

A Guide to Graduate Study
Department of History
Marquette University

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Common Abbreviations and Usages

ABD	All But Dissertation—a student who has advanced to candidacy after completing their coursework, completing DQEs, and having their dissertation proposal approved
Comps	The comprehensive exams taken by Masters' students
CTL	Center for Teaching and Learning
D2L	Marquette's Learning Management Software (LMS)—class pages, etc.
DDO	Doctoral Dissertation Outline—a form that confirms the dissertation committee and includes the dissertation proposal
DGS	Director of Graduate Studies
DPPF	Dissertation Program Planning Form
DQE	Dissertation Qualifying Exams
HGSO	History Graduate Student Organization
MA	Student enrolled in the Master of Arts in History program
ORSP	Office of Research and Sponsored Programs
PFFP	Preparing Future Faculty and Professionals
PhD	Students enrolled in the doctoral program, or the highest degree held by faculty members
RWAR	Required to Withdraw for Academic Reasons
RWDP	Required to Withdraw for Unsatisfactory Degree Progress
SNC/UNC	Satisfactory No Credit/Unsatisfactory No Credit are "grades" given in placeholder and continuation classes
TA	Teaching Assistant
RA	Research Assistant

Overview of the History Graduate Programs

This set of guidelines focuses on policies and procedures most closely related to the graduate programs in History. It thus serves as a companion to the fuller set of regulations that govern graduate students at Marquette University as defined in the Marquette University Graduate School Bulletin. Since details are subject to change, students should seek information directly from the Graduate School's [website](#) and the [Graduate Bulletin](#).

Marquette offers MA and PhD degrees in early modern and modern European History and in United States History, as well as MA degrees in Medieval and Global History. Training is led by around 20 tenured and tenure-line faculty, and enhanced by an active community of around 40 graduate students. Our thematic strengths include the histories of colonialism and nationalism, gender and sexuality, race and ethnicity, as well as politics and society across geographical and chronological boundaries.

Graduate students become part of a program that is academically demanding, professionally engaged, and attuned to the breadth of our profession. Its flexibility allows students to explore their own capabilities and then pursue their own path to success. While maintaining a focus on academic excellence and continuing to anchor our program in the intellectual rigors of historical inquiry, we also actively support those planning for careers outside of the academy. Career planning begins in our orientation program and continues in discussions through our coursework and workshops, often in conjunction with Marquette's [Center for Teaching and Learning](#), the [Preparing Future Faculty and Professionals](#) program, and [Career Services](#).¹

Around 40% of our MA students enter doctoral programs (both at Marquette and other schools). Another 20% are applying their studies to work in Public History or Library and Information Science. Of the remaining 40%, there is a healthy mix of teachers, those working in academic administration and student affairs in colleges and high schools, as well as those working in business. Our doctoral students similarly have found success in education. Historically, roughly three-fourths of our PhD alumni have earned tenure track jobs. The decline in Humanities hiring has resulted in fewer of those positions but our recent graduates still hold tenure track positions as well as those of research faculty, work steadily as visiting assistant professors, lecturers and adjunct instructors, and teach in private high school programs.

This set of guidelines is intended to serve as a resource for graduate students and faculty. Although these guidelines describe the central policies and practices of the History Department's graduate program, circumstances and situations will no doubt arise that are not covered by this document. These unforeseen exigencies should be brought to the attention of the Director of Graduate Studies (DGS), who will work with the student to resolve them.

¹ The print version of this guide will not include URLs for University offices or programs as these are subject to change and easily available by searching the University's website. The online version will include hyperlinked text.

People to Know at Marquette

Role of Chair of History Department

The chair is a faculty member who serves as the head of the Department and the final authority on all matters, including those pertinent to the graduate programs. S/he will provide aid and advice to graduate students in the event of emergencies or during an extended absence by the DGS. The chair also serves as the point of last appeal within the department for disputed grades or other academic issues. The Chair makes TA and RA assignments. See also below for a Quick Guide for Points of Contact: Whom Should I Ask?

Director of Graduate Studies

The Director of Graduate Studies (DGS) is the faculty member who is the main point of contact for all concerns related to the graduate programs. S/he plays two key roles. The DGS is the administrator of the graduate programs and so responsible to the Department and Graduate School. But the DGS also serves as the main advocate for and advisor to the graduate students in the program.

All queries regarding students' status in the history program, all requests for information about any facet of the program, and any appeal processes should begin with the DGS. The DGS is also the official academic advisor for all graduate students and the liaison for career planning. All students registering for classes must first meet with the DGS during the advising period preceding CheckMarq registration. The DGS is also the second reader for all MA essays, signs all continuous enrollment forms, and must approve any independent study courses (see below) and requests for extensions of time for PhD students. Finally, the DGS also coordinates the regular review of all enrolled students. See also below for a Quick Guide for Points of Contact: Whom Should I Ask?

Role of the Assistant to the Chair

The assistant to the chair is not a secretary, but the administrator of the History Department office, whose responsibilities include much of the paperwork, budgeting, and scheduling that occurs in the department. PhD students entering the job market can also establish credential files with the Assistant to the Chair. As Department Administrator, the Assistant can also assist with forms needed by the Graduate School. Quick Guide for Points of Contact: Whom Should I Ask?

Role of the Graduate Committee

This is a standing committee of the History Department that sets policy regarding the graduate programs. It is chaired by the DGS and includes three or four faculty members appointed by the Department Chair and approved by the Department Executive Committee. Upon the request of the DGS, it acts as an advisory board on admissions and financial aid decisions, as well as on the regular evaluation of students and individual personnel cases. A graduate student is elected by the History Graduate Student Organization to serve as a liaison to the Department and the Committee in particular.

Role of the Graduate School

The Graduate School [website](#) should be bookmarked by all students. It includes the Graduate Bulletin, necessary forms, and staff contacts. Note that as a part of your experience at Marquette, you will need to fill out and submit a significant number of forms. Students are strongly advised to scan copies of all of them and keep for their own records.

The Graduate School is the point of contact for many of the technical facets of graduate study, including: application issues; continuing and new financial aid; information regarding housing and student loans; health insurance and other student life issues, paperwork related to employment; registration procedures; and graduation applications, deadlines, and procedures. The Graduate School also coordinates the [Graduate Student Organization](#) (GSO) and the [Preparing Future Faculty and Professionals](#) program (PFFP). The Graduate School supports the [Dissertation Bootcamp](#) for doctoral students. It has some limited [funding to support conference travel](#).

A Quick Guide to Points of Contact in the History Department: Whom should I ask?

The **Department Chair** should be contacted with questions regarding:

- Assignments of Teaching Assistants (TAs);
- Assignments and work schedules of Research Assistants (RAs);
- Carrel Assignments;
- Concerns related to academic integrity;
- Complaints about the Director of Graduate Studies.

The **Director of Graduate Studies** should be contacted with questions regarding:

- All advising issues (such as registering for courses, choosing fields, selecting DQE and dissertation committees, grade appeals);
- Concerns related to academic integrity;
- MA Comprehensive Examinations and Essays;
- Foreign language requirement;
- Funding questions, including support for conference travel, also external grants;
- Continuous enrollment;
- Assistance with commonly used [forms](#), especially as related to the MA program and general planning forms for the doctoral program;
- Career planning.

The **Assistant to the Chair** should be contacted with questions regarding:

- Paperwork related to assistantships (such as tax and social security forms, payroll questions);
- Establishing credentials files;
- Assistance with commonly used forms, especially as related to doctoral exams and dissertation defenses;
- Office procedures;
- Submission of timesheets for TAs and RAs;
- Use of departmental computers and printers;
- Reserving the seminar room or Eisenberg Hall for meetings or workshops.

Individual Faculty should be contacted with questions regarding:

- Specific classes and related assignments or the assessment of their work;
- TA or RA responsibilities;
- Questions about research areas, grant applications, and related areas as appropriate;
- A few caveats—
 - Please be aware of faculty office hours and respect their time.
 - Marquette convention is to call most faculty Dr. So-and-so. It is certainly reasonable to call faculty by her or his first name if they invite you to do so.

Sensenbrenner Hall: Policies and Procedures

The Department of History moved into the newly renovated Sensenbrenner Hall at the end of the spring 2014 semester. We share this beautiful building with the Klinger College of Arts and Sciences and the University Honors Program, who occupy the garden level and first floor. The University regularly holds both academic and fund raising events in Eisenberg Hall. Classes meet in the large classroom on the building's first floor and Marquette students study in the building's atria. In sum, this is a building that sees a fair amount of traffic and we need to respect both its varied uses and its physical plant.

The History Department occupies the majority of the second and third floors. The main History Office is 203, including office space for the Department Chair, Assistant to the Chair, student assistants, mailboxes, and copier/scanner. Faculty offices are divided into three suites on the second and third floors. There is a dedicated space for graduate students on the fourth floor mezzanine (accessible only from 303). The second floor also has a kitchen for departmental use featuring a large refrigerator and microwave, as well as a quiet room. A shower is located in the ADA-toilet stall on the first floor.

The policy discussion below relates specifically to graduate student use of the building. It supplements the Department's broader policies and procedures guidelines, which also should be consulted.

Locks and Security

Sensenbrenner Hall will be unlocked weekdays from 7 a.m. to 7 p.m. when the University is open (i.e. until the end of class use on any given day). All faculty and graduate students will have 24 hour access to the building and 303 suite/Mezzanine area using their Marquette ID. Honors program students also have special access to the building and the Honors suite (002) Sunday-Thursday from 7 am to 11 pm and Friday-Saturday from 7 a.m. to 7 p.m.

Using your ID:

- To enter, tap the card reader once with your ID, picture up.
- If the card reader light is red or flashing green and red, propping the door open will set off an alarm at DPS.
- If the card reader is green, it is unlocked.

Access and Security Policies:

- There are security cameras located throughout the building, but the feed is not monitored on a regular basis.
- A security "call button" is located by the elevator on each floor. It connects you immediately with main office of Marquette University Police.

- Main office suite: Office staff will unlock the door at 8 a.m. and lock it at 4:30 p.m. on days the university is open. Graduate students do not have access to this space outside these hours.
- 303 offices suite/mezzanine: all graduate students have access 24/7. The door will automatically unlock at 8 a.m. and lock at 4:30 p.m. Tap your ID once to open the door when the light is red.
- The seminar room (302) should never be unlocked unless it is occupied—graduate student IDs cannot open this door, but arrangements to use this space for meetings and study groups can be arranged with the Assistant to the Chair. Door can be propped open briefly while waiting for classes to gather or during breaks.
- TAs should not meet students in the Mezzanine after 4:30 or bring non-History connected persons into locked spaces except for department sanctioned events.

Emergency Procedures

Please take a moment to review Marquette’s Emergency Procedures Guide (available on the Mezzanine) and become familiar with what you should do for yourself and others in an emergency. In the event of a real emergency where evacuation from the building is necessary, please assemble to the southeast corner of parking lot J. The secondary evacuation location is the Eckstein Law School lobby.

Mezzanine and Other Common Spaces

The Mezzanine is a space for all graduate students in the Department. TAs, and in some cases other assistants whose RA or internship work necessitates a space, are assigned carrels so that they have a space to meet with undergraduate students and do work connected to their assignment. All other students are welcome to work up there at the library tables and couches. There are several common computers which can be used for academic work, first come-first served. Students without an assigned carrel also are encouraged to claim one of the lockers available under the mezzanine stairs to store books and other materials.

As a shared academic space, some basic common sense rules apply to insure that it is welcoming to all:

- The general noise level should be low to allow for personal study in both the mezzanine and offices below. The small meeting rooms can be used for working groups or the seminar room reserved outside of class hours for meetings.
- Carrels and shared spaces should be reasonably professional in appearance—a statement of your academic interests—since undergraduate students, faculty administrators, and visitors regularly access this space. This does not mean you cannot have personal photos, but choose ones that are appropriate for a public and professional setting.

- Socialization is an important and valuable part of the graduate experience. But since this is a common space, attention should be paid to how and when social events are scheduled so they do not interfere with other students' ability to work there.
 - Social events should be inclusive. If graduate students from other departments will be included, permission from the Department Chair is necessary.
 - All food waste should be carried to trash receptacles out in the hallway—larger amounts (including pizza boxes) should be taken to the bins outside Sensenbrenner. Trash is only picked up once a week on the Mezzanine.
 - Alcohol does not belong on Mezzanine or in the atria except during Department-sanctioned events.
- Alert the Assistant to the Chair in the case of damage to furniture or walls, carpet stains, or if other major cleaning is needed.

Other Common Spaces:

The kitchenette is a public place with new appliances and spaces, so we all need to keep it tidy and clean. Also, because it is a public place, use some caution in what you leave in the refrigerator or sink.

- *Refrigerator*: The refrigerator will be cleaned every Thursday. Any items with expired dates will be discarded. Please label your food and lunch bags, and do not assume that unlabeled food is available for taking. Any unidentified items will also be discarded.
- *Dishes*: You are, of course, responsible for cleaning and storing your own dishes. Please do not leave dishes to soak in the sink and do not leave them in the drying rack for more than a day or two.
- *Microwave*: Please cover your food and clean the microwave after every use.
- *Keurig Coffee Maker*: You are responsible for providing your own K-Cups or their equivalent.

Printing/Copying

All graduate students receive a PrintWise allocation each semester to allow for copying. For AY 2016-2017, the amount is \$14/semester (and \$7 for graduate students enrolled in summer classes). Graduate Assistantships have an additional allocation to support their work as TAs and RAs (the total amount is \$75/semester for AY 2016-2017). Additional information about Printwise, including locations of Printwise copies, can be found here <http://www.marquette.edu/its/help/printing/>.

Graduate students may use departmental printers only for work related to their official responsibilities as TAs or RAs and not for their own coursework or research. Outside of syllabi, exams or assignment guidelines supervising faculty ask them to print, other “handouts” should preferably be shared by email and/or posted onto the class’ D2L site.

Specific instructions for using the copier/scanner are available from one of the student assistants in the History Office or the Assistant to the Chair.

Mailboxes and electronic mail

All graduate students have a mailbox within the main office suite. Please check it regularly for information on talks and Department events, as well as official documents sent by the Graduate School. Mail delivery/pick up is once per day. For shipping, our address is:

US Mail

History Department
Marquette University
Sensenbrenner Hall 202A
PO Box 1881
Milwaukee, WI 53201-1881

UPS, FedEx, or other parcel carriers

History Department
Marquette University
Sensenbrenner Hall
1103 W. Wisconsin Ave.
Main Office Suite #202A
Milwaukee, WI 53233

You also must check your University email on a regular basis—official University policy states that email is an official means of communication with students. This means that anything sent to your Marquette email address via eMarq, the Marquette University email system, will be presumed to have been received by you. Thus, students cannot claim that they did not receive notifications sent by email. (EMarq allows users to forward email messages to other accounts.)

Beyond this requirement, though, History faculty and administrators will communicate regularly by email to your Marquette address. If you are in coursework or on assistantship/fellowship, you should be checking this account once a day when classes are in session. Respond to emails sent individually to you or necessitating a reply.

Ethical Behaviors and Collegiality

Respect for ourselves and our discipline underlies all of our scholarly life and work at Marquette. Our behavior as colleagues—your fellow students, professors, support staff, department employees, and all other persons involved with this Department—impacts the way we do our work. The Department of History has always prided itself on being a rigorous, friendly, and open intellectual community. Any actions taken by graduate students to disrupt that community have lasting repercussions. As such, the following paragraphs should be taken as general guidelines and do not constitute not a comprehensive list of all appropriate (and inappropriate) collegial actions.

Collegiality

Appropriate standards of behavior are expected. A professional but collegial atmosphere must be maintained at all times. This atmosphere is present, broadly, in two areas—inside the classroom and outside of it.

In the classroom, the intellectual community is paramount. In order to foster a vibrant, positive, and rigorous intellectual community, each colleague is expected to complete his or her work on time, keeping in mind that failure to do so detrimentally affects the academic environment of the Department. Graduate education is necessarily one of debate. If students do not complete their work, that debate suffers. To benefit most from the intellectual debate, each student needs to be prepared. This ensures fairness not only to the faculty but also to fellow students.

Outside of class, the requirements of the intellectual community change very little. Collegiality helps the community thrive. It must also be recognized that one's contribution to this atmosphere is critical to establishing and maintaining a positive standing within the department. Words or actions that disrupt the community may affect other's perceptions—perceptions which will be vital to progress through the department, maintaining or gaining assistantships, or receiving departmental recommendations. Respect and decorum are requirements of a healthy, friendly department.

In order to maintain the healthy atmosphere of this intellectual community, certain actions are deemed inappropriate. Such actions include, but are not limited to:

- Malicious gossip or making demeaning remarks about others.
- Cutthroat competition, where one student acts purposefully to lower another's standing or hinder their ability to flourish in their academic or professional career.
- Personal attacks, whether physical, verbal, or otherwise. These attacks go beyond mere criticism of one's ideas and cross over into attacks of one's person or character.

- Offensive remarks of all types, including racist, sexist, homophobic, political, or religious. (See also section below on Diversity at Marquette.)

One of the greatest assets of the Marquette University Department of History's graduate population is its friendliness. We have always been a small department, willing to help one another both in and out of the classroom. Words or actions which disrupt this community threaten that asset. Treat fellow students as friends and fellow travelers in graduate study. Act and speak respectfully.

Personal Use of Social Media

If you identify yourself as a Marquette historian, we have some interest in how you portray yourself on social media (including but not limited to personal websites and email addresses, blogs, Facebook, Instagram, Twitter, etc.). Graduate students are thus reminded to be thoughtful about how they represent themselves or the program since what may appear private, if often very public. For example, TAs should be very cautious about commenting on the quality of their students' work in any online forum (even if it is therapeutic to share illogical writing or preposterous historical claims). Graduate students also should be aware that potential employers do regularly run internet searches and make judgements of suitability based on social media posts.

[Academia.edu](https://www.academia.edu) can be an excellent resource for making connections with other scholars, especially for Europeanists and Global historians. Following other scholars and tags will alert you to new scholarship and conferences. However, we recommend against posting work in progress.

Academic Integrity

The History Department follows the University's policies related to [Academic Integrity](#) which are defined in the Graduate Bulletin and a dedicated website, which includes the following foundational statement:

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of

Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

We are also governed by the standards of our profession. See for example the American Historical Association's [statements and guidelines](#) for professional conduct in research, teaching, and our relationships with each other. Discussions of integrity in scholarship will be a regular part of graduate training, in course work and individual projects.

During their first semester enrolled at the University, all graduate students must view an online tutorial on Academic Integrity and complete Marquette's online assessment by the end of their first semester (available in Checkmarq). Failure to do so will preclude enrolling in classes for the subsequent semester.

Any concerns about Academic Integrity should be brought to the DGS and Department Chair. Their investigation may involve the Graduate Committee. Matters also may be reported to the University Academic Integrity Council and evaluated following their procedures. These concerns include but are not limited to: research misconduct, academic fraud, plagiarism, and cheating on exams.

Diversity and Discrimination

The History Department embraces the University's commitment to human dignity and diversity:

Marquette University does not discriminate in any manner contrary to law or justice on the basis of race, color, gender, age, sexual orientation, religion, disability, veteran's status or national origin in its educational programs.

Our support for a diverse University community is a product of our goal to build a culture of learning and understanding. All Marquette historians are charged to treat others with care and respect. Students should be aware of the following University resources:

- [University Counseling Center](#)
- [Campus Ministry](#) (including information on non-Catholic ministries)
- [Office of International Education](#)
- [Diversity Advocates](#)
- Marquette's [Title IX Office](#)
- [LBGTQ+ Resource Center](#)
- [Center for Intercultural Engagement](#)

Enrollment, Classes, and Grading

At Marquette, graduate classes are designed by numbers in the 5000-9000 range. A full list of classes is available in the Graduate Bulletin. The discussion below presents general guidelines for the classes in which students typically enroll. Students choose classes in consultation with the DGS, who also can approve exceptions to these general principles. Advice from faculty in the students' research field also should be sought. Any questions about class enrollment should be directed to the DGS.

Course descriptions will be available on the Department website. Students should enroll in classes after advising, and as soon as their registration time is available (indicated in Checkmarq). Courses can be changed from graded to audit only up until open registration closes (midnight on the second Tuesday of the fall and spring semesters). Tuition is the same for audited courses.

Types of Classes

5000-level classes are those which are cross-listed with 4000-level undergraduate courses (generally senior level). In most cases, History students will be discouraged from enrolling in these courses since most are designed primarily for undergraduates and often are less focused than graduate classes. However, there are three notable exceptions and students may be encouraged to take them.

- HIST 5100 and HIST 5101—these classes in Public History and Applied History are excellent opportunities for developing particular skills for working in museums, with technology, and on focused projects.
- HIST 5210, 5212, 5300-5500s—these globally focused courses will benefit PhD students developing their teaching field, as well as MA students working on their fields in medieval or global history. Some 5931 classes also may apply.
- HIST 5953—these historiographical colloquia may focus on a geographical or chronological theme of relevance to a student's research. Some sections of 4953/5953 are linked to a 4955 undergraduate seminar. In that case, graduate students are not allowed to enroll in it (nor are graduate students allowed in 4955s).

Enrollment in 5000 level classes in US and European history of particular relevance to research areas will be considered on an individual basis.

Any graduate student enrolled in a class that is cross-listed with an undergraduate course should discuss the expected amount and types of contributions to the class meeting, as well as additional work required for the class with the supervising professor.

Most classes for graduate students will be numbered at the **6000 level** indicating that enrollment is limited to post-baccalaureate students.

Colloquia are courses designed to investigate major themes and historiographical debates. They thus are fundamental classes for exploring research topics and gaining an orientation to a field, as well as serving as part of exam preparation both for MA exams and DQEs. Colloquia are divided geographically and chronologically:

- HIST 6110. The British Atlantic World to the American Revolution.
- HIST 6115. The American Revolution and the New Nation
- HIST 6120. The Sectional Conflict, Civil War Era and Gilded Age
- HIST 6125. United States in the Twentieth Century
- HIST 6235. Medieval Europe
- HIST 6240. Early Modern Europe
- HIST 6245. Nineteenth-Century Europe
- HIST 6250. Twentieth-Century Europe
- HIST 6300. Global History

Doctoral students who earned their MAs at Marquette are sometimes allowed to “repeat” a colloquium when a different faculty member is teaching the course and the content or methodological approach is significantly different. The DGS will assist with enrollment.

6500 courses are “Studies” classes, that is, readings classes that focus more closely on a particular topic or historiographical theme. They often relate to specific faculty research interests. Recent examples include post-colonialism, nationalism, Atlantic slaveries, and identity. While these classes may be chronologically or geographically focused, supervising faculty often will accommodate students who are working outside that field to allow them to explore a different area or period in their class project.

The **History seminar, HIST 6954**, is offered every semester and organized thematically, rather than on a chronological or geographic focus. Recent examples include memory, gender, and children’s history. This thematic approach accommodates students across the fields supported by the graduate programs. Generally, enrollment in the fall semester includes PhD students in coursework and second year MA students. The spring semester includes primarily first year MA students, although desire to work under a particular supervising faculty member may shift when students take their two required seminars for their degree program. Typically, MA essays derive from work done in one of these seminars.

Directed readings classes—which are taken in exceptional cases—are numbered 6995 for MA student and 8995 for PhD students. Enrollment in these classes requires a particular [form](#) and approval from the supervising professor and DGS.

Classes numbered at the **8000 level** are mainly specialized classes limited to doctoral students.

- HIST 8960: Dissertation Seminar, usually taken by doctoral students during their second semester to prepare their research field and dissertation topic. This is a graded class earning three credits.
- HIST 8999: Doctoral Dissertation, generally taken by doctoral students during their third year for six credits/semester (12 credits total are required). This class is not graded (SNC/UNC).

9000 level classes generally represent **continuation or placeholder classes**—that is, classes that do not earn credit but indicate your status in the program (fulltime, half time, or less than half time).

It is essential that students accurately represent their status due to auditing by government regulators who are increasingly concerned about student loan financing (including institutions collecting loan-financed tuition from students not making adequate progress toward degree completion, and students who are not making adequate progress toward degree completion using student status as a shield from loan repayment). Students do not enroll directly in these classes, but rather request enrollment by filling out a [form](#) which requires the DGS' signature and then is sent to the Graduate School for confirmation.

Continuation courses are not graded, but do receive SNC/UNC assignments. Earning an UNC—Unsatisfactory No Credit—will trigger a review which may lead to a student's dismissal from the program and University (usually an RWDP). An example of how a UNC grade could result might be a doctoral student enrolled in HIST 9999 who fails to submit chapters to a dissertation adviser by an agreed upon deadline.

The most common continuation courses History students encounter include:

- HIST 9970: this is a rarely taken course which you would enroll in if you cannot do academic work during a semester but need to remain active as a student. It indicates your student status is less than half time.
- HIST 9974: Fellowship. Doctoral students holding a Smith, Schmitt, or Raynor Fellowship may enroll in this course.
- HIST 9975-9976: Assistantship. MA or PhD students on TA or RA assistantships who need to enroll in only 3 or 6 credits during a semester may enroll in the appropriate placeholder course to ensure their status as a full time student.
- HIST 9984-6989: MA or DQE exam preparation. These course numbers usually are used by students who are not enrolled full time.
- HIST 9997-9999: Dissertation continuation courses. Once doctoral students complete their dissertation credits (HIST 8999), they enroll in this class during the fall and spring semesters (summer enrollment is not required unless the student intends to graduate in August). The DGS is the instructor of record for these courses and consults with the dissertation advisers to insure that a SNC grade is warranted.

Foreign Language Classes

During the summer session, the Department of Foreign Languages regularly offers Reading Knowledge Courses, preparatory to doctoral language examinations. Classes are offered in the following languages: French (FREN 6204), German (GRMN 6204), and Latin (LATN 6204). These graded classes earn 3 credits, although these courses do not count as part of a graduate degree in History. Graduate students who have full assistantships can enroll in these classes as a part of their tuition funding. Other students can enroll in these classes and pay tuition for audit or credit.

Graduate students also can enroll in undergraduate language classes when seats are available, but tuition costs are incurred and these classes do not count for graduate credit.

Note on Grades and Grade Appeals

The History Department follows University policies on grading, as defined in the Graduate Bulletin. To remain in good standing in the University, graduate students must maintain a cumulative grade point average of 3.0 after they have completed their first nine credits of study. If the cumulative GPA subsequently drops below that point, they will be subject to dismissal from the University—required to withdraw for academic reasons (RWAR). This decision can be appealed and the student reinstated, provided they have a reasonable plan to improve their academic standing which is accepted by both the Department and Graduate School.

Marquette faculty assign grades of A, AB, B, BC, and C as the minimally acceptable grades to earn credit in graduate courses (D and F grades may be earned but carry no credit).

You will commonly read in online guides to graduate study that an A is the only acceptable grade in graduate school and that a B is an F. There is some degree of truth in that statement, especially for doctoral students. A B grade or lower can convey a faculty member's judgement that a paper or performance in a class needs to improve significantly to be quality graduate work. It also can indicate that an MA student is not ready to continue for a doctorate in History or that a doctoral student is not ready for dissertation research. However, there are differences in how grades are determined among individual faculty, as well as varied expectations for the quality of work demonstrated by MA and PhD students. Students always should consult the syllabus and meet with faculty to understand how grades are assigned on both individual assignments and for the final grade. Faculty also can help understand the significance of these grades. For example, some classes may give more weight to oral discussion and shorter, regular writing assignments, while others have a "high stakes" research paper that serves as the main evidence for the final grade. In these two examples, an earned A in either class would reflect different skills and professional abilities.

When evaluating student progress, the Graduate Committee is aware of variations in faculty grading and takes those differences into account.

Grade Appeals

A student may appeal a final grade in any course if the student believes that his/her performance was evaluated differently from the course requirements as listed in the syllabus or differently from other students' performance in the class. Any grade appeal must be made as soon as possible and no later than the University deadline for removing X and I grades for the semester in question (listed on the [University academic calendar](#); it generally falls about a month into the next semester). To officially appeal the grade, the student should first contact the instructor to discuss the assigned grade and may request reevaluation. Results of a reevaluation must be reported to the student within two weeks.

If the student is not satisfied with this reevaluation, s/he can formally appeal to the Graduate Committee within the subsequent two weeks. The student should submit to the DGS a written statement outlining the reasons for the appeal and explain directly why the student feels his/performance was 1) evaluated differently from the stated grading policy on the syllabus, and/or 2) differently from other students in the class. The DGS will bring this appeal to the Graduate Committee, who in turn will consult with the faculty instructor and investigate the appeal. Within another two weeks, the Graduate Committee will make a recommendation to the faculty member and student that either 1) the grade stand as assigned, as there is no evidence of inconsistent grading, or 2) that the grade be reconsidered and the work reevaluated in light of the Graduate Committee's findings. The instructor can either choose to maintain or change the grade. The Department Chair may be consulted during the investigation and will be informed of all decisions but this will be the final action taken within the Department.

If the student is not satisfied with the Department's action, an appeal can be submitted to the Graduate School. Appeals must have been exhausted at the departmental level. The final responsibility to resolve student appeals resides with the Graduate Dean, as advised by the Board of Graduate Studies. The appeal must be specific and substantial for the dean to appoint a committee to hear the appeal. A full description of the University's policies is available in the Graduate Bulletin.

Master of Arts Program

MA students complete thirty credit hours of course work, including six hours of graduate seminars, a comprehensive examination, and a master's essay. There is no foreign language requirement, although students wanting to go on for a doctoral degree are encouraged to work on their linguistic skills.

MA Course Work

MA students are required to take HIST 6100, two research seminars (HIST 6954), as well as 7 other graduate classes. Six hours of graduate work can be taken outside the History Department, although permission must be obtained from the DGS before registering for non-history classes, as well as from the instructor of the other class.

A typical sequence of classes for a full-time MA student will look something like this:

First Semester: <ul style="list-style-type: none">• 6100: Art and Craft• Colloquium• Studies course or field focused course; Public History	Second Semester: <ul style="list-style-type: none">• First Seminar• Colloquium• Studies course or field focused course; Applied History
Third Semester: <ul style="list-style-type: none">• Second Seminar• Colloquium or readings course• (Optional third class)	Fourth Semester: <ul style="list-style-type: none">• Colloquium or readings course; Applied History• (Second class if only six classes taken in fall)• MA Comps• MA Essay

Evaluation of Students

MA students meet at least once each semester with the DGS to discuss progress in the program and future plans.

At the end of the fall and spring semesters, the DGS and Graduate Committee reviews all areas of student performance (coursework, assistantships, research progress, professional behavior, etc.), in consultation with other supervising faculty as appropriate. In the case of serious matters (e.g. a grade of a BC or lower in a class, concerns about fulfilling teaching or research

responsibilities connected to an assistantship, etc.), the DGS will write an evaluation letter which will be kept in student files. Students may submit a written response to the evaluation which addresses any recommendations. Possible outcomes of this evaluation can include recommendations about removing or reducing funding or even removal from the program in extraordinary cases (RWDP). Students may appeal an RWDP.

MA COMPREHENSIVE EXAMS AND READING LISTS

MA students take comprehensive essay exams in their major and minor fields of study. These exams generally are offered only once per year, usually in the second full week of February.

The DGS will appoint examiners for each field and communicate this information no later than the start of the fall semester of the students' second year, and generally by the end of the spring semester of their first year. It is the responsibility of students to get in touch with the examiners for guidance.

The major field exam includes two sessions of three hours each over one day and the minor field is one three hour session on an adjacent day. Any student requiring accommodations for a disability needs to work with the [Office of Disability Services](#) to determine the nature of the accommodation no later than the start of their third semester.

A 2.0 vote is required to pass (major and minor field examiners will read both parts of each exam). A student who fails the MA comprehensive exam will be given one opportunity to re-take the written exam within six months of the first examination. In addition to a written component, students who are re-examined will be required to take a one-hour oral examination. A 2.0 vote, on both written and oral exams, is required to pass.

While these exams come toward the end of the MA degree, preparation for them should begin from the time of matriculation. To aid this preparation, History faculty have prepared representative lists for each field, linked on the Department website:

United States History

- [Early U.S.](#) (from the British Atlantic and American Revolution to the early decades of the New Nation, cf. HIST 6110 and 6115)
- [Modern U.S.](#) (from the Sectional Conflict through the Twentieth Century, cf. HIST 6120 and 6125)

European History

- [Medieval](#) (from Late Antiquity to the beginnings of early modernity, cf. HIST 6235).*
- [Early Modern](#) (from the fifteenth through the eighteenth centuries, cf. HIST 6240)
- [Modern Europe](#) (from the nineteenth through the twentieth centuries, cf HIST 6245 and 6250)

Global Studies

- [Global History](#) (focusing on major issues, methodologies, and historiography in global history from 1500 to present; cf. HIST 6300)
- Minor fields may be taken in Atlantic World, African, Asian, or Latin American history in which case readings lists are developed with the examining professor. These minor fields are options only for students who opt for Global as their major field.

* Students opting for Medieval Europe as their major field are not required to take a separate minor field, although their complete exam still consists of nine hours (i.e. medieval is both major and minor fields). The minor field may concentrate on a medieval focus outside Europe such as Byzantium, medieval Islamicate societies, or medieval East Asia as determined in conjunction with the examiners.

These lists must be understood as a starting point, as indeed should syllabi from relevant colloquia. The comprehensive exams are not limited to these lists or a particular class and, in fact, any question on a book from one of these lists would not be limited to its content but rather would ask for the arguments to be contextualized more broadly in terms of major debates within the field. In sum, the lists are not prescriptive and any student should expect to understand a range of interpretations in order to demonstrate mastery of critical events and themes, as well as significant historiographical debates in the field.

The comprehensive exam takes place in a computer class room (all PCs). MA students should make sure to save it frequently to the desktop as well as on a thumbdrive, D2L locker, or other device. At the end of the exam, you will email the completed test as an attached copy to the Department Administrator. University policies on Academic Integrity are in effect for the exam.

MA ESSAYS

MA students also must complete a master's essay, which is normally a seminar paper that has been revised. For instance, essays will often include more historiographical background than contained in the original papers. They should be at least thirty pages long, exclusive of bibliographies and other end matter. The "Master's Essay Approval Form" must be signed by a primary reader (usually the faculty member in whose seminar the paper was written, although

the students also can ask a faculty member in her or his field to serve as primary reader). The DGS is the second reader of all essays.

A student must make a draft of his or her essay available to the primary reader at least one month before the due date set by the Graduate School in order to give the reader adequate time to read and make suggestions for improving the essay. The student is responsible for delivering the completed essay and cover sheet to the Graduate School prior to the deadline (generally a month before the end of the semester). The MA coversheet is available on the Graduate School's [website](#) and you should follow these steps to submit successfully:

- Check that the paper is an ESSAY (not a thesis).
- There are four options for SPECIALIZATION: MEDI-SPMA, USHI-SPMA, EURO-SPMA, and GLST-SPMA—but you can just write Medieval, US, Europe, or Global as fitting.
- The primary reader is the main faculty member who worked with the student (generally the seminar leader, but also potentially a field specialist). Her or his name needs to go into the appropriate box and they need to supply their MUID number. Her/his name also needs to go below in the box for Committee Director and with the DGS listed as Committee Member in the space below them.
- The second reader is the DGS, who should receive the essay after the primary reader has signed off.
- To submit, MA students must do two separate things:
 - Submit the signed hardcopy of the FORM with original signatures to the Graduate School by the deadline.
 - Email a scanned copy of the FORM AND ESSAY to the Graduate School records (in AY 2016-2017 this is sherri.lex@marquette.edu), copying the DGS as well.
- It is strongly recommended that you copy yourself on the email submission and keep a copy of the cover sheet.

Doctor of Philosophy Program

The department offers doctoral degrees in United States and European History. While students' research will allow them to specialize either in Early America/Modern America or in Early Modern or Modern Europe respectively, training and exams emphasize the breadth of these fields. In addition, doctoral students demonstrate competency in a topical research field (related to their dissertation) and a global teaching field (i.e. non-US and non-European).

The Doctor of Philosophy program requires the completion of a total of sixty credit hours beyond the bachelor's degree, a demonstrated proficiency in a foreign language, passing the Doctoral Qualifying Examination (DQE), and the successful defense of a dissertation. The sixty hours does not include the twelve hours of dissertation credits required by the Graduate School (for which students normally register after successful completion of the qualifying examinations). Students entering with an MA in hand must complete thirty hours of coursework (not including dissertation credits). NOTE: Students whose MA is not in history may be asked to take additional courses before taking their DQEs.

PhD students must take two 6000-level research seminars (this requirement includes students who received their MAs at Marquette) as well as HIST 8960, a three-credit dissertation seminar, which lays the foundation for their dissertation research. The recommended sequence of classes calls for a research seminar during the first and third semesters of doctoral course work and the dissertation seminar during the second semester (see also below).

PhD students are strongly encouraged to take the pertinent colloquia (courses numbered between HIST 6110-6250), which provide introductions to the history and historiography of the periods covered by the examination fields and offer guides to additional reading and study. Doctoral students who earned their MAs at Marquette are sometimes allowed to "repeat" a colloquium when a different faculty member is teaching the course and the content or methodological approach is significantly different. The DGS will assist with enrollment.

HIST 6100 is required for all doctoral students who did not earn an MA from Marquette. Six hours of graduate work can be taken outside the History Department, although permission must be obtained from the DGS before registering for non-history classes, as well as from the instructor of the other class.

This chart represents a typical progression of courses, as well as other significant deadlines:

<p>First Year: Fall</p> <ul style="list-style-type: none"> • HIST 6100 • Colloquium/Readings • First Seminar • Deadline for certification of foreign language competency for Continental Europeanists (end of the semester) 	<p>First Year: Spring</p> <ul style="list-style-type: none"> • Colloquium • Readings course or Applied History • HIST 8960 Dissertation Seminar • Submit Dissertation Program Planning Form
<p>Second Year: Fall</p> <ul style="list-style-type: none"> • Second Seminar • Global field course 	<p>Second Year: Spring</p> <ul style="list-style-type: none"> • Colloquium, readings, and global field classes • Deadline for certification of foreign language competency for British and US historians (end of the semester) • DQEs between May-early fall semester
<p>Third Year: Fall</p> <ul style="list-style-type: none"> • HIST 8999: 6 Dissertation credits • Research • Submit Dissertation Outline 	<p>Third Year: Spring</p> <ul style="list-style-type: none"> • HIST 8999: 6 Dissertation credits • Research • Certification of Global field teaching competency (by end of semester)
<p>Fourth/Fifth Year: Fall</p> <ul style="list-style-type: none"> • Research and Writing • Teaching Fellow or Research Fellowship • Departmental internship to develop alt-ac skills 	<p>Fourth/Fifth Year: Spring</p> <ul style="list-style-type: none"> • Research and Writing • Teaching Fellow or Research Fellowship • Departmental internship to develop alt-ac skills • Dissertation Defense

While this chart mainly focuses on program deadlines, PhD students are strongly encouraged to develop and update regularly their own five year plans, which identify goals for conferences, grant and fellowship applications, publications, and job market intentions. An example of how you might develop your own plan is available from [The Professor Is In's website](#). Both dissertation advisers and the DGS can assist.

Evaluation of Students

At the end of the fall and spring semesters, the DGS and Graduate Committee review all areas of student performance (coursework, assistantships, research progress, professional behavior, etc.), in consultation with the dissertation director and other supervising faculty as appropriate. Doctoral students will receive an evaluation letter from the DGS after each semester until they advance to candidacy. Thereafter, there will be an evaluation letter at least once a year, generally at the end of the spring semester. These letters will be kept in student files. Students will submit a written response to the evaluation which addresses any recommendations and outlines their goals for the next academic year.

This evaluation serves to identify both areas where the student demonstrates good progress, as well as areas in which improvement or attention is needed. Possible outcomes of this evaluation can include recommendations for removing or reducing funding, or even removal from the program in extraordinary cases. Examples of situations that could lead to these recommendations include, but are not limited to:

- Two or more grades of a B or lower, even if the cumulative GPA remains above a 3.0.
- A BC or lower in a class;
- Concerns about fulfilling teaching or research responsibilities connected to an assistantship;
- Failure to secure a dissertation director by the end of the fourth semester of full time enrollment;
- Delaying DQEs beyond the fifth semester of full time enrollment;
- Insufficient progress on dissertation research or writing.*

*Note: earning a UNC (Unsatisfactory No Credit) in a continuation course will automatically result in the student's dismissal from the program (RWDP). Such a situation might occur if a student fails to submit chapters to the dissertation director by a previously agreed upon deadline, as a SNC grade indicates that the student is making documented progress on the dissertation. If an RWDP is issued, the student has the right to appeal and seek reinstatement following procedures established by the Graduate School.

Dissertation Director

During the first semester of study, each student should identify a potential dissertation director (or two co-directors), who also will serve as chair of the DQE committee. During the second semester, the student will enroll in HIST 8960 (Dissertation Seminar) which will establish their research field (the field providing the largest appropriate historiographical context for their dissertation research). The requirements for this research field will be fulfilled when the dissertation seminar is completed and the Graduate Committee approves the field. Since the

Dissertation Seminar is a graded 3 credit course, the dissertation director will assign appropriate work such as historiographical essays and/or a draft of a research proposal to help develop the research topic.

In some cases, an outcome of the Dissertation Seminar may be that either the faculty member or the student will recognize that they are not suited to continue working together on the dissertation project. In that case, the student will have the next academic year to secure the support of a different dissertation director and schedule their DQEs. Failure to secure a dissertation director by the end of the fourth semester in the program may generate a formal review leading to the student's loss of funding or withdrawal from the program (RWDP) as noted above. The student will have the right to appeal an RWDP dismissal through the Graduate School.

The Dissertation Director is normally the chair of the student's DQE and works with her/him to establish the exam committee. Their relationship during the dissertation process is described below.

Doctoral Qualifying Examination

Students will be examined in their field (European or US) by a committee chosen by the student in consultation with the chair of the committee (who normally will also serve as dissertation director, as noted above). The responsibility of scheduling the examinations lies with each student, who must consult with committee members several months in advance regarding the dates for the written and oral examinations. Any student requiring accommodations for a disability needs to work with the [Office of Disability Services](#) to determine the nature of the accommodation no later than the start of their third semester.

It is recommended to schedule them after the fourth full semester of classes and no later than the end of the fifth semester in the doctoral program. Delays beyond this period may result in the loss or reduction of funding. (NB: all successful applicants for University research fellowships, such as the Smith or Schmitt Fellowships described below) must complete their examinations by the beginning of the semester in which their fellowships begin.)

The doctoral qualifying examination (DQE) will cover either European (early modern and modern) or United States History (from exploration and settlement to the present). The entire committee of three department members assesses examination performance on the complete exam (written and oral components). The committee members generally are chosen from field experts in US or European history and so are not necessarily the same committee as for the dissertation, although that overlap is common.

Written qualifying examinations are nine hours in duration. Oral qualifying examinations, two hours in duration, are held about ten days after the written examinations. These exams may

include discussion of the student's planned dissertation research as well as their preparations for their Global teaching field. A unanimous vote is required to pass the exam.

The DQE tests the student's knowledge of the significant issues and trends in the subject fields along with a familiarity with some of the major historians. More is expected of PhD students, however. They will be expected to go beyond demonstrating their knowledge of facts and major trends in historiography to synthesizing secondary sources and thinking critically about the historians they have studied.

To aid in preparation, all PhD students will work with faculty examiners to construct a "core" reading list. They will be expected to master the field by working through this list and through coursework; all subjects and questions are on the table. An important element in the preparation process is taking the pertinent colloquia which serve as "foundation courses." These courses are intended as more than cognates for the exam fields. However, course work alone is not sufficient to prepare students for exams. In fact, each faculty member has his or her own ideas about the appropriate ways for students to prepare for examinations and about a faculty member's appropriate role in that preparation.

The chair of a DQE committee may convene the rest of the committee to talk about possible avenues of questioning and to propose certain approaches for students to follow in preparing for the exam. This chair also may arrange for an oral test in September of the student's third semester to determine progress in preparing for exams. It is also vital that the student confer with each member of the committee during the semester prior to the DQES, to make sure that the student and the faculty members are "on the same page" regarding the exam.

Practical Details for the DQES:

- The written portion of the doctoral qualifying exam is three days consisting of three-hour sections, followed by the two-hour oral). The schedule may be flexible, depending on the student's preference (for example MWF or three days in a row).
- It is the responsibility of the committee chair to notify the committee members to give the questions to the Chair's Assistant two weeks ahead of time.
- The student will take the exams on a computer provided by the department. The committee chair will work with the Chair's Assistant to reserve the room. The student will be on his/her honor to observe the time limitations and follow all standards of Academic Integrity as defined by Marquette University and the American Historical Association. The finished exams are then given to the Chair's Assistant.
- The Chair's Assistant will then see that the exam is copied and distributed to the committee members, along with the appropriate form(s).

After receiving preliminary feedback from committee members, the chair of the examination committee may call a meeting to determine whether or not the student should proceed to the oral portion of the examination. This meeting will take place prior to a formal vote on the examination.

If the committee decides the student has not passed the written exams, then the entire DQE is a failure. The procedure for retake is described below. If the committee passes the written exams on a 3.0 unanimous vote, the student will proceed to the oral:

- Oral exams are usually one week after the written exams.
- Students are allowed to consult their own copies of the written exams as part of their preparation for the orals. They are also encouraged to consult with the faculty examiners who may offer direction for areas to address.
- The oral exam may respond or add to the materials discussed in the written exam. The discussion also may include questions on the student's proposed dissertation research or teaching field as made clear through prior discussions between the student and committee members.
- Copies of the forms assessing the exam should be made for the student's file before the forms are sent to the Graduate School.

An unanimous vote is required to pass the DQE (3-0) on all parts of the exam (all fields, both written and oral). A student who fails the DQE will be given one opportunity to re-take the entire written exam within six months of the first examination. The procedure will then be the same as the above.

Teaching Field

During their first year, students should identify their teaching field which must be in a non-American or non-European field supported by the Department (currently limited to Africa, Asia, or Latin America). In rare cases a student may petition to substitute a different fourth field, subject to approval by the Graduate Committee. These exceptions generally apply to students who are already working professionals in a field allied with History (e.g. Archival Sciences, Policy).

Competency in this teaching field will be certified by the following:

- Taking at least one (and if at all possible two) graduate course in African, Latin American, Asian, or Middle Eastern and North African History
- Working as a TA for the appropriate survey
- Creating a syllabus for a survey course in the teaching field, complete with assignments, readings, and an annotated bibliography
- Creating and delivering an in-class lecture on a topic of their choosing, complete with PowerPoint and appropriate handouts as desired.

The requirements for this field will be fulfilled when the above steps are completed and a portfolio presented to the Graduate Committee (ideally by the end of the third year in the doctoral program).

This portfolio should include a list of global courses taken, a list of the global classes for which the student TA'd, a letter from the supervising professor commenting on the student's work in the class including a statement of their preparation to teach their own survey course in the field, the syllabus and annotated bibliography, and a copy of lecture materials. If the student has had a non-global field approved, the DGS will work with the student on how to present the contents of the teaching field.

Since the goal of the teaching field portfolio is for students to have a set of documents that can aid them in academic job searches, they are welcome to add other teaching materials to this portfolio as desired (e.g. statements of teaching philosophy, other syllabi, course evaluations, etc.).

This portfolio can be presented as physical documents or as a website if the student desires. If the student has created digital tools or other online materials, it is sufficient to provide URLs.

DISSERTATION AND DEFENSE

Upon passing the DQE, students must complete the [Doctoral Dissertation Outline](#) (DDO). This form includes submission of the proposal for dissertation research and confirmation of committee members. The dissertation committee consists of the director and two other faculty members (in rare cases, and with the permission of the dissertation director and the DGS, a faculty member from another department or institution can be appointed to the dissertation committee). Committee members may overlap with the DQE committee or draw from other faculty members. They generally are chosen based on their geographical or chronological fit with the dissertation topic, but committee members also may contribute theoretical or methodological expertise.

Once this DDO form has been signed by all committee members and submitted to the Graduate School, the dissertation adviser submits a final [form](#) which confirms that the student has advanced to candidacy (that is, they are considered ABD--all but dissertation).

Students are expected to stay in close contact with their dissertation directors while researching and writing their dissertations, as well as to participate in the intellectual life of the Department. As a part of their annual review they should detail their plans for the next year. Failure to meet these goals without reasonable explanations or failure to remain in communication may result in a grade of UNC (Unsatisfactory No Credit) which will result in dismissal from the program (RWDP). Students have the right to appeal an RWDP.

Once a student begins producing chapters, the student and his or her director must decide whether to ask other members of the dissertation committee to read chapters as they are written or wait until an entire draft is completed.

Prior to the defense, students must allow the full committee-sufficient time to read the entire dissertation in its final form and format. (Sufficient time traditionally has been understood to mean three months, but the student and dissertation director can negotiate this requirement with the other committee members.) The date of the dissertation defense (scheduled by the student in consultation with the committee) must be [posted](#) in the Graduate School no later than a month prior to the actual defense and students should consult the academic calendar for graduation deadlines. The defense cannot be scheduled until there is a consensus among committee members that the dissertation is ready to be defended. A 2-1 vote is required for approval of the dissertation. The committee may require revisions to the dissertation before it is submitted to the Graduate School.

After successfully defending the dissertation and completing the revisions, the student is responsible for presenting two copies to the graduate school and three copies to the history department. The department will bind all three copies; one will be returned to the student.

Foreign Language Requirement

The PhD also requires reading knowledge of one foreign language. For students entering with an MA and desiring study in Continental European history, this competence must be established by the end of the first semester of course work beyond the MA. All other students must complete this requirement no later than the end of the fourth semester.

This requirement can be fulfilled within the Department of Foreign Languages or by a faculty member in the history department. Classes designed to help students prepare for the examinations in French, German, Spanish, and Latin are regularly offered by the Department of Foreign Languages as noted previously. Earning at least a B grade in the course fulfills the language requirement as does passing the language exam administered by the [Department of Foreign Languages](#). Students who choose to be tested by a History faculty member must arrange to take the test with that professor, who will determine when the student is ready to be tested. Students can be tested in a single language no more than twice each semester.

The dissertation director may require a doctoral student to show competence beyond the basic reading level if necessary for the research, or in a second foreign language or in statistical methods when the dissertation topic requires.

Financial Aid and Funding Support

The Department of History offers qualified graduate students opportunities as teaching and research assistants, research fellows, and teaching fellows. Full assistantships provide academic-year stipends and 18 credits of tuition scholarship for each academic year. All applicants to the program, both MA and PhD students, are considered for financial aid. Indeed, our program is smaller than other History graduate programs by design. We focus on our strengths so as to best support our students intellectually, personally, and financially.

Assistantships, fellowships, and scholarships are granted by academic year and subject to the [Graduate School's regulations](#). Continuing students must re-apply each year by February 15 for financial aid for the following academic year. They may do so by filling out the "Application for Financial Aid for Current Students" on the [Graduate School Web site](#).

Any student with full funding from the History Department or Marquette University is expected to participate regularly in the intellectual life of the Department including attendance at Orientation, all sponsored lectures and workshops, as well as at academic events coordinated by the HGSO.

The Department also offers some tuition scholarships to students who are enrolled in at least 6 credits/semester. Students with these scholarships are expected to earn at least a 3.0 each semester. Other applications for tuition scholarships are considered on an individual basis.

Research and Teaching Assistantships

TAs and RAs are expected to work an average of twenty hours/week during the periods the University is in session. If an academic week is shorter than usual—e.g. fall break or Easter/Thanksgiving recess—then students should expect to work four hours for each day classes meet. All graduate assistants must submit a weekly time sheet.

Research Assistants are assigned by the Department Chair to work with different professors during the course of a semester. If they complete a task ahead of schedule they must notify the professor as well as the DGS. RA responsibilities begin with the first day of class and continue through the end of exam week. RAs should expect their supervising faculty to provide any necessary training needed or to allow for their work hours to gain that training (e.g. in specific research databases, apps, or other skills). If RAs have questions and concerns about their jobs, including their relationships with their supervising professors or anything related to their roles as an RA, they should speak first to their supervising professors. If the problem continues, they should speak to the Director of Graduate Studies. As in all personnel matters, the Department Chair is the ultimate source of responsibility and appeal.

Teaching Assistants also gain professional experience. TAs are assigned to a specific faculty member, usually to support an introductory survey course. If their teaching assignments do not regularly fill the twenty-hour/week requirement, they should complete their hours with RA work either for their supervising professor or for another faculty member to be assigned by the Department Chair.

In the event that TAs have questions and concerns about their jobs, including their relationships with their supervising professors, about other TAs—about anything related to their roles as Teaching Assistants—they should speak first to their supervising professors. If the problem continues, they should speak to the Director of Graduate Studies. As in all personnel matters, the Department Chair is the ultimate source of responsibility and appeal.

TAs need to remain in town and available until final grades are submitted for the class (prior permission is needed if you need to leave earlier). After the official end of the semester, they should be available by email in the case of questions about grades or appeals.

The relationship between TAs and supervising faculty is one of mutual responsibility:

Supervising Professors are the ultimate authority on matters related to: syllabus design; course content; grading policies; class management; all other pedagogical and classroom issues. They also are responsible for:

- the training and supervision of graduate students working with them (i.e. explaining their role in the course, preparing them for discussion sections, evaluating class presentations);
- presenting grading policies, procedures, and course standards in a timely and clear fashion;
- obtaining desk copies of any assigned books or other materials the students in the course must purchase;
- ensuring that TAs submit weekly timesheets for their review and signature;
- ensuring that they are accessible to teaching assistants via e-mail and telephone;
- maintaining a regular meeting schedule to serve as a platform for discussion about the course content, grading policies and procedures, and all other matters related to the course;
- limiting the workload of TAs to an average of approximately twenty hours per week over the course of the semester and assigning reasonable deadlines for turning around work;
- submitting midterm and final grades in Checkmarq.

In turn, **Teaching Assistants** are responsible for:

- attending assigned sections of their class (prior permission should be sought in order to miss class to attend conferences and to participate in other professional development opportunities; while TAs can miss classes or their discussion sections due to MA

comprehensive exams, they should not expect “time off” in the period prior to their administration);

- completing all the readings assigned to the undergraduates;
- taking attendance and keeping records; assigning and recording grades, according to the guidelines established by the supervising professors;
- leading discussion sessions;
- collaborating on teaching materials and exercises;
- attending all meetings scheduled by Supervising Professors and arriving at those meetings on time;
- carrying out all other course-related duties assigned by Supervising Professors (i.e. photocopying, collating, proctoring examinations, posting material to D2L, etc.).
- establishing the times and places of their office hours (which they must hold for at least an average of three hours a week, although they may fluctuate depending on exam and paper schedules).
- communicating their own concerns and the concerns of their students to their supervising professors;
- ensuring that they are accessible to supervising professors via e-mail and telephone;
- completing assigned work in a reasonable period and using their time wisely and efficiently;
- keeping track of and calculating grades, including them in the online gradebook in D2L, and providing them to the supervising professor for official submission;
- submitting time sheets on a weekly basis.

Teaching Fellows and Internships for Doctoral Students

Teaching Fellows are generally doctoral students who have completed their DQEs. As a teaching fellow, the student spends one semester teaching two sections of an introductory survey course in their field (usually HIST 1101 or HIST 1002). The other semester should be dedicated to focused research and writing, although the student is expected to remain active in Departmental life unless s/he is out of town on a research trip.

Doctoral students may spend one year of an assistantship working as both an RA and an intern in different University offices where they can develop additional skills that will help them on the job market. Examples of placements include the University Writing Lab, Phi Alpha Theta assistant adviser, and Digital Media Studio.

Employment outside the History Department

The Department of History follows the [Graduate School's policy](#) on external employment:

Students with full assistantships are not allowed to accept additional employment for pay during their award terms. The Graduate School, under the following conditions, may give special permission:

- The employment is required by serious financial need.
- The request is accompanied by evidence that the assistant's academic work and quality of service will not be affected adversely.
- The request is approved by the assistant's department.

Requests to allow additional employment must be in writing. Include the number of extra hours of work and time period involved, and include an endorsement from the department chair or director of graduate studies. Failure to do so may result in an automatic denial without appeal. Students with partial assistantships generally are granted permission for outside employment, but they too must follow the above request procedure.

Because assistantships are designed to allow their holders to develop skills related to becoming a professional historian, the Department considers any request for external employment with due reflection. Preferably students seeking an exemption will be either doctoral students who have advanced to candidacy or second year MA students intent on pursuing a career outside traditional academia. Specifically, the DGS will draft a letter supporting the request for external employment if the first two conditions are met. Support will be limited to no more than 5-7 additional hours per week. TAs and RAs are strongly cautioned, however, that their academic and assistantship responsibilities must come first including meeting all deadlines for their supervising professors. Failure to do so will result in withdrawal of support for external employment. Moreover, the Department strongly recommends that the employment either support alternative career pathways or be sufficiently flexible to allow a focus on academic responsibilities.

CASPER SUMMER RESEARCH FUNDING

The Department of History offers summer research grants thanks to a generous endowment provided through the Casper Fund. These grants are intended to reimburse graduate student travel to libraries, archives, or other facilities that will advance specific research projects including dissertation research. There will be two competitive grants and up to four awards total. These awards may be held in conjunction with funding from outside the Department (e.g. an external grant, a Smith fellowship, etc.).

To be eligible for a grant, the student must be enrolled at the time of application as well as in the subsequent fall semester. Specific calls for applications will be sent by the DGS to all graduate students at the end of the fall semester. Applications will be due at the end of February.

There are two types of grants:

Casper Dissertation Fellowship [2 grants of \$3500 each]

This competitive fellowship provides financial support for travel to research collections needed for dissertation research. Eligibility is limited to doctoral students who have completed all requirements for advancing to candidacy including passing DQEs, filing the Dissertation Outline, and completing foreign language competency. A student can be completing these requirements while applying for the grant, but they must be completed by the start of the summer semester or the grant will be withdrawn.

Casper Research Grant [2 grants of \$1000 each]

This competitive grant provides research travel support for early-career doctoral students who are beginning to plan their dissertation project (i.e., in their first or second year) or for MA students who intend to pursue a doctoral degree and are working on a project requiring travel to collections. In exceptional cases, the committee may consider applications for foreign language training or digital technology education if either is critical for the research project.

University Fellowships

Some graduate students also may be eligible for University-level fellowships designed to increase the diversity of our academic community. That stipend is worth \$20,000 for the 2016-2017 academic year and requires no additional service. Applicants must be nominated by the Department prior at the time of matriculation to the University.

Doctoral students preparing to advance to candidacy may also apply for Research Fellowships including the [Smith](#) Family Fellowship (research travel), [Schmitt](#) Fellowship (commitment to service), and [Raynor](#) Fellowship (academic excellence) administered through the Graduate School. Students must be nominated by the department. Internal application forms will be available in mid-October and will be due in mid-November; nominations for Research Fellowships are due in the graduate school by early December.

Conference Travel

The Department of History has limited funding to support graduate students delivering papers at professional meetings. In most cases, travel grants range from \$100-200 (depending on the number of applicants). All students are encouraged to apply for matching funds from the Graduate School as well as any travel bursaries that may be available through the conference sponsor.

Since these funds are limited, the following criteria will be applied to funding awards:

- The paper must be accepted and on the program.
- Doctoral students will be advantaged over MA students since conference participation is critical for their professional development and job market success.
- Conference “prestige” also will be a factor—generally meetings of national and international scope will be favored over regional meetings. Graduate student conferences, while of some benefit for working out ideas and practicing delivery, generally will not be funded.
- Students will be limited to applying for one conference/year in most cases.
- Following the conference, the student will send information about the conference and their presentation to the Graduate School for inclusion in their [Student Success roster](#)

To help with the budgeting process, the DGS will survey all graduate students at the start of the academic year to gain a sense of conference plans. To apply for Departmental funding, students should send an email to both the Department Chair and DGS which includes:

- Title of presentation
- Conference sponsor, location, and date
- Complete budget including registration, travel, and lodging.
- A statement about how the paper fits in with the dissertation research or more general research agenda, as well as an explanation of the significance of the conference. For the latter, important factors include not only the general prestige of the meeting, but perhaps its importance for a research specialty, the presence of a particular plenary speaker, etc.

External Funding

Grantsmanship is an important part of graduate training. Not only can grants or fellowships help fund research, conference and workshop participation, and professional training, both applying and winning grants contributes to the History Department's standing within the University. Doctoral students in particular should expect to be asked about their experience of grantsmanship if they seek tenure track employment. Any student intending on pursuing a career in university affairs (grant writing), advancement (fund raising), or the non-profit industry should expect the same. Finally, external grants are always viewed as more prestigious than any internal funding (even though it may be equally useful).

The DGS will circulate relevant calls for application and information, but students also can work with the [Office of Research and Sponsored Programs](#) (ORSP) to identify opportunities. The Department also regularly hosts workshops on preparing grant applications, while individual faculty also help students strengthen submissions. Doctoral students in particular are encouraged to participate in workshops designed by ORSP to support grant writing, as well as to consult the Graduate School's [page](#) with information. Starting in summer 2016, the Graduate School has been offering summer funding designed to increase successful grant applications.

History Department faculty, many of whom have won funding from prominent programs including the American Council of Learned Societies, National Endowment for the Humanities, and the Fulbright program, as well as elite fellowships focused on their own fields of research, are excellent resources for identifying opportunities and assistance in preparing strong grant applications.

Both the [College of Arts and Sciences](#) and the [Graduate School](#) maintain lists of fellowships to which graduate students might apply (as well as information on Marquette program advisers). Short term opportunities, for example to travel abroad for language training or to participate in a workshop, often appear in the Office of International Education's [newsletter](#). Students also should always check the websites of libraries or archives which they want to visit for available support.

It is critical for the Department to track all grant applications (whether or not they are funded, and regardless of how large or small they are). All students should report these to the DGS (pending a more formal procedure instituted by ORSP).

Professionalization and Career Development

The History Department is committed to supporting career planning for all graduate students, whether they intend to pursue an academic career or seek employment in an affiliated field. The DGS is responsible for coordinating departmental programs, but students are strongly encouraged to take advantage of campus resources including Career Services, the Center for Teaching and Learning, and the Preparing Future Faculty and Professionals.

In addition to working individually with students, regular workshops and series include:

- Pedagogy Seminars—led by faculty and experienced graduate students
- Future Proofing your Graduate Degree, led by Dr. Shaun Longstreet (alt-ac career planning)
- Preparing a CV
- Writing Effective Personal Statements (for MA students applying to PhD programs)
- Grant Applications
- Writing Cover Letters (for PhD students on the academic job market)
- Writing Personal Statement
- Preparing a teaching portfolio
- Effective Skype Interviewing

Conferences and Publications

Presenting research at an academic conference is a fundamental part of scholarly life. Graduate students will regularly receive calls for paper submissions for meetings as well as publications. Before deciding to submit, however, students are strongly encouraged to discuss the venue with their faculty mentors including the DGS. Presenting and publishing are more than just a line on a CV, but should be carefully chosen for intellectual fit. Keep in mind the following:

- You are representing not only yourself, but also the History Department and Marquette University. Be fully professional.
- If you submit an abstract for a conference, it is a commitment to present and attend the entire conference. Keep in mind timing and budget, as well as conference prestige when submitting an abstract. If you must withdraw, do so as early as possible.
- Attending graduate student conferences can be an excellent way to begin one's academic career. However, they have limited value to a CV and generally are too broad in nature for you to get solid feedback on your work. Once you have done one or two, you should seek out conferences directly in your field at the advice of faculty mentors.
- Book reviews and encyclopedia articles can be useful entries into academic publishing, but they also are not as significant as peer-reviewed articles for an academic cv. Protect your time.

Graduate students also have the opportunity to participate in organizing the Marquette University-University of Wisconsin-Milwaukee Graduate Humanities Conference.

National Center for Faculty Development and Diversity

Marquette University has an institutional membership with the [National Center for Faculty Development and Diversity](#) (NCFDD), an independent center dedicated to helping faculty, post-docs, and graduate students make successful transitions throughout their academic careers by providing professional development, training, and mentoring. NCFDD resources are applicable across disciplines and focus on a range of topics that include strategies for increasing productivity, maintaining work-family balance, managing time more effectively, resolving conflicts, and writing grants, among others.

With Marquette's institutional membership, graduate students can sign up for a sub-account at no cost; you will then gain access to weekly e-mail providing productivity tips, monthly productivity webinars and multi-week courses, NCFDD Career Center resources, discussion forum for peer-mentoring and problem-solving, mentor matches. For more information about Marquette's institutional membership with NCFDD, please contact [Gary Meyer](#), Senior Vice Provost for Faculty Affairs or [William Welburn](#), Executive Director, Diversity and Inclusion.

Business Cards

Graduate students can order a set of business cards from [Career Services](#) (\$3 for 30 cards). These are very useful to handout at conferences, interviews, and when working in archives.

Credentials Files

In order to provide a simple and coherent dossier for PhD students applying for jobs, the History Department maintains credential files—vitae, letters of recommendation—and will send them on request to prospective employers.