

The Ohio State University
**Department
Of History**

**Graduate Handbook
2018 - 2019**

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.

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(August 2018)

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I. 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 graduation procedures.

The Department of History is housed in 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 Department of History faculty members, the History Department's Graduate Studies Chair, Graduate Admissions 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 from 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 Annie and John Glenn Avenue, Columbus, Ohio 43210, or call (614) 292-4909. You also may e-mail the Graduate Studies Chair or the Graduate Studies Coordinator.

II. APPLICATION FOR ADMISSION

Information concerning the process of applying for admission to the graduate program in History is on the Department of History web site, <http://history.osu.edu/graduate/application-info>. The department requires students to submit application materials to the university's office of Graduate and Professional Admissions (<https://gpadmissions.osu.edu/index.html>).

The deadline for receipt of all application materials from prospective new students, OSU graduate students in other departments, and unfunded History graduate students who wish to apply for funding is December 1. Students may enter the graduate program only in Autumn Semester. However, upon admission to the program, students may petition to begin their programs during the preceding Summer Term.

Admissions Office

The following items should all be submitted electronically to the Office of Graduate/Professional Admissions (<https://gpadmissions.osu.edu/index.html>):

1. A completed, signed, and dated OSU Graduate School admission application, plus the application fee.
2. Official transcripts for **all** previous undergraduate and graduate academic work.
3. Official score reports for the *Graduate Record Examination* (GRE) General Test. The GRE history subject test is not required.
4. A brief (approximately three-to-five 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 should also 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 member(s) with whom you wish to study.
5. A one-to-three-page *curriculum vitae* including your education, accomplishments, and qualifications for graduate study in the major field of choice. Your CV should indicate your training in foreign languages, noting your competence in speaking, reading, and writing. .
6. At least three letters of recommendation from persons acquainted with your scholarly ability.
7. A sample of your scholarly writing, 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 double-spaced pages.

Should you encounter problems with your online application, you can instead submit materials electronically to the Graduate Studies Coordinator in the Department of History. Please use "Application for Graduate Admission, 2016" as your subject heading.

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

Foreign Applicants who are not native speakers of English

Foreign applicants who are not native speakers of English must submit a sample of scholarly work, written in English that 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.

Grade Point/Major

The Department of History normally requires a 3.2 grade-point average (on a 4.0 scale) in all undergraduate work, although most applicants have much higher GPAs. 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 fields 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 have been nominated for admission and approximately ten percent of these applicants have received offers of admission to the program.

III. AFTER YOU HAVE BEEN ADMITTED

Steps to Take Following Admission

1. Formally accept your offer of admission by contacting the Graduate Studies Coordinator. You should also accept via your Buckeyelink page (<http://buckeyelink.osu.edu>). Fellowship recipients must also notify Theresa Hazelwood (hazelwood.19@osu.edu), Director of Fellowship Services in the Graduate School, of their acceptance.
2. Inform the Graduate Studies Office of any change in your status. Make sure you provide a mailing address, telephone number, and e-mail address where you can be reached during the summer. If you need to defer your enrollment, please notify the office immediately. Your application can be reactivated for two additional semesters without further fees.
3. Consult 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.
4. Register for courses at least a full week (seven days) before the first day of classes. You may register before you arrive on campus. If you have questions about logistics, please contact the Graduate Studies Coordinator.
5. After arriving on campus, inform the Graduate Studies Coordinator of your local address and telephone number, and keep them current thereafter. After you establish your OSU e-mail account, please check it regularly.
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. A student may change advisors, provided another faculty member agrees to accept him/her as an advisee. Forms for changing advisors are available in the Graduate Studies Office or online from 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 welcome 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 Graduate Associateships, there is a mandatory teaching workshop, sponsored by the University Center for the Advancement of Teaching (UCAT), during the week before classes begin.

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

The 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 their advisees even if the advisors are on leave
- are aware of the curricular choices of advisees each semester
- articulate and respect established deadlines
- check GPAs and other performance measures
- mentor advisees, share lessons learned through professional experience, and guide advisees into the profession

Advisees

- initiate regular communication with their advisors even if the advisees are not on campus
- inform their advisors, at the beginning of the semester, of the courses they are taking
- learn and respect established deadlines and Graduate School protocols
- arrange for letters of recommendation and signatures at least 2 weeks in advance of a given deadline
- actively explore professional opportunities that lead to achievement and growth

Meetings

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 required to submit annual reports of their progress. It is expected that there will be *at least three meetings per year* between advisor and advisee. These three meetings would typically be:

1. Beginning of the fall semester: e.g., to review summer progress; clarify plans and goals for the year; discuss upcoming teaching duties
2. Beginning of spring semester: e.g., clarify plans and goals for the semester; discuss upcoming teaching duties; discuss possible classes to be taken the following year
3. End of the spring semester: e.g., to review student progress during the year and complete online student progress reports; discussion of summer plans

In addition, the following two landmark consultations should be scheduled as indicated:

1. During the second semester of study, the student should meet with his/her advisor 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. paper.
2. During the second year, the student should meet with his/her advisor and other members of his/her 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 last two. Fields have varying expectations for completion times of the M.A. paper and general exams; 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 from the Registrar's website, www.registrar.osu.edu/Residency/index.

IV. FIELDS AND COURSES

List Of Fields For The M.A. And Ph.D.

African	African American
Ancient	Atlantic World
Digital**	Diplomatic/International
Early Modern Europe	East Asian
Environmental (ETS; see below)	Islamic
Jewish	Latin American
Medieval Europe	Military
Modern Europe	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 for Candidacy Examinations but not for the dissertation.

**Students can pursue an M.A. or minor field in Digital or 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 (see below) 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.

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:

Comparative Empires	Environment, Technology, and Science
Global Early Modern	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 reading courses

These courses serve to acquaint students with the literature in the field. Such courses give students wide-ranging bibliographical knowledge and introduce them to the major interpretive 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 the instructor, in consultation with their advisors.

8000-level seminars

In these seminars, students conduct research in primary source materials, integrate the results of their research with pertinent secondary sources, and aim to produce papers of publishable quality. Students submit their work to the constructive criticism of their peers as well as the instructor.

Thesis and Dissertation Courses

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, including 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, 7193.02, or 8999)
U	unsatisfactory (for 6999, 7193.02, or 8999)

V. DEGREE REQUIREMENTS

Foreign Language Requirements

Foreign Language Requirement for the 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 be satisfied.

Foreign Language Requirement for the 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 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, including the language used for the M.A., is required.

Foreign language requirements may be met by:

- a. Receiving a grade of at least a "B" in a 4000-level (or higher) 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 may also read the exam.

In the case of a language not taught in any OSU department, the Graduate Studies Chair may appoint an OSU faculty member with the necessary competence to administer proficiency exams of the same standards as in other languages.

M.A. Requirements

Purpose

The M.A. 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 a student with an M.A. in a field other than history will be required to complete an M.A. in history before proceeding to the Ph.D. program.

In consultation with his/her advisor, the student may choose a non-thesis option or a thesis option. Students entering with a B.A. generally take the non-thesis option in order to facilitate completing the program while they still enjoy guaranteed funding from the department. A student and his/her advisor might consider the M.A. thesis option if they believe 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 credit hours satisfied by

Elective 7000 level courses

Elective 8000-level courses

Up to 13 hours of 8999/7193 (students may petition for an increased limit, if necessary)

Up to 9 hours (3 courses) outside the Department

Students in fields other than U.S. history must also demonstrate proficiency in one foreign language before completing the M.A.

M.A. Examination

Upon completion of these requirements all students must pass a one-hour oral examination based on either the M.A. thesis or 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. Students will provide to the committee a portfolio of existing/appropriate graduate-level work, along with a copy of their advising report. Students should consult with their advisors regarding the make-up this portfolio. If the student continues along the PhD track, this portfolio can serve as a preliminary version of the field portfolio that will be submitted for the Ph.D. exam. During the exam, the student, advisor, and faculty member discuss the student's thesis or coursework and general progress. After the exam, the committee decides whether to recommend the student for admission to the Ph.D. program in the History Department.

Application to Graduate with an M.A.

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

To apply for graduation with the M.A., the student must

Complete the **Application to Graduate – Masters** form, which can be located online at <http://gradforms.osu.edu>, no later than the **Third Friday** of the semester in which they plan to graduate.

A student may undertake doctoral work only upon recommendation 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 indicate his/her support of the student's admission to the Ph.D. program by signing the Ph.D. 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 of 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, and 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 should also 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 researching and writing 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 M.A.)	3 hours	3 hours
History 7905 (unless taken for the M.A.)	3 hours	3 hours
History 7910	3 hours	3 hours
7000-level courses	9 hours	9 hours
8000-level seminars	3 hours	6 hours

Elective courses to complete the requirement:

- 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 are allowed to count up to 6 courses from outside the department for the Ph.D., and may petition to count more. These courses might include language training or training in other professional skills in other departments, or thematic and other topical courses in other departments.

The Candidacy Examination

Before advancement to candidacy for the Ph.D. degree, a student must pass the Candidacy (or General) Examination.

The Ph.D. Candidacy Examination in the Department of History serves two central purposes:

- The Candidacy Examination probes the breadth and depth of a graduate student's knowledge of the narrative of the chosen fields of study, as well as the secondary scholarship in those fields. They evaluate the student's ability to frame research interests within the context of the existing scholarship.
- The Candidacy Examination also serves as an opportunity for the student to share his/her dissertation 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 desires and the advisor agrees, at least one of the exam questions may engage directly the dissertation topic and the secondary literature associated with it.

Given the emphasis in the discipline of history on comparative, transnational, transcultural, and interdisciplinary themes, students are 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 supplement the major field thematically, geographically, and/or chronologically, and provide chronological diversity beyond the major field. To this end, the student might consider developing an interdisciplinary program by choosing a minor field outside the History Department. Such a choice 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 these options early in their programs, so as to leave sufficient time to complete the course requirements in 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 cutting-edge and classic, and should also 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 100 items. Minor field lists should normally include no more than 50 items.

Independent reading: It is strongly recommended that the student take at least one independent readings course with each examiner. In addition, it is customary for 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. 10 credit hours of 7193 are permitted for students entering the program with an M.A., 13 hours for students entering with a B.A. History 8999 may also be used for independent work.

The Examination

The student must complete the Application for Candidacy form, located online at <http://gradforms.osu.edu>, at least two weeks prior to the oral portion of their exam. After the student has arranged the writing dates and scheduled a date and time acceptable to all committee members for the two-hour oral defense, the form is returned to the Graduate Studies Coordinator, who is responsible for obtaining the written exam questions from the field examiners and for scheduling a room for the oral defense.

The student must be enrolled for sufficient credit hours 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 questions are to be prepared by at least two examiners. The total response should be no longer than 5,000 words (roughly 20 double-spaced pages in a 12-point font). The student may write the exam in an environment of her/his choosing but must complete it within **48 hours**. The student should 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 the major 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.

Written examinations will be posted on Carmen. Major field examiners should supply the Graduate Studies Coordinator with the examination questions at least five working days ahead of the date of the examination. Examiners 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.

After completing the written exam, the student should distribute the questions and answers to **all** committee members. Within one week of the exam's completion, the examiners should indicate to the student whether or not he/she has passed the written exam. The written exam and the two-hour oral examination 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 sees 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 may retake his/her written exams no more than two times.

(B) Minor field written portfolios:

Both minor fields will be assessed via reading lists and portfolios. Each minor field portfolio should include (1) all papers written for 7000- and 8000-level courses related to the minor field, (2) the reading list compiled by the student and the examiner, (3) a list of 6 – 8 historiographical and methodological questions related to the field. At least one of the minor field portfolios should also include a syllabus that the student creates for a course that he/she might wish to teach in 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 should include (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 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.

It is possible to use teleconferencing in the oral exam. See the guidelines in Section II of the *Graduate School Handbook*.

Decision: In the absence of the student, the committee discusses the oral exam and votes on whether the outcome is satisfactory or unsatisfactory. Each examiner indicates his/her judgment by signing the Candidacy Examination Report form, which must be submitted to the Graduate School **within one day** of 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 retake the oral Candidacy Examination more than twice.

Post-Candidacy Rule

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

Dissertation Prospectus

Students are required to submit a prospectus as part of the major field portfolio required for their candidacy exams. The prospectus describes the dissertation topic, its significance, the status of existing scholarship, 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 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 History Department faculty, and it is recommended that at least one of the other committee members also come from the History Department. Non-Ohio State Graduate Faculty members may be appointed to the dissertation committee with the approval of the Graduate Studies Committee via a petition to the Graduate School. However, such committee members are in addition to the required three Ohio State Graduate Faculty members.

The dissertation committee is established at a time considered appropriate by the student and the advisor. Students are responsible for making certain that committee members are on duty in the semester or summer term 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 these 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 no more than five years after the student has passed 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 GPA of at least 3.0 and satisfactory performance in courses that are graded satisfactory/unsatisfactory (History 6999, 7193.02, and 8999). Students must complete a minimum of 6 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 third Friday of the intended graduation semester. In the case of a summer graduation, this is the third Friday of the May Session.*** The Application for Final Examination form, located online at <http://gradforms.osu.edu>, *must be submitted no later than two weeks prior to the defense.* 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.

Draft Approval. The student must submit a complete dissertation draft to the dissertation committee for review and approval. Approving the dissertation draft means that the dissertation committee members judge it to be of sufficient merit to warrant holding the final oral examination.

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. At least one week before the final oral examination, a complete, word-processed dissertation or D.M.A. document draft must be delivered 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 to the Graduate School on the quality of the examination, of the dissertation or document, and of the student's performance, as well as the fairness of the examination and its conformity to Graduate School rules.

Attendance and Format. 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, whether they are in attendance or participating through videoconference. 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 on the dissertation. .

Video Conferencing. Graduate students must be physically present for examinations. One member of the graduate student's committee (including advisor) can be at a distance without petitioning. The student must be in agreement with this arrangement. Programs must insure that students are well advised about videoconference procedures and guidelines related to an examination, especially in the case where the advisor is not on campus. A petition to the Graduate School is required if a graduate program seeks to have more than one committee member at a distance. Approval by the Graduate School is required before the examination can proceed. The student must submit a Committee and Examination Petition form through <http://gradforms.osu.edu> at least two weeks prior to the proposed date of the exam.

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 will 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 will consider the examination concluded and must 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 when the Application for Final Examination 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.

VI. GRADUATE STUDENT FUNDING AND TEACHING APPOINTMENTS

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 a 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:

Extended Dean's Distinguished University Fellowships (EDDUF): For entering students only. The monthly stipend is \$2,623 for the first three years and for the dissertation year.

Dean's Distinguished University Fellowships (DDUF): For entering students only. The monthly stipend is \$2,623 for the first two years and the dissertation year.

Distinguished University Fellowships (DUF): For entering students only. The monthly stipend is \$2,153 for the first year and \$2,623 for the dissertation year.

University Fellowships (UF): For entering students only. The stipend is \$2,150 per month for the first year.

Dean's Distinguished Graduate Enrichment Fellowship (DDGE): For entering students only. The monthly stipend is \$2,623 for the first two years and \$2,623 for the dissertation year.

Dean's Graduate Enrichment Fellowship (DGE): For entering students only. The monthly stipend is \$2,150 for the first year and \$2,623 for the dissertation year.

Graduate Enrichment Fellowships (GE): For entering students only. The stipend is \$2,150 per month for the first year.

Patrick S. Osmer Summer Research Opportunity Program (SROP) Fellowships: For entering students only. The monthly stipend is \$2,150 for the first year and \$2,623 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 nominates students to the Graduate School for University Fellowships based on the recommendations of faculty members in the History Department's various subject fields. The Graduate School's Selection Committee makes the final determination concerning fellowship awards.

Graduate Associateships

Holders of Graduate Associateships fall into two categories: Graduate Teaching Associates (GTAs) and Graduate Research Associates (GRAs).

Graduate Teaching Associates: 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 independent sections with full responsibility for the classes. SSL assignments are for students who have passed the Candidacy Examination, except in unusual circumstances. SSL appointments depend on departmental needs and the recommendation of the Chairs of the Graduate Studies and the Undergraduate Studies Committees.

Graduate Research Associates: GRAs work either in the Goldberg Center or with individual faculty members. Only a few are appointed each year.

Application Procedure

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

Selection Process for Fellowships and GAs

After December 1, the Graduate Studies Committee evaluates all GA applications and recommends a ranked list to the faculty and department 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 samples of scholarly work that 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 1. 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 Term 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 Term appointments are *not* counted toward the 8-semester total.
 - c. *Exceptions* to these eligibility limits include graduate associateships granted to holders of multi-year University Fellowships (DDUF, DUF, DDGE, DGE, etc.). Other exceptions may be granted under unusual circumstances 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 Term appointment. However, the Academic Program Coordinator may determine that the teaching needs of the department warrant waiving this provision.
3. GAs are normally not appointed to Summer Term 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 Term.
4. Time spent on an externally-awarded fellowship or a language training fellowship does not reduce the semesters of eligibility.
5. Graduate Associates may not 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 over the course of a semester). Occasionally there may be an appointment of 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 in 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 Term.

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 7193.02 and 8999) for the first 18 months; maintain a grade point average of 3.5 and satisfactory performance in courses that are graded satisfactory/unsatisfactory in subsequent years.
2. Perform GA duties in a satisfactory manner, as determined 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," which 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;
 - c. 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;
 - d. filing a dissertation prospectus with the Graduate Studies Coordinator as part of the student's candidacy exam portfolio;
 - e. 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 totals mentioned above.

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. (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).

Duration of Funding. New GAs, University Fellows, and Graduate Enrichment Fellows who enter the combined M.A./Ph.D. program can expect, under normal circumstances, to receive funding for a total of five years (10 semesters) if they meet the standards for retaining their appointments.

New GAs, University Fellows, and Graduate Enrichment Fellows who enter 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.

Multi-Year University Fellows (e.g., DDUF, DUF, DDGE, DGE) who enter the combined M.A./Ph.D. 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, very few of these funding opportunities have been available.

Summer Term Appointments: The Department normally appoints a limited number of Graduate Associates for Summer Semester service. These appointments are open *only* to current GAs. A preliminary announcement of openings will be released before the end of the preceding Autumn semester. Those interested must fill out an online application form and applicants will then be ranked for these positions by the Graduate Studies Committee. The positions available will be determined by available funds and the needs of the Department.

Summer Term 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 Term 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 Term while students who have passed candidacy exams must be enrolled for at least three (3) credit hours.

Stipends for Graduate Associates: In 2017-18, Graduate Associates who had not yet passed their Ph.D. Candidacy Examinations received a stipend of \$1,853 per month for two semesters. Those who had passed their examinations received \$2,008 per month. Stipend 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 to indicate their assignment preferences, both for the type of service (leading discussion sections, grading in large lecture sections, or assisting faculty research) and for 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 type of service and course.

A senior GTA may be assigned to teach an independent section of a 1000-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 at least one independent section as final preparation for teaching elsewhere.

Responsibilities of Faculty and Graduate Teaching Associates

Faculty members 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 the Lecturer and the 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

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

2. 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 of the GTA.
3. 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 in 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 in the course.
4. The Lecturer may ask the GTA to submit graded examinations and papers (or samples 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.
5. The Lecturer is responsible for evaluating the GTA's work. For a DSL 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 a DSL who has served as a discussion leader for at least three semesters, the Lecturer need only attend one discussion section during the first three weeks of the semester. Soon after each visit, the Lecturer and the DSL should discuss the observations made.
6. After the final course grades are turned in, the Lecturer must fill out a "Teaching Assistant Service Report" for each GTA. After completing the service report, the Lecturer should discuss it with the GTA and allow 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 GTA

1. GTAs are generally responsible for all grading and course-related advising 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 crafting of examinations and other written assignments.

2. 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 necessary.
3. 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 Graduate Studies Chair, who will consult with the Academic Program Coordinator.
4. 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 fields of study, it may occasionally be necessary to assign a DSL to a course for which he or she has little or no graduate-level preparation
5. 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 courses and teaching experiences.
6. Following University rules, the DSL must use the 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.

Faculty Observations of DSLs and SSLs

As general guidelines:

1. It is expected that faculty instructors will visit each of their courses' discussion sections to observe the performance of every DSL *at least once*.
2. It is expected that PhD advisors will visit and observe each class taught by their advisees as SSLs at least once.
3. At any time, any student teacher can contact the Chair of Graduate Studies to request a classroom observation from a faculty member of the GSC. Students will also have the option of requesting a formal report of the visit.

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, in Autumn and Spring semesters, the Graduate School calls for nominations from each department for the Presidential Fellowships, which are designed to support research and writing in the final year of the dissertation. Currently, the Presidential Fellowships provide an annual income of \$31,864 in a monthly stipend of \$2,623. Students who have received multi-year University Fellowships (DDUF, DUF, DDGE, DGE, etc.) are not eligible to apply for a Presidential Fellowship.

Doctoral Quality Supplement (DQS) Fellowships: Each year, the History Department awards two DQS fellowships to those unsuccessful nominees for Presidential Fellowships who are judged to be most outstanding by the GSC. These awards currently offer \$12,000 and are intended to support a single semester of dissertation writing. Typically, one of these fellowships will be awarded each semester.

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 will match whatever funds the College grants, subject to availability and student eligibility (For more information, go to <https://artsandsciences.osu.edu/academics/graduate-students/funding-resources>)

The Department of History has limited **funds to support travel to conferences**. Priority is given to students who are presenting papers. But, since the department feels that attending academic conferences is an important part of learning to be a professional historian, it makes some funds available to students to attend even if they are not presenting papers. Students presenting at conferences may receive a maximum of \$500 for travel and conference costs. A student attending a conference but not presenting a paper may receive a maximum of \$250 for travel and

conference costs. It is department policy that students will receive travel and conference support a maximum of once per semester, and, subject to availability of funds, once an academic year. The student 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 student's advisor, and a budget. If the application is successful, the student **must** obtain a "trip number" (T-number) from the Department's Fiscal Associate **before** departure. If a trip number is not assigned prior to travel, University regulations make it impossible to reimburse travel expenses.

Big Ten Academic Alliance Traveling Scholar Program

The CIC Traveling Scholar Program enables a graduate student to take advantage of special resources, such as unusual courses and library collections, available at participating CIC universities that are not available on the OSU campus. The Program is administered by the Graduate School, and graduate students in 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, the University of Minnesota, Northwestern University, Pennsylvania State University, and Purdue University.

The CIC Traveling Scholar first must be recommended by his/her 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 academic year to obtain details of nomination and application procedures. More information can be found at <http://history.osu.edu/graduate/funding-awards/>.

1. General Awards

History Department Summer Research Awards. Provide summer support for graduate students in any field of history for work on dissertations or theses in Columbus or elsewhere.

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 the standard monthly GTA stipend.

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.

2. Field-Specific Awards

Adivar Fellowship. A one-year fellowship used to recruit promising students in Ottoman and/or Turkish history or, in special cases, to fund dissertation research by continuing students in those fields. Awards are determined by the Department Chair in consultation with faculty members in Ottoman and Turkish history

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.

Sydney N. Fisher Memorial Award. Provides support for summer research or language training for students in Ottoman and Turkish history.

Genevieve Brown Gist Dissertation Research Award in Women's History. Supports dissertation research for a student in women's history.

Lieutenant Colonel Sean M. Judge Award. Awarded to graduate students in military history.

Helen and Harold Kapiloff Research Award. Supports dissertation research for a student in diplomatic/international history, with preference given to those working in libraries and archives outside the U.S.

Bradley R. Kastan Award. Provides support in the field of business history.

Kauffman Family Summer Research Award. Provides summer research support for graduate students in American history.

Tien-Yi Li Prize. Awarded to an outstanding graduate student in Chinese history and culture. Award amount varies. Faculty nomination required.

Joseph H. Lynch Award. Awarded to students studying medieval history or the history of Christianity.

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. Supports dissertation research in Early American history. Award amount varies.

Allan and Helga Wildman Award. Supports training and research in the Russian/East European fields. May be used for research trips, language training, 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 Arts and Sciences, the Graduate School, and various academic centers at OSU, as well as external funding.

Department of History Graduate Student Awards and Prizes: <http://history.osu.edu/graduate/funding-awards/>.

College of Arts and Sciences grants: <http://artsandsciences.osu.edu/current-students/graduate>. On the gold bar to the right, under “Graduate Students,” click on “Small Grants Program,” “Chu Memorial Scholarship,” and “Riley International Academic Fund.”

Graduate School Fellowships: www.gradsch.ohio-state.edu/funding1.html.

Research, conference travel, and career development funding through the Council of Graduate Students: <http://cgs.osu.edu/funding>.

Foreign Language and Area Studies (FLAS) fellowships in critical languages are available through the Center for Latin American Studies, the Center for Slavic and East European Studies, the East Asian Studies Center, and the Middle East Studies Center, all of which are overseen by the Office of International Affairs. See <http://oia.edu/grants-and-scholarships/graduates/106-flas-fellowships.html>.

The **Melton Center for Jewish Studies** offers two year-long fellowships, as well as travel grants for research and conferences and an essay prize, for graduate students whose research includes a Jewish studies component. Go to <http://meltoncenter.osu.edu/graduate-funding>.

External funding: www.gradsch.ohio-state.edu/external-funding-sources.html.

Finally, the **American Historical Association** website (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 consult the Graduate Studies Chair if you are not an AHA member but are interested in accessing this information.

VII. GRADUATE STUDENT RESOURCES

Graduate Student Advisory Committee (GSAC)

The GSAC is an elected body of History Department graduate students who serve as representatives of the graduate students to the department faculty. As such, GSAC members not only serve on individual department committees and attend department faculty 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 two-year terms.

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 are based not on ethnic background or biology but on achievements. It recognizes that true academic excellence depends upon recruiting and supporting a diverse population of faculty, staff, and students and encouraging them 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 that go beyond mainstream master narratives.

In addition to the Department's Diversity committee (<http://history.osu.edu/diversity>), the website of the Office of Diversity and Inclusion (<http://odi.osu.edu>) lists links to a number of other important institutions and resources.

The Harvey Goldberg Center for Excellence in Teaching

The Goldberg Center, located in Dulles 207, provides an instructional computing facility for all History faculty, graduate students, and staff. The facility is available only for instructional computing related to the teaching mission of the department. Academic and personal computing must be done elsewhere. The Goldberg staff can help you create class web sites, use the Multimedia Database, develop class presentations, and organize e-mail class discussion groups; it can also help with any other classroom-related computing needs. The Goldberg Center is open during regular business hours.

Computing

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

The Undergraduate Mentorship Program (UMP)

The UMP aims to match interested undergraduates with appropriate graduate student mentors in the History Department. The graduate mentors serve as friendly, approachable sources of informal guidance and first-hand practical advice about such matters as paper and thesis writing, bibliographic searches for particular fields, off-campus research project logistics, foreign travel, and graduate school applications and experiences. They do not replace Staff or Faculty advisors. They provide a different kind of professional service, one that complements and supplements the more formal kinds of guidance that both Staff and Faculty already provide. Participation in the UMP is entirely voluntary on both sides. Once matched, the mentor and mentee will each sign a contract. We anticipate that they will then usually meet up once or twice a semester. Students interested in participating in the program as a mentor should contact Dr. Ray Irwin, the History Department's Program Manager (irwin.8@osu.edu), to request an application form.

Job Placement

Primary responsibility for placement rests with the student and his/her 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 CV and cover letter workshops, mock conference interviews, and mock job talks 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 dossier including a cover letter, c.v., dissertation synopsis, and teaching portfolio. 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.

VIII. ENROLLMENT AND LEAVES OF ABSENCE

Continuous Enrollment

The University's Continuous Enrollment policy is effective for all students who were admitted to the Graduate School in Autumn Semester 2008 and afterward. All students who successfully complete the doctoral Candidacy Examination will be required to be enrolled during 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 Autumn Semester 2008 may request a maximum overall leave period of up to 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 make a formal written request for the leave to the Dean of the Graduate School. The request for a leave should 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's policy on parental leave can be viewed at 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 will 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 of 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 the 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 necessary 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 of 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 term of the proposed leave of absence.

IX. 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 to 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 in 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 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 ethical standards for historians, consult the American Historical Association's "Statement of Standards of Professional Conduct," available at 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, 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 a 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 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 faculty members.

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 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 grievances 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. 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 Graduate Studies Chair, who will try to work out a satisfactory resolution. If

the Graduate Studies Chair 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 Graduate Studies Chair 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.

X. 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, Associate 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*.

Thomas McDow, Associate Professor. Ph.D., Yale University. Research and teaching interests include African, transnational Islamic, and Indian Ocean history. Publications include *Buying Time: Debt and Mobility in the Western Indian Ocean*.

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*.

Sarah Van Beurden, Associate Professor. Ph.D., University of Pennsylvania. Research and teaching interests include the cultural history of colonial and postcolonial Central Africa. She is the author of *Authentically African: Arts and the Transnational Politics of Congolese Culture*.

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*.

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, 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*.

Joan Flores-Villalobos, Assistant Professor. Ph.D., New York University. Research and teaching interests include transnational Afro-Caribbean and Afro-Latino histories of women and gender, migration, and labor. Dissertation: "Colón Women: West Indian Women during the Panama Canal Construction."

Harvey J. Graff, Professor, English and History. Ohio Eminent Scholar. Ph.D., University of Toronto. Research and teaching interests include North American & Western European comparative social and cultural history, history of literacy, history of children and families, & urban history. Publications include *Literacy and Historical Development*.

Clayton Howard, Assistant Professor. Ph.D., University of Michigan. Research and teaching interests include urban history, sexuality and politics in postwar America. Dissertation: "The Closet and the Cul de Sac: Sex, Politics, and Suburbanization in Postwar California."

Hassan Jeffries, Associate Professor. Ph.D., Duke University. Publications include *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*.

Margaret Newell, 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*.

Daniel Rivers, Associate Professor. Ph.D., Stanford University. Research and teaching interests include Lesbian, Gay, Bisexual and transgender history, U.S. social movements and Native American history. Publications include *Radical Relations: Lesbian Mothers, Gay Fathers, and their Children in the US since World War II*.

Randolph Roth, Professor. Ph.D., Yale University. Research and teaching interests include nationalist and pre-Civil War America, environmental and criminal justice history. Publications include *The Democratic Dilemma: Religion, Reform and the Social Order in the Connecticut River Valley of Vermont, 1791-1850*.

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 *New City upon a Hill: a History of Columbia, Maryland*.

David Steigerwald, Professor, 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*.

DIPLOMATIC & MILITARY HISTORY

Bruno Cabanes, Professor and Donald G. & Mary A. Dunn Chair in Modern Military History. Research and teaching interests include the French and European experiences in WWI and its aftermath. Publications include *The Great War and the Origins of Humanitarianism, 1918-1924*.

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*.

Peter L. Hahn, Professor and Divisional Dean, Arts & Humanities. 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, 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*.

R. Joseph Parrott, Assistant Professor. Ph.D., University of Texas at Austin. Research and teaching interests include the intersections of decolonization and the Cold War, the effects of transnational activism on Western domestic politics, and Pan-Africanism. Dissertation: "Struggle for Solidarity: The New Left, Portuguese African Decolonization, and the End of the Cold War Consensus."

Jennifer Siegel, 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

Philip Brown, Professor and Director of Graduate Admissions. 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, Associate Professor. Ph.D., University of Michigan. Research and teaching interests include Chinese Ming-Qing history, early Chinese political institutions and philosophy, masculinity and gender in pre-modern and modern China. Publications include *Confucian Image Politics: Masculine Morality in Seventeenth-Century China*.

ENVIRONMENTAL 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*.

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 *A Rough Journey: Human History on a Volatile Earth*.

Jennifer Eaglin Assistant Professor. Ph.D., Michigan State University. Research and teaching interests include international economics and alternative energy development in the 20th century. Dissertation: "Sweet Fuel: Ethanol's Socio-Political Origins in Ribeirão Preto, São Paulo, 1933-1985."

Bart Elmore Assistant Professor. Ph.D., University of Virginia. Research and teaching interests include environmental history, preservation, and conservation. Publications include *Citizen Coke: The Making of Coca-Cola Capitalism*.

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 *Global Crisis: War, Climatic Change & Catastrophe in the Seventeenth Century*.

Randolph Roth, Professor. Ph.D., Yale University. Research and teaching interests include nationalist and pre-Civil War America, environmental and criminal justice history. Publications include *The Democratic Dilemma: Religion, Reform and the Social Order in the Connecticut River Valley of Vermont, 1791-1850*.

Sam White, Associate Professor. Ph.D., Columbia University. Research and teaching interests include Environmental, early modern economic, global and Ottoman history. Publications include: *The Climate of Rebellion in the Early Modern Ottoman Empire*.

EUROPEAN HISTORY

Greg Anderson, Associate Professor and Graduate Studies Chair. Ph.D., Yale University. Research and teaching interests include ancient Greek history. Publications include *The Realness of Things Past: Ancient Greece and Ontological History*.

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

Elizabeth Bond, Assistant Professor. Ph.D., University of California, Irvine. Research and teaching interests include the cultural history of the Enlightenment, social history, and the history

of media. Dissertation: "Letters to the Editor in Eighteenth-Century France: An Enlightenment Information Network, 1770-1791."

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

Sara Butler Professor and King George III Chair in British History, Vice-Chair. Ph.D., Dalhousie University. Research and teaching interests include social law and women's history in the Middle Ages. Publications include *Forensic Medicine and Death Investigation in Medieval England*.

Alice Conklin, 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*.

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.*

J. Albert Harrill, Professor. Ph.D., University of Chicago. Research and Teaching interests include early Christianity, Greco-Roman world, and the New Testament. Publications include *Paul the Apostle: His Life and Legacy in Their Roman Context*.

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*.

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. Ph.D., The Ohio State University. Director, The Goldberg Center, Department of History. Research and teaching interests include Historical Methods and

New Media. Publications include *History and Future: Using Historical Thinking to Imagine the Future*.

JEWISH HISTORY

Matt Goldish, Professor, Samuel M. and Esther Melton Chair in Jewish History. 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. Ph.D., University of Michigan. Research and teaching interests include modern and medieval Jewish history, German history and gender history. Publications include *Contested Rituals: Circumcision, Kosher Butchering, and German-Jewish Political Life in Germany, 1843-1933*.

LATIN AMERICAN HISTORY

Joan Flores-Villalobos, Assistant Professor. Ph.D., New York University. Research and teaching interests include transnational Afro-Caribbean and Afro-Latino histories of women and gender, migration, and labor. Dissertation: "Colón Women: West Indian Women during the Panama Canal Construction."

Stephanie J. Smith, Associate Professor and Vice Chair. Ph.D., State University of New York at Stony Brook. Research and teaching interests include Latin American history. Publications include *Gender and the Mexican Revolution: Yucatan Women and the Realities of Patriarchy*.

MIDDLE EASTERN, SOUTH ASIAN AND INDIAN OCEAN HISTORY

Jane Hathaway, Arts and Sciences Distinguished Professor of History. 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, Professor and Chair. 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*.

Thomas McDow, Associate Professor. Ph.D., Yale University. Research and teaching interests include African, transnational Islamic, and Indian Ocean history. Publications include *Buying Time: Debt and Mobility in the Western Indian Ocean*.

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. Publications include *Wives, Widows and Concubines: The Conjugal Family Ideal in Colonial India*.

Sam White, Associate Professor. Ph.D., Columbia University. Research and teaching interests include Environmental, early modern economic, global and Ottoman history. Publications include: *The Climate of Rebellion in the Early Modern Ottoman Empire*.

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. Publications include *Between Two Motherlands: Nationality and Emigration among the Greeks of Bulgaria, 1900-1949*.

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 GENDER AND SEXUALITY STUDIES

Daniel Rivers, Associate Professor. Ph.D., Stanford University. Research and teaching interests include Lesbian, Gay, Bisexual and transgender history, U.S. social movements and Native American history. Publications include *Radical Relations: Lesbian Mothers, Gay Fathers, and their Children in the US since World War II*.

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. Publications include *Wives, Widows and Concubines: The Conjugal Family Ideal in Colonial India*.

Stephanie J. Shaw, Professor. Ph.D., The Ohio State University. Research and teaching interests include women's history, women of color and U.S. history. Publications include *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. Publications include *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. Publications include *The Vigorous Core of Our Nationality: Race and Regional Identity in Northeastern Brazil*.

Mary W. Cavender, Associate Professor, OSU Mansfield. Ph.D., University of Michigan. Research and teaching interests include Russian, Modern European, cultural and intellectual history. Publications include *Nests of Gentry: Family, Estate, and Local Loyalties in Provincial Russia*.

Kent Curtis, Assistant Professor, OSU Mansfield. Ph.D., University of Kansas. Research and teaching interests include environmental history and the history of technology. Publications include *Gambling on Ore: The Nature of Metal Mining in the United States, 1860-1910*.

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. Publications include *Indians and Mestizos in the 'Lettered City': Reshaping Justice, Social Hierarchy, and Political Culture in Colonial Peru*.

James E. Genova, 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*.

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

Meiyu Hsieh, Assistant Professor, OSU Marion. Ph.D., Stanford University. Research and teaching interests include Imperial Chinese history. Dissertation: "Viewing the Han Empire from the Edge."

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, 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*.

Margaret Sumner, Associate Professor, OSU Marion. Ph.D. Rutgers University. Research and teaching interests include early American history and women's history. Publications include *Collegiate Republic: Cultivating and Ideal Society in Early America*.

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. Publications include *Families, Friends and Allies: Boulogne and Politics in Northern France and England, c. 879-1160*.

ADJUNCT AND AFFILIATED FACULTY

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

Sarah Iles Johnston, Ph.D., Cornell University. Arts and Humanities Distinguished Professor of Religion, Department of Classics. Religions of the Ancient Mediterranean.

Anthony Kaldellis, Ph.D., University of Michigan. Professor, Department of Classics. Greek Historiography, Plato, and Byzantine Studies.

Clark Spencer Larson, Ph.D., University of Michigan. Distinguished Professor of Social and Behavioral Science and Chair, Department of Anthropology. History of the human condition.

John Low, Ph.D., University of Michigan. Assistant Professor, Department of Comparative Studies (Newark). American Indian history, literature, and culture.

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

Sam A. Meier, Ph.D., Harvard University. Professor, Department of Near Eastern, Languages and Cultures. Hebrew, Ancient Near Eastern Civilizations, and Comparative Semitics.

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.

Lita Tzortzopoulou-Gregory, Ph.D., LaTrobe University. Adjunct Assistant Professor, Department of History. Historical Archaeology. African history, African art history, and transnational cultural history.