Department of History
AT THE UNIVERSITY OF ROCHESTER

PHD PROGRAM HANDBOOK OF POLICIES AND PROCEDURES

(APPLIES TO ENTERING CLASSES BEGINNING FALL 2020)

(LAST MODIFIED: Monday, August 24, 2026)

INTRODUCTION

The faculty intends graduate training in the UR Department of History to be intellectually stimulating and supportive of a wide variety of careers in and outside higher education. We support our graduate students' efforts to shape their programs of study to fit the ambitions that they hold, and encourage applicants who are open to a wide variety of careers, including tenure-track academic faculty appointments, teaching at the primary and secondary-school levels, grant writing, public history, digital humanities, documentary editing and film-making, federal, state, and local politics and government, the foreign service, journalism, archival administration, archaeology, extension education and life-long learning, community-engaged teaching, business and corporate management, law, medicine and hospital administration, public health and medical humanities, and museum work of various kinds. We welcome applicants with backgrounds outside of historical studies, including computer science, digital media studies, medical humanities, and other humanities and social science fields. We encourage applications from those with diverse backgrounds and from under-represented groups, as well as from mature applicants contemplating career changes or career enhancement through their work for an MA or PhD in history.

We recognize that the landscape is changing for academic research, teaching, and publication. We are aware that many fewer college-level courses are taught by tenure-track and tenured faculty than was once the case, that most faculty at American universities are not on a tenure track, and that the situation continues to worsen; we know that increasing numbers of courses in American universities are taught by adjunct faculty who are not provided with benefits or a living wage and who work on short-term, often annual, and terminal contracts.[1] We condemn these trends, which carry unfortunate consequences for recent PhDs and for higher education. At the same time, we recognize that career opportunities exist inside and outside American universities, which has led us to build flexibility and choices into our program.

In many careers and in life a historical perspective is important—we believe essential—yet often missing or underdeveloped. We believe that the problems we face as a nation and a species are better addressed with an understanding of the present and future as products of various pasts. Therefore, the PhD program supports students' efforts to advance this understanding through programs tailored to their personal goals.

This handbook is designed to acquaint graduate students with the program requirements of the Department of History. It is expected that students will read this handbook in its entirety at the start of

[1] The statistics on this subject are moving targets, but the trends are clear: *The Chronicle of Higher Education* (www.chronicle.com/article/The-University-Is-a-Ticking/246119); Association of American Colleges and Universities (www.aacu.org/publications-research/periodicals/Why-are-we-hiring-somany-non-tenure-track-faculty).

their studies at the University of Rochester. Ordinarily, students remain subject to the handbook in use at the time they enter the program. Some matters, such as residency requirements, the mechanics of registration, and the formatting of the dissertation have been omitted or only briefly mentioned. These subjects are treated in the **OFFICIAL BULLETIN: REGULATIONS CONCERNING GRADUATE STUDY**.

For further questions regarding the program or the contents of this handbook, please contact one of the following:

DIRECTOR OF GRADUATE STUDIES

The Director of Graduate Studies is responsible for the overall management of the graduate program. The Director of Graduate Studies, in consultation with the graduate studies committee, is also the final arbiter of the regulations of the program and has the authority to make exceptions. Although directors of graduate studies do not have the authority to override the rules of the Graduate Education and Postdoctoral Affairs (GEPA) office and associated deans, they can petition on behalf of students for reasonable exceptions when the situation warrants such action. Exceptions such as time to degree extensions and petitions for nonstandard committee members are the prerogative of the dean(s) of the graduate school and GEPA.

GRADUATE CAREER ADVISOR

The Graduate Placement Officer is responsible for assisting students in identifying and obtaining post-graduation employment. Such assistance may include annual discussions with each cohort of students regarding job-market preparation and long-term strategizing, consultations with students currently on the market (e.g. reviewing application materials, organizing mock conference/Skype/campus interviews, etc.), responding to students' questions about job searches, and connecting students to relevant resources to help them pursue academic and non-academic opportunities.

GRADUATE COORDINATOR

The day-to-day administration of the program is the responsibility of the Graduate Coordinator. Because the coordinator is the communications center for the department, make sure the coordinator has your current mailing address and telephone number(s). Per university regulations, the University email address will be used for all official correspondence. Questions about registration, rules, deadlines, admissions, and any other program-related issues should be directed to this person. If an issue or problem requires faculty advice or approval, the coordinator will advise the student to speak with the advisor or the Director of Graduate Studies.

DEPARTMENT ADMINISTRATOR

The Department Administrator is responsible for the human resources and financial aspects of the graduate program. Questions regarding appointments, stipends, reimbursements, and any other financial matters should be directed to this person.

PROGRAM FORMULATION

The PhD program of the Department of History offers individually tailored paths to the degree. Students design their own programs of study in consultation with their advisor in three fields aligning with their own intellectual interests and career ambitions. Each of the three fields is supervised by a different member of the regular faculty. Through a mix of directed readings, independent study, and research seminars, students aim to balance understanding of historical particulars with an enriched sense of wider geographical and temporal contexts. Each student is assigned an advisor based on the student's

application and the faculty member's willingness at the time of admission. Decisions about the number (from none to two) of language exams required are also made by the advisor at the time of admission and depend on the research requirements of the fields of study established by the student and faculty advisor.

Students are encouraged to use the Advising Worksheet to formulate academic plans in consultation with their advisor(s). Some sections of this worksheet are mostly for your personal use and records, but it is especially important that students and their advisors 1) determine three fields in which the student will be examined [see QUALIFYING EXAMINATIONS below] and the identity of the faculty member who agrees to conduct the examination in each field, and 2) confirm a list of languages, if any, that the student must master in order to complete significant research. The graduate coordinator should be kept updated about these decisions, either through submission of the Advising Worksheet or via email correspondence. Students may change fields and advisors with the approval of the Director of Graduate Studies and the agreement of the new advisor, who must be a tenured or tenure-track member of the UR Department of History. The graduate coordinator and department administrator should be informed of any such changes.

Courses should be selected with an eye to the broadest possible coverage within fields. This is true regardless of the student's intended career path, whether it is in public or academic history, archives, government, corporate or university administration, law, or another profession. It is not unusual for individuals hired in an academic American history position, for example, to be asked to teach Western or World Civilization, and vice versa, or for secondary-school teachers to teach even more widely; public-history careers can likewise pursue uncharted paths through time and place. It is the responsibility of the student and of the student's advisor to plan the program with these facts in mind.

Students are expected to acquire the foundational knowledge in their fields of study. They will be required to read approximately 40 books or article equivalents in each of three fields, the reading lists to be made in consultation with their examiners. The examinations will cover broad themes and topics addressed in multiple books on the reading list. The lists should be considered negotiable within the shared interests and intellectual comfort range of the student and faculty member. The fields may be topical (e. g., Medieval Europe; the African diaspora; the history of the Family, 1500-1900; US 1860-1960) or methodological (e. g., digital humanities, museum studies, public history) or some combination of the two, again, depending on student interest and faculty areas of expertise.

With the approval of the Director of Graduate Studies, students may have two co-advisors from the department who share equally in supervising a field and/or the dissertation. The development of fields and a dissertation topic should begin early in the student's program. This will enable the student to shape the work in courses in such a way as to lay the foundation for the dissertation.

CREDITS AND COURSE REQUIREMENTS

The PhD degree requires 90 hours of graduate credit beyond the bachelor's degree. Seminars in the Department of History normally carry 4 credit hours. Directed readings courses (see below) typically carry 5 credit hours. Following their formal coursework, students accrue additional credit hours by registering for HIST 595 in years three through five.

Students entering the program from another graduate program may receive transfer credit of up to two semesters of course work for the PhD degree. The decision on transferable credits will be made by the DGS and Graduate Studies Committee on a case-by-case basis.

Students also are encouraged to audit appropriate undergraduate courses, including relevant language courses, and in some cases may be required to do so. In the case that no appropriate seminars are offered in the specific field for which the student is preparing an examination, students may register for directed reading courses. Under no circumstances will a teaching or other work obligation be considered an acceptable reason for substituting directed reading for a seminar. Below are specific expectations for coursework and exams:

FIRST-YEAR STUDENTS:

All entering students required to pass one or more language exams will take one diagnostic language exam on the Tuesday preceding the start of classes in August.

All entering students required to pass two language exams will take a second diagnostic language exam on their second language on the third Tuesday of January during their first year of study.

In the fall of the first year of residence, all students take Problems in Historical Analysis (HIST 500) plus two additional 400- or 500- level courses. In the spring, students will take three additional 400- or 500- level courses. Students may meet their course requirements through seminars or individual reading courses in history or related departments. Reading courses (HIST 591) must be arranged with faculty and are offered at the faculty member's discretion. HIST 591 courses have a formal syllabus that is submitted to the Graduate Coordinator, significant reading, discussion, and substantial writing that is evaluated at the end of the semester for a grade.

Students are required to complete at least one research paper using primary sources during the first year and normally do so in a department research seminar (400-level course). The research paper will be submitted to the faculty member grading the paper no later than May 1 in the spring semester. A copy of the paper also needs to be submitted to the graduate coordinator and will be part of the student portfolio.

First-year PhD students may also choose to serve as apprentice teachers (AT) in the spring semester. This is a non-credit bearing opportunity to begin training for a teaching career (see TEACHING).

PhD students required to pass either one or more language exams are expected to pass at least one before the beginning of the fall semester of their second year.

PhD students are expected to pass one of three written field exams before the beginning of the fall semester of their second year (see QUALIFYING EXAMS). In the event of failure, students are eligible for one retake of a field exam within six weeks of their notification of failure in the first attempt.

SECOND-YEAR STUDENTS:

Students will take three courses per semester in their second year of residence. Courses and independent readings are intended to prepare students for field examinations and to hone their research, writing, publication, and grant-writing skills.

All students are required to complete at least one research paper during the second year, and normally do so in a department research seminar (400-level course). The research paper

will be submitted to the faculty member grading the paper no later than May 1 in the spring semester. A copy of the paper also needs to be submitted to the graduate coordinator and will be part of the student portfolio.

At the completion of the fall semester, the graduate coordinator will submit paperwork to GEPA to process a Plan B master's degree for qualified PhD students. To receive a master's degree a PhD student must complete all MA requirements per the MA handbook and complete 30 credits.

By the first day of classes of their third year, students are expected to have passed at least two written field exams (see QUALIFYING EXAMINATIONS).

Students required to pass two language exams are expected to pass the second language exam before beginning their third year of study.

THIRD-YEAR STUDENTS:

The third year of graduate study will be devoted to completing the third written field exam by December 20 (see QUALIFYING EXAMS), the writing of the dissertation proposal in the spring, and oral exam and defense of the dissertation proposal during the third week of April. During the spring semester of their third year, students will take HIST 502 (Dissertation Writers' Seminar), the goal of which is to help students identify a dissertation topic, bibliography, and primary sources, to draft and revise a dissertation proposal, to identify potential external sources of research travel grants, and to submit grant applications. Students are also required to serve as teaching assistants in both the fall and spring semesters or to work on a public history, digital humanities, or comparable project; this does not require registration. Students ordinarily register for 12 credit hours of HIST 595 with the DGS in the fall, and 9 credit hours of HIST 595 with the DGS in the spring, in addition to HIST 502.

FOURTH-YEAR STUDENTS:

Students in their fourth year will work on their dissertations. Typically, they will register for 9 credit hours of HIST 595. **They may also teach a one-semester course of their own devising (see TEACHING) in their fourth or fifth year or complete a semester-long or academic year internship with a digital humanities project, in object-based learning, community-based teaching, or in an archive or museum.** The internship will include a formal written contract outlining duties, goals, and learning outcomes signed by the student, a resident supervisor in the program or institution where the student will be interning, and the faculty supervisor (a regular member of the UR History Department faculty) who will assign the student a grade.

FIFTH-YEAR STUDENTS AND BEYOND:

Students in their fifth year will work on their dissertations. Typically, they will register for 9 credit hours of HIST 595. **If they did not teach or have an internship in the fourth year, they normally teach a one-semester course of their own devising (see TEACHING) or complete a semester long or academic-year internship with a digital humanities project, in object-based learning, community-based teaching, or in an archive or museum.** The internship will include a formal written contract outlining duties, goals, and learning outcomes signed by the student, a resident supervisor in the program or institution where the student will be interning, and the faculty supervisor (a regular member of the UR History Department faculty) who will assign the student a grade.

LANGUAGE REQUIREMENT

Students in appropriate fields are required to pass examinations in one or two languages to ensure that they have the necessary linguistic skills to carry out their dissertation research. Students in American history are exempted from this requirement unless their advisor determines that language skills are essential for their research. The language requirement for particular students will be determined by the advisor and communicated at the point of admission. Language requirements are subject to revision in the event of changes to the student's research plans and fields of study.

All entering students required to pass one or more language exams will take one diagnostic language exam on the Tuesday preceding the start of classes in August. It is possible that on the basis of the diagnostic exam the student will be considered to have passed the language requirement, but the main purpose of the exam is diagnostic.

All entering students required to pass two language exams will take a diagnostic language exam on their second language on the third Tuesday of January during their first year of study.

Students must make the Graduate Coordinator aware that they will be taking the language exam and with which faculty member one month before the exam date. The faculty member grading the language exam must provide the Graduate Coordinator with the exam 48 hours in advance. The Graduate Coordinator will administer the exam and provide the faculty member with the completed exam.

Students have two hours to complete the language examination. They may consult physical dictionaries during the examination, but may not use laptops, phones, or any other electronic device.

Examinations are graded on a scale of fail, low pass, pass, and high pass. Two categories of language use guide language examiners in determining whether a student has passed the examination. It is the advisor's responsibility to determine the category to which a particular language belongs.

a. Primary Research Language—the language of most primary sources and/or essential secondary literature

b. Secondary Research Language—the language of some essential primary sources and/or secondary literature.

Students are expected to pass the first language examination or to have petitioned the advisor and Director of Graduate Studies for an extension before beginning their third semester of study. Such a petition should include specific plans for improving language skills. **Students are expected to pass both language examinations before beginning their third year of study.**

Should students fail a language exam (not including the diagnostic exam), they will be permitted a second attempt at the next scheduled examination date (August or January). A second failure constitutes grounds for termination from the graduate program. In fields where additional language proficiency is necessary for adequate professional training, a dissertation advisor may require more than two languages on a schedule the student and advisor agree upon and that is approved by the Director of Graduate Studies.

GRADING SYSTEM AND EVALUATION

The department accepts grades of A, A-, B+, B, and S for credit toward the PhD. Students whose performance falls outside the satisfactory range cannot expect to continue in the program.

At the end of each semester, instructors will provide the Graduate Coordinator with a written evaluation of the work done by graduate students in their courses. This evaluation, which includes a written assessment of the student's work as well as a grade, is designed to inform students of their progress and the instructor's judgment on the student's ability to complete doctoral work successfully. These evaluations are used by the department in determining whether students shall continue in the program. The evaluations are kept in students' portfolios and are accessible to students, who can use them as a starting point for discussing their work with their instructors. The evaluations are not in any way to be confused with letters of recommendation.

At the beginning of the spring semester each year, the graduate studies committee will review the progress of all PhD students in the program. In consultation with course instructors and dissertation advisors, the Director of Graduate Studies will notify those students whose work requires improvement.

The department faculty will review the work of all student portfolios as part of the end-of-year evaluation process. By May 1 in the spring semester of each of the first two years, students will turn into the Graduate Coordinator at least one research paper from the preceding year of study, which will be placed in their portfolios. The portfolio consists of the research papers, the field exams, and faculty evaluations for course work and teaching.

Once a student has successfully passed their oral exams and defended their dissertation prospectus, they are officially ABD. After they have achieved ABD status, each student will annually submit to their advisor a written review of their progress over the past year and a plan of work for the coming year. Once the advisor signs off on this document, it should be forwarded to the Director of Graduate Studies and the Graduate Coordinator. ***This must be done by May 1*****, and it is the student's responsibility to ensure that they allow adequate time for review by and consultation with their advisor.** Failure to submit an annual review on time may be grounds for probation and/or termination from the program. Following the faculty's end-of-year evaluation, the Director of Graduate Studies will send to each student a letter specifying the student's standing in the program and indicating, if necessary, areas requiring improvement.

TIMELY COMPLETION OF WORK

Students are expected to complete all required course work by the end of each term.

Students receiving a grade of incomplete (I) for the fall semester must complete their work by the following **March 15**. Students receiving a grade of incomplete (I) for the spring term must complete their work by the following **August 15**. Failure to complete work by these deadlines, or an accumulation of four incomplete grades into a new semester, puts the student's funding at risk and may constitute grounds for termination from the graduate program.

EXTENSIONS

This handbook intends to clarify a schedule of expectations for completion of course work, research papers, language exams, field exams, TA duties, and defense of the dissertation proposal. Extensions will be granted at the discretion of the Director of Graduate Studies, who will consult with the graduate studies committee and/or the student's advisor. Students should expect to meet the expectations on the schedule described here.

The Department of History expects that all requirements for the PhD be completed within six years of initial matriculation. Should students not be able to meet this deadline, they must petition for an

extension using a Petition for Time to Degree Extension Form obtained from the graduate coordinator. The petition must be approved by the faculty advisor, the Director of Graduate Studies, and the chair, who will base their decisions in part on the evaluation and plan of work submitted by the student. (See "Evaluation.") The petition then requires additional approval from the associate dean of graduate studies. **By no means should any of these approvals be taken for granted, and the Department will not ordinarily approve extension requests beyond eight years after initial matriculation.** Students should be aware that after their fifth year, they are responsible for paying their continuation fees.

ACADEMIC PROBATION

Probation is an academic status resulting in a formal notification from the Graduate Studies Committee (GSC) to a student and the student's advisor that a graduate student is not making satisfactory progress toward completion of the degree. The Graduate Studies Committee initiates the probation process and will inform the student of the ways in which satisfactory progress is not being made. After consultation with the advisor, the GSC will also inform the student what must be done to return to good standing and provide a deadline for doing so. Failure to meet the deadline will trigger the GSC's consideration of the student's dismissal from the program. Any one of the circumstances below triggers consideration for placement on probation. A combination of two or more simultaneous or in succession would trigger the GSC's consideration of the student's dismissal from the program.

The circumstances for which students may be placed on probation include:

1) Failure to pass the exam in the first language on the schedule of the handbook. Failure to pass an exam in a second language on schedule or a first language exam on the next scheduled testing-date results in review by the Graduate Studies Committee and possible dismissal from the program. Exceptions to these deadlines may be granted by petition to the GSC.

2) Failure to complete coursework on the schedule of the PhD handbook. Students are expected to complete all required coursework by the end of each term. Students receiving "I" grades for the fall term must complete their work by the following March 15; students receiving "I" grades for the spring term must complete their work by the following August 15. Students must complete all coursework for each academic year by August 15 following that year. Students who receive a grade of incomplete and fail to complete all coursework on the above schedule will be placed on probation. In all cases, the student must devise a plan for completing the work in consultation with the faculty member who assigned the incomplete grade, which must be approved by the GSC. Failure to meet the agreed upon deadline will result in a GSC review of the student's status and possible dismissal from the program. Exceptions to these deadlines may be granted by petition to the GSC.

3) Failure to achieve satisfactory grades in coursework. Ph.D. students will be placed on academic probation if they receive a grade of B- or lower in one or more courses. Students must earn at least one semester of graduate credit with grades of B or higher during their remaining semesters of course work to be removed from probation. Students on probation must petition for review by the GSC, explaining the reasons for poor performance and providing a plan for improvement. The status of students who are on probation during or following their final semester of coursework will be reviewed by the GSC in light of the total body of their work.

4) Failure by Ph.D. students to take and/or to pass the comprehensive exams (written and oral), and the dissertation proposal defense, on the schedule of the PhD handbook. A failing grade on

any component of the comprehensive exams will result in probation. Exceptions to these deadlines may be granted by petition to the GSC. Failure to pass the written or oral examination a second time will result in dismissal from the program.

Students may be placed on probation by the GSC for other reasons constituting a failure to make satisfactory progress towards the degree. These may include but are not limited to: (1) failure to make adequate progress on a thesis or dissertation; (2) unsatisfactory progress in non-departmental coursework. Once dismissed from the program, students forfeit their stipend, are no longer able to enroll in coursework, and cannot complete the degree.

CAREER TRAINING IN PUBLIC HISTORY AND ALLIED PROFESSIONS

PhD students planning for careers in public history or allied fields such as digital humanities and archival administration are encouraged to gain practical experience while enrolled in the graduate program (see below for a full definition of 'public history'). This can take several forms: work on a digital history or other digital humanities project, apprenticeship to UR faculty launching such projects, community-engaged TA'ships, or internships at one of the local museums, libraries, or archives. Ideally, students will develop their skills through a progression of experiences:

In their first or second year of study, they can engage in public- or digital-history related coursework, complete an internship, or participate in an ongoing project.

In their third year, students can, in lieu of TA'ing, undertake a more ambitious internship or deeper involvement in a digital or public project.

In the fourth or fifth year, students may hold an intensive internship. Although public history is expansive and students are encouraged to always consider and engage multiple audiences, the fifth year experience is expected to resemble more an internship than a public-facing independent study or project. Students should identify and work within an established museum, archive, historical organization, film or video game production team, federal/state/local agency, or digital archival/ editing project throughout the semester, ideally spending at least ten hours per week on site and working under a professional supervisor on a specific history-related project. This formally embedded placement should introduce a student broadly to the structure and work of a public history organization, the collaborative nature of much public history work, and strategies for engaging multiple public audiences. It will also give the student practical job experience in the public history sphere upon which to build thereafter.

We imagine the above sequence as a logical means of gaining experience and preparing for the extended commitment in year four or five, but this does not preclude affiliation with existing projects throughout students' time in the program. Students interested in substituting public or digital history work for departmental TA'ships or teaching opportunities should secure the approval of their advisor and the Director of Graduate Studies.

WHAT IS PUBLIC HISTORY?

There are many definitions of public history. Early views negatively defined it as all non-academic oriented history, but it is more useful to characterize instead what it aspires to or focuses upon.

Broadly speaking, most public history work falls into one or more of the follow categories: It Is conducted or encountered in public settings; it fundamentally engages with public audiences or communities; it is addressed explicitly to current public issues or problems; or it mediates between the specialized knowledge of professional historians and the preferences, expectations, and needs of various publics. Conceptually, public history can be considered as:

- **History in public:** the many arenas where historians work and where historians and various public(s) are in dialogue about history, including online; in museums, archives, and libraries; at historic sites, national parks, battlefields, and historic houses; in corporations, historical societies or organizations; and in and with government agencies.
- **History developed for and with public audiences**: historical works directed primarily at public audiences (e.g., historical exhibits mounted in an array of public venues, as well as documentary films, trade or popular historical books, historical dramas or festivals, and historical novels); historical projects co-created with, and responsive to, various publics.
- **History undertaken on the public's behalf**: historical work done for public benefit or at public expense (e.g. to measure or certify compliance with public statutes concerning historic preservation, cultural resources management, or planning; or to undergird policy decisions); done within government agencies by professional historians or contractors; or produced as part of a dialogue about current political, social, or cultural issues (e.g. historically informed analysis of current policy debates appearing in the public media).
- **The public and history intertwined**: what the public wants and seeks from its encounters with history. Topics include history and "heritage"; history and "memory"; the relationship of history and tourism; grass-roots historical projects and local history; participatory history through such mechanisms as re-enactments or crowdsourced projects; regional or national controversies over history; and general issues of "shared authority" between professional historians and the public.

PARTIAL LISTING OF INTERNSHIP SITES

Rochester is blessed with numerous potential public history internship sites. These include (but are not limited to):

- Genesee Country Village & Museum
- George Eastman House
- Landmark Society of Western New York
- Susan B. Anthony House
- Memorial Art Gallery
- Mt. Hope Cemetery
- Rare Books & Special Collections, University of Rochester
- Rochester City Historian's Office
- Rochester Museum & Science Center
- The Strong Museum of Play

TEACHING

Those PhD students planning for careers in college and university teaching are encouraged to be Apprentice Teachers (ATs) during their first two years of residence. Apprentice teachers act as participant-observers in an undergraduate course under the close supervision of a member of the faculty. Ordinarily, students will attend the course; hold weekly meetings with the professor to discuss the progress of the course and to consider strategies for teaching the week's assigned reading; assist the professor in preparing examination questions, paper topics, and other written assignments; gain experience in evaluating undergraduates' work by reading and commenting on (but not grading) exams and essays; and prepare a lecture or lead a class discussion. Students interested in this opportunity should contact the instructor of the relevant course and register for Apprentice Teaching (HIST 593) credits.

After the second year, students also may have the opportunity to teach a course of their own devising during the summer sessions. At the beginning of each fall semester, a call for course proposals will be circulated with further details.

In the third year, students will serve as TAs in a course or work on a public history or digital humanities project. It is not unusual for students majoring in American history to serve as TAs in introductory European or global history courses or for students majoring in European history to serve as TAs in US history courses. These assignments should be viewed as opportunities for students to broaden their teaching experience in preparation for future employment.

In their fourth or fifth year, depending upon individual research plans and departmental need, students will either teach a one-semester undergraduate course or, with the approval of their advisor and of the graduate studies committee, devise and arrange an internship either within UR or with a public institution outside the university. Such projects might have a public history, digital, archival, or community engagement focus.

If teaching, the student must submit a title and course description to the student's advisor, department administrator and the Director of Undergraduate Studies by October 15 prior to the year in which they hope to teach. Students will submit a syllabus for the course to their advisor and the Director of Undergraduate Studies no later than the beginning of the registration period for the semester in which they are teaching.

The dissertation advisor or another relevant faculty member should observe at least one class section.

If undertaking an internship or independent project, students should submit a proposal to their advisor, graduate coordinator and the Director of Graduate Studies by October 15 prior to the year in which they hope to do the project and a detailed plan to their advisor, graduate coordinator and the DGS no later than the beginning of the registration period for the relevant semester. This plan must include provision for supervision and evaluation by the advisor or another relevant tenure-track faculty member.

Additional Teaching and Leadership Opportunities

Various programs at the University offer additional teaching and internship opportunities. These are for experience only and cannot be used toward PhD program credit. For more information about these programs and instructions on how to apply please visit:

- Writing, Speaking, and Argument Program: https://writing.rochester.edu/graduate/employment/wrt105.html
- Susan B. Anthony Institute Teaching fellowships: http://www.sas.rochester.edu/gsw/graduate/grant-fellow-award/index.html
- Seward Family Digital Archive Project: https://sewardproject.org/
- Smith's Island Archaeology Project: http://smithsislandarchaeology.blogspot.com/
- Digital Archaeology of Heritage Buildings of West Africa: https://rochestersa.terradotta.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10251

Workshops

Students who have not yet successfully defended their dissertation proposal should attend the History Workshop. All graduate students are warmly encouraged to attend and participate. The workshop, which will meet approximately six times a year, will include discussion and comment on submitted papers or on topical forums. **All students working on their PhD dissertations must present their work,**

generally a dissertation chapter that has been revised in response to a reading by their advisor, in the workshop as a requirement of the PhD program, typically after they have completed two chapters of the dissertation.

QUALIFYING EXAMINATIONS AND DISSERTATION PROPOSAL DEFENSE

All students must pass written and oral qualifying examinations in three topical, methodological, or temporal fields, working with a different tenured or tenure-track member of the faculty for each. Upon approval of the Director of Graduate Studies, a field may be taken with a tenured or tenure-track member of the UR faculty from outside the Department of History.

WRITTEN QUALIFYING EXAMINATIONS

Field examinations are in response to a topic or concern posed by the field examiner. The questions will draw on a reading list of the equivalent of forty books for the field as agreed upon by the student and the examining professor. The paper must be at least twenty pages (5,000 words) in length and the examiner is the sole arbiter of whether the response is sufficient to demonstrate an understanding of the field and its critical issues. Examiners will give students a choice of one of two questions. Field examiners must submit the questions to the graduate coordinator 24 hours before the exam. The graduate coordinator will administer the exam to the student via email. Students will have two weeks to write the paper. The student will submit the paper to the graduate coordinator who will then forward the exam to the field examiner. **The third field exam must be completed by December 20 of the third year unless an extension is granted, but students are encouraged, where possible, to complete the field exams sooner. Students are expected to pass one field exam before the beginning of their second year of study, at least two before beginning their third year of study, and the third by December 20 of their third year.**

ORAL QUALIFYING EXAMINATIONS

The goal of the oral field exams and dissertation proposal defense is to demonstrate mastery of the reading list in each field, the relationships among the fields, and their application to the proposed dissertation.

DISSERTATION PROPOSAL

The dissertation proposal must be submitted to the dissertation advisor in draft form by **March 1 of the student's third year** of study; a revised proposal goes to the Graduate Coordinator, dissertation-committee members, any additional field examiners, and the oral examination chair during the first week of April (at least 14 days before the proposal defense).

The dissertation proposal should explain the significance and originality of the proposed topic. It includes a statement of justification, a working argument, hypothesis, and/or set of questions to be answered, a preliminary bibliography and primary source list, and a tentative chapter outline and plan of work. Proposals generally range in length from 15 to 20 pages of narrative in addition to the bibliographies.

SCHEDULING, COMMITTEE, AND ORDER OF EVENTS

Oral examinations in all three fields are administered during the third week of April to all third-year students; students defend their dissertation proposal the same day. The student must contact the graduate coordinator for assistance in scheduling their oral examinations and dissertation proposal defense by February 15th.

The examiners will be the student's advisor, the second reader, and any other field examiners. The Director of Graduate Studies will also attend the exam but, unless also a field examiner or on the dissertation committee, will not vote. The oral exam chair will be a tenure-track member of the UR faculty from outside the Department of History (note that this person cannot later serve as the outside chair for the final dissertation defense). There should always be at least 3 examiners, in addition to the outside chair, present for the oral examination and proposal defense.

The first hour is devoted to an oral exam on the student's three fields; the second hour to the proposal defense.

The oral examination committee can decide at the end of the orals and proposal defense that the student qualifies to move forward to dissertation research or that the student has not yet demonstrated sufficient mastery of the materials. If the latter, the student will retake the oral examinations approximately four weeks later (or at a time agreed upon by the examiners and DGS) and/or to submit a revised dissertation proposal to the oral examination committee members on that same schedule. A copy of the revised dissertation proposal must be submitted to the graduate coordinator.

Failure and Retaking the Exams

Students may retake each field exam only one time. Should they fail a field exam, the examiner will give them two new questions six weeks after the student receives notification of the failure. Failure of the oral exams and dissertation proposal defense can result in re-examination and may include a requirement for revision and resubmission of the dissertation proposal. A second failure of either written or oral examinations constitutes grounds for termination from the graduate program. Failure to defend the prospectus by May 1 of the third year puts the student's funding at risk and may constitute grounds for termination from the graduate program.

Dissertation

As a final requirement for the doctorate, students will be expected to prepare a dissertation. The work will be done under the direction of the dissertation committee, defined by university regulations as two members from the department (one of which is the student's advisor), one from outside the department, and an outside chair. All committee members must be full-time tenure-track faculty at the university, unless a petition for exemption is made and approved by the DGS and GEPA.

At least three months before students plan to defend their dissertations, they must contact the Graduate Coordinator for further details regarding the submission and defense. For thesis formatting, students must follow the University Manual for PhD Students regulations (http://www.rochester.edu/Theses/ThesesManual.pdf). The graduate studies PhD defense date calculator (http://www.rochester.edu/college/gradstudies/phd-defense/datecalculator/index.html) may be used to get a feel for the defense registration timeline, but exact dates may vary due to departmental requirements. As students prepare for the dissertation defense, they must contact the graduate coordinator for specific dates regarding the timeline of the process.

General statements about the dissertation are difficult to make; therefore, more specific information can be secured from individual faculty advisors or the graduate coordinator once a student has begun to plan the dissertation.

HANDBOOK REVISIONS

Minor changes to this handbook for style and clarity may be made by the Director of Graduate Studies with the approval of the department's Graduate Studies Committee. Policy changes may be made with the approval of the full department. The version of the Handbook posted on the History Department website is the official version. In general, the handbook in force at the time the student is admitted to the program is the one that applies to them. When major changes to the handbook are introduced, the graduate coordinator will notify all students. Students who **have not** yet passed their oral exams and prospectus defense will choose whether they would like the newest changes to apply to them. Students who **have** passed their oral exams and prospectus defense may petition the Graduate Studies Committee to request that the changes apply to them. In all cases, the graduate coordinator will record student decisions and notify their advisors.

RESEARCH, TRAINING, AND TRAVEL FUNDS

The Department of History provides $4,500 to support PhD students during their time at the University of Rochester. These funds can be used to attend conferences, pay for research travel or materials, support specialized training, or acquire software. To use these funds, students should consult with their advisors and obtain permission in advance from the Graduate Coordinator or DGS by submitting a funding request form (via Google Forms). Students may not spend more than $1,500 of their funds in any one academic year.

DEAN'S DISSERTATION FELLOWSHIP

Annually, the College offers Dean's Dissertation Completion Fellowships, which include full support for sixth-year graduate students. All fifth-year students are eligible to apply. The applications go to the Graduate Coordinator for nomination by the Department, are generally due the first week of January, and the nominee or nominees are selected and ranked by the Graduate Studies Committee in mid-January. The application includes a project description, plan for dissertation completion, a curriculum vitae from the applicant, copies of chapters completed, and a supporting letter from the student's advisor submitted to the Graduate Coordinator. The DGS also writes a letter in support of the Department's nominees and explains the ranking, which is forwarded with the materials supplied by the students. The criteria for selection, as announced by the Dean's office, are the significance and ambition of the project, and the likelihood of completion during the fellowship year.

In those years when members of the Department's Graduate Studies Committee advise any of the applicants, the decision about the nominee, and the ranking if there is more than one, will be made by a sub-committee of three regular faculty members who do not have an advisee applying. When there are not three members of the committee without advisees applying, the sub-committee's membership will be supplemented by one or more members of the regular Department faculty who also do not have advisees applying.

BRUCE PAULEY RESEARCH FUNDS

Annually awarded by application due to the Graduate Coordinator in mid-March. These funds support research travel up to about $2,000 in the fiscal year following the award (between July 1 and June 30) and may be divided between multiple applicants. All students in good standing are eligible. The terms of the gift state that the funds are "to support graduate student research travel, with preference for students pursuing archival research in Europe." Funds from this award supplement the $4,500 for which all graduate students are eligible during their time in the program. Applications should include a description of the purpose of the trip, its direct relevance to dissertation research, a research plan,

and an itinerary with budget. The application must also be supported by a letter of recommendation from the student's dissertation advisor. Students who receive the award will be reimbursed for expenses after the trip upon presentation of receipts or they can make advance travel purchases through Town and Country Travel and charge conference registration on the Department's purchase card.

In those years when members of the Department's Graduate Studies Committee advise any of the applicants, the decision on awards will be made by a sub-committee of three regular faculty members who do not have an advisee applying. When there are not three members of the committee without advisees applying, the sub-committee's membership will be supplemented by one or more members of the regular Department faculty who also do not have advisees applying.

The Kelly Family History Book Fund

This fund was established to provide support for history course materials for students in need who are pursuing an undergraduate or graduate degree in history. All undergraduate students taking a history course may apply; preference will be given to those who are majoring in history. **All graduate students in a History Department MA or PhD program may apply** (via Google Forms).

Emergency or Temporary Closings and Other Changes in Class Schedules and University Operations

The University plans to commence and conclude classes on the dates indicated in the academic calendars. But unforeseen circumstances or events may occur that require the University to temporarily close or otherwise adjust its student life, residential housing, class schedules and format, method and location of instruction, educational activities, and operations because of reasons beyond the University's control.

For example, such circumstances or events may include but are not limited to inclement weather, the onset of public health crises, being subject to government order(s), significant safety or security concerns, faculty illness, strikes, labor disturbances, sabotage, terrorism, war, riot, civil unrest, fire, flood, earthquake, acts of God, malfunction of University equipment (including computers), cyberattacks, unavailability of particular University facilities occasioned by damage to the premises, repairs or other causes, as well as disruption/unavailability of utilities, labor, energy, materials, transportation, electricity, security, or the internet. If any of these or other unforeseen circumstances or events outside of the University's control occur, the University will respond as necessary and appropriate, and it assumes no liability for any interruption or adjustments made to student life, residential housing, class schedules and format, method and location of instruction, educational activities, and operations caused by these or other unforeseen circumstances or events. And the University shall not be responsible for the refund of any tuition or fees in the event of any such unforeseen circumstances or events, except as may otherwise be expressly provided in the University's Leave of Absence and Withdrawal Policy or its published tuition refund schedule (Payments and Refunds - Office of the Bursar (rochester.edu)).