

The Ohio State University
**Department
Of History**

**Graduate Handbook
2012 - 2013**

Graduate Studies Program
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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 for the educational benefit of students and faculty at The Ohio State University and also for a national and international audience of scholars, teachers, and students. Our faculty, students, and staff participate in various intellectual communities within the department, in programs and activities of other OSU Departments and interdisciplinary Centers, and in associations and think tanks around the world.

FOR FURTHER INFORMATION:

Professor Robin Judd, Chair, Graduate Studies Committee (judd.18@osu.edu)

Mr. James Bach, Graduate Studies Coordinator (bach.27@osu.edu)

Department of History Graduate Program website: history.osu.edu/graduate.

Contents

ADMINISTRATIVE STRUCTURE	5
APPLICATION FOR ADMISSION	6
Admissions Office	6
Graduate Studies Coordinator	6
Foreign Applicants	7
Grade Point/Major	7
AFTER YOU HAVE BEEN ADMITTED	7
ORIENTATION	8
ADVISOR/ADVISEE RELATIONSHIP	9
Advisors	9
Advisees	9
Change of Advisor	10
RESIDENCY	10
LIST OF FIELDS FOR M.A. AND Ph.D.	10
LIST OF CONSTELLATIONS	11
TYPES OF GRADUATE COURSES	11
7000-level courses	11
8000-level courses	12
GRADING POLICY	12
FOREIGN LANGUAGE REQUIREMENTS	13

Foreign Language Requirement for M.A.	13
Foreign Language Requirement for Ph.D.	13
M.A. REQUIREMENTS	14
Purpose	14
Credit Hours	14
Required courses	14
M.A. Examination	15
Application to Graduate with an M.A.	15
Ph.D. REQUIREMENTS	15
Credit Hours	16
Candidacy Examination	17
Fields	17
Preparation	18
The Examination	18
UNIVERSITY FELLOWSHIPS	24
GRADUATE ASSOCIATESHIPS	25
Graduate Associateships (GAs)	25
Application Procedure	25
GA Selection Process	25
Eligibility for GA Appointment	26
Responsibilities of the GTAs	31

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. Further information concerning the Graduate School at the Ohio State University can be found at: <http://gradsch.osu.edu>.

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 faculty members of the Department of History faculty, 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).

APPLICATION FOR ADMISSION

Information concerning the application for admission process may be obtained from the Department of History: <http://www.history.osu.edu/graduate/application-info>.

DECEMBER 1 is the deadline for receipt of all application material from new students, OSU graduate students in other departments, and unfunded History graduate students who wish to apply for funding. Funded students may enter the graduate program only in Autumn Semester. However, upon admission to the program, students may petition to begin the preceding Summer Term.

Ohio State University's Admissions Office requires students to submit application materials to two separate offices: the university's Office of Graduate and Professional Admissions (<https://www.applyweb.com/apply/osu/index.html>) AND the Department of History (bach.28@osu.edu).

Admissions Office

Submit the following electronically to the Office of Admissions (<https://www.applyweb.com/apply/osu/index.html>)

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.

Graduate Studies Coordinator

Submit the following electronically to the Graduate Studies Coordinator in the Department of History: bach.27@osu.edu. Please use "Application for Graduate Admission, 2012" as your subject heading.

1. A brief (approximately 2-4 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."). It also should include the historical questions that most interest you, your career goals, the reasons you are applying to Ohio State's History program, and the faculty members with whom you wish to study.

2. 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.
3. At least three letters of recommendation from persons acquainted with your scholarly ability.
4. 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. Your submission should not be longer than 50 pages.

Please do not send transcripts or GRE scores to the Department of History.

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. The Graduate School requires a 3.6 GPA for its University Fellowship nominees and a 3.1 for its Enrichment Fellowship nominees.

Admission Process: In December the Graduate Studies Coordinator makes the applications available to members of the faculty, who review the applications according to the prospective field of study. Members of each field then recommend applicants for admission to the Graduate Studies Committee. The Graduate Studies Committee then decides whether to admit applicants to the Department's graduate program. In recent years, approximately fifteen percent of applicants are nominated for admission and approximately ten percent of the applicants received an offer of admission into the program.

AFTER YOU HAVE BEEN ADMITTED

Upon admission, students should:

1. Formally accept your offer of admission by contacting Jim Bach at bach.27@osu.edu AND via your Buckeyelink page. Fellowship recipients also must notify Bobbi Davis Jones of their acceptance at davis-jones.1@gradsch.ohio-state.edu.

2. Inform the Graduate Studies Office of any change of status. Make sure you provide your address, name and where you can be reached during the summer. If you have made any changes in your plans to matriculate, please contact the office with that information as well. Applications can be updated for two semesters without further fees.
3. 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.
4. 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 Semester courses you will take.
5. Register for courses a full week (seven days) before the first day of classes.
6. 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.
7. 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 or online on the departmental website.
8. Keep a copy of this *Graduate Handbook* 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*

ORIENTATION

New students should attend BOTH the Graduate School's general orientation session and the History Department's new student orientation. Both take place at the beginning of Autumn Semester. 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.

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 semester, 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 semester, of the courses the student has enrolled in,
- learn and respect established deadlines and Graduate School protocols,
- arrange for letters of recommendation and signatures with sufficient time in advance (at least 2 weeks)
- 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. During the second semester 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.

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.

Change of Advisor

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.

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 registrar.osu.edu ("General Information").

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

African	African American
Ancient	Atlantic World
Digital**	Diplomatic/International
Early Modern European	East Asian
Islamic	Jewish
Latin American	Medieval European
Military	Modern European
Public**	Russian and Eastern European
U.S since 1877	U.S. to 1877
Women's	World

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

** Students can pursue an MA or minor field in Digital and Public history, although they currently cannot pursue those fields as major fields or 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. The 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.

LIST OF CONSTELLATIONS

Maintaining our commitment to the traditional regional and chronological fields of study, the Department of History has organized itself into cross-cutting constellations that are framed around the thematic questions that we all ask as we study the past, questions such as the workings of the state, the construction of identity, and the environmental circumstances of human life. The thematic framing of these constellations promises to enhance our connections with scholars and students working throughout the university.

Graduate students are encouraged to incorporate these constellations into their candidacy exams, using them as secondary or minor fields.

Constellations include:

Colonialism, Post-Colonialism, and the Origins of Globalization

Comparative Empires

Environment, Technology, and Science

Human Conflict, Peace, and Diplomacy

Power, Culture, and the State

Race, Ethnicity, and Nation

Religion in History

Women's, Gender, and Sexuality History

More information concerning the constellations can be found at:

<http://history.osu.edu/constellations>

TYPES OF GRADUATE COURSES

7000-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 7193 is a graduate-level independent study course that requires a contract between the student and the instructor. There are two versions of History 7193 – 7193.01 (graded A-E), and 7193.02 (graded S/U). Students should enroll in 7193.01 unless directed otherwise by their instructor, in consultation with their advisor.

8000-level courses

Normally, 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.

6999 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 semester.

8999 is the Ph.D. Dissertation 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 semester.

Course Performance Reports:

Faculty will prepare reports on each student in each 7000- and 8000-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 6999 or 8999)
U	unsatisfactory (for 6999 or 8999)

FOREIGN LANGUAGE REQUIREMENTS

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 must be met by:

- a. receiving a grade of at least a "B" in a 4000-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. 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 non-thesis option or a thesis option. Students entering with a BA generally take a non-thesis option in order to facilitate completing the program while they still enjoy guaranteed funding from the department. Students/Advisors might consider the MA thesis option if the student/advisor feels it would be in the best interest of the student to have the learning experience of writing a full thesis. Both options result in written work based on thorough research in primary sources and should demonstrate rigorous argumentation, sound historical judgment, good organization, and clear readable style—in short, the standards that apply to all professional scholarship.

Credit Hours

Thirty (30) credit hours in courses with graduate credit, selected as follows:

Required courses

History 7905	3 hours
History 7900	3 hours
Additional 7000-level courses (excluding 7193)	6 hours
8000-level courses	3 hours

Additional research hours satisfied by

Elective 7000 level courses

Elective 8000-level courses

Up to 9 hours of 8999/7193 (students may petition for an increased limit, if necessary)

Up to 9 hours (3 courses) outside the Department

Students must also demonstrate proficiency in one foreign language before completing the M.A.

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 8000-level work for the degree. The committee will consist of the student's advisor and at least one faculty member chosen by the student's advisor in consultation with the student, in which the student, advisor, and faculty member discuss student's coursework and general progress. After the exam, the committee will decide whether to recommend the student be admitted to the Ph.D. program in the History Department.

Application to Graduate with an M.A.

To graduate with an MA, a student must have been in residence for two semesters, unless the applicant is a graduate of OSU, in which case only one semester of residence are required. The student must be enrolled for at least three credit hours during the semester in which the Master's Examination is held.

All students must obtain an **Application to Graduate – Master's Degree** form from either the Graduate School or the Graduate Studies Coordinator. The student must deliver the application to the Graduate School no later than the *second Friday* of the semester. 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 50 credit hours beyond the M.A. degree of which no more than 30 hours may be devoted to research and writing of the dissertation (History 8999). For students who enter with a B.A., 80 hours are required.

Required Courses are:

	With M.A.	With B.A.
History 7900 (unless taken for the MA)	3 hours	3 hours
History 7905 (unless taken for the MA)	3 hours	3 hours
History 7910	3 hours	3 hours
7000-level courses	9 hours	9 hours
8000-level seminars	3 hours	6 hours

The remainder of the courses needed to reach the required hours for PhD will be will be made up of electives from the 5000-8000 level, as discussed and chosen with advisor.

Elective courses to complete the requirement are:

- Up to 30 hours of 8999
- Up to 10 hours of 7193 (13 for those who enter with a B.A; students may petition for an increased limit, if necessary)
- Other 7000- and 8000-level courses

A three-hour research seminar in another department may be substituted for one of the seminars with written permission of the Graduate Studies Chair.

Students will be allowed to count up to 6 courses from outside the department for the PhD, with the right to petition for more. These courses might include language (or other professional skills) training from another department. These courses might also include thematic and other topical offerings from other departments.

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. They evaluate the student's ability to frame research interests within the context of the existing literature.
- General Examinations also serve as an opportunity for the student to share his/her dissertation's prospectus with members of the faculty.

Fields

A student will prepare for the Candidacy Examination in *one major field and two minor fields*. 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 minor fields should complement or advance the major field thematically, geographically, and/or chronologically and provide chronological diversity beyond the major field. 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. Students interested in pursuing one of the many certificates, specializations, and minors in other departments available to Ph.D. students in History are encouraged to speak with their advisors concerning this option with sufficient time to complete the necessary course requirements mandated by those departments.

Preparation

Reading lists: The faculty advisor for each field must provide the student with a list of items to be mastered at least six months prior to the exam. A faculty advisor may require a student to devise his/her own list (which should then be approved or amended by the advisor). The list should include works regarded as indispensable by the examiner, both contemporary and classic, and also should represent the student's own interests and prospective dissertation research area. Although there may be some small variations among fields, major field lists should normally include no more than approximately 100 items. Minor field lists should normally include no more than approximately 50 items.

Independent reading: It is strongly recommended that students have at least one readings 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 7193 provides credit to the student for this purpose. However, a maximum of only 6 credit hours in 7193 is permitted. History 8999 may also be used for independent work..

The Examination

The "Doctoral Notification of Candidacy Examination" form can be obtained from the Graduate Studies Coordinator. In agreeing to 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. After the student has arranged the writing date and scheduled a mutually acceptable date and time for the two-hour oral defense with committee members, the form is returned to the Graduate Studies Coordinator, who will be responsible for obtaining the written exam from the major field examiners and for scheduling the needed room for the oral defense.

The student must be enrolled in sufficient courses to be considered full time during the semester in which the Oral Examination is held.

The Candidacy Examination consists of

(A) Major field written examination:

The written examination is to be 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 must complete it within 48 hours. The student also will also provide the examining committee members with a Major Field Portfolio that includes the final papers from 8000-level research seminars, major written work from at least two 7000-level reading seminars in this field, the student's OSU Advising Report, and the dissertation prospectus. The major field portfolio should be submitted to the examiners at least two weeks before the Oral Exam.

The student should copy the questions and answers and distribute them to the committee members after completion of the written exam. Within one week after the student has completed that examination, the examiners should provide student with feedback concerning whether or not he/she passed the written exam. The written and two hour oral examinations must take place within a three-week period. If, based on evaluating the written portion, the advisor or another member of the candidacy examination committee see no possibility for a satisfactory overall performance on the candidacy examination, the student may be advised to waive the right to take the oral portion. The candidacy examination committee may not, however, deny a student the opportunity to take the oral portion. The student and faculty examiners will then determine the approximate date of the second written examination. A student can only re-write his/her written exams two times.

(B) *Minor field written portfolios:*

Both minor fields will be assessed via the reading list and portfolio. The portfolios should include (1) all 7000 and/or 8000 papers written for courses relating to the fields in question, (2) the reading list compiled by the student and examiner, (3) a list of 6 – 8 historiographical and methodological questions concerning the field, and (4) the dissertation prospectus. At least one of the minor field portfolios should also include a syllabus the student creates for a course that he/she might wish to teach relating to that field. The student must provide a copy of his/her portfolios to each member of the committee at least two weeks before the Oral Exam.

(C) *Oral Examination:*

The two hour oral examination committee will consist of the four Candidacy Examination Committee members. The oral examination will focus on: (a) a review of the written component of the exam and (b) a discussion of the reading lists and portfolios presented by the student. Faculty also should reserve some time for a brief discussion of the student's dissertation prospectus. It is recommended that, before the examination, faculty and student agree on the order of the examiners and on questioning procedures.

In addition:

Written examinations will be posted on Carmen. Faculty examiners 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.

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.

- 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.
- The nature of the second Candidacy Examination is determined by the Candidacy Examination Committee, but it must include an oral portion. If a second examination is held, the Candidacy Examination Committee must be the same as the original one, unless substitution is approved by the Dean of the Graduate School.
- No student is permitted to take the Oral Candidacy Examination more than twice.

Post-Candidacy Rule. Students must complete a minimum of 6 hours of graduate credit hours over at least two semesters **after** admission to candidacy. **Post-candidacy students are to register for three credit hours per semester.** Students are encouraged to enroll in 8000 seminars even after they have completed their exams; the seminars provide excellent opportunity to complete chapters of the dissertation in a timely fashion.

Prospectus. Students are required to submit a prospectus as part of their field portfolios required for their candidacy exams. The prospectus describes the topic, its significance, the status of existing literature, the materials available for investigation, and the questions that will guide the research. After the successful completion of the student's candidacy exam, he/she must submit a copy of the prospectus with the signature, indicating approval, of the advisor. 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*.

Dissertation Committee. The dissertation committee is composed of the advisor and at least two other members of the Ohio State University Graduate Faculty. The advisor must be a member of the faculty of the History Department, and it recommended that at least one of the other two committee members also come from the History Department. Non-Graduate Ohio State Faculty members may be appointed to the dissertation committee by approval of the Graduate Studies Committee and by petition to the Graduate School. However, non-Graduate Faculty members who serve on dissertation committees serve on those committees in addition to the required three, current Ohio State Graduate faculty members.

The dissertation committee is established at a time thought to be appropriate by the student and the advisor. Students are responsible for making certain that committee members are on duty in the semester or summer session of the defense.

External Members. With the approval of the Graduate School, faculty from other universities or persons with special academic or technical expertise may be appointed to the dissertation committee. Adjunct appointments are not needed for those members. However, these committee members are in addition to the required three current Ohio State Graduate faculty members.

Final Oral Examination Committee. The final oral examination committee is composed of the student's dissertation committee, plus the Graduate Faculty Representative.

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 8999). Students must complete a minimum of 6 hours of graduate credit hours over at least two semesters after admission to candidacy. Students must be registered for at least three credit hours during the semester 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 semester*. 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 receive a 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 semester in which the Dissertation Defense is held.

Draft Approval. The student must submit a complete, word-processed dissertation draft to the dissertation committee for review and approval or disapproval. Approving the dissertation draft means that the dissertation committee members judge it to be of sufficient merit to warrant holding the final oral examination. Each dissertation committee member indicates approval of the dissertation draft by signing the Draft Approval/Notification of Final Oral Examination form that must be submitted to the Graduate School no later than two weeks before the date of the final oral examination. After the final oral examination committee has been approved by the Dean of the Graduate School, the Final Oral Examination Report form is sent to the student's advisor. The final oral examination must take place during announced university business hours, Monday through Friday.

Graduate Faculty Representative. Once the final oral examination is scheduled, the Dean of the Graduate School appoints the Graduate Faculty Representative. The Graduate Faculty Representative is a Category P Graduate Faculty member who is neither a Graduate Faculty member in the student's graduate program nor a member of the dissertation committee. No less than one week before the final oral examination, a complete, word-processed dissertation or D.M.A. document draft must be presented to the Graduate Faculty Representative. The Graduate Faculty Representative is a full voting member of the final oral examination committee. The Graduate Faculty Representative reports a judgment of the quality of the examination, of the dissertation or document, and of the student's performance to the Graduate School. If the examination is reviewed, the Graduate Faculty Representative also reports to the Graduate School on the fairness of the conduct of the examination and its conformity to Graduate School rules.

Attendance and Format. Except when video conferencing is approved by the Graduate School, all members of the final oral examination committee must be present during the entire examination. All committee members are expected to participate fully in questioning during the course of the examination and in the discussion of and decision on the result. Other faculty members and graduate students may attend the examination, subject to the rules of the Graduate Studies Committee. The final oral examination lasts approximately two hours. According to Graduate School regulations, at least one hour of the two-hour examination period must be allotted to discussion of the dissertation research and to questions of and answers by the student.

Video Conferencing. With the prior approval of the Graduate School, one remote examination site may be linked through video conferencing. All doctoral final oral examinations involving video conferencing must adhere to the Graduate School's guidelines for video conferencing (see Appendix B).

Postponement. The final oral examination is expected to be held as scheduled; however, circumstances may prompt the advisor to postpone it. Before taking such action, the advisor must consult the student and the other members of the dissertation committee, which does not include the Graduate Faculty Representative. Prior to the examination, the advisor must notify the Dean of the Graduate School of the postponement.

Halting an Oral Examination in Progress. If for reasons of illness, fire, or other emergency, the committee members, including the Graduate Faculty Representative, agree that it is necessary to

halt the final oral examination, then the examination shall be rescheduled without prejudice to the student. If, however, the committee members unanimously decide that the examination has been sufficient to reach a decision to pass the student, then they shall consider the examination concluded and shall report the result to the Graduate School.

Format Review. The student must submit the complete, word-processed dissertation draft to the Graduate School for format review at the time the Draft Approval form is submitted. The dissertation must conform to Graduate School format requirements as described in the “Guidelines for Formatting Theses, Dissertations, and D.M.A. Documents” available on the Graduate School website.

UNIVERSITY FELLOWSHIPS

The Department of History nominates students to the Graduate School for University Fellowships. Students do not apply for first year fellowships as part of separate application process. Fellows are appointed by the Graduate School for twelve, twenty-four, or thirty-six month terms. They must enroll for 12 credit hours each semester of their fellowship tenure, except after candidacy, when they enroll for 3 credit hours.

The major fellowships awarded by the Graduate School to incoming students include:

Susan L. Huntington Dean’s Distinguished University Fellowships (DDU): For entering students only. The monthly stipend will be \$1,435 for the first two years and \$1,800 (or \$21,600 per year).

Distinguished University Fellowships (DUF): For entering students only. The monthly stipend is \$1,435 for the first year and \$1,800 for the dissertation year.

University Fellowships (UF): For entering students only. The stipend is \$1,435 per month.

Dean’s Graduate Enrichment Fellowship: For entering students only. The monthly stipend is \$1,435 for the first year and \$1,800 for the dissertation year.

Graduate Enrichment Fellowships: For entering students only. The stipend is \$1,435 per month for the first year

SROP Fellowships: For entering students only. The monthly stipend is \$1,435 for the first two years and \$1,800 for the dissertation year.

Application Procedure: Applicants to the program need only check the appropriate box on the Graduate School application form to be considered for fellowship nomination. All materials must be received no later than December 1 for the following academic year. The History Department's Graduate Studies Committee will nominate students to the Graduate School for University Fellowships. They will base their nominations on the recommendations made by faculty members of the specific fields. The Graduate School's Selection Committees makes the final determination concerning fellowship awards.

GRADUATE ASSOCIATESHIPS

Graduate Associateships (GAs)

There are two categories 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 45) 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 ten appointments are made to new students each year. Applicants are evaluated on the basis of their undergraduate and 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 semesters of eligibility:
 - a. Students who enter the graduate program with the B.A. degree are eligible for a total of ten (10) semesters of support (note: Summer Semester appointments are *not* counted toward the 10-semester total);
 - b. Students who enter the graduate program with the M.A. degree are eligible for a total of eight (8) semesters of support (note: Summer Semester appointments are *not* counted toward the 8-semester total).
 - c. *Exceptions* to these eligibility limits include those graduate associateships granted to DUF, DDUF, SROP, and DGE fellows and may be granted 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 Semester 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 Semester 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 Semester.
4. Time spent on an externally-awarded fellowship or a language training fellowship does not reduce the semesters 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 semester). Occasionally there may be an appointment to more than 50 percent for a particular semester (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 semester (the stipend would not change in this case).

GAs are expected to register for eight (8) credit hours per semester, except summer when the minimum is four (4). Doctoral students who have passed the Candidacy Examination must register for at least three (3) credit hours each semester, including Summer Semester.

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

1. Maintain a GPA of 3.2 and satisfactory performance in courses that are graded satisfactory/unsatisfactory (History 8999) for the first 18 months and maintain 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 semester after enrolling at The Ohio State University;
 - b. passing the Candidacy Examination by the end of the 15th semester after entering the graduate program with the B.A. degree or the 9th semester after entering the graduate program with the M.A. degree;

- c. filing a dissertation prospectus with the Graduate Studies Coordinator as part of the student's Candidacy Exam portfolio;
- d. completing the doctoral dissertation within 12 semesters of passing the Candidacy Examination.

Please note that summers or other semesters 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 semester 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 a total of five years (10 semesters) 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 a total of four years (8 semesters) if they meet the standards for retaining their GA appointments.

SROP, DDUF, DUF, and DGE Fellows who enter the combined MA/PhD or the doctoral program can expect under normal circumstances to receive funding for a total of six years (12 semesters) if they meet the standards for retaining their GA appointments.

Dissertation Writing 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 Semester Appointments: The Department normally appoints a limited number of graduate associates for Summer Semester service. These appointments are open *only* to current GAs. The most senior applicants rank at the top of the list. 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.)

Summer Semester Tuition and Fee Waiver: Graduate Associates who have held appointments for consecutive Autumn and Spring semesters of an academic year are eligible for a waiver of tuition and fees for the Summer semester that immediately follows. For the semester fee waiver to take effect, students who have not yet completed their candidacy exams must register for at least four (4) credit hours during the Summer Semester, while students who have passed candidacy exams must be enrolled for at least three (3) credit hours.

Stipends: The University sets out 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 semester after they pass the Candidacy Examination.

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

Stipends for Graduate Associates

Graduate Associates who have not yet passed their Ph.D. Candidacy Examinations are provided a stipend of \$1,719 per month for two semesters. On passing the examinations, the amount rises to \$1,839 per month. These amounts are set by the Graduate School for all graduate programs.

Assignment of Graduate Teaching Associates: Each semester 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 semester, 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 semester 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 semester 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 semesters of experience, the Lecturer should visit a discussion section twice during the semester—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 semesters, the Lecturer need only attend one discussion class during the first three weeks of the semester. 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 semester. 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 semester 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.

ADDITIONAL FUNDING FOR GRADUATE STUDENTS

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. Students who have received multiple year fellowships from the Graduate School are not eligible to apply for a Presidential Fellowship.

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. (For more information, go to <http://chr.osu.edu/>)

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 **Arts and Humanities Research and Small Grant** program, which funds travel to research collections and travel to present papers at conferences. The College provides up to \$500 in support; the Department of History is required to match whatever funds the College grants. (For more information, go to <http://artsandsciences.osu.edu/grad/AH-sm-grants>)

The Department of History has limited funds to support travel to conferences. 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 cases when students are attending conferences, but not presenting papers, they can receive a maximum of \$250

for travel and conference costs. Students should apply for funding to the Graduate Studies Chair well in advance of the conference. The application should include a copy of the conference program, a description 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 semesters 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/graduate/funding-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 Semester 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/graduate/funding-awards/..](http://history.osu.edu/graduate/funding-awards/)

College of Arts and Sciences Grants: <http://artsandsciences.osu.edu/students/graduate>

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.

GRADUATE STUDENT RESOURCES

Graduate Student Advisory Committee (GSAC): GSAC is an elected body of History department graduate students who serve as representatives of the graduate students to the department. As such, GSAC members not only serve on individual department committees and attend department meetings, but they also meet monthly, distribute reports on the business of their committees, keep graduate students aware of ongoing issues in the department, and facilitate a sense of community among the graduate students. They organize a buddy program, plan a few social events, and work with the Graduate Studies Chair to plan orientation and visitation day. GSAC elections take place each Spring, although members are encouraged to serve a two year term.

GSAC members in 2012-2013 include:

Kara Barr (Early Modern Europe) barr.255@osu.edu

Mark Boonshoft (Early U.S.) boonshoft.2@osu.edu

Rebecca Favorito (Medieval) favorito.2@osu.edu

Ryan McMahon (Diplomatic) mcmahon.151@osu.edu

Jessica Wallace (Early US) wallace.502@osu.edu

Daniel Watkins (Early Modern Europe) Watkins.337@osu.edu

Department of History Diversity Committee The History Department is committed to creating an inclusive environment, welcoming to all, where a student's success and prestige is not based on their background or biology, but rather on their achievements. It recognizes that true academic excellence depends upon recruiting and supporting a diverse population of faculty, staff, and students and encouraging this diverse faculty to pursue innovative research, effective teaching and learning, and engaged outreach. In addition to attention to hiring and admissions, diversity also requires a critical engagement with intellectual perspectives in and beyond mainstream, master narratives regardless of geography and/or chronology.

In addition to the Department's Diversity committee (<http://history.osu.edu/diversity>), other important resources include:

Office of Diversity and Inclusion (<http://odi.osu.edu/>)

[Office of Disability Services](#)

[The University Wide Council of Hispanic Organizations](#) (UCHO)

[American Indian Studies](#)

[Native American Indian Center of Central Ohio](#) (YouTube Video)

[American Indian Studies Consortium](#)

[Newberry Center for American Indian Studies](#)

[The Black Graduate and Professional Student Caucus](#)

[The Todd A. Bell National Resource Center on the African American Male](#)

[The Women's Place at Ohio State](#)

[Women's History Faculty](#)

[Graduate Studies in Women's History](#)

[The Women's History Workshop](#)

[The American Association of University Women](#) (grants)

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, 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.

Computing: 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.

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.

Hate and Bias Related Harassment

Graduate students are subject to University regulations concerning hate and bias related actions. University regulations can be found at <http://studentaffairs.osu.edu/bias/resources.asp> and <http://odi.osu.edu/>

GRIEVANCE PROCEDURES

The Graduate School is specifically authorized by the Graduate Council to review grievances related to graduate examinations and graduate associate appointments. Further information concerning the Graduate School's grievance process and Grievance committee can be found at <http://www.gradsch.osu.edu/appendix-d.html>

Graduate student grievances involving grades and academic misconduct are handled in accordance with specific existing University policies.

Graduate student grievance involving hate and bias incidents are handled by the University's Bias and Assessment Response Team (BART) <http://studentaffairs.osu.edu/bias/default.asp>,

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 Arts and Sciences or the Graduate School, whichever is appropriate, for a formal hearing or other appropriate avenue of appeal.

ADDITIONAL INFORMATION

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

Leaves of Absence Post-candidacy students may request a Leave of Absence from their doctoral studies on a semester 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 Chair. If the leave is approved by the Graduate Studies Chair, he/she 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.

Parental Leave Childbirth/Adoption Leave of Absence The Graduate School has set out the following as its parental leave policy (<http://www.gradsch.osu.edu/vii-childbirthadoption-leave-of-absence.html>)

- A funded graduate student on a leave of absence from appointment responsibilities for childbirth or adoption receives 100% of his/her stipend and other benefits associated with the appointment (fee authorization, health care subsidy, etc.).
- For a birth mother, the stipend will be maintained for up to six weeks, or until the last day of the appointment, whichever comes first.
- For a father, domestic partner or adoptive parent, the stipend will be maintained for up to three weeks, or until the last day of the appointment, whichever comes first.
- The same appointment status (with equivalent benefits, pay, and other terms) will be available after this leave of absence has been taken, provided the appointment or reappointment would normally have been available. Assigned duties, however, may be subject to change.
- A leave of absence following the birth or adoption of a child shall not have a negative impact on appointment status or opportunities.

Eligibility for Childbirth/Adoption Leave of Absence

- A funded graduate student must have completed two consecutive semesters as a GA (GAA, GRA, or GTA with appointment at least 50% FTE), fellow or trainee paid through the Ohio State payroll system prior to the date a leave of absence is to commence.
- A GTA, GRA or GAA must hold a current appointment of at least 50% FTE (or multiple concurrent appointments combined for at least 50% FTE) paid through the Ohio State payroll system to be approved for a leave of absence. In the case of multiple appointments, different appointing units should work together with the student (and his/her enrolling unit, where appropriate) to create a coherent plan for the leave of absence.
- Reasonable progress toward degree and good academic standing are required to be approved for a leave of absence. In most instances, full-time registration is also required. Requirements for full-time enrollment may be reduced with the approval of the appropriate Graduate Studies Committee, the Graduate School, and other relevant entities (such as a funding agency, Office of International Education, etc.).

Use

- A leave of absence for childbirth or adoption for a funded graduate student should generally commence immediately following the birth or adoption of a child, but in some instances,

may commence prior to the event when deemed medically necessary or when requisite to fulfill the legal requirements for an adoption.

- A leave of absence for childbirth or adoption for a funded graduate student should be completed within six weeks from the birth or adoption of a child and is not intended to be used intermittently.
- A leave of absence for childbirth or adoption is available for each funded graduate student, for each birth or adoption event. The number of children involved does not increase the length of a leave of absence granted for that event.
- A mother, father, domestic partner or adoptive parent may not request a childbirth/adoption leave of absence and a medical/family leave of absence for the same birth or adoption event.
- Written notice should be provided to the immediate supervisor or appropriate person within the department as far in advance as possible, and, whenever possible, prior to assignments being made for the semester or summer session of the proposed leave of absence.

FACULTY OF THE DEPARTMENT OF HISTORY

The following is a listing of the permanent faculty, by area of interest, with indication of educational background, research and teaching interests, and major publication of written work.

AFRICAN HISTORY

Ousman Kobo, Assistant Professor. Ph.D, University of Wisconsin-Madison. Research and teaching interests include 20th century West African history. Publications include *Unveiling Modernity in West African Islamic Reforms, 1950-2000* (forthcoming).

Ahmad Sikainga, Professor. Ph.D, University of California, Santa Barbara. Research and teaching interests include Sudanese history and the history of slavery. Publications include *The Western Bahr al-Ghazal Under British Rule, 1898-1956*.

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 & Politics in Rural New York, 1870-1930*.

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, Humanities Distinguished Professor. Ph.D, University of Pennsylvania. Research and teaching interests include early American society, religion, and political culture, 1607-1861; material culture and global environmental history. Publications include *Columbia: Civil Life on the banks of the Hudson, 1776-1821*.

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*.

Steven Conn, Professor. Ph.D, University of Pennsylvania. Research and teaching interests include U.S. intellectual & cultural history. Publications include *Museums and American Intellectual Life, 1876-1926*.

Lilia Fernandez, Associate Professor. Ph.D, University of California, 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."

Harvey J. Graff, Professor, English and History. Ohio Eminent Scholar. Ph.D, University of Toronto. Research and teaching interests include North American and Western European comparative social

and cultural history, history of literacy, history of children and families, and urban history. Publications include *Literacy and Historical Development*.

Hassan Jeffries, Associate Professor, joint appointment with the Kirwin Institute for the Study of Race and Ethnicity in the Americas. Ph.D, Duke University. Publications include: *Bloody Lowndes: Civil Rights and Black Power In Alabama's Black Belt*.

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

Randolph Roth, Professor and Undergraduate Studies Chair. Ph.D, Yale University. Research and teaching interests include nationalist and pre-Civil War America, environmental and criminal justice history. Publications include *American Homicide*.

David L. Stebenne, Professor. JD, Ph.D, Columbia University. Research and teaching interests include U.S. history since 1890; American political, economic, labor and legal history of the 20th century. Publications include *Arthur J. Goldberg: New Deal Liberal, Modern Republican: Arthur Larson and the Eisenhower Era*, and *New City Upon a Hill: A History of Columbia, Maryland*.

Judy 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*.

DIPLOMATIC & MILITARY HISTORY

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 naval history. Publications include *Gunpowder and Galleys*.

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

Peter Mansoor, Associate Professor and Raymond E. Mason, Jr., Chair of Military History. Ph.D, The Ohio State University. Research and teaching interests include military history and national security and policies studies. 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*.

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

EAST ASIAN HISTORY

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

Philip 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*.

Christopher A. Reed, Associate Professor. Ph.D, University of California at Berkeley. Research and teaching interests include 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: "Loyalty in Scandals and Eulogies: Political Culture and Literati-Official Masculinity during the Ming-Qing Transition (1570-1670).

EUROPEAN 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.*

David Brakke, Professor and Joe R. Engle Chair in the History of Christianity. Ph.D. Yale University. Research and teaching interests include History of Christianity (specialization: ancient), Coptic and Syriac studies, late antiquity, theory and method in the study of religion. Publications include *The Gnostics: Myth, Ritual and Diversity in Early Christianity*.

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

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, Humanities Distinguished Professor and George III Chair in History. Ph.D, Cambridge University. Research and teaching interests include Tudor and Stuart English history. Publications include *England on Edge: Crisis and Revolution 1640-1642*.

Robert 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*.

Timothy E. Gregory, Professor. Ph.D, University of Michigan. Research and teaching interests include Byzantine history. Publications include *Vox Populi: Violence and Popular Involvement in the Religious Controversies of the Fifth Century A.D.*

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 history, urban history, environmental history and the history of science and technology. Publications include *The Victorian 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*.

Nathan S. Rosenstein, Professor and Vice Chair. 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*.

Kristina Sessa, Associate Professor. Ph.D, University of California, Berkeley. Research and teaching interests include Ancient and Medieval history. Publications include: *The Formation of Papal Authority in Late Antique Italy: Roman Bishops and the Domestic Sphere*.

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

Dale Van Kley, Professor. Ph.D, Yale University. Research and teaching interests include early modern European history and 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*.

JEWISH HISTORY

Matt Goldish, Professor and Director of the Melton Center for Jewish Studies. 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. Dissertation: "Those Bloody Jews: German Jewish Rituals, Bodies and Citizenship."

LATIN AMERICAN HISTORY

Donna J. Guy, Humanities Distinguished Professor. Ph.D, Indiana University. Research and teaching interests include Latin American history, Argentine history, women's history, history of sexuality, entrepreneurial and economic history. Publications include *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America*.

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

MIDDLE EASTERN AND INDIAN HISTORY

Carter V. Findley, Humanities Distinguished Professor. Ph.D, Harvard University. Research and teaching interests include Islamic history and civilization with emphasis on the Ottoman Empire and the modern Middle East. Publications include *Ottoman Civil Officialdom: A Social History*.

Jane Hathaway, Professor. Ph.D, Princeton University. Research and teaching interests include Islamic history, with an emphasis on the pre-modern Ottoman Empire, and world history. Publications include *The Arab Lands Under Ottoman Rule, 1516-1800*.

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

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."

RUSSIAN AND EAST CENTRAL EUROPEAN HISTORY

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

Theodora Dragostinova, Associate 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 Hoffmann, Professor. Ph.D, Columbia University. Research and teaching interests include Russian and Soviet history with a particular focus on the political, social, and cultural history of Stalinism. Publications include *Stalinist Values: The Cultural Norms of Soviet Modernity, 1917-1941*.

WOMEN'S HISTORY

Donna J. Guy, Humanities Distinguished Professor. Ph.D, Indiana University. Research and teaching interests include Latin American history, Argentine history, women's history, history of sexuality, entrepreneurial and economic history. Publications include *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America*.

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."

Stephanie J. Shaw, Associate Professor. Ph.D, The Ohio State University. Research and teaching interests include women's history, women of color and U.S. history. *What A Woman Ought to Be and to Do*.

Birgitte Soland, Associate Professor. Ph.D, University of Minnesota. Research and teaching interests include European women's history, Scandinavian history, and the history of sexuality. *Becoming Modern: Young Women and the Reconstruction of Womanhood in the 1920s*.

REGIONAL CAMPUS FACULTY

Stanley E. Blake, Associate Professor, OSU Lima. Ph.D, State University of New York at 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."

Mary 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."

Alcira Duenas, Associate Professor, OSU Newark. Ph.D, The Ohio State University. Research and teaching interests include Latin American history, Andean history, Indigenous history and colonial literary history. Dissertation title: "Andean Rebellion and Scholarship: Indigenous and Mestizo Discourses of Power in Mid- and Late-Colonial Peru."

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 Lima. 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)*.

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. Research and teaching interests include modern American diplomatic and political history. Publications include *The Pueblo Incident: A Spy Ship and the Failure of American Foreign Policy*.

Lucy Eldersveld Murphy, Associate Professor, OSU Newark. Ph.D, Northern Illinois University. Research and teaching interests include U.S. social history, American Indian studies, women's and frontier history. Publications include *A Gathering of Rivers: Indians, Metis, and Mining in the Western Great Lakes, 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, 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, Associate 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."

Heather J. Tanner, Associate Professor, OSU Mansfield. Ph.D, University of California, Santa Barbara. Research and teaching interests include Medieval Europe; Medieval Flanders, Boulogne, and the Anglo-Norman realm; and Tudor-Stuart England. Dissertation: "Between Scylla and Charybdis: The Political Role of the Comital Family of Boulogne in northern France and England (879-1159)."

ADJUNCT FACULTY

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

William Brustein, Professor, Vice Provost-Global Strategies, Office of Academic Affairs.

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.

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.