

For students entering with an outside M.A., the Second-Year Review shall take place no later than the third semester in residence if the student fulfilled the M.A. paper requirement upon admission and no later than the fourth semester if the student has to write an M.A. paper.

M.A. Degree for Students Entering with an Advanced Health Professional Degree

An M.A. degree with a specialization in History of Medicine is designed for students with doctoral training in one of the health professions who wish to pursue a Master's degree in the history of medicine.

To earn an M.A. in the history of medicine, students must:

- Complete 30 graduate credits, of which at least 21 must be HSMT graduate-level courses. A grade of B or better must be received in all courses.
    - Only courses in History of Science or Medical History numbered 700 or above, or courses numbered 300-699 in which graduate students are always assessed separately from undergraduate students, may count toward the 21-credit requirement.
    - The 30 credits must include the following courses:
        - HSMT 720, taken during the first year of graduate work;
        - HSMT 504, 507, 508, and 901;
        - An additional History of Medicine course;
        - An additional History of Science course (300-600 level or above);
        - An additional seminar in History of Medicine, History of Science, or History; and
        - One approved elective
- Complete an M.A. paper during the fourth semester in the Graduate Program.

Special Note: For students entering with an advanced health professional degree, there is no foreign language requirement for the M.A. degree. However, graduate students must demonstrate proficiency in French, German, or an approved alternative in order to be admitted to the Ph.D. program. (Proficiency in two foreign languages is required for earning the Ph.D.) Those students intending to pursue a Ph.D. degree should anticipate these requirements.

Students can apply up to 6 credits from previous professional advanced degree work in one of the health professions from UW-Madison or other institutions toward the M.A. degree. If only 3 credits are transferred, these will count as one course towards the M.A. requirements. No credits earned more than 5 years before admission to the M.A. program may be used.

The HSMT Degree Ph.D. Language Requirements

For description of competence levels and methods of satisfying language requirements, see the History degree program's Ph.D. Language Requirements, p. 20.

The HSMT Ph.D. requires proficiency in two foreign languages. (Students who are working toward a degree as part of a combined M.D./Ph.D. program only need to demonstrate proficiency in one language.) The candidate must have demonstrated proficiency in one language in order to pass the Second-Year Review and must demonstrate proficiency in the second language before achieving dissertator (ABD) status. ABD status, with its attendant reduction in tuition, is contingent upon satisfying the two-language requirement.

The two languages are normally French and German; other languages, including quantitative methods, may be substituted when appropriate, by approval of the advisor. Substitutions require early action on the part of the student.

The HSMT Degree Minor

HSMT students must meet the same requirements for the minor as students in the History degree program (see p. 22), except that the distributed minor (Option B) requires 12 credits.

Minor Requirements for Non-HSMT Majors

Students in other degree programs who wish to pursue a minor in HSMT must reach agreement on an appropriate plan of study with an HSMT 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.

The minor must consist of 9 credits of graduate-level work. Students are encouraged to take at least 6 credits of this work in graduate seminars and may take no more than 3 credits in undergraduate courses. HistSci 990 may not be used to fulfill the minor requirement. The minor field may include up to 3 credits of History 999 (Independent Work), provided that the student produces at least 15 pages of written work.

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

The HSMT Degree Preliminary Examination

The preliminary examination tests students' mastery of their chosen areas of specialization. At the most basic level, students should be able to understand and articulate the most significant historical and historiographical trends that shape the field. Further, students should be able to use that understanding to challenge aspects of the field, to reconsider or redraw its boundaries, to map and manipulate its content, and to assess its significance in their future scholarship.

The preliminary examinations also should prepare students to teach the field at both the graduate and undergraduate levels. As a result, the exams may ask questions that test a student's ability to organize and translate this field for use in the classroom.

The third goal is the discovery of useful models of scholarship. As students prepare for their exams, they will be exposed to different theoretical and methodological approaches to various topics. During this process, students should be on the lookout for work that will serve as models for their own scholarship.

For full details on the HSMT preliminary examination, see the History Degree Preliminary Examination, p. xx , and note the following additions:

- Qualifying to take prelims: Before taking prelims, students must also have taken at least five graduate seminars (including those taken for the M.A.), at least three of which are HSMT seminars.
- Dissertation proposal: Is due before the end of the semester following that in which the written exams were taken. It shall be submitted to a committee consisting of the lead student's advisor and two other faculty members chosen by the student in consultation with the lead advisor. When this committee has determined that the prospectus is of sufficient quality to warrant a defense, the committee shall meet with the student to discuss the project.

Preparing for Prelims

Prelim preparation begins with a list of readings, created by the student and the faculty member supervising the field. This list may be based primarily on the professor's recommendations or it might reflect the student's research in the literature. The final list should reflect roughly 50-75 books or an equivalent mix of books and articles. (Some lists may be significantly longer with the understanding that not all the texts listed must be read in their entirety.) Faculty members approach these exams with a variety of expectations. For example, some faculty members focus on history, while others stress historiography. Some faculty members encourage regular meetings to talk about the texts, while others see prelims as an opportunity for students to wrestle with the material independently. Students should clarify faculty expectations early in the process.

Evaluation of Preliminary Examinations

For more general guidelines see Evaluation of Preliminary Examinations in the History degree section, p. xx).

HSMT students will be judged on the quality of their written and oral exams and of their syllabus. The relative weight of these elements varies. A weak essay can be overcome by a strong oral exam, and a weak oral is unlikely to overshadow a stellar essay. There are three possible outcomes of the examination:

- "Pass"
    - A passing essay should be well written, showing the ability to organize an essay, develop an argument, and marshal supporting evidence; demonstrate a clear understanding of the key debates, issues, and developments in the field; and be more than a summary of events or historiographical approaches. It should be both synthetic and analytic.
    - To pass the oral examination, the student must demonstrate an ability to expand upon the ideas and claims made in the written essay, respond to challenges, and think about the field and its content beyond the material covered in the written exam.
- "Pass with Distinction"
    - Exams that meet and exceed these expectations may pass with distinction by demonstrating, for example, a remarkable level of intellectual dexterity or analytical sophistication.

    - To earn "distinction," the examinations must be outstanding in two of the three fields.

- "Fail" – Exams that fail to meet these standards in full or in part will fail.

The HSMT Degree Ph.D. Dissertation

See the History Degree Ph.D. Dissertation, p. 30.

Students who wish to donate a bound copy of their dissertation to the HSMT library should discuss this option with their advisor.

Other Degree Options

Bridge Program with Afro-American Studies

Purpose

The Bridge Program is an academic partnership between the Department of Afro-American Studies and the Department of History. It is designed to allow students to complete the M.A. in Afro-American Studies and the Ph.D. in the History degree program: students simultaneously meet the basic course requirements of the History M.A., while completing the M.A. in Afro-American Studies with a specialization in History.

Although the Bridge Program is designed to attract and retain talented students who are members of underrepresented groups and to strengthen and support their presence in the profession of history, it is open to all applicants.

Admissions, Advisor, Requirements

Students may apply concurrently to the two departments, or they 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).

As soon as a student is admitted to the Bridge Program, a History degree program faculty member from the field of study that the student expects to enter will be designated as academic advisor. This faculty member advises the student on History degree program's requirements (History 701, languages, minor, etc.) and any field-specific requirements to ensure that some of these requirements are met while the student is completing an M.A. in Afro-American Studies. For their M.A. work in Afro-American Studies, Bridge students should choose History as their major area and the Plan A (thesis) option. While completing the M.A., they are expected to take at least 2 graduate-level seminars in the Department of History. The History advisor typically sits on the student's Afro-American Studies M.A. thesis committee.

Approval of the M.A.

Once the M.A. in Afro-American Studies 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 student's History field or whether additional work must be done.

History Ph.D. Requirements

Students may count courses taken as a Master's student in Afro-American Studies that are not in their major area toward their Ph.D. minor requirement, as appropriate. In all other respects, Bridge students will meet the normal requirements of their History field (e.g., regarding preliminary examinations, language requirements, and the minor).

For more information, interested students may contact History's Graduate Program Coordinator or the History faculty members with whom they envision working.

Joint Ph.D. in History and History of Science, Medicine, and Technology

After completion of a master's degree in History or History of Science, Medicine, and Technology, the student applies for admission to the other graduate program and, at the same time, to a standing committee of the two degree programs for admission to the joint program. Having been admitted to the other degree program and to the Joint Ph.D. program, the student then applies to the Graduate School for approval of the joint Ph.D. The student's application to the standing committee should take the same

form as required by the Graduate School and should be prepared in close consultation with department faculty and the Graduate Program Coordinator.

Students in the joint Ph.D. program are assigned a home degree program and follow the regulations of that program with regard to seminar requirements, language requirements, financial aid, and regulations for satisfactory progress. Since the joint Ph.D. meets the doctoral minor requirement of the Graduate School, no formal minor is required of students receiving a joint Ph.D. However, students who wish to have a minor field recorded on the transcript may complete a regular Option A or Option B minor.

The joint Ph.D. student's work is supervised by a committee consisting of three faculty members (two from the home degree program). The preliminary examinations test the student's competence in both history and history of science, medicine, and technology, balancing the material and fields between the two programs (e.g., two prelim fields in each, or three fields in one and two in the other). The number of prelim fields must equal the number required of students majoring exclusively in history or in history of science, medicine, and technology, **plus one**. Preparation of the Ph.D. dissertation is guided by the student's supervising committee. Satisfactory completion and defense of the dissertation constitute the final requirements for the joint Ph.D. degree.

For more information about Joint Ph.D. options, please contact our Graduate Program Coordinator.

Other 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 (one degree, two majors). Please review the Graduate School's policy on joint degrees for more information and deadlines.

Among popular choices in recent years are a Joint Ph.D. in History and Educational Policy Studies and the Joint Ph.D. in History and History of Science, Medicine, and Technology. Since the Department of History offers separate graduate degrees in History and in the History of Science, Medicine, and Technology, a Joint Ph.D. in History and HSMT remains an option. In past years HSMT students have also completed joint degrees with the departments of Philosophy, Classics, Psychology, Chemistry, Mathematics, and Physics.

For the Joint Ph.D. in History and History of Science, Medicine, and Technology, the Department of History has specific procedures, described above. For other joint degrees, the student must be independently admitted to the second degree program and draws up, in consultation with their supervising committee, a proposal for a joint degree that meets the Graduate School's requirements. The student's proposal must be approved by the student's committee members and by the Department of History's Graduate Program Coordinator and 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 field of study 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 Social Media/Web Presence

Building a professional presence on social media and the web has become widespread practice among historians. We encourage you to develop the skills to make effective use of social media and the Internet in your research and teaching.

With your permission, the Department will create a profile page for you on its website. See our Current Graduate Students page and click on students' names to view their web profiles. If you have your own website, we can link to it from your departmental profile. To create or change your profile, contact Graduate Project Assistant Cori Simon.

In using social media, please take note of the UW's policies, which are available at https://universityrelations.wisc.edu/policies-and-guidelines/social-media/. These lay out guidelines regarding, e.g., confidentiality and privacy, the "do not harm" principle, and transparency – that are essential to keep firmly in mind when using social media. Students working as teaching assistants must abide by the Family Educational Rights and Privacy Act of 1974 (FERPA) – see https://registrar.wisc.edu/ferpa/.

Professional Development Seminar (History 710)

This topics 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 who expect to be actively on the job market in the fall.

- Professional Development workshops: These—featuring alumni when possible (see Careers on History below)—encourage students to broaden their career horizons.

If you have ideas about workshops that would be of broad interest to your peers, please be sure to let Graduate Program Project Assistant Cori Simon 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 Ph.D.s have enjoyed considerable success outside the academy. 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 the non-profit, private, or public-sector 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 in department venues, in the student's participation in professional conferences, and in early forms of professional publication. Coursework, 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. Be sure to explore the Graduate School's resources such as "The Versatile PhD" and its Professional Development pages.

Whatever career paths interest you, we encourage you to plan ahead and discuss your options—early and often—with your faculty advisor(s), with the Director of Graduate Studies, or with the 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, degree program or field, 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 funding.

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. 11).

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 institution are limited to eight semesters of support, unless their funding package indicates otherwise. Students beyond these limits may be offered TA/PAships if positions are available.

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 funded 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 with non-History faculty, and fellowships from outside sources, including those for which the UW or History Department faculty 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 incoming graduate students. Support may take the form of departmental or UW fellowships, assistantships, or external fellowships.

The following kinds of aid *do count* towards the five years of guaranteed aid:

- All support from the History Department, including the various Mosse programs as well as TAs and PAs funded or administered by the Department;
- Teaching assistantships or project assistantships elsewhere on campus, if they are supervised by or funded by History faculty; and
- University fellowships, including AOF, FLAS, and other UW awards for which the History Department or its faculty nominates students, as long as they provide at least 50% of the support afforded by a one-semester departmental fellowship.

External fellowships (e.g., Fulbright, DAAD, ACLS, SSRC, and IREX) *do not count* towards the five years of guaranteed aid. In these cases, students may postpone their guaranteed aid for no more than two years. As with any policy in the Graduate Program Handbook, however, students may petition the Graduate Council for an extension of their guarantee beyond this limit.

Any student whose individual award letter specifies other limitations may opt to follow these support rules. 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 Graduate Program without an M.A. lose their eligibility at the end of their eighth year in the program.
- Students who entered the Graduate Program with an M.A. lose their eligibility at the end of their seventh year in the program.

Students beyond these limits may be offered TA/PAships if positions are available.

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, regardless whether 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. 53.
- 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. 33).

Holding Fellowships and Assistantships Concurrently

University regulations may permit recipients of some University awards to hold an assistantship concurrently. However, the Graduate Program does not permit students to hold History administered appointments concurrently with other UW appointments that carry tuition remission.

Students who hold external 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.

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

When 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

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 eligible 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. 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. The History degree program's awards include the E. David Cronon and William Appleman Williams fellowships and the Julie A. and Peter M. Weil Distinguished Graduate Fellowship. The HSMT degree program's awards include the John Neu Distinguished Graduate Fellowship, the David and Greta Lindberg Distinguished Graduate Fellowship, and the William Coleman Dissertation Fellowship. These awards 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, as noted above, 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.

William J. Courtenay Lectureship

Created by the distinguished medieval historian, William J. Courtenay, a long-time member of the History Department, this one-semester lectureship is awarded to an outstanding graduate student who is an advanced dissertator within a semester or two of completing the dissertation. It is open to students in ancient, medieval, or early modern European history. The next competition will take place in Spring 2019 for a course to be taught in Spring 2020.

Merle Curti Graduate Lectureships

Established to honor Professor Merle Eugene Curti, a scholar of American history and a Pulitzer Prize-winning author, these one-semester 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 2020 for an appointment in Spring 2021.

Candidates must be advanced graduate students in the History Department who are either within two semesters of completing their dissertation or who 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 academic-year awards are granted to outstanding graduate students who are advanced dissertators within a semester or two of completing the dissertation. The award consists of a one-semester fellowship (under the guidance of an appropriate faculty member) to create a course and a one-semester appointment as a lecturer to offer the course. This lectureship is awarded as investment returns permit. In recent years it has been offered every

other year. The next competition will take place in Spring 2019 for an appointment in 2019-2020.

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 conference travel grants; only one may be for international travel. Travel grants are not available to students who are on leave from the Graduate Program or for travel after a student has defended the dissertation.

Research Travel Grants

These departmental grants help to defray the costs of domestic and international dissertation research. Competitions are held twice a year. Students may receive a maximum of two research travel grants; only one may be for international travel.

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 award 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. Students who have applied for major external funding should submit an application for an EOF supplement by March 1, even if they will not be notified of the results of the competition until later.

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.

Teaching Assistantships (TAships)

TAs attend lectures, do substantial portions of the grading, and lead discussion sections in undergraduate lecture courses. They normally teach 3 or 4 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 field of study. This produces four lists of applicants: European, non-Western, U.S., and History of Science, Medicine, and Technology. 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 the four applicant lists, applicants on each 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 TAship, 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 TAship in the Department of History, 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.), regardless whether 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 Graduate Program. Students gain Harrison Points for the following accomplishments:

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

Note: Graduate students in Ancient History will be allowed Harrison Points for the minor when they have completed 4 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 coursework; 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 degree 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 coursework 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 coursework 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 TAships are distributed according to a percentage split between pre-dissertators and dissertators on the ranked list. Pre-dissertators shall receive the number of TAships 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 TA budget.

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

- TA appointments are contingent upon the appointee having appropriate coursework 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 TAships 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 TAship. 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 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, they will be evaluated during the sixth and seventh week of their 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 TAship 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 coursework. 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 sends an email about the courses that 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 Grad Program Assistant or the individual professors, if interested. Individual Professors make 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 short-term 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. The Fellowships and Scholarships Committee chooses prize recipients in the fall of each academic year from papers completed in the previous academic year.

Kate Everest Levi Second-Year Paper Prize

This prize is awarded for the best research paper submitted for the Second-Year Review each academic year. Papers must be nominated for this prize by the student's review committee and supported by a letter of nomination from the committee's chair.

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.

Paul Glad Writing Prize

Thanks to generous funding from an alumnus, the Department of History is pleased to offer two $500 writing prizes for history papers that use film or video as primary sources. The competition is open to both undergraduate and graduate students. Professor Glad, a U.S. historian, taught in our Department from 1966 – 1977. Students may self-nominate or be nominated for the prize by their advisor

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. Based 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 fields of study.

Meritorious Service Citation

This award honors a graduate student who has served the History Department above and beyond their 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 Student 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 AHA 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, Abby Kennison, or Cori Simon.

Incoming Mail

All graduate students are assigned departmental mailboxes for campus and U.S. mail. Mailboxes are located on the fourth and fifth floors of the Mosse Humanities Building, directly above the History Department office (3211 Mosse Humanities). 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

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. Two photocopiers and a 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 Graduate Program Assistant 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 History Graduate Advisor Judith Cochran, is located in 4265 Humanities and available to all graduate students. You will need a key; see Department Receptionist for more information. You are welcome to use the Lounge refrigerator, microwave, and Keurig coffee maker. Please label food stored in the fridge and wipe up any food splattered in the microwave. If you would like shelf space to store books or folders (or even hats and mittens), Graduate Program PA Cori Simon (clsimon@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. Contact Cori Simon (clsimon@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. 12, 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
- Office of the Vice Chancellor for Research and Graduate Education's Office of Research Policy: Policies, Responsibilities, and Procedures: Reporting Misconduct
- Office of the Vice Chancellor for Research and Graduate Education's 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. 12, 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

UW-Madison prohibits sexual harassment, sexual assault, dating violence, domestic violence, and stalking. These offenses violate UW-Madison policies and are subject to disciplinary action. Sanctions can range from reprimand to expulsion from UW-Madison. In many cases, these offenses also violate Wisconsin criminal law and could lead to arrest and criminal prosecution.

Students who experience sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list a confidential support and reporting options, please visit the UHS website.

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 for

statistical purposes. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. For more information, please visit the Dean of Students Office.

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.

Appendix E

Evaluation Forms

Department of History – Assessment Plan

WISCONSIN

SECOND-YEAR REVIEW – EVALUATION FORM

HISTORY GRADUATE DEGREE PROGRAM

Student: _____ Date: _____

Advisor: _____

Committee Members: _____

M.A. LEARNING GOALS

Please rate the student's ability to:	Weak	Adequate	Excellent
Articulate and critique theories, methods, and approaches in their primary field			
Demonstrate understanding of their field of study in historical and global context			
Identify and make appropriate use of relevant historical sources			
Evaluate and synthesize large bodies of scholarship or evidence			
Construct a significant and persuasive historical argument that makes an original contribution to historical knowledge			
Communicate complex ideas in a clear and understandable manner			
Recognize and apply established principles of ethical and professional conduct			

DECISION

Approve the M.A. degree and authorize preparation for the preliminary examination.	
Approve the M.A. degree terminally.	☐ Student Opted ☐ Committee Decision
Require the student to submit revisions by an agreed upon deadline for further review.	
Recommend the student not pass the review and be dropped from the program.	

If you have comments to be shared with the student, please add them on the reverse side of this form.

Do you plan to nominate this student's paper for the Kate Everest Levi Prize? Y / N

The inaugural Kate Everest Levi Second-Year Paper Prize was awarded by the Fellowships and Scholarships Committee in Fall 2017. Papers must be nominated by a faculty member, who will need to furnish a letter of nomination at the beginning of the upcoming Fall semester (or earlier).

Advisor's Signature: _____

SECOND-YEAR REVIEW – EVALUATION FORM

HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY GRADUATE DEGREE PROGRAM

Student: _____ Date: _____

Advisor: _____

Committee Members: _____

M.A. LEARNING GOALS

Please rate the student's ability to:	Weak	Adequate	Excellent
Articulate, critique, or elaborate theories, methods, and approaches to inquiry in the history of science, medicine, and technology (HSMT)			
Identify sources and assembles evidence pertaining to questions or problems in HSMT			
Demonstrate understanding of science, medicine, and technology in a range of historical, social, cultural, and global contexts			
Choose the most appropriate methodologies and practices for a chosen research topic			
Situate a historical question in relation to the existing literatures, and to evaluate and synthesize information pertaining to questions or problems in HSMT			
Construct a persuasive historical argument that makes an original contribution to historical knowledge			
Communicate clearly, in both written and oral form			

DECISION

Approve the M.A. degree and authorize preparation for the preliminary examination.	
Approve the M.A. degree terminally.	☐ Student Opted ☐ Committee Decision
Require the student to submit revisions by an agreed upon deadline for further review.	
Recommend the student not pass the review and be dropped from the program.	

If you have comments to be shared with the student, please add them on the reverse side of this form.

Do you plan to nominate this student's paper for the Kate Everest Levi Prize? Y / N

The inaugural Kate Everest Levi Second-Year Paper Prize was awarded by the Fellowships and Scholarships Committee in Fall 2017. Papers must be nominated by a faculty member, who will need to furnish a letter of nomination at the beginning of the upcoming Fall semester (or earlier).

Advisor's Signature: _____

PH.D. ORAL DEFENSE – EVALUATION FORM DEPARTMENT OF HISTORY

HISTORY GRADUATE DEGREE PROGRAM

Student: _____ Date: _____

Advisor: _____

Committee Members: _____

_____

PH.D. LEARNING GOALS

Please rate the student's ability to:	Weak	Adequate	Excellent
Articulate research problems clearly and understand the limits of current theories, knowledge, or practices in the discipline of history			
Push the boundaries of current historical knowledge in formulating research questions, in the selection or use of primary sources, or in interpreting evidence			
Demonstrate breadth of historical and cultural knowledge			
Articulate the broader significance of their work to scholars in other fields or disciplines and to the broader public			

Comments to be shared with the student:

Advisor's Signature: _____

PH.D. ORAL DEFENSE – EVALUATION FORM
DEPARTMENT OF HISTORY

HISTORY OF SCIENCE, MEDICINE, AND TECHNOLOGY GRADUATE DEGREE PROGRAM

Student: _____ Date: _____

Advisor: _____

Committee Members: _____

_____

PH.D. LEARNING GOALS

Please rate the student's ability to:	Weak	Adequate	Excellent
Articulate research problems clearly and understand the limits of current theories, knowledge, or practices in the discipline of history			
Push the boundaries of current historical knowledge in formulating research questions, in the selection or use of primary sources, or in interpreting evidence			
Demonstrate breadth of historical and cultural knowledge			
Communicate complex ideas in a clear and understandable manner			
Articulate the broader significance of their work to scholars in other fields or disciplines and to the broader public			

Comments to be shared with the student:

Advisor's Signature: _____