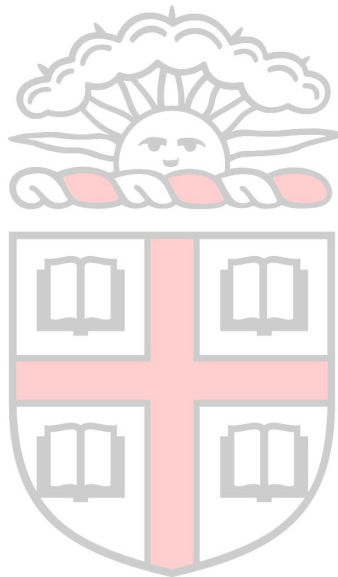


Department of History
Graduate Handbook



BROWN

Brown University

2019

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Introduction

Welcome to graduate study in history at Brown University! The Department of History is a community of scholars and students committed to the values and ethics of rigorous education in the humanities and humanistic social sciences. The Department is dedicated to research, teaching, and public outreach regarding humanity's vast and diverse past. The Department's interests span the globe and cover every epoch of human history. Its faculty members are equally acclaimed for their path breaking research, writing, and dedication to teaching and advising.

This handbook is intended to be a comprehensive guide for graduate students undertaking either the Ph.D. or A.M. in the Department. Likewise, this handbook is a reference tool for graduate advisors, to understand the structure of the program, resources available to students, and best advising practices. For a list of the Department of History subfields for graduate training and faculty members affiliated with each subfield, please see the listing on the [Department's website](#).

In addition to this History graduate handbook, students should consult the [Graduate School Handbook](#) website, and especially the [Graduate School Handbook: Information for All Graduate Students](#), which provides a detailed overview of resources available to graduate students at Brown. Students will also find the Graduate School's [Who to Ask](#) page useful in determining who to contact for particular questions.

Personnel and Contact Information

The Department of History leadership consists of four faculty officers and three departmental staff.

The current officers are:

- **Department Chair**, who is responsible for administering all aspects of the Department, including overseeing all faculty, staff, and students. Currently held by [Robert Self](#) (2016-2020).
- **Director of Graduate Studies**, who has responsibility for the graduate program. Currently held by [Linford D. Fisher](#) (2019-2022).
- **Director of Graduate Advising**, who works with the graduate students on issues of career and professional development, and advising. Currently held by [Jonathan Conant](#) (2018-2020).
- **Director of Undergraduate Studies**, who is responsible for the undergraduate program. Currently held by [Naoko Shibusawa](#) (2018-2021).

The Department staff members are:

- [Cherrie Guerzon](#): Academic Department Manager
- [Mary Beth Bryson](#): Academic Program Manager (primary contact person for the graduate program)
 - Preliminary Exams
 - Appointments (fellowships/TAs)
- [Julissa Bautista](#): Administrative Assistant
 - Reimbursements
 - Language exams
 - Most forms

There are two faculty committees that relate to graduate study in the Department:

- 1) The Graduate Committee: The Director of Graduate Studies (DGS), Director of Graduate Advising (DGA), one graduate student, and three faculty make up this committee, which is tasked with supporting the DGS and DGA in their administration of the graduate program and managing the annual graduate admissions process.
- 2) The Planning and Priorities Committee (PPC): Composed of six faculty (including the Department officers), this committee advises the Chair regarding major decisions and changes in Department policy.

Diversity and Inclusion

The Brown University Department of History is committed to fostering a diverse academic community and an environment of inclusion in its classes, advising, and departmental culture. This ongoing commitment is supported by programming--such as workshops on inclusive pedagogy and town hall meetings between faculty and graduate students, as well as ad hoc meetings, discussions, and workshops. As part of the wider University Diversity and Inclusion Action Plan (DIAP), the Department of History developed its own Diversity and Inclusion Action Plan regarding hires, graduate admissions, and undergraduate life (all department plans, including History's, may be viewed [here](#)). In this way, the Department seeks to encourage and strategically build a diverse Department through careful admissions processes and intentional faculty hires. These values and principles resonate with the [Graduate School's statement on diversity and inclusion](#), as well as wider University values and initiatives that are intended to make Brown as diverse and inclusive as possible. Students are invited to explore the [Brown University Office of Institutional Equity and Diversity](#) and familiarize themselves with the steps that are being taken at the University level to make Brown a more diverse and inclusive place.

Professional Development

The Department also recognizes the need for robust professional training and development throughout graduate education in ways that can lead to a number of professional outcomes. To that end, the Director of Graduate Advising (DGA) supports departmental initiatives around career and professional development. The Department supports a Career Diversity Fellow who works with the DGA to create opportunities in the Department and on campus for all graduate students. The Department also supports a Proctorship in Public History each year, in which a graduate student serves as a professional intern at a local or regional public history institution instead of taking on a Teaching Assistantship. Students should consult the [Careers](#) page of the Department's website for more information about placement of recent graduates and other opportunities on campus. The Graduate School also maintains a [listing of career diversity opportunities](#), including the [Brown Executive Scholars Training](#) (BEST) program. At the University level, students should consult [CareerLAB](#) at all stages of their program, and especially as they look towards the job market. Students are strongly encouraged to make use of the [Imagine PhD](#) resource at the beginning of and throughout their graduate careers and beyond.

History Graduate Student Association (HGSA)

The History Graduate Student Association (HGSA) provides crucial leadership for and oversight of many important graduate program functions. In particular, the HGSA leaders help coordinate training for new Teaching Assistants (TAs) in the fall, the annual Graduate Student Conference in the spring, and Admitted Student Day in March.

HGSA Mission Statement: The History Graduate Student Association (HGSA) is open to all graduate students of the Brown University Department of History. We are organized to build a more cohesive, supportive, friendly, and social graduate community; to optimize communication between the graduate community, the Department faculty, and the University administration; to discuss and address issues, concerns, and opportunities surrounding the graduate teaching experience; and to create a vibrant forum for the discussion and presentation of our academic projects. HGSA also provides an advocate structure in pursuit of these goals and in response to issues raised by the graduate student body. Each year, HGSA also puts on a graduate student conference, the topic and keynote speaker for which are determined by the conference committee. The conference requires a committee in addition to the co-chairs, and includes a finance person, marketing rep, logistics/catering coordinator, and participant relations.

According to its constitution, all enrolled History graduate students are members of the History Graduate Student Association, unless they choose to disassociate themselves.

The following HGSA Officer Positions are determined by annual election in mid-October. While rising second years are encouraged to run for these positions, they are available to interested students of any year, particularly to ensure that there is a complete leadership team.

- President (or co-presidents)
- Vice President (as needed)
- Graduate Committee Representative
- Teaching and Mentoring Officers
- Social Chair
- GSC Representatives (2)
- International Representative
- HGSA Conference Chair (or co-chairs)

A.M. (Master's) Program

In the fall of 2018, the Department of History suspended its terminal master's (A.M.) degree program. The History A.M. program is still offered for two different kinds of programs internal to Brown: 1) Participants in the [Open Graduate Education](#) program, coming from outside of the Department; 2) Participants in the [Fifth Year Master's Degree Program](#). Application to these two A.M. degree programs is done through the Graduate

School. Admission into the program is at the discretion of the Director of Graduate Studies (DGS) and the Graduate Committee in conjunction with the Department Chair and potential faculty advisors.

The A.M. program is designed to be intellectually rigorous yet also flexible enough to permit students to adapt it to a variety of professional contexts and goals. The intellectual rigor is achieved through advanced undergraduate seminars (1000 level) and Ph.D. seminars (2000 level). The flexibility is achieved through a choice of one of two tracks:

- The **Professional Track** incorporates two “skills” courses (for example, in writing, language, computer science, design, or public history) that will help students meet individual professional goals.
- The **Academic Track** is designed to prepare students to continue work at the Ph.D. level. It replaces one of the “skills” courses with a research credit in the spring for which the student will produce an article-length research paper. In choosing the other “skills” course, a student on this track might select a language course or another Ph.D. seminar, as appropriate.

The A.M. degree program requires eight courses to graduate. Fifth Year A.M. students may apply up to two undergraduate courses toward this curriculum. Open Graduate Education students may “double count” up to two courses from other degree programs (such as their Ph.D. program from their home department). A.M. students may take the Ph.D. Colloquium each fall by special petition to the DGS.

The Fifth Year A.M. is designed to be completed in one year. Open Graduate Education A.M. degrees can be pursued more gradually. Each student will plan an individual curriculum in consultation with the DGS. Students are advised to take seminars with a variety of faculty members. All courses must be completed with grades of B or better for the students to receive graduate credit. There is no language requirement for the A.M. degree.

Master’s students are eligible for [conference travel funds](#) from the Graduate School. Additionally, A.M. students are eligible for a one-time application to the [History Graduate Open Fund](#) (\$500).

Ph.D. Program

Introduction

The Ph.D. program in History trains students in the skills of conducting original historical research and crafting original historical arguments. In the course of their work as historians, Brown scholars draw on a wide range of methods and engage with a variety of audiences. While training emphasizes the core skills of academic research, writing, and teaching at the college and university levels, the program’s goals do not end there. Many Brown Ph.D. students explore teaching and writing for different settings, and prepare for a breadth of careers that value the skills that obtaining a Ph.D. in history entails.

Students are expected to complete Brown's Ph.D. program in five to seven years. As a mid-sized program, the Department values and cultivates attentive and hands-on faculty who work closely with students throughout their progress towards a degree. One of the program's hallmarks is a series of required courses in which each cohort is trained in core professional skills. This series is composed of: (1) a methodology Colloquium that introduces the students to a wide range of theory and historical practice; (2) an advanced Writing Workshop in which students write an article-quality paper; (3) a Professionalization seminar in which students are guided through the various skills of the profession; and (4) a Dissertation Prospectus seminar. Critically, students in an entering cohort proceed through these courses together, so that discussions across fields, geographies, and chronologies are built into the Ph.D. program.

Courses Offered

The Department offers four types of Ph.D. seminars:

- **Field Seminars** offer students a broad overview of a field, typically an exam field (course numbers in the 2970s).
- **Required Seminars** (professionalization sequence) are the four seminars required of all Ph.D. students: Colloquium, Writing Workshop, Professionalization, and Prospectus.
- **Special Topics Seminars** focus on the historiography of a particular nation or region, for example, a particular historical "event," or historiographical debate. They allow for focused, close training, including specialized skills (e.g. paleography), readings in languages other than English, or extensive examination of the scholarship on a particular problem.
- **Thematic Seminars** offer students the opportunity to explore a particular theoretical/methodological frame in a transnational and transtemporal perspective (course numbers in the 2980s).

Outline of Program

The program is divided into two stages:

1. During the first and second years, students take seminars that introduce the major historiographical questions and methodologies of various subfields and that develop their research skills; they write an article-length paper based on original archival research; they take a professionalization course that introduces them to the principal tasks and cultures of the profession (such as grant writing and conference presentations); and they form an exam committee and begin preparation for the Preliminary Exams, which are usually taken in December of the third year.
2. After passing the Preliminary Exams, students develop a prospectus for their Dissertation, which is normally due at the end of their third year. The Dissertation is typically completed and defended in the fifth or sixth year (though some students take longer).

The First through Third Years

First Year. The first year is fully funded without any teaching responsibilities in order to complete the required courses and transition into the program. Students must register for a total of eight classes, but there is some flexibility in how this is accomplished. Most students take at least three Ph.D. seminars (2000 level) in the fall (two elective seminars and the required Colloquium) and at least three Ph.D. seminars in the spring (three elective seminars). Ideally, the courses should be a mix of Field and Thematic seminars, with the inclusion of a Special Topics seminar where appropriate. The fourth class slot for each semester is flexible, and can be fulfilled in a variety of ways, including: taking an independent study (perhaps with the student's advisor); signing up for introductory or advanced language courses; enrolling in a 1000 or 2000 level seminar in History or another department; or signing up for a placeholder independent study with the DGS (HIST 2910). This last option (placeholder independent study course with the DGS) is not a class that has any meetings, but it can be used to reserve extra time for reading and research or used in conjunction with a language class that is not offered at the graduate level (in which case the student would enroll in both the lower level language course and HIST 2910). The Colloquium is required of all first year Ph.D. students and constitutes the basic introductory methodology and theory course for the degree. Students should avoid taking 1000 level classes unless by special permission of the DGS.

Brown's grading system is straightforward: A, B, C, and NC (No Credit). In some instances, students may take a course S/NC (Satisfactory/No Credit -- the Brown equivalent to Pass/Fail). This is especially useful for a real fourth class option for the first two semesters.

Independent Studies

Any student who wishes to do so may, after consultation with their graduate advisor (used in this handbook to designate the student's primary/major/dissertation advisor), sign up for an independent study with a member of the Department or another faculty member at Brown in a relevant field. Permission of the individual instructor, via an override code, is needed to register for an independent study course. Students and faculty are encouraged to use independent studies sparingly, and under no circumstances can independent studies replace the required professionalization courses. Under normal circumstances students should take no more than one to two independent studies during their time at Brown, and only to provide content or specialization that is not offered in regular courses. Some students also find independent studies a valuable way to prepare for Preliminary Exams, especially in subfields for which no Fields Seminars are offered.

Courses Outside the Department

Students may take up to two graduate courses outside of the Department. If circumstances demand additional coursework outside of History, students may file a petition with the DGS in which they lay out the intellectual rationale for the additional non-History coursework.

All students have the opportunity to take courses for credit that count towards the Brown Ph.D. at Harvard University and Rhode Island School of Design. Details regarding cross-registration can be found in the

[Graduate School Handbook](#). Due to the logistical challenges of taking these cross-registered courses, students are strongly encouraged to consult their graduate advisors and/or the DGS if considering taking such a course.

Selecting Fields

Starting in their second semester, students should, in consultation with their graduate advisor (or the DGS, if no graduate advisor has been selected), identify three fields (a major and two minor) for Preliminary Exams. Students are responsible for consulting with potential examiners directly to discuss their willingness to serve as a preliminary field examiner. By the end of the first year, students are expected to have assembled a three member Preliminary Exam committee, with the proper [form](#) submitted to the DGS and departmental staff (usually in May; see [calendar](#) below in Appendix A).

Transitional Master's

Ph.D. students typically receive a Transitional A.M. degree after completing eight courses by the end of their first year. Please note: this is not automatic. All students need to apply to receive this degree. Application is made through Banner, with a deadline of May 1. Eight credits must be completed in order to receive the Transitional A.M. degree (which is why either a fourth real course or HIST 2910 is important for the first two semesters). Students who have outstanding incompletes (INC) or who have otherwise not satisfied the eight course requirement can receive their A.M. degree the following year.

Research Paper

In order to allow students sufficient time to produce an article-quality, essay-length piece of scholarship, designated time is carved out of the program for this process. Production of this research paper takes place in a year-long sequence that begins in the spring semester of their first year in a graduate seminar and concludes in the Writing Workshop during the following fall. During the spring semester of their first year, each student begins work on conceptualizing their research paper by designating one of their graduate seminars as the foundation for the research paper and composing a research prospectus as the final project in the course with the proper [form](#) submitted to the DGS (usually in April; see [calendar](#) in Appendix A). The prospectus should include a literature review and a discussion of archival or field research. Students engage in archival research during the summer and begin drafting an outline of their research paper. That fall, they enroll in the Writing Workshop, during which they write and peer-review their essay.

Second Year. Students enroll in two seminars per semester and are funded through service as Teaching Assistants. Each semester they take one required course: in the fall, the Writing Workshop, in which they write their research paper, and in the spring Professionalization, which focuses on the principal professional tasks and expectations they will encounter in a career as a professional historian.

Third Year. Students continue to serve as Teaching Assistants and must pass their Preliminary Exams by the end of the fifth (fall) semester. All language requirements must be met before a student can take their Preliminary Exams. Exams are typically scheduled for early December. In extraordinary circumstances and by petition to the DGS, the exams can be taken in May of the sixth (spring) semester. After successfully passing the Preliminary Exams, students enroll in the Prospectus Seminar in the spring, during which they produce their

Dissertation Prospectus (usually by mid-May). For more information regarding the Dissertation Prospectus (see [Dissertation](#) below).

Summary of First Three Years

Based on the foregoing, the first three years of the Ph.D. program for a typical student would look schematically like this:

Year	Fall Semester	Spring Semester	Summer
1	(1) Colloquium (2) Field Seminar (3) Field/ST/Thematic Seminar (4) One additional class, or HIST 2910 (a placeholder Independent Study with the DGS)	(1) Field/ST/Thematic Seminar (2) Field/ST/Thematic Seminar (3) Thematic Seminar (4) One additional class, or HIST 2910 (a placeholder Independent Study with the DGS)	Research, Language
2	(1) Teaching Assistantship (2) Field/ST/Thematic Seminar (3) Writing Workshop	(1) Teaching Assistantship (2) Field/ST/Thematic Seminar (3) Professionalization Seminar	Prelims Prep, Language
3	(1) Teaching Assistantship (2) Exam prep (exams in December)	(1) Teaching Assistantship (2) Prospectus Seminar	Research

Fourth Year and Beyond

Fourth Year. This is usually a fellowship year, during which students conduct Dissertation research wherever their work takes them. Students are guaranteed fellowship funding with no teaching responsibilities, although many students receive external or internal fellowships during this year (or subsequent years). As a matter of professional development, all students should apply for external funding and fellowships in advance of their fourth year. These include, but are not limited to, summer pre-dissertation fellowships, funding for paleography

or other special skills workshops, and major internal and external fellowships to fund Dissertation research in the fourth year. Students in the fourth year and beyond register for HIST 2990, Thesis Preparation.

Fifth Year. This year is typically funded as a TAship, during which time students continue research and writing of the Dissertation. The TAship is part of a student's guaranteed funding, but the university also offers a range of "interdisciplinary opportunities," appointments in institutes, centers, and other campus units through competitive application in the fifth and sixth years (see [Funding](#) below).

Sixth Year. Many students find they need a sixth year to finish the Dissertation. This can be funded in one of several ways. The optimal manner is through an external fellowship. This, normally secured in the fourth or fifth year, allows students to stop the funding clock through the [Graduate School Incentive Program](#). The internal funding normally applied during those years would then instead be applied during the sixth year. Even in the absence of external funding, however, History students who are in good standing can apply for a Dissertation Completion Fellowship by submitting a [Dissertation Completion Proposal](#) (DCP) through [UFunds](#). For a successful DCP, the Department of History will cost-share with the Graduate School to provide sixth year funding, during which the student will serve as a TA (usually one semester). Distinctive interdisciplinary opportunities and other internal fellowships (see [Funding](#) below) are available by competitive application for appointments in institutes, centers, and other campus units outside the Department. These applications are separate from the DCP application.

Seventh Year and beyond. Although many Ph.D. students graduate within six years, in some cases it is necessary to extend into the seventh year. Students should remain in close contact with their graduate advisor and the DGS, since the Department needs to provide the Graduate School with evidence of continual progress towards degree. Beyond the sixth year, students also need to annually complete a [Dissertation Extension Proposal](#) (DEP) for the Graduate School (through [UFunds](#)). Please note that the DEP provides only a tuition scholarship and health insurance and does not include a stipend.

The First Two Summers

Students are required to make progress toward the completion of their degree during the summer months. The Department recognizes that for some students progress will take the form of language training or other skills acquisitions (such as paleography or digital humanities training), while for others archival work or research related projects might be appropriate. During their first summer, all students are expected to complete significant archival research for their research paper. During their second summer, most students intensify preparation for their Preliminary Exams by meeting with their respective examiners and take exploratory trips to archives, if possible.

Preliminary Exams

The Preliminary Exams are normally taken in December of a student's third year. By the end of the first year of study, students must submit a [Field Declaration Form](#) that lists three fields in which they will be examined. The student will indicate the field in which their Dissertation will be written; this will be the major field. The others will be minor fields. Students should seek to form exam fields that are sufficiently different from one another

and that additionally accomplish research and future teaching goals. In addition to the Department's website listing of the [fields of study](#), students are permitted to craft their own minor fields, so long as they can find willing faculty with expertise to serve as an examiner. Normally, all three examiners will be members of the Department of History, and the fields will be chosen based on consultation with the student's graduate advisor, the potential examiners, and, if necessary, the DGS. A student may elect to prepare one field in another department or program.

Preparing the Fields

In preparation for the Preliminary Exams, students should work individually with each of their three examiners to craft an exam reading list, usually starting in the spring or summer of their second year. After agreeing to work on an exam field together, students and examiners will meet to develop a set of shared expectations regarding the workflow for producing the list itself; expectations for exam content and style of preparation; and availability for exam preparation meetings.

Students are encouraged to take charge of their exam preparation process. Students should be in close contact with their examiners regarding questions about list production, meeting frequency, responses, etc., as early as possible, and throughout the preparation process. Each examiner will handle this process differently, so students should make sure that they understand their examiners' individual approaches to exam questions (both written and oral) and answers. Sample exams from prior Preliminary Exams are available in a large binder in the graduate lounge, but students should not just rely on prior exam questions. Instead, the students should make this a topic of discussion in at least some of their meetings. If possible, students should also coordinate exam preparation with fellow students. At any time, students may contact the DGS with any questions or concerns about process or advising of Preliminary Exams.

Advisors and the Pre-Exam Process

Graduate advisors are encouraged to stay informed regarding the work load their students are doing in all exam fields (length of reading lists, style of preparation, etc.) They should discuss with their advisees how adjustments might be made if needed. Although scheduling of the exam is done by the Department staff (Mary Beth Bryson), graduate advisors need to coordinate with the committee prior to both written and oral portions to ensure a smooth and informed process. This is particularly important if committee members come from departments that have different exam procedures than History. If members of the committee are first-time examiners, graduate advisors should take note of their work and make some time to discuss the process with them. Preliminary Exams are normally taken in early-mid December of the third year. Deviation from this timing requires consultation with the graduate advisor and the permission of the DGS.

The exam preparation period is a relatively long one, and both examiners and students are expected to advise each other clearly and expeditiously if adjustments need to be made. Reading lists can vary considerably in length depending on the field and examiner. As a general rule, reading lists for the minor fields should be shorter than lists for the major field (with careful consideration given to keep all lists to a reasonable and doable length).

Once these lists are finalized, students should meet with their examiners for preparatory meetings in the six to eight months preceding the exams (summer and fall, depending on the preference and availability of the student

and examiner). Ideally, this should involve at least three to five meetings, in which individual readings are discussed in ways that prepare students for the actual written and oral exams. Some students, in conjunction with their examiners, tailor exam preparation to other desired professional outcomes, such as syllabus preparation. The Preliminary Exams can be, within certain parameters, a flexible tool to both prove competency in a particular field and develop desired skills and outcomes that are not strictly tied to the oral and written exams.

The Exam

The Preliminary Exams consists of two parts: written and oral. For the written portion, a three-hour written exam is required for each of the three fields, taken under the supervision of the Department, with no notes allowed. One exam is taken per day, usually in successive days, though an intermediate day “off” is also possible. The oral portion of the exam takes place after all three written exams have been completed, usually within a week of completion of the final written exam. The oral exam is two hours long and consists of all three exam committee members querying the student regarding the written exams, the field at large, and/or any materials from the exam list. The examiners assign separate exam grades for the written and oral portions of the exam, as well as an overall exam grade. Evaluation is performed by secret ballot, with grade options of High Pass, Pass, Low Pass, and Fail. Within one to four weeks of the exam, each examiner should write a short summary of the student’s performance, to be sent to the student, the DGS, and to the Department staff to be placed on file.

If a student fails to pass one or both portions of the exams (written and oral), a plan for retaking the failed portion will be arranged in conjunction with the graduate advisor, the examiner (if different), and the DGS. A second failed attempt will lead to being dismissed from the program. Every attempt will be made to provide ample opportunity for the student to succeed in passing the Preliminary Exams.

Doctoral Certificates (Non-History)

Some departments and centers at Brown offer doctoral certificates in a particular area of specialization. Usually this requires approximately three to four courses in the chosen discipline, with a special project sometimes required. Nine such certificates are currently offered at Brown, in fields that include Science and Technology Studies; Public Humanities; Africana Studies; and Religion, to name only a few. Interested students should consult the [Doctoral Certificates](#) page of the Graduate School.

Open Graduate Education

The Graduate School offers a unique opportunity for simultaneous graduate study in a related discipline that is more formalized and intensive than a doctoral certificate. Called the Open Graduate Program, it allows current Ph.D. students to perform the coursework for and receive a fully-funded A.M. degree in a related discipline. Students are admitted by application to the Graduate School only, and should start the process early in their time at Brown by speaking with the History DGS as well as the DGS of the desired department. Interested students should consult the [Open Graduate Education](#) page of the Graduate School.

Procedures for Evaluation of Candidacy for the Ph.D. in History

The Department of History's procedures operate within the framework established by the Graduate School and the general regulations of the University. To be admitted to candidacy for the Ph.D. in history, a graduate student must successfully complete the course outlined above, including coursework, demonstrated language competency, successful performance as a TA, and passing the Preliminary Exams. Each student will be given the opportunity, in consultation with the student's graduate advisor, to construct a course of study best designed to fulfill his or her expectations and interests. All written work in courses taken in this program will be read and graded only by the professor teaching the course, not by a graduate assistant or proctor.

The Department continually evaluates the student's academic performance throughout the period of graduate study and may make appropriate recommendations to the Graduate School at any time. There are several points at which formal consideration of and decisions about the student's academic performance are made:

1. At the end of the first semester, the DGS:
 - a. Will solicit written feedback from each student's professors to ensure good progress in the program;
 - b. Will warn by letter students considered to be in serious academic difficulty that they must improve markedly in the second semester if they wish to remain in the Ph.D. program;
 - c. May recommend special consultative meetings between a student and the professors in the student's fields (or at any time thereafter as needed).
2. At the end of the student's second semester, the DGS will make one of the following recommendations to the Graduate School and will so inform the student in writing:
 - a. Permission to proceed into the second year and continue preparation for the Preliminary Exams. This is the usual recommendation for students who are performing well in the program;
 - b. Termination of the student's work for the Ph.D. but with permission to proceed to the A.M. degree;
 - c. Immediate termination of the student's study at Brown.
3. At the end of each remaining year, the DGS and/or the graduate advisor will report to the Graduate School regarding the ongoing academic standing of each student ("good"; "satisfactory"; "warning"; etc.). For more information on academic standing and status, see the Graduate School's policies on [Academic Standing](#).

The Department is committed to the success of each student, and in normal circumstances, a positive recommendation is made after the first year and beyond. Cases of misconduct, plagiarism, or severely subpar performance will result in a warning status or termination.

Students officially pass from “Ph.D. Student” to “Ph.D. Candidate” status after the successful passing of the Preliminary Exams, usually mid-way through their third year. This distinction is widely utilized in the profession. Until students pass their Preliminary Exams, they are Ph.D. Students. Once beyond exams, they become Ph.D. Candidates. At that point, the only requirement left in the program is the Dissertation, hence the “All But Dissertation” (ABD) status, which is also a widely recognized designation in the profession and may be used in lieu of “Ph.D Candidate.”

Students are required to chart their progress in two specific ways: 1) Through the [Graduate Student Digital CV](#), which is required by the Graduate School to be updated annually in late August; 2) Through the [Individual Development Plan \(IDP\)](#), required by the Department and encouraged by the Graduate School as a way of strategizing coursework and progress through the various stages of the degree. Students should submit their IDP to their graduate advisor by September 15 of each year, schedule a discussion of its contents, and have their graduate advisor report back to the DGS (confirming the meeting took place and sharing any relevant concerns) by October 15.

Language Requirements and Exam Procedures

Departmental Language Requirements

These requirements are separate from any special language skills that a student’s graduate advisor might consider necessary for Dissertation research. Faculty advisors are the arbiters of which languages are required for specific research profiles. A graduate advisor may require the student to demonstrate: proficiency in additional languages; a higher degree of fluency in the language in which the student intends to write their Dissertation; or an ability to translate primary sources in a particular language. Students should be in touch with their graduate advisor upon entry to the program and in subsequent advising conversations precisely what language skills will be required in their field and how these will be assessed. English is not considered to be a research language, even if the field or the student’s research is to be conducted primarily in English.

Language Exams

Proficiency in at least one required language must be satisfactorily demonstrated in September of the first year, so that students will be able to undertake research during their first summer. Incoming first year students should contact potential graduate advisors over the summer to discuss language requirements and fill out and submit the [Language Requirement Form](#) by the required deadline (usually August 15.)

The Departmental Language Exams are normally administered once per year by Julissa Bautista, History Administrative Assistant, and are typically held on the first Friday of the fall semester. An oral component to the exam is usually scheduled after the completion of the written exam. This often consists of a short follow-up to the written portion with the faculty member who graded the exam (note: this is not normally a test of a student’s spoken abilities in the research language). Departmental Language Exams are composed and graded by History faculty; History staff will consult with field faculty to determine responsibility for directing exams in

any given language. The student's graduate advisor, in conjunction with the language examiner and field faculty, bear the responsibility for determining whether alternate methods of assessing language proficiency (e.g. advanced reading courses; use of a language in a major research paper; placement exam, tests administered by faculty in other departments, etc.) are both necessary and acceptable, and if so, communicating that assessment to the student, History staff, and the DGS.

If proficiency in the primary research language is not established in September of the first year, then the student and graduate advisor will determine a plan for language acquisition and update the student's language form and [IDP](#). Proficiency in all required language(s) must be satisfactorily demonstrated before Preliminary Exams may be taken; this is typically established by the fall of the third year.

If a student needs or chooses a language that is not offered at Brown, the student should work with their graduate advisor and the DGS to determine the source of such language study, logistics, funding, and timing.

Language Requirements by Field

Africa

Advanced knowledge of one local language (i.e., Afrikaans, Xhosa, Arabic, etc.) and one European language (French, German, Italian, Spanish, Portuguese). The director of the student's major field may require additional languages depending on the area and period of research.

Atlantic World

A reading knowledge of one language relevant to the chosen geographical/imperial focus within the Atlantic world, including (but not limited to) Spanish, Dutch, Portuguese, French, or an indigenous language.

Continental European History

A reading knowledge of at least two relevant research languages. The graduate advisor may require additional language as well. Medieval Europeanists must have a reading knowledge of Latin, in addition to the language most relevant to their research.

English and British History

A reading knowledge of either French or German. With the consent of the graduate advisor, another language may be substituted. The director of the student's major field may require additional languages as well.

East Asian History

Students admitted to the program in Chinese, Japanese, or Korean history will normally be expected to demonstrate proficiency in at least two East Asian languages (which may include their classical forms). How many and which languages will be necessary will be determined in consultation with their graduate advisor.

Latin American History

A reading knowledge of at least two languages, including either Spanish or Portuguese. The director of the student's field may require additional languages as well.

Middle East History

Advanced reading knowledge in at least one of the major languages of the region (Arabic, Turkish, Farsi) as well as one major European language (French, German, Spanish, or Italian). The director of the student's major field may require additional languages, such as Ottoman Turkish, depending on the area and period of research.

South Asian History

Proficiency in two languages relevant to the student's major field, chosen in consultation with their graduate advisor. At least one of the languages must be a modern South Asian language (i.e., Hindi, Urdu, Bengali, Kannada, Marathi, Pashtu, Punjabi, Sindhi, Tamil, Telugu etc.); the other can be either a second modern South Asian language, or one of the following: Sanskrit, Arabic, Persian, Dutch, French, German, or Portuguese.

STeAM

A reading knowledge of at least one language, as determined in consultation with the student's graduate advisor. The student's graduate advisor may require additional languages as well.

U.S. History

The language requirement is set by the student's graduate advisor based upon the student's chosen research topic. Students should consult with their graduate advisor in the summer before their arrival to clarify expectations for language testing, if any.

Teaching Assistantship Requirement

Within the Department of History, Teaching Assistants (TAs) are graduate students assigned to teach discussion sections in large undergraduate lecture courses (more than forty students) as follows:

- Discussion sections are normally scheduled as the third hour of an undergraduate lecture course.
- Faculty usually teach one of the sections (although in some cases, some faculty members lecture all of the stated hours of a class and do not personally teach a section); if faculty teach one section, they will do their own grading for that section.
- TAs teach the remaining sections, each TA should teach no more than two sections per semester, and have no more than twenty-five students per section (according to the Graduate School guidelines; the Department aims for eighteen to twenty students per section).
- Work loads for TAs should be no more than twenty hours per week averaged throughout the semester, which takes into account the ebb and flow of the term and the fact that more intense periods, such as midterms and finals, often require more work while other times, such as the beginning of term, often require less.
- Most Ph.D. students will serve as a TAs in their second, third, and fifth years, although external and internal funding can offset TA requirements in later years.

All TAs should familiarize themselves with the [TA Handbook](#), usually distributed during the TA Orientation in the fall of the second year.

Prior to each academic year, the DGS circulates a TA Preference Form to all students planning to TA. The DGS endeavors to match each student with their preferred classes, but because course offerings and the TA pool vary

from semester to semester, the DGS cannot guarantee TAs their desired choice. Students preparing for the Preliminary Exams will normally be given preference in TA assignments.

According to Graduate School [guidelines](#), international students must prove English language competency prior to serving as a teaching fellow. This is a separate test that is done on-site at Brown after matriculation, usually in September of their first year (in order to provide ample time for a re-test if needed).

Faculty and TAs should be familiar with the Department's [Standards and Practices for Professors & Teaching Assistants in Lecture Courses](#). Guided by best practices, students can expect that faculty will:

- Meet with them regularly to discuss content, readings, sections, and pedagogy;
- Offer to allow the student to lecture once during the semester, if content specialization matches well (with the option to decline);
- Observe at least one section per semester;
- Provide written feedback to the student on their section and TA performance overall (to be sent to the Departmental staff for inclusion in the student file);
- Grade the written work and exams of their own sections (if they are teaching them).

Students who feel they are not being treated according to the norms laid out in the Department's Standards and Practices for Professors & Teaching Assistants in Lecture Courses should first attempt to raise the issue with the professor for whom they are teaching. If the issues are still not resolved, the student should contact the DGS to discuss the situation and/or file a complaint. The DGS reserves the right to make inquiry into the situation, in consultation with the Department Chair if needed.

Students should also familiarize themselves with the full range of opportunities on campus to enhance their teaching skills (like making use of the [Sheridan Center for Teaching and Learning](#)) and pursue additional teaching opportunities. Please see the Graduate School's page on [graduate teaching](#) for more information.

Doctoral Dissertation

The capstone project of the Ph.D. program is the Doctoral Dissertation. The Department's required professionalization course sequence concludes with the Dissertation Prospectus Seminar, which students take in the sixth semester, usually after passing their Preliminary Exams.

Dissertation Prospectus

The Dissertation Prospectus Seminar (spring semester of the third year) provides a shared structure for the process of identifying viable Dissertation projects, selecting a Dissertation Committee, articulating the project in the form of a prospectus, and, where appropriate, developing grant proposals based on the prospectus. The Dissertation Committee, the selection of which is a requirement of the course, consists of a director and at least two additional Brown faculty members. In consultation with the graduate advisor, the student shall nominate, with their written approval, two other faculty members who have been agreed upon between the graduate

advisor and student (using the [Dissertation Prospectus Approval form](#)). Students should meet with these additional secondary readers and discuss their project with them.

In case of disagreement over the choice of these two secondary readers, the dispute will be mediated by the DGS, in conjunction with the student and the graduate advisor. A Dissertation Committee can be comprised of more than three committee members, and in some cases, a non-Brown outside reader may be included in the committee. The Dissertation Committee does not need to be the same as the Preliminary Exam committee. If there are changes to the Dissertation Committee after the Dissertation Prospectus Approval Form is submitted, the changes must be made with the approval of the student's graduate advisor, and the DGS and Department staff (primarily Julissa Bautista) should be informed of the change.

A Dissertation Prospectus has a recommended length of 14-17 pages and should include, at minimum, the following general content:

- introduction -- general introduction and stakes of the study
- historiography -- setting the proposed study in the context of the relevant historical literature
- significance -- the historical importance of the work and why we need such a study
- methodology -- outlining the approach the student proposes to take
- types of sources to be examined
- tentative chapter outline
- bibliography -- primary and secondary sources

Dissertation Prospectus Defense

The Dissertation Committee will be responsible for evaluating the student's Dissertation Prospectus, to be presented no later than the end of the sixth semester. This usually takes the form of a Dissertation Prospectus Defense, which is an important moment to bring together the Dissertation Committee to provide input and advice on the Prospectus as well as the next steps of research and writing. Students should work with their committee members to set a date for the defense, usually in late May or early June.

If deemed unsatisfactory, the Dissertation Prospectus may be referred back for resubmission by the end of the summer following the sixth semester. Students must petition the DGS in writing for any postponement of the submission of their Dissertation Prospectus beyond the end of the sixth semester. Petitions must be accompanied by a recommendation of the student's graduate advisor. Grounds for such an extension may include leaves or other personal, professional, and family matters. Unless they have been granted an extension by the DGS, students who have not presented their Dissertation Prospectus to their Dissertation Committee by the end of the summer following the sixth semester shall be considered not in good standing and may be ineligible for further financial aid from the Department.

Researching and Writing the Dissertation

After passing the Preliminary Exams and obtaining approval of their Dissertation Prospectus by the Dissertation Committee, Ph.D. candidates are encouraged to proceed with speed and efficiency into the

research process. During the research and writing of the thesis, it is the student's responsibility to regularly provide the graduate advisor with evidence of satisfactory progress towards completion. The Doctoral Dissertation should be completed within four years after the student passes the Preliminary Exams.

Advisor and Committee

A faculty member has the right to refuse to direct a Dissertation for any reason. However, once the faculty member has agreed in writing to direct a Dissertation, the directorship may not be relinquished unless both the student and the DGS are informed of the reasons in writing.

A graduate advisor leaving the University should state in writing whether they wish to continue to direct Doctoral Dissertations already in progress. Even after leaving the University, faculty members are ordinarily expected to continue directing Dissertations until their completion. But if the departing faculty member declines to continue the Dissertation direction, the student will be given every assistance in finding a new director.

Committee Feedback

Students should communicate with their Dissertation Committee immediately after the Prospectus Defense about expectations regarding chapter submissions and feedback. Each committee will handle this slightly differently, but best practices suggest that students give the committee some chapters prior to the submission of the entire Dissertation. The student shall present a penultimate draft of the Dissertation to their graduate advisor and the members of the Dissertation Committee no later than March 15 in the year the student intends to graduate (if a May graduation; two months in advance if an October or February graduation). The graduate advisor and Dissertation Committee shall have one month to prepare their evaluations.

If one or more members of the committee judge the Dissertation to be unacceptable, the student will be asked to revise the Dissertation so as to satisfy the objections of the disapproving reader(s). If the revised Dissertation is deemed unacceptable by a majority of the Dissertation Committee, it is considered rejected. If the revised Dissertation is deemed unsatisfactory by a minority of Dissertation Committee, then the Department may decide either to overrule the objection and recommend approval of the Dissertation, or it may appoint a fourth reader. If the fourth reader rejects the Dissertation, then it is considered rejected.

In the case of rejection, the Department may decide either to permit the student to undertake a new Dissertation, or it may terminate the candidacy of the student.

Dissertation Defense

The Department expects each student to have a Dissertation Defense, although in certain circumstances (and by consultation with the DGS), the graduate advisor may waive the Defense. The Defense will normally be conducted by the graduate advisor and Dissertation Committee members, whether in person or via video conference (if members of the committee are on leave or otherwise not on campus). If the candidate so wishes, other graduate students may attend and participate in the discussion.

A [Dissertation Defense form](#) must be filled out by the student, submitted to Julissa Bautista, who will then give it to the DGS to approve and sign. This form should be filed at the same time as the submission of the penultimate version of the Dissertation, on March 15 for a May graduation, or no later than one month prior to the Dissertation Defense date if an October or February graduation.

The Defense will focus on the strengths, deficiencies, and future prospects of the Dissertation. Its purpose is to provide a forum for a general discussion of the Dissertation as a contribution to knowledge for the benefit of the candidate.

If the Dissertation is approved by the Dissertation Committee, the student has completed the final requirement of the Ph.D. and is permitted to proceed with preparations for graduation.

Graduation

Students are permitted by the Graduate School to graduate (having fulfilled all requirements) at three times during the year: October, February, and May. Applications are due in Banner approximately three months before graduation (see this [page](#) for deadlines). Students who wish to take part in Commencement ceremonies may elect to walk in May following their graduation (or at the time of their graduation, if in May). Brown University Commencement usually takes place the Sunday before Memorial Day. There is a separate Graduate School Ceremony as well as a Department Ceremony that graduate students are especially encouraged to attend.

Funding

Usual funding package

Prospective and current graduate students should consult the Brown Graduate School [Financing and Support](#) page for a comprehensive overview of fellowship and aid packages, cost of living in Providence, and other useful planning resources.

An overview of Ph.D. and A.M. funding at the University level can be found on [this page](#), and on the Department's website in the [FAQs](#).

Five Year Guarantee

The Graduate School offers incoming Ph.D. students [five years of guaranteed financial support](#), including a stipend, tuition remission, a health-services fee, and a health-insurance subsidy. (This financial support applies to both domestic and international students admitted to our doctoral programs.) Stipends and other funds are normally paid at the end of the month. All incoming Ph.D. students receive [an extra \\$1200 stipend](#) to help cover the costs of relocating to Brown. This is automatically paid in early September before the usual funding payments begin at the end of September. The Graduate School provides all Ph.D. students with summer stipends for the first four years. All commitments of student support are contingent on satisfactory progress toward completion of the degree, as determined by individual departments.

History Ph.D. students typically receive this funding as a Fellowship in the first and fourth years, and as a TAship in the second, third, and fifth years. [The Graduate School Incentive Program](#) aims to encourage graduate students to independently seek external funding, and this may result in a different configuration of funding. In normal circumstances, this program allows students who receive major fellowships in the first five years to take Advanced Standing status and stop the Brown funding clock for a year. See the [Graduate School website](#) for details of this policy.

The Graduate School maintains an [External Fellowships](#) web page, and the Brown Library has put together a [Grant Finding Aid](#) that students should consult. The Department of History maintains a [Grants Database for Graduate Students](#) to aid students in identifying external fellowships appropriate to their subfield.

The Sixth Year

Ph.D. students in good standing who require additional time beyond the fifth year to complete degree requirements may apply for support through a variety of mechanisms, including the [Dissertation Completion Proposal \(DCP\) process, Dean's Faculty Fellows Program, Interdisciplinary Opportunities, and Teaching Fellowship Opportunities for Advanced Students](#). Departmental support for Ph.D. students seeking funding for a sixth year will be contingent upon the student making good progress towards completion of the degree. The Department will consider Ph.D. students to be making good progress if, at the time they submit a request for sixth year funding (typically in January of the fifth year), they have, at a minimum:

1. submitted to the Dissertation committee a Dissertation outline and timeline for completion of chapters,
2. completed one Dissertation chapter, and
3. applied for external funding to support Dissertation research and/or writing.

Beyond the Sixth Year

Each year there are a small number of graduate students who may need additional support in their seventh year or later. The University does not provide stipends after the sixth year. After consultation with the DGS, students will be asked to submit [Dissertation Extension Proposals \(DEPs\)](#) to the Graduate School (through [UFunds](#)), which, if approved, provides limited support in terms of tuition, insurance, and fees. Students are encouraged to seek outside sources of funding beyond the sixth year.

In the absence of ongoing communication with the student's graduate advisor(s) and the DGS, and barring any signs of progress towards degree, the Graduate School designates a student's status in the program "terminate pending requirements" (TP). After several years of TP status, a student is normally dismissed from the program.

Funding for Research, Conferences, Travel, Languages, and Emergencies

While the standard funding package is intended to offer Ph.D. students the basic support they will need to complete the program, many students will need to seek additional funds in order to support their research and professional development. The Graduate School offers [four types of travel funds](#):

- [Conference Presentation](#) (\$650, due 30 days prior to travel)
- [International Travel fund](#) (\$1,000, due 30 days prior to travel)
- [Doctoral Research Travel Grant](#) (\$1,800; one request per year, but only matches grants from elsewhere; due 30 days prior to travel; Need [DGS Approval Form](#))
- [Joukowsky Summer Research Travel Award](#) (\$1,500, due Feb. 28)

Applications for all four funds must be submitted through [UFunds](#).

Graduate students have access to the same travel advance system offered by the University, which can be used only for daily or per diem expenses only. Please see the University's [Travel Advance Policy](#) for details.

Additional funding can often be secured from other units on campus, such as the Office of Global Engagement, the Cogut Center for the Humanities, the Pembroke Center for Teaching and Research on Women, the Watson Institute, the John Carter Brown Library, as well as many smaller programs. Many of these internal funding opportunities are accessed through [UFunds](#), which is the portal for University funding.

Department Funding

The Department of History supports student research and travel in two concrete ways. First, each year every Ph.D. student is eligible for up to \$1,300 in Research and Travel Funds for conferences and research.

Applications are accepted on a rolling basis. Students should submit the [History Department Research and Travel Fund form](#) to the DGS, and decisions will be made within two weeks. Examples of acceptable support include expenses related to the conducting of research (e.g. travel to archives), attendance at conferences (where one is not presenting), or incurred in the course of the job and fellowship search. If these funds are used for research, they can be matched through the Graduate School using the Doctoral Research Travel Fund.

Second, and separately, the Department offers the History Graduate Open Fund, which provides a \$500 supplement up to 3 times during the course of the student's time at Brown, to be used to support research and career development activities not normally covered by other sources. Application can be made using the [History Graduate Open Fund form](#). Applications are accepted on a rolling basis. As with all University reimbursements, students must submit expenses within 60 days of the expenditure (or completion of travel) or risk being taxed.

The Department also provides up to \$2,000 to all students for language or research skills acquisition (e.g. paleography), which is particularly useful for languages or skills courses not offered at Brown. Students simply need to email the DGS (and cc Julissa Bautista) with an explanation of the planned use of these funds. Students can also apply the funds to language study the summer before matriculating at Brown by petitioning to the DGS and receiving approval and acknowledgment from the office staff (although actual reimbursement may not be possible prior to matriculation in September).

In all cases, requests for reimbursements should be made by May 15 if at all possible, and by June 23 of each year at the very latest (to accommodate the end of the fiscal year on June 30).

Within the wider University there are at least two emergency funds available to all students. The Brown University Short-Term Loan Program offers an interest free gap loan of up to \$500 (with repayment due in 60 days). Separately, the Campus Life, Chaplains Discretionary and 20th Century Grant Emergency Funds are for emergency financial situations and burdens. Application for both of these loans can be made through [UFunds](#). Please see this [site](#) for more information.

Graduate Advising

The graduate advisor and advisee relationship is one of the most important ones in a student's early professional life. Students are advised to select the graduate advisor with great care, realizing that the relationship extends beyond intellectual interests into professional persona, conduct, and care. Every graduate student needs a graduate advisor (or co-advisors). Students will usually have selected a graduate advisor by the time of matriculation. In instances where this has not been done, students should identify a graduate advisor by the end of the first year of coursework. Although rare, changing graduate advisors is possible through conversation with and by petition to the DGS.

The graduate advisor-student relationship is governed by mutual expectations and responsibilities. No two mentoring relationships will look the same due to personality differences in both faculty and students. Nonetheless, a baseline of professional and collegial conduct should be observed, as follows.

Student Expectations

The student is expected to:

- Respect and abide by the [Brown Academic Code](#);
- Adhere to the Departmental Ph.D. program guidelines throughout as outlined in this Handbook;
- Embrace and facilitate an environment of inclusion and generosity in the Department and University;
- Solicit and be responsive to the graduate advisor's input on course selection, intellectual directions, knowledge of the field, and Dissertation preparation;
- Make sufficient annual progress in the program, whether regarding coursework, teaching, exam preparation, prospectus, research and writing, and producing the Dissertation in a timely manner;
- Take the lead in establishing an understanding with their advisor about the timing and nature of Dissertation chapter delivery and feedback;
- Make requests for letters of support well in advance of the deadline, and include accompanying materials as early as possible (four weeks is ideal).

Graduate Advisor Expectations

Graduate Advisors should endeavor to:

- Demonstrate care and support for their graduate advisee for the duration of the program;
- Remain in regular and continual contact throughout the student's program, including regular meetings when on campus, and regular email contact while off campus. The frequency of such meetings will fluctuate throughout the program, but monthly check-ins are ideal for the first year or two;
- Remain informed as to the program's structure, requirements, and deadlines, and be in conversation with the student about such dates;

- Consider the full range of professional development for their advisees and help identify opportunities that contribute to their professional development;
- Produce timely feedback on submitted writing (4-6 weeks is the standard turnaround time unless the student and advisor discuss and agree on a different time frame);
- Write letters of recommendation and support in a timely manner;
- Conduct themselves with the highest level of integrity and according to the best practices of the profession; Embrace and facilitate an environment of inclusion and generosity in the Department and University;
- Continue their responsibilities to their advisees even while on leave and during the summers;
- Clearly inform the advisee and DGS if they are no longer able to discharge any of these duties.

Additionally, graduate advisors should familiarize themselves with the [Graduate School's Advising and Mentoring Resources for Faculty](#) site, along with its recommended [Best Practices for Faculty Advising](#).

Leaves of Absence

All students should familiarize themselves with the various kinds of possible [Leaves of Absence](#), which are governed by the Graduate School. These include:

- Family Leave: This leave is granted for family needs. The Family Leave is distinct from Parental Relief.
- Parental Relief: This accommodation provides an extra semester or summer of stipend support if the student is the primary caregiver of newly born or adopted children. This policy also stops the clock on guaranteed funding packages and teaching obligations.
- Medical or Psychological Leave: This leave is granted for a serious physical or psychological problem encountered by a graduate student.
- Professional Development Leave: This leave is granted for an approved educational or professional development opportunity that advances the student's pedagogic goals.
- Probationary Leave: This leave is granted to students for problems with academic performance.
- Personal Leave: This leave is an elective leave taken for personal reasons.

All applications for leaves are handled by the Graduate School. Students should consult the [Graduate School Handbook](#) for specific policies regarding each of these leaves. Approval of the DGS and, in some cases, the Department Chair, is required for leave applications.

Grievance Procedures and Appeals

The Department supports and adheres to the [Graduate School grievance procedures](#), which were carefully drawn up in conjunction with the Faculty Executive Committee (University-level). These procedures are also

listed in the University [Faculty Rules and Regulations](#). They outline a clear process by which formal complaints, grievances, and appeals can be made.

In general, the Department seeks to provide an environment of transparency and communication regarding all forms of misconduct and inappropriate behavior. If a student experiences misconduct or is subjected to inappropriate behavior, they should immediately consult the Graduate School grievance procedures and determine an appropriate course of action in conjunction with the DGS, Department Chair, and/or Graduate School representatives, and/or Ombuds Office.

Student Support Resources

All students are encouraged to explore the wide range of student resources on campus for support throughout the program. These include:

- [Academic Support Services](#)
- [Brown Center Students of Color](#)
- Counseling and Psychological Services (CAPS) (401-863-3475)
- Dean of Addiction Recovery (401-863-2536)
- Graduate School Deputy Title IX Coordinator (401-863-1802)
- Health Services (401-863-2794)
- Ombuds Office (401-863-6145) (for off-the-record conversations/advice)
- [Sarah Doyle Center for Women and Gender](#)
- Sexual Assault Response Line (401-863-6000)
- Student and Employee Accessibility Services (SEAS) (401-863-9588)
- Student Support Services (401-863-3145)
- [Vice President for Institutional Equity and Diversity](#)

When facing difficulties, graduate students should immediately consult their graduate advisor, the DGS, or the Department Chair (in that order), if at all possible. If this is not desirable, the Ombuds Office provides confidential listening and advice. Deans from the Graduate School are also available for consultation, as is Counseling and Psychological Services and Student Support Services (listed above).

An additional listing of support services for graduate students can be found at the Graduate School's [Graduate Student Resources](#) page.

Graduate Student Union

In the academic year 2018-2019, Brown graduate students voted to unionize. The final contract is still under negotiation, so it is not yet clear how the final terms will shape some of the material in this handbook. Like the Graduate School, the Department of History is committed to equity and fairness in all matters pertaining to graduate student education and labor, and is committed to working with union leaders and the Graduate School to support the terms of the agreement.

Appendix A: Calendar of Deadlines and Program Benchmarks for History Ph.D. Students

NB: Students should also consult the Graduate School's [Important Dates & Deadlines for Students](#).

Ongoing:

- Requests for [Departmental Research and Travel Funds](#) (rolling application; \$1,300; once per year)
- Requests for the [History Graduate Open Fund](#) (rolling application; \$500; up to three requests over the course of one's program)

Deadlines/forms by program year:

YEAR 1

(Coursework)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to discuss language acquisition, classes to take for fall, and general expectations
- **Early August:** Incoming students should consult the [Graduate School's Admitted Students Guide](#) to familiarize themselves with the various dates of orientations, resources available, and general useful info regarding matriculation.
- **August 15:** Submit [Language Requirement Form](#) to Julissa
- **Late August/Early September:** First year international students required to take an English exam
- **Late August:** Graduate School *and* Department new student orientation (required; please plan travel accordingly; the department orientation is usually the last Thursday before classes begin)
- **Late August:** Begin to build [Graduate Student Digital CV](#) (not required to be updated for first year students, but may be wise to fill in basic information awhile)

September

- **Early September:** First research language exam (if required)
- **September 3:** Register for fall semester classes
 - ✓ HIST 2930 Colloquium
 - ✓ Thematic Seminar (consult graduate advisor)
 - ✓ Field/ST/Thematic Seminar (consult graduate advisor)
 - ✓ Fourth class (grad seminar; language class; skills-related course; independent study) or placeholder Independent Study with DGS

- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15

October

- **October 15:** IDP meeting reported to DGS by graduate advisor

November

- ❖ **Early November:** Register for spring semester classes (consult graduate advisor)
 - ✓ Thematic Seminar
 - ✓ Field/ST/Thematic Seminar
 - ✓ Field/ST/Thematic Seminar
 - ✓ Fourth class (grad seminar; language class; skills-related course; independent study) or placeholder Independent Study with DGS

January

- **January 1:** Spring fee bill due
- **Late January:** Meet with graduate advisor to debrief from the first semester and discuss funding opportunities, language acquisition, and summer research plans.

February

- **February 28:** [Joukowsky Summer Research Award](#) deadline. A vital part of summer research funding (from the Graduate School).
- **Mid February:** Continue discussion with graduate advisor about summer research/language plans and possible Preliminary Exam fields.

March

- **Mid March:** Begin to talk to professors to assemble a three-member preliminary exam committee

April

- **April 6:** submit signed [Research Paper form](#) to DGS
- **Mid April:** Check deadlines for final grades with professors. If the student is receiving a transitional A.M., the grade deadline will be sooner than the non-graduating students. Confirm with professors and make adjustments as needed.
- **Mid April:** Register for fall semester classes
 - ✓ Field/ST/Thematic Seminar (consult graduate advisor)
 - ✓ HIST 2940: Writing Workshop

May

- **May 1:** Deadline to apply for transitional A.M. in Banner
- **May 18:** Submit [Field Declaration form](#) to DGS and to Julissa

June/July

- Archival research and/or language study
-

YEAR 2

(Coursework and TAing)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to discuss language acquisition, classes to take for fall, and summer research.
- **August 15:** Submit [Language Requirement Form](#) to Julissa (if applicable)
- **Late August:** Submit TA preference form (circulated by the DGS; sometimes in late May instead)
- **Late August:** [Graduate Student Digital CV](#) is required to be updated and submitted
- **Late August:** New TA orientation (required, so please plan travel accordingly; usually the last Friday before classes begin)

September

- **Early September:** Take language exam (if required)
- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15

October

- **October 15:** IDP meeting reported to DGS by graduate advisor

November

- **Early November:** Register for spring semester classes
 - ✓ HIST 2950: Professionalization Seminar
 - ✓ Field/ST/Thematic Seminar (consult graduate advisor)
- **Late November:** Submit TA preference form

January

- **January 1:** Spring fee bill due
- **Late January:** Meet with graduate advisor to discuss progress in the program, as well as funding opportunities and preparations for Preliminary Exams.

February

- **Early February:** Contact Preliminary Exam committee members to begin discussion about fields preparation approach and schedule.

- **February 28:** [Joukowsky Summer Research Award](#) deadline. A vital part of summer research funding (from the Graduate School).
- **Mid February:** Begin to talk with graduate advisor about summer research/language plans.

April

- **Mid April:** Register for fall semester classes.
 - ✓ HIST 2890 Preliminary Examination Prep (placeholder course for prelims prep)

June/July

- Archival/Language/Prelims Reading

YEAR 3

(Reduced coursework, Preliminary Exams, and TAing)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to discuss language acquisition, Preliminary Exams, summer research, and funding opportunities for the fourth (research) year.
- **August 15:** Submit [Language Requirement Form](#) to Julissa (if applicable)
- **Late August:** Submit TA preference form (circulated by the DGS; sometimes in late May instead)
- **Late August:** [Graduate Student Digital CV](#) is required to be updated and submitted

September

- **Early September:** Take language exam (if required)
- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15
- **Late September:** Mary Beth will contact students about prelim exam scheduling

October

- **October 15:** IDP meeting reported to DGS by graduate advisor
- **Mid October:** begin to assemble materials for major external and internal fellowships; many due dates are in the fall and spring

November

- **Early November:** Register for spring semester class(es)
 - ✓ HIST 2960: Prospectus Development Seminar
- **Late November:** Submit TA preference form
- **Late November:** Finalize preliminary exam schedule (in conjunction with Mary Beth)

December

- **Early - Mid December** (usually during Reading Period): Written and oral preliminary exams

January

- **January 1:** Spring fee bill due
- **Late January:** Meet with graduate advisor post Preliminary Exams to discuss progress in the program, as well as Dissertation Prospectus plans, funding opportunities, and plans for the fourth year (research year).

February

- **February 28:** [Joukowsky Summer Research Award](#) deadline. A vital part of summer research funding (from the Graduate School).

March

- As part of the Prospectus Seminar, consult with graduate advisor to determine the other two members of the dissertation committee.

April

- **Mid April:** Register for fall semester classes
 - HIST 2990 Thesis Preparation

May

- **Mid May:** Submit prospectus as final project in Prospectus Seminar and to Dissertation Committee
- **Late May/early June:** Dissertation Prospectus Defense with Dissertation Committee

June/July

- Archival research

YEAR 4

(Fellowship year for research)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to give an update on the summer and plans for the year
- **Late August:** [Graduate Student Digital CV](#) is required to be updated and submitted

September

- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15

October

- **October 15:** IDP meeting reported to DGS by graduate advisor

November

- **Early November:** Register for spring semester classes
 - ✓ HIST 2990 Thesis Preparation

January

- **January 1:** Spring fee bill due
- **Late January:** Meet (or email with) graduate advisor to discuss progress in the program, as well as to provide updates on how the research and writing is going.

February

- **February 28:** [Joukowsky Summer Research Award](#) deadline. A vital part of summer research funding (from the Graduate School).

April

- **Mid April:** Register for fall semester classes
 - ✓ HIST 2990 Thesis Preparation

June/July

- Archival research and writing

YEAR 5

(Usually TAing and dissertation work)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to discuss plans for upcoming year and timetable to graduation
- **Late August:** Submit TA preference form (circulated by the DGS; sometimes in late May instead)
- **Late August:** [Graduate Student Digital CV](#) is required to be updated and submitted

September

- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15

October

- **October 15:** IDP meeting reported to DGS by graduate advisor

November

- **Early November:** Register for spring semester classes
 - ✓ HIST 2990 Thesis Preparation
- **Late November:** Submit TA preference form (if applicable)

January

- **January 1:** Spring fee bill due
- **Late January:** Meet with graduate advisor to discuss progress on dissertation research and writing; begin to discuss plans for either graduation or sixth year funding.

February

- **February 25:** Students in need of sixth year funding need to submit a [Dissertation Completion Proposal](#) (DCP) through [UFunds](#).
- **February 28:** [Joukowsky Summer Research Award](#) deadline. A vital part of summer research funding (from the Graduate School).

March

- **March 15:** If graduating this year, present a penultimate draft of the thesis to the graduate advisor and Dissertation Committee. A [Dissertation Defense form](#) must be filled out by the student, signed by the DGS, and submitted to Julissa Bautista.

April

- **Mid April:** Register for fall semester classes (if applicable)
 - ✓ HIST 2990 Thesis Preparation

May

- If applicable, graduate

June/July

- If applicable, archival research and writing
-

YEAR 6

(Usually a mix of TAing, fellowship, and dissertation work)

August

- **August 1:** Fall fee bill due
- **Early August:** Contact graduate advisor to discuss plans for the upcoming year and timetable to graduation
- **Late August:** [Graduate Student Digital CV](#) is required to be updated and submitted

September

- **Early September:** Submit TA preference form (if applicable)
- **September 15:** [Individual Development Plan](#) (IDP) due to graduate advisor; schedule meeting to discuss by October 15

October

- **October 15:** IDP meeting reported to DGS by graduate advisor

November

- **Early November:** Register for spring semester classes
 - ✓ HIST 2990 Thesis Preparation
- **Late November:** Submit TA preference form (if applicable)

January

- **January 1:** Spring fee bill due
- **Late January:** Meet with graduate advisor to discuss dissertation progress and timetable to graduation

February

- **February 25:** Students who do not expect to graduate in May need to file a [Dissertation Extension Proposal](#) (DEP) through [UFunds](#).

March

- **March 15:** If graduating this year, present a penultimate draft of the thesis to the graduate advisor and Dissertation Committee. A [Dissertation Defense form](#) must be filled out by the student, signed by the DGS, and submitted to Julissa Bautista.

May

- If applicable, graduate

Appendix B: Forms

[Departmental Research and Travel Funds Form](#)

[Dissertation Defense Information Form](#)

[Dissertation Prospectus Approval Form](#)

[DGS Approval Form for Travel](#)

[Field Declaration Form](#)

[History Graduate Open Fund Form](#)

[Individual Development Plan \(IDP\)](#)

[Language Requirement Form](#)

[Ph.D. Research Paper Form](#)

All forms can be found in the [Form Folder](#) of the shared Google Drive [Grad Docs](#)

Appendix C: Graduate Program Planning Sheet



BROWN

The Department of
History

Graduate Program Planning Sheet Ph.D. in History

Name _____

Date Entered Ph.D. Program _____

First Year: Fall

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST 2930	Colloquium	_____
HIST _____	_____	_____
_____	_____	_____
(opt) _____	_____	_____

First Year: Spring

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST _____	_____	_____
HIST _____	_____	_____
_____	_____	_____
(opt) _____	_____	_____

Second Year: Fall

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST 2940	Writing Workshop	_____
HIST _____	_____	_____
(opt) _____	_____	_____

TA

<u>Number</u>	<u>Title/Professor</u>	<u>Evaluation</u>
_____	_____	_____

Second Year: Spring

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST 2950	Professionalization Seminar	_____
HIST _____	_____	_____
(opt) _____	_____	_____

TA

<u>Number</u>	<u>Title/Professor</u>	<u>Evaluation</u>
_____	_____	_____

Third Year: Fall

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST 2890	Preliminary Examination Preparation	—
(opt) _____	_____	_____

TA

<u>Number</u>	<u>Title/Professor</u>	<u>Evaluation</u>
_____	_____	_____

Third Year: Spring

<u>Number</u>	<u>Title</u>	<u>Grade</u>
HIST 2960	Prospectus Development Seminar	_____
(opt) _____	_____	_____

TA

<u>Number</u>	<u>Title/Professor</u>	<u>Evaluation</u>
_____	_____	_____

Consult with your advisor to determine which seminars would best fit your scholarly and research goals.

Language Requirement

<u>Language</u>	<u>Date Passed</u>
_____	_____
_____	_____
_____	_____

Preliminary Examinations

<u>Major Field</u>	<u>Advisor</u>
_____	_____
<u>Minor Fields</u>	<u>Advisor</u>
_____	_____
_____	_____

Dissertation

Dissertation Director

Reader

Reader

Reader
