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**GUIDELINES TO GRADUATE
PROGRAMS IN HISTORY**

**DEPARTMENT OF HISTORY
UNIVERSITY OF DELAWARE
NEWARK, DE 19716**

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INTRODUCTION

The Department of History offers M.A. and Ph.D. programs in American and European history and more limited graduate study in Ancient, African, Asian, Latin American, and Middle Eastern history. In conjunction with these, it offers special programs in the history of capitalism, technology, and culture; material culture studies; American Civilization; and museum studies; as well as courses in history education.

This document explains admission procedures and standards, programs offered, and degree requirements. In addition, history programs are governed by the University's Graduate Catalog and by the "Policies and Procedures" document issued by the Graduate College. **Programs, however, are subject to change. Hence students are responsible for keeping up with all program changes.**

ADMISSION: PROCEDURES AND STANDARDS

Candidates should apply online for history graduate programs through the University's Graduate College. **Our application deadline is January 5th.**

Students with a bachelor's degree in any field may apply to the Master's Degree track. Students with either a B.A. or M.A. in history or a related field may apply to the Ph.D. track.

Students in the Master's Degree track may apply to the Ph.D. track at a later date. If admitted, they will be required to complete additional coursework if they have not already earned the 24 history credits and specific courses required for the Ph.D. In some cases, this might include a third year of coursework to prepare for the Ph.D. exams.

Admission to the graduate program is competitive. Those who meet the stated requirements are not guaranteed admission, nor are those who fail to meet all the stated requirements necessarily precluded from admission if they offer other appropriate strengths. Except in unusual circumstances, admission is offered only for the Fall semester and all decisions for all programs are made by the faculty of the Graduate Studies Committee.

Master's Degree Track

Applicants should have an overall undergraduate grade point average of at least 3.0 on a 4.0 scale; an undergraduate history average of at least 3.0; and letters of recommendation from three people familiar with the applicant's academic potential. In addition, applicants should submit a writing sample of 15 to 25 pages demonstrating their ability to do historical research and writing.

Ph.D. Degree Track

Applicants should have an overall undergraduate grade point average of at least 3.0 on a 4.0 scale; an undergraduate history average of at least 3.5; and strong letters of recommendation from three people familiar with the applicant's academic potential. In addition, applicants should submit a writing sample of approximately 25 pages demonstrating their ability to do historical research and writing. Applicants who do not have significant undergraduate coursework in history are not normally admitted directly to the Ph.D. program.

GRADUATE COURSES

The Department provides graduate instruction in the form of reading seminars, research seminars, and independent study courses.

Reading Seminars constitute the heart of graduate instruction in history. They introduce students to historical literature and controversies pertaining to particular historical periods or topics, and they prepare Ph.D. students for qualifying exams. The approach may be historiographical, chronological, topical, or a mixture of these.

Research Seminars train students to engage in independent historical research. In some seminars students may choose their topics within a broad chronological period. Regardless of the approach used, the emphasis is upon original research, evaluation of sources, and the ability to write a coherent, sustained paper in clear prose. Group discussion and evaluation of papers constitute important components of the research seminar.

Independent Study courses, numbered HIST666 and HIST866, consist of reading and research projects, respectively, are undertaken with independent faculty supervision.

These independent study courses are of two types:

1. A course labeled HIST666/HIST866 may be attached to an advanced undergraduate lecture course. With the approval of the Director of Graduate Studies, a student taking such an independent study course attends the lectures and fulfills all the undergraduate assignments, in addition to meeting on a regular basis with the professor -- and often with other graduate students as well -- to discuss supplementary readings. The student is also expected to perform additional written work. This kind of HIST666/HIST866 component of an undergraduate lecture course constitutes a "mini-graduate seminar" and can satisfy the requirement for one of the reading or research seminars.
2. In HIST666/HIST866 courses that are not attached to undergraduate lecture courses, students engage in directed independent reading or research. Students seeking to enroll

in such courses, which are most appropriate for those working at the Ph.D. level or specializing in areas of study not normally covered by departmental course offerings, must secure permission from the Director of Graduate Studies.

REQUIREMENTS FOR THE M.A. DEGREE

Unless otherwise noted, the time limits, cumulative index, residence, and other requirements for the M.A. are those specified by the Graduate College. All graduate course credits must be earned at the 600 level or above.

The Master's degree is awarded upon successful completion of a two-year sequence of courses designed to familiarize students with the substance, interpretation, and practice of history. The M.A. serves both as a terminal degree for those students who seek greater exposure to historical study before entering a variety of careers from high-school teaching to museum work, and as a preparatory degree for those students who intend to pursue a Ph.D. Master's Degree track students who hope to switch to the Ph.D. track should arrange their graduate coursework with Ph.D. requirements in mind.

The Master's degree track student must fulfill the following requirements:

Complete 30 credits of graduate work, of which at least **21 credits** must be in **history**.

The history credits must include the following:

- **HIST 600 – Approaches to History (must be taken in first semester).** This seminar does not count as one of the required reading seminars.
- **Four reading seminars from the approved Reading Seminars list (see Appendix D).**
Note: With the approval of the Director of Graduate Studies, a HIST666 component of an undergraduate lecture course or an independent study may count as a reading seminar. Such approval will be given only when a HIST666 component includes regular "mini-seminar" meetings to discuss graduate-level readings.
- **Research and Writing Seminar Requirements:**
MA non-Thesis students must complete 6 credits of research and writing coursework, MA Thesis students must complete 9 credits of research and writing coursework including HIST 869 as outlined below.
 - HIST 803 - Research and Writing Seminar: America to 1860
 - HIST 805 - Research and Writing Seminar: America 1860-Present
 - HIST 807 - History Beyond Borders
 - HIST 869 – Master's Thesis

REQUIREMENTS FOR THE PH.D. DEGREE

Unless otherwise noted, the time limits, cumulative index, residence, and other requirements for the Ph.D. are those specified by the Graduate College. All graduate course credits must be earned at the 600 level or above.

The degree of Doctor of Philosophy recognizes the candidate's command of specific fields of history as well as the ability to conceive and execute a Ph.D. dissertation or, where applicable, hybrid dissertation project. After completing course work and successfully passing qualifying exams, Ph.D. students work under the supervision of a dissertation director and faculty committee to complete a major research project that produces new historical knowledge or reshapes existing historical understanding.

The Ph.D. track students must fulfill the following requirements:

Complete 30 credits of graduate work, of which at least **24 credits** must be in **history**.

The history credits must include the following:

- **HIST 600 – Approaches to History (must be taken in first semester)**. This seminar does not count as one of the required reading seminars.
- **Five reading seminars from the approved Reading Seminars list (see Appendix D)**.
Note: With the approval of the Director of Graduate Studies, a HIST666 component of an undergraduate lecture course or an independent study may count as a reading seminar. Such approval will be given only when a HIST666 component includes regular "mini-seminar" meetings to discuss graduate-level readings.
- **Two research and writing seminars from the following list:**
HIST 803 - Research and Writing Seminar: America to 1860
HIST 805 - Research and Writing Seminar: America 1860-Present
HIST 807 - History Beyond Borders
- **Transfer Credits:** Students may petition the Graduate Studies Committee to accept up to nine credits of course work taken at another institution as long as the credits were not used to complete another degree. If the credits were used to complete another degree, then the Department may choose to substitute other courses in place of those accounted for by transfer credits. In the latter case, no credits are transferred, but the requirements are modified so that the student avoids repeating courses they have taken elsewhere. Transfer credits will not be given for research seminars taken elsewhere.

- **Second-Year Review**

The purpose of the second-year review is to gauge whether a student is prepared to move forward to the Qualifying Exams taken in the fall semester of their third year. To demonstrate their readiness, students are asked to submit the following at the start of the spring semester of their second-year:

- a. Current C.V.
- b. One seminar paper they feel represents their best work (preferably the reading and writing seminar from the spring semester of their first year).
- c. A 500-word statement on their research interests, including their plans and ideas for a dissertation to the extent that they can articulate these at this stage in the program.
- d. A brief letter from the student's prospective dissertation advisor certifying that the student has made satisfactory progress and that the faculty member has agreed to direct the primary field of the Ph.D. qualifying exam.

- **Demonstration of Reading Competence in a Foreign Language**

Entering Ph.D. track students are encouraged to take a language examination as soon as possible and are expected to have met their language requirement before taking the qualifying exams in the fall of their third year. Students may retake a language examination until receiving a passing grade. Foreign language competence will be demonstrated by successfully translating two passages of 600-1000 words each in a foreign language chosen by the student during a scheduled two-hour exam, normally held in the history department conference room. Students are encouraged to take any courses or instruction that may be helpful in preparation for the exam. Language exams that are administered by faculty of a history department and passed at another institution at the graduate level within the preceding five years may satisfy this requirement as well. In some cases, the Graduate Studies Committee will review petitions from students to accept graduate level foreign language courses as fulfillment of the requirement if the student received a grade of B or better.

- **Passage of the Qualifying Exams**

Please see Appendix A for full details on the exam process.

- **Successful Completion of a Dissertation or Hybrid Dissertation Project**

The dissertation or hybrid dissertation project must make a significant contribution to historical knowledge, uphold professional standards of research and interpretation, and be presented in clear, well-organized English prose.

Whether a student undertakes a traditional dissertation or a hybrid dissertation project,

completion of this work is the result of a multi-stage process. The steps for executing a dissertation are detailed below. The requirements for a hybrid dissertation project are detailed in Appendix C. Students interested in a hybrid dissertation project should contact the Director of Graduate Studies for more information.

a. The Prospectus

The dissertation or hybrid dissertation project is written under the guidance of a dissertation director and three other faculty members who together constitute the student's dissertation committee. Composition of this committee must be approved by the Graduate Studies Committee. The director of the dissertation must be a full-time faculty member at the University of Delaware with at least a 25% appointment in the history department. At least one faculty member on the dissertation committee must come from outside the department. The outside committee member may be added later in the dissertation process.

During the spring of their third year, students who have passed their qualifying exams must submit a written dissertation prospectus to their dissertation director and two other members of the student's dissertation committee. At a minimum, the prospectus should include:

- a cogent statement of the dissertation's topic, importance, and contribution
- a review of the major historiographical conversations with which it engages (an investigation ideally launched during preparation for the Primary Field)
- a provisional chapter outline
- identification of primary source material (and information about the accessibility of those sources) for each proposed chapter

The student will then convene a prospectus defense, administered by the dissertation director, at which the student, director, and two committee members discuss the proposed work.

Students are permitted to teach no more than one course for the History Department (as an adjunct) in the period between passing their qualifying exams and passing their prospectus defense.

In order to be eligible for summer funding, the prospectus should be defended before Spring Break of the student's third year.

b. Presentation of Dissertation-Based Research Paper – the DIPSOP (Dissertations in Progress, Series of Occasional Papers)

Within one year of passing their qualifying exams, each student will present a research paper, based on their dissertation, to a departmental assembly of graduate students and faculty members. The student will invite two commentators from the department, one a graduate student and one a faculty member, to lead a discussion and provide feedback on the paper. The faculty

commentator should not be the student's advisor but may be a member of the student's dissertation committee.

Students who undertake hybrid dissertation projects will give an equivalent presentation to the traditional DIPSOP.

c. Completion of a Ph.D. Dissertation:

Finally, the candidate must defend the dissertation or hybrid project before the full dissertation committee (including the "outside" reader) in a forum that is open to the university as a whole. This 90-120 minute oral defense, which is chaired by the dissertation director, is concerned with the content, methodology, and significance of the dissertation.

- **Time to Completion**

It is understood that writing a Ph.D. dissertation is a painstaking process and that the time needed to complete this process will vary from student to student. The program is designed for students to complete the degree in five years. It is understood, however, that some students may take six or seven years or longer. Students not finishing their degree requirements by the end of the fifth year must submit a progress report and plan for completion to the Director of Graduate Studies by **April 15** of their fifth year and annually thereafter as long as they are in the program. Students who do not file a report and plan will not be eligible for any department or university funding, including teaching assignments. The progress report should explain what work has been accomplished in the previous year.

The plan to completion should include a clear timeline. The official university time limit for receiving the Ph.D. is seven years from the first date of matriculation in the graduate program at the University of Delaware. Students who exceed that limit must also petition the Graduate Studies Committee for an extension each year and, if their petition is approved, the Graduate College. Students who petition the Graduate College without the prior approval of the Graduate Studies Committee will have their petitions invalidated.

Please note: extensions are not automatic. Students who request extensions must present evidence of drafting at least one full chapter in the previous year. Students without such evidence must provide a written explanation of their progress and plans to finish and meet with the Director of Graduate Studies to discuss options for proceeding.

ADVISEMENT PLAN

1. The Director of Graduate Studies will assign each incoming student a temporary faculty advisor in September. Temporary advisors will be drawn primarily from the members of the Graduate Studies Committee for that year.
2. First year students may, at any time, replace their temporary faculty advisor with a permanent faculty advisor. Both the Director of Graduate Studies and the Academic Program Coordinator of the graduate program should be notified immediately of any such changes.
3. Students are required to choose a permanent faculty advisor during their first year. After securing the agreement of a faculty member to serve as their permanent advisor, students must notify the temporary advisor, the Director of Graduate Studies, and the Academic Program Coordinator of their choice no later than April of that year.
4. Faculty advisors, both temporary and permanent, are required to meet with each of their advisees at least twice a year. It is the advisors' responsibility to assist in planning individual class schedules, to ensure that course selections will fulfill degree requirements, and to ensure that doctoral students are making adequate preparation for primary and secondary field qualifying examinations and the dissertation.
5. Permanent faculty advisors are required to review the files of their Ph.D. advisees who have completed their third semester of course work and to present a written report to the Graduate Studies Committee on the progress and performance of each of those students. Reports should be submitted to the Academic Program Coordinator of the graduate program by the beginning of the winter term in January.
6. The Director of Graduate Studies will review the portfolio and academic record of each Ph.D. student after they have completed three full semesters (or 21 credits) of graduate study. On the basis of this review, the Director of Graduate Studies will inform the student whether they are making satisfactory progress. If either a permanent faculty advisor or the Director of Graduate Studies should find cause for concern about the performance of any students who have completed three semesters of coursework, the Graduate Studies Committee will meet to review the files of those students. The permanent faculty advisors of the students in question will be requested to attend that meeting.
7. In early spring, the Director of Graduate Studies will also send a notice to all second year Ph.D. students to remind them that they are required to sit for qualifying exams the following fall. The Director of Graduate Studies will remind students that they must fulfill the language requirement prior to taking the qualifying exams.

FINANCIAL AID

The Department awards teaching assistantships, graduate assistantships, fellowships, and tuition scholarships on a competitive basis. The fellowships and assistantships include tuition remission for the fall and spring semester plus a living expense stipend. Teaching assistantships normally require students to work up to 20 hours per week, leading discussion sections and grading in a lower-level survey course or grading for a large, non-sectioned lecture course. Graduate assistantships are also required to work up to 20 hours a week at their assigned tasks. Graduate fellows do not usually perform any additional duties aside from their academic studies. **Financial awards can be withdrawn if students fail to progress satisfactorily in the program.**

It is Department policy that during fall and spring semesters teaching and graduate assistants may not work more than the twenty hours a week and graduate fellows may not be employed. Graduate students who have passed their qualifying exams may teach during summer and winter sessions if such opportunities arise. Tuition scholars have no employment restrictions. A petition may be made to the Graduate Studies Committee for an exception to these policies.

Matriculating students in the Ph.D. program will receive up to 5 years of funding. Renewal of funding normally occurs on a year-by-year basis, and it is based on taking 15 hours of coursework each year in the first two funded years timely completion of degree requirements, a satisfactory third-semester review, successful completion of the language and qualifying exams, defense of the dissertation prospectus by **October 15** of the student's fourth academic year, and a supporting letter from the student's faculty advisor by **February 15** of the student's fourth academic year confirming that adequate progress is being made toward the dissertation or hybrid dissertation project. All Ph.D. students are expected to make significant progress on their dissertation research and writing during their fifth year. Renewal of funding is also contingent on the History Department's ability to provide funding at this level.

Students matriculating in the M.A. program may receive up to 2 years of funding. Students who transfer into the Ph.D. program with a previously awarded M.A. from our history program, or who pursue a Ph.D. in our department with one or more history courses accepted from another institution toward the completion of our 30 required hours, normally receive up to a total of five years of funding from all graduate degree-granting programs the student has attended that count toward the Ph.D. at the University of Delaware.

Graduate students who have a grade of "Incomplete" outstanding for more than one course will not be considered for renewal of financial aid. The Graduate Studies Committee may, however, consider petitions for dispensation from this regulation.

ADMINISTRATION AND INQUIRIES

The graduate program is administered for the Department of History by its Graduate Studies Committee. This committee consists of faculty members appointed by the Department and two student members elected by the graduate students in history.

For more information about the University of Delaware Department of History graduate programs please visit our website at <http://www.history.udel.edu/> or **write to the Director of Graduate Studies, Department of History, 236 Munroe Hall, University of Delaware, Newark, DE 19716 or email History@udel.edu.**

SUMMARY OF PROGRAM REQUIREMENTS

M.A.

30 graduate credits - 21 of which must be history credits

First Semester Seminar 1()

Reading Seminars 1() 2() 3() 4()

Research Seminars 1() 2() or Thesis () plus 1()

Ph.D.

30 graduate credits - 24 of which must be history credits

First Semester Seminar 1()

Reading Seminars 1() 2() 3() 4() 5()

Research Seminars 1() 2()

Foreign language exam: Departmental () Additional ()

Post-Second year Review ()

Written and oral exams passed ()

Dissertation committee formed ()

Prospectus defense ()

Presentation of dissertation-based research paper

(DIPSOP) (or equivalent for hybrid dissertation project) ()

Dissertation (or hybrid dissertation project) completed ()

Dissertation (or hybrid dissertation project) defended ()

APPENDIX A

QUALIFYING EXAMINATIONS FOR PH.D. STUDENTS

STATEMENT OF PURPOSE

Doctoral education in history aims at training scholars who perform at the highest level, historians whose dissertations contribute significantly to our understanding of the past and whose skills as teachers and public historians engage their audiences. To serve that end, qualifying examinations test four kinds of knowledge: historical content, historiography, method, and theory. Their purpose is to assess each student's understanding of three fields, framed in conjunction with faculty.

Qualifying examinations give students the opportunity to demonstrate that they have acquired essential intellectual skills from course work, that they are prepared to begin their dissertations, and that they can meet professional standards. By immersing themselves in exam preparation, students develop expertise and confidence that help them write dissertations and sustain their future careers.

PREPARATION

Preparation for qualifying exams begins when students enter the program; all coursework and additional reading provides the groundwork for successful exams. They may supplement regular courses by auditing undergraduate history courses and by taking graduate courses offered in other departments for credit. (Courses from other departments cannot be counted toward the requirement of five reading courses. Students may petition the GSC to make an exception to that rule.) Students should also enhance their knowledge through teaching assistantships at the survey level.

Full-time students admitted to the Ph.D. program must take qualifying exams during the fall of their third year. To be eligible, they must resolve incompletes and complete the foreign language exam by **September 1**.

In their second year, students will form their examining committees. It is their responsibility to consult with their advisors during the third semester of coursework and to ask three professors to direct individual fields and serve as an examining committee. At least two committee members will be History Department faculty. A faculty person from History or another department at the University of Delaware may supervise the third field. The student's advisor will normally serve as coordinator of the exam committee. If the advisor is not part of the examining committee, a coordinator will be chosen by their committee members.

Each student will have a Primary field and two Secondary fields. Lists for the Primary field will comprise approximately 60-80 books or their equivalent in articles, from the student's principal area of research. Working in close collaboration with the faculty member, the student will develop a list that prepares them to answer broadly historiographical questions about the field *and* to write a prospectus for a dissertation that will, ultimately, contribute to that field. Lists for Secondary fields will comprise approximately 30-40 books or their equivalent in articles. One secondary field will cover a topic, theme, or period of history related to but distinct from the primary field. The other secondary field will be geographically comparative to the other two fields and/or will be from another discipline (such as Art History or English). These fields provide broad coverage of a topic, may prepare a student to teach courses, and may also contribute to the student's preparation for the dissertation prospectus.

Students will submit their proposed fields, and identify the faculty members who have agreed to supervise each field, to the Graduate Program Academic Program Coordinator no later than **April 15** of their second year (4th semester). The Graduate Studies Committee will meet to review the proposed fields. In particular, the GSC will determine if the fields demonstrate a reasonable breadth of coverage, topically and chronologically. In other words, the GSC will likely not approve three fields that all cover 1918-1939, nor will it approve three fields that are all focused on the American West. Rather, the GSC will encourage breadth whenever possible.

Examples

Primary Field: American Capitalism, 1812-1973
Secondary Field A: American Religion in the 20th Century
Secondary Field B: European Modernisms

Primary Field: American Slavery
Secondary Field A: African American History, 1865-1945
Secondary Field B: Literature of the African Diaspora

Primary Field: 19th Century American Material Culture
Secondary Field A: American Consumer Culture, 1870-1970
Secondary Field B: Art History in the Age of Empire

Primary Field: Comparative Imperialisms
Secondary Field A: Europe, 1919-1939
Secondary Field B: North Africa in the 19th century *or* The United States, 1919-1939

Once students have prepared lists, members of the examination committee will help them prepare in each field. The examining committee as a whole shall ensure that the

student's three fields are sufficiently broad, diverse, and distinct. The entire examining committee will also approve all questions for the written exam.

FORMAT, EVALUATION, AND APPEALS

Doctoral qualifying examinations consist of a take-home written examination followed by an oral examination.

Written Examination: Guidelines

The written exam process will begin during the last week of September and consist of two, week-long take-home exams. During Week 1 of the exam process, students will write two essays in response to questions about the Primary field. During Week 2, students will write two essays, one for each of the two Secondary fields. At least one week before the exam process begins, faculty directing a Primary field will submit three to five questions (plus one question that the Graduate Program Academic Program Coordinator will hold "in reserve" in the event of a retake), and faculty directing a Secondary field will submit two to four questions (plus one question that the Graduate Program Academic Program Coordinator will hold "in reserve" in the event of a retake). The Graduate Program Academic Program Coordinator will send students the relevant set(s) of questions by 9:00 AM on the Monday of the exam week, and students will have until 5:00 PM Friday of that week to submit their two essays. Each essay will consist of no more than 3,000 words (excluding citations) and should not be substantially shorter. Students must submit exams electronically to their entire committee, as well as to the Graduate Program Academic Program Coordinator. *Students who need special accommodations may petition the GSC for additional time.*

Examinees may use books, articles, and other resources in writing their essays. Throughout the examination process, they may seek clarification of the questions from the examiners but may not otherwise discuss their essays with anyone. Examinees are responsible for doing their own work in accordance with the code of academic conduct set forth by the University's Office of Student Conduct.

Written Examination: Evaluation

Individual examiners will determine whether the student has demonstrated proficiency in the field. A passing exam should demonstrate competence in history, historiography, and critical historical thinking. Each essay must include a thesis and a cogent analytical framework.

Members of the exam committee will evaluate the essays in the fields they are directing and assign a grade: high pass, pass, or fail. Each committee member will also read all of the other essays the student has written for their other two fields. Committee members will meet to discuss the written exam unless they agree unanimously that no meeting is necessary.

Any student who fails two or more essays will not advance in the program. A student who receives a failing grade on one essay will be allowed to retake that portion of the written exam during the following week. They will be given an alternate essay question.

Once a student has passed all four essays (but not later than the end of October), they will advance to the oral exam.

Oral Examination: Guidelines

The examining committee will administer a two-hour oral examination within two weeks of the written exam (by early November at the latest). The oral exam is both a test of the student's knowledge and of their ability to think quickly and express ideas coherently. Examinees may be asked to discuss their answers on the written exam, questions posed on the written exam that they did not choose to answer, topics or questions from any of their fields or reading lists, and their dissertation plans.

Oral Examination: Evaluation

Once a student passes the oral examination by unanimous agreement of the committee members, the examining committee will each submit written comments evaluating the student's essays. The evaluation comments should be sent to the committee chair, the Director of Graduate Studies, and the Graduate Program Academic Program Coordinator within one week of the oral exam's conclusion. The Graduate Program Academic Program Coordinator will send copies of all comments to the student.

After the oral exams are completed, the GSC will hold a "scrutiny meeting" to determine if the student is qualified to advance to candidacy based on their overall performance in the program and prospect for future success. The Graduate Program Academic Program Coordinator will submit the appropriate paperwork to the Graduate College for advancement to candidacy after the GSC has held its scrutiny meeting. Once their paperwork is approved the student will then be registered in Doctoral Sustaining until graduation.

If a student fails the oral exam, they may retake it within two weeks, but not later than **December 15**.

Appeals

If a student wishes to contest the examining committee's judgment, or if a committee member disagrees with the judgment of the rest of the committee, or if the committee as a whole cannot agree about the outcome of an exam, the student may submit a statement of grounds for an appeal to the Graduate Studies Committee. All GSC members will read the exam, the committee members' comments, and the appellant's statement. If a majority of the GSC disagrees with the

judgment of the examining committee it will constitute a new examining committee, which may or may not include members of the existing examination committee. The student will retake all disputed portions of the exam.

APPENDIX B

GUIDELINES FOR M.A. THESES

Masters' students who wish to pursue the thesis option should meet with potential advisors no later than the end of the spring semester of the student's first year to discuss their intention and the topic they have in mind. The student should produce a written proposal, a preliminary bibliography, and a draft outline by the end of the first semester of their second year.

An appropriate length for the thesis may be determined through consultation between the student and the advisor. Typically, the thesis will be in the range of 40-60 pages, not including title pages, illustrations, notes, and bibliography. This page range may vary in the case of theses that have a substantial digital component.

The thesis will be assessed by the student's advisor and one other faculty member. The second reader may come from outside the Department of History. If the student cannot locate a second faculty member to serve in this role, the Director of Graduate Studies shall be the second reader. The student will defend the thesis in an oral examination held before the end of the student's final semester in the program. After the oral exam, the advisor and second reader will determine the appropriate letter grade.

APPENDIX C

HYBRID DISSERTATION PROJECTS

PURPOSE

As with a traditional dissertation, a hybrid project “must make a significant contribution to historical knowledge, uphold professional standards of research and interpretation, and be presented in clear, well-organized English prose” (as stated in the Graduate Program Guidelines). Its purpose is to explore ways that these criteria may be met outside a monographic written work.

Students interested in pursuing a hybrid project should bear their long-term professional ambitions in mind. A hybrid project will not culminate in the “first draft of a book” needed to get tenure in a conventional tenure-track academic job as a traditional dissertation would. This is not intended to discourage students from pursuing a hybrid project—and many students have no intention of pursuing a job in academia—but they should consider the ramifications of undertaking one kind of project versus another.

THE PUBLIC HUMANITIES PhD TRACK

Students interested in pursuing a hybrid dissertation project will need to follow a special track within the history program. They are encouraged to begin exploring the practical feasibility of their project as early in the program as possible in conversation with history faculty, members of the library staff, and anyone else whose guidance would be pertinent. Students should also include a statement of intent in their Second-Year Review.

In order to execute a hybrid dissertation project, students will need technical skills as well as academic training. Students should begin developing such skills in the first two years. In some cases, this will require specific coursework. In others, it may require training outside of UD. Students should also plan to have one of the fields of their third-year qualifying exams dedicated to developing and demonstrating the needed skills for the project. For example, a student interested in a hybrid dissertation project centered on a website should build a smaller website for/during their exams.

THE PROJECT ITSELF

Students wishing to do a hybrid dissertation project will be required to submit both written and non-textual work. The written work shall be a 30 to 50-page explanation of the project’s topic, argument, methodology, historiography, scholarly contribution, and rationale for the alternative format.

Alternative formats may fall in one of these categories:

- Digital (e.g., website, digital map, or other online content)
- Multimedia (e.g., film, video, sound)
- Curatorial (e.g., exhibition, exhibition proposal, interpretive material)

The prospectus for a hybrid project must explicitly identify and demonstrate available resources for projects involving specialized technologies or materials, including:

- Training in and institutional support for digital technologies
- Technical equipment
- Plans for archiving digital scholarship and ensuring long-term sustainability on computer servers
- Materials or tools required to implement projects
- A plan, developed in collaboration with the digital publications staff of the UD Libraries, for long-term preservation of the final product. For example, if the hybrid project is a website, the plan should specify issues such as where the website will be hosted, how long it will be maintained and updated and by whom, and how to preserve the underlying data/content.

The prospectus shall also demonstrate requisite support, including:

- A primary advisor (as per the Graduate Program's guidelines)
- At least one secondary advisor with expertise in the project's technical, material, and/or creative content. Such individuals may serve in an informal capacity, offering guidance to students as needs arise; or they may serve in an official capacity, in which case they must hold a graduate degree equal to or higher than the program's MA degree and would serve as a co- or secondary approver of the completed thesis.

Prospectuses shall also include clear and practical timelines for the development and completion of each part of the hybrid project (written portion and additional component).

Prospectuses for hybrid projects shall be reviewed by both the student's dissertation committee and the Graduate Studies Committee.

The subcommittee of the GSC will conduct an annual assessment of alternative format theses completed during the corresponding academic year.

Note that these guidelines cannot guarantee that an alternative thesis proposal will prove acceptable; committees may reject a proposal or seek modifications in a research design. In the event of disagreement, a student may petition the Executive Committee for a decision.

Students who write *conventional* dissertations are expected to present a DIPSOP paper (Dissertations in Progress, Series of Occasional Papers) within one year of completion of their qualifying exams. Students working on *hybrid* dissertation projects must give an equivalent presentation of their work, as determined by their advisor.

Upon completion, the written portion of the project will be submitted to the University of Delaware Graduate College website. If the project includes a material or digital product, then the written component should include or attach additional material in commonly accessible formats (e.g., embedded links to digital websites or a pdf file of exhibition text).

APPENDIX D

Required Coursework:

HIST 600 - Approaches to History

Reading Seminars:

AFRA 621 - Black Women and the Black Freedom Struggle
AFRA 628 - Modern African American History
AFRA 634 - Interventions in Black Gender History
AFRA 643 - Africa Under Colonial Rule
AFRA 662 - Maroons and Marronage in the Atlantic World
ANTH 663 - Archeology, Engagement, Heritage
EAMC 606 - Issues in American Material Culture
ENGL 610 - Introduction to Theories of Material Culture Studies
ENGL 674 - Studies in Print and Material Culture
HIST 602 - European Historiography
HIST 603 - Historiography of Technology
HIST 605 - Historiography of Material Culture
HIST 611 - Seminar in American History
HIST 617 - Seminar in Gender and Women's History
HIST 622 - The Atlantic World
HIST 623 - The Revolutionary Atlantic
HIST 627 - Antebellum America
HIST 633 - The United States in the Twentieth Century
HIST 646 - Creating European Modernity
HIST 648 - On the Run: Slavery and Fugitivity in Delaware
HIST 649 - Disability Histories
HIST 650 - Problems in Cultural History
HIST 651 - Methods in the History of Science, Technology and Medicine
HIST 660 - Race & Inequality in Delaware
HIST 671 - Studies in Medieval History
HIST 680 - Studies in World History
HIST 692 - Planning a Course of Instruction
HIST 693 - Seminar: Problems in Teaching History and Social Science
UAPP 629 - Historic Preservation Theory and Practice
UAPP 631 - Documentation of Historic Structures
UAPP 636 - Research Topics in Historic Preservation
UAPP 654 - Architecture of Everyday Life

Research and Writing Seminars:

HIST 803 - Research and Writing Seminar: America to 1860
HIST 805 - Research and Writing Seminar: America 1860-Present
HIST 807 - History beyond Borders
HIST 869 - Master's Thesis