

HISTORY AT OHIO STATE

The Department of History is committed to a tradition of excellence in research, teaching, and service. Our large and distinguished faculty represents a wide range of diverse chronological and thematic historical fields. The faculty and graduate students of the Department of History contribute to the advancement and dissemination of knowledge, not only for the educational benefit of students and faculty at The Ohio State University, but also for a national and international audience of teachers, scholars, and students. They participate in various intellectual communities within the department, in the programs and activities of other OSU Departments and interdisciplinary Centers, and in associations and think tanks from around the world.

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Department of History Graduate Program website: www.history.osu.edu.

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ADMINISTRATIVE STRUCTURE

The graduate program in History works in conjunction with several other offices within the University.

The Graduate School is the central office for all OSU graduate programs. The Graduate School establishes the general policies that govern all colleges and departmental programs, such as registration, course credits, master's and doctoral degree programs, and academic standards. It oversees graduate student admissions and sets the amounts of University Fellowships, Presidential Fellowships, and Graduate Teaching and Research Associateships. The Registrar manages course enrollment, grading, transcripts, and graduate procedures.

The Department of History is lodged within the The College of Arts and Sciences (ASC), which represents more than 39 departments, 20 research-centers, and 2000 faculty and staff.

The History Department's Graduate Studies Committee supervises the Department's graduate programs. The Graduate Studies Committee consists of History faculty members, the History Department's Graduate Studies Chair and Coordinator, and a graduate student representative appointed by the Department Chair. The Committee serves as a liaison among the College of Arts and Sciences, the Graduate School, and the History Department.

Graduate students should be familiar with both this handbook and the *Graduate School Handbook* (available at the Graduate School website: <http://gradsch.osu.edu>).

For questions about topics not addressed in either handbook, please contact the Graduate Studies Office, Department of History, 106 Dulles Hall, 230 West 17th Avenue, Columbus, Ohio 43210, or call (614) 292-2674. You also may e-mail the Chair of Graduate Studies, Professor Robin Judd (judd.18@osu.edu) or the Graduate Studies Coordinator, Mr. James Bach (bach.27@osu.edu). The History Graduate Program's website address is www.history.osu.edu.

APPLICATION FOR ADMISSION

Applications for admission may be obtained electronically from the Department of History: <http://www.history.ohio-state.edu/graduate/prospective.htm>. DECEMBER 1 is the deadline for receipt of all application material from new students, from OSU graduate students in other departments, and from unfunded students interested in seeking funding. Funded students may enter the graduate program only in Autumn Quarter. However, upon admission to the program, students may petition to begin the preceding Summer Quarter.

Ohio State University's Admissions Office requires students to submit 2 applications: one to the Admissions office and one to the department of History. Both should be submitted electronically.

Admissions Office: Your application to the Ohio State University Graduate Admissions Office must include

1. A completed, signed, and dated OSU Graduate School admission application, plus the application fee.
2. Official transcripts for **all** previous academic undergraduate and graduate work.
3. Official scores of the *Graduate Record Examination* (GRE) General Test. The GRE history subject test is not required.

If you are unable to submit your transcript or GRE scores electronically, you may send them to:

The Ohio State University
Graduate Admissions
PO BOX 182004
Columbus, OH 43218-2004

Graduate Studies Coordinator: Submit the following electronically to the Graduate Studies Coordinator in the Department of History: bach.27@osu.edu

1. Official transcripts for **all** previous academic undergraduate and graduate work.
2. A brief (approximately 2-3 pages, double spaced) intellectual autobiography and statement of purpose. Your essay should explain why you wish to pursue a graduate program in history and include your probable major field(s) of study (see "Lists of Fields for M.A. and Ph.D."), the historical questions that most interest you, your career goals, and the reasons why you are applying to Ohio State's History program.
3. A one-page *curriculum vitae* indicating your education, accomplishments and qualifications for graduate study in the major field of choice. Your cv should include your training in foreign languages and should specify your competence in each skill.
4. At least three letters of recommendation from persons acquainted with your scholarly ability.
5. A writing sample of your scholarly work, such as an M.A. or honors thesis (you may include one or two chapters if the thesis is lengthy), a research paper, or a historiographical essay.

If you are unable to submit your transcript or GRE scores electronically, you may send them to James Bach, Graduate Studies Coordinator, 106 Dulles Hall, 230 West 17th Avenue, Columbus, OH 43210.

Foreign Applicants: Foreign applicants must submit a sample of scholarly work written in English, which has been evaluated by a supervising professor. They must meet the Graduate School's TOEFL requirement of 550 on the paper-based test, 213 on the computer-based test, or 79 on the iTOEFL. Those applicants requesting fellowship support also must submit GRE scores.

Grade Point/Major: The Department of History normally requires a 3.2 grade-point ratio (on a 4.0 scale) in all undergraduate work, although most students have a much higher GPA. Applicants are not required to have majored in history but should have completed several upper-level courses in history.

Admittance: Upon the advice of the potential faculty advisor and the faculty members in the prospective field of study, the Graduate Studies Committee decides whether to admit applicants to the Department's graduate program. In recent years, approximately ten percent of the applicants received an offer of admission into the program.

AFTER YOU HAVE BEEN ADMITTED

Students should:

1. Inform the Graduate Studies Office of any change of status. Make sure you provide your address, name, where you can be reached during the summer, and any changes in your plans to attend. Applications can be updated for three quarters without further fees. After arriving on campus, inform the Graduate Studies Coordinator of your local address and telephone number and keep it current thereafter. After you establish your OSU email account, please check it regularly.
2. Meet with your assigned advisor to discuss your proposed program of study and its requirements. Identify which courses you need to take and when they are available. Consider which Autumn Quarter courses you will take.
3. During your first year of study, you should define your major field of concentration and at least one of your minor fields. Students should carefully consider the ways in which their minor fields will reinforce or supplement the major field and lay a foundation for their professional careers.
4. Be aware that intellectual interests mature and change during the course of study. Students may change advisors, provided another faculty member agrees to accept them as advisees. Forms to change advisors are available in the Graduate Studies Office.

ORIENTATION

New students should attend the Graduate School's general orientation session and the History Department's new student orientation. Both take place at the beginning of Autumn Quarter. For those students entering the program with a Graduate Associateship, there is a mandatory teaching workshop held during the week before classes begin.

Faculty will be available for advice about programs of study during the week before classes commence.

The Graduate Handbook should be retained throughout your course of study here at OSU. It contains the rules under which you entered—they do change from time to time, but the rules in place when you enrolled will continue to apply to you. For more information, see Section 5 of the Graduate School Handbook.

In consultation with their advisors, students entering with a B.A. will work with three successive committees at OSU: the M.A. committee, the general examination committee, and the dissertation committee. Students entering with an M.A. will work with the latter two. Fields have varying expectations for completion times of the MA and general exams, and students should consult their advisors to learn these expectations.

ADVISOR/ADVISEE RELATIONSHIP

The advisor/advisee relationship is one of the most widely recognized factors in a successful graduate experience. Some of the more important responsibilities include the following:

Advisors:

- maintain regular communication with advisees while advisors are in residence or on

leave,

- be aware, each quarter, of the curricular choices of advisees,
- articulate and respect established deadlines,
- check GPAs and other performance measures,
- mentor advisees, share lessons learned by professional experience, and guide advisees into the profession.

Advisees:

- initiate regular communication with advisor while advisee is at OSU or elsewhere,
- inform advisor, at the beginning of the quarter, of the courses the student has enrolled in,
- learn and respect established deadlines and Graduate School protocols,
- actively explore professional opportunities that lead to achievement and growth.

The program includes multiple opportunities to assess student progress and overall intellectual development. Advisors and advisees should consult regularly throughout the year and graduate students are responsible for completing annual reports yearly. In addition, the following three landmark consultations should be scheduled as indicated:

1) At the end of each academic year, advisors must complete an annual report regarding progress.

2) Early in the third quarter of study, primary advisors should meet with their advisees to discuss progress to date and plans for the coming year. For students entering with a B.A., this meeting typically includes specific discussion of the M.A.

3) During the second year, primary advisors and their advisees should meet in consultation with other members of each student's Ph.D. general examination committee to discuss progress to date and plans for the coming year.

RESIDENCY

All students should make every effort to obtain Ohio residency status, assuming they are eligible (normally after one year). This will be especially important for unfunded students, for students who have run out of funding, and for those who wish to obtain a research position in an academic unit that requires in-state residency. Information on how to achieve residency can be obtained via the web at www.ureg.ohio-state.edu ("General Information").

LIST OF FIELDS FOR M.A. AND Ph.D.

Ancient	East Asian
Medieval European	Latin American
Early Modern European	World*
Modern European	Islamic
Russian and Eastern European	Jewish
U.S. to 1877	Business
U.S. since 1877	Diplomatic/International

Atlantic World
African-American
African

Military
Women's

- * World history is a field for the M.A. and Candidacy Examinations but not for the dissertation.

Note: Students may also propose fields that are specific to their interests, e.g., religious history or the history of science. They may be interested in using one of the Department's constellations as a way to frame such a field. Graduate Studies Committee will evaluate proposals on a case-by-case basis. The Committee's chief concern will be that proposals evidence the same scope, in terms of breadth and depth, as the fields that are commonly presented for the Candidacy Examination. These fields should also contain comparative elements, and students who intend to propose them should consult with both their advisors and the Graduate Studies Chair as early as possible in the course of planning their programs.

TYPES OF GRADUATE COURSES

700-level courses:

Reading courses that serve to acquaint students with the literature in the field. Such courses give students wide-ranging bibliographical knowledge and an introduction to the major interpretative issues and controversies that have characterized the development of scholarship in the field. History 791 is a graduate-level independent study course that requires a contract between the student and the instructor.

800-level courses:

Normally two-quarter seminars in which students conduct research in primary source materials, integrate the results of their research with pertinent secondary sources, and produce a paper of publishable quality. Students submit their work to the constructive criticism of their peers as well as the instructor. History 850 may be used within specified limits to provide essentially the same experience for students whose needs cannot be met by the regularly scheduled seminars. An 850 course enrollment requires the endorsement of the advisor and the written consent of the Graduate Studies Chair.

898 is the M.A. Thesis writing course. The student must register for this course with a faculty member and should make sure that the faculty member is aware of the registration, so that a grade of S or U can be awarded at the end of the relevant quarter.

999 is the Ph.D. Thesis writing course. The student must register for this course with a faculty member and should make sure that the faculty member is aware of the registration, so that a grade of S or U can be awarded at the end of the relevant quarter.

Course Performance Reports:

Faculty will prepare reports on each student in each 700- and 800-level course. These will provide the grade and an explanation of the work performed, to include the theme of the course, the topic of the student's individual work, a statement of the student's strengths and suggestions for areas of improvement.

GRADING POLICY

Graduate students are graded in their coursework on a scale of A to E. Graduate students must maintain a 3.5 GPA to continue as Graduate Associates, and all students must maintain a 3.2 GPA to remain in the Ph.D. program. Grades in graduate classes are awarded on the following basis:

A	outstanding/excellent work
A-	very good work
B+	good work
B	satisfactory work
B-	marginal work
C+ and below	unacceptable work
S	satisfactory (for 898 or 999)
U	unsatisfactory (for 898 or 999)

FOREIGN LANGUAGE REQUIREMENT

Foreign Language Requirement for M.A.: Proven competence in one foreign language in fields that require foreign languages for research. The faculty in the student's major field should determine the method by which the language requirement should to be satisfied.

Foreign Language Requirement for Ph.D.: A student must possess competence in those foreign languages that the major field requires. Language requirements must be completed before admission to candidacy, and preferably in the first year of study.

For students whose major field lies within U.S. History, the Department requires for the Ph.D. competence in at least one foreign language to be determined in consultation with the advisor.

In all other fields a minimum of two foreign languages--one for the M.A. and one for the Ph.D. -- will be required. All foreign language requirements may be met by:

- a. receiving a grade of at least a "B" in a 500-level course that certifies ability to read with the use of a dictionary;
- b. passing a proficiency examination administered by the appropriate language department or passing a proficiency examination administered by the history faculty in the student's major field. In the latter case, an additional reader from outside the department shall also read the exam.

In a language where there is not an appropriate department, the Graduate Studies Chair may appoint an individual on the OSU staff with the required competence to administer proficiency exams of the same standards as in other languages.

M.A. REQUIREMENTS

Purpose: The M.A. degree program comprises study of historical scholarship in a given field or fields of history, training in a variety of research methodologies, and the acquisition of research skills such as languages and statistics. This program culminates in a major effort at original research and writing and introduces students to the knowledge and skills required for doctoral work. Normally students with an M.A. in fields other than history will be required to complete an M.A. in history before proceeding to the Ph.D. program.

A student may complete the written component of the M.A. degree in one of two ways. In consultation with his/her advisor, the student may choose a thesis option or a non-thesis option. For both the thesis option and the non-thesis option, the written work produced should be based on thorough research in primary sources and demonstrate rigorous argumentation, sound historical judgment, good organization, and clear readable style—in short, the standards that

apply to all professional scholarship. Length is not the primary criterion, although the customary range in most fields for a thesis is 50-65 pages. For the non-thesis option, the students should produce comparable work in the form of a seminar paper (or papers) or such other written material as deemed appropriate by the advisor.

Credit Hours: Forty-five (45) credit hours in courses with graduate credit, selected as follows:

Required courses:

History 786:	5 hours
Additional 700-level courses (excluding 791):	10 hours
800-level courses (normally a two-quarter sequence):	10 hours
Additional research hours satisfied by	
<i>Either</i> Additional 800-level courses (normally a two-quarter sequence but History 850 accepted)	10 hours
<i>Or</i> a Master's Thesis (History 898):	10 hours

Elective Courses to complete the 45 hour requirement:

- Up to 10 hours of 999
- Up to 5 hours of 791 (students may petition for an increased limit, if necessary)
- Up to 10 hours of courses outside the Department
- Other 700- and 800-level courses

A minimum of 25 hours, including at least one seminar, must be related to the student's field of study. The field must be selected from those designated for the Ph.D. on p. xx of this Handbook, and if possible, should be in the student's intended dissertation field.

Graduates of Ohio State may transfer up to 22 hours to count toward the M.A. degree (with approval of the Graduate Studies Chair). Other students may transfer no more than 9 credit hours from another institution (36 hours must be earned at Ohio State), and any transfer credit must have the written approval of the Graduate Studies Chair.

M.A. Examination: Upon completion of these requirements all students must pass a one-hour oral examination based on their 800-level work for the degree. (The student, in conjunction with his/her advisor, may choose to take an extra seminar, write a thesis, or complete a "Master's Essay" for the thesis requirement.) The committee will consist of the student's advisor, one faculty member from within the student's major field, and a third faculty member from another field (chosen by the student). After the exam, the committee will decide whether to recommend the student be admitted to the Ph.D. program in the History Department.

A report on the M.A. examination must be submitted by the student's advisor and signed by the other examiners (see the form on p. xx).

Application to Graduate with an M.A.: To graduate with an MA, a student must have been in residence for three quarters, unless the applicant is a graduate of OSU, in which case only two quarters of residence are required. The student must be enrolled for at least three credit hours during the quarter in which the Master's Examination is held.

All students must obtain an Application to Graduate – Master's Degree form from the Graduate Studies Coordinator. The student must deliver the application to the Graduate School no later than the second Friday of the quarter. It is the student's responsibility to arrange a mutually convenient date and time for the exam with the examiners and then inform the Graduate Studies Coordinator, who will assist in arranging a room for the one-hour oral exam.

A student may undertake doctoral work only upon recommendation of a majority of the student's Master's Examination Committee and after a faculty member has agreed to serve as the doctoral advisor. The Graduate Studies Chair must then lend his/her support to the student's admission to the PhD program by signing the PhD program entry form.

Time Limit: The time limit for completion of the Master's degree is four years, with an additional fifth year upon approval of the student's advisor and the Graduate Studies Chair. To hold a Graduate Associateship appointment, however, a student must complete the M.A. degree within three years after enrolling in the M.A. program.

Ph.D. REQUIREMENTS

Purpose: The purpose of the Ph.D. program is to train superior students in the skills necessary to enable them to add substantially to public and scholarly understanding of history. Students will be expected to acquire competence in their chosen fields and to develop professional expertise in research and writing, making use of both traditional and newer methods of historical inquiry. To this end, students are required to master the basic tools of research in their respective fields, such as language, paleography or quantitative skills.

To broaden their horizons as historians and to prepare them for careers other than teaching, students are encouraged to augment their training with the techniques of inquiry and analysis of other academic disciplines. The Ph.D. Program at OSU should not only qualify a person to perform successfully in the academic world, but also should be of considerable value for careers in business, government and other areas where the historian's knowledge and skills in research and communications are useful. Thus, students will have the opportunity to build into their programs correlative training outside the Department.

A student may be admitted directly to the Ph.D. program upon completion of a baccalaureate degree, with the favorable recommendation of the Graduate Studies Committee and upon the consent of a faculty member to serve as the student's advisor.

Credit Hours: At least 75 credit hours beyond the M.A. degree of which no more than 45 hours may be devoted to research and writing of the dissertation (History 999). For students who enter with a B.A., 120 hours are required.

Required Courses are:

	<u>With M.A.</u>	<u>With B.A.</u>
• History 786 is required unless taken for the M.A. (History 787 will be required at the discretion of the student's advisor.)	5 hours	5 hours
• 700-level courses (excluding History 791) One 700-level course in another department may be substituted.	10 hours	20 hours
• 800-level seminar	10 hours	20 hours

The 800-level seminar courses must be a two-quarter seminar sequence unless such a sequence was taken for the M.A. In such a case, two one-quarter 800-level seminar courses, given by two different professors, may be taken. One of these should be in the major field and preferably taken with the major advisor. A five-hour research seminar in another department may be substituted for one of the seminars with written permission of the Graduate Studies Chair. No more than five hours of History 850 may be used for this requirement.

Elective courses to complete the requirement are:

- Up to 45 hours of 999
- Up to 10 hours of 791 (13 for those who enter with a B.A; students may petition for an increased limit, if necessary)
- Other 700- and 800-level courses

Candidacy Examination: Before advancement to candidacy for the Ph.D. degree, a student must

pass the Candidacy (or General) Examination

The Ph.D. general examination in the Department of History serves two central purposes:

- General examinations probe the breadth and depth of a graduate student's knowledge of the literature and/or narrative of the fields of study. It certifies ability to teach courses in these fields of study and evaluates the student's ability to frame research interests within the context of the existing literature.
- The general examination also serves as a moment of articulation of a student's level of professionalism in written and oral form. It is part of a process of socialization and development in which the student's professional demeanor and sophistication can be observed. Successful completion of the general examination indicates to the faculty the student's readiness to become a member of the historical profession beyond the Department.

Fields

A student will prepare for the Candidacy Examination in *one major field, a secondary field, and a minor field*. The major field will be the field in which the student intends to write a dissertation. There will be at least two faculty examiners in the major field. The student is expected to develop a broad knowledge of the entire field and specialized competency in particular sub-areas, in consultation with the major examiners. If the student requests and the advisor agrees, at least one of the exam questions may engage directly the dissertation topic and the relevant literature.

Given the emphasis in the discipline of history on comparative, transnational, transcultural, and interdisciplinary themes, students would be well-advised to take advantage of the three-field configuration of doctoral study to craft a program that is both coherent and wide-ranging. The secondary field should complement the major field thematically, geographically, and/or chronologically. The minor field should advance the student's thematic, geographical, and/or chronological diversity beyond the major and secondary fields. To this end, students might consider developing an interdisciplinary minor field—that is, one outside the department. Such choices should be made in consultation with the advisor and must be approved by the Graduate Studies Chair.

Preparation

Reading lists: Well in advance of the examinations, the faculty advisor for each field should provide the student with a list of books to be mastered. The list should include works regarded as indispensable by the examiner, both contemporary and classic. The student's own interests and prospective dissertation research area should also be represented in the list. A faculty advisor may require a student to devise his/her own list (which should then be approved or amended by the advisor).

Independent reading: It is strongly recommended that students have at least one seminar course with each examiner. In addition, it is customary for the advisors and students to hold periodic meetings to review the literature of the field, discuss major themes, and pursue possible areas of questioning. History 791 provides credit to the student for this purpose. However, a maximum of only 10 credit hours in 791 is permitted. History 999 may also be used for independent work, but only 260 hours of 999 is permitted.

The Examination

When students are ready to take their exams, they must obtain a "Doctoral Notification of

Candidacy Examination” form from the Graduate Studies Coordinator. Students are then responsible for obtaining the necessary signatures, scheduling with committee members the mutually acceptable dates for the written exam and the two-hour oral defense, and returning the form to the Graduate Studies Coordinator or to the Graduate School. The Graduate Studies Coordinator will schedule the needed rooms for the oral defense.

By signing the “Doctoral Notification of Candidacy Examination” form, faculty committee members are asserting that, to the best of their knowledge, the student is sufficiently prepared to take the examination.

The student must be enrolled for at least nine credit hours during the quarter in which she/he takes his/her exams.

The Candidacy Examination consists of written, previously unseen, “open book” (unless otherwise required by the advisor) examinations in all fields as follows:

Major field written examination: The student, in consultation with the major field adviser, may select one of two options:

Option #1: The student will submit a Major Field Portfolio and a written examination prepared by at least two examiners, the total response being no longer than 5,000 words (roughly 20 double-spaced pages in 12-point font). The student may write the exam in an environment of her/his own choosing, but he/she must complete the exam within 48 hours. The student will also provide the examining committee members with a Major Field Portfolio that includes the final papers from 800-level research seminars, major written work from at least two 700-level reading seminars in this field, and the student’s OSU Advising Report.

Option #2: The student will complete a written examination of no more than eight hours prepared by at least two examiners. The examination will be written in an environment of the student’s choosing. The student will also provide the examining committee members with a Major Field Portfolio that includes the final papers from 800-level research seminars, major written work from at least two 700-level reading seminars in this field, and the student’s OSU Advising Report.

Secondary field written examination: The student, in consultation with the secondary field adviser, may select one of two options:

Option #1: The student will submit a written examination prepared by one examiner, the total response being no longer than 2,500 words (roughly 10 double-spaced pages in 12-point font). The student may write the exam in an environment of her/his own choosing, but he/she must complete the exam within 24 hours.

Option #2: The student will complete a written examination of no more than four hours prepared by one examiner. The examination will be written in an environment of the student’s choosing.

Minor field written examination: The student, in consultation with the minor field adviser, may select one of two options:

Option # 1: The student will submit a written examination prepared by one examiner, the total response being no longer than 2,500 words (roughly 10 double-spaced pages in 12-point font). The student may write the exam in an environment of her/his own choosing, but must complete the exam within 24 hours.

Option #2: The student will complete a three-or-four-hour examination prepared by one examiner. The examination will be written in an environment of the student's choosing.

Option #3: For a field outside the Department, the student may fulfill the written examination requirement by submitting a Third Field Portfolio containing the written work from two 700-level reading seminars in the field.

Written examinations are posted on Carmen. Members of the examination committee should supply the Graduate Studies Coordinator with the examination five working days ahead of the date of the examination. Faculty will be asked to submit contact information valid for the day of the examination, in the event that instructions need to be clarified or some unexpected problem arises.

When the student completes his/her examinations, he/she is responsible for providing members of the examination with copies of the written examinations for all three fields. The student's advisor is then responsible for contacting members of the committee to verify that they agree that the student did well enough on the written examination that he/she can then take the written examination. To avoid raising student anxiety levels, it is useful, too, to determine in advance whether the student will be given information about the results of the written examination before the oral examination takes place.

The Oral Examination: A two-hour oral examination must be scheduled at least seven calendar days after the last written examination, and all the written and oral examinations must take place within a three-week period. The oral examination committee will consist of the four Candidacy Examination Committee members. The exam will cover all three fields. Along with reviewing the components of the student's written examinations, the oral examination should test the breadth and depth of the student's knowledge in the three fields, in order to evaluate the student's readiness both to pursue independent dissertation research and to teach courses in his/her three fields of study.

If the student selects Option #3 for the minor field, his/her advisor should be in contact with the third-field examiner and should agree how this field is to be examined. The student should be apprised of the agreed-upon procedure.

It is recommended that, before the examination, faculty and student agree on the order of the examiners and on questioning procedures. After completing the written portion of the examination, students are to make a copy of the questions and answers of each portion of the exam and distribute them to the committee members.

It is possible to utilize teleconferencing for the Candidacy Examination. See the guidelines in Section II of the *Graduate School Handbook*.

Decision: The outcome of the Candidacy Examination is reached in the absence of the student. After discussion, the satisfactory/unsatisfactory decision is reached by means of a vote. Each examiner indicates judgment by signing the Candidacy Examination Report form that must be submitted to the Graduate School **within one day** after the oral examination.

Advisors should meet with the student to discuss his/her performance on the examination.

- The student is considered to have successfully completed the Candidacy Examination only when the decision of the Candidacy Examination Committee is unanimously affirmative.

- If the examination is judged unsatisfactory, the Candidacy Examination Committee must record that decision on the Candidacy Examination Report form.
- If a student takes his/her Candidacy Exam for a second time, it must include an oral portion. The Candidacy Examination Committee must include the same committee members as the original committee, unless the Dean of the Graduate School approves a substitution.
- No student is permitted to take the Candidacy Examination more than twice.

Post-Candidacy Rule: Students must complete a minimum of 6 hours of graduate credit hours over at least two quarters **after** admission to candidacy. **Post-candidacy students are to register for three credit hours per quarter.**

Prospectus: Within two quarters of the Candidacy Examination, the student will present a prospectus describing the topic, its significance, the status of existing literature, the materials available for investigation, and the questions that will guide the research. The prospectus must be submitted to the Graduate Studies Office with the signature, indicating approval, of the advisor and one other faculty member who will serve on the Dissertation Committee. The student should register the topic with the American Historical Association on forms available in the Graduate Studies Office.

Dissertation: Under the supervision of the student's advisor and dissertation committee, the student will write a dissertation involving independent research in primary sources. The dissertation should demonstrate the student's professional competence, be an original contribution to scholarly literature, and demonstrate potential for future publication as a monograph. For information regarding preparation of the document, refer to Section III of the *Graduate School Handbook*.

Time Limit: The Ph.D. dissertation must be completed within a five-year period after passing the Candidacy Examination. For further University policy regarding Ph.D. programs see Section II of the *Graduate School Handbook*.

Application to Graduate: The Ph.D. degree requires a cumulative point hour ratio of at least 3.0 and satisfactory performance in courses that are graded satisfactory/unsatisfactory (History 999). Students must complete a minimum of 6 hours of graduate credit hours over at least two quarters after admission to candidacy. Students must be registered for at least three credit hours during the quarter in which they are to receive the degree. The Application to Graduate must be filed no later than the second Friday after the beginning of the intended graduation quarter. The Doctoral Degree and Doctoral Draft Approval/Notification of Final Oral Examination forms can be obtained from either the Graduate Studies Coordinator or the Graduate School and must be filed no later than two weeks prior to the defense. **The Graduate Studies Coordinator must have a Xerox copy of these forms.** After the dissertation committee has reviewed the dissertation, the Graduate Studies Coordinator will reserve a room for the two-hour oral defense after notification of a mutually agreeable date and time. It is possible to utilize teleconferencing for the Candidacy Examination. See the guidelines in Section II of the *Graduate School Handbook*.

The student must be enrolled for at least three credit hours during the quarter in which the Dissertation Defense is held.

UNIVERSITY FELLOWSHIPS

The Department of History nominates students to the Graduate School for University Fellowships. These nominations are based on the application files submitted to the Department by prospective students, as reviewed by the Graduate Studies Committee. Students do not apply separately. Fellows are appointed by the Graduate School for twelve month terms. They must enroll for 15 credit hours each quarter of their fellowship tenure, except after candidacy, when they enroll for 3 credit hours.

GRADUATE ASSOCIATESHIPS

Graduate Associateships (GAs): There are two kinds of Graduate Associateships. Graduate Teaching Associateships (GTAs) and Graduate Research Associateships (GRAs).

Graduate Teaching Associateships. There are three types of GTAs:

- 1) Graders, who grade papers in high (over 60) enrollment courses.
- 2) Discussion Section Leaders (DSLs), who lead discussion sections and grade students in introductory courses taught by a faculty member.
- 3) Small-section Lecturers (SSLs), who teach an independent section with full responsibility for the class. An SSL assignment is for students who have passed the Candidacy Examination, except in unusual circumstances. Appointment to one's own independent section depends on departmental needs and the recommendation of the Chairs of the Graduate Studies and the Undergraduate Studies Committees.

Graduate Research Associateships (GRAs) either work in the Goldberg Center or with individual faculty members. Only a few are appointed every year.

Application Procedure: Applicants to the program need only check the appropriate box on the Graduate School application form to be considered for aid. All materials must be received no later than December 1 for the following academic year.

GA Selection Process: After December 1 the Graduate Studies Committee evaluates all GA applications and recommends a ranked list to the faculty and chair for approval. Letters of appointment are normally mailed in late February or early March. The deadline for acceptance or rejection of an associateship offer is included in the letter of appointment.

The number of GAs that the Department may appoint varies from year to year, but approximately fifteen appointments are made to new students each year. Applicants are evaluated on the basis of their undergraduate and, when relevant, graduate GPAs, GRE scores, preparation in necessary languages, statements of purpose, letters of recommendation, the quality of the sample of their scholarly work they submit in support of their applications, and their fit with the faculty in their field of application.

Individuals who have been accepted as unfunded students but who wish to be considered for a GA position may submit a formal application to the Graduate Studies Committee by December 1st. Their field's faculty are to consider their applications when they rank their students for consideration. Such requests are not guaranteed.

Eligibility for GA Appointment: Applicants for graduate associateships must meet the following eligibility criteria:

1. Maximum number of quarters of eligibility:

- a. Students who enter the graduate program with the B.A. degree are eligible for a total of fifteen (15) quarters of support (note: Summer Quarter appointments are *not* counted toward the 15-quarter total);
 - b. Students who enter the graduate program with the M.A. degree are eligible for a total of twelve (12) quarters of support (note: Summer Quarter appointments are *not* counted toward the 12-quarter total).
 - c. *Exceptions* to these eligibility limits may be granted only under unusual circumstances and upon petition to the Graduate Studies Committee.
2. Graduate associates who have reached the limit of eligibility for regular GA appointments will *not* be eligible for a subsequent Summer Quarter appointment. However, the Academic Program Coordinator may determine that the teaching needs of the department warrant waiver of this provision.
 3. GAs are normally not appointed to Summer Quarter positions more than twice. Should the Academic Program Coordinator determine that this provision hinders the scheduling of an adequate number of small -section lecture survey courses (staffed by senior GTAs as SSLs), the Academic Program Coordinator may waive this provision to ensure adequate scheduling of survey sections for the Summer Quarter.
 4. All fellowships and/or grants made by this University count toward the total number of quarters for the GA eligibility. (See 1a and 2b above.) Time spent on an externally-awarded fellowship or a language training fellowship does not reduce the quarters of eligibility.
 5. Graduate Associates are not to accept more than incidental additional employment outside of their usual responsibilities for the Department.

Terms of appointment: The normal GA appointment is "half-time" or 20 hours per week (a total of 240 hours during the course of a quarter). Occasionally there may be an appointment to more than 50 percent for a particular quarter (these "overload" appointments are made by the Academic Program Coordinator with the consent of the GA involved). Overload assignments may be compensated in two ways:

1. by a pro rata increase in the stipend (e.g., a 60% appointment would be compensated at 120% of the stipend); or
2. by reduced responsibilities in a subsequent quarter (the stipend would not change in this case).

GAs are expected to register for nine (9) credit hours per quarter, except summer when the minimum is seven (7). Doctoral students who have passed the Candidacy Examination must register for at least three (3) credit hours each quarter, including Summer Quarter.

Retaining appointments: GAs are expected to meet certain minimum standards in order to retain their appointments. These are:

1. Except in the most compelling circumstances, and by petition to the Graduate Studies Committee, maintain a GPA of 3.2 and satisfactory performance in courses that are graded satisfactory/unsatisfactory (History 999) for the first 18 months.

A GPA of 3.5 and satisfactory performance in courses that are graded satisfactory/unsatisfactory is required for the renewal of financial aid for the following years.

2. Perform GA duties in a satisfactory manner, as evaluated by faculty supervisors and the Academic Program Coordinator. For information on the standards used to evaluate GTAs, see the section titled "Responsibilities of Faculty and Graduate Teaching Associates"; this outlines the duties and responsibilities of both faculty supervisors and GTAs.
3. Maintain "adequate progress" in pursuing a graduate degree. "Adequate progress" is defined as:
 - a. completing annual review forms
 - b. completing the M.A. by the end of the 9th quarter after enrolling at The Ohio State University;
 - b. passing the Candidacy Examination by the end of the 15th quarter after entering the graduate program with the B.A. degree or the 9th quarter after entering the graduate program with the M.A. degree;
 - c. filing a dissertation prospectus by the end of the 2nd quarter after passing the candidacy examination;
 - d. completing the doctoral dissertation within 12 quarters of passing the Candidacy Examination.

Please note that summers or other quarters in which a student is not taking classes **do** count toward the total.

If in a truly exceptional case it appears that a GA will exceed these time allotments, the student and the advisor may petition the Graduate Studies Committee for an additional year's appointment. If the advisor *and* the Committee are satisfied that normal progress is being made in light of circumstances, the GA appointment may be continued. (Note: Examples of such circumstances include absence of the advisor, unusual foreign language requirements, or sources suddenly becoming unavailable.)

Should a GA not fulfill all of the above requirements, the Graduate Studies Committee will investigate the circumstances. In cases of unsatisfactory performance or misconduct, the Committee may terminate a GA's appointment. Being found guilty of academic misconduct is grounds for immediate termination. Such terminations may be made with two weeks advance notice or may become effective the following quarter or academic year. In the case of more serious infractions (and in the case of arrest and conviction), immediate termination may result, pursuant to The Ohio State University *Operating Manual* (No. 8.10, page 1). GAs who are subject to dismissal may initiate a Grievance Procedure, also discussed in the *Operating Manual* (Number 10.10, page 6).

New GAs, University, and Graduate Enrichment Fellows who enter the combined M.A./Ph.D. program can expect to receive funding for five years (15 quarters) if they meet the standards for retaining their appointments.

New GAs and Fellows who enter in the doctoral program can expect under normal circumstances to receive funding for four years (12 quarters) if they meet the standards

for retaining their GA appointments.

Dissertation (6th Year) Appointments: Pending budgetary constraints and the Department's teaching requirements, GAs and Fellows will be eligible to apply for an additional year of funding at the end of their normal terms of service. In recent years, there have been very few of these funding opportunities available.

Summer Quarter Appointments: The Department normally appoints a limited number of graduate associates for Summer Quarter service. These appointments are open *only* to current GAs. The most senior applicants rank at the top of the list; among applicants with equal seniority. Those with less prior summer GA support will rank ahead of those with more prior summer support. Summer appointments are subject to the needs of the Department. (See "3" in the "Eligibility for GA Appointment" section above.)

Fourth Quarter Tuition and Fee Waiver: Graduate Associates who have held appointments for all three quarters of the regular academic year are eligible for waiver of tuition and fees if they register for at least seven (7) credit hours during the Summer Quarter (pre-candidacy examination) or for at least three (3) hours (post-candidacy examination).

Stipends: The College of Humanities has three stipend levels for graduate associates:

Level I applies to the first, second and third years of GA appointment for students who enter the graduate program with a B.A. degree and to the first two years of GA appointment for students who enter with the M.A. degree.

Level II applies to appointments beyond the third year for B.A. entrants and beyond the second year for M.A. entrants.

Level III is granted to Ph.D. candidates the quarter after they pass the Candidacy Examination.

Level I to Level II changes occur at the beginning of Autumn Quarter.

In addition to the monetary stipend stated above, the graduate associate is exempt from tuition and fees (both resident and nonresident) during the period of appointment.

Assignment of Graduate Teaching Associates: Each quarter the Academic Program Coordinator asks the GTAs for their preference for assignment, both for the type of service (leading discussion sections, grading in large lecture sections, or assisting faculty research) and the specific course(s). The Academic Program Coordinator then assigns GTAs their duties. Although departmental needs come first, every effort is made to assign GTAs their first or second choices for both service and course.

Senior GTAs may also be assigned to teach an independent section of a 100-level course under the supervision of a faculty member. To be assigned to teach such a section, a graduate student normally must have passed the Candidacy Examination and have demonstrated teaching ability as a discussion leader in that course. The Department's policy is that each GA should teach an independent section as final preparation for teaching elsewhere.

Responsibilities of Faculty and Graduate Teaching Associates

Members of the Faculty in the Department of History recognize the importance of training graduate students to teach at the university level. One of the methods the Department employs involves assigning Graduate Teaching Associates (GTA) to work with faculty Lecturers in survey

and upper-level lecture courses. It is the purpose of the following guidelines, which have been developed through discussions between faculty and graduate students, to clarify the responsibilities of both Lecturer and GTA—who may serve as either a Discussion Section Leader (DSL) or Grader. The relationship between the Lecturer and GTA should be one of cooperation, partnership, and mutual respect.

Responsibilities of the Lecturer.

A. The Lecturer is responsible for designing the course, including preparing the syllabus and course requirements, establishing the structure and content of discussion sections and grading policies, and ordering desk copies of the assigned books for the GTA.

B. After GTA assignments are announced for the forthcoming quarter, the Lecturer should as soon as possible before the first day of class discuss with the GTA the design of the course and the expectations for the GTA.

C. To ensure that course objectives are being met, the Lecturer should schedule meetings with the GTA at regular intervals, normally once a week, throughout the quarter to discuss various aspects of the course, including the assigned readings, advising of students, grading of assignments, and, for DSLs, the topics and readings to be discussed for each discussion section. The Lecturer should hold a final meeting at the end of the quarter to furnish an opportunity for both Lecturer and GTA to provide feedback on their experience with the course.

D. The Lecturer may ask the GTA to submit graded examinations and papers (or sample thereof) and grade distributions to the Lecturer for approval. It is understood that, although the GTA may be assigning grades to his or her students, it is the Lecturer who bears final responsibility for the course and for grades assigned in the course. The Lecturer will act as the source of appeal for a student who is not satisfied with the GTA's explanation of a grade, but the Lecturer should consult with the GTA about the final determination of the appeal.

E. The Lecturer is responsible for evaluating the GTA's work. For DSLs with less than three quarters of experience, the Lecturer should visit a discussion section twice during the quarter—once during the first three weeks and once after the sixth week. The Lecturer and the DSL may arrange additional visits. For DSLs who have served as a discussion leader for at least three quarters, the Lecturer need only attend one discussion class during the first three weeks of the quarter. Soon after each visit, the Lecturer and the DSL should discuss the observations made.

F. After the final course grades are turned in, the Lecturer must fill out a "Teaching Assistant Service Report" on each GTA. After completing the service report, the Lecturer shall discuss it with the GTA and give opportunity to the GTA to add comments to the form before it is submitted to the Academic Program Coordinator, who will then make a copy for the GTA. The service report then becomes a part of the GTA's permanent file.

Responsibilities of the GTAs

A. The GTA is generally responsible for all grading and advising (relative to the course) of students assigned to him/her. The GTA is expected to attend and take notes on all lectures, complete all readings assigned in a timely fashion, hold a minimum of two regularly scheduled office hours per week in his/her office (more if needed after the return of examinations and papers), be available to students by appointment, and complete grading assignments according to the standards established by the Lecturer and by the date assigned by the Lecturer. If requested by the Lecturer, the GTA may participate in the construction of examinations and other written assignments.

B. GTAs will not be expected to complete outside readings beyond those required of students in the course, except in circumstances where a GTA is assigned as a DSL in a course for which he or she lacks preparation; in these cases, the Lecturer may provide additional readings as are necessary.

C. If there are problems between the Lecturer and GTA that the GTA does not think can be brought directly to the Lecturer, the GTA should contact the Chair of Graduate Studies, who will consult with the Academic Program Coordinator.

D. DSLs will be assigned as discussion leaders to appropriate lower-level courses as needed by the Department. Although DSLs will ordinarily be assigned to courses related to one of their programs of study, it might be necessary to assign a DSL to a course for which he or she has little or no graduate-level preparation. Normally, the DSL will be responsible for two sections, each section meeting twice weekly. From time to time, there may be variations from this pattern.

E. Without prior approval of the Lecturer, the DSL will not present formal lectures in his or her own sections. The DSL will follow the structure and content of discussion sections as outlined by the Lecturer. The DSL is encouraged to employ a variety of teaching techniques that s/he has learned from other teaching courses and experiences.

F. Following University rules, the DSL must use the University Student Evaluation of Instruction form at the end of the quarter. The DSL is strongly encouraged to use an additional evaluation form for qualitative feedback.

Evaluation: The Academic Program Coordinator monitors performance of graduate associates. Service reports are filed each quarter on every GA and are used in the reappointment process. A GA should review his/her service report and discuss it with the evaluator, adding comments if desired. The Academic Program Coordinator handles all questions concerning service evaluation; appeals go to the Chair of the Department.

Graduate Research Associateships (GRAs): Holders normally assist a faculty member on a research project and are subject to the same rules and regulations as GAs.

FUNDING FOR GRADUATE STUDENTS

Internal Fellowships Awarded on Admission

The following is a list of the major fellowships awarded by the Graduate School to incoming students. Candidates for these fellowships are nominated by the department, but the awards are decided by a committee within the Graduate School.

Susan L. Huntington Dean's Distinguished University Fellowships (DDU): For entering students only. The monthly stipend is \$1,800 (or \$21,600 per year).

Distinguished University Fellowships (DUF): For entering students only. The stipend is \$1,256 for the first year and \$1,800 for the dissertation year.

University Fellowships (UF): For entering students only. The stipend is \$1,256 per month (or \$15,072 per year).

Dean's Graduate Enrichment Fellowship: For entering students only. The stipend is \$1,256 for the first year and \$1,800 for the dissertation year.

Graduate Enrichment Fellowships: For entering students only. The stipend is \$1,256 per month (or \$15,072 per year).

Stipends for Graduate Associates

Graduate Associates who have not yet passed their Ph.D. Candidacy Examinations are provided a stipend of \$1,544 per month for three quarters. On passing the examinations, the amount rises to \$1,673 per month. These amounts are set by the Graduate School for all graduate programs.

Internal Fellowships for Dissertation Research

Presidential Fellowships: Twice a year the Graduate School calls for nominations from each department for the Presidential Fellowships, designed to support research and writing in the final year of the dissertation. Beginning in Spring 2009, the monthly stipend will be \$1,800 (or \$21,600 per year).

The **Center for Historical Research** in the Department of History offers one dissertation fellowship each year. The fellowship is not designated specifically for OSU history graduate students, however; the competition is open to graduate students from other disciplines and other universities. (See <http://chr.osu.edu/applicationpage.cfm>.)

Internal Funding for Research and Travel

There are a variety of sources within the University for research and travel funds. (See the section titled “Getting Information about Fellowships, Grants, and Awards—Internal and External,” below.) Most useful in this regard is the **College of Humanities Research Small Grants** program, which funds travel to research collections and travel to present papers at conferences. COH provides up to \$500 in support; the Department of History is required to match whatever funds are granted by the College. (For more information, go to <http://humanities.osu.edu/studentinfo/grads/> and click on “Research Small Grants.”)

The Department of History has limited funds to support research travel and travel to conferences. In the latter case, priority is given to students who are presenting papers at conferences. But, since the department feels that attendance at academic conferences is an important part of learning to be a professional historian, it has made some funds available to students to attend even if they are not presenting papers. In line with University regulations, a maximum of \$200 is awarded for regional travel; of \$400 for national travel; and of \$500 for international travel. Funds for research travel and conference travel are awarded competitively, as reimbursements of receipts and an accounting submitted after the travel has been completed. Students should apply to the Graduate Studies Chair well in advance of the research trip or conference for funding. The application should include a statement of the research proposal or of the conference topic (with an explanation of its relevance to the student’s graduate program), a letter of support from the advisor, and a budget. If the application is granted, students **must** get a “trip number” from the department’s fiscal officer, Chris Burton, **before** departure. Without a trip number assigned prior to travel, University regulations make it impossible to reimburse travel expenses.

CIC Traveling Scholar Program for Graduate Students

The CIC Traveling Scholar Program enables a graduate student to take advantage of special resources, such as unusual courses and library collections, which are not available on the home

campus. The Program is administered by the Graduate School and members of the Department of History may participate in it if they meet the requirements. The participating universities are the University of Chicago, the University of Illinois, Indiana University, The University of Iowa, The University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Pennsylvania State University, Purdue University, and The University of Wisconsin.

The CIC Traveling Scholar first must be recommended by his/her own graduate advisor who will approach an appropriate faculty member at the possible host institution; graduate deans at both universities must approve the action. The scholar will be registered, billed and accredited by the home university. Participation is normally limited to one semester or two quarters on another campus.

Graduate Student Awards and Prizes from the Department of History

Department of History Graduate students may apply for the following research awards. Interested students should contact the Chair of the Awards and Prizes Committee early in the year to obtain details for nomination and application procedures. More Information can be found at <http://history.osu.edu/students/grad/awards/>.

General Awards

Faculty Award for Graduate Students in History

Humanities Summer Research Fellowships

Provides summer support for students working on dissertations. Students with Summer Quarter GAs are not eligible.

RTAP Award

Summer stipends for graduate students in any field of history to support thesis or dissertation research in Columbus or elsewhere. Award amount is three months of standard monthly TA stipend amount.

Field Specific Awards

Robert Bremner Award

Supports graduate student education in U.S. history.

Andreas Dorpalen Award

Supports travel to Germany for a graduate student working on a doctoral dissertation in nineteenth or twentieth century German history.

Foster Rhea Dulles Award

For graduate students working on dissertations or theses in U.S. history, particularly 20th century. Award amount varies.

Ruth Higgins Award

Provides a summer stipend for a graduate student in any field of history. The grant may support dissertation or thesis research in Columbus or elsewhere.

Bradley R. Kastan Award

Provides support in the field of business history.

Philip Poirier Award

For graduate students in British history to support dissertation research in England. Award

amount varies.

Elaine S. and John C. Rule Award

Provides support to travel and/or study abroad in Western Europe (France, the Netherlands, Belgium, Italy, Spain and Portugal).

Henry H. Simms Award

Given to support dissertation research in Early American history. Award amount varies.

Tien-Yi Li Prize

Given to award an outstanding graduate student in the field of Chinese history and culture. Award amount varies.

Allan and Helga Wildman Award

Supports training and research in the Russian/East European fields. May be used for research trips or special language or conference travel. Award amount varies.

Getting Information about Fellowships, Grants, and Awards—Internal and External

The following websites provide information about fellowships, grants, and awards administered by the Department of History, the College of Humanities, and the Graduate School at OSU.

Department of History Graduate Student Awards and Prizes:

<http://history.osu.edu/students/grad/awards/>.

Center for Historical Research, Department of History: A Dissertation Fellowship is awarded annually; see the CHR website for details: <http://chr.osu.edu/applicationpage.cfm>.

College of Humanities Grants: <http://humanities.osu.edu/studentinfo/grads/>. Click on “The G. Michael Riley International Academic Fund,” “Research Small Grants,” “OSU Funding Opportunities,” and “External Funding Opportunities.”

Graduate School Fellowships: <http://www.gradsch.ohio-state.edu/>; click on “Funding.”

Graduate students are encouraged to search out external fellowship and grant opportunities to help support their graduate studies. The Research Foundation at OSU offers assistance, and it is strongly recommended that students consult with one of the following staff members about their research interests and funding needs:

Sarah Starr (starr.1@osu.edu), Director of Funding and Research Development
Donna Roxey (roxey.1@osu.edu), Sponsored Programs Officer

Finally, the **American Historical Association** website (<http://www.historians.org/index.cfm>) has a guide to grants for historians. In order to access the database, however, one has to be an AHA member. Please the Graduate Studies Chair if you are not a member and interested in looking at this information.

**PROFESSIONAL ETHICAL STANDARDS AND
ACADEMIC MISCONDUCT: UNIVERSITY AND
DEPARTMENT POLICIES**

Academic Misconduct

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided the student; and violation of program regulations as established by departmental committees.
2. Providing or receiving information during quizzes and examinations such as course examinations and candidacy examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work.
3. Submitting plagiarized work for academic credit. Plagiarism is the representation of another's work or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. (See the next section.)
4. Falsification, fabrication, or dishonesty in reporting research results.
5. Serving as, or enlisting the assistance of, a "ringer" or substitute for a student in the taking of examinations.
6. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
7. Alteration of University forms used to drop or add courses to a program, or unauthorized use of such forms.
8. Violation of confidentiality—that is, the inappropriate dissemination of information contained in confidential files (such as applications to the graduate program or applications for positions within the department).

Instructors and graduate teaching assistants should not penalize students for academic misconduct. All cases of suspected academic misconduct should be reported to the Committee on Academic Misconduct, which will decide them. Graduate teaching associates should report cases to the instructor, who will then pass them on to the Committee on Academic Misconduct.

For the University policies on academic misconduct, see <http://studentaffairs.osu.edu/resource/csc.asp> and <http://oaa.osu.edu/coam/graduate-code.pdf>. For further information on the ethical standards for historians, consult the American Historical Association's "Statement of Standards of Professional Conduct," available at <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>.

Plagiarism

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct that can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your graduate career.

Plagiarism can take many forms. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition that is not your own. Any such verbatim use of another's work must be acknowledged by 1) enclosing all such copied portions in quotation marks and by 2) giving the original source either in the body of your essay, or in a footnote, or in another appropriate form of scholarly citation.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrasing is ever necessary, the source must be scrupulously indicated by footnotes, or other appropriate forms of scholarly citation.

Still another form of plagiarism is difficult to define. It consists of writing a paper based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a paper you reproduce the structure and progression of ideas in an essay you have read, or speech you have heard, you are not engaging your own mind and experience enough to claim credit for it.

For the University definition of plagiarism, see http://studentaffairs.osu.edu/resource_csc.asp and http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm. You may also wish to consult the American Historical Association's "Statement of Standards of Professional Conduct," available at <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>. If there is any doubt concerning what constitutes plagiarism, it is the student's responsibility to seek clarification from the faculty.

Research Involving Human Subjects

Students whose M.A. or Ph.D. research involves interviewing must get approval from the University's Human Subjects Review committee. Consult the website of the Office for Responsible Research Practices, Office of Research, for details: <http://orrrp.osu.edu/humansubjects/index.cfm>. Since the approval process is a lengthy one, students are advised to begin the application procedures well in advance of the research proposed.

Sexual Harassment

Graduate students, in their dealings with all members of the University community, are subject to University regulations governing sexual harassment. These regulations can be found at the following website: <http://hr.osu.edu/policy/policy115.pdf>. It is the responsibility of the student to be aware of these regulations.

GRIEVANCE PROCEDURES

Graduate student grievances involving grades, sexual harassment, and academic misconduct are

handled in accordance with specific existing University policies.

Once the results of Ph.D. Candidacy Examinations and dissertation defenses have been reported, it is the Graduate School that handles any grievances. In such cases students should contact the department chair and the chair of graduate studies for information on these grievance procedures.

The remainder of this section outlines the procedures for handling grievances within the department that are not governed by existing, formalized University procedures. For example, such grievances might be related to the structure of classes, Graduate Teaching Associate or Graduate Research Associate assignments, disputes between graduate students and faculty, or conflicts between graduate students. In such cases, the following procedures should be followed:

1) Informal mediation.

- a) The student should first discuss the complaint informally with the individual or individuals who are the basis of the grievance.
- b) If this does not result in a satisfactory resolution, then the student should take the complaint to the Chair of Graduate Studies, who will try to work out a satisfactory resolution. If the Chair of Graduate Studies is the target of the grievance, the student should take the complaint to the vice chair of the department.
- c) If this effort at mediation fails, the student should take the dispute to the Department Chair, who will make a further attempt to resolve the conflict. If the Chair is the target of the grievance, the student should proceed to step 2.

2) Formal complaint. If the efforts in step 1 fail, the student should submit a written complaint to the Department Chair, with copies to the individual or individuals against whom the complaint has been made. If the Chair is the target of the complaint, the Chair should immediately designate the Chair of Graduate Studies or the Vice Chair to handle the formal complaint. The individual or individuals named in the grievance must submit a written response to the Chair or designee within thirty working days. The Chair or designee will provide the student with a copy of this response and make one final attempt to resolve the situation.

3) Response to Formal Complaint. Following step 2, if the grievance has not been resolved, the Chair or designee will provide the student with a written summary of the efforts taken to resolve the dispute, and a description of the solution reached, or a summary of the unresolved issues. In the event that no solution is reached the Chair will provide advice on the procedures for petitioning the College of Humanities or the Graduate School, whichever is appropriate, for a formal hearing or other appropriate avenue of appeal.

MISCELLANEOUS INFORMATION

Leaves of Absence

Post-candidacy students may request a Leave of Absence from their doctoral studies on a quarterly basis. Students who entered in or after 2008 may request up to a maximum overall leave period of one year. The initial request for a leave should be submitted by the student to the graduate studies committee in the student's home program. If the leave is approved at the program level, the graduate studies chair will formally request the leave in writing to the dean of the Graduate School. A request for a leave needs to be submitted before the actual leave period begins. Verification of circumstances should be included as part of the leave request.

Continuous Enrollment

The University's Continuous Enrollment policy is effective for all students who were admitted to the Graduate School Autumn Quarter in 2008 and after. All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every quarter of their candidacy (summer excluded) until graduation. Students must be enrolled for at least 3 credits per quarter.

Change of Advisor

Incoming students are assigned a faculty advisor whose academic interests are primarily the same as the student's. Should a student wish to change advisors, he or she should contact the Graduate Studies Coordinator. A simple consent form will then be sent to the prospective advisor. The student should notify the former advisor of this change.

Computing

E-Mail: The University, through the Office of Information Technology (OIT), provides all students with free e-mail accounts. You can use any of the computers in the Graduate Student offices to set up your account. Please note that the Department only recognizes the OSU e-mail address for list serve purposes.

Six months after a student ceases to register for classes, OIT will send a notice announcing its intention to cancel the student's e-mail account on the assumption that the student is no longer enrolled in the University. At this point the student should contact the Graduate Studies Coordinator in the history department, so that he/she can notify OIT that the account should be kept in operation.

The Harvey Goldberg Center for Excellence in Teaching: The Goldberg Center provides an instructional computing facility in 207 Dulles for all History faculty, graduate students, and staff. The facility is available only for instructional computing related to the teaching mission of the department. Your own academic and personal computing must be done on other machines. The Goldberg staff can help you create class web sites, use the Multimedia Database, scan images for class, develop class presentations, organize e-mail class discussion groups, and help with any other classroom-related computing needs. The Goldberg Center is open during regular business hours.

For personal computing, go into the website of the Office of Information Technology (<http://oit.osu.edu>) for a complete listing of the computer sites available around campus.

Job Placement

Primary responsibility for placement rests with the student and advisor. The History Department's Placement Officer (and the Graduate Studies Chair) advertise positions as they are sent to them over the histgrads listserv. The Placement Officer also organizes mock conference interviews for job candidates; these provide a very useful opportunity for prospective job candidates to practice their presentation skills.

A student seeking employment should register with the History Department's Placement Officer. The student should prepare a synopsis of his/her professional qualifications and background (Curriculum Vitae or "C.V."). Copies go to advisors, the Placement Officer, and prospective employers. Students are advised to consult the Department of History Graduate Studies website for sample curricula vitae.

Students are encouraged to submit their dossiers through the website www.interfolio.com.

GRADUATE FACULTY OF THE DEPARTMENT OF HISTORY

The following is a listing, by area of interest, of the Graduate Faculty, with indications of educational background, research and teaching interests, and publications past or forthcoming.

AFRICAN and AFRICAN-AMERICAN HISTORY

Leslie Alexander, Associate Professor. Ph.D., Cornell University. Research and teaching interests include African American, Latin American and women's history. Publications include *African or American?: Black Identity and Political Activism in New York City, 1784-1861*.

Hassan Jeffries, Associate Professor, joint appointment with the Kirwan Institute for the Study of Race and Ethnicity in the Americas. Ph.D., Duke University. Dissertation title: "Bloodied but Unbowed: The African American Freedom Struggle in Lowndes County, Alabama."

Ousman Kobo, Assistant Professor. Ph.D., University of Wisconsin-Madison. Research and teaching interests include 20th century West African history. Dissertation: "Promoting the Good and Forbidding the Evil: A Comparative Historical Study of the Ahl-as-Sunna Islamic Reform Movements in Ghana and Burkina Faso, 1950-2000."

Claire Robertson [see Women's History]

Stephanie Shaw [see Women's History]

Ahmad Sikainga, Professor. Ph.D., University of California, Santa Barbara. Research and teaching interests include Sudanese history, labor history, and the history of slavery. Publications include *Slaves Into Workers: Emancipation and Labor in Colonial Sudan*.

AMERICAN HISTORY

Paula Baker, Associate Professor. Ph.D., Rutgers University. Research and teaching interests include U.S. Political history. Publications include *The Moral Frameworks of Public Life: Gender and Politics in Rural New York, 1870-1930*.

M. Les Benedict, Professor Emeritus. Ph.D., Rice University. Research and teaching interests include American Legal and Constitutional history and Reconstruction. Publications include *The Blessings of Liberty: A Concise History of the Constitution of the United States*.

Mansel G. Blackford, Professor. Ph.D., University of California at Berkeley. Research and teaching interests include American business history and the American West. Publications include *On Board the USS Mason: The World War II Diary of James A. Dunn*.

Kevin Boyle, Humanities Distinguished Professor. Ph.D., University of Michigan. Research and teaching interests include twentieth century U.S. race, class, and politics. Publications include *Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age*.

John L. Brooke, Professor. Ph.D., University of Pennsylvania. Research and teaching interests include Early American society, religion, and political culture; material culture and global environmental history. Publications include *Columbia: Civil Life on the Banks of the Hudson, 1776-1821* (2008) and *A Rough Journey: Human History and a Volatile Earth* (2009).

Joan Cashin, Associate Professor. Ph.D., Harvard University. Research and teaching interests

include nineteenth-century American history. Publications include *The War was You and Me: Civilians in the American Civil War*.

William Childs, Professor. Ph.D., University of Texas. Research and teaching interests include modern U.S., 20th century world, business, consumer culture and film history. Publications include *Trucking and the Public Interest* and *The Texas Railroad Commission*.

Steven Conn, Professor. Ph.D., University of Pennsylvania. Research and teaching interests include U.S. intellectual and cultural history. Publications include "The Politics of Painting: Horace Pippin the Historian."

Lilia Fernandez, Assistant Professor. Ph.D., University of San Diego. Research and teaching interests include Latina/o, immigration, urban, and women's history and race and ethnicity. Dissertation: "Latina/o Migration and Community Formation in Postwar Chicago: Mexicans, Puerto Ricans, Gender, and Politics, 1945-1980."

Alan Gallay, Professor, Warner R. Woodring Chair in Early American History. Ph.D., Georgetown University. Research and teaching interests include colonial and revolutionary America and the U.S. South. Publications include *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717*.

Harvey Graff, Professor. Ph.D., University of Toronto. North American and western European comparative social and cultural history, history of literacy, history of children and families, history of cities. Publications include *Literacy and Historical Development* and *The Dallas Myth: The Making and Unmaking of an American City*.

Mark Grimsley [see Military and Diplomatic/International History]

Peter L. Hahn [see Military and Diplomatic/International History]

Susan M. Hartmann [see Women's History]

Margaret E. Newell, Associate Professor. Ph.D., University of Virginia. Research and teaching interests include American colonial and Native American history. Publications include *From Dependency to Independence: Economic Revolution in Colonial New England* and *The Changing Nature of Indian Slavery in New England*.

Randolph A. Roth, Professor. Ph.D., Yale University. Research and teaching interests include nationalist and pre-Civil War America, environmental history and criminal justice history. Publications include *The Democratic Dilemma: Religion, Reform, and the Social Order in the Connecticut River Valley of Vermont, 1761-1850*.

Stephanie J. Shaw [see Women's History]

David L. Stebenne, Associate Professor. J.D., Ph.D., Columbia University. Research and teaching interests include U.S. history since 1890; American political, economic, labor and legal history of the twentieth century. Publications include *Arthur J. Goldberg: New Deal Liberal*.

Judy Tzu-Chun Wu, Associate Professor. Ph.D., Stanford University. Research and teaching interests include modern U.S. history, Asian American history, immigration and racial formation, women's/gender history, the 1960s, and the U.S. West. Publications include *Dr. Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity*.

ANCIENT HISTORY

Greg Anderson, Associate Professor. Ph.D., Yale University. Research and teaching interests include ancient Greek history. Publications include, *The Athenian Experiment: Building an Imagined Political Community in Ancient Attica, 508-490 B.C.*

Timothy E. Gregory, Professor. Ph.D., University of Michigan. Research and teaching interests include Byzantine history and the history of Greece. Publications include *Isthmia V. The Hexamilion and the Fortress*.

Nathan S. Rosenstein, Professor. Ph.D., University of California, Berkeley. Research and teaching interests include ancient Rome. Publications include *Rome at War: Farms, Families and Death in the Middle Republic* and *A Companion to the Roman Republic*.

Kristina Sessa, Assistant Professor. Ph.D., University of California at Berkeley. Research and teaching interests include Ancient and Medieval history. Dissertation: "The Household and the Bishop: Establishing Episcopal Authority in Late Antique Rome."

ATLANTIC WORLD HISTORY

Leslie Alexander [see African-American and African History]

Kenneth Andrien [see Latin American History]

John Brooke [see American History]

David Cressy [see European History]

Robert Davis [see European History]

Lilia Fernandez [see American History]

Alan Gallay [see American History]

Matt Goldish [see Jewish History]

Donna Guy [see Latin American History]

Ousman Kobo [see African-American and African History]

Margaret Newell [see American History]

Geoffrey Parker [see European History]

Claire Robertson [see Women's History]

EAST ASIAN HISTORY

James R. Bartholomew, Professor. Ph.D., Stanford University. Research and teaching interests include Japanese history and the history of science. Publications include *The Formation of Science in Japan: Building a Research Tradition*.

Philip C. Brown, Professor. Ph.D., University of Pennsylvania. Research and teaching interests include Japanese and East Asian history, early East Asian-European interactions, and the history of cartography. Publications include *Central Authority and Local Autonomy in the Formation of Early Modern Japan* and *Virtual Kyoto: Exploring the Past, Present and Future of Kyoto*.

Christopher A. Reed, Associate Professor. Ph.D., University of California, Berkeley. Research and teaching interests focus on the Qing, Republican, and People's Republic periods (mid-18th to late 20th centuries). Publications include *Gutenberg in Shanghai: Chinese Print Capitalism*,

1876-1937.

Ying Zhang, Assistant Professor. Ph.D., University of Michigan. Research and teaching interests include Chinese Ming-Qing history, early Chinese political institutions and philosophy, literature and politics in pre-modern and modern China, masculinity and gender in pre-modern and modern China. Dissertation title is "Loyalty in Scandals and Eulogies: Political Culture and Literati-Official Masculinity during the Ming-Qing Transition (1570-1670)."

EUROPEAN HISTORY

Alison I. Beach, Assistant Professor. Ph.D., Columbia University. Research and teaching interests include European medieval history and religious history. Publications include *Women as Scribes: Book Production and Monastic Reform in Twelfth Century Bavaria*.

Alan D. Beyerchen, Associate Professor. Ph.D., University of California at Santa Barbara. Research and teaching interests include modern German history. Publications include *Scientists under Hitler*.

Alice Conklin, Associate Professor. Ph.D., Princeton University. Research and teaching interests include France and its empire, comparative imperialism, and modern Europe. Publications include *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930*.

David Cressy, Professor. Ph.D., University of Cambridge. Research and teaching interests include Tudor and Stuart English history. Publications include *Birth, Marriage and Death: Ritual, Religion and the Life Cycle in Tudor and Stuart England* and *England on Edge: Crisis and Revolution 1640-1642*.

Robert C. Davis, Professor. Ph.D., Johns Hopkins University. Research and teaching interests include Renaissance Italian and early modern Mediterranean history. Publications include *Christian Slaves, Muslim Masters: White Slavery in the Mediterranean, the Barbary Coast, and Italy, 1500-1800*.

Carole Fink [see Military and Diplomatic/International History]

Harvey Graff [see American History]

Timothy E. Gregory [see Ancient History]

John F. Guilmartin [see Military and Diplomatic/International History]

Daniel Hobbins, Associate Professor. Ph.D., University of Notre Dame. Research and teaching interests include western European and medieval history. Publications include *Introduction, Translation, and Notes: The Trial of Joan of Arc*.

Robin E. Judd [see Jewish History]

Stephen Kern, Professor. Ph.D., Columbia University. Research and teaching interests include modern European cultural and social history. Publications include *The Culture of Time and Space, 1880-1918*.

Christopher Otter, Associate Professor. Ph.D., University of Manchester. Research and teaching interests include British, urban, and environmental history, and the history of science and technology. Publications include *The Government of the Eye: A Political*

History of Light and Vision in Britain, 1800-1910.

Geoffrey Parker, Distinguished University Professor and Andreas Dorpalen Professor, Ph.D. and Litt.D., Cambridge University. Research and teaching interests include early modern Europe, European expansion, and military history. Publications include *The Military Revolution: Military Innovation and the Rise of the West 1500-1800* and *The Grand Strategy of Philip II to Military Revolution*.

Nathan S. Rosenstein [see Ancient History]

Jennifer Siegel, Associate Professor. Ph.D., Yale University. Modern European diplomatic/military history. Publications include *Endgame: Britain, Russia and the Final Struggle for Central Asia*.

Birgitte Soland [see Women's History]

Dale K. Van Kley, Professor. Ph.D., Yale University. Research and teaching interests include early modern French history with a special interest in religion and its interaction with political history. Publications include *The Religious Origins of the French Revolution: From Calvin to the Civil Constitution, 1560-1791*.

ISLAMIC HISTORY

Stephen F. Dale, Professor Emeritus. Ph.D., University of California at Berkeley. Research and teaching interests include South Asian and Islamic history. Publications include *South Asian Merchants and Eurasian Trade, 1600-1750*.

Carter V. Findley, Professor. Ph.D., Harvard University. Research and teaching interests include the Ottoman Empire, Islamic history, and world history. Publications include *Ottoman Civil Officialdom: A Social History*.

Jane Hathaway, Professor. Ph.D., Princeton University. Research and teaching interests include Islamic and world history. Publications include *The Politics of Households in Ottoman Egypt: The Rise of the Qazdaglis*.

Scott Levi, Associate Professor. Ph.D. University of Wisconsin-Madison, 2000. Research and teaching interests include South Asian history and cultural anthropology. Publications include: *The Indian Diaspora in Central Asia and its Trade, 1550-1900*.

Thomas McDow, Assistant Professor. Ph.D., Yale University. Research and teaching interests include African, transnational Islamic, and Indian Ocean history. Dissertation: "Arabs and Africans: Commerce and Kinship from Oman to the East African Interior, 1820-1890."

JEWISH HISTORY

Matt Goldish, Associate Professor. Ph.D., Hebrew University of Jerusalem. Research and teaching interests include medieval and modern Jewish history. Publications include *Judaism in the Theology of Sir Isaac Newton*.

Robin E. Judd, Associate Professor and Graduate Studies Chair. Ph.D., University of Michigan. Research and teaching interests include modern and medieval Jewish History, German history

and gender history. Publications include *Contested Rituals: Circumcision, Kosher Butchering, and Jewish Political Life in Germany*.

LATIN AMERICAN HISTORY

Kenneth Andrien, Humanities Distinguished Professor. Ph.D., Duke University. Research and teaching interests include Latin American, Spanish, and Atlantic history. Publications include *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532-1825*.

Lilia Fernandez [see American History]

Donna J. Guy, Professor. Ph.D., Indiana University. Research and teaching interests include Latin American and Argentine history, women's history, history of sexuality, entrepreneurial and economic history. Publications include *Sex and Sexuality in Latin America*.

Stephanie J. Smith, Associate Professor. Ph.D., SUNY at Stony Brook. Research and teaching interests include Latin American history. Dissertation title: "Engendering the Revolution: Women and State Formation in Yucatan, Mexico, 1872-1930."

MILITARY AND DIPLOMATIC/INTERNATIONAL HISTORY

Carole Fink, Professor Emeritus. Ph.D., Yale University. Research and teaching interests include European diplomatic and international history. Publications include *Genoa, Rapallo, and the Reconstruction of Europe in 1922*.

Mark Grimsley, Associate Professor. Ph.D., The Ohio State University. Research and teaching interests include 19th century American military history. Publications include *The Hard Hand of War: Union Military Policy Toward Southern Civilians, 1861-1865*.

John F. Guilmartin, Professor. Ph.D., Princeton University. Research and teaching interests include early modern European history, military history, and naval history. Publications include *A Very Short War: The Mayaguez and the Battle of Koh Tang*.

Peter L. Hahn, Professor. Ph.D., Vanderbilt University. Research and teaching interests include diplomatic history. Publications include *The United States, Great Britain, and Egypt, 1945-1956: Strategy and Diplomacy in the Early Cold War*.

Peter Mansoor, Associate Professor and Raymond E. Mason, Jr. Chair of Military History. Ph.D., Ohio State University 1995. Research and teaching interests include military history, national security and policy studies, and early modern European history. Publications include *The GI Offensive in Europe: The Triumph of American Infantry Divisions, 1941-1945*.

Robert McMahon, Ralph D. Mershon Professor, joint appointment with the Mershon Center. Ph.D., University of Connecticut. Research and teaching interests include U.S. diplomatic history. Publications include *The Cold War: A Very Short Introduction* and *The Limits of Empire: The United States and Southeast Asia Since World War II*.

Geoffrey Parker [see European History]

Jennifer Siegel [see European History]

RUSSIAN AND EASTERN EUROPEAN HISTORY

Nicholas B. Breyfogle, Associate Professor. Ph.D., University of Pennsylvania. Research and teaching interests include Russian history. Publications include *Heretics and Colonizers: Forging Russia's Empire in the South Caucasus*.

Theodora Dragostinova, Assistant Professor. Ph.D., University of Illinois at Urbana-Champaign. Research and teaching interests include modern Eastern Europe and modern Western Europe. Dissertation: "Between Two Motherlands: Struggles for Nationhood among the Greeks in Bulgaria, 1906-1949."

David L. Hoffmann, Professor. Ph.D., Columbia University. Research and teaching interests include Russian history. Publications include *Peasant Metropolis: Social Identities in Moscow, 1929-1941*.

WOMEN'S HISTORY

Donna J. Guy [see Latin American History]

Susan M. Hartmann, Professor Emeritus. Ph.D., University of Missouri-Columbia. Research and teaching interests include women's history and U.S. history. Publications include *The Other Feminists: Activists in the Liberal Establishment*.

Claire Robertson, Professor. Ph.D., University of Wisconsin. Research and teaching interests include women's history and African history. Publications include *Trouble Showed the Way: Women, Men and Trade in the Nairobi Area, 1890-1990*.

Stephanie J. Shaw, Associate Professor. Ph.D., The Ohio State University. Research and teaching interests include women's history, women of color, U.S. history. Publications include *What A Woman Ought to Be and to Do: Black Professional Women Workers During the Jim Crow Era*.

Stephanie J. Smith [see Latin American History]

Birgitte Soland, Associate Professor. Ph.D., University of Minnesota. Research and teaching interests include European women's history, modern European history and modern Scandinavian history. Publications include *Gender, Kinship, Power: A Comparative and Interdisciplinary History* (with M.J. Maynes et al.).

Mytheli Sreenivas, Associate Professor, joint appointment with Women's Studies. Ph.D., University of Pennsylvania. Research and teaching interests include India, south Asia, and women's history. Dissertation: "Nationalizing Marriage in Tamil India, 1890s - 1940s."

Judy T. Wu [see American History]

REGIONAL CAMPUS FACULTY

Mary (Mollie) W. Cavender, Associate Professor, OSU Mansfield. Ph.D., University of Michigan. Research and teaching interests include Russian, modern European, cultural and intellectual history. Dissertation title: "Nests of the Gentry: Family, Estate and Local Loyalties in Provincial Tver, 1820-1860."

Stanley E. Blake, Assistant Professor, OSU Lima. Ph.D., State University of New York, Stony Brook. Research and teaching interests include Latin American history, especially the history of Brazil. Dissertation: "The Invention of the *Nordestino*: Race, Religion, and Identity in Northeastern Brazil, 1889-1945."

Alcira Dueñas, Associate Professor, OSU Newark. Ph.D., The Ohio State University. Research and teaching interests include Latin American, Andean, indigenous, and colonial literacy history. Publications include "Writing Social Justice and Reforms in Late Colonial Peru: An Andean Critique to Spanish Colonialism" in *Struggles for Social Rights in Latin America*.

A. Harding Ganz, Associate Professor, OSU Newark. Ph.D., The Ohio State University. Research and teaching interests include modern German and military history. Publications include "Questionable Objective: The Brittany Ports, 1944."

James E. Genova, Associate Professor, OSU Marion. Ph.D., State University of New York at Stony Brook. Research and teaching interests include African, European, and cultural history. Publications include *Colonial Ambivalence, Cultural Authenticity, and the Limitations of Mimicry in French-Ruled West Africa, 1914-1956*.

Allison Gilmore, Associate Professor, OSU Newark. Ph.D., The Ohio State University. Research and teaching interests include U.S. history, military history, and Asian history. Publications include "*You Can't Fight Tanks with Bayonets*": *Allied Psychological Warfare against the Imperial Japanese Army in the Southwest Pacific*.

Tryntje Helfferich, Assistant Professor, OSU Lima. Ph.D., University of California Santa Barbara. Research and teaching interests include early modern Europe, Tudor-Stuart Britain, medieval Islam, medieval Europe. Publications include: *A Documentary History of the Thirty Years War (1618-1648)*.

Derek Heng, Assistant Professor, OSU Marion. Ph.D., University of Hull, England. Research interests include pre-modern China and Southeast Asian history. Dissertation: "The Economic Interaction between China and the Malacca Straits Region, Tenth to Fourteenth Centuries."

Thomas Ingersoll, Associate Professor, OSU Lima. Ph.D., UCLA. Research and teaching interests include U.S. and modern European history. Publications include *Mammon and Manon in Early New Orleans: The First Slave Society in the Deep South, 1718-1819*.

Mitchell Lerner, Associate Professor, OSU Newark. Ph.D., University of Texas at Austin. Research and teaching interests include modern American diplomatic and political history. Publications include *The Pueblo Incident: A Ship and the Failure of American Foreign Policy*.

Lucy Murphy, Associate Professor, OSU Newark. Ph.D., Northern Illinois University. Research and teaching interests include U.S. history, race and ethnicity in the U.S., and Latin American history. Publications include *A Personal Frontier: Economy, Race and Gender in the Midwest, 1737-1832*.

Richard Shiels, Associate Professor, OSU Newark. Ph.D., Boston University. Research and

teaching interests include U.S. history and religious history. Publications include "The Scope of the Second Great Awakening: Andover, Massachusetts as a Case Study."

David Steigerwald, Associate Professor, OSU Marion. Ph.D., University of Rochester. Research and teaching interests include U.S. intellectual and cultural history and recent U.S. history. Publications include *The Sixties and the End of Modern America*.

Margaret Sumner, Assistant Professor, OSU Marion. Ph.D., Rutgers University. Research and teaching interests include early American history and women's history. Dissertation: "Reason, Revelation and Romance: The Social and Intellectual Construction of Early American College Communities, 1782-1860."

Gleb Tsipursky, Assistant Professor, OSU Newark. Ph.D., University of North Carolina at Chapel Hill. Research and teaching interests include Russian, Eastern European, Eurasian and European history. Dissertation: "Pleasure, Power and the Pursuit of Communism: Soviet Youth and State-Sponsored Popular Culture during the Early Cold War, 1945-1968."

ADJUNCT FACULTY

Melvin L. Adelman, Ph.D., University of Illinois. Associate Professor, School of Health, Physical Education and Recreation. Sports History.

Victoria Getis, Ph.D., University of Michigan. Director, Digital Union, The Ohio State University.

Kenneth Goings, Ph.D., Princeton University. Professor and Chair, Department of African-American and African Studies. African American history.

John A. Lynn, Ph.D., UCLA. Professor, Department of History, University of Illinois at Urbana-Champaign. Military, early modern European, and French military history.

Samuel A. Meier, Ph.D., Harvard University. Associate Professor, Department of Near Eastern, Judaic and Hellenic Languages and Literatures. Hebrew, Ancient Near Eastern Civilizations, and Comparative Semitics.

Parveneh Pourshariati, Ph.D., Columbia University. Assistant Professor, Department of Near Eastern, Judaic and Hellenic Languages and Literatures.

Edward A. Riedinger, Ph.D., University of Chicago. Professor and Biographer, University Libraries for Latin America, Spanish and Portuguese. Latin American history.

Walter C. Rucker, Ph.D., University of California, Riverside. Associate Professor, Department of African American and African Studies, The Ohio State University.

David J. Staley, Ph.D., The Ohio State University. Director, The Goldberg Program, Department of History. Historical Methods and new media.

Richard H. Steckel, Ph.D., University of Chicago. Social & Behavioral Sciences Distinguished Professor of Economics and Anthropology, The Ohio State University, and Research Associate, National Bureau of Economic Research.

Richard M. Ugland, Ph.D., Indiana University. Academic Program Coordinator, Department of History. Twentieth century American history.

**ANNUAL REVIEW
GRADUATE STUDENT FORM**

Name: _____ Advisor _____

Year you entered the program:

Term/Year MA requirements completed (if you entered with an MA, N/A):

Term/Year you plan to complete/or completed MA requirements:

Term/Year you plan to take/or took your general examination:

Term/Year you plan to submit/or submitted your prospectus:

Term/Year you plan to enter/or entered Ph.D. candidacy:

Term/Year you plan to complete your dissertation (post-candidacy only):

Courses taken this year and grades earned:

Progress on dissertation:

Grants and awards applied for:

Grants and awards approved:

Conference papers presented (include title, conference, and date):

Other conference participation (describe):

Teaching:

Grading/RA assignments:

Courses for which you ran discussion sessions (include SEIs):

Courses you taught independently (include SEIs):

Service:

Please verify with the student the projected dates for completing future milestone accomplishments.

Student Signature

Date

Advisor

Date

M.A. Program Outline

Name _____ Date Entering _____
 Advisor _____
 Field _____
 Language Requirement _____ Method Fulfilled _____
 (Optional for U.S. History)

COURSEWORK (45 credit hours)

A. Required:	Quarter	Grade	Credit
History 786	_____	_____	_____
10 Hours of 800-level seminar:			
_____	_____	_____	_____
two 700-level courses (excluding 791):			
_____	_____	_____	_____
_____	_____	_____	_____
10 Hours of MA Thesis (898) or two additional 800-level courses			
_____	_____	_____	_____
_____	_____	_____	_____
B. Electives:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- C. Restrictions:
- No more than ten hours of History 850 may count toward the Degree.
 - History 850 cannot be used to fulfill the first 800-level seminar requirement.
 - No more than five hours of History 791 can count toward the Degree (except by petition).
 - No more than ten hours of History 999 can count toward the Degree.
 - No more than ten hours outside of History can count toward the Degree.

THE MASTER'S EXAMINATION:

Advisor
 2nd Major Field Committee Member
 Appointed Committee Member

Decision _____ Date _____

RECOMMENDED FOR Ph.D. PROGRAM: _____ yes _____ no

REPORT ON THE M.A. EXAMINATION

To be completed after the examination by the advisor.

Date: _____

Student's Name: _____

Title(s) of M.A. Thesis or Seminar Papers: _____

Rating of the M.A. Exam: Pass _____

Unsatisfactory _____

Do the members of the examining committee recommend that the student be admitted to a Ph.D. program in the Department of History?

Please write **yes** or **no**: _____ Advisor _____

_____ 2nd Examiner _____

_____ 3rd Examiner _____

NOTE: In the case of a negative vote, this form must be accompanied by a letter from the advisor explaining the recommendation.

If yes, does the student intend to continue into the Ph.D. program? _____

If yes, who will serve as Ph.D. advisor?

Accepted: _____ (advisor name)

ADMISSION TO THE Ph.D. PROGRAM

Meeting on _____, the Graduate Studies Committee of the Department of

History voted to **admit** ____ **not to admit** ____ the above named student to the Ph.D. program.

Signature of the Graduate Chair

Ph.D. Program Outline

Name _____ Date Entering _____

ADVISORY COMMITTEE

Major Field _____ Advisor _____
 2nd Examiner _____
 Minor Field _____ Examiner _____
 Minor Field _____ Examiner _____

LANGUAGES

First Language _____ Date Approved _____
 Second Language _____ Date Approved _____

COURSEWORK (75 credit hours for those entering with an M.A.; 120 hours for those entering with only a B.A.)

A. Required:	Quarter	Grade	Credit
History 786 (unless met for M.A.)	_____	_____	_____
Two 700-level courses (excluding History 791)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
10 hours of 800-level seminar coursework, normally in the form of a two-quarter seminar:	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Electives: (Other than 999)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

C. History 999 Quarters: (Please keep list.)

Quarter	Instructor	No. of Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- D. Restrictions:
- No more than 45 hours of History 999 can count toward the Degree.
 - No more than 10 hours of History 791 can count toward the Degree (except by petition)
 - No more than five hours of History 850 can be used to fulfill the 800-level seminar requirement

CANDIDACY EXAMINATION

Date _____ Decision _____

Committee Members

Major Field _____ Advisor _____
Examiner _____
Minor Field _____ Examiner _____
Minor Field _____ Examiner _____

DISSERTATION PROSPECTUS

Approved _____ Advisor _____

Committee Members

First Reader _____
Second Reader _____

DISSERTATION

Date _____ Defense Decision _____

Topic _____

Committee Members

Advisor _____
First Reader _____
Second Reader _____
Graduate School Representative _____