RICE UNIVERSITY

THE OFFICIAL HANDBOOK AND REQUIREMENTS FOR HISTORY GRADUATE STUDENTS

2025-26 Academic Year

Houston, Texas
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IMPORTANT NOTE:

This handbook summarizes the Department of History Graduate Program policies and procedures and is updated annually. In addition to following the policies in this Handbook, History graduate students must also follow Rice University's General Announcements (www.ga.rice.edu).

In the case of conflicting information, university-wide regulations take precedence over graduate program regulations, which take precedence over research group regulations. When in doubt, students should seek help first at the graduate program level (graduate program administrator, graduate program director, and/or department chair) and then at the central administration level (Office of Graduate and Postdoctoral Studies - GPS).

Title IX and Sexual Discrimination

Rice encourages any student who has experienced an incident of sexual, relationship, or other interpersonal violence, harassment or gender discrimination to seek support. There are many options available both on and off campus for all graduate students, regardless of whether the perpetrator was a fellow student, a staff or faculty member, or someone not affiliated with the university.

Students should be aware when seeking support on campus that most employees are required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to Title IX professionals on campus who can act to support that student and meet their needs. The therapists at the Rice Wellbeing and Counseling Center and the doctors at Student Health Services are confidential, meaning that Rice will not be informed about the incident if a student discloses to one of these Rice staff members. Rice prioritizes student privacy and safety, and only shares disclosed information on a need-to-know basis.

Students in need of assistance or who simply would like to talk to someone, please call Rice Wellbeing and Counseling Center, which includes Title IX Support: **713-348-3311.**
Policies including the Sexual Misconduct Policy and more information regarding Title IX and Interpersonal Misconduct Prevention and Support can be found at https://safe.rice.edu/

Disability Resource Center

"It is the mission of the Disability Resource Center (DRC) to be committed to providing access to the educational environment for students. The DRC also assists faculty, staff, and visitors with accommodation requests to help ensure equal access and opportunity." More on the Disability Resource Center is found here: https://drc.rice.edu/.

Section One	KEY CONTACTS

DEPARTMENT CONTACTS:

TITLE	NAME	PHONE NUMBER	EMAIL ADDRESS
Department Chair	Nathan Citino	713-348-2553	citino@rice.edu
Director of Graduate Studies	Elizabeth Petrick	713-348-2546	Elizabeth.petrick@rice.edu
Department Administrator	Marcie Newton	713-348-2163	marcie.newton@rice.edu
Graduate Program Administrator	Lydia Westbrook	713-348-2092	lydiaw@rice.edu
Department Coordinator	Jessica McWhorter	713-348-4947	jessica.mcwhorter@rice.edu

STUDENT OFFICERS 2023-24:

TITLE	NAME	EMAIL
Graduate Representative	Gabriel de Souza Miguel	gabriel.d.souza.miguel@rice.edu
Professional Development Coordinator	Mohamad Kadan	mohamad.kadan@rice.edu
GSA Representative	William Gillispie	wg23@rice.edu
Senior Consultant	Emily Lampert	emily.a.lampert@rice.edu

ON-CAMPUS RESOURCES:

Office	Phone Number	Website	E-mail
Title IX	_____	https://titleix.rice.edu/	titleix@rice.edu
Access, Equity and Equal Opportunity (AEEO)	(713) 334-4930	https://aeeo.rice.edu/	aeeo@rice.edu
Student Wellbeing Office	(713) 348-3311	https://wellbeing.rice.edu/	wellbeing@rice.edu
Rice Counseling Center (RCC)	(713) 348-3311	https://wellbeing.rice.edu/counseling-center/about-us	_____
SAFE Office	(713) 348-3311	https://safe.rice.edu/	titleixsupport@rice.edu
Disability Resource Center (DRC)	(713) 348-5841	https://drc.rice.edu/	adarice@rice.edu

Section Two	DEGREE REQUIREMENTS

Requirements for the Ph.D.

- Satisfactory completion of 36 credit hours (*12 courses), including HIST 575 *Introduction to Doctoral Studies*, Research Seminar I, and Research Seminar II **and** five additional graduate seminars. In addition, all incoming students are required to take HUMA 500 – *The Humanities Beyond Disciplines*, a two-credit, S/U course, in their first year. HUMA 500 does not count towards the 12 required courses.
- Satisfactory completion of HIST 578 Dissertation Prospectus Seminar (unless waived by Graduate Committee).
- 54 credit hours in dissertation research and writing (total 90 credit hours for the degree).
- Pass an examination** in a language other than the student's native language. The language should be related to the student's envisioned dissertation research.
- Perform satisfactorily on a written and oral comprehensive examination in three fields**
- Complete a dissertation presenting the results of original research.

Degree requirements are also posted in the General Announcements here: https://ga.rice.edu/programs-study/departments-programs/humanities/history/history-phd/#requirementstext

*Students may petition for up to nine credit hours at the graduate level, taken at another institution, to substitute for Rice coursework required for candidacy. Students will submit a cover note along with the course syllabus and final paper for each course to be considered. The materials will be reviewed to determine whether the class/es was/were comparable in depth and coverage to graduate classes taught in our department and a final decision regarding substitution will be made by the Graduate Committee. Procedures and deadlines for submitting petitions will be announced on the HIST-Grad ListServ.

****Language exams** involve translating a history passage of approximately 500 words in length. The passage is chosen by the student's dissertation advisor from a book or article selected by the student (in consultation with the advisor). The highlighted passage is marked and placed in an envelope by the advisor and given to the Graduate Program Administrator for pickup by the student. Dictionaries (paper only, not electronic or digital) are allowed and there is a two-hour time limit. Students must write and sign the Honor System Pledge at the end of the exam: ""On my honor, I have neither given nor received any unauthorized aid on this (examination, quiz or paper)." Language exams may not leave campus and must be returned the same day to the Graduate Program Administrator who will arrange grading. Exams must be graded by someone other than the student's advisor. Exams are graded Pass/Fail.

Alternatively, a student can take advantage of the specially designed intensive summer courses offered by Center for Languages and Intercultural Communication at Rice. These courses, normally taught at the end of April and through May, alternate annually between French and German. Students are advised to find out in advance which language will be offered during a given year. Successful performance on the exam given at the end of the course will satisfy the History Department's language requirement.

**Doctoral candidates must prepare themselves in three fields of history: two in their major area of concentration and a third in an area not included in the first two fields. Students who wish to pursue a third field in an area outside the department should petition the Graduate Committee by the end of their second semester.

Candidacy M.A. Degree

The Candidacy M.A. degree is granted "on the way" to a PhD. The Candidacy M.A. degree is granted when a student has completed all PhD coursework requirements, passed the Language Examination, and passed the Comprehensive Examination.

When PhD Candidacy Requirements are met, students will meet with the Graduate Program Administrator to submit their Petition for Approval of Candidacy form and Candidacy Master's Degree form to the office of Graduate and Postdoctoral Studies (GPS).

Thesis and Non-Thesis Master's Degrees

Thesis or Non-Thesis Terminal Master's Degree options are available. See the Graduate Program Administrator for details and requirements.

Section Three	**TYPICAL DEGREE TIMELINE**

Typical Degree Timeline

Year One

- Each incoming student is assigned a mentor (typically a fellow graduate student) who will assist the new colleague throughout the first year. The Graduate Representative typically serves in this capacity, although he or she can authorize other graduate students to serve in this role.

- During Orientation Week, each student must meet with the Director of Graduate Studies and a prospective primary advisor to receive advice on course selection.

- The first year is spent in formal coursework, including HIST 575 "Introduction to Doctoral Studies," which is required in the first semester. In addition, all incoming students are required to take HUMA 500 – *The Humanities Beyond Disciplines*, a two-credit, S/U course, in their first year. HUMA 500 does not count towards the 12 required courses.

- In the second semester, students are required to take Research Seminar I.

- Students should identify and begin preparing three fields by the end of the second semester. (Students may prepare for examination in a field outside the department with advisor and Graduate Committee approval. Students should petition for approval before the end of the second semester in residence.)

- Identify Comprehensive Examination Committee no later than the beginning of the third semester. Consult with your committee for guidance on when to begin

preparing reading lists and papers for your portfolio. See Section 4 for more information on the Comprehensive Examination.

- Fulfill foreign language requirements. All students should take one language exam prior to the beginning of the third semester of study. Additional language exams (if necessary) should be taken as soon as possible after that. See page five for more information on language exam procedures. **Language requirements must be completed before taking the Comprehensive Examination.**

- Write brief End of Year Report and share with advisor. See Section Nine of this Handbook.

- Meet with Director of Graduate Studies at the end of each semester.

- In the summer of their first year of the program, students may take a research trip to an archive, sponsored by the department, as part of the Research Seminar I and Research Seminar II series.

Year Two

- Continue formal coursework.

- Take Research Seminar II in third semester (required).

- If not completed in Year One, identify Comprehensive Examination Committee no later than the beginning of the third semester (see section on Comprehensive Examination). Consult with your committee for guidance on when to begin preparing reading lists and papers for your portfolio, as well as when to take the exam.

- Work to identify a primary advisor for your doctoral thesis. Begin developing a potential dissertation topic and consult with your advisor about its viability and any preliminary research you may need to perform as well as possible faculty members to serve on your thesis committee.

- Participate in professional training as a Teaching Assistant (TA) or Editorial Assistant (EA) at the *Journal of Southern History*.

- Write brief End of Year Report and share with advisor. See Section Nine of this Handbook.

- Meet with Director of Graduate Studies at the end of each semester.

Year Three

- Optionally, take advantage of the opportunity to participate in the department's Mentored Teaching Program as part of the professional training requirement. Students interested in mentored teaching should prepare a proposal in consultation with their primary advisor and the DGS. Students who participate in Mentored Teaching will be required to enroll in HIST 550 Mentored Teaching Practicum for three credit hours.

In conjunction with mentored teaching, students should attend one of the pedagogy training courses offered by the Center for Teaching Excellence (cte.rice.edu) or another venue on campus, as approved by the DGS.

The Mentored Teaching Program's guidelines can be found on the Department of History website under "Resources and Opportunities - Teaching." https://history.rice.edu/teaching

- ❑ Take HIST 578 *Dissertation Prospectus Seminar* (unless waived by Graduate Committee).
- ❑ Comprehensive Examinations must be completed by the end of the third year, or funding package will be suspended. (see Section Four).
- ❑ Write a dissertation prospectus of about twenty pages in length detailing your research plans, methodology, and research questions. The prospectus must first be approved by the student's primary advisor and then submitted to the Thesis Committee by **April 15.** Information about the criteria for committee members is found in the General Announcements https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-doctoral-degrees/#text.
- ❑ Formalize a Thesis Committee by May 1 at the latest. All thesis committee members must acknowledge in writing that they have seen the prospectus and have agreed to serve on the committee. **See Appendix for Dissertation Prospectus Approval and Thesis Committee Formation** form.
- ❑ Write brief End of Year Report and share with advisor. See Section Nine of this Handbook.
- ❑ Upon successful completion of required coursework, fulfilling foreign language requirements, passing the Comprehensive Examination, and forming a Thesis Committee, students meet with the Graduate Program Administrator to submit the Petition for Candidacy of Doctoral Degree and apply for a Candidacy Master's Degree. See Appendix for sample forms.
- ❑ Meet with Director of Graduate Studies as needed.

Year Four and Beyond

- ❑ Every year a student is in candidacy, he or she should remain in contact with all thesis committee members. Thesis Committee members should communicate with each other at least once a year after the third year to review each candidate's progress, and the primary advisor should provide an annual written assessment to the Graduate Committee to be inserted into the student's file.
- ❑ Every semester, including the summer semester, register for History research hours (HIST 800; 9 credits) with your primary advisor.

- Years four and beyond are spent in researching and the writing of the dissertation. The department expects students to complete their dissertations within three years after admission to candidacy.

- During years five (and six, if necessary), all in-residence students will participate in a dissertation writing colloquium. Each participant will distribute one dissertation chapter to the colloquium for discussion. All fifth- and sixth-year students will attend each meeting and participate in the discussion.

- When the Thesis Committee determines the dissertation is ready for defense, meet with the Graduate Program Administrator to go over university policies and procedures, including those posted on the office of Graduate and Postdoctoral Studies website: graduate.rice.edu/thesis/.

- Write a brief End of Year Report and share with advisor. See Section Nine of this Handbook.

- Meet with advisor and submit an annual Dissertation Progress Form by June 1. https://history.rice.edu/forms

Section Four	COMPREHENSIVE EXAMINATION

The **Comprehensive Examination** brings to a culmination the guided study of disciplinary bodies of knowledge and certifies student competence to pursue original independent scholarship. The Comprehensive Examination committee, comprising the advisors of a student's three examination fields, must be determined no later than the beginning of the third semester. The Examination consists of two parts: (1) a written portfolio, and (2) a two-hour oral defense of the portfolio.

The Portfolio

In the first part of the Comprehensive Examination, the student should prepare a portfolio that must contain the following:

1. For the primary field, a historiographical essay (usually exploring a major problem related to the student's prospective dissertation research) of at least 5,000 words and a maximum of 8,000 words (bibliography and notes excluded).
2. For the secondary field, a historiographical essay of at least 5,000 words and a maximum of 8,000 words (bibliography and notes excluded) exploring a major problem in the field. This essay may relate to the dissertation topic or may explore other important debates.
3. For the tertiary field, evidence of competence in the field, which may include a syllabus and sample lecture plans or substantial project approved by tertiary field advisor."
4. A substantial list of books that the student has read, categorized by examination field.
5. A current curriculum vitae.

In all fields, supplementary material such as previously prepared seminar papers, published articles, and syllabi may be included, but are not required. Any changes to the format of the required materials must be approved by the field advisor and the department's Graduate Committee.

The Oral Defense
Once the completed portfolio has been submitted to all members of the examination committee, a student should schedule a two-hour oral defense of the portfolio. The timing of the oral defense will be determined in consultation with the examination committee, but it should occur no earlier than two weeks after the submission of the portfolio.

Timeline
Upon admission into the program, students are expected to begin developing their reading lists in concert with their field professors as soon as practicable. They should agree with their examining professors on how often they would like to meet and what kinds of preliminary writing assignments, if any, they would like to complete before beginning work on the portfolio. A successful oral defense constitutes approval of a student's portfolio and the completion of the Comprehensive Examination.

The oral defense will typically take place during a student's fifth semester in the program, and it must be completed by the end of the sixth semester.

Students who do not pass the Comprehensive Examination on their first attempt can petition to re-take it; in such cases, students must give a successful oral defense of their portfolio by the beginning of the seventh semester. The examination committee may stipulate that the portfolio be revised or supplemented by additional material in advance of the second attempt. If a student does not pass this second defense, s/he will be eligible to apply for a Non-Thesis MA, but will not continue on to doctoral candidacy.

Section Five	**DESCRIPTION OF COURSEWORK**

Description of Coursework Required for the PhD

In total, the PhD degree requires 90 credit hours, 36 of which are coursework (seminars and directed reading courses) and 54 of which are independent study (dissertation research and writing). Of the 36 hours of coursework, at least 24 (eight classes) must be graduate seminars, including Intro to Doctoral Studies, Research Seminar I, and Research Seminar II. In addition, all incoming students are required to take HUMA 500 – *The Humanities Beyond Disciplines*, a two-credit, S/U course, in their first year. HUMA 500 does not count towards the 12 required courses.

History Graduate Seminars are of three types: the Introduction to Doctoral Studies Seminar (HIST 575), Reading Seminars (not to be confused with Directed Reading courses), and Research Seminars.

In a **Graduate Reading Seminar**, the learning objective is for graduate students to develop expertise in a major field of inquiry. These fields will become the areas where students will teach or conduct original research. Students are expected to read widely in books and articles in order to build their mastery of the field. In addition, they are expected to prepare for class by writing reviews. The time spent in reading, reflection, and writing serves as preparation for the seminar. At the seminar, characteristics of the fields of inquiry are discussed by the students with the professor.

In a **Graduate Research Seminar**, students are trained to do original research that makes a contribution to the field. Students are expected to read original source materials as well as the existing scholarship written by historians. The time spent in reading, searching, organizing, and

analyzing materials each week is extensive. Class sessions are devoted to discussing methodological questions, presentation of work, and discussion of writing. Students also meet individually with the professor.

Required Courses:
HIST 575 *Introduction to Doctoral Studies* is required in the first semester.

In HIST 575, the learning objective is for graduate students to develop analytical and critical thinking skills. Students are expected to read at least a book per week, or the equivalent in academic articles. In addition, they are expected to write reviews of books and articles. The time spent in critical reading, reflection, and writing serves as preparation for the seminar.

HIST 580 *History Research Seminar I and* HIST 581 *History Research Seminar II:*
Research I will take place in the spring semester of a student's first year; during the summer students will be funded to visit archives; Research 2 will
follow in the fall semester in a student's second year. The goal is to write an article-length *research paper*.

Both Research Seminar I and Research Seminar II count toward the eight graduate seminars required for the PhD.

HUMA 500 *The Humanities Beyond Disciplines*.
This is a two-credit, S/U course, taken by all incoming students in their first year. HUMA 500 does not count towards the 12 required courses.

HIST 578 *Dissertation Prospectus Seminar*.
In HIST 578, third-year graduate students will meet regularly to develop and discuss the dissertation prospectus, with the aim of preparing a document for advisors that can also be used to apply for outside grants and fellowships.

HIST 578 does not count towards the eight graduate seminars required for the PhD.

In addition to the eight graduate seminars required, student may take the following types of courses:

Directed Reading courses (HIST 509 or 510 ONLY): a directed reading course is a graduate reading course set up between the student and the professor. Meeting times are set at mutual convenience. Usually, a directed reading is taken to prepare for the Comprehensive Examination. It should be taken when an appropriate graduate seminar is not available. See below for more information.

Directed Reading courses are always designated as HIST 509 or 510. They DO count toward your 36 credits but they DO NOT count towards the course requirement for a non-thesis masters degree, per University requirements.

Guidelines for directed reading courses are as follows:

1. Three Credit Hours: Course workload should be equivalent to a 3-hour seminar. Faculty/student contact should be a minimum of 10 hour-long meetings during the

semester. There must be reasonable student preparation for each meeting, and the student must produce a final project. The final project can be a substantial paper or an exam.

2. Two Credit Hours: Course workload should be equivalent to a 2-hour seminar. The student must have at least 8 hour-long meetings plus produce a final project.
3. One Credit Hour: Course workload should be equivalent to a 1-hour seminar. The student must have at least 5-hour-long meetings plus produce a final project.

The final projects for 2 credits or 1 credit will be of the same type as that for 3 credits, only of a reduced scope.

Students must contact the Graduate Program Administrator if arranging a Directed Readings course with a professor. All Directed Readings courses require a syllabus. This syllabus must be uploaded no later than the second week of classes.

Courses in other departments: Students may take graduate seminars in other departments at Rice.

Courses at the University of Houston: Rice has an agreement with the University of Houston making it possible to take courses there that will count towards your Rice degree. **A maximum of four courses offered at the University of Houston may count towards the coursework requirement at Rice**. Discuss this plan with your advisor and check the PhD Program Requirements sheet. Administrative requirements may be found on the Registrar's website: https://registrar.rice.edu/students/inter-institutional-graduate-student-enrollment#UH

Special Courses

HIST 509/510 – The content of Directed Readings will be negotiated between the student(s) involved and the instructor. See above for more information regarding Directed Readings courses.

HIST 599 Advanced Museum Studies. HIST 599 is a course allowing students to arrange internships with historical sites and museums in the area. Students negotiate the nature of the internship with the museum in question. The DGS is the instructor of record and is responsible for approving the arrangements.

HIST 677 Special Topics. HIST 677 is offered on an occasional basis on various topics. This course does not count towards the eight required graduate seminars towards the PhD.

HIST 700 Third-Year Research. This course is for students who have not yet taken the Comprehensive Exam AND who are working on their prospectus or conducting research or engaged in intensive language study. For third year students.

HIST 800 PhD Research. Students enrolled in HIST 800 must make satisfactory progress on their dissertations.

Section Six	GRADING, EVALUATIONS, PROBATION, PROBLEM RESOLUTION, AND LEAVES OF ABSENCE

Grades and Evaluations

Grades

Grades at Rice reflect a student's performance in course work and are one basis for the decision as to whether or not a student will remain on fellowship or in the program. Students should complete the requirements of a class within the allotted semester. Although medical or personal emergencies may force the student to seek an "Incomplete (INC) grade," the heavy workload of graduate school is **not** sufficient reason for requesting an incomplete from a professor. Professors should only give an "INC' in the case of verified illness or other circumstances beyond the student's control that occur during the semester. If unusual circumstances arise that hamper your performance, you should consult with your professors, your advisor, or the Grad Rep.

Evaluations

Because the customary grading process is not always an adequate reflection of student progress, there is an additional report: a written and oral evaluation of a student's standing as a student and as a historian. These evaluations provide more detailed information on academic strengths and weaknesses than grades alone. At the end of every semester, each professor with whom a student has worked will complete a form on which he or she will evaluate the student's performance as "good, needs work, or serious deficiency" in ten separate categories. The professor may also make narrative comments. The student will receive a copy of this report. The Graduate Committee will review the completed form and insert it into the student's permanent file.

At the end of each semester, the Graduate Committee will review all evaluations. The DGS will then write a brief summary evaluation of each student, and each student may submit a written response. After reviewing the responses, the DGS and the Graduate Representative will meet with all students who have not yet completed their Comprehensive Examination, and with others at the request of the Graduate Committee, to discuss their progress through the program.

If an evaluation indicates that a student "needs improvement" or has a "serious deficiency," the student must take serious steps to improve his or her performance. He or she should speak with others in the department--the evaluating professor, the primary advisor, the Department Chair, the Director of Graduate Studies, and/or the Grad Rep--about ways to assess work quality on a regular basis to ensure improvement.

Academic Progress and Academic Probation

The grade of (A) indicates outstanding work; (A-) good work; (B+) work with potential that needs improvement; (B), work that, however competent, lacks originality or promise; (B-), unsatisfactory work which falls short of acceptable graduate standards; and (F) or (U) failure due to insufficient, incomplete, or late work. At all times students are expected to make reasonable progress toward the completion of their degree. Graduate students must maintain an overall grade average of B+ in order to graduate. A graduate student will not receive course credit towards the PhD for a grade of B- or below.

A graduate student will be placed on "academic probation" by the Department of History if, during any semester, **at least one** of the following occurs:

- the student fails to earn a grade of B+ or higher in a course taken to satisfy requirements for the PhD
- the student fails to maintain a B+ or higher overall GPA
- the student receives a "U" in a history department course
- the Graduate Committee votes, based on the written and oral evaluations received for the student that semester, that a student's overall performance in the program is unsatisfactory.

A student placed on academic probation will receive a letter from the Director of Graduate Studies informing him or her of the reasons for his or her probationary status and providing a specific list of goals and deadlines, formulated in consultation with the graduate committee and the primary advisor, that the student must meet in order to be taken off probation. A student who has been placed on probation may be dismissed from the graduate program if he or she fails to fulfill the requirements set out in a probationary letter by the specified deadlines. A student who has been placed on probation once and met the requirements for having probation lifted may be dismissed from the program if one of the conditions for being placed on probation occurs in another semester.

After receiving notice of probationary status, a student may appeal that status to the Chair of the Department and, if necessary, to the Dean of Graduate Studies, using the procedures outlined below under the section "Procedures for Resolution of Problems."

Procedures for Resolution of Problems

Problems or conflicts may arise during a student's graduate education. Students should take responsibility for informing the appropriate faculty of any such problem. All parties involved should work together amicably with the goal of resolving the problem informally if at all possible.

Changing a primary advisor is not recommended, because of the often major differences in expectations from one advisor to another. At times, however, differences or incompatibilities between a graduate student and a primary advisor may arise that require action. Graduate students seeking to change their primary advisor should contact the DGS. Changing a primary advisor after the student has entered the dissertation writing phase requires approval by the Graduate Committee.

When attempts to resolve an academic problem informally do not meet with success, the following grievance procedure should be followed.

a) The student should submit the grievance in writing to the Department Chair, who will then attempt to resolve the problem.

b) If the Department Chair is unable to resolve the grievance, the problem should be presented to a Departmental committee for resolution. This committee should be a standing committee and not the student's own review or dissertation committee. In the History Department, the Graduate Committee is the appropriate standing committee.

Both the student and the Chair should submit a written record of their views to this committee.

c) If the Graduate Committee is unable to resolve the grievance, the problem should be referred to a standing subcommittee designated by Graduate Council and composed of three faculty members (representing diverse disciplines within the University), and one graduate student. A written report of proceedings should be presented to the Chair of Graduate Council, for forwarding to the sub-committee, together with all other written materials generated during the investigation. The decision of this sub-committee will be considered final.

In situations where a faculty member who is actively involved in a student problem has a designated role in this grievance procedure, that role will be transferred to a suitable senior faculty member. This substitute should be chosen by the Department Chair, if possible, or the Divisional Dean, and should be acceptable to all parties immediately involved in the dispute.

Interpersonal Conflict Resolution

Interpersonal conflicts that do not rise to a level of a Title IX or Rice policy violation should first try to be resolved within the department. If it is unsure whether an issue may violate a Rice policy or Title IX, the matter should be brought to Access, Equity, and Equal Opportunity (AEEO) or the Student Judicial Program's (SJP) attention.

A person who has a conflict with someone else (such as a student, staff, or faculty member) should first report the conflict to the Director of Graduate Studies (DGS).

The DGS will meet with all parties involved. If the conflict can be resolved through informal means, such as through a conversation within the department, the DGS may facilitate the conversation if they are comfortable or refer it to the appropriate office.

Additionally, if the DGS is not able to resolve the issue, then the issue may be referred out to another office such as AEEO or SJP. The DGS will follow up with all parties involved to ensure that the conflict resolution process was successful and that the conflict has been resolved.

Refer to Rice University's General Announcement guidelines for:

- Academic Probation and Dismissal (https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-all-degrees/#text)
- Petitions and Appeals (https://ga.rice.edu/graduate-students/rights-responsibilities/dispute-resolution/)
- Grievances and Problems (https://ga.rice.edu/graduate-students/rights-responsibilities/dispute-resolution/
- Leaves of Absence
  Please refer to the Leaves, Interruptions of Study and Withdrawal section of the GPS website: https://graduate.rice.edu/leaves. Contact the Graduate Program Administrator with any questions.

Part Seven	PROFESSIONAL TRAINING

Professional Training Assignments

As part of their degree, all graduate students will participate in professional training as a Teaching Assistant (TA) or Editorial Assistant (EA) for the Journal of Southern History. Assignments will be made at the beginning of each semester, or earlier, by the Department Chair and the Director of Graduate Studies. Students may be asked for their preferences but there are no guarantees.

Students will being their professional training assignments in year two of the program. Professional training assignments are limited to four semesters, dependent on when comprehensive exams are completed.

Students with professional training assignments are expected to remain at Rice through the end of the final examination periods in December and May and for end of semester evaluations unless prior arrangements are made with the Director of Graduate Studies.

Professional training assignments are limited to no more than ten hours per week, averaged over the semester.

Teaching Assistant (TA)
As a TA, students will assist a professor with the duties associated with a particular class, usually a lower level introductory or survey course. Responsibilities may include grading papers, leading small discussion sections, offering review/study sessions for students prior to exams, delivering occasional lectures, and attending the class each day it meets. There are some opportunities for TA assignments outside the department.

Editorial Assistant (EA)
Students who are assigned as Editorial Assistants for the *Journal of Southern History (JSH)* are expected to work no more than eight hours per week. As an EA for the *JSH*, students must complete 100 hours over the course of the semester. The *JSH* has a detailed description of its procedures; and students will receive additional training from the full-time staff. Serving as an EA for the *JSH* is a unique opportunity for graduate students at Rice—an inside look at the publication process for journals or papers projects that few students receive.

Professional Development Resources: The Office of Graduate a Postdoctoral Studies has compiled a number of professional development resources on their website: https://graduate.rice.edu/profdevelopment.

Section Eight	FELLOWSHIPS, ADDITIONAL FUNDING, AND AWARDS

Fellowships
All students accepted in the PhD program will receive a full tuition waiver for five years. In addition, all full-time graduate students on stipend, who remain in good standing, will receive a full stipend for five years.

After five years, students are responsible for reduced tuition. Opportunities for tuition waivers are available. For example, students who meet a minimum threshold of $5,000 for teaching or $7,500 in external fellowships will be eligible for tuition waivers.

NOTE: As per School of Humanities Policy, students who accept a Rice graduate stipend will agree not to moonlight—i.e., teach at another institution during the term of their five-year package. Any exceptions to this rule must be approved by the Dean of Humanities. **Students who accept significant paid work while on stipend risk losing their stipend.**

Per the General Announcements: Students receiving a stipend may accept employment only with the approval of their graduate program. Students working for more than 20 hours per week are not normally eligible for full-time status.

Students in the first and second year should not work on or off campus and any exception to this should be discussed first with the advisor and Director of Graduate Studies.

Department Funds
Conference and Research Travel Funds
Department of History students, including those in dual-degree programs, are eligible to apply for department funds to assist with travel to conferences and/or to conduct research during the academic year or the summer break. Travel funding requests are reviewed by the department's Travel Funding Committee on a monthly basis. Deadlines, policies, application forms, and procedures are posted on the department's website: https://history.rice.edu/conference-and-research-travel-support

Association Memberships
Students are encouraged to join professional associations. The department will purchase discounted memberships for the American Historical Association (AHA) for interested students. Information will be sent in September.

Special Fellowship and Scholarship

- Lodieska Stockbridge Vaughn: Each spring, department chairs are invited to nominate a continuing graduate student whose record at Rice shows evidence of outstanding achievement and promise for the Vaughn Fellowship, which is worth over $16,000. Recipients are chosen by the Graduate Council. One award in Humanities is given each year.
- James T. Wagoner Fellow- Foreign Study Scholarship: Funding to conduct research in a foreign country. Funding ranges from $3,500-$15,000 and is related to the scholar's projected expenses for a year, semester, or summer. Administered by GPS: https://graduate.rice.edu/wagoneraward. Graduate students whose research requires foreign travel are *strongly* encouraged to apply for Wagoner funding alongside any

department funding requests.

Additional Funding/Certificate Opportunities

Humanities Research Center
The Humanities Research Center (HRC) administers the Marilyn Marrs Gillet International Travel Fellowship as well as funding for visiting speakers and student-run conferences and workshops. Calls for applications are held throughout the year. More information can be found at https://hrc.rice.edu/calls-deadlines. Students conducting research abroad are STRONGLY encouraged to apply for the Gillet Fellowship alongside any department funding requests.

Graduate Instructor Positions - FWIS
First-year Writing Intensive Seminars (FWIS) are administered by the Program in Writing and Communication (PWC). Graduate Instructor and Teaching Assistant positions are available. The deadline to apply is generally February for the following academic year. More information can be found at: https://pwc.rice.edu/whom-we-serve/graduate-students/graduate-student-employment-opportunities

Consultant Positions with CAPC
Consultant work at the Center for Academic and Professional Communication (CAPC) is available. More information found here: https://pwc.rice.edu/whom-we-serve/graduate-students/graduate-student-employment-opportunities

Certificate Programs
Graduate students may work towards certificates in the following areas:

- Graduate Certificate from the Center for African and African American Studies. https://caaas.rice.edu/graduate-certificate.
- Certificate in the Study of Women, Gender, and Sexuality from the Center for the Study of Women, Gender, Sexuality (CSWGS). Students may apply for a one-time *competitive* stipend of $5,000 upon completion. https://cswgs.rice.edu/graduate-certificate

Awards
The Department of History bestows a number of awards each year to graduate students. Award criteria, application procedures and other details for both graduate and undergraduate awards are posted on the department website: https://history.rice.edu/awards.

John Gardner Prize
The School of Humanities awards the $1,000 John Gardner Prize to the student with the best dissertation in the School of Humanities. Nominations are determined by department. Dissertations are read by a committee of HUMA faculty from departments with graduate programs, and a joint recommendation is made to the Dean of Humanities for final approval.

Section Nine	End of Year Report Guidelines

Reports are due no later than the last day of the spring semester each academic year**. Check the Academic Calendar for exact dates: https://registrar.rice.edu/calendars**

Reports should be submitted as a PDF with a document title of LAST NAME, FIRST NAME, End of Year Report 20XX (year). Reports should be **no longer than two pages. Reports will be submitted to a specific Box folder.**

A copy of the End of Year Report must be sent to the student's advisor as well as uploaded to Box.

First-year students:
Coursework: Briefly comment on each of your graduate courses this AY.
Exam and Dissertation Preparation: Briefly comment on the decisions that you have made in determining: Who is your advisor? What fields are you preparing? What are your current thoughts on a dissertation topic?
Independent Research and Conferences: Have you travelled to a research collection? If so, please comment briefly. Have you presented a conference paper? If so please give title of paper, name of conference, date, and comment briefly.
Summer Plans: Briefly describe what you plan to do this summer. *Coming AY:* What graduate courses do you plan to take? What goals do you have for your second year? Looking far ahead, what outside funding sources for dissertation research do you plan to explore?

Are there any other scholarly activities that you are involved in that you would like to comment on?

Second-year students:
Coursework: Briefly comment on each of your graduate courses this AY.
Exam and Dissertation Preparation: Please describe your field exam plan, including approximate dates of your exams. You may attach a copy of your field exam plan to this document.
Professional Training: Have you been a TA or EA? Please comment briefly on this training, in particular on its usefulness in your professional development.
Independent Research and Conferences: Have you travelled to a research collection? If so, please comment briefly. Have you presented a conference paper? If so, please give title of paper, name of conference, date, and comment briefly.
Summer Plans: Briefly describe what you plan to do this summer. *Coming AY:* What graduate courses remain to complete your program? What date have you set for your Comprehensive Examination? What outside funding sources have you identified for dissertation research? What are their deadlines? Will you be eligible to apply for the Wagoner Scholarship?

Are there any other scholarly activities that you are involved in that you would like to comment on?

Third-year students:
Coursework: Describe what you accomplished in the Prospectus Seminar.
Exam and Dissertation Preparation: Please comment on your exams, including when you took them, what you learned from them. Please comment on who is going to be on your Thesis Committee. What applications have you made for external funding? What were the results? What applications are still to be submitted, if any, and what are their deadlines?
Professional Training: Have you been a TA or EA? Please comment briefly on this training, in particular on its usefulness in your professional development.
Independent Research and Conferences: Have you travelled to a research collection? If so, please comment briefly. Have you presented a conference paper? If so please give title of paper, name of conference, date, and comment briefly.
Summer Plans: Briefly describe what you plan to do this summer. *Coming AY:* Please describe your research plans for the coming year. In particular, please give names of libraries and archives where you plan to work and the dates you plan to be in residence there. Please note any outside funding that you have received. Please give a detailed plan for how you will keep in touch with your advisor and members of your dissertation committee.

Are there any other scholarly activities that you are involved in that you would like to comment on?

Fourth-year students:
Dissertation: Please describe your progress on the research for your dissertation made this year. List the libraries and archives where you have worked, the dates you were in residence there, the funding you have received to support your research, both inside and outside. Please discuss how you have been in touch with your advisor and members of your dissertation committee.
Conferences: Have you presented a conference paper? If so, please give title of paper, name of conference, date, and comment briefly.
Summer Plans: Briefly describe what you plan to do this summer. *Coming AY:* Please describe your writing plans for the coming year. Do you plan to teach in your fifth year? If so, what will you teach and where? Do you plan to be on the job market in your fifth year? If so, please note the kinds of jobs you intend to research and apply for.

Are there any other scholarly activities that you are involved in that you would like to comment on?

NOTE: A scheduled meeting with the student's advisor, documented via the Dissertation Progress Form, is required for all students in their fourth year and above.
https://history.rice.edu/forms

Fifth-year students:
Dissertation: Please describe your progress on the research for your dissertation made this year. List the libraries and archives where you have worked, the dates you were in residence there, the funding you have received to support your research, both inside and outside. Please discuss how you have been in touch with your advisor and members of your dissertation committee.
Conferences: Have you presented a conference paper? If so please give title of paper, name of

conference, date, and comment briefly.
Looking Ahead: When do you plan to defend your dissertation? Are you teaching, if so where? What are your plans to be on the academic job market? What are your plans for non-academic job searching?

Are there any other scholarly activities that you are involved in that you would like to comment on?

NOTE: A scheduled meeting with the student's advisor, documented via the Dissertation Progress Form, is required for all students in their fourth year and above.
https://history.rice.edu/forms

Sixth-year (and beyond) students:
Dissertation: Please describe your progress on the research for your dissertation made this year. List the libraries and archives where you have worked, the dates you were in residence there, the funding you have received to support your research, both inside and outside. Please discuss how you have been in touch with your advisor and members of your dissertation committee.
Conferences: Have you presented a conference paper? If so please give title of paper, name of conference, date, and comment briefly.
Looking Ahead: When do you plan to defend your dissertation?
Are you teaching, if so, where? What are your plans to be on the academic job market? What are your plans for non-academic job searching?

Are there any other scholarly activities that you are involved in that you would like to comment on?

NOTE: A scheduled meeting with the student's advisor, documented via the Dissertation Progress Form, is required for all students in their fourth year and above.
https://history.rice.edu/forms

Section Ten	**APPENDIX OF FORMS**

The following pages contain these important forms:

- Comprehensive Examination Plan
- Comprehensive Examination Evaluation
- Dissertation Prospectus Approval and Formation of Thesis Committee
- Checklist for PhD Candidacy in History
- Petition for Approval of Doctoral Candidacy (Sample)
- Dissertation Progress Form (Sample)
- Candidacy Master's Degree Form (Sample)

RICE Department of History

COMPREHENSIVE EXAMINATION PLAN

This form is due no later than the beginning of the third semester.
After obtaining signatures, submit this form to the Graduate Program Administrator.

Part ONE - Portfolio

Student's Name: _____ **Date:** _____

PRIMARY Field Name: _____
Requirement: A historiographical essay of at least 5,000 words and a maximum of 8,000 words (bibliography and notes excluded).

PRIMARY Field Examiner Name: _____

PRIMARY Field Examiner Signature_____

SECONDARY Field Name: _____
Requirement: A historiographical essay of at least 5,000 words and a maximum of 8,000 words (bibliography and notes excluded) exploring a major problem in the field.

SECONDARY Field Examiner Name: _____

SECONDARY Field Examiner Signature_____

TERTIARY Field Name: _____
Requirement: Evidence of teaching competence in the field, which will typically include a syllabus and sample lecture plans.

TERTIARY Field Examiner Name: _____

TERTIARY Field Examiner Signature_____

In addition, the Portfolio will include the following:

1. A substantial list of books that the student has read, categorized by examination field.
2. A current curriculum vitae.

RICE Department of History

COMPREHENSIVE EXAMINATION EVALUATION

The Comprehensive Examination will typically take place during the fifth semester. It MUST be completed by the end of the sixth semester.

The student must bring this form to the Oral Defense of the Comprehensive Examination. After obtaining signatures, submit this form to the Graduate Program Administrator.

Part TWO – Oral Defense

Student's Name: _____ **Date of Oral Exam** _____

_____ Pass _____Fail

PRIMARY Field Examiner Name: _____

PRIMARY Field Examiner Signature_____

SECONDARY Field Name: _____

SECONDARY Field Examiner Name: _____

TERTIARY Field Examiner Name: _____

TERTIARY Field Examiner Signature_____

Additional Comments:

_____

_____

_____

_____

RICE Department of History

DISSERTATION PROSPECTUS APPROVAL
AND THESIS COMMITTEE FORMATION

After approval from the student's primary advisor, the prospectus is to be sent to prospective thesis committee members for review by **April 15th**. **This form must be filled out, signed, and submitted to the Graduate Program Administrator by May 1st of the student's sixth semester.**
Email approvals may be attached to this form in lieu of signatures.

Student's Name: _____

Working Title of Prospectus:_____

Date Submitted: _____

Primary Advisor's Name: _____

Primary Advisor's Prospectus Approval (signature): _____

Second Committee Member (from History Dept.) Name:_____

Acknowledgement of receipt of Prospectus and agreement to serve on Committee (signature):

_____

Third Committee Member (from outside History) Name and Department:

_____

Acknowledgement of receipt of Prospectus and agreement to serve on Committee (signature):

_____

Comments:

Department of History

CHECKLIST FOR PHD CANDIDACY IN HISTORY

To be completed and submitted by the Graduate Program Administrator after meeting with the student.

Student's Name_____

☐ 1. Coursework
Successfully complete four semesters of graduate level coursework, including HIST 575 Introduction to Doctoral Studies

☐ 2. Pass at least one foreign language exam
- Language #1 _____ Date passed _____
- Language #2 (if required by advisor) _____
  Date passed _____

☐ 3. Pass a Comprehensive Exam in three fields
Date passed_____

☐ 4. Submit a signed Prospectus Approval and Committee Formation form

☐ 5. Complete document:
- Petition for Approval of Candidacy for a Doctoral Degree (C-2)

_____ _____

Graduate Program Administrator Signature Date

RICE

Graduate and Postdoctoral Studies

SAMPLE ONLY
Go to https://graduate.rice.edu/forms
and download most current version.

PETITION FOR APPROVAL OF CANDIDACY FOR A DOCTORAL DEGREE (GP 2)

Candidacy for the Doctoral degree cannot be approved until the applicant has completed all course requirements, all qualifying or preliminary examinations or department equivalent, and any foreign language requirements.

1. Name of applicant _____
(Last) (First) (M.I.)

2. Department/Graduate program _____ Student ID # _____

☐ **Attach** to this application a current transcript (printed from WebApps; see your graduate coordinator).

☐ **Attach** to this application a statement of all applicable departmental requirements for both course work and qualifying or preliminary examinations.

☐ **Attach** student's departmental checklist to candidacy to document how the student has fulfilled departmental requirements.

3. Proposed thesis topic (tentative title) _____

_____

4. Thesis Committee, subject to the approval of the GPS. (**type or print**) Please see the General Announcements for rules regarding the composition of thesis committees.

(a) Thesis Director _____

Committee Chair within the department (**if different**) _____

(b) Member **within** the department _____

(c) Member **outside** the department _____

Additional member(s) _____

*Thesis committees may later be changed. See http://graduate.rice.edu/thesis for additional information.

5. Signatures:

_____ Date _____
Original signature of Department Chair or
Director of Graduate Studies

_____ Date_____
Graduate Coordinator signature

_____ Date_____
Dean of Graduate & Postdoctoral Studies

 RETURN TO DEPARTMENT COORDINATOR

RICE UNIVERSITY
School of Humanities

SAMPLE ONLY
Go to https://history.rice.edu/forms and fill out online.

Dissertation Progress Advising Form

Instructions: A meeting about progress and advancement of the dissertation must involve *at least the dissertation chair (or primary advisor if a dissertation committee has not been formed)*, but it is strongly recommended to include the second and third reader where possible and practical.

Dissertation advising meetings should occur at least once per academic year.
This form is required by June 1 of each academic year for every student in their fourth-year and above.

Name of Student: _____

Email Address:

Program: _____

SID#: _____

Year in Program: _____ Advisor or Dissertation Chair's name: _____

Additional Meeting Attendees (if any): _____

Date of Meeting: _____

Meeting summary – student comments:

Meeting summary – advisor/dissertation chair's comments:

Student's signature: _____

Dissertation Chair (or Advisor) signature: _____

SAMPLE ONLY: Contact Graduate Administrator for original

RICE

Graduate and Postdoctoral Studies

CANDIDACY MASTER'S DEGREE (G-1)

Check one box:	Deadline to turn in this form:	Check one box:
☐ December conferral - - - - - -	Deadline: Oct 31	☐ Master's of Arts (MA)
☐ May conferral - - - - - - - - - -	Deadline: Feb 28	☐ Master's of Science (MS)

This degree will be conferred only if the following conditions are satisfied by the Candidate:

1. Student must be registered for the semester in which the award is to be made.
2. Ph.D. candidacy must have been approved prior to or in conjunction with submission of this petition form.
3. **This form must be returned to the Graduate and Postdoctoral Studies office by October 31 for December conferral or February 28 for May conferral.**

Name of Candidate _____
Last First Middle

Student ID: _____ Department Name: _____

Statement of Candidate:

I wish to accept the Master's Degree. _____
Signature of Candidate

☐ I have submitted An Application for Degree with the Registrar's Office (available through your ESTHER account) on or before the deadlines listed above.

Signature of Department Chair: _____ Date _____

Office Use Only

GPS Approval and Certification _____
(Initial)

_____ Date _____

RETURN TO GRADUATE COORDINATOR FOR SUBMISSION ONLINE