

Department of History

Graduate Student Handbook

2018-19

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REGULAR FACULTY IN HISTORY

John Broich (Ph.D. Stanford University)

Associate Professor

Environmental History of Modern Britain and its Empire; Early Modern England; Early Modern British Isles; Global Environmental History

Daniel A. Cohen (Ph.D. Brandeis University)

Associate Professor

Early American History; Early American Religion; Crime and Violence; Gender and Sexuality; Popular Print and Manuscript Culture; History of Childhood and Youth

Ananya Dasgupta, (Ph.D. University of Pennsylvania)

Assistant Professor

Modern South Asian History

John Flores (Ph.D. University of Illinois at Chicago)

Associate Professor

Mexican American History; Immigration; Labor

Jay H. Geller (Ph.D. Yale University)

Samuel Rosenthal Professor of Judaic Studies and Associate Professor of History
History of Modern Europe; German History and Jewish History

John Grabowski (Ph.D. Case Western Reserve University)

Krieger-Mueller Associate Professor in Applied History

(Director of Research, Western Reserve Historical Society)

American Immigration History; the Progressive Era; Archives and Manuscripts; Local History

Kenneth F. Ledford (Ph.D. Johns Hopkins University)

Associate Professor & Chair

Modern German History; European History; International Relations; Legal History

Miriam Levin (Ph.D. University of Massachusetts) (on leave Fall 2018)

Henry Eldridge Bourne Professor of History

History of European Technology; Modern French Cultural and Intellectual History

Aviva Rothman (Ph.D. Princeton University)

Assistant Professor

History of Science; History of Early Modern Europe; Cultural/Intellectual History

Jonathan Sadowsky (Ph.D. Johns Hopkins University)

Theodore J. Castele Professor in Medical History

African History; History of Medicine; Method and Theory

Renée Sentilles (Ph.D. College of William & Mary)
Associate Professor
Women's History; American History; American Studies

Peter Shulman (Ph.D. Massachusetts Institute of Technology)
Associate Professor
History of American Technology; Environmental History; US Foreign Relations

Theodore Steinberg (Ph.D. Brandeis University)
Adeline Barry Davee Distinguished Professor of History and Professor of Law
Environmental History; Social History of Law; 19th- 20th-Century American History

Gillian Weiss (Ph.D. Stanford University) (on leave 2018-19)
Associate Professor
Early Modern France; Early Modern Europe, Mediterranean, Comparative Slavery

REGULAR FACULTY IN FULL TIME ADMINISTRATIVE POSITIONS

Ben Vinson, III (Ph.D. Columbia University)
Hiram C. Hayden Professor of History
Colonial Mexico; Latin America; African diaspora

EMERITUS FACULTY

David Hammack (Ph.D. Columbia University)
Hiram C. Hayden Professor Emeritus of History
U.S. History; Urban and Economic History; History of Social Policy;
Nonprofit Organizations

Alan Rocke (Ph.D. University of Wisconsin-Madison)
Distinguished University Professor & Professor Emeritus of History
History of Science; Science, Technology, and Society

VISITING FACULTY IN HISTORY

Einav Rabinovitch-Fox (Ph.D. New York University)
Visiting Assistant Professor
Women's and Gender History; History of Fashion; Public History

Maddalena Rumor (Ph.D. Freie Universität, Berlin)
Visiting Assistant Professor
Social and Intellectual History of Medicine and Pharmacology in Antiquity

OTHER HISTORY FACULTY

James Bonk (Ph.D. Princeton University)

Visiting Assistant Professor
Chinese History

Vicki Daniel (Ph.D. University of Wisconsin, Madison)
SAGES Lecturer
History of Science

James Edmonson (Ph.D. University of Delaware)
Adjunct Associate Professor & Director, Dittrick Medical History Center
History of Medicine and History of Technology

Bernard Jim (Ph.D. Case Western Reserve University)
SAGES Fellow
History of Technology; Urban History

Elise Hagesfeld (Ph.D. Case Western Reserve University)
Part time Lecturer
History of the Nonprofit Sector

Anne McGinness (Ph.D. University of Notre Dame)
Part time Lecturer
Latin American History

Andrea Milne (Ph.D. University of California, Irvine)
SAGES Lecturer
History of Medicine

Patricia Princehouse (Ph.D. Harvard University)
Director, Program in Evolutionary Biology; Outreach Director, Institute for the Science of Origins
History & Philosophy of Science; History of Ideas; Cultural Studies; Evolutionary Biology

Luke Reader (Ph.D. University of California, Irvine)
SAGES Fellow
British History

Rachel Sternberg (Ph.D. Bryn Mawr College)
Associate Professor of Classics, and secondary appointment in History
Greek History; Classical Tradition; History of Emotion; Human Rights

Elizabeth Todd (Ph.D. Ohio State University)
Lecturer
Medieval World History; History of Reformation Europe

HISTORY DEPARTMENT ADMINISTRATORS, ADVISORS, AND STAFF

Department Chair

Kenneth Ledford, Room 209
kenneth.ledford@case.edu / 216-368-4144

Director of Undergraduate Studies

Peter Shulman, Room 304
peter.shulman@case.edu / 216-368-2261

Director of Graduate Studies

Daniel A. Cohen, Room 202
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Department Assistant

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GENERAL PROCEDURES AND INFORMATION

Note: This document supersedes all previous editions of the History Department's Graduate Student Handbook. However, it does not and cannot displace the general rules and regulations of the School of Graduate Studies published in the CWRU General Bulletin. Please read these regulations carefully; it is the responsibility of each student to become familiar with the rules and regulations both of the School and of the Department of History. Students should occasionally check their record in the SIS system to ensure that it accurately reflects their progress towards a degree. Because graduation deadlines change each semester, students should also verify dates relevant to their graduation.

Selecting an Advisor

New graduate students receive their initial advising from the Director of Graduate Studies but should, before the end of their first academic year in the program, find from among the regular full-time faculty of the Department of History an advisor for the M.A. thesis (for M.A. students), or a research advisor for the qualifying examinations and the Ph.D. dissertation. Although the Director of Graduate Studies will assist each student in identifying an appropriate advisor, it is the student's responsibility to secure the faculty member's agreement to so serve. The advisor must approve both the overall Planned Program of Study (see below) and the specific courses to be taken each semester. Each student should meet with his or her advisor *at least* three times over the course of every academic year (once near the beginning of the AY; once shortly before or after the winter break; and once near the end of the AY) to ensure that the student's work is on track and in line with graduation requirements; the advisor and the student are mutually responsible for scheduling such meetings. In the event that either party is out of town during the relevant periods, the consultations should be held by phone or Skype. (For further details, see "Examinations and Theses," below.)

Setting up the Program of Study

Each student must work with an advisor to design, and as necessary to update, a formal "Planned Program of Study" (PPOS) that will enable the student to complete all Departmental and University requirements in order to receive the degree. **The PPOS, listing all coursework, theses, dissertations, seminars, etc., required to complete the student's degree program, must be submitted to and approved by the School of Graduate Studies no later than the end of the second semester of graduate study.**

The student must submit the PPOS electronically into the Student Information System (SIS). Instructions for creating and submitting the PPOS can be found on the registrar's website at www.case.edu/registrar/sisguides.html. If there is some uncertainty about exactly which courses will be taken in subsequent years, the program should be designed as completely as possible, specifying the total number of credit hours required for the degree. When details become known, or change, the student must resubmit the updated PPOS for approval. Once the student has posted a plan of study or revision in the student information system, the student's advisor will be notified and will approve or

deny the proposed plan. Final approval will then come from the School of Graduate Studies, which has responsibility for enforcing the University's general rules.

Examinations and Theses

The **master's thesis committee**, consisting of an advisor and two other History Department faculty members, is created by the degree candidate and his/her advisor. It is the student's responsibility to ask faculty members to join the committee. The student must prepare a thesis prospectus in close consultation with his/her advisor and present it to the thesis committee for his/her review at a formal meeting. Thereafter, the student should continue to work closely with the advisor in researching and writing the thesis. Once the student and the advisor agree that a thesis is ready for defense, the student should contact each committee member to find an appropriate day and time. (Mather House Room 100 or Room 203 can be reserved through one of the Department Assistants, who can also help find a room through Room Control.) **Students must also apply well in advance for graduation by completing the Apply for Graduation process in the Student Information System (SIS) by the required deadline.** The thesis defense may result in approval of the thesis as it stands, in a request that the student make specific changes subject to the approval of the advisor (and, sometimes, of one or both of the other members of the committee), or in a request that the student revise the thesis and present it for a second full defense. **Once the thesis is approved, the student should fill out (and secure all required signatures for) the Certification for Master's Form, the Student Status Form, and all other forms included in the Master's Graduation Packet that may be required in conjunction with earning an M.A. degree; these should be submitted to one of the Department Assistants.**

Students pursuing the Ph.D. should think carefully about choosing a **dissertation research advisor**, who must be a regular tenured or tenure-track faculty member of the History Department. It is usually wise to talk to a number of faculty members in order to match interests and styles as well as possible; there must be mutual agreement between student and faculty member. Once a this decision has been made, the student should inform one of the Department Assistants, who will notify the School of Graduate Studies (who, in turn, will enter the information into the SIS system).

Ph.D. students should select courses, in consultation with their research advisors, that will advance their knowledge of the fields in which they wish to teach and do research, and that will help them prepare for the Ph.D. qualifying examinations. As soon as possible after selecting a research advisor, a student should confer with that advisor regarding the selection of **faculty examiners** (see the appropriate program description for further details on forming this committee). The student should contact each member for agreement to serve on the committee. For a detailed description of the qualifying examinations, which include both written and oral components, see pp. 17-20, below. **Once the student has successfully completed the Ph.D. qualifying examinations, he or she should be sure to complete and obtain all required signatures for the Advancement to Candidacy form and give it to one of the Department Assistants (who will notify SGS). This step constitutes "advancement to candidacy," and the student is thenceforth classified as a Ph.D. candidate.** About the time of advancement to candidacy, the student should

begin enrolling in HSTY 701, Dissertation Research, normally from one to three credits per semester. A minimum of eighteen credits of 701 is required.

The Dissertation.

Ph.D. students should begin to think about potential dissertation topics as soon as they start coursework. Once a student has passed the qualifying examinations, he or she should work with his or her dissertation/research advisor to identify the other members of the **dissertation committee**: two other History Department faculty and one faculty member from another CWRU department. The student must secure the agreement of each faculty member to serve on the dissertation committee. Each student should work closely with the dissertation advisor in designing, researching, and writing the dissertation and should also consult periodically with the other members of the dissertation committee. **Students must prepare a dissertation prospectus and have the dissertation committee review the prospectus at a formal meeting within approximately two to three months of the qualifying examination.** The prospectus can then serve as the basis of applications for fellowships and travel funds to support work on the dissertation.

Once the student and the advisor agree that a dissertation is ready for defense, the student should contact each committee member to find an appropriate day and time. (Mather House Room 100 or Room 203 can be reserved through the Department Assistants, who can also help find a room through Room Control.) **At this point the student must contact the School of Graduate Studies to ascertain the formal requirements for scheduling a dissertation defense (which is open to the University community and hence must be publicized in accordance with rules established by the SGS) and completing the degree.** The dissertation defense may result in approval of the dissertation as it stands, in a request that the student make specific changes subject to the approval of the advisor (and, sometimes, of one or more of the other members of the committee), or in a request that the student revise the dissertation and present it for a second full defense. **Once the defense has been passed, the student should be sure to complete the Final Certification form and any other required paperwork, secure all required signatures, and submit them to one of the Department Assistants (and afterward to SGS).**

Throughout the degree program the student will need to set up various meetings with the advisor and committee members. Students are responsible for setting up their own meetings. **Students are also responsible for knowing the deadlines and other requirements of the School of Graduate Studies and for meeting the school's requirements.**

The CWRU Department of History cannot guarantee tuition support for any graduate student after the School of Graduate Studies' limit of five years from "Advancement to Candidacy." At that point, each student must apply for an extension from the SGS; the extension must be renewed annually. Also at that point, each student may apply for additional tuition support, on an annual basis, to the Graduate Council, with a letter from the advisor that addresses the student's progress and prospects.

Electronic Theses and Dissertations (ETD's)

All Ph.D. and Master's Plan students are required to submit dissertations or theses electronically to the School of Graduate Studies through OhioLink. Paper submissions are no longer required or accepted by Graduate Studies. Complete instructions can be found in the Graduation Packet.

Graduation Packets

After fulfilling the above degree requirements the student will need to download a graduation packet from the Graduate Studies website (found via the links for "Current Students"/"Graduation"). The information in this packet is indispensable – covering all aspects of the graduation process. In order for the History Department to help the student through graduation, he or she should keep the departmental office fully and promptly informed of developments throughout the entire process. Most deadlines are set by the academic calendar; however, **students are required to submit the Notification for Scheduling the Final Oral Exam Form three weeks prior to the scheduled defense date.** By signing this form, the adviser is indicating that the work is ready to defend. **The defense must be published in the University Calendar and be open to the campus community.**

Deadlines

The calendar issued by the School of Graduate Studies for the current semester can be found via the links for "Current Students"/"Calendars"/"Important Dates and Deadlines." This calendar will list several of the deadlines one is expected to meet as graduation nears.

Grades

The School of Graduate Studies requires certain minimum quality-point averages (or grade-point averages) to maintain "good standing" in CWRU graduate programs and to earn degrees. What follows is only a partial listing of Graduate School regulations; **all graduate students are responsible for carefully reading the entire Graduate School handbook**

<http://gradstudies.case.edu/downloads/GradStudentHandbook.pdf>:

- Students whose quality point averages fall below minimum standards (3.00 for doctoral students; 2.75 for master's) will automatically be placed on probation until the minimum standards are achieved.
- A student will be subject to separation from the University for . . . (1) Failure to achieve a quality-point average of 2.50 or higher at the completion of 12 semester hours or 2 semesters of graduate study. (2) Failure to achieve a

quality-point average of 2.75 or higher at the completion of 21 semester hours or 4 semesters of graduate study.

- Unless otherwise stated by the department, a minimum cumulative quality-point average of 2.75 is required for the award of the master's degree and a minimum cumulative quality-point average of 3.00 is required for award of the doctoral degree.

The History Department views a “B” as the minimal acceptable course grade for its graduate students, regardless of track or degree program.

Incompletes

By University policy, incompletes are to be requested or granted only in highly unusual situations, in which only a small portion of course requirements still need to be satisfied and catastrophic circumstances interfere with completion. Any courses still listed by the registrar on a student's transcript as incomplete will disallow either advancement to Ph.D. candidacy, or graduation with M.A. or Ph.D.

Institutional Review Board Approval

The majority of historians do research that does not require review and approval by an institutional review board. There are exceptions, though. Much research that involves living people, and particularly oral history research, will require approval from the CWRU Institutional Review Board, and that approval may require a plan for obtaining consent from the interviewees. Another example of research that will need to be cleared by the IRB is medical research that involves patient records. **If you have any uncertainty about whether your research requires IRB approval, you should consult with your advisor and with the Office of Research Administration. It is the student's responsibility to determine whether her or her research requires IRB approval.**

M.A. IN HISTORY: GENERAL REQUIREMENTS

Coursework

Candidates for the M.A. degree must complete a minimum of 30 credit hours of coursework in history or a related field (including HSTY 470 and 9 credits of HSTY 651), approved by the Director of Graduate Studies or the student's thesis advisor. No more than 3 of these credits can be taken in 300-level (advanced undergraduate) courses. HSTY 470: Historiography, Method, and Theory, a required course, is taken in the fall semester of the student's first year in the program. HSTY 476: Seminar in Comparative History and HSTY 479: Historical Research and Writing, two other required courses, are generally taken during the spring semester of the student's first year in the program. Candidates must also take 9 credits of HSTY 651 (M.A. thesis research). Students should consult with the Director of Graduate Studies or their own advisor in constructing the program of additional courses that will be most useful to them. Students who expect to continue through the Ph.D. can begin taking courses required for one of the specialized programs (SHP or STEM, see below) as soon as they begin work on the M.A. Students may not graduate with an incomplete on their transcript.

A student who is enrolled full time in the Master's degree program should plan to complete all work for the Master of Arts in History degree within four semesters.

The M.A. requires 30 hours of coursework; a full-time student should plan to take three courses (or 9 credit hours) during each of three consecutive semesters, usually Fall and Spring of the first year and Fall of the second year. Nine of the 30 required credit hours are in HSTY 651, supervised work on the M.A. thesis. Ideally, each student will begin that work during the spring semester of the first year, research and write the M.A. thesis during the fall of the second year, and complete the writing and defense of the M.A. thesis (while registering for 3 credit hours of HSTY 651) during the spring of the second year.

Time Limit for the M.A.

All requirements for the M.A. must be satisfied by full-time students within two years of initial matriculation, except under extraordinary circumstances.

The M.A. Thesis

The capstone of the master's program is completion of a thesis. This project requires students to define a problem appropriate for historical analysis, conduct research in both primary and secondary sources, and develop an interpretation based on his or her own research and that of other historians. The M.A. thesis should generally be 40-60 pages in length and should be conceived (in whole or part) as a potential article manuscript for a scholarly journal, which means that it should frame a historical problem or set of questions pertinent to the subject matter, address a body of relevant historiographical literature, and mount an original argument.

The thesis itself. Because the thesis provides the mechanism for students to "practice history," it is important that it meet certain basic standards of structure and style. At the simplest level, it should be well written. Historians pride themselves on their ability to write and consider full command of English to be essential; history is a persuasive art, and persuasion rests on language. The thesis should be well documented with properly formatted foot- or endnotes and have a complete bibliography of both primary and secondary sources, all within the 60-page maximum.

Choosing a topic. There are two key issues to keep in mind when choosing a thesis topic. First, make sure it is a topic you like. You will be devoting much time and energy to writing this thesis, and if you aren't interested in the topic the effort will be onerous. Second, be practical. Choose a topic that can be completed in a reasonable amount of time and that can be done locally, which might mean using sources borrowable on microfilm. For example, you might be interested in class formation in industrialized societies, but you don't have the time now to research and write a multi-volume opus. You do have the time and resources to study, for example, a Cleveland neighborhood in detail to see how ethnicity and class interacted and changed over half a century. The actual choice of your topic should be made in consultation with the thesis advisor. She or he will not define the topic for you but rather will help you to refine your ideas into something feasible. Also, always feel free to consult with other faculty. They will have ideas and suggestions that might be helpful to you. Your thesis committee will consist of your advisor and two other faculty members; talking with other faculty members will help you select that committee. As soon as possible after identifying a topic, you must prepare a thesis prospectus and present it to your committee for their review at a formal meeting. The thesis prospectus is similar to a dissertation prospectus (discussed at pp. 20-22, below) but on a smaller scale (perhaps 5-8 pp. in length).

The mechanics of writing, defending and submitting a thesis. **If the student plans to complete the M.A. in a given year, the thesis, with all the approvals and forms, must be completed within the timeline provided by the Graduate School. The student should plan to submit the completed thesis to all three members of the committee at least three weeks prior to the SGS deadline.** Three weeks usually allows adequate time for committee members to read the thesis, to conduct an oral defense of the thesis, and to allow the student time to make changes and corrections. If the student has had consistent contact with his or her advisor and other committee members, there should be no problem with that time frame. If committee members have not been kept advised of the student's progress, however, they may want changes that require more time. If the deadline is missed, the student's degree will be delayed by at least a semester.

THE DUAL DEGREE PROGRAM IN HISTORY AND LAW (M.A. / J.D.)

The Franklin Thomas Backus School of Law and the Department of History at Case Western Reserve University have adopted a joint J.D./M.A. program. Students must be admitted to both the School of Graduate Studies/Department of History and the School of Law; it is possible to complete both degrees in three and one-half academic years, or in three academic years and two summers of study.

Completion of the J.D. normally requires 88 hours; completion of the M.A. in history normally requires 30 hours. To acquire both a J.D. and an M.A. outside the joint program would necessitate a student completing a total of 118 hours. Under the program, the School of Law and the Department of History have agreed to double-credit up to nine hours of approved courses in either law or history. Therefore, a student needs to complete a total of 106 hours for the joint degrees.

The history M.A. portion of the joint program is constructed in accordance with the requirements of the Graduate School Plan B (M.A. without thesis). A student may, however, pursue Plan A and write a master's thesis. Two distinct groups of courses are required for fulfillment of the M.A.

1. Nine credit hours in courses given either by the School of Law, which are accepted as cognate credit by the Department of History; or 9 credit hours in courses given by the Department of History, which are accepted as cognate credit by the School of Law; or any combination to a maximum of 9 credits thereof.
2. Fifteen (15) credit hours in history courses, at the election of the student, ordinarily including HSTY 470: Historiography, Method, and Theory; HSTY 476: Seminar in Comparative History; and HSTY 479: Historical Research and Writing. If a student chooses Plan A, the thesis option, two semesters – nine credit hours – of HSTY 651: Supervised Work on the M.A. Thesis, are also required.

Students in the master's program must pass an oral examination on their coursework or a defense of their master's thesis. The examination will be scheduled in the final semester of residence.

All master's candidates must consult with the director of the M.A./J.D. program (or with the Director of Graduate Studies) each semester in planning their programs of study.

PH.D. IN HISTORY: GENERAL REQUIREMENTS

I. Admission to the Ph.D. Program

Every student finishing an M.A. at CWRU who wishes to continue on to a Ph.D. must apply in writing to the Director of Graduate Studies and secure a letter of recommendation from a regular History Department faculty member. To rule on this application, the Director of Graduate Studies will either (at his/her discretion) call upon the Graduate Council or appoint an ad hoc committee of three regular History Department faculty members who have been directly involved with the student's program. The student will be notified promptly of the decision. Applicants with an M.A. in History or in a cognate discipline from another university apply to the Ph.D. program by filling out the University's normal application form (and submitting all of the other required materials).

II. Research Advisor

During each student's first year in the Ph.D. program, he or she must select a primary advisor from the department faculty, who will help the student plan a program of study and who will most likely direct the dissertation. The advisor should be skilled in the student's primary area of study. The student should consult with the Director of Graduate Studies about this choice. If, in the course of study, the student wishes to switch advisors, he or she should again consult with the Director of Graduate Studies. If a new advisor is selected, a new course of study must be agreed upon by student and advisor. For more details, see above under "General Procedures and Information."

III. Course of Study

Students entering the Ph.D. program with an M.A. in History from CWRU must take a minimum of 18 additional credit hours of pre-dissertation coursework (ordinarily, 6 courses or Independent Studies), and 18 credits of HSTY 701 (dissertation research). Students entering the Ph.D. program with an M.A. in History, or its equivalent, from another university must take a minimum of 24 credit hours of pre-dissertation course work (ordinarily, 8 courses or Independent Studies), and 18 credits of HSTY 701 (dissertation research). Students entering the Ph.D. program without an M.A. in History, or its equivalent, must take a minimum of 36 credit hours of pre-dissertation course work (ordinarily, 12 courses or Independent Studies), and 18 credits of HSTY 701 (dissertation research). HSTY 470, HSTY 476, and HSTY 479 are also required of all Ph.D. students (unless already taken at CWRU for the M.A.). At the end of every Spring semester, the Graduate Council will judge each first-year student on the basis of their research paper for HSTY 479, along with the rest of their first year's graduate course work, to determine whether they are eligible to continue in the Ph.D. program with financial aid; as an alternative, students may be invited to switch to our M.A. program to earn a terminal degree. The minimum cumulative grade-point average is 3.0. The programs in Social History and Policy and in the History of Science, Technology, Environment and Medicine specify additional courses that must be taken (see below).

IV. Residency Requirement

To fulfill the University's residency requirement, every Ph.D. student must be enrolled for at least six consecutive full- or part-time academic semesters.

V. Time Limit for Ph.D.

All requirements for the Ph.D. must be satisfied within five years of initial registration in HSTY 701 (Ph.D. dissertation research). (See p. 10, above, for more details.)

VI. Leaves of Absence

Students are expected to maintain continuous registration from entry through graduation. If a student finds it impossible for whatever reason to enroll for at least one credit hour, he or she must request a leave of absence by writing the Department Chair in advance of that semester, explaining the reasons for the leave. Such leaves must also be approved by the Dean of Graduate Studies and are not automatically granted. Leaves of absence do not extend the time limits mentioned in the previous section. A student on leave may not use any University resources, including faculty consultations.

VII. Predoctoral Standing

A student who has not yet advanced to candidacy may begin HSTY 701 research registration with departmental approval. The student must have completed all required coursework or do so in the following semester. It is presumed that the student will take all exams by the end of the semester immediately following the one in which Predoctoral Standing is granted. A student with Predoctoral Standing may register for 1-6 credit hours of HSTY 701 research. **Once registration for HSTY 701 research begins, the student must register for HSTY 701 every semester until graduation.**

VIII. Qualifying Examinations

After completing the required courses, each student must pass comprehensive qualifying examinations in four fields in order to "advance to candidacy" for the Ph.D. Students are *strongly advised* to complete their qualifying examinations within one calendar year of the end of the semester in which they complete their required coursework and *must* complete their qualifying examinations by the end of their third year in the Ph.D. program, unless given an extension approved by the Director of Graduate Studies. Preparation for each field is directed by a field examiner, decided upon jointly by the student and her/his research advisor; **generally, a student will have taken coursework or one or more Independent Studies related to these fields with each of the examiners.** The student is responsible for securing each faculty member's agreement to serve as a field examiner. The department also encourages students to form their own comprehensive exam study

groups. The two readings seminars in American historiography (HSTY 410 and HSTY 411), each usually offered at least every other year, are designed to help students prepare for the exams in U.S. History.

The purpose of the Comprehensive Examination is twofold: to assure that each candidate for the Ph.D. knows the secondary literature well enough to teach in his or her chosen fields and to assure that each candidate is well prepared to undertake significant original research.

The comprehensive examination includes satisfactory written work in each of the student's four fields and a single oral examination covering all four fields. At least three of the fields should be in history; one field may be in a cognate discipline that is particularly relevant to the student's planned research. A member of the CWRU tenure-track faculty supervises and evaluates the written work in each field and sits on the oral examination committee; if the field is in a cognate discipline, the examining CWRU faculty member may come from outside the History Department. In most cases, the field will be defined in part by a reading list prepared and agreed upon by the student and the examining faculty member. There must be no fewer than three faculty members on the oral exam committee.

Fields:

Each student, in consultation with his or her advisor, will select two major fields and two minor fields. Some examples of fields and types of fields are provided below. It is generally advisable for students specializing in U.S. History to complete fields in U.S. History to 1860 and U.S. History since 1860, but all decisions regarding fields should be made in consultation with prospective field examiners, each student's prospective research (dissertation) advisor, and the Director of Graduate Studies, and should be planned so as best to support (a) dissertation research, (b) planned teaching specialties, and (c) other aspects of each student's professional development. Students should only undertake fields for which there is a Case faculty member with appropriate expertise. **The following field outline is intended to be illustrative, not normative:**

- I. U.S. History to 1860 (students not specializing in U.S. History might study a different region and period, such as one of those listed under IV[b] below, or an appropriately defined field in Comparative History)
- II. U.S. History since 1860 (students not specializing in U.S. History might study a different region and period, such as one of those listed under IV[b] below, or an appropriately defined field in Comparative History)
- III. A topical specialty, such as Social History and Policy, History of Science, History of Technology, Environmental History, History of Medicine, Legal History, African-American History, Religious History, Women's History, or Cultural History.
- IV. A field in one of the following three categories **(a)** a second topical specialty; OR **(b)** a region or regions outside the student's primary regional field (for example,

U.S. History specialists might study World History, European History, Latin American History, African History, or Asian History); OR (c) a methodological or disciplinary specialty, such as Social Theory, Statistics, Anthropology, Art History, or Museum Studies.

Expectations:

Ordinarily, each student will be required to read between 100 and 150 books (or book equivalents) for each major field and between 50 and 75 books (or book equivalents) for each minor field. (Four articles or book chapters will ordinarily be construed as the equivalent of a book.) Ordinarily, students will be required to write two or three historiographical essays for each major field (totaling no more than 60 pp., combined) and one or two historiographical essays for each minor field (totaling no more than 30 pp., combined); in addition, students may also be required to prepare a course syllabus in each field (at the examiner's discretion). Ordinarily, the preparatory work for a major field will require 6 credit hours of formal coursework, whether in graduate seminars or Independent Studies (or their informal equivalent), though completion of all field readings and written work will typically require additional time and effort beyond course requirements; ordinarily the preparatory work for a minor field will require 3 credit hours of formal coursework, whether in a graduate seminar or in an Independent Study, though completion of all field readings and written work will typically require additional time and effort beyond course requirements.

At the examiner's discretion, one or more historiographical essays produced to meet the writing requirements for graduate seminars or Independent Studies courses may also count as partial or complete fulfillment of the field's writing requirement. At the discretion of both faculty members involved, a historiographical essay written as coursework for one professor can count as partial fulfillment of the writing requirement for a field supervised by another professor. Any historiographical essays not completed as coursework for credit, will either be (1) written in their entirety over the course of one or two days, each within a pre-determined span of three or more hours, or (2) written without specified time constraints but submitted by an agreed upon date. In either case, students may discuss essay topics in advance with their examiners and may (at the discretion of the examiner) be permitted to use notes and books in writing their essays, but students are not permitted to incorporate previously written materials (such as course papers or excerpts from course papers) into their essays unless explicitly authorized by the examiner.

Each examiner will evaluate the student's written work for each field. Regardless of the number of essays prepared and regardless of whether or not time constraints are imposed, the written work for each field will ultimately be evaluated in its entirety as a single "written exam" and will be judged to have either "passed" or "failed." If a student should fail one of the written exams, he/she may take that exam a second time. A written examination in any field may not be taken more than twice.

The oral exam will be given only after the student has passed all four written exams and ordinarily should be taken within two weeks after the day that the last of the written exams

has been passed. Each faculty field examiner will hold a pre-exam orientation meeting with the student between one and two weeks prior to the oral exam; if a face-to-face meeting is not logistically feasible, such an orientation will take place by phone or email.

The oral examination ordinarily takes two to three hours (including a 5-minute break midway and faculty deliberations at the end); approximately 30 minutes is spent examining the student in each field. In order to pass the oral examination, a student must perform adequately in all four of the fields. If a student fails to perform adequately in one or more of the fields, he/she will have one opportunity to re-take the exam. All of the examiners from the first oral exam will ordinarily attend the re-take, but the second oral exam will focus primarily on the field or fields in which he or she failed to perform adequately in the first exam.

If a student fails a written examination or the oral examination twice, he or she may not continue toward the Ph.D.

IX. Dissertation

Upon successful completion of the qualifying examinations and advancement to candidacy, the student can register for one to nine credits per semester of HSTY 701 (in some cases and with permission of the research advisor, students may enroll in HSTY 701 shortly before completion of the qualifying exams; see “VII. Predoctoral Standing,” above). A minimum of 18 hours of HSTY 701 is required, and students must be registered for HSTY 701 during the term they complete and defend the dissertation. The five-year “clock” for completion of the PhD begins with initial HSTY 701 registration.

The dissertation is the distinctive and one of the most important and demanding parts of the Ph.D. program. The Department expects each dissertation to be an original contribution to historical knowledge and a demonstration of ability to complete original research in primary materials and construct an effective scholarly argument. A doctoral dissertation represents original scholarship and as such must be based upon either: 1) a substantial body of unpublished information; or 2) published primary materials of historical significance such as court records or census data. The final dissertation must exhibit sustained inquiry of high quality, meeting the usual standards of scholarship in the discipline of history. **It also must conform to the dissertation regulations of the School of Graduate Studies; it is the student's responsibility to know and follow these regulations.**

The formal steps involved in starting the dissertation are: The selection of a prospective **research (dissertation) advisor** from among the regular Departmental faculty by the student, with the advice and approval of the Director of Graduate Studies (and the agreement of the prospective research advisor); the definition of a **dissertation topic** with the advisor's approval; and the creation of a **dissertation committee** (selected in consultation with the research advisor, with permission secured from each member, and then reported to the Director of Graduate Studies). Under University rules, the dissertation committee will normally consist of three members of the History Department and one member of another department at Case Western Reserve University. These steps must be

completed in the semester following successful completion of the qualifying examinations, but ideally the student will begin to identify a research advisor and define a dissertation during the first year of Ph.D. coursework. The student and her or his research advisor will determine a **schedule** for research and writing which should include, early in the process, the drafting of a **dissertation prospectus** and the discussion of that prospectus with the student's dissertation committee (see details in next section). The student should continue to consult with his or her dissertation advisor and committee members at appropriate times during the period of dissertation research and writing.

X. The Dissertation Prospectus

A Dissertation Prospectus is a description of a proposed Ph.D. research project, prepared to help the student think the project through and to obtain useful advice and suggestions from the dissertation chair (i.e., research advisor) and committee before going very deeply into the work. Ordinarily, a dissertation prospectus is about fifteen to twenty pages long.

The prospectus should be prepared by the student, with assistance from the advisor, in a period that should generally not exceed two to three months after completion of the Comprehensive Examinations. The prospectus identifies a topic and a problem for research, specifies the sources to be examined and the methods to be employed, and reviews the relevant secondary literature in history and other relevant fields. The prospectus is not a finished report on research conducted, or on sources that have been fully examined; it should help the student begin work but should not discourage the student from exploring unanticipated sources, or from considering new methods, or indeed from entirely changing the focus of the dissertation (with the approval of the dissertation advisor and committee) should that turn out to be desirable.

A dissertation prospectus should accomplish seven distinct tasks. The following list identifies each task and illustrates it with material from a former CWRU student's work; each student should develop his or her own version of this list:

1. State a specific topic, including subject, place, and time (e.g., "Regionalization of Municipal Services in Cuyahoga County, 1950-1977"). (One paragraph.)
2. Identify a general historical problem that the specific topic addresses (e.g., "How specific interest groups used regionalization to maintain [or increase] their influence over policy-making as metropolitan regions have become the dominant settlement pattern in the U.S.?"; or "How have professional elites sought to increase their influence over the quality and distribution of municipal services as metropolitan regions have become the dominant settlement pattern in the U.S.;" or "How did the racial conflict and the economic decline of the late 1960s affect the distribution of powers between central cities and regional authorities?"; or, more generally, "What were the consequences for urban life of the racial conflict and economic decline of the late 1960s?") (1 or 2 pages.)
3. Review the literature on the subject in the place and time, on the subject in the same period of time elsewhere, and on aspects of the larger historical problem that

are particularly relevant to the subject. The point is to indicate how this dissertation will contribute new and significant knowledge relevant to important current scholarly debate – or how it will open a significant new debate. (This review should not be longer than 5 pages.)

4. Provide a rationale for studying the general subject in the chosen time and place: why is this case study a strategic one? (A statement of about 2 pages.)
5. Provide a specific research plan: patterns, events, debates, votes, attitudes, etc. to be studied; groups or individuals to be emphasized; sources to be consulted; methods to be used. (2 or 3 pages.)
6. Identify and evaluate the sources to be consulted, emphasizing primary sources including papers of organizations and individuals, printed primary sources, oral histories (which should be in typescript form and signed by the people who provide them) and also – as relevant to the dissertation – data on relevant matters, such as boundaries and locations, population, employment, taxes services, biographical information on key people, and votes. Each source should be described briefly, and its current location should be indicated. (Not more than 3 pages.)
7. Conclude with a preliminary one-page list of proposed chapter titles.

XI. Defense of the Dissertation

Before this step is taken, the student and advisor must jointly agree that the dissertation is ready for the oral defense. The copy that the committee receives prior to the oral defense must include the complete scholarly apparatus of front matter, footnotes, and bibliography, but it need not adhere to the format requirements for the final version to be submitted to the University.

The date for the oral defense is scheduled by the advisor in consultation with the student. The examining committee, subject to approval by the Dean of the School of Graduate Studies, will usually consist of the student's dissertation committee. The committee must receive copies of the dissertation at least ten days prior to the defense. If the dissertation is inadequate in form or content, the committee may withdraw permission to proceed to the defense and may make suggestions for change. The defense will last approximately two hours.

At the conclusion of the defense, the committee will choose to 1) accept the dissertation and recommend the student for the Ph.D. degree, or 2) require changes in the dissertation. If the required changes are substantial, a new defense may be necessary.

See p. 10 above for additional necessary information regarding the dissertation and its defense.

SOCIAL HISTORY AND POLICY

I. General Description

The Ph.D. Program in Social History and Policy (SHP) provides an opportunity to apply the perspectives and insights of modern social history to the formation of policy. The program is particularly directed to such fields as social welfare, nonprofit organizations, environmental reform, public health, aging, law, labor relations, family life, education, and museum and cultural policy. A Ph.D. degree in Social History and Policy offers the option of combining academic study with policy-making experience: it prepares students for careers in college and university teaching, as well as a variety of other fields, including nonprofit management, health and welfare planning, education administration, and museum work.

Beginning in 1983, aided by a major grant from the National Endowment for the Humanities, the program in Social History and Policy has awarded more than 40 Ph.D.s. Graduates of the SHP program have published many books and scholarly articles. SHP Ph.D.s have received tenure at the University of Michigan, Kent State University, Oberlin College, University of Cincinnati, University of Western Ontario, the College of Wooster, Cleveland State University, and other college and universities, and are employed at a variety of policy-oriented nonprofit organizations; one graduate is executive director of National History Day.

Students who have already earned an M.A. in history or in a relevant academic or professional field, and who devote full time to the program, can complete the requirements for a Ph.D. in as little as four or five years. Students whose employment prevents them from devoting full time to the program may find that it takes more than six years to complete the requirements.

The Ph.D. Program in Social History and Policy requires the same credit-hour minimums outlined under "Ph.D. in History: General Requirements," above. Regular course work is followed by the qualifying examinations and 18 credit hours of supervised work on the dissertation in HSTY 701, culminating in an oral defense of the completed work. Most students find that they need one or two additional semesters past completion of regular course work to prepare for the qualifying examinations. A dissertation is a substantial undertaking and often requires two or more years for completion.

II. Advising Procedures

Plans for the student's program of study will initially be made in consultation with the Director of Graduate Studies. Sometime during their first year in the program, each student should select a research advisor, who must be a regular member of the History Department faculty. The Director of Graduate Studies will assist in this process (and must be informed of the selection), but the student is responsible for securing a prospective advisor's agreement to so serve.

III. Master's Degree

See the general description and requirements of the Master's program on pp. 13-14, above. To earn an M.A. in the Social History and Policy track, students must take the six courses listed under the SHP Ph.D. coursework requirements, below, plus nine credit hours of HSTY 651 (Thesis Research), and they must successfully complete and defend an M.A. thesis. A minimum of 30 semester credit hours (nine courses) is required for the master's degree. No more than three credits of 300-level courses may be taken. Students should consult closely with the Director of Graduate Studies and the student's thesis advisor to construct an appropriate sequence of courses.

IV. Ph.D. Coursework

Each Social History and Policy Ph.D. student must take the following courses. This is a carefully structured program, with six required courses. However, within each course, written assignments will be tailored, where possible, to each student's specific interests. (Note that students who also earn their M.A. at CWRU may already have taken some or most of these required courses prior to their formal admission to the Ph.D. program.) The following six courses (18 credit hours) are required:

HSTY 410: Early American Historiography
HSTY 411: Modern American Historiography
HSTY 470: Historiography, Method, and Theory
HSTY 476: Seminar in Comparative History
HSTY 477: Modern Policy History in the US
HSTY 479: Historical Research and Writing

The remaining required credits (if any) can be in elective courses in a field relevant to the student's research interests.

Students may wish to take additional coursework, either in the Department of History, in another department in the College of Arts and Sciences, or in one of the University's professional schools. Additional courses are usually selected to help the student prepare for the Ph.D. qualifying examinations or to explore the specific field of social policy in which the student intends to write. The Director of Graduate Studies will help arrange for such coursework where possible. Students receiving financial aid should note, however, that the Department's resources are not sufficient to allow it to support extensive work beyond the required courses.

V. Ph.D. Qualifying Examinations

See discussion at pp. 17-20, above.

VI. The Dissertation

Social History and Policy dissertations must bring historical knowledge to bear on a significant problem in contemporary social policy. In order to complete such a dissertation in the timely fashion required by the Social History and Policy Program, the student must begin work on the dissertation almost as soon as he or she begins Ph.D. coursework. In particular, each student must: (1) define an area for dissertation research as soon as possible, preferably by the end of the first semester of Ph.D. coursework; (2) focus sharply on a problem that is significant both for its historical importance and for its relevance to contemporary policy; and (3) select a problem for which the necessary primary sources are available and accessible.

SHP students must prepare a dissertation prospectus under the supervision of the research advisor and present the prospectus to the dissertation committee, generally within two to three months of completion of the qualifying examinations. The dissertation prospectus is usually a paper of about fifteen to twenty pages in length; it specifies the research problem to be addressed by the dissertation, suggests hypotheses to be investigated, identifies the primary sources to be examined, and shows how the proposed dissertation will contribute to the relevant historical and policy literature. The dissertation committee will make suggestions about the prospectus and may require that the student revise it for approval. The student must keep the dissertation committee informed of his or her progress.

HISTORY OF SCIENCE, TECHNOLOGY, ENVIRONMENT, AND MEDICINE

At the time of its birth four decades ago, the graduate program in the History of Science and Technology shared space and personnel at CWRU with the newly formed Society for the History of Technology (SHOT) and its journal, *Technology and Culture*. In the years since, graduates and faculty in the program have served as secretaries of both SHOT and the History of Science Society, edited *Technology and Culture*, served as President of SHOT and President of the International Committee for the History of Technology (ICOHTEC), and won the Dexter Prize, the da Vinci Prize, and many other honors in both the history of technology and the history of science.

The program in Science, Technology, Environment, and Medicine (STEM) provides areas of particular strength in the social and cultural history of technology, technology and science policy, environmental history and policy, the history of the physical sciences since the Renaissance, gender issues in technology and science, and the history of medicine.

I. Master's Degree

See the general description and requirements of the Master's program on pp.13-14, above. To earn an M.A. in the STEM track, students must take at least three of the following six courses: HSTY 402, 427, 451, 452, 468, and 495. Students must also take HSTY 470, 476, and 479 (during the semesters specified on p. 13), plus nine credit hours of HSTY 651 (Thesis Research), and they must successfully complete and defend an M.A. thesis. A minimum of 27 semester credit hours (nine courses) is required for the master's degree. No more than three credits of 300-level courses may be taken. Students should consult closely with the Director of Graduate Studies and the student's thesis advisor to construct an appropriate sequence of courses.

II. Ph.D. Coursework

The History of Science, Technology, Environment, and Medicine Ph.D. program requires the same credit-hour minimums outlined under Ph.D. Program: General Requirements, above. If not already taken at CWRU, they must take HSTY 470, HSTY 476, and HSTY 479, and at least three out of the following six courses: HSTY 402, 427, 451, 452, 468, and 495.

III. Qualifying Examinations

See discussion on pp. 17-20, above.

IV. Dissertation

The student must choose a dissertation advisor, develop a dissertation topic in consultation with that advisor, form a dissertation committee, and prepare a dissertation prospectus to be presented to the dissertation committee, all generally within two to three months after passing his or her Comprehensive Examination. (For more details concerning these several steps, see the "General Requirements" for the Ph.D. in History at pp. 16-22, above.) A dissertation represents original scholarship and as such must be based upon either (1) a substantial body of unpublished records, or (2) published primary materials of historical significance, such as a scientist's books and articles. The final dissertation must exhibit sustained inquiry of high quality, meeting the usual standards of scholarship in the field. **It also must conform to the dissertation regulations of the School of Graduate Studies; it is the student's responsibility to know and follow those regulations.** The dissertation defense is the last step in the process; for a description, see p. 22, above.

THE SCHOOL OF GRADUATE STUDIES WEBSITE

The SGS website offers information for new and current students at all levels of graduate school and can be found here: <http://gradstudies.case.edu/>

Forms, calendars, the general bulletin, the SGS handbook, information on current policies and procedures, and more, can be found within the “current students” tab.

Information for new students, including orientation, housing, shopping, and entertainment information, can be found within the “new students” tab.

Through the SGS website, you can also find information about funding opportunities and commencement; links to the registrar’s office and other important pages on CWRU’s site; and contact information for further inquiries.

The School of Graduate Studies manages graduate student files for the University. Issues related to degree auditing, registration, compliance with University policies, information on extensions, questions about the planned program of study (PPOS), and questions about graduation, should be directed to the Humanities’ graduate coordinator: Brandon Bowman (brandon.bowman@case.edu / 216.368.4400).

SGS Student Services: <http://gradstudies.case.edu/services.html>

Graduation/Master’s: <http://gradstudies.case.edu/current/graduation/masters.html>

Graduation/Doctoral: <http://gradstudies.case.edu/current/graduation/phd.html>

Information regarding navigating through the Student Information System (SIS) can be found here: <https://www.case.edu/projects/erp/learning/sisguides.html>