



**OFFICIAL HANDBOOK AND
REMENTS FOR HISTORY
ATE STUDENTS**

2018-19 Academic Year

**Houston, Texas
July 2018**

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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 being in compliance with 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 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.

If you are in need of assistance or 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 can be found at www.safe.rice.edu.

Disability Support Services

"Rice University is committed to equality of opportunity for persons with disabilities. In keeping with the university mission to provide an unsurpassed education, Disability Support Services (DSS) provides and facilitates accommodations and support services for students, faculty, staff and visitors with disabilities." More on Disability Support Services is found on here: dss.rice.edu/.

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| Section One | KEY CONTACTS |
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DEPARTMENT CONTACTS:

| TITLE | NAME | PHONE NUMBER | EMAIL ADDRESS |
|--------------------------------|------------------------|-----------------|-------------------|
| Department Chair | (Peter) Carl Caldwell | 713-348-2546 | caldwell@rice.edu |
| Director of Graduate Studies | Sayuri Guthrie Shimizu | 713-348-2134 | sg45@rice.edu |
| Department Administrator | Beverly Konzem | 713-348-2163 | konzem@rice.edu |
| Graduate Program Administrator | Lydia Westbrook | 713-348-2092 | lydiaw@rice.edu |
| Department Coordinator | Erin Baezner | 713-348-4947 | eb23@rice.edu |

STUDENT OFFICERS 2018-19

| TITLE | NAME | EMAIL |
|--|------------------|-----------------------------|
| Graduate Representative | Kimberly Jones | Kimberly.V.Jones@rice.edu |
| Assistant to the Graduate Representative | Jessica Lockhart | Jessica.M.Lockhart@rice.edu |
| Grad Barrel Coordinator | Cyma Farah | Cyma.S.Farah@rice.edu |
| HGSA/GSA Representative | Cynthia Martinez | Cynthia.G.Martinez@rice.edu |

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| Section Two | DEGREE REQUIREMENTS |
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Requirements for the Ph.D.

- Satisfactory completion of 36 credit hours (12 courses), including HIST 575 *Introduction to Doctoral Studies* and seven additional graduate seminars, at least two of which are to be research seminars
- 54 credit hours in dissertation research and writing (total 90 credit hours for the degree).
- Pass an examination* in the principal language of research and one additional language. If the principal language of research is English, candidates must pass an examination in one other foreign language.
- Perform satisfactorily on a written and oral comprehensive examination in three fields*
- Complete a dissertation presenting the results of original research.

***Language exams** involve translating a history passage of approximately 500 words in length. The passage is chosen by the advisor from a book or article selected by the student (in consultation with the advisor). If the exam is NOT being graded by the student's 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's Pledge at the end of the exam: "I have neither given nor received any assistance during this exam." Language exams may not leave campus and must be returned the same day to the Graduate Program Administrator who will arrange grading. Exams are graded Pass/Fail.

Alternatively, a student can take advantage of the specially designed intensive summer courses offered by Center for Language and Cultures at Rice. These courses, 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. 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.

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| Section Three | TYPICAL DEGREE TIMELINE |
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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.
- ❑ Students should identify and begin preparing three fields by the end of the second semester. (With advisor and Graduate Committee approval, students may prepare for examination in a field outside the department. Students must 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. See Section Nine of this Handbook.

Year Two

- ❑ Continue formal coursework.
- ❑ 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 you 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.
- ❑ Write brief End of Year Report. See Section Nine of this Handbook.

Year Three

- ❑ Optionally, take advantage of the opportunity to participate in the department's Mentored Teaching Program as final semester of Service/Professional Development requirement. Students interested in mentored teaching should prepare a proposal in consultation with their primary advisor and the DGS. Proposals are approved by the Graduate Committee.

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.

- ❑ Take HIST 578, Prospectus Seminar.
- ❑ If not done by the start of Year Three, complete Comprehensive Examination (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. 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, 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.**

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, 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.
- ❑ 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. See Section Nine of this Handbook.

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| Section Four | COMPREHENSIVE EXAMINATION |
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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 teaching competence in the field, which will typically include a syllabus and sample lecture plans.
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 terminal MA but will not continue on to doctoral candidacy

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| Section Five | DESCRIPTION OF COURSEWORK |
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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 a minimum of two research seminars.

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:

History 575, Introduction to Doctoral Studies is required is required in the first semester.

In History 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. At the seminar, these ideas are discussed by the students with the professor.

HIST 578, Prospectus Seminar.

In History 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.

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. A directed reading class is NOT a graduate seminar. It should be taken when a 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 as seminars.

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.

A syllabus must be turned in to the Graduate Administrator before a student may register for a directed reading. This syllabus should be submitted no later than the second week of classes. All directed readings must be approved and signed by the faculty member involved and the DGS.

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.

Special Courses

HIST 509/510 – The content of Directed Readings will be negotiated between the student(s) involved and the instructor. A description of the content and expectations will be submitted to the Graduate Committee, which will be responsible for ensuring that the class is roughly comparable in scope and intensity to a graduate seminar.

HIST 599 – 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 700, Third Year Research Course. 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 – Independent doctoral research. Students enrolled in HIST 800 must make satisfactory progress on their dissertations.

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| Section Six | GRADING, EVALUATIONS, PROBATION, PROBLEM RESOLUTION, AND LEAVES OF ABSENCE |
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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 "I," the heavy workload of graduate school is **not** sufficient reason for requesting an incomplete from a professor. Professors should only give an "I" 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 an 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 improvement 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 will 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 for a grade B- or below.

A graduate student will be placed on “academic probation” by the history department 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 major 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 major advisor may arise that require action. Graduate students seeking to change major advisor should make contact with the DGS. Changing a major advisor requires approval by the Graduate Committee.

When attempts to resolve a 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.

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/>)

Leave of Absence

Please refer to the Leaves, Interruptions of Study and Withdrawal section of the GPS website: <https://graduate.rice.edu/leaves>

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| Part Seven | PROFESSIONAL DEVELOPMENT (SERVICE) ASSIGNMENTS |
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Professional Development Assignments (also known as Service Assignments)

All graduate students are expected to fulfill five semesters of professional development (service) assignments. Assignments will be made at the beginning of each semester by the Department Chair and the Director of Graduate Studies. Students will be asked for their preferences but there are no guarantees.

Students with professional development 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.

Assignments include, but are not limited to: Teaching Assistants, Research Assistants and Editorial Assistants for the *Journal of Southern History (JSH)*. Note that assigned duties are limited to no more than ten hours per week, averaged over the semester.

Teaching Assistant (TA)

As a TA, you will assist the 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.

Research Assistant (RA)

RAs assist a particular faculty member with his or her research tasks. This may include locating sources in the library or through interlibrary loan, reviewing newspapers or microfilmed manuscript sources, working on databases, or limited amounts of photocopying and scanning.

Editorial Assistant (EA)

Students who are assigned as Editorial Assistants for the JSH are expected to work no more than 8 hours per week. As an EA for the *Journal of Southern History*, you must complete 100 hours over the course of the semester. The *JSH* has a detailed description of its procedures; if this is your assignment, you will receive additional training from the full-time staff. Serving as a 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.

NOTE: Third year students must fulfill a fifth semester service obligation, UNLESS they choose to participate in the **Mentored Teaching Program (see page 7)**

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| Section Eight | FELLOWSHIPS, ADDITIONAL FUNDING, AND AWARDS |
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Fellowships

All students accepted in the PhD program will receive a full tuition waiver for five years. In addition, all full-time graduate students, who remain in good standing, will receive a yearly stipend of \$26,000 for five years.

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 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

History Department funds are available 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 in Owl-Space under Graduate Resources – Travel.

<https://owlspace-ccm.rice.edu/portal>

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.

Additional Funding

There are a number of additional funding opportunities offered on campus for advanced students, including teaching courses for the Program in Writing Communication – PWC (<http://pwc.rice.edu/>) and the Mellon Graduate Research Seminar offered by the Humanities Research Center (<http://hrc.rice.edu/>), as well as special interest certificate programs offered by the Center for the Study of Women, Gender and Sexuality (<https://cswgs.rice.edu/academics/graduate-certificate>), the Center for Critical and Cultural Theory (<http://3ct.rice.edu/graduate-certificate-program/>) and more.

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/undergraduate/awards>

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| Section Nine | End of Year Report Guidelines |
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Reports are due no later than the last day of class each academic year. 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.

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?

Professional Service: Have you been a TA, RA, or EA? Please comment briefly on this service.

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 Service:* Have you been a TA, RA, or EA? Please comment briefly on this service.

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?

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 Service: Have you been a TA, RA, or EA? Please comment briefly on this service, 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?

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?

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?

| | |
|--------------------|--------------------------|
| 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)
- Candidacy Masters Degree (Sample)



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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.



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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:



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**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:



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CHECKLIST FOR PHD CANDIDACY IN HISTORY

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

Graduate Student Name

Date

☐ 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. Completed documents

- Petition for Approval of Candidacy for a Doctoral Degree (C-2)
- Candidacy Master's Degree (G-1)

Graduate Program Administrator Signature

Date

SAMPLE ONLY

Go to <https://graduate.rice.edu/forms>
and download most current version.



Graduate and Postdoctoral Studies

PETITION FOR APPROVAL OF CANDIDACY FOR A DOCTORAL DEGREE (C-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:

Original signature of Department Chair or
Director of Graduate Studies

Date _____

Graduate Coordinator signature

Date _____

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Dean of Graduate & Postdoctoral Studies

Date _____

RETURN TO DEPARTMENT COORDINATOR



SAMPLE ONLY

Go to
<https://graduate.rice.edu/forms>
and download most current version.

Graduate and Postdoctoral Studies

CANDIDACY MASTER'S DEGREE (G-1)

Check one box:

☐ December conferral - - - - -

☐ May conferral - - - - -

Deadline to turn in this form:

Deadline: Oct 31

Deadline: Feb 28

Check one box:

☐ Master's of Arts (MA)

☐ 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