Contents

PART ONE: PROGRAM DESCRIPTIONS AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Overview</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Advising System</td>
<td>6</td>
</tr>
<tr>
<td>II. Field Requirements</td>
<td>7</td>
</tr>
<tr>
<td>III. Language Requirements</td>
<td>9</td>
</tr>
<tr>
<td>IV. Workshop Program</td>
<td>10</td>
</tr>
<tr>
<td>V. Teaching Program</td>
<td>10</td>
</tr>
<tr>
<td>VI. Evaluation of Academic Work</td>
<td>13</td>
</tr>
<tr>
<td>VII. Enrolling in Undergraduate Courses</td>
<td>14</td>
</tr>
<tr>
<td>VIII. University Oral Examination</td>
<td>15</td>
</tr>
<tr>
<td>IX. Dissertation Prospectus</td>
<td>17</td>
</tr>
<tr>
<td>X. The Dissertation</td>
<td>17</td>
</tr>
<tr>
<td>XI. Fellowships, Grants and Awards</td>
<td>19</td>
</tr>
<tr>
<td>XII. Prizes</td>
<td>20</td>
</tr>
<tr>
<td>XIII. Placement of Ph.D. Students</td>
<td>21</td>
</tr>
<tr>
<td>XIV. Important University Policies</td>
<td>22</td>
</tr>
</tbody>
</table>

The Ph.D. Program by Fields:

<table>
<thead>
<tr>
<th>Field</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>24</td>
</tr>
<tr>
<td>Britain and the British Empire Since 1460</td>
<td>26</td>
</tr>
<tr>
<td>East Asia</td>
<td>28</td>
</tr>
<tr>
<td>Europe (and the Mediterranean), 300-1500</td>
<td>31</td>
</tr>
<tr>
<td>Europe, 1400-1800</td>
<td>34</td>
</tr>
<tr>
<td>Europe Since 1700</td>
<td>36</td>
</tr>
<tr>
<td>History of Science and Medicine</td>
<td>38</td>
</tr>
<tr>
<td>Jewish History</td>
<td>40</td>
</tr>
<tr>
<td>Latin America</td>
<td>41</td>
</tr>
<tr>
<td>The Middle East and Central Asia</td>
<td>43</td>
</tr>
<tr>
<td>Russia and Eastern Europe</td>
<td>46</td>
</tr>
<tr>
<td>South Asia</td>
<td>48</td>
</tr>
<tr>
<td>Transnational, International, and Global History</td>
<td>50</td>
</tr>
<tr>
<td>The United States</td>
<td>52</td>
</tr>
</tbody>
</table>

PART TWO: GUIDE TO PROCEDURES:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D Program Timeline</td>
<td>55</td>
</tr>
<tr>
<td>Registration</td>
<td>56</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>56</td>
</tr>
<tr>
<td>Oral History Research</td>
<td>57</td>
</tr>
<tr>
<td>Residency Requirement (TGR status)</td>
<td>57</td>
</tr>
<tr>
<td>Transfer Residency Credit</td>
<td>57</td>
</tr>
<tr>
<td>TGR (Terminal Graduate Registration)</td>
<td>58</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>58</td>
</tr>
<tr>
<td>Conferral of MA Degree</td>
<td>58</td>
</tr>
<tr>
<td>History Department Fellowship</td>
<td>59</td>
</tr>
<tr>
<td>TA Assignments</td>
<td>59</td>
</tr>
</tbody>
</table>
The policies and procedures stated herein supersede the contents of all previous handbooks.
This handbook is divided into two parts: (1) Program Descriptions and Requirements and (2) A Guide to Procedures. The first section offers statements of policy and guidelines for planning a graduate program of study. The second section covers details pertaining to the administrative side of getting through the graduate program. Students and faculty should be familiar with the contents of this publication.

Students should also be familiar with the pertinent sections of the Stanford Bulletin (especially those on Graduate Degrees, on General Requirements, and on the Department of History), and with Stanford’s Graduate Student Handbook (http://www.stanford.edu/dept/DoR/GSH/).

Regarding program requirements, policy, and procedures, students should not hesitate to consult their advisor, the Director of Graduate Studies, and the Graduate Program Coordinator.

Part One: Program Descriptions and Requirements

OVERVIEW

The Department of History expects most graduate students to spend no less than four and no more than six years completing the work for the Ph.D. degree. Individual students’ time to degree will vary, with the strength of their undergraduate preparation as well as with the particular language and research requirements of their respective Major fields. But every effort should be made to complete the degree within six years.

The following brief summary describes the normal career of most graduate students in the Ph.D. program. (Individual field programs are outlined in the section on “Ph.D. Program by Fields”).

First Year. During the first year of study, a student will devote his/her time to taking courses, normally registering for three courses (15-18 units) each quarter. Among those courses a student is required to take are the core colloquia in the Major field or equivalent requirements designated by the faculty in the field. (In the absence of a core colloquium or a field equivalent, a student’s advisor must provide a statement describing how this requirement has been met.) First-year students are required to enroll in History 304, “Approaches to History” (Autumn Quarter) and in History 305, “Workshop in Teaching History” (Spring Quarter). They are also strongly encouraged to take the language courses necessary to fulfill the field requirements. The remainder of a student’s courses may be used to fulfill the Master of Arts Degree requirements, to meet the secondary field requirement, and to prepare for the Ph.D. oral examination. In all fields it is required for student to take one of the two required research seminars during the first year.

End-of-First-Year Review. Admission to graduate study in the History Department does not establish any rights to candidacy for an advanced degree (see the Bulletin under History, Doctor of Philosophy). Admission to candidacy for the Ph.D. degree normally occurs at the end of the second year of graduate work. Those seeking admission to the Ph.D. program are
evaluated as to their performance and progress in the Spring Quarter of their first year and again in the spring of their second year (when decision regarding candidacy takes place).

The History faculty offered admission to graduate study with the expectation that the graduate student would succeed in meeting the requirements of the program, and in practice most graduate students do meet the expectations of success in completing their Ph.D. degrees. However, continuation of eligibility and funding into the second year (and beyond) is not automatic. Students who receive grades below A- (including NPs), especially in a research seminar, or have an incomplete, or have done mediocre work in directed readings should interpret these as warning signals. The expectation is that a student’s record will consist mostly of A’s. After the end-of-first-year review, each student receives a written summary of the evaluation. In cases where the student’s work has been below expectations, the advisor will meet with the student to discuss the problems and prospects, and may counsel the student on the advisability of continuing in the program. Clearly deficient performance will result in dismissal, and the fellowship will be discontinued.

Second Year. During the second year a student should finish all course work, including the two required research seminars, courses needed to fulfill the secondary field requirements, and (in some fields) Directed Reading courses in preparation for the University Oral Examination, which normally takes place in the third year.

End of Second-Year Review. Recommendations for admission to the Ph.D. program (advancement to candidacy) will be made by the Committee on Graduate Studies (GSC) to the full departmental faculty in the Spring Quarter of the second year and (as necessary) thereafter.

To be admitted to the Ph.D. Program, students must have demonstrated the ability to successfully complete the requirements for a doctorate in History at Stanford. Most obviously, they must have accumulated an excellent record in their course work, especially within their Major fields of specialization. Furthermore, students should have shown that they have the potential to do the original research necessary for a Ph.D. dissertation. For this reason they must have completed both of the required graduate seminars with an A- or better.

The faculty’s decision on advancement to candidacy is grounded in an overall assessment of the student’s ability to complete the remaining stages of Ph.D. work at a level of superior quality. Grades in courses constitute a part of the evidence weighed in making this judgment. For this reason, students should take warning from grades below A-, incompletes, or mediocre performance in directed readings. However, the decision also rests upon other indicators of the student’s ability to sustain original work of research, analysis and interpretation. Advancement is not automatic even for students with satisfactory grades in all graduate courses. Determinations of unsatisfactory progress may occur even in cases where students meet the university’s minimum requirements for academic “good standing.” In cases where doubts arise about the advisability of continuing, advancement to candidacy will be postponed or denied. After the end-of-second-year review, each student not advanced to candidacy receives a written summary of the evaluation. The advisor will meet with the student to discuss the problems and prospects, and may counsel the student on the advisability of continuing in the program. In cases of clearly deficient performance, the student may be asked to withdraw from the program, or be dismissed, and the fellowship will be discontinued.
The University Application for Candidacy for Doctoral Degree form must be completed and signed by both the advisor and Department Chair. The form should be returned to the Graduate Program Coordinator.

**Third Year.** In the third year a student should begin work on the dissertation under the supervision of his/her principal advisor and a committee of faculty. Depending on the field, dissertation research may require travel abroad or the use of libraries and archives elsewhere in the United States. Ordinarily, a student will take the University Oral Examination in his/her Major field no later than the third quarter of the third year of graduate work (except as otherwise specified by the individual fields). Students must also, ordinarily during their third year, present a “dissertation prospectus” for feedback to a committee of faculty.

**Completion.** By the end of the fourth year in some fields, or by the end of the fifth or sixth year in others, writing of the dissertation should be completed. The Department strongly urges the completion of this task as expeditiously as possible. With the approval of his or her advisors, students who have completed the writing of their dissertation must present their dissertation in order to graduate. The exact timing and form of the dissertation presentation depends on the field. However, it is a requirement in all fields and must include a public, open, part and a behind-the-door part, in which only the student and his committee discuss the dissertation, as well as plans for publication.

**Switching Fields.** Students are admitted to the Ph.D. program in History to pursue the field they specify at the time of admission. Students who wish to switch major fields after their entrance into the graduate program must formally petition the GSC for a transfer. The petition should include: a short statement of the reasons for changing fields; a brief outline of how the student intends to fulfill outstanding requirements; and one letter of support from a faculty member in the new field.

Admission to a different field is not automatic. The GSC will evaluate the student’s academic progress in the graduate program, the student’s preparedness to undertake the new field of study, and the willingness of faculty in that field to work with the student as a transfer. Ph.D. students must petition the GSC for such change at the latest by the end of their fifth quarter of graduate study.

**Dismissal.** The GSC meets periodically to review the progress of both pre-candidacy and post-candidacy graduate students. In cases where progress is deemed unsatisfactory, the Committee may recommend remediation or termination. Departmental procedures adhere to those in the Bulletin.

In accord with university policy, Terminal Graduate Registration (TGR) students who receive an N-’s for two consecutive quarters are ineligible to register for another quarter unless they submit a plan for completing their dissertation within a year along with a letter from their advisor, which is approved by GSC.

I. **THE ADVISING SYSTEM**

Upon enrolling, a student will plan his/her work under the direction of a faculty member designated by the Department as his/her advisor. **Entering students should meet with their advisor to discuss the selection of courses, choice of major and secondary fields, and the**
overall plan of their graduate programs. Faculty advisors and graduate student advisees meet at least once a quarter to assess the advisee’s course of study, performance over the past quarter, and plans for the next quarter’s program of study. Students should consult with their advisors on all academic matters. Faculty should help their advisees plan for orals, research grant applications, research projects, and dissertation. Until a student is advanced to candidacy, his/her quarterly transcript will be reviewed by his/her advisor and by the Director of Graduate Studies.

Normally the original advisor will remain in this capacity during a student’s period of graduate study. However, in the event that a student wishes to change the advisor initially assigned by the Department, he/she may do so after consultation with and approval of the two faculty members involved. The necessary forms are available from the Graduate Program Coordinator.

The Director of Graduate Studies supervises the Graduate Program in the Department. The Director’s duties include approving the committees for the University oral examination, dissertation prospectus, and dissertation, certifying graduate students’ progress to degree and completion of University and Departmental requirements, and chairing the Department’s Committee on Graduate Studies.

II. FIELD REQUIREMENTS

A. The Major Field

In consultation with the advisor, students select a major field of study in which they wish to concentrate their study and later take the University Oral Examination. The major fields are:

- Africa
- Britain and the British Empire since 1460
- East Asia Before 1600
- China Since 1600
- Japan Since 1600
- Korea Since 1800
- Europe, 300-1500
- Europe, 1400-1789
- Europe since 1700
- History of Science and Medicine
- Jewish History
- Latin America
- The Middle East and Central Asia
- Russia and Eastern Europe
- South Asia
- Transnational, International, and Global History
- The United States (including Colonial America)

Students are required to take a two-quarter or three-quarter colloquium, according to field requirements, surveying the historical literature and principal historical issues of
the major field. This core course, or its equivalent, is designed to help students find their way into the field, prepare for the University Oral Examination, and discover areas of research that might produce dissertation topics. Students will also be required to take at least one of the two required research seminars in the major field.

B. The Secondary Field(s)

The secondary field(s), in which a student completes four courses, should be finished before the University Oral Examination. Secondary fields may be defined as a single historical field or a single thematic/interdisciplinary/comparative field. In some cases, students may benefit from two secondary fields. In this case, at least two courses must be taken in each field. A secondary field should be determined in consultation with the advisor.

Secondary Historical Fields
1. One of the fields listed above (other than the Major field).

2. One of the fields listed below that falls largely outside the Major field.

   The Ancient Greek World
   The Roman World
   Europe, 300-1000
   Europe, 1000-1400
   Europe, 1400-1600
   Europe, 1600-1789
   Europe, 1700-1871
   Europe since 1848
   England, 450-1460
   Britain and the British Empire, 1460-1714
   Britain and the British Empire since 1714
   Russia to 1800
   Russia since 1800
   Eastern Europe to 1800
   Eastern Europe since 1800
   History of Science and Medicine
   Jewish History
   Middle East and Central Asia to 1800
   Middle East and Central Asia since 1800
   Africa
   South Asia
   China before 1600
   China since 1600
   Japan before
   Japan since 1600
   Latin America to 1825
   Latin America since 1810
   The United States (including Colonial America) to 1865
   The United States since 1850
   Transnational, International, and Global History
3. Work in a national history of sufficiently long period to span chronologically two or more Major fields. This option is intended to permit students studying part of a nation’s history as a portion of their Major field to encompass much of the rest of the same country’s history as a secondary field. Thus, for example, a student with Europe since 1700 as a Major field may take France from about 1000 to the present as a secondary field.

4. Individually Designed Thematic, Interdisciplinary or Comparative Fields.

Students should plan these fields in consultation with their advisors. The Department does not prescribe the subject matter or kind of courses to be included in this case, but this field should have coherence and integrity. It can either add to a student’s technical competence or broaden his/her approach to the problems of their research field. The student's advisor must provide a statement to the Director of Graduate Studies describing how this field requirement will be met. Interdisciplinary fields require course work outside the Department of History that is related to the student’s training as a historian.

Thematic, interdisciplinary or comparative secondary fields require completion of four courses in the case of one secondary field or two courses each in the case of fulfillment of two secondary fields. Normally an interdisciplinary field will include two courses outside the history department and two courses in history outside the primary field. In cases where a Major-field historian teaches an interdisciplinary course or a course that is comparative, the student can petition to count that course towards this requirement, with the advisor’s approval. Final approval for interdisciplinary fields resides with the Director of Graduate Studies.

Ph.D. Minor

The requirements are the same as the minimum university requirements: 20 units of work at the graduate level (300 or above).

III. LANGUAGE REQUIREMENTS

There is no general University or Departmental foreign language requirement for the Ph.D. Nevertheless, a reading knowledge of one or more foreign languages is required in fields where appropriate, with the faculty of the field prescribing the languages necessary for the individual student’s research interests. In no field will the student be required to take examinations in more than two languages. The language requirement must be met before taking the University Oral Examination. The advisor must provide to the Director of Graduate Studies a statement indicating how this requirement has been met. Certification of competence in commonly taught languages (i.e. German, French, Spanish, Portuguese, Russian or Italian) will be done by the appropriate language instructors of the University.
IV. WORKSHOP PROGRAM

The History Department has established a series of workshops for graduate students in all fields. These workshops are designed to address intellectual, methodological, and/or pedagogical issues that may not be addressed in field-specific graduate course work. They are also opportunities for students in all fields to share a common venue.

In their first year, graduate students are required to enroll in History 304, Approaches to History (Autumn Quarter) and in History 305, the Workshop on Teaching History (Spring Quarter), as part of their preparation for university teaching. In their second year, graduate students participate in the TA Training Workshop (the first week of Autumn Quarter), organized by advanced graduate student teaching mentors, and should take the Workshop on Preparing Syllabi for the Sources and Methods (S&M) Seminars if they elect to fulfill one of their teaching assignments by offering their own S&M course. Students in their second or third years interested in research on international topics are encouraged to take the Workshop on Design and Methods for International Field Research. Graduate students are advised as well to enroll in workshops offered in the Department and University that introduce them to the world of electronic resources for research and teaching and otherwise to knowledge or methodology that may be useful for their research and teaching.

As they prepare for the annual Autumn round of competitive dissertation research fellowships, students in their second and third years are also encouraged to participate in the Department’s Dissertation Proposal/Prospectus Workshop. Students about to begin writing their dissertations are encouraged to participate in the Workshop on Writing Dissertations, also held in Autumn Quarter. And, finally, students entering the job market in their fourth or later years are strongly encouraged to participate in the Workshop on Teaching Portfolios. This workshop is designed to help students prepare teaching portfolios as part of their academic job-hunting strategies.

The Department and University also run, on occasion, workshops on job-hunting in the non-academic world for graduate students interested in employment possibilities in industry, government, and non-government organizations. Students are encouraged to participate in those, when they are offered.

V. TEACHING PROGRAM

The Department considers teaching to be an integral part of the historian’s craft. In order to help graduate students develop effective classroom skills, a teaching requirement is included as part of their professional training. The Department sponsors a series of courses and workshops on pedagogy during the first two years of the program. (See “Pedagogical Training” below.)

All graduate students should complete the teaching requirement by the end of the third year, although they may defer completing their final teaching assignment into the fourth year or fifth year.

Students should consult with their advisors in planning how to satisfy their teaching requirements. Students have the right to invite faculty to visit their classroom in order to
evaluate their performance as teachers. Teaching assistants (TAs) are also encouraged to offer a lecture in the class in which they are assigned.

All students admitted on financial aid are required to complete four quarters of teaching experience, for which they will receive a teaching assistant/affiliate salary and tuition for the 10 unit tuition rate during the quarters when they are teaching.

The teaching requirement may be satisfied in two ways. Depending on the needs and abilities of the student and the needs of the Department, all fellowship students will serve as a TA for a lecture course at least 3 times.

All students have the option of either TAing an additional lecture course or teaching their own S&M seminar. Students who wish to take the latter option must participate in the Workshop on S&M seminars and develop a syllabus in consultation with a faculty mentor in the relevant field. The syllabus should then be submitted with a letter of approval from the faculty mentor to the Chair of the Curriculum Committee, who will assess both the quality of the course syllabus and the needs of the undergraduate teaching program before approving the proposed S&M seminar.

Students are advised that even if their syllabus is not selected to be taught, the experience of creating a syllabus in a collective workshop format is invaluable and unique, and that they will be able to take that syllabus on the job market as an example of a “skills” course that many History Departments will welcome.

Students are also advised that, as of academic year 2014-15, if a Sources and Methods course does not enroll at least 5 students by the end of the first week, then the class will be cancelled and the teacher assigned to a fourth TAship in that quarter or at a later date, according to departmental needs. This rule is pedagogically motivated, based on the belief that an effective experience in teaching a seminar depends upon having a large enough group to generate and maintain discussion.

**Procedure:**

During the Spring Quarter of the year preceding the first TAship, graduate students will be asked to indicate in which courses they would prefer to serve as TA (due in May). The Director of Graduate Teaching will then make the assignments.

Unexpected fluctuations in undergraduate enrollments may occasionally necessitate last-minute alterations in plans, but the original arrangements will be as firm as possible. Once the assignments have been made, graduate students should work closely with the faculty member in planning the course, choosing readings, creating the syllabus (particularly with respect to when and on what subject the TA will offer a lecture), preparing exam questions and essay topics, and assessing the success of the methods and assignments used in the course.

The University requires that all non-faculty teaching personnel, which in the History Department includes TAs, instructors in Sources and Methods seminars and Writing Fellows in History 209s, must complete training on the issue of sexual harassment and teaching. This training includes the topics of harassment prohibition and prevention, relevant federal and state law and victim's potential remedies, emphasizing the needs of students. Stanford’s Sexual
Harassment Policy Office has developed a one-hour online training module, "Harassment Prevention Training for the Academic Workplace," that can be found on Axess at STARS (search for and enroll in SHP-0003). Upon completing the module, the program allows the printing or downloading of a certificate of completion. TAs, S&M instructors and History 209s Writing Fellows are REQUIRED to show such proof of having completed this training BEFORE the first day of their teaching as a TA; this should be turned in to the Graduate Administrator. Failure to comply will result in the TA not being able to serve in that capacity, which will in turn impact one’s fellowship or employment status.

Guidelines for the TA Role

Since the Department regards the TA experience first as pedagogical training for the student, our interactions should reflect that. A few cautionary words, therefore: faculty should not regard their TAs as their research assistants. It is inappropriate to ask an assigned TA to do work for the course before the quarter starts; faculty should not expect TAs to fetch books or help in the research towards the course; faculty should not ask TAs to write parts of the syllabus, such as coming up with section readings. Faculty could certainly work with TAs to select readings for section from a range of sources identified by the faculty member, as that is useful pedagogical training.

Both the faculty member and the TA have defined responsibilities. Each TA can teach up to 40 students, in 1-2 sections (of up to 15-20 students each). Sections are 50 mins weekly, which gives them a good, consistent experience of leading discussions. Faculty set the assignments for the section, and the instructor should meet weekly with the TA(s) to discuss goals for each assigned reading and the overall themes to be stressed.

Faculty may also expect a TA to grade midterms, finals and papers, keeping in mind that the TA’s overall workload should not exceed 20 hours a week. The professor him/herself might choose to do some of this work, to keep abreast of student learning, particularly if the TAs workload seems to push the weekly limit. In all these exercises, faculty might ask the TA to help write the exams (good professional training for them) and faculty should definitely meet with them in advance of tests to explain goals and themes for each exercise.

Faculty should also work with the TA to establish standards for exam and final grades -- going into an exam, outline with the TA the specific content expected for an A, A-, B+, etc. answer to each question. If it is feasible, when the exams are in, have the TA identify a typical “A”, “A-“, “B+”, etc., exam or paper and then discuss to reach consensus. Faculty should make it clear whether they like TAs to grade on a curve (rare in our Dept.).

If a faculty member is working with multiple TAs in a class with a very large enrollment, faculty is advised to work with them all to establish consistent standards for grades, but to leave the grading of exams and final grades in TA hands. If faculty wants to make final decisions, make sure that consistent standards have been decided upon and used by all TAs.

From the beginning of the quarter faculty should establish with the TA a consistent method for recording grades (including notes on student contribution to discussions if that is part of the grade) and for providing feedback to students throughout the quarter on their work. Faculty should discuss with TAs how they should assess and grade student participation in section.
Within reason, TAs can help faculty during the quarter prepare materials for the class, such as Xeroxing handouts. Faculty can also ask the office staff to do Xeroxing and scanning for courses.

The Department recommends that (with the TA’s agreement) the instructor visit a TA’s section once in the quarter (second half, when they’ve built up some rapport with the students) to observe and offer feedback. Faculty can also ask a TA to do a guest lecture, or part of a 90-minute lecture, if appropriate. TAs are urged, but not required, to take advantage of such opportunities, and follow-up feedback to them is valuable.

If faculty think the quarter went well, they should write a letter of recommendation for TAs soon after the quarter is done. This can be done as an open letter that students can include in their teaching portfolios.

**Pedagogical Training**

To prepare for their teaching experiences, students should take advantage of the following opportunities:

First, the Department offers in Spring Quarter, a course on pedagogical issues in the teaching of history. This course is required for first-year students. It will be facilitated and taught by a faculty member in History, and will introduce students to different methods and theories of teaching history. History 305, “Workshop on Teaching History,” will meet weekly during the quarter and will carry one unit of credit. Likely topics for weekly meetings include envisioning the history departmental curriculum as a whole (purposes, content), pondering the purposes of different types of courses (such as lectures, colloquia and undergraduate seminars), and designing different strategies to achieve those goals; using writing in various ways in teaching; issues of diversity and gender relations in curricular design and/or class interactions, the impact of the internet on teaching; and service training. Guest faculty will be invited to add their perspectives.

Second, former History TAs will organize a required one-day teaching orientation for new TAs in the autumn. As part of their ongoing training, TAs will continue to meet during the quarter to discuss their experiences and to hone their skills.

Third, students who plan to teach an S&M seminar should participate in a workshop on designing a syllabus during Winter Quarter. The workshop, which is facilitated by the Director of Graduate Teaching and the peer mentor graduate students who have already taught an S&M seminar, is designed to help graduate students conceptualize, write and revise a syllabus.

Finally, students entering the job market are encouraged to take the Workshop on Teaching Portfolios offered in Autumn Quarter.

**VI. EVALUATION OF ACADEMIC WORK**

The Department accepts no grade below a B for credit toward an advanced degree; a B- or any lower letter grade is recorded on the transcript but is regarded as the equivalent of a failure. All courses taken to fulfill degree requirements must be taken for a letter grade only.
This includes courses outside the History Department used to fulfill a secondary field. Directed reading (History 399W) can only fulfill degree requirements (e.g. secondary field) if it involves written work and is taken for a grade. Directed reading may be taken CR/NC if it does not apply directly to degree requirements (e.g. preparation for Orals may be taken CR/NC). In general, History 399W should be taken CR/NC when there is no written work, but when written work is required, it should be taken for a letter grade. Grades of I (incomplete) must be changed to a letter grade within a year that the course was taken (e.g. if taken in Autumn ‘09, work is to be completed before the start of Autumn ‘10), or earlier if required by the instructor. Otherwise, the grade is automatically changed to an NP (not passed) by the Registrar’s Office. The following definitions are meant as general guides and not as statements to what grades are acceptable in the Ph.D. program.

1. A grade of A+ represents excellent work toward the Ph.D.

2. Grades of A and A- represents good to very good work toward the Ph.D.

3. A grade of B+ represents marginally acceptable work for the Ph.D. in History Department courses.

4. A grade of B represents unacceptable work for the Ph.D. in History Department courses. For courses taken in other departments, students must receive minimally acceptable grades for doctoral students as established by those departments.

5. A grade of I represents work that was not completed within the time frame of a course. The I grade must be changed to a grade within one year. Otherwise, it will turn into NP.

6. A grade of N represents continued work that was not expected to be completed in one quarter.

7. A grade of L represents work that has been submitted on time but has not been graded by the instructor.

8. An asterisk (*) denotes that no grade has been submitted.

9. NP represents not passed.

Note: As transcripts including any grades below A- (including B+, B, B-, N-, NP) constitute deficient Ph.D. work, they may result in dismissal from the program.

VII. ENROLLING IN UNDERGRADUATE COURSES

Graduate students may receive credit for taking undergraduate courses under the following conditions:

(1) Students may audit an undergraduate lecture course and sign up for directed reading with the instructor.
(2) Students may take an undergraduate lecture course and do extra work at the graduate level, as determined by the instructor, and receive a letter grade.

(3) If students take an undergraduate colloquium (200 level), it is most desirable that the instructor arrange to have a 300 level number added to the course and that students complete appropriate graduate-level work. If for some reason a 300 level number cannot be assigned, the course can be counted for graduate credit if students complete appropriate graduate-level work and submit a note from the instructor to this effect.

(4) Students are responsible for ensuring that they complete all their courses in a timely fashion. The GSC views more than one grade of I as a warning that a student may be having academic difficulties.

VIII. UNIVERSITY ORAL EXAMINATION

The Ph.D. qualifying exam is an oral exam of at least two and no more than three hours covering the student’s major field in history and, where relevant as specified in the field description, minor field(s). It fulfills the University Orals requirement. Students in all fields are encouraged to take their qualifying exam as early as possible in the third year of graduate study. In certain fields with extraordinary language training requirements, the exam may occur somewhat later but must be completed in all fields no later than the fall of the fourth year of graduate study. Please consult with your advisor and review the guidelines of your major field of study for further information about the format and timing of your exam.

Normally a student shall have fulfilled all course work before taking the University Oral Examination (usually referred to as “the orals”) although one grade of an I is allowed. Any language requirement must be met before taking the University Oral Examination. The Director of Graduate Studies may grant exceptions to this rule.

Since all the Major fields are too broad to be mastered fully in two years of graduate study, it is important that students and examiners achieve a common understanding about what is expected on the oral. This can be done in a variety of ways: by having students present a bibliography to each of their examiners before the exam, by mutual agreement between student and examiners on a set of themes or questions to be discussed, or through some other comparable arrangement. In any event, as much as possible should be done to remove elements of chance and contingency from the examination. Students will be tested on what they can be expected to know, not on what they might possibly know.

Some fields require a pre-orals examination (see specification by field). Pre-orals may be scheduled anytime before the University Oral Exams. This may be two weeks or more prior to the date set for the orals or the day before. Faculty advisors may recommend that pre-orals be waived altogether. In this case, a graduate student advances directly to the University Oral Exam. The faculty advisor is responsible for reporting the results of the pre-orals to the Graduate Program Coordinator.
Oral Examination Committee

The University Oral Examination is conducted by at least four examiners, in addition to a Chair from outside the Department. **At least three of the examiners** must be faculty members in Stanford’s Department of History. The fourth examiner can also be from the department. In consultation with the student’s main advisor and following Departmental and University guidelines, the fourth examiner may also be a regular Stanford faculty member from another department or, with the approval of the student’s main advisor and the Director of Graduate Studies, a faculty member at another institution with whom the student has established a prior working relationship.

Chair of Oral Examination

The responsibilities of the chair are:

- to serve as an impartial representative of academic standards
- to ensure that the candidate is asked challenging but fair questions, the chair may participate in the questioning
- to assign one or more members of the committee to give the candidate appropriate evaluation after the examination
- to ensure that University and departmental guidelines are followed
- to vote on the candidate’s performance
- to report the results of the examination
- in the event of a candidate’s failure, to follow University procedures for notification

Student Status

Before scheduling the Oral Exam, students must:

- have been advanced to candidacy
- have valid candidacy
- be registered in the quarter in which the University Oral Examination is taken. Summer quarter is an exception, as long as the student was registered in the previous Spring Quarter and is enrolled in Autumn Quarter following
- have completed language requirements
- have not more than one incomplete on his/her transcript

Duration of Exam

The examination lasts minimum two hours, maximum three hours, and may have a brief break in the middle. On the favorable vote of at least four of the five members of the examining committee (including the Chair), the candidate will be certified as having “passed”; if the examining committee wishes to certify the student as having “passed with distinction,” the vote must be unanimous. The quality of the pass, however, is not required by the University or recorded on any University documents.

If a candidate fails the examination, the examining committee, while in session, shall determine whether or not the candidate shall be granted the privilege of a second examination. If a second oral examination is granted, the Department requires it should be taken no later than
one quarter after the first examination. If the candidate fails the University Oral Examination a second time, his/her candidacy shall be terminated.

IX. DISSERTATION PROSPECTUS

All graduate students in all fields are required to write a dissertation prospectus and present it for feedback to a committee of faculty. The prospectus should be 15 to 25 pages long. The committee to which it should be presented should consist of three or four faculty members, at least one of whom should be the student's advisor and a member of the Academic Council. The other committee members should be selected by students in consultation with their advisor and should normally be considered as likely readers of the dissertation.

The exact timing, nature, and extent of this prospectus should be determined by fields, in accordance with the needs of their graduate students. However, the Department would encourage students to fulfill the Prospectus requirement in the third year.

If judged necessary, the committee may request students to submit a revised proposal by a date set by the committee in consultation with the student.

The primary purpose of this process is to provide students with substantial faculty input at the beginning of their dissertation research as they are preparing for archival work, as well as to facilitate the writing of grant proposals.

In order to prepare for the prospectus, all students are encouraged to attend the annual workshop on “grant writing and dissertation prospectus preparation” that the Department offers to all students in all fields usually in September.

X. THE DISSERTATION

The dissertation is the most important part of a student’s graduate program. The student’s first major effort as an independent scholar, the dissertation usually plays an important role in getting an academic position and is often the basis for future publications. No decision has longer-lasting and more wide-ranging implications for a student’s intellectual development and academic career than the choice of a dissertation topic.

The dissertation should be a significant piece of original work. Students should begin thinking about possible topics as early as possible in their graduate careers. The research seminars often provide good opportunities to formulate and test potential topics. Moreover, students’ selection of their secondary field(s) and preparation for their orals should be in part shaped by, and help prepare a context for, the development of a research agenda.

Before making a final decision on a topic and in order to avoid duplication, a student should consult the American Historical Association’s list of Ph.D. dissertations in progress in the Directory of History Departments and Organizations. The student should register his/her own subject with the AHA by informing the Graduate Program Coordinator by May of each year of the working title of his/her dissertation.
Students -- especially those whose research requires going abroad -- should formulate their topics in time to apply for outside grants. Application usually takes place during the Autumn Quarter of a student’s third year.

The research and writing of a dissertation requires at least two years of intensive work. In fields outside the United States history field, students will probably have to spend a year of research time abroad pursuing their subject. They should take care to investigate whether there are sources of funding outside the University to support their research work overseas in their particular field. If a student’s research will involve oral history, interviews, etc., the student must secure permission from the Human Subjects Panel.

At the time a student reaches 135 units or TGR status, the student (as required by the university) must submit the notice of the appointment of a Ph.D. dissertation reading committee signed by the three readers and approved by the Department Chair. The reading committee will consist of the principal dissertation advisor (first reader), and two additional members of the Department (second and third readers) agreed upon by the advisor and the student. We occasionally have third readers from outside the Department, but that requires permission of the advisor and approval of the Director of Graduate Studies. The Department assumes that the reading committee will be composed solely of members of Stanford’s Academic Council. Under exceptional conditions, it may be advisable to include a faculty member from another university on a dissertation reading committee. The Department Chair may approve inclusion of a third reader from outside Stanford. This is permitted only when Stanford lacks Academic Council members with sufficient expertise in the student’s area of research and the student has taken courses or established other long-term mentoring relationships with that faculty member. There is no compensation for outside readers. In no case can a dissertation committee include fewer than two members of the History Department. The average size of a reading committee is three readers.

DISSERTATION PRESENTATION

All graduate students are required to present their dissertation at the end of their studies. Normally, both the student and all members of his or her committee should attend the presentation. If this is impossible, the presentation should consist at minimum of the student and two of the signing members of the dissertation committee, the other members sending their written comments. In exceptional cases, physical presence could be replaced by electronic means (phone, internet, and so forth). The student will be responsible for handing in a form signed by his/her advisor at the completion of the presentation.

The presentation will be scheduled with the approval of the primary advisor, who will be responsible for determining that the dissertation is complete and ready to be presented. The primary purpose of the presentation should be twofold: 1) to ensure the collective involvement of all members of the dissertation committee who read, evaluate, and approve the dissertation; discuss it as a group with the student; and suggest how to transform it into a book manuscript 2) to provide a ceremonial closure to the PhD. Students must submit the finished dissertation manuscript to the members of the committee well in advance of the presentation.

The presentation will have both a public part (open to the wide public) and a private part (open only to the student and the members of his or her dissertation committee).
SUBMISSION

After it is presented as described above, the finished dissertation manuscript should be submitted formally to the University. In preparing the final copy, the student must consult the Graduate Degree Progress Office’s Directions for Preparing Ph.D. Dissertations. The Department requires that The Chicago Manual of Style be used as a style guide. For a simplified version, see Kate Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations (University of Chicago Press).

The University requires that all dissertations be submitted within five years of the date of the student’s admission to University candidacy. An extension of this deadline must be approved by the Director of Graduate Studies at the recommendation of the advisor. The student may appeal negative decisions by the advisor to the GSC.

XI. FELLOWSHIPS, GRANTS AND AWARDS

The History Department five-year fellowship consists of a combination of assistantship and fellowship quarters. Students with fellowship offers will receive summer support for four summers, provided they are in good standing.

Continuation of funding from year to year is not automatic; as stated in the letter of admission, it depends upon satisfactory progress toward the degree. Determination of satisfactory progress is made annually by the Department faculty. The Department will maintain its fellowship commitments to students as long as they maintain good progress towards their degree. If a student is discontinued in the doctoral program due to unsatisfactory academic progress, the student’s fellowship will terminate at the end of the quarter in which the student is notified of dismissal, unless there are unusually compelling circumstances that lead the GSC to extend a fellowship for an additional quarter.

Students are encouraged to obtain outside grants, fellowships and awards (non-university funds) to supplement or offset fellowship support, and each student is expected to apply for an outside award at appropriate points during the first five years. History graduate students have done very well in national competition, and we have every expectation of a continued high level of success. Dissertation research and write-up grants during and beyond the fifth year are available on a competitive basis from outside sources, and certain university committees. Please refer to the Guide to Procedures section of this handbook for further details.

Incentive Policy for Outside Fellowships

The Department both encourages and expects students to apply for external funds to support their training and research (Fulbright, SSRC, IREX, Japan Fund, FLAS, Rotary, etc.). Seeking and winning grants is an important part of professionalization -- succeeding in grant competitions will be a crucial skill through one's career; a list of grants received significantly strengthens one's vita in the processes of job application and applying for subsequent grants. The Department provides a workshop on grant application techniques each Autumn. Students should be vigilant throughout their graduate years to seek out short-term and long-term funding opportunities in their field, here at Stanford (the area centers, Dean's Office, the Humanities
Center, etc.), nationally, and internationally.

For students who succeed in securing outside fellowships that replace at least half of their university funding, the department will provide the following forms of recognition:

- an incentive bonus of $5000 (as a rule awarded in the summer; this stipend does not include health benefits or tuition costs);
- first priority to recipients of the bonus for competitive Departmental grants (Weter, Oakford, etc.) for their sixth and subsequent years;
- the designation "distinguished Departmental scholar for academic year X" which students can put on the "honors and awards" part of their CV's.

Students are eligible to receive the incentive summer stipend for every year in which they have such outside funding during their fellowship period. They will, however, forfeit the amount of their university fellowship that is covered by the outside grant in each year that an outside grant is received (even if their grant equals 100% Stanford costs). With regard to outside funding that is less than half of the student's department fellowship, the GSC may choose to award the incentive bonus as an exception, on a case by case basis. For example, if the award is a multi-year fellowship but less than 50% annual cost per year, the GSC may choose to award the bonus. Eligibility for the incentive program is during the five years of the fellowship package only.

Students may, however, "stop the clock" of their five-year fellowship in one exceptional circumstance, which is where the outside funding is for "training," usually language study. By the same token, receiving such a grant does not qualify the student for the incentive bonus.

Students who receive two or more full years of external support that result in their residence abroad or elsewhere off-campus for a significant amount of time may request a reduction in the number of TA assignments. All students, however, are required to teach a minimum of two times.

XII. PRIZES

Centennial Teaching Assistant Award awarded by the Dean of Humanities and Sciences highlights Stanford’s commitment to teaching quality not only by our faculty but also by our many talented TAs. These are graduate students, generally well along in their studies, who lead discussion sections, grade exams, hold office hours, and otherwise assist both the professor teaching the course and the students enrolled.

History Department Prize for Excellence in First-Time Teaching is awarded annually to a graduate student doing his or her first or second teaching assignment. Excellence in teaching is judged from the student evaluations at the end of the quarter and from direct faculty observations of the TA’s lecturing or leading discussions.

History Department Prize for Best Graduate Teaching of an Undergraduate Seminar recognizes outstanding teaching by a graduate student in a seminar that the student designed and taught as part of the History Department S&M undergraduate course offerings. One prize is
awarded each year. All seminars taught in the preceding three quarters are considered for the prize. The following criteria are considered in awarding this prize: (1) design, content, and creativity of the seminar; (2) quality of assignments; and (3) success of the seminar as reflected in student evaluations.

**History Department Elizabeth Spilman Rosenfield Prize** is awarded annually to a student whose written work is honorable not simply for originality in research but also for clarity and elegance in writing. Elizabeth Rosenfield was a Stanford undergraduate who received her law degree in 1923 – only the second woman to receive a Stanford law degree – and, over the years, worked with many Stanford history graduate students on their writings. The focus of the award on “best written” is a way of honoring Elizabeth Rosenfield’s commitment to making scholarly work accessible to a wider audience than specialists.

**Harold L. Kahn and Lyman P. Van Slyke Award** for Graduate Mentorship in History was created by their current and former students to honor these two Stanford historians of China by recognizing and encouraging excellence in mentorship of graduate students in all fields of History. The award is given every two years in the Spring Quarter, with the coming award offered in Spring 2018. The award committee is composed of 3 doctoral History students, selected by the Graduate Student Association, with the Department Chair acting ex officio (who may be replaced by the Director of Graduate Studies, or other faculty member, should the Chair be nominated). Current and former students are invited to nominate faculty in Winter Quarter, and the committee will subsequently solicit additional information from students on the slate of nominees.

XIII. **PLACEMENT OF PH.D. STUDENTS**

Students normally expect to secure gainful employment at the end of their graduate career. Placement in teaching or nonacademic positions requires the cooperation of the student, the student’s advisor, and the University’s Career Development Center (CDC). As a first step the student should register at the CDC immediately after the oral examination and begin to assemble a dossier and letters of recommendation. It is particularly useful to do this at this time if the student intends to be doing research off campus over an extended period. The first letters of recommendation may be added to or replaced at a later date, particularly after the dissertation is completed or nearly so, if this seems desirable.

Students are strongly encouraged to assemble a teaching portfolio. This portfolio might include a statement of teaching philosophy and interest, copies of student evaluations, copies of evaluations by professors, CTL and other observers, and copies of syllabi. The Department normally organizes a workshop on Teaching Portfolios during the Autumn Quarter.

Information about available jobs may be obtained in a variety of ways, none of which can be relied upon exclusively.

1. Departments with job openings often write to the Department Chair, or to professors in the fields. If the Department has an appropriate candidate, normally one whose dissertation is completed or nearly so, the candidate’s advisor may write a letter to the inquiring institution suggesting that person for consideration. The candidate will direct the CDC to send his/her dossier to the institution. The inquiring institution, if
interested, may contact the candidate directly for an interview at the January AHA convention or for a visit to its campus.

2. H-Net, the AHA-sponsored website, regularly posts job announcements. Check this and other electronic sites.

3. Institutions often send out circulars announcing openings to the Department. These are posted in the mailroom for History graduate students. The student normally takes the initiative in responding to these inquiries or in calling them to his/her advisor’s attention.

4. Notices of openings are published in the AHA Newsletter, Perspectives, which is received in the Department and posted in the mailroom for History graduate students. Notices may also be found in area studies association publications such as the Newsletter of the Association for Asian Studies. Professional registers also post job listings at the convention of the AHA, the Southern Historical Association, and the OAH, and at the conventions of area studies associations. Those seeking positions should also check from time to time with the CDC because it occasionally learns of job opportunities before the Department does. Many listings are posted on the internet.

5. The grapevine is another common, though not always reliable, means of learning about openings. Inquiries may be addressed by the student or advisor to the institutions rumored to have an opening in the appropriate field.

In the early autumn of the year in which a student will be entering the job market, he/she should review the contents of the their placement file with his/her advisor, as well as update the information sheet therein, and draw up a formal curriculum vita. In general, students should schedule their dissertation work so that they have a substantial amount of writing completed and available for submission to prospective employers at the time of the AHA convention in January. Students in US History have another opportunity at the meetings of the OAH, in April. In December, the faculty will hold mock interviews to help students prepare for the AHA convention.

XIV. IMPORTANT UNIVERSITY POLICIES

Students, including teaching assistants and teaching affiliates, are held accountable for the compliance of established community standards, included in the Stanford Bulletin, are the Stanford Fundamental Standard and the Honor Code.

The Fundamental Standard states:

(http://studentaffairs.stanford.edu/judicialaffairs/policy/fundamental-standard)

Students at Stanford are expected to show within and without the University, such respect for order, morality, personal honor, and the rights of others as is demanded of good citizens. Failure to comply will be sufficient cause for removal from the University.

Any violation of the Honor Code, whether intentional or not, is a serious offense. Students should adhere to university academic and integrity rules, and should become familiar with the following code:
Stanford’s Honor Code:

(https://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code)

A. The Honor Code is an undertaking of the students, that individually and collectively:
   1. they will not give or receive aid in examinations; they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   2. they will do their share and take an active part in seeing to it that others, in addition to themselves, uphold the spirit and letter of the Honor Code.

B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Other University policies include health and safety guidelines for faculty, staff, and students (http://www.stanford.edu/about/administration/policy.html). In order to provide for a safe and well-maintained workplace and classroom, compliance with Stanford policies and practices in health and safety is required by faculty, staff and students. With the policy on sexual harassment (http://studentaffairs.stanford.edu/sara/info/policies/university), Stanford is committed to keeping the Department free from sexual harassment, intimidation, or exploitation.
THE PH.D. PROGRAM BY FIELDS

Africa

The graduate program in African history covers the pre-colonial and colonial periods and spans the entire continent south of the Sahara. The program consists of two phases: during the first phase--covering the first, second, and part of the third years--students take a wide variety of courses in their primary and secondary fields, begin to develop a dissertation research project, complete their language requirements, apply for research funding, begin their training as teachers, prepare for their oral exams, and write and present a dissertation prospectus. During the second phase, usually beginning in their third year, students conduct original research in Africa, complete their teaching responsibilities, and write and present their dissertations. Students are encouraged to complete their dissertations within five years of matriculation, although some may take one year longer depending upon the particular circumstances of language preparation, research, and writing. Students are expected to spend the summers during the entirety of the program working towards their degree. This may include intensive language study, preliminary research in Africa or other archival sites, or, in certain cases, exam preparation. Some summer support is provided to facilitate this, but students must take responsibility for setting aside the necessary time.

I. Language Requirements

A reading knowledge of one European language other than English and proficiency in one African language are required. In the event that the African language appropriate to the student’s research is not widely used in written form, certification of proficiency in the spoken language is considered sufficient. Students should contact the Center for African Studies regarding the availability of African language instruction and the schedule for the summer intensive and academic year Foreign Language and Area Scholarship competitions administered by the Center.

II. Course Requirements

Students must take at least two graduate-level courses with each faculty member teaching in the field unless the pattern of faculty leave makes this impossible. Students who do not have a very strong foundation in undergraduate African history courses are encouraged to audit the lecture courses in African history.

III. Supporting Fields

Students must fulfill the Department’s requirements for a secondary field in one of the ways outlined in the Graduate Student Handbook. Students must consult with their advisors with regard to the choice of areas. Some area offerings support African history better than others, and the long-term needs and goals of the student must be considered. African history is an explicitly inter-disciplinary endeavor. Students frequently fulfill their secondary field requirements in areas of direct utility to their research needs, such as anthropology, economics, linguistics, literature, political science, etc.
IV. University Oral Examination

A part of the second year should be devoted to preparation for the oral examination, which students are expected to take in the first quarter of their third year and no later than the third quarter of that year (see General Program Descriptions and Requirements above).

Students are encouraged to schedule a diagnostic pre-oral 2-6 weeks before the exam. The pre-oral is a one-hour examination, conducted by two members of the committee, designed to familiarize students with the format and nature of the exam, and to assess the student’s readiness to sit for the exam.

A student should consult with his/her advisor about the composition of the examining committee well in advance of the examination. The composition of the committee should reflect the field and methodological interests of the student.

V. Dissertation

African history requires research in the field, usually involving additional research in the national archives of the previous colonizing country. Research proposals should be well developed and applications for research funding and clearance should be well underway during the summer after the first year. Students must pay attention to the application cycles of external funding agencies, such as Fulbright, SSRC, ACLS, Rotary, etc., in order to secure additional funds for research in Africa. Students may apply for funding as early as the Fall of their second year, but certainly not later than the Fall of their third year.

Students must formally present their dissertation prospectus (see General Program Descriptions and Requirements above) within one quarter following their oral exam.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.

VI. Workshops

Students are strongly encouraged to participate regularly in the Humanities Center workshops and the activities of the Center for African Studies in which faculty and graduate students regularly engage in intellectual issues outside of formal courses. Students are also strongly encouraged to present their research to such faculty-student workshops and at other conferences both at Stanford and elsewhere. African History graduate students are also expected to participate in the dissertation proposal and dissertation writing workshops that the Department sponsors.

VII. Advising

Incoming students will be assigned to Roberts as an adviser. Subsequent changes of advisor must be done in consultation with the faculty in accordance with the department's procedures.
Britain and the British Empire Since 1460

I. Language Requirements

A reading knowledge of at least one modern language other than English, normally French or German, is expected, in part because work in secondary fields will assume such knowledge. Those expecting to work in the Early Modern field may also need Latin; if this requires course work it should be taken during the first year or during the summer between the first and second year.

II. Course Requirements

The first two years of the graduate program are devoted primarily to the study of British history since 1460 with the emphasis on either the 16th and 17th centuries or the modern period, depending on a graduate student’s Major interests. During the first two years a student should plan to take graduate colloquia in the field (at least one each in early modern and modern Britain) and produce one seminar paper each year (either in a seminar or as part of a directed reading). Ideally, these papers should be used to help define a research project. Depending on the students’ needs and interests, coursework may extend into the third year.

Work on the secondary field should also be completed during the first two years, preferably by taking at least two graduate colloquia. Secondary field work should be planned with the fact in mind that the University Oral Examination board is composed of four departmental examiners, only two of whom are likely to be in the British field. Hence students are well advised to define the secondary field (another field of European history, a non-European field, or a thematically defined field, depending on the student’s research interests and needs) in such a way as to take course work with the two additional examiners. In addition to these practical considerations, there are obviously compelling intellectual and professional reasons for using the secondary field to broaden one’s training as well.

III. University Oral Examination

The University Oral Examination ((see General Program Descriptions and Requirements above) is generally taken in the first quarter of the third year.

IV. Dissertation

By the Autumn Quarter of the third year, a student should define a research project and produce a written prospectus (see General Program Descriptions and Requirements above) that will serve as the basis of (1) Dissertation Prospectus presentation (2) grant applications to support research in Britain later that year or in the fourth year. Research in published sources should be completed, if possible, before leaving for England.

The fourth year is generally spent abroad in archival research, and the fifth year at Stanford in writing the dissertation. If travel and research funding is available, the process may be expedited by leaving for England during the winter or spring quarter of the third year. Such an acceleration of the program might enable the student to have a substantial amount of writing completed by the January meeting of the American Historical Association in the student’s fifth year, an advantageous situation in the present job market.
Advanced students are strongly encouraged to participate in the department’s dissertation, pedagogical, and job market workshops as well as the European History Workshop held every Spring. All graduate students are encouraged to attend and participate in the various humanities workshops on campus (Enlightenment & Revolution, Empires & Cultures, and so forth) as well as the Stanford-Berkeley British History Reading Group.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.
East Asia

I. Language Requirements

Advanced language capability is the first prerequisite for success as a scholar in the East Asian field. All entering students in the field must take a diagnostic placement examination in the language of specialization during registration period of the fall semester. The results will be forwarded to the respective advisors. In addition, the following levels of language training must be completed before sitting for the university oral examination. The Ph.D. language requirement is fulfilled by receiving a B+ or better in the required language courses, or by demonstrating equivalent proficiency in the language placement examination.

A. Primary Language

*Chinese history:* Fifth-year modern Chinese, or the equivalent; two years classical Chinese, or the equivalent. In addition, all students are expected to demonstrate mastery (to the advisor’s satisfaction) of Chinese reference works and other relevant resources in the East Asian Library.

*Japanese history:* Fifth-year modern Japanese or the equivalent, including guidance in translating from written texts; at least one course in classical Japanese; at least one course in *kambun*. Additional language training, including summer workshops in *sorobun* (early modern prose) or *kuzushiji* (paleography), is strongly recommended.

*Korean history:* Fifth-year modern Korean or the equivalent (including guidance in translating from written texts), and three years of modern Japanese or the equivalent, are required for students of modern Korean history. First-year classical Chinese is strongly recommended.

B. Secondary Language

*Chinese history:* For pre-Qing history, three years of Japanese, or the equivalent; for the Qing and later periods, reading knowledge of a relevant language chosen in consultation with the student’s advisor (the required level of proficiency to be determined by the advisor in accordance with the student’s research needs). In special circumstances, a student may petition to substitute a technical skill for the second language.

*Japanese history:* Reading knowledge of a relevant language, to be chosen in consultation with the student’s advisor. For those specializing in premodern Japan, the second language will normally be classical Chinese. For those working in the modern period, it may be another East Asian language or a European language. In special circumstances, a student may petition to substitute a technical skill for the second language.

*Korean history:* Reading knowledge of a relevant language, to be chosen in consultation with the student’s advisor. For those working in the modern period, it may be another East Asian language or a European language. In special circumstances, a student may petition to substitute a technical skill for the second language.
II. Core Courses

The essential graduate courses for doctoral candidates in history are of two kinds: readings colloquia and research seminars.

A. Colloquia

Colloquia are reading-intensive courses, primarily in English, designed to orient students to the historiography of a field and to ongoing debates over approach as well as interpretation. As soon as practically possible, students working on Chinese history must complete at least three core colloquia for their country of specialization; those working on Japan must complete two core colloquia on Japan. In addition, students focusing on premodern Japan should take at least one premodern Chinese colloquium; likewise, students specializing in premodern China should take at least one graduate colloquium on premodern Japan. Comparable expectations govern students focusing on the modern period. Students of modern Korea should take at least one graduate colloquium either on modern Japan or on modern China.

Those who enter the program with gaps in their prior coursework may also be required to enroll for graduate credit in the appropriate undergraduate lecture courses.

B. Research Seminars

All history students must complete two research papers during their first two years in the program, including at least one using primary materials in the target language of the dissertation archive. Research papers may be written either for a two-quarter research seminar or in a directed reading following a one-quarter graduate course focused on sources or bibliography. Both types of seminars may involve library or on-line exercises requiring the use of Chinese, Japanese, or Korean reference tools, and will entail reading in primary and secondary materials in Chinese, Japanese, or Korean. Before sitting for the university oral examination, all students are expected to have become proficient in using the relevant resources of Stanford’s East Asian Library, and to have demonstrated such proficiency in the seminar papers.

All students must submit to the advisor a one-page progress report at the end of each academic year, detailing the steps taken and those remaining toward fulfillment of the language and course requirements.

III. University Oral Examination

The purpose of the university oral examination (see General Program Descriptions and Requirements above) is to help students develop a general knowledge of several fields of history and scholarship, to equip them to teach and write in areas beyond those of their specific research interests. By departmental regulation, doctoral candidates in history choose one major field and either one or two minor fields from an established list. For those studying the histories of China, Japan, or Korea, the major fields are broadly defined: “Premodern East Asia,” or “Modern East Asia.” Since coverage of these broad fields requires work with more than one
faculty member, each student will prepare for their major field by mastering at least two relevant subfields. For *Premodern East Asia*, the relevant subfields are Early Imperial China or Medieval China (Lewis), Late Imperial China (Sommer), and Early Modern Japan (Wigen). For *Modern East Asia*, the relevant subfields are Modern China (Mullaney), Modern Japan (Uchida), and Modern Korea (Moon). Minor fields may be country-specific, or may be identified in thematic, comparative terms.

The examination committee consists of five faculty members. In addition to the advisor, these will normally include two other East Asian historians and one specialist on an area outside East Asia. The fifth committee member, by university regulation, is a time-keeping chair from another department. The selection of fields, the coursework preparation for each, and the composition of the examining committee should be discussed with the advisor at regular intervals, starting early in the first year of study.

The examination is normally taken in the spring quarter of the third year, and must be taken no later than the beginning of the fourth year. Outstanding incompletes must be cleared up before sitting for the examination.

Systematic preparation for the oral exam involves meeting and practicing with faculty in advance. Students are advised to schedule a diagnostic pre-oral with their advisor 2-6 weeks before the exam. The pre-oral is typically a one-hour mock examination, designed to familiarize students with the format and nature of the exam, and to assess the student’s readiness to sit for the exam.

IV. Dissertation Research

Articulating an original research topic, and identifying appropriate sources, is a crucial step in the student’s evolution as a scholar. Since it is expected that our Ph.D. candidates will seek to do their principal dissertation research in East Asia, this process is initially focused toward the development of a grant proposal, typically submitted at the beginning of the third year to outside funders to win financial support for dissertation research in the relevant countries.

Students will be expected to participate in grant-proposal and prospectus workshops offered by the History Department.

All students are required to submit a dissertation prospectus (see General *Program Descriptions and Requirements* above) to their examining committee at least one month in advance of the oral examination. For East Asian concentrators, the prospectus will normally be about 10 pages, for the dual purpose of serving as a grant proposal, and should include a 1-2 page selected bibliography of key sources and archives.

Finally, upon completion of the thesis, all students must present their dissertation (see General *Program Descriptions and Requirements* above) before it is formally submitted to the University.
Europe (and the Mediterranean), 300-1500

I. Language Requirements

We expect the ability to read primary source documents in one’s language(s) of research. This language is either (or both) Latin or Classical Arabic. Competency will be tested during the first quarter of the first year in the Ph.D. program. It is critical for the two research seminars.

Medievalists also need to acquire reading proficiency in at least two modern languages (one if proficient in both Latin and Classical Arabic). These languages will be identified in consultation with the student’s advisor (factors in this decision are the vitality of the historiography in a given language and/or the geographical base, if any, of the graduate student’s research interests). A basic proficiency should be acquired by the end of the summer of the second year, and will be tested either by the relevant language department or a History Department professor, or established through obviously competent use in research or historiography paper (at the discretion of the field faculty).

Medievalists usually keep acquiring reading proficiency in languages throughout their career, and we encourage graduate students to do so beyond the requirement.

II. Course Requirements

The core courses are (1) History 313 and 314, Core colloquia in Medieval History (depending on faculty availability, these courses are given in alternative years) and (2) two research seminars, each normally spread over two quarters, and taken respectively in the first and second year of the Ph.D. program. Colloquia are reading-intensive courses, primarily in English, designed to orient students to the historiography of a field and to ongoing debates over approach as well as interpretation. The required course in paleographic techniques will be taken no later than the end of the third year, and preferably earlier. Students are strongly encouraged to consult the U.C. Berkeley offerings, and may be allowed to do one of their research seminars there.

Students should try to take as many of the required courses in the Major and secondary fields as possible in the first year and fulfill the requirements for the M.A. The selection of fields and courses should be discussed with the advisor at regular intervals, starting early in the first year of study.

We strongly encourage graduate students not to spread themselves thin, and limit themselves to two history seminars or colloquia, plus a language, per quarter.

III. University Oral Examination

The University Oral Examination (see General Program Descriptions and Requirements above) is generally taken in the first quarter of the third year. The primary aim of this oral is to ensure that the candidate will be able to participate in broad scholarly discussions with colleagues and produce competent and intelligent lectures. An ability to intelligently navigate historiography is also desirable. The student will be asked among other things, to draw up the syllabus for an undergraduate lecture course in his or her field, which will serve as the basis for the initial discussion.
IV. Dissertation Prospectus

Defense of the dissertation prospectus (see General Program Descriptions and Requirements above) is to take place in the third year. Prior to the defense of the dissertation prospectus, so ideally at the very beginning of the third year, the Ph.D. candidate will have to pass the University Oral Examination.

V. Dissertation

In their third year, students will define and refine the topic of their dissertation and do as much research on it as possible at Stanford. Students are strongly urged to define, if only provisionally, their dissertation topic before the beginning of the third year when they will have to apply for fellowships for their fourth year. In order to prepare them for that task, they are expected to participate in grant-proposal and prospectus workshops offered by the History Department. The fifth year should be devoted to completing research and the writing of the dissertation, which should be finished, ideally, no later than the end of the fifth academic year. While it is possible to prolong this writing process, students should not expect departmental funding for their sixth year and beyond.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.

VI. Workshops and Resources, Professionalization

Graduate students are encouraged to take seminars at U.C. Berkeley. While UCB is on a two-semester schedule, so out of phase with our three-quarter cycles, and while doing so involves commuting, the benefits of exposure to a different faculty and another set of peers vastly outweigh the inconveniences. UCB runs a quasi weekly Friday lunch talks series. There is also a quarterly conference that brings together in Los Angeles, at the Huntington Library, graduate students and faculty in Medieval History for the discussion of pre-circulated papers. The faculty will know whether there is Stanford funding to participate.

Ask Monica Moore (monica.moore@) or Jan Hafner (jhafner@) of Medieval Studies to put you on the medievalist e-mail list to be appraised of events of interests to the field.

Grants available to medievalists include Fulbright Fellowships to various countries, several grants listed by the Medieval Academy of America (notably the Baldwin Fellowship for France), and (at least) the following:

- Chateaubriand Fellowship (administered by the French embassy)
- Mellon Dissertation Fellowships in the Humanities in Original Sources
- Council of Libraries and Information Resources
- Columbia Center for European Studies, pre-dissertation grants (Florence Gould Foundation)
- German Marshal Fund – research fellowship
Western Society for French History Millstone Fellowship
Bibliographical Society of America, short-term fellowship
International Dissertation Fellowship (Social Science Research Council)
Bourse Jeanne Marandon (Societes des Professeurs français et francophones d’Amerique)
Ministere des Affaires etrangeres, Bourse de Recherche
American Association of University Women Dissertation Fellowship
Spencer Foundation.
Early Modern Europe, 1400-1800

The graduate program in early modern Europe offers the opportunity to specialize in English, French, German, Italian or Spanish history; the Renaissance and Reformation; early modern history of science; and thematic and comparative topics that cross national boundaries such as the early modern Atlantic world. Complementary coursework is available in early modern Eastern European and Russian history, colonial Latin America, North America, and the West Indies. In consultation with the advisor, students design a curriculum within the field to suit their research and teaching interests.

I. Language Requirements

A reading knowledge of at least two languages other than English is mandatory; students choose the appropriate languages in consultation with their advisor. Depending upon the field of specialization, one language typically will be French or German, though other languages such as Italian, Spanish, Dutch, and Portuguese might also be appropriate for a student’s particular specialty. For those working in the Renaissance, Reformation, or history of science, a reading knowledge of Latin is required as one of the two languages. The language requirements can be satisfied by research work that demonstrates facility in the given languages (as certified by the instructor in writing to the GSC), or through examination by the respective Stanford language instructors.

II. Course Requirements

Students are required to take the one-quarter core colloquium in the fall of the first year, and encouraged to take a second early modern core colloquium in year two. The purpose of the core colloquia is to expose students in a broad manner to some of the dominant themes, problems, methods, and historiographical traditions in European history between the late Middle Ages and the French Revolution.

Additional course work to complete graduate requirements should be designed according to the student’s interests in consultation with the advisor. It includes specialized early modern colloquia in fields appropriate to the student’s primary interests and two required research seminars, one of which should be done in the first year and the other in the second year.

We expect students to develop at least one secondary field through coursework and strongly recommend that they take the medieval core or parts of the modern European core, or the core colloquium in other allied fields such as colonial Latin America and the history of science. Students may also do two secondary fields, one inside the department and one in an interdisciplinary area of early modern studies. With the consent of their advisors and in agreement with the relevant faculty member, students may also take directed reading courses to pursue topics that fall outside the domain of the graduate seminars and colloquia offered. For the purposes of scholarly exchange and professional development, students are also expected to enroll each spring in the European History Workshop.
III. University Oral Examination

University Oral Examination (see General Program Descriptions and Requirements above) should be completed no later than the spring of the third year, and preferably by winter.

IV. Dissertation Prospectus

Early in the third year and preferably in fall, students must present a Dissertation Prospectus (see General Program Descriptions and Requirements above). Students must make the Prospectus available to the committee at least a week before the meeting. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem as well as a concrete plan of research. It should be at least 15 but no more than 20 pages; in many instances, it will be the direct outcome of external grant applications in the fall of the third year. The meeting will begin with the student giving a 20-minute presentation of the dissertation project, after which he/she will be questioned about it by the committee.

V. Dissertation

Students are expected to initiate research in the third and fourth years, which may entail, in addition to the research itself, some of the following: writing grant proposals; mastering the secondary literature on one’s topic; additional language study, paleographic training or training in particular methodologies as needed. Writing should begin by the fifth year with the expectation of completion by the end of the fifth or sixth year, culminating in a two-hour dissertation presentation.

The dissertation presentation (see General Program Descriptions and Requirements above) will be scheduled once the student has a complete text of his or her dissertation and immediately prior to filing the dissertation. In exceptional cases in which candidates are no longer in residence locally, we request that they work with their committee to identify the best time and manner to conduct this presentation during the final year of writing, keeping the above criteria in mind. Candidates are expected to give a 20-minute presentation before their dissertation committee and anyone else who would like to attend, followed by questions from committee members and the audience.

Funding opportunities for research abroad in the fourth and fifth years and dissertation write-up grants are available in the Department, in the University, and in national and international competitions. We strongly encourage students to try for major grants whenever possible; the student’s advisor and the Graduate Program Coordinator are the best resources for information on current funding options in any given year. Advisors work closely with students to assist them in developing competitive grant proposals and students are also encouraged to take advantage of the grant proposal workshop run by the Director of Graduate Teaching at the beginning of each academic year.
Europe Since 1700

I. Language Requirements

Students must demonstrate reading competence in two modern European languages other than English. Competence is demonstrated by passing the qualifying examination given for such purposes by the University’s various language instructors. The preferred foreign languages for the student of modern European history are French and German.

II. Course Requirements

Students in Modern European History are expected to: 1) take those parts of the Core Colloquium in modern European history offered during their first and second years of graduate study (a minimum of four courses); 2) take two graduate seminars, one of which must be in the modern European area; 3) complete one of the required research seminars before admission to the Ph.D. program; 4) participate in the European History Workshop, which normally meets in the Spring Quarter.

III. University Oral Examination

Students must complete the University Oral Examination (see General Program Descriptions and Requirements above) covering four fields in Modern European history no later than the first quarter of the third year. Fields must be designed in consultation with the student’s main advisor and other professors. At least one field should comprise Modern Europe, broadly defined; others may include national or thematic histories. There is no pre-oral examination.

IV. Dissertation Prospectus

Students are required to present their Dissertation Prospectus (see General Program Descriptions and Requirements above), which they must make available the committee at least a week before the presentation. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem. It should not exceed 20 pages. The presentation will begin with a 20-minute presentation of the dissertation project by the student, after which he/she will be questioned about it by the committee.

V. Dissertation Workshop

In the Spring Quarter of the third year, the student will also present his/her Dissertation Prospectus (newly honed after the experience of the formal presentation and further research) to a Dissertation Workshop, which all modern European faculty and graduate students in residence will be required to attend. Graduate students in residence will enroll in the Dissertation Workshop (History 499X) each year for 1 unit.

VI. Dissertation
The third and fourth years of graduate study should be devoted to researching and writing the dissertation. Most students in modern European history will want to spend as much of their third and/or fourth year as possible doing research abroad.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.
History of Science and Medicine

I. Language Requirements

All students must have reading knowledge of two foreign languages, certified by either a formal exam or the appropriate level of course completion. For some fields, reading knowledge of additional languages may be necessary to undertake doctoral-level research. Students should consult with their advisors regarding the specific language requirements for their areas of specialization.

II. Course Requirements

All students must take six courses in the history and philosophy of science, technology and/or medicine during their first two years in the program. One of these six courses must be a core course. Students must also take four additional courses in a given geographical or national field of research, one of which must be a core course.

The ten required courses described above must include two research seminars, at least one of which must be in the history and philosophy of science, technology and/or medicine. Students are expected to write papers on substantially different topics for each seminar. They should also aim to present their research at the annual meeting of a professional society associated with the history of science, technology and/or medicine sometime during their third or fourth year.

In addition to its substantive content, coursework will equip students with the following professional skills: writing publishable papers and book reviews, writing research proposals, constructing syllabuses, giving professional oral presentations and undergraduate lectures and conducting archival and electronic research. Throughout their tenure at Stanford, students are expected to further these skills by participating in the History and Philosophy of Science, Technology and Medicine colloquium and informal reading or discussion groups conducted by the program faculty.

Because of the interdisciplinary nature of HPST, in some cases students may want to fulfill some of their course requirements by taking courses offered outside the History Department. To obtain permission to do this, you must submit a petition to the faculty.

III. University Oral Examination

Students should plan to take the University Oral Examination (see General Program Descriptions and Requirements above) by the winter quarter of their third year. For the orals, two of their fields must fall within the history and philosophy of science, technology and medicine and one field must cover the geographic or national area in which they plan to do their dissertation research. The fourth field should be determined by the student in consultation with his/her primary advisor.

In addition to the reading lists developed for each examination field, students will be asked to design one syllabus for an introductory lecture class that surveys a broad area of the history of science, technology and/or medicine. The topic will be determined in consultation with their advisor and the syllabus will be submitted to the entire examination committee for discussion during the oral exam.
IV. Dissertation

Students begin their dissertations in their third year and should complete them in their fifth or sixth year. This means they will typically devote the fourth year to conducting intensive research, often away from Stanford. Application deadlines for research funding usually come in the autumn. Students should therefore aim to have a proposal suitable for such applications ready by early autumn of their third year.

V. Dissertation Prospectus

By the end of their third year, students must submit a full dissertation prospectus (see General Program Descriptions and Requirements above) to their dissertation committee. They are then required to schedule a two-hour meeting with the committee to discuss the prospectus. This meeting must take place before the beginning of the fourth year. This schedule is designed to ensure that students will be well prepared to begin intensive research for their dissertation by the beginning of their fourth year.

VI. Dissertation Presentation

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.

VII. Colloquium

The Colloquium in the History and Philosophy of Science, Technology and Medicine is central to the intellectual life of the graduate program. Attendance is required of all students. Students are also encouraged to present their research in the colloquium when they reach the writing stage of their dissertation.
Jewish History

I. Language Requirements

Fluency in Hebrew is required in addition to competence in another Jewish or European language, or another language relevant to the student's area of specialization.

II. Course Requirements

Students are expected to take the two-quarter core colloquium in Jewish History. All students must take two research seminars. Both may be in Jewish history, although one may be in the student's secondary field. At least two graduate courses should be taken in the student's secondary field, preferably in the form of a core colloquium.

III. University Oral Examination

Students are expected to take University Oral Examinations (see General Program Descriptions and Requirements above) during the third year, though on occasions the exam could be scheduled for a later date because of linguistic and other skills that students have to acquire depending on their area of specialization. Competency in Jewish History assessed in this examination assumes that students are conversant with the major literature in the field covering Antiquity through the modern period.

IV. Dissertation

All students are required to present a Dissertation Prospectus (see General Program Descriptions and Requirements above).

Dissertation research frequently involves approximately one year of research on primary sources, normally in archives, whether in the United States or abroad. Funding proposals for field research should be submitted in the autumn of the student's third year of study, a year before the research begins.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.
Latin America

The graduate program in Latin American history covers two broad areas of training and research: the colonial and the modern eras.

I. Language Requirements

Upon arrival, students in Latin American history are required, as a minimum, to be fluent in spoken and written Spanish or Portuguese. They are also expected to acquire competence equivalent to three quarter units of work in the other language within their first three years. This course is typically fulfilled by taking Portuguese for Spanish Speakers in the Department of Spanish and Portuguese, or similar courses in Spanish.

II. Course Requirements

All students in the program are expected to complete at least four graduate courses in the field, of which at least two must be two-quarter research seminars, one taken each year during the first two years of coursework. Students are expected to produce a substantial research paper based on primary sources by the beginning of the spring quarter of each year. Typically, the first quarter of the research seminar is devoted to the conceptual, theoretical and methodological exploration of a variety of secondary works in the student’s field of interest while undertaking preliminary research. The second quarter is then devoted to writing the paper in close consultation with the student’s principal advisor(s) through individual meetings and/or student cohort workshops. Courses other than research seminars may be taken outside of the Department in consultation with the student’s advisor.

In addition, each student is required to fulfill a secondary field, also in consultation with their advisor. This second field may be comprised of four courses in history that are outside the Latin American field, or it may be comprised of four courses in another department, program or discipline. These courses should form a coherent program thematically, with a view toward learning new approaches and methods for use in the dissertation stage of graduate training.

III. University Oral Examination

University Oral Examination (see General Program Descriptions and Requirements above) should be completed no later than the spring of the third year, and preferably by the winter.

IV. Dissertation Prospectus

In the third year, students should hold a Dissertation Prospectus meeting (see General Program Descriptions and Requirements above). Candidates must make the Prospectus available to the committee at least a week before the meeting. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem as well as a concrete plan of research. It should be at least 15 but not be longer than 20 pages. In many instances, it will be the direct outcome of external grant applications in the fall of the third year. The meeting will begin with the student giving a 20-minute presentation of the dissertation project, after which the committee will question him or her about it.
V. Dissertation

Students are expected to initiate preliminary research for their dissertation beginning in the summer of their first or second year (such as making contacts with in-country scholars and institutions, locating sources and archives, etc.) In the third and fourth years, in addition to the research itself, students should complete the following: writing grant proposals; mastering the secondary literature on one’s topic; additional language study, paleographic training or training in particular methodologies, such as oral and spatial history, as needed. Writing should begin by the fourth year with the expectation of completion by the end of the fifth or sixth year. Students should consult regularly with their advisor/s to assess their progress and establish goals.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University. The dissertation presentation, a two-hour long session, will be scheduled once the student has a complete text of his or her dissertation and immediately prior to filing the dissertation. In exceptional cases, in which candidates are no longer in residence locally, students should work with their committee to identify the best time to conduct this presentation during the final year of writing, keeping the above criteria in mind. Candidates are expected to give a 20-minute presentation before their dissertation committee and, if the candidate desires, anyone else who would like to attend, followed by questions from committee members and the audience.

Funding opportunities for research abroad in the fourth and fifth years and dissertation write-up grants are available in the Department, in the University, and in national and international competitions. We strongly encourage students to apply for major grants for which they are eligible; the student’s advisor and the Graduate Program Coordinator are the best resources for information on current funding options in any given year. Advisors work closely with students to assist them in developing competitive grant proposals and students are also encouraged to take advantage of the grant proposal workshop run by the Director of Graduate Teaching at the beginning of each academic year.
The Middle East and Central Asia

The Middle East and Central Asia field encompasses an interregional zone containing high cultural and political traditions that are both distinct and intimately related to one another as well as a great variety of interconnected local cultures, economies, and ecologies. This conception expands upon Marshall Hodgson’s proposition that the Nile to Oxus region has been the incubator for monotheism (Judaism, Christianity, and Islam) as well as a nodal point for transnational commerce. The chronological purview of the field is from the rise of Islam to the contemporary era with an emphasis on the period since the 16th century. The interplay of the Arab and Turco-Persian cultural traditions, which broadly speaking define the geographical limits of the Middle East and Central Asia, is constitutive for Islamic societies and cultures. Simultaneously, until about 1500 the Arab-majority sector of the region was the nodal point of the transnational maritime trade between the Mediterranean basin and south and East Asia, while the overland great Silk Road and spice trade passed through the Turco-Persian sector. Between 1500 and 1800, the consolidation of complex imperial systems in the Islamic World under the Turco-Muslim Ottoman, Safavid, and Mughal dynasties with new military and administrative technologies was followed by the formation of trans-regional commercial and cultural networks, incorporation into the global markets, and emergence of new elite structures challenging the traditional power patterns in Islamic societies. In the modern period, cotton, silk, tobacco, and other cash crops, the Suez Canal, the “great game” and the defense of British India, and oil and natural gas have been salient themes across the region.

Two years of study of at least one regional language are required for admission to the Ph.D. program. Students entering without an M.A. and with basic knowledge of Arabic, Hebrew, Persian, or Turkish should plan on completing their program of studies in six years. Students are strongly encouraged to enroll in one of the summer or full-year overseas programs for improving competence in Middle Eastern languages and culture appropriate to their major area of interest. Intensive language study the summer before enrollment in the program is also highly recommended.

I. Language Requirements

Competence in Arabic, Hebrew, Persian, or Turkish (or a Turkic language) sufficient to carry out independent research is required. Some students may need to master a second language, depending on their area of research interest. Competence will be certified by an examination administered by the relevant language instructor at Stanford or by another form approved by the student’s Major advisor. Reading knowledge of at least one European language, commonly French or Russian, is also required.

II. Course Requirements

During the first year of graduate study students are expected to enroll in at least two graduate level colloquia. Students should also plan on a directed reading course focused on the general area in which they are considering writing a thesis. Students must complete graduate courses in Middle East and Central Asian history from at least two different professors in the field during the course of their study. At least one of the two required research seminars must be in the field of Middle East and Central Asian history. It is strongly recommended that the first of these
seminars be taken in the first year of study. The field of the second research seminar will be chosen in consultation with the major advisor.

III. University Oral Examination

As early as possible in their third year of study students will take the University Oral Examination (see General Program Descriptions and Requirements above). This comprehensive oral examination has two purposes. The first is to establish that a student has command of a broad range of historiographical issues, thematic questions, geographic locales and chronological periods beyond the focus of the anticipated dissertation. The second is to certify that the student has mastered the material necessary to teach survey courses at the undergraduate level in the specified fields and special topics courses in the areas of their particular interest.

Two to three weeks before the full examination, students will have a pre-oral exam with two members of their examination committee. The pre-oral exam has two purposes: 1) to familiarize students with the format of the exam and relieve some of their anxiety so that they can perform at their best; and 2) to ascertain that students are prepared to take the oral exam. If the examiners feel that certain topics have been thoroughly covered in the pre-oral, they may inform the student that those topics will not be revisited in a focused and substantial manner. However, it is in the nature of the oral exam that the conversation is fluid and wide-ranging, and students should not expect to be able to respond to a question by saying that it was discussed two weeks ago and there is nothing more to say about it. If the pre-oral examiners determine that a student is insufficiently prepared, they will advise that the full oral examination be postponed.

Those with exceptional language preparation may be able to take the oral examination at the end of their second year. This is highly desirable. Scheduling of seminars or travel abroad for research or language study may force some students to take orals in their fourth year. This should be avoided if at all possible, as it will very likely result in a shortage of funding in the write-up phase of the dissertation.

IV. Dissertation

In the fall of the third year of study students should apply for outside grants for their dissertation research. The text of the grant application will typically be developed into the dissertation prospectus (see General Program Descriptions and Requirements above).

As soon as possible after the oral examination, and only in rare cases after the end of the third year of study, students will submit a dissertation prospectus to the prospective members of their dissertation committee. The prospectus should be about 20-25 pages long and include: 1) a statement of the historical problem to be addressed and why it is significant; 2) a summary of the existing secondary literature on this and related problems; 3) what new information or perspective the dissertation will offer; 4) a statement of the archival and other sources on which the dissertation will be based; 5) what research methods will be employed (for example, textual analysis, quantitative analysis, visual materials, etc.)
After a student completes the penultimate draft of the entire dissertation, there will be an oral presentation/discussion of the dissertation (see General Program Descriptions and Requirements above) with the participation of the student and all the members of the dissertation reading committee (or substitutes if necessary). In response to feedback at the defense, a student may elect (or be directed) to make revisions to the dissertation. In the best of cases, students will file the information from the presentation away for use when they revise the dissertation for publication.
Russia and Eastern Europe

I. Language Requirements

Strong competence in Russian or another East European language, depending upon the student’s area of specialization, is required. In addition, a reading knowledge (or better) of one language of the secondary literature is required, with German strongly advised (French or another appropriate language is acceptable in consultation with the advisor). Language competence may be certified by course work in a language department, by research work demonstrating ability to use the language or by successful completion of an examination. It is often appropriate for some part of the summer after the first and even second years to be spent in further language study.

II. Course Requirements

All students are expected to take at least two research seminars within the Russia-East European field, with one taken in the first year.

In the Russian field students are expected to take at least one graduate course with each of the faculty members in that field. Faculty in the field offer graduate colloquia on Russian historiography from the eighteenth through twentieth centuries and thematic colloquia from the early modern to contemporary period (numbers vary in the 300s). Students are expected to take colloquia on key themes in the field as well as those offered on historiography of the field, as appropriate to their research and teaching interests.

In the Eastern Europe field students are expected to take at least one graduate course with each faculty member offering coursework in the field. Students in the East European field are encouraged to enroll in either the Russian or the European core sequence, depending on their intellectual interests and research topics.

Students should choose their secondary field in consultation with their advisor; for East Europeanists, Modern Europe or Russia are recommended; for Russianists, Eastern Europe, Modern or Early Modern Europe are as a rule the most appropriate choices depending upon the students’ interests.

III. University Oral Examination

Students should select the participants in the University Oral Examination (see General Program Descriptions and Requirements above) in consultation with their main advisor; in addition to the main advisor, another member should be a Stanford History Department faculty member in the REEES field; others should be from the REEES field and/or in the student’s minor field, selected to serve the student’s research and/or future teaching goals. In consultation with the student’s main advisor and following Departmental and University guidelines, the fourth examiner may be a regular Stanford faculty member from another department or, with the approval of the student’s main advisor and the Director of Graduate Studies, a faculty member at another institution with whom the student has established a prior working relationship.
Students in all areas of the REES field are encouraged to take their Oral Exam by the end of the second year or as early as possible in the third year of graduate study. If extraordinary language training is required, the exam may occur somewhat later but must be completed no later than the fall of the fourth year of graduate study.

IV. Dissertation Prospectus

Students are expected to write a dissertation prospectus (see General Program Descriptions and Requirements above) and present it to their dissertation committee within six months of passing their Oral Exam. Ordinarily, the presentation will take place in workshop format with the assembled committee. The student will be expected to prepare a prospectus (including bibliography) and distribute it to the members of the committee at least two weeks in advance; he/she will open the seminar with a brief presentation of the work (15 minutes), followed by about an hour of open discussion. The presentation of the prospectus is not graded; its purpose is constructive feedback.

V. Dissertation

Students are advised to use at least one of their research seminars to explore dissertation topics; preparation for orals should include some exploration of literature related to a thesis project. Research should begin in earnest in the third year after the completion of orals. As early as the summer after the second year, students should take brief research trips to Russia or Eastern Europe to explore archival holdings. Extended (6 or more months) research trips should be made in the fourth or fifth years so that research is completed and write-up takes place in the fifth and sixth years. (Note that a fourth-year extended research trip requires preparation of a grant proposal in the autumn of the third year.)

Modest funding for brief research trips currently is available at Stanford from the History Department, the Dean of the School of Humanities and Sciences, CREEES and other sources. Funding for longer research trips is currently available from IREX and ACTR, among others. Dissertation write-up grants are currently available from SSRC and ACLS, Stanford (Whiting and other grants), AAUW, among others. But availability of funding varies from year to year; faculty in the field and the Graduate Program Coordinator are generally good sources of information on the fluid situation of funding opportunities.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.

VI. Workshop and Other Professionalization Experiences

Students in the Russia and East European fields throughout their graduate career are expected to attend regularly the Workshop in Russian, East European and Eurasian Studies, sponsored by the Dept. of History. Alternatively, according to a student’s topic, another such faculty/graduate student workshop might be appropriate, from among those offered in the History Dept., Humanities Center or other program.

Advanced graduate students should participate in the daylong workshops and other programs offered by the Department for teaching pedagogy, grant writing skills, sample job talks and sample job interviews.
South Asia

The program in South Asian history covers the geographic area of the Indian subcontinent, encompassing the territories now part of Afghanistan, Bangladesh, Burma, India, the Indian Ocean, Pakistan, and Sri Lanka. The temporal focus of the Program is from the eighteenth century to the present.

I. Language Requirements

Students must demonstrate reading competence in two South Asian languages other than English. Students working on aspects of Indian Ocean history may, according to need and in consultation with the Major advisor, opt for a European or Asian language (e.g. Portuguese or Arabic). Competence will be certified by an examination administered by the relevant language instructor at Stanford or by another recognized measure approved by the student’s Major advisor.

II. Course Requirements

During the first year of graduate study students are expected to enroll in the core colloquium. Students should also plan on a directed reading course focused on the general area in which they are considering writing a thesis. Students must complete graduate courses in South Asian history and either Imperial History or Intellectual History from at least two different professors during the course of their study. At least one of the two required research seminars must be in the field of South Asian history. The field of the second research seminar will be chosen in consultation with the Major advisor.

III. Supporting Fields

Students must fulfill the Department’s requirements for a secondary field in one of the ways outlined in the Graduate Student Handbook. Students must consult with their advisors with regard to the choice of areas. Some area offerings support South Asian history better than others, and the long-term needs and goals of the student must be considered. South Asian history is an explicitly inter-disciplinary endeavor. Students may also fulfill their secondary field requirements in areas of direct utility to their research needs, such as anthropology, economics, linguistics, literature, political science, etc.

IV. University Oral Examination

Students must complete the university oral examination (see General Program Descriptions and Requirements above) covering South Asia’s history. The comprehensive oral examination has two purposes. The first is to establish that a student has command of a broad range of historiographical issues, thematic questions, geographic locales and chronological periods beyond the focus of the anticipated dissertation. The second is to certify that students have mastered the material necessary to teach survey courses at the undergraduate level in the specified fields and special topics courses in the areas of their particular interest. The oral exam should be taken no later than the first quarter of the third year.
V. **Dissertation Prospectus**

Students in the South Asia field are also required to pass an exam based on a Dissertation Prospectus (see General *Program Descriptions and Requirements* above), which they must make available to three examiners at least a week before the exam. The Dissertation Prospectus should identify the general research problem of the proposed dissertation, survey relevant historiography and sources, and propose interpretive, methodological, or theoretical approaches to the problem. The examination will begin with a 20-minute presentation of the dissertation project by the student, after which he/she will be questioned about it by the committee.

VI. **Workshops**

Students are strongly encouraged to participate regularly in the Humanities Center workshops in which faculty and graduate students regularly engage in intellectual issues outside of formal courses. Students are also strongly encouraged to present their research to such faculty-student workshops and at other conferences both at Stanford and elsewhere. South Asian History graduate students are also expected to participate in the dissertation proposal and dissertation writing workshops that the Department sponsors.

VIII. **Dissertation Presentation**

All students must also present their dissertation (see General *Program Descriptions and Requirements* above) before it is formally submitted to the University.
The graduate program in Transnational, International, and Global History (TIG) offers the opportunity to study historical subjects that transcend nations and other politically or culturally bounded territories and connects various regions of the world to one another. Students in TIG can pursue studies on a range of topics that focus on the interconnectedness of states, organizations, and networks, as well as the international proliferation of ideas, beliefs, and practices. They can also pursue studies in multinational or multiethnic regions of the world, such as the Indian Ocean, Central Asia, the Pacific Rim, or the Atlantic World. In the initial stage of study, students in TIG complete coursework on the methods, challenges, and historiography of transnational history, as well as on at least two regional historical fields. In consultation with advisors, students will then develop, research, and write a dissertation.

I. Language Requirements

A reading knowledge of at least two foreign languages is relevant to the student’s regions of specialization. The language requirement can be satisfied by research work that demonstrates facility in the given languages (as certified by the instructor in writing to the GSC), or through examination by the relevant Stanford language department(s) or successful completion of the appropriate level of coursework.

II. Course Requirements

In their first two years, students are expected to take the two core colloquia in TIG (one to be offered each year) and the graduate level courses in World History and International History (a total of four courses). In addition, students must complete two research seminars in fields appropriate to their focus of study, one in their first year and the other in their second year. The field of the research seminars will be chosen in consultation with the major advisor. At least four colloquia should also be completed in the student’s secondary, regional fields, preferably in the form of core colloquia.

III. University Oral Examination

Students are expected to take the University Oral Examination (see General Program Descriptions and Requirements above) by the spring quarter of the third year. Competency in Transnational, International and Global History assessed in this examination assumes that students are conversant with the major literature in the field, as well as the relevant literature in the areas of their specialization. The Oral Examination includes four subjects, two related to Transnational, International and Global History and two related to geographical regions relevant to students’ specialization.

IV. Dissertation Research/Prospectus

Before starting dissertation research abroad, students will write and present a prospectus (see General Program Descriptions and Requirements above) describing the subject and scope of the dissertation, reviewing the relevant historiography, and outlining available sources. Prospectus writing and presentation must be completed in the third year. Dissertation research will often require at least one year of research on primary sources, normally in archives, often in the region or regions being studied. Funding proposals for field research
should be submitted in the autumn of the student’s third year of study, a year before the research begins.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.
The United States

I. Language Competency

There is no formal foreign language requirement in the US field. If the advisor and graduate student determine that competency in a foreign language is necessary for the conduct of research on the dissertation, they will together devise a plan for language training.

II. Course Requirements

In their first two years students take the 30-unit core colloquium on American historiography, normally taking one 5-unit course per quarter over six quarters. Students normally take the two research seminars in American history, usually in the second year, though sometimes it is convenient to take one of them in the winter or spring of the first year. The requirements for the secondary field should be completed by the end of the second year.

III. University Oral Examination

The oral examination (see General Program Descriptions and Requirements above) should normally be taken in Autumn Quarter of the third year. The pre-oral examination must be taken at least two weeks before the oral exam. The intent of this one-hour exam is twofold: to determine whether the student is prepared for the university oral exam and to provide immediate feedback to the student on his/her responses to questions.

Students will present four fields, of which three will be chronological (including the colonial and revolutionary era), and one topical. In preparing the chronological fields, students should acquire both a reasonable grasp of essential events and developments, and a sound understanding of Major issues of interpretation. In preparing the topical field, students should strive for a mastery of the scholarly literature in the area where they plan to do their own research.

In preparing each field, students should consult each member of their committee to determine the scope and substance of their reading. Professors may either establish a set of topics and questions that students will pursue, or ask students to develop topics and questions on their own. In either case, an essential goal should be to encourage students to define Major questions and problems, and not simply work up a bibliography. The number of topics that constitute a field may vary, but it will be reasonable to expect students to ponder eight to twelve distinct problems in each chronological field. The definition of a topical field should be left open to consultation.

The faculty members are aware of the difficulty that students face in completing their reading while juggling other commitments to courses and teaching. While students should not be expected to gain true mastery of an excessive number of books, in each field they can reasonably be held accountable for roughly 25-35 books (including works assigned in the Core Colloquium), and they should acquire some awareness of other works, including seminal articles, as well. The art of skimming and dipping is one of the skills we hope to impart; so is the use of review articles in scholarly and other journals. Faculty should help students identify articles that survey the state of particular fields and topics. One essential aspect of orals
preparation is thus to be able to distinguish works that one truly has to know from those one should merely know something about.

The exam itself will consist of four 25-minute segments, which students can arrange in any sequence they wish. Ten minutes are reserved for questions from the University chair or follow-ups. Students will be asked various types of questions, from the broadly synthetic and critical to basic matters of fact. Sometimes students will be asked to discuss historiography in a particular way; other times they may be asked how they would prepare a set of lectures on a topic.

IV. Dissertation Prospectus and Presentation

Students should present their prospectus within a few months of completing their oral examination. The prospectus should be developed in consultation with the principal advisor and would address the following:

- Statement of topic and scope of paper (chronological, geographical, etc.)
- Historical/Historiographical questions you will address (refer to secondary literature, where your study fits within it, and your preliminary ideas about what you hope to learn)
- The primary sources you have identified: collection(s), location(s), extent, and access
- Your research design (how will you use these sources?; what methodologies?; what, if any, kind of sample of primary sources?; when do you hope to complete each stage of research?; travel plans, grant possibilities/deadlines)
- The potential shapes(s) your study might take (not your chapters, but the topics you expect to explore)
- Problems you expect to encounter
- A preliminary bibliography of secondary and primary sources

Please provide the prospectus to members of your dissertation committee several weeks prior to the meeting date. The meeting will consist of the student, the advisor, and the secondary reader, with the option of the third reader and/or peer reader.

The format of the dissertation will conform to the general description contained in this handbook. Students will confirm the specific conduct of their presentations with advisers.

V. Dissertation

Completion of the dissertation is normally expected by the end of the fifth or sixth year. A Dissertation prospectus writing and presentation (see General Program Descriptions and Requirements above) must be scheduled within a few months after successful completion of the university oral examination.

The central idea behind this requirement is to help facilitate the initial stage of the dissertation process soon after the oral examination. It is intended as an intellectual exercise for students to receive feedback on various aspects of dissertation planning (e.g., conceptualization of the project, research questions and agenda, sources, methodologies, etc.). Students have the option
of inviting other faculty than those of their committee and/or graduate students to the discussion meeting. Exceptions to the three to six month time frame may be made by the primary adviser. In preparation for the discussion, students must submit a dissertation prospectus outlining the proposed topic(s), the central research questions posed, the relevant historiography, and primary sources to be consulted. The prospectus must be submitted to dissertation committee members at least three weeks before the presentation is scheduled.

All students must also present their dissertation (see General Program Descriptions and Requirements above) before it is formally submitted to the University.

VI. Teaching Requirement

Of the four quarters of required teaching assistantships, at least one quarter will be applied to the History 150 sequence (formerly History 165), usually in the student’s second year.

VII. Professional Development

Students are encouraged to participate in one or more disciplinary and/or interdisciplinary workshops sponsored by a variety of centers on campus (e.g., Stanford Humanities Center, Center for Comparative Studies in Race and Ethnicity). These types of seminars provide opportunities to read papers and engage in discussion with other graduate students and faculty. Students at the dissertation stage are also encouraged to participate in informal dissertation reading groups. These ad hoc groups are useful for receiving feedback on dissertation chapters. Those students who plan to enter the job market also find useful the ad hoc “mock job talk” sessions attended by other students and faculty.
Part Two: Guide to Procedures

The purpose of this section is to outline policies and procedures for students in the Ph.D. and M.A. programs in History. It is designed to supplement, not supplant, the current Requirements section of the Department of History Ph.D. Student Handbook. While some of the information included here may duplicate Requirements, this Procedures section deals mainly with the administrative side of getting through your graduate program. For policy information less specific to the Department of History, students should consult the Stanford University Graduate Student Handbook.

Ph.D. PROGRAM TIMELINE

YEAR 1
• History 304, “Approaches to History” required of all first-year Ph.D. students (Autumn Quarter)
• Student’s academic record evaluated by advisor and Director of Graduate Studies each quarter
• History 305, “Workshop in Teaching History” required for all first-year Ph.D. students (Spring Quarter)
• TA preferences due end of Spring Quarter
• First-Year Review in Spring Quarter
• Completion of one seminar is expected with an A- or better

YEAR 2
• Completion of second seminar with an A- or better
• Serve twice as a TA
• External Fellowship competitions
• Student’s academic record evaluated by advisor and DGS each quarter
• Candidacy Review Spring Quarter
• TA preferences due end of Spring Quarter
• Language exams (when required)
• Pre-Orals (when field requires them)

YEAR 3
• Language exams (when required)
• Pre-Orals & Orals
• Dissertation Prospectus Presentation/Discussion
• Serve twice as a TA
• External Fellowship competitions
• Travel Grant & Dissertation Research Grant applications due Spring Quarter

YEAR 4 and beyond
• Humanities & Sciences Dissertation Completion applications due February
• Travel Grant & Dissertation Research Grant applications due Spring Quarter
• Research or Writing
• Dissertation Presentation
• Dissertation submission
Registration

It is important to remember that you must register for each quarter that you are a Stanford student. In any quarter that you do not register or have a leave of absence filed (except for summer quarter, which is considered a “grace” quarter whenever a student is registered in prior Spring and following Autumn), you will lose your student status and be required to file a reinstatement application in order to regain status in the graduate program. Deadlines for registration are listed in the Time Schedule. During Autumn, Winter and Spring quarters, full-time registration is 15-18 units/quarter. Full-time registration during a TA quarter is 10 units.

After you have completed coursework, you must continue to register for Independent Study such as Directed Reading (399W) and/or Research (499X). Prior to the orals exam, you may enroll for these courses in increments of 3-5 units with members of your orals committee. After orals, you may enroll for research units with your advisor.

Leave of Absence

The History Department, like the university, recognizes two reasons for taking a leave of absence. (1) Some circumstances may make it desirable or imperative for students to interrupt their studies for one or more quarters. Such circumstances include, but may not be limited to, illness or injury, maternity or paternity, and extraordinary career opportunities that will eventually enhance a student’s Ph.D. work. (2) Students who receive outside awards sufficient to cover their expenses and who will not enroll may take a leave of absence for the duration of the outside funding.

A leave of absence, however, can have an adverse effect on academic progress. Some funding agencies do not recognize any reasons for interruptions to the degree program. Students should always consult with the source of their financial support, especially if it is a foundation or a government agency, about the possible long-term consequences of a leave. Students should consider the possible consequences of taking a leave (e.g. loss of university privileges, effect on student loans) by talking with their advisors and the Graduate Program Coordinator, as well as reading the guidelines in the University’s Graduate Student Handbook.

With the approval of the student’s advisor, the Director of Graduate Studies grants up to one-year leave of absence for medical reasons, other exceptional and unexpected situations warranting a leave, and for programs of study central to the progress towards the Ph.D. in History (such as research or study fellowships that do not provide tuition support at Stanford).

The University and the History Department have established procedures for students who want to petition for a leave and place conditions on those who obtain them. Once granted, the Leave of Absence petitions must be submitted to the Registrar’s Office for final approval. International students must consult with the Bechtel International Center to ensure that the leave does not infringe upon visa requirements. Under exceptional circumstances, a second year of leave may be granted.

Leave requests will be granted at the outset for the appropriate number of quarters (3 qtrs. maximum). All requests for extension must be filed before the end of the originally approved leave. Students approaching the end of their graduate careers will not be approved for a leave to
avoid registration fees. They will be encouraged to maintain TGR status or withdraw from the program and reapply for reinstatement.

The University will not permit more than two academic years of leave of absence in a student’s entire graduate career. If a student does not re-enroll in the program at the end of the leave, the student must reapply for admission to the program. Such reinstatement is contingent upon a letter from the advisor indicating that the student has been making satisfactory progress or that the student is ready to return to full-time study and that the advisor is convinced that the student will move expeditiously towards the completion of her/his degree.

Oral History Research

All research, which uses human subjects, requires prior clearance by the Panel on the Use of Human Subjects in Behavioral Research. This includes all graduate thesis and dissertation research that uses human subjects.

The Panel on the Use of Human Subjects meets several times per year. Please be sure to submit a request for review/approval well before the deadlines. Request for review/approval packets are available online at http://humansubjects.stanford.edu/research/nonmedical/nonmedical.html to obtain a packet. Failure to secure approval may result in denial of your Stanford degree.

Unit-Based Residency Requirement (TGR Status)

At Stanford, each advanced degree program has a residency requirement of a minimum number of units of credit. No degree can be conferred for the student until the residency requirement for that degree has been met. A student’s residency total is also an important factor in determining whether he/she is eligible for Terminal Graduate Registration (TGR) status.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Units Required</th>
</tr>
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<tbody>
<tr>
<td>M.A.</td>
<td>45 units</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>135 units or more</td>
</tr>
</tbody>
</table>

In order to reach TGR status (135 units) by the end of the fourth year, students must register for at least 15 but no more than 18 units/quarter when on fellowship. TAs, teaching fellows, and students with predoc (post-orals) appointments must register for 10 units per quarter.

Note: Students are personally responsible for all tuition or TGR costs following the end of their University fellowships.

Transfer Residency Credit

A graduate student pursuing a Ph.D. degree MUST apply for residency credit for any and all graduate work done at another institution, if the work meets conditions specified by the University. The maximum amount of credit transfer that may be approved is 45 units. Students may apply for credit transfer after successful completion of one quarter at Stanford. Regardless of whether credit transfer is approved, transfer courses may be used to fulfill department course requirements for the degree, at the department’s discretion. All students with previous graduate training are strongly advised to apply for transfer credit.
No graduate transfer residency credit is granted towards the residency requirement for master’s degrees. All 45 units of residency must be completed at Stanford.

**TGR (Terminal Graduate Registration)**

When you reach 135 units, you become “TGR-ready.” TGR is a registration status that is available to advanced graduate students. Prerequisites for this category include filing a Dissertation Reading Committee form and completing all coursework.

TGR students must also continue to file study lists in order to maintain student status. Enroll in History 802, zero units. Even though you are registered for zero units, you are considered a full-time Stanford student.

**Student Responsibility**

The current formula of graduate support from H&S will move all graduate students from zero units to TGR fees in four years or less. The formula requires that students conform exactly to the funding sequencing. Failure to conform will result in students not meeting TGR eligibility at the end of their fourth year of funding.

The Department will provide students with all the information they need to utilize their fellowship funding in order to arrive at TGR status at the end of their fellowship funding. The Department will not assume financial responsibility for students who do not utilize their funding opportunities to maximize their units (take 15-18 units/fellowship quarter and 10 units per TA and predoc quarters). Such students may find that they are personally responsible for considerable tuition bills.

**Conferral of MA Degree**

Students enrolled in the terminal M.A. programs must fulfill the following requirements:

- students must have an advisor who will approve their program of study
- 35 units or more must be listed as History courses for a total minimum of 45 units are required for the M.A.
- 25 units or more in History courses must be at the graduate level (300 level or above), including one graduate research seminar (400-level, not directed research); 15 of these units must be within a single Ph.D. major field; a maximum of 10 units can be Directed Reading (399W) so long as it involves writing and is taken for a letter grade
- up to 10 units may be non-History (current interpretation of this rule: study of a “difficult” foreign language may be counted; otherwise these must be graduate level)
- students who take undergraduate courses should expect to fulfill requirements appropriate to graduate study, at the discretion of the instructor
- in the near future, M.A. and co-term students will be required to take a gateway course (not History 304) which the department will offer

In early Winter Quarter, submit a M.A. program proposal to the Graduate Program Coordinator. Only after submitting the proposal can M.A. students apply to graduate for Spring Quarter on AXESS. Check the academic calendar for the application deadline.
Ph.D. Students Who Want to Obtain an M.A.

Students admitted to Ph.D. program are not automatically authorized for the M.A., but may apply for an M.A. degree after completing the course requirements above. The first step is to complete the “Graduate Program Authorization Petition” via Axess and secondly to submit the “Program Proposal for a Master’s Degree” to the Graduate Program Coordinator. When this is done, you are able to apply to graduate in AXESS to confer the M.A degree. See the academic calendar for the application deadline. Students transferring credit from another institution can only confer the M.A. for an additional 45 units on top of the 135 units to total 180 units for both the M.A. and the Ph.D.

Description of History Department Fellowship

Ph.D. students admitted with a History Department fellowship are offered a financial package that covers tuition support, health insurance, and provides a stipend for five years and four summers of funding (3 assistantships: $5,000, health insurance, and tuition for 5-units and 1 stipend: $5,000 and health insurance).

Each student on fellowship is obligated to serve four times as a TA. Typically, a student will serve as a TA twice during the second year and twice during the third year.

It is possible for a student to TA three times in the 2nd year, and once in third year, or vice versa. All decisions regarding an atypical schedule must be made after careful consultation with a student’s advisor and have the approval of the Director of Graduate Teaching. But in any case, students on department fellowship must complete all four TAships by the end of the fourth year.

Students who hold an M.A. MUST transfer units from her/his M.A. work by submitting an Application for Graduate Residency Credit to the Graduate Program Coordinator. In cases where a student with an MA has conducted research and written a research paper or thesis, and where this project has the approval of both the student’s advisor and the Director of Graduate Studies, it may be used to fulfill one of the two required research seminars.

TA Assignments

In late Spring Quarter of their first and second years, students will be asked to select and rank up to four TA preferences for the following year. During summer quarter the TAships will be assigned based on instructor and course needs. In making TA assignments, the Director of Graduate Teaching will endeavor to meet both the needs of the department’s undergraduate curriculum and the pedagogical interests of the graduate student. This can be a very difficult endeavor, and students should realize that they may be required to TA in courses outside their primary field. As a rule of thumb, the Director of Graduate Teaching will try to assign two TAships in a graduate student’s doctoral fields. The two other assignments may be in a student’s area of competence or not, depending upon the needs of the curriculum. All teaching, regardless of field, is helpful on the job market.

All TA assignments are conditional upon minimum student enrollments. TA assignments may be changed as late as the second week of the quarter in which a TA is scheduled to teach.
The duties assigned for each TAship will vary slightly, but teaching assistants are generally required to lead up to two discussion sections, photocopy syllabi prior to the start of the course, hold office hours, and grade exams and papers. TA budget/enrollment model dictates that each TA will be expected to be responsible for up to two sections of 20 students each, for a workload of about 20 hours per week. TAs should not be expected to do significant research towards syllabus preparation for professors, nor to do significant work before the quarter has started. Professors should ask the History Department office to do large Xeroxing, scanning and other clerical projects, not TAs. TAs with concerns about their workloads should consult the Director of Graduate Teaching.

**Teaching Assistantship:** Department policy states that fellowship students must fulfill four TAships. If the student will not be in residence at Stanford during years 2, 3, or 4, the student should be aware that at least two TAships as well as the oral examination must be completed before the student will be allowed to go out into the field to conduct research. All TAships must be completed by the end of the fourth year in the program. Failure to do so may result in suspension of funding.

**TA Pay:** In the quarter(s) that you TA, your financial aid will be paid through University payroll. The TA salary for 2016-17 is $9,987/quarter. (TF salary, i.e. if you’re teaching an S&M seminar, is $10,174/quarter). Payroll issues checks on the 7th & 22nd of each month. You will receive six checks per quarter. You are encouraged to have your check direct deposited to your bank which you can sign up for online in AXESS.

BE AWARE that, unlike the fellowship lump sum payments, charges like housing will not be deducted from payroll checks unless you authorize the deductions in AXESS. If you do not do this, your University bill is due on the first day of the quarter. **In the quarter(s) that you TA, you must enroll for 10 units.**

Prior to your first TA quarter, you must complete an I-9 (Employment Eligibility Verification form). The I-9 requires either a passport or driver’s license and social security card (additional documents may be required for international students). International students require TA approval from Allison Kopp (amkopp@stanford.edu) at the Language Center.

**TA Office:** You may use a TA office in the quarters that you TA. TA offices will be assigned by the Graduate Program Coordinator. Keys are distributed by and must be returned to the Graduate Program Coordinator at the end of the quarter. You are responsible for negotiating office hours with your office mates.

**Writing Fellow-History 209S**

Graduate students have the opportunity to serve as a Writing Fellow in one of the Department’s capstone research and writing seminars (History 209s). The position is intended for students who have completed their teaching obligation. It is assessed as a quarter-time TAship (10 hours per week), allowing Writing Fellows to be included in the Registrar’s system of course evaluations. It pays a $4000 stipend.

The position offers an excellent opportunity to expand one’s teaching qualifications by providing hands-on experience in working with students on research and writing. The Writing Fellow attends the weekly meetings of the seminar, and helps students in all phases of their
assignment of producing a 20- to 25-page research paper based on primary sources. As the Department’s Writing in the Major course, History 209s requires a draft and final version, with feedback; preference is given to seniors, but juniors can also enroll. The class is set up to provide significant peer discussion as well as guidance from the professor and Writing Fellow. In class discussion, office hours and written response to students’ work as it progresses through the quarter, the Writing Fellow engaged in such issues as conceiving a topic, narrowing it down, finding sources and secondary literature, shaping an argument, structuring the paper, revising drafts. Each professor structures the Writing Fellow’s work somewhat differently within the 10-hours per week average, but as a rule the Writing Fellow works closely with the professor who himself or herself is holding office hours and reading and responding to students’ weekly submissions, from project proposals to outlines through to drafts and final versions.

These writing and research seminars are offered on general topics, in order to serve undergraduate students’ varied interests. Having a good fit between the Writing Fellow’s specialty and the seminar’s topic enhances the experience for all, but it is not required, as the Writing Fellow is guiding students on the process of research, argumentation and writing, regardless of content.

A call for applications to the WF position goes out in Spring Quarter for the following year. Writing Fellows will be asked to participate in a brief training workshop, organized by the Hume Writing Center, in September of the year in which they will be serving.

Grants Beyond the Fellowship Package

The Department and University offer limited funding, often on a competitive basis, to support students’ work.

The Department offers four kinds of grants:

(1) **Major Research Travel Grants:**
Endowments such as the Harris, Potter, and Mazour funds provide stipends for post- orals travel to archives. Stipend amounts vary. Requests should include a one-page statement of plans for travels and research as well as a letter of support from the faculty advisor.

(2) **Small Research Travel Grants:**
Modest funds are available from the Department to defray costs of research away from Stanford. Graduate Students who are in good standing may make application for these funds. The maximum award will be $1,500, and each student is eligible for three awards for research.

To apply, submit the following to the Graduate Program Coordinator in advance of the trip:
- application form (see pg. 66)
- one-page description of research needs
- detailed budget
- letter of support from advisor
• unofficial transcript
• be registered during the quarter of the reimbursements
• be within the 1st and 6th years of the program

(3) **Conference Travel Funding:**
Eligibility for conference travel funding is based on the following:

• must have been advanced to Ph.D. candidacy and must be in good academic standing
• should be participating substantively in the conference (job interviews are specifically excluded)
• may not have more than one conference travel award per academic year
• students are eligible for up to three conference travel awards during their graduate career
• be registered during the quarter of the reimbursement
• be within their 6th year of the program

Awards will be paid to support travel to and from the conference site, conference registration fees, lodging and board. The maximum amount the department will pay toward an award is $1,500 for domestic and international travel. Support is limited.

**Procedures**

The application for conference travel funding is on pg. 66 or copies are available from the Graduate Program Coordinator. Prior to the conference, complete the application, including advisor’s signature and attach a copy of conference program or invitation to participate. Submit the approved application to the Graduate Program Coordinator. Approval is also required from the Director of Graduate Studies. After travel is completed, submit your original receipts. Reimbursement takes 2-4 weeks or longer.

**Regarding Taxes**

Your participation in a conference is an integral part of your degree work and therefore is not considered taxable income. Travel assistance to international students, however, is subject to whatever tax treaties are currently in existence between the U.S. and their home country.

If awards for either research travel or conference travel are not taken within the 6th year in the program, each request falling under such circumstances will be reviewed on a case-by-case basis.
Preparing for International Research Travel

When you travel abroad on Stanford-funded research or business, you should take several steps in advance.

First, visit the website of the Office of International Affairs https://oia.stanford.edu/ to acquaint yourself with issues to be considered before you travel, including health and vaccinations; visas, if required; the all-important issue of compatibility with internet access and your various devices when abroad.

Second, register your travels with 1) Stanford OIA, 2) the Dept of State (in case there is a political or natural disaster in your country of study) and the 3) a Stanford-sponsored emergency health care plan, which provides for emergency medical service, even to the point of air-lifts to needed hospitals. All these steps are described on the OIA’s “travel checklist” -- https://oia.stanford.edu/travel-checklist

Third, consider getting a formal letter of intro from Stanford. The Office of the President (Bldg 10) provides a very official looking letter, University seal and red ribbon. You can take the original, and Xerox copies, to provide to archives and other official organizations to vouch for your professional status. The procedure is that your advisor should print out a generic letter of intro on Dept of History letterhead and sign it. You then take it to the President’s Office, making an appointment in advance. If you think it would be advantageous to have it in the native language as well as in English, then you must provide to the President’s Office a signed version of the letter in that language, plus a translation approved/signed off on by your advisor.

Here is a template of such a letter of introduction:

*To Whom It May Concern:*

I am delighted to introduce Ms. XXX, a graduate research student in good standing in the Ph.D. Program of the Department of History at Stanford University. Ms. XXX is conducting research for a doctoral thesis on XXXX. I would greatly appreciate any assistance you may be able to offer Ms. XXX in her research, including granting her access to archives, libraries, and permission to conduct oral interviews on her subject.

Very truly yours,

Professor's name.
title

date

Fourth, make contacts with scholars and academic institutions in your destination in advance. In many cases, foreign archives require that you demonstrate an affiliation with a local academic institution; Stanford’s letter, in such a case, would not suffice. You’ll need a letter of intro from your local affiliate.

Fifth, consider preparing a business card, on which you can write local contact info. Also, prepare a brief written summary of your research project, in the local language. This might make your initial contacts with local scholars and archivists go more smoothly.
University Awards

Guidelines for Graduate Research Opportunity Funds (GRO)
- Application deadlines are in mid-November and early April
- Stipend amount approx. $5,000
- For students in social science or humanities disciplines who are making satisfactory academic progress and are in years two through five of their doctoral program. Recipients of previous GRO fellowships are not eligible
- Successful applicants must be registered in the quarter they receive GRO funds. Grants will be issued by the end of November for the Fall recipients, and May for the Spring recipients.
- Information available by Assistant Dean of Graduate Studies in H&S

Guidelines for Humanities Center Geballe Dissertation Prize Fellowship
- Application deadline is early January
- Stipend amount approx. $26,000 plus TGR fees. Recipient also gets office for tenure of fellowship at the Humanities Center
- For students in humanities only. Recipients of previous dissertation fellowships are not eligible
- Applications available in mid-October on the http://shc.stanford.edu/fellowships/stanford-graduate-students/website.

Guidelines for G.J. Lieberman Fellowship
- Application deadline early January
- Stipend amount approx. $36,500 plus TGR fees
- For one student in humanities who intends to pursue a career in university teaching and research, and who has demonstrated the potential for leadership roles in the academic community. Recipients of previous dissertation fellowships are not eligible
- Applications available in mid-October on the http://shc.stanford.edu/fellowships/stanford-graduate-students/ website.

Guidelines for Lurcy Fellowship
- Application deadline approx. March
- Stipend amount approx. $25,300
- For one student to conduct one year of research in France, on contemporary French language, culture, or civilization
- Must be U.S. citizen or permanent resident. Recipients of previous dissertation fellowships are not eligible
- Information available by Assistant Dean of Graduate Studies in H&S

Guidelines for Mellon Foundation Dissertation Fellowship
- Application deadline early-mid January
- Stipend amount approx. $25,000 plus TGR fees
- Applications available in mid-October on the http://shc.stanford.edu/fellowships/stanford-graduate-students/ website.

Guidelines for Whiting Fellowship in the Humanities
- Application deadline early-mid January
- Stipend amount approx. $27,000 plus TGR fees
- For eight students in humanities departments. The award is designed to reward excellent performance and further outstanding achievement in the humanities. Recipients of previous dissertation fellowships are not eligible
- Applications available in mid-October on the http://shc.stanford.edu/fellowships/stanford-graduate-students/ website.

“Outside” Fellowships

Announcements for outside fellowships are posted when they arrive in the Graduate Student mailroom. These awards include ACLS, FLAS, SSRC, Spencer, Fulbright, DAAD, to name a few. You can expect most of these to have application deadlines from October to February. Information is posted as soon as it comes in, and can be found on the mailroom bulletin board and on the “Fellowships” clipboard. Also, we receive each October a copy of AHA’s “Grants, Fellowships, and Prizes of Interest to Historians.” You may check it out from the Graduate Program Coordinator.
DEPARTMENT OF HISTORY
APPLICATION for CONFERENCE or RESEARCH TRAVEL FUNDING

Name _______________________________________

SUID ___________________

Academic Progress:

Advancement to Candidacy: Autumn Winter Spring Summer ______(year)

Are you registered in current quarter? Yes No

Are you meeting minimal progress standards? Yes No

Do you have an approved dissertation Proposal? Yes No

Proposed title __________________________________________

Type of Funding Requested: [ ] Conference Travel [ ] Research Travel

Previous travel funding of this type:

Autumn Winter Spring Summer ____________ (year)   $ __________________

Autumn Winter Spring Summer ____________ (year)   $ __________________

Conference title or research purpose: __________________________________________

________________________________________________________________________

Dates of conference or research _____________________

Location of conference or research _______________________

Purpose of attending conference or research ____________________________________

________________________________________________________________________

Estimated travel expense amount requested (attach expense budget) $____________

Student’s signature ________________________________________________ Date __________

As advisor, I certify that this travel is integral to this student’s degree program.

Advisor’s signature ________________________________________________ Date __________

GSC Chair’s signature ____________________________________________ Date __________

* Return completed application to Graduate Program Coordinator prior to travel.
ATTN: HISTORY PH.D. STUDENTS, 1st YEAR

SUBJECT: NOTES ON PROCEDURES

Fellowship Payment

If you are receiving a department fellowship, your first year award is paid in lump sums on the first day of each quarter ($9,650 gross) – provided you enroll by the deadline (watch for email from the Registrar’s Office). If you are living on campus, the Bursar will deduct housing and fees from your check, unless you request otherwise. For most people it is preferable to use this payment method as it keeps them out of long Bursar lines on the first day of each quarter. It is your responsibility to pay all other student fees.

Part of your fellowship is supported by TAships. In order for the University to employ you as a TA, you need to have an I-9 (Employment Eligibility Verification) on file. Even though you will not TA until next year, it is a good idea to get your I-9 and withholding form on file when you arrive at Stanford. See the Graduate Program Coordinator for the required forms.

Registration

You are required to be registered full-time (minimum 11 units, maximum 18). If you cannot find enough courses/units, you may enroll for directed reading units with a faculty member. Contact him/her directly to arrange a directed reading course. Recommended units for a directed reading are 3-5. Students must consult with faculty before signing up for directed reading courses and agree on what mix of written work and oral discussions will be required. Many of you will take language courses as well.

Course Record/Preliminary Evaluations

Students’ academic records are reviewed quarterly by the students’ advisor and the Director of Graduate Studies. If the record indicates one or more incompletes or grades below A-, the Director of Graduate Studies will inform the student in writing that he/she is not performing at the level expected of graduate students. The Director of Graduate Studies may require the student to provide a written plan for improvement and have the advisor approve it.

Late in Spring Quarter, the faculty will conduct a preliminary evaluation of all first-year graduate students. Evaluations will be based on course records and faculty reviews. After reviews are collected, the GSC will make recommendations to the faculty, and you will be informed of the result. This preliminary evaluation helps to reassure students and to warn them of any academic problems. The next formal evaluation will be the candidacy review in the second year. For more information on candidacy, please refer to the section of End of Second-Year-Review on p. 5 in the Program Requirements section of this handbook.

Getting an M.A.

Refer to section, “Conferral of MA Degree.”
Graduate Student Mailroom

You may receive mail in the Graduate Student Mailroom (c/o Department of History, Stanford University, Stanford CA 94305-2024).

Department Equipment

Use of the department FAX machine, copy machine, and mailing service is restricted to faculty and staff. When a student TAs or assists faculty in research, he/she may use the department copy machine in Room 104.
ATTN: HISTORY PH.D. STUDENTS, 2nd YEAR

SUBJECT: NOTES ON PROCEDURES

Teaching Assistantships

Refer to section, “Teaching Assistantships.”

**In the quarter(s) you TA, you must enroll for 10 units only.** You are full-time only in the quarters you do not TA. This procedure should be self-explanatory once you get on AXESS and select the “Registration” function.

In order to teach a Sources & Methods seminar in year three or four, you will need to take the S&M workshop and have your course proposal approved by the Director of Graduate Teaching.

**Summer Registration**

You may or may not enroll for Summer Quarter, but you will maintain student status as a continuing student. Your University privileges continue though Summer Quarter.

**Candidacy**

Review for candidacy takes place in Spring Quarter. By that time you should have completed all the coursework you registered for, including both graduate seminars. You need to complete a request-for-candidacy form, on which you will indicate your secondary field and the courses you wish to use to satisfy that requirement. You will be notified of the faculty decision on your candidacy before the end of the academic year.

**Getting an M.A.**

If you haven’t yet filed for the M.A. degree, see instructions in the first year section.
ATTN: HISTORY PH.D. STUDENTS, 3rd YEAR

SUBJECT: NOTES ON PROCEDURES

Teaching Assistantships

Typically you will complete your remaining TAships in the third year.

Orals

All students should complete their Orals this year.

Continuous Enrollment

Unless you file an official leave of absence, there should never be a quarter when you do not enroll, except Summer. When you’ve finished all formal coursework, you should register for Directed Reading or Research units. Generally, you will call your work Directed Reading (399W) before orals, and Directed Research (499X) after orals for CR/NC.
TO: HISTORY PH.D. STUDENTS, 4th YEAR

SUBJECT: NOTES ON PROCEDURES

Pre-Doctoral Affiliate

Most of you will be in predoc category this year which is an assistantship and paid to you as salary ($9,650 in 2016-17). If you are not at TGR, you must enroll for 10 units each quarter. Please file your TGR application and your dissertation reading committee (listing at least three readers).

Continuous Enrollment

Unless you file an official leave of absence, there should never be a quarter when you do not enroll except summer. Generally, you will enroll in Directed Research (499X) after orals. Be sure to use the appropriate section numbers. In the quarter you are at TGR status (and each registered quarter thereafter), you must continue to file a study list. The course number for TGR is History 802, zero units. Even though your registration will indicate no units, your TGR status assures the Registrar (and student loan corporations) that you are a full-time student.

Dissertation and Predoc Fellowships

The University and the Department offer a number of dissertation write-up fellowships, among them, the Whiting, Stanford Humanities Center, the Mabelle McLeod Lewis. The application period for these is December-January.
Graduate Learning Outcomes

The purpose of the master's program is to further develop knowledge and skills in History and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses, in the primary field as well as related areas, and experience with independent work and specialization.

The Ph.D. is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in History. Through completion of advanced course work and rigorous skills training, the doctoral program prepares students to make original contributions to the knowledge of History and to interpret and present the results of such research.
Certification in Teaching World History: PhD Students

Successful completion of two graduate colloquia that engage in core issues and debates in transnational, international, or global history:

Course number, Title, and quarter/year completed

1. ________________________________________________________________
2. ________________________________________________________________

Successful completion of the Colloquium in World History and World History Pedagogy Workshop (History 306D and 306K), please list quarter/year:

1. History 306D-____________________________________________________
2. History 306K-___________________________________________________

Successful completion of two TAships in courses that fulfill the undergraduate Global Affairs and World History concentration:

Course number, Title, and quarter/year completed

1. ________________________________________________________________
2. ________________________________________________________________

Printed Name:____________________________________________________

Student Signature:_________________________________________________
Graduate Colloquia Fulfilling World History Certificate

To promote breadth for teaching world history, graduate students pursuing the Certificate in Teaching World History must take two transnational or comparative colloquia, including at least one from outside their major and minor fields. The following colloquia are a sample of History Department offerings that fit the broad definition of transnational, global, and international history used in the certificate program. New colloquia will be added regularly.

Academic Council faculty teaches all colloquia listed.

306, Beyond Borders: Approaches to Transnational History
301A, Global Drug Wars
304B, War and Society
305A, The History of Information
307B, Environment
307E, Totalitarianism
308D, Pre-modern Warfare
309F, Maps in the Early Modern World
311G, Big Ancient History
315 CLASSHIS, The Mediterranean world in the age of Philip II
332F, The Scientific Revolution
336D, Cold War Europe
337, The Holocaust
339D, Capital and Empire
343G, Tobacco and Health in World History
345A, Africa in the Era of the Slave Trade
346C, Islam and Christianity in Africa
348F, Empires, Markets, and Merchants: Early Modern Islamic World and Beyond
345B, African Encounters with Colonialism
346D, Law and Colonialism in Africa
356, US-China Relations from the Opium War to Tiananmen Square
372B, Frontiers of Iberian and Latin American Culture and History
382E, Jews, Christians, and Muslims in the Ottoman World
388, Palestine and the Arab-Israeli Conflict
389, Indian Ocean Worlds: Winds, Merchants, and Empires
393D, Global Intellectual History
393B, Homosexuality in Historical and Comparative Perspective
398E, China-Taiwan-US Triangular Relations from WWII through the Cold War
XXX, Environment, Technology, and Revolution in World History
XXX, Mexican Borders and Borderlands

Please note: courses will be added to or dropped from this list as the curriculum evolves over time.
History Lecture Courses Fulfiling the Graduate Certificate in Teaching World History

General guidelines: World history/global-transnational- and international history studies phenomena that transcend single states, regions, and cultures, such as cultural contact, the exchange and movement of goods, peoples, and ideas, and institutions that have had a global or at least a transregional impact. Within this framework, courses on empire, colonialism, diplomacy, international migration, wars or events that have transregional implications (such as World War I, the Holocaust, etc), international humanitarianism, the slave trade, or courses that consciously engage with the intersecting parts of transnational regions would certainly be considered world history. Courses that examine individual state histories in a serial fashion without engaging in their mutually constitutive influences would not be considered world history.

Examples of courses that are currently taught or have been taught that may fit these guidelines:

102, The History of the International System
103D, Human Society and Environmental Change
104A, Revolution! A Global History from 1640 to the Present
105C, Human Trafficking: Historical, Legal, and Medical Perspectives
106A, Global Human Geography, Asia and Africa
106B, Global Human Geography, Europe and the Americas
107, Introduction to Feminist Studies
108, Mass Violence in Modern History
109, Human Rights and Humanitarianism: A Global History
110A, Europe from Late Antiquity to 1500
110B, Early Modern Europe
110C, Introduction to Modern Europe
110D, Europe in the High and Late Middle Ages, 1000-1500
120, Early Modern Russia/The Russian Empire, 1450-1801
125, 20th Century Eastern Europe
130A, The Rise of Scientific Medicine
132A, Enlightenment and the Arts
134A, European Witch Hunts
135, History of European Law, Medieval to Contemporary
139, Modern Britain and the Empire
131A, Age of Plagues: Medicine 1000-1750
140, World History of Science: From Prehistory to the Scientific Revolution
140A, Scientific Revolution
142, Darwin and the History of Life
144, Gender in History of Science and Medicine
145B, Africa in the 20th Century
150A, Colonial and Revolutionary America
169, The Environmental History of North America
170, Colonial Latin America
170B, Culture, Society and Politics in Latin America
181B, Formation of the Contemporary Middle East
182A, The Making of the Islamic World, 600-1300
182C, From Prophet to Empire: The Making of the Muslim Middle East, 600-1500
183, The Islamic Republics: Politics and Society in Iran, Iraq, Afghanistan, and Pakistan
185B: Jews in the Modern World
191C, Early Imperial China
193, Late Imperial China
197, Southeast Asia: From Antiquity to the Modern Era

Please note: courses will be added to or dropped from this list as the curriculum evolves over time.
Certification in Digital Humanities

The Graduate Certificate in Digital Humanities (GCDH) meets a growing need among humanists for training in digital methods. The GCDH program draws upon the community of expertise in the Center for Spatial and Textual Analysis (CESTA).

For requirements and information, please see: http://cesta.stanford.edu/gcdh/

PhD Minor in Feminist, Gender, and Sexuality Studies

The Ph.D. Minor in Feminist, Gender, and Sexuality Studies provides graduate students pursuing Ph.D.s broad interdisciplinary knowledge in the field and prepares them to teach courses in the subject. The goal of the program is to bring together graduate students and faculty from different departments, programs, and schools who use feminist and queer perspectives in their research.

For information and application, please see: http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/feministstudies/#phdminortext