

GRADUATE HANDBOOK
DEPARTMENT OF HISTORY
MICHIGAN STATE UNIVERSITY

301 Morrill Hall

East Lansing, MI 48824-1036

Keely Stauter-Halsted
Chairperson

Walter Hawthorne
Graduate Director

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Section I-Program Overview

History, as three recent interpreters have written in a new, compelling book, is a “discipline, a profession, and a career.” (T. Bender, Katz, and C. Palmer, *The Education of Historians for the Twenty-First Century*. Urbana, Illinois: The University of Illinois Press, 2004. Pp. 4-5.)

As a *discipline*, history has standards of evidence, styles of argumentation, and a literary and narrative dimension that distinguish it from other forms of scholarship. Historians interpret politics and institutions; they study intellectual communities and social dynamics; importantly, they give a voice to those who might otherwise not be accorded one by society. History has been among the most “interdisciplinary” of all the modern disciplines.

As a *profession*, history possesses organized forms of interaction among its practitioners. Historians write for each other and for a public at large; and they are committed, professionally, to styles of written communication and oral interaction that are clear, informative, and ethically sound. At conferences and in classrooms, in government and in museums, historians research and communicate about the past, remembering its lessons to help create a better future.

And as a *career*, history is, and should be, many things: historians work in the academy, creating new knowledge and teaching students at the college and university level; historians teach at the K-12 level of education; historians design and curate exhibits in museums; and historians work for the government, for corporations, and for media outlets, strengthened and empowered by the standards and practices they acquire through rigorous professional training.

At Michigan State, we are committed to history in all its modern, multifarious, happily diverse manifestations. We offer exciting and innovative graduate training; and we are looking for graduate students who are ambitious self-starters, and people open to training that is itself open to change and dynamism. Here, through seminars, independent study, and close, guided relationships with faculty mentors, graduate students have the chance to learn, practice, and perfect the disciplinary, professional, and career-oriented aspects related to becoming a historian.

We are looking for students who are willing to be active partners in an evolving community; so we expect students to take part in departmental matters – such as visiting lecturers, the graduate community, faculty searches, and so on – beyond the basic course requirements.

Section II—Program Components/Plan Options

Synopsis of the Doctoral Program

The First Year

1. Completion of first-year courses selected in consultation with the Graduate Program Director or advisor.
2. Selection of the major professor/dissertation research advisor.
3. Selection of the Guidance Committee.
4. Initial Guidance Committee meeting. This should be held as soon as possible, and *must* be held within 12 months after entering the graduate program. At this meeting, the complete course program must be formally decided.
5. Completion and submission of the form entitled “Report of the Guidance Committee--Doctoral and Other Programs.” The final typed form must be signed by the student and all members of the Guidance Committee. This requirement should be completed in conjunction with the initial Guidance Committee meeting.
6. International students who are working as teaching assistants must pass the SPEAK test (with a score of at least 50) certifying that the student qualifies in English proficiency as a teaching assistant.
7. All students must be certified in the first of their foreign languages.

The Second Year

1. Continuation of course work.
2. Enrollment in courses prescribed by the Guidance Committee
3. Evaluation of the student’s performance as a teaching assistant.
4. Take research seminar and complete MA paper or thesis or defend research paper, as desired by guidance committee.
5. Annual meeting of guidance committee. Letter of progress submitted by student’s main advisor to graduate director.

The Third Year

1. Enrollment in courses prescribed by the Guidance Committee.
2. Satisfactory completion of the comprehensive examination.
3. Approval of doctoral dissertation proposal.
4. Evaluation of the student’s performance as a teaching assistant.
5. Complete language requirements.
6. Annual meeting of guidance committee. Advisor submits letter of progress to graduate director.

Each Subsequent Year

1. Dissertation research and/or writing.
2. Annual meeting or conference call with guidance committee.
3. Progress report submitted to graduate committee each year by February 1.

The Final Semester

- a. Final oral examination in defense of the dissertation.
- b. Submission of unbound dissertation to the University, and bound copies to the Department of History and to the major professor.

Requirements for the Doctor of Philosophy Degree in History

Coursework requirements

1. Complete History 803 and the historiography courses required in the student's sub-discipline.
2. Complete 800-900 level courses in a major field of history and in each of two minor fields, at least one of which must be in history, as specified by the student's guidance committee. The major field should be the field in which the student plans to focus research for the dissertation, drawn from the fields of history listed below; a minor field may be composed with consultation of the guidance committee that emphasizes thematic or interdisciplinary scholarship.
3. Ordinarily doctoral students are required to take at least 12 credits of formal graduate course work (800-900 level) in their major field, of which at least 3 credits are taken in a research seminar or research-focused independent study, and 6 credits in each minor field. 4. Completion of HST 900 (unless waived by Graduate Director)

Fields of Study

Atlantic World
Medieval History
Early Modern European History
Modern Western European History
British and British Empire History
Russian History
East European History
American History
African American History
Comparative Black History
Latin American and Caribbean History
African History
East Asian History
History of Women and Gender Relations

World History
History of Science, Technology, Environment, and Medicine
Migration History
Labor and Working Class History
Sports History

Forming a Program of Study

A report including a statement of the student's proposed program, with a timetable and tentative dissertation topic is filed in the office of the Dean of the College of Social Science within the first two semesters of doctoral study. In the report, the committee recommends the amount of graduate credit beyond the master's degree level from other institutions which should be accepted; what study, if any, may be done in absentia, and under what conditions; what language examinations or alternative programs, if any, the student should take. Ordinarily, the Guidance Committee will recommend students enroll in three seminars (or two seminars and a language course) each semester. This schedule assumes a half time graduate assistantship. The guidance committee is responsible for insuring the adequacy of the overall program, in keeping with the general policy that four or more academic years of study and research beyond the bachelor's degree are required.

Comprehensive Examinations and History Department Graduate Exam Policy

Fields:

Graduate students are expected to become experts in one major field and two minor fields, and they will constitute a committee, as explained below in IV and V, that consists of two professors in the major field and one each in the two minor fields.

Exams, written and oral:

In practice, this means that students will prepare for **four** exams, two in the major field and one each in the minor fields. They will come to an agreement with each of the four professors on the material on which they will be examined, consisting usually in a reading list of at least fifty to seventy-five books per exam, though this can vary according to case. The members of the committee will meet prior to the exam process and share this material among themselves.

The history department expects graduate students to complete their exams by the end of their sixth semester in the program. Writing time for each exam is determined in consultation with the Guidance Committee, but is limited to 48 hours. Students must complete all of their exams within a period of six months time. Exceptions to this timetable are strongly discouraged and must be approved by the entire guidance committee.

Within a period not to exceed two weeks after the written exams are completed, an oral exam will follow with the committee. Students can expect to hear the results of each exam within one

week following the exam. **Students must be enrolled for at least one credit the semester the oral comprehensive examination is taken.**

The Dissertation Prospectus:

Within six weeks of the oral exam, the student will submit a dissertation prospectus of at least 10 double-spaced pages to the members of their committee. This prospectus must offer a plan for the dissertation that shows awareness of relevant historiography, discusses the available sources, and presents a prospective schedule of research and writing. The prospectus must be approved by the committee before the student is admitted to candidacy for the PhD.

Section III—Degree Requirements

Course requirements

See Section II above.

Foreign Language Requirement

The Department of History ordinarily requires proficiency in two foreign languages for the Ph.D. degree. For students whose research needs and areas of specialization do not require competence in two languages, the Guidance Committee may determine that one foreign language is adequate. A student's choice of language(s) will be agreed upon in consultation with the Guidance Committee. The student must satisfy the first language requirement by the end of the first year of doctoral study; failure to do so will result in denial of registration privileges in other course work until that language requirement has been met. The second language, where necessary, must be satisfied before the comprehensive examinations are begun.

The Counseling Center Testing Office (207 Student Services Building, 355-8385) offers computerized testing (Guidelines for Certification of Foreign Language Proficiency for Graduate Students) in French, German and Spanish.

Students who do not wish to take the examination may meet the German requirement by satisfactory completion of GRM 400 and the French requirement by satisfactory completion of FRN 400. [The Department asks that History students taking the above courses register for them for **C-NC**. There is not currently an equivalent course sequence in Spanish to replace the examination.]

Under certain circumstances, students may choose to take a language exam that does not appear on their transcript, but nonetheless testifies to their ability to read scholarly work in the chosen language. These exams are arranged with the permission of the Graduate Director and the faculty examiner and result in an exam certificate in the student's file. Students who need to be tested in languages other than French, German and Spanish should consult with their advisor and the Graduate Director. **Students must be enrolled for at least one credit the semester the language examination(s) are taken.**

Research Credit Requirements

For students who do not already have an M.A. in history, the completion of a master's thesis or significant research paper, normally including research in primary sources will be required by the guidance committee. There need be no significant difference between the thesis and paper in terms of length or difficulty, only in form. The thesis, usually completed in the second year of the program, is written under the direction of a History faculty member. Students working on a thesis enroll for six credits of HST 899.

If a formal MA thesis is written, a committee consisting of three MSU faculty members, including the research advisor and at least one other History faculty member and representing two fields of history will participate in an oral examination of the student's work. The nature of the exam will be determined by the committee and student in consultation.

A substantial research paper, which demonstrates skills in research and acquaintance with the relevant historiographical materials, will normally be produced as a project in a two-term sequence of appropriate graduate courses (either a two-term course, at least the second term of which is expressly devoted to research, or a one-term course followed by either HST 890, Independent Study or HST 898, Master's Research). The essay also is written under the direction of a member of the History faculty. In fields where separate research seminars are not available, an Independent Study will be required to complete a research project.

All doctoral students must register at Michigan State University for and successfully complete a minimum of 24 semester credits of doctoral dissertation research (HST 999).

Regular vs. Provisional Admit Status

From Academic Programs (<http://www.reg.msu.edu/UCC/AcademicPrograms.asp>):

Regular: Students who are considered to be fully qualified to undertake a program toward the graduate degree for which they are admitted.

Provisional: Students of promise who have some remediable inadequacy of qualification such as a minor deficiency in subject matter preparation or for whom there is incomplete interpretation of available records. A student who is admitted to provisional status will be eligible for change to regular status when specific written conditions for transfer to regular status have been met.

English Language Proficiency for International Students

Please consult Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp> for university requirements for English Language Proficiency. For non-TA duties, the History Department does not require the SPEAK test.

Residency Requirement

In accordance with **Academic Programs**, residency shall be defined as follows:

One year of residence on the campus after first enrollment for doctoral degree credit is required to permit the student to work with and under the direction of the faculty, and to engage in independent and cooperative research utilizing University facilities. A year of

residence will be made up of two consecutive semesters, involving the completion of at least six credits of graduate work each semester.

Graduation/Degree Certification

The semester a student intends to graduate, regardless of whether the student plans to attend the ceremony, it is necessary to apply for graduation. The Graduate School has an on-line link: <http://grad.msu.edu>. This site has a list of important dates, dissertation/thesis deadlines, commencement information, etc.

Once a student applies you apply for graduation, the Registrar's Office will generate a form called the Final Certification for Degree form. The department will file this with the College office. If it has taken more than 8 years to complete the program, the Graduate Secretary will contact you about taking steps to file for an extension to complete your degree. The department will contact students should there be any questions concerning the final certification form, such as when language requirements have been fulfilled, etc.

REQUIREMENTS FOR THE M.A.II DEGREE

The M.A. II Degree is designed for the specific needs of the secondary school teacher; a terminal degree, it does not lead toward entry into a doctoral program.

- I. A total of 30 credits in courses with graduate credit (400-800 levels) selected as follows:
 - A. At least 5 800-level courses in history.
 - B. History 803 (Techniques & Methodology of Historical Research).
 - C. OPTIONAL: Between 6 and 9 of the 30 credits may be taken in one or two disciplines related to history.
 - D. OPTIONAL: No more than 6 credits in HST 890 (Independent Reading).
 - E. At least 12 credits earned in courses taught on the East Lansing campus of Michigan State University.
- II. Each student in the M.A.II program chooses two of the three areas commonly taught in secondary schools and concentrates course work on them. These areas are American Civilization, European Civilization, and Global Studies. The resulting specialization is designed to provide the graduate of the M.A.II program with the nucleus of a graduate preparation in world history. When advisable, the student enrolls in collateral courses in a historical area before taking graduate courses in that area.

- III. Before completing 9 credits in this program, the student must constitute a committee of at least two History faculty members to advise the student. M.A.II students should consult regularly with the department's Graduate Director.
- IV. An oral exam covering the student's overall coursework for the M.A. II program by a committee consisting of three MSU faculty members, including the advisor and at least one other History faculty member. The nature of the exam will be determined by the committee and student in consultation.

M.A.II PROGRAM OUTLINE

(Copies of this form may be obtained from the Graduate Studies Secretary. The student is responsible for providing his/her advisor and the Graduate Director with updated copies of this form whenever changes are made, and prior to the annual evaluation in early spring semester of each year.)

Name _____ Date Entering _____

Advisors _____;

Fields (2) _____;

Coursework (30 credit hours minimum)	<u>Term</u>	<u>Grade</u>	<u>Credits</u>	
A. History 803	_____	_____	_____	_____
B. 5 800-level HST courses	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
C. HST 890 (optional) (topic _____)	_____	_____	_____	_____
D. 400/800-level HST courses	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
E. Other disciplines				

(Optional)

F. Other electives

Section IV and V -Selection of Advisor and Formation of the Guidance Committee

The Graduate Director will serve as the advisor for all newly admitted graduate students for their first semester. The student must formally establish a guidance committee before the end of the second semester of doctoral study. This committee shall consist of no fewer than four members, at least three of whom are History faculty members. The prospective dissertation director normally serves as the committee chair and major advisor; the second member of the committee also represents the major field; the third, fourth and any additional members will represent the minor fields. With the approval of the chair of the guidance committee and the graduate director, the student may add additional members who can make distinctive contributions to the program of study. They may be drawn from the Department of History or from other departments within the University. Once constituted, the committee plans with the student the course work and other activities required to develop competence in the fields of study. The committee and the student will agree to the student's program. This is indicated in the guidance committee report. Each doctoral candidate takes at least one formal graduate course under the direction of the major professor.

A report (the "Guidance committee report") including a statement of the student's proposed program, with a timetable and tentative dissertation topic is filed in the office of the Dean of the College of Social Sciences within the first two semesters of doctoral study. In the report, the committee recommends the amount of graduate credit beyond the master's degree level from other institutions which should be accepted; what study, if any, may be done in absentia, and under what conditions; what language examinations or alternative programs, if any, the student should take.

Members of the student's committee can be changed with the written consent of the student's main advisor and Graduate Director. The main advisor can be changed with the consent of the Graduate Director.

Section VI-Dissertation/Thesis Defense and Final Oral Examination

Each student working toward a Ph.D. degree must conduct original research to be used in a dissertation which makes a significant contribution to knowledge. The research is to be under the guidance of and acceptable to the major professor and the guidance committee. All doctoral students must register at Michigan State University for and successfully complete a minimum of 24 semester credits of doctoral dissertation research (HST 999). It is the policy of Michigan State University to permit and facilitate dissertation research by students from developing nations in their home countries, whenever feasible.

The dissertation must be organized, typed, duplicated and bound according to regulations prescribed in The Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations, available from the Office of the Graduate School. An abstract of the dissertation not exceeding 350 words must also be prepared.

Not later than the fourth Friday of the last term of a student's program, the student must submit to the major professor at least four copies of the dissertation and abstract for committee review before the oral examination. The dissertation must be in completed form, typed with finished diagrams, etc., and acceptable to the major professor. It must not, however, be bound. When the guidance committee has reviewed and approved the dissertation and the student has passed an oral examination in its defense, the student shall incorporate in the dissertation any recommended changes and corrections before submitting it to the Office of The Graduate School. The student must submit to the Office of The Graduate School a final unbound copy of the dissertation and abstract, an additional copy of the abstract, the microfilming and binding contract, the microfilming and binding payment receipt, and forms required by The Graduate School not later than the twelfth Friday of the semester.

The final oral examination is conducted and evaluated by at least four members of the guidance committee, supplemented by a faculty member invited by the College Graduate Dean. A copy of the dissertation must be made available to the College Dean for this purpose at least four weeks prior to the oral examination. Other interested faculty or graduate students may attend. The dissertation and the performance on the oral examination must be approved by the members of the examining committee, with not more than one dissenting vote. A committee report is signed by the members, the department Chair, and the College Graduate Dean.

The oral examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the major professor and guidance committee. This should allow time for the members of the committee to review and evaluate the dissertation before the examination, and also allow sufficient time after the examination for the student to submit the unbound dissertation to the Office of The Graduate School before the specified deadline date. **The student must be registered for at least one credit the term in which the final oral examination is taken.**

All doctoral dissertations submitted to the Office of The Graduate School must be microfilmed. Michigan State University subscribes to the service offered by University Microfilms International. One microfilm copy will be deposited in the University Library and will be

available for interlibrary loan. The abstract will be published in Dissertation Abstracts, which will announce the availability of the dissertation in film form. The microfilming and binding fee, required of all doctoral students submitting dissertations, will cover the cost of the library microfilm copy, binding, and the publication and distribution of the abstract.

The student may order additional bound copies for the department, the school, the director, or others through University Microfilms International, or may make other arrangements for obtaining additional bound copies.

An additional fee is charged if the dissertation is to be copyrighted. Information about the amount of this fee and method of payment may be obtained from the Office of The Graduate School. Microfilming is considered by the University to be a form of publication. Publication by microfilm, however, does not preclude the printing of the dissertation in whole or in part in a journal or monograph.

All dissertations and theses are on file at the MSU Library, and can be found through the on-line MAGIC catalog at <http://magic.msu.edu/>.

Each year, a Graduate Committee conducts an annual review of the progress of each of its graduate students, on the basis of letters from the student's guidance committee or advisors, a statement from the student, grades earned in the previous two academic semesters, evaluations of the student's performance as a teaching or researching assistant, and other relevant academic performance measures (i.e., honors, publications, etc.).

Policy on Deferred Grades and Incomplete Grades

Except in multi-term courses, the department discourages graduate students from incurring deferred grades in their courses. The presence of deferred grades or Incompletes on a student's transcript can have adverse effects on his or her career in the following ways:

- A. With respect to continuation in the program, deferred grades or Incompletes which are not removed within a year of their being incurred, can cause a student to forfeit the right to continue enrollment until those courses have been completed.
- B. Students applying for graduate assistantships (or their renewal) must expect the existence of deferred grades or Incompletes to work against their favorable consideration in competition.
- C. Students holding graduate assistantships may not incur more than 6 credits of deferred grades or Incompletes without losing the assistantship.
- D. No student may take his or her comprehensive examination for the Ph.D. degree until all deferred grades and Incompletes in the field to be examined have been removed.

Section VIII-Departmental Policies on Integrity and Safety in Research and Creative Activities

The History department takes its commitment to professional ethics seriously. Students need to learn the best practices of the historical profession; they should become familiar with the American Historical Association's "Statement on Standards of Professional Conduct," which is available on-line at: <http://www.historians.org/pubs/Free/ProfessionalStandards.htm>. As the AHA urges there, in the introduction to the document,

"Scholars must be not only competent in research and analysis but also cognizant of issues of professional conduct. **Integrity** is one of these issues. It requires an awareness of one's own bias and a readiness to follow sound method and analysis wherever they may lead. It demands disclosure of all significant qualifications of one's arguments. Historians should carefully document their findings and thereafter be prepared to make available to others their sources, evidence, and data, including the documentation they develop through interviews. Historians must not misrepresent evidence or the sources of evidence, must be free of the offense of plagiarism, and must not be indifferent to error or efforts to ignore or conceal it. They should acknowledge the receipt of any financial support, sponsorship, or unique privileges (including privileged access to research material) related to their research, and they should strive to bring the requests and demands of their employers and clients into harmony with the principles of the historical profession. They should also acknowledge assistance received from colleagues, students, and others.

Because historians must have **access to sources**--archival and other--to produce reliable history, they have a professional obligation to preserve sources and advocate free, open, equal, and nondiscriminatory access to them, and to avoid actions that might prejudice future access. Historians recognize the appropriateness of some national security and corporate and personal privacy claims but must challenge unnecessary restrictions. They must protect research collections and other historic resources and make those under their control available to other scholars as soon as possible.

Certain kinds of research and conditions attached to employment or to use of records impose obligations to maintain confidentiality, and oral historians often must make promises to interviewees as conditions for interviews. Scholars should honor any pledges made. At the same time, historians should seek definitions of conditions of confidentiality before work begins, press for redefinitions when experience demonstrates the unsatisfactory character of established regulations, and advise their readers of the conditions and rules that govern their work. They also have the obligation to decline to make their services available when policies are unnecessarily restrictive.

As **intellectual diversity** enhances the historical imagination and contributes to the development and vitality of the study of the past, historians should welcome rather than deplore it. When applied with integrity, the political, social, and religious beliefs of historians may inform their historical practice. When historians make interpretations and judgments, they should be careful not to present them in a way that forecloses discussion of alternative interpretations. Historians

should be free from institutional and professional penalties for their beliefs and activities, provided they do not misrepresent themselves as speaking for their institutions or their professional organizations.

The bond that grows out of lives committed to the study of history should be evident in the **standards of civility** that govern the conduct of historians in their relations with one another. The preeminent value of all intellectual communities is reasoned discourse--the continuous colloquy among historians of diverse points of view. A commitment to such discourse makes possible the fruitful exchange of views, opinions, and knowledge.”

Professional integrity is essential to all research activities at Michigan State University. The University has adopted formal *Guidelines for Integrity in Research and Creative Activities* at the University that highlight key principles of behavior. “Honesty in proposing, performing, and reporting research” is the foundation underlying all research activities at MSU. These guidelines can be found at <http://grad.msu.edu/all/ris04activities.pdf>. The MSU Graduate School has a companion website regarding Guidelines for Graduate Student Advising and Research Mentoring that is also on-line at <http://grad.msu.edu/all/ris04relations.pdf>.

Students whose work may have some connection with living human subjects (those doing oral histories, for example) must comply with the rules established by Michigan State’s University Committee on Research Involving Human Subjects (UCHRIS). The rules and regulations may be found on-line, at: <http://www.humanresearch.msu.edu/>.

Violations of professional ethical standards shall be adjudicated by the graduate committee, the Graduate Director and the student’s advisory committee. Penalties may include a failing grade, suspension, and/or expulsion from the History Department’s graduate program.

The History Department provides mentoring to students in matters of professional ethics in its courses HST 803 and 900; and the Department expects the student’s main advisor to play a key role as a mentor and model for professionally ethical behavior.

Plagiarism

Plagiarism is the practice of taking someone else’s work or ideas and presenting them as one’s own. A student commits plagiarism, when he or she submits as their own work part or all of another person’s written or spoken material, be it published or not. A student commits plagiarism if he or she copies or paraphrases from a source without acknowledging the source. A student knowingly allowing another to copy his/her work and present it as his/her own is also guilty of plagiarism.

A History instructor who discovers a graduate student has committed plagiarism on a class assignment, on a graduate (field) exam, in a dissertation or on any other work submitted for any purpose will follow the “All-university policy: Integrity of Scholarship” guidelines that are part of the “MSU Regulations, Ordinances and Policies Regarding Academic Honesty and Integrity” (<http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>) found on the Ombudsman’s page.

The policy is spelled out below. According to it, instructors, examiners and dissertation committee members may give graduate students who have plagiarized materials failing grades for assignments in which plagiarized material appears and/or failing grades in courses in which plagiarized material is submitted.

Students who plagiarize material during graduate exams will fail their exams and will not have the option to retake them unless the failing grade is changed as a part of the appeal process (below).

All-university policy: Integrity of Scholarship:

The following statement of University policy was approved by the Academic Council and the Academic Senate, and serves as the definitive statement of principle and procedure to be used in instances of academic dishonesty.

- The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
- If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
- In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.
- The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University.
- When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board, which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the Assistant Provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University.

- In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University.

Section IX-Student Conduct and Conflict Resolution

Should grievances of any sort arise, the student is free to contact the Graduate Director and/or the Department Chairperson to find an effective way to solve his or her problem. When needed, the Graduate Committee may be called upon to resolve disputes. For guidance on these matters, the student may refer to “Graduate Rights and Responsibilities,” which is available within “Spartan Life: Student Handbook and Resource Guide.” The Guide may be found on-line, at: <http://www.vps.msu.edu/SpLife/>

Section X-Work Related Policies Through the awarding of Assistantships, the Department of History seeks to attract promising students into its graduate program, to secure their services for its instructional program, and to further their professional education. There are two types of graduate assistantships awarded by the Department of History: regular and guaranteed.

- I. Regular appointments of graduate assistants are made by the Chair on behalf of the Departmental faculty, which acts on the advice of the Graduate Affairs . The principal appointments for each academic year are announced by the end of March on the basis of an annual competition. Students applying to the Department for the first time and students who hold an assistantship compete on a basis of equal opportunity. All information supporting an application for consideration must be submitted no later than February 1 each year for continuing students. In addition to the annual awards, supplementary appointments may be made at any time during the school year when demonstrated need for them exists and funds are available. In such cases the Chair acts on the advice of the Graduate Director.

- II. The Department participates in the University-wide fellowship programs including University Distinguished Fellowships and University Enrichment Fellowships. These assistantships are long-term packages.

- III. The Department also offers multi-year funding packages for some students as a recruitment tool. These funding commitments are contingent upon adequate progress in the student's program of study. All students who are awarded multi-year packages, both from the University and from the Department, are required to submit annual statements of progress to the Graduate Affairs committee by February 1.

- IV. The elements of each application (or re-application) for an assistantship are:
 - A. Academic records, including all relevant transcripts, course evaluations by departmental faculty, and test scores (e.g., TOEFL and/or GRE).
 - B. Other evidence of academic progress (e.g., timely submission of Guidance Committee reports; demonstrated competence in foreign languages; awards and honors).
 - C. Current letters of recommendation from persons able to judge the applicant's recent performance (where a Guidance Committee has been formed, one letter shall be from its Chairperson); it is the applicant's responsibility to secure the submission of these letters,.
 - D. In the case of re-application: 1) reports on performance as an assistant, whether in discussion sections or as a reader, and 2) a statement from the assistant about their work area the previous year and their assignment preferences for the coming year

- V. The evaluation of this material by the Committee will be done in a way that insures that adequate attention is paid to all salient features of an applicant's record as it stands when applications are closed. While no single feature of that record is likely to be absolutely determinative, it should be understood that the Committee will:
- A. Regard cumulative grade-point averages which fall below 3.5 for graduate work and/or the attainment of any grade below 3.0 as evidence that the applicant's academic performance is not clearly superior in quality;
 - B. Expect the prompt removal of deferred grades and Incompletes and regard the presence of deferred grades or Incompletes in regular courses as evidence of less than satisfactory academic progress;
 - C. Regard with disapprobation evidence of a dilatory approach to the fulfillment of foreign language requirements (or their equivalents).
 - D. Assign considerable weight to reports of below-average performance on graduate assistant assignments;
 - E. Construe failure of the comprehensive examinations as evidence of inadequate academic achievement within the terms set by the Guidance Committee.
- V. Assistantship duties normally take one of three forms: the assistant may be assigned to lead discussion sections in one of the introductory survey courses, may serve as a grader in an undergraduate course with a large enrollment; or serve as the principal instructor for a course. In any case the assistant is expected faithfully to carry out the duties assigned by the course instructor. For half-time assistants these duties will normally average 20 hours of work each week.

It rests with each instructor to make clear at the beginning of each semester his/her expectations with respect to such features of the assistant's work as the keeping of office hours, other counseling activities, and the timely handling of papers and examinations. Assistants are required to attend lecture sections of the courses to which they have been assigned, even when they may previously have assisted for the same professor in the same course. While every reasonable effort will be made to match assignments with the academic interests of the assistants, in practice students must expect to be assigned to courses lying outside their preferred fields of study when enrollment and other considerations make this necessary. The failure of assistants to carry out assigned duties is regarded by the Department as prejudicial to the effective discharge of its instructional and administrative functions. It may therefore result in immediate termination of an assistantship appointment.

- VI. The terms which govern the appointment of graduate assistants are set by the College of Social Sciences and contain the following important provisions:

- A. Appointment to a graduate assistantship for all or part of a given academic year carries no presumption with regard to preferred treatment when re-appointment is requested;
 - B. The appointment of graduate assistants is made at Level I, II and III as determined by the University contract with the GEU. The MSU-GEU contract is available on-line off of the Graduate Schools' homepage, <http://grad.msu.edu>.
 - C. Stipends at all levels are set annually to take account of the changing pay structure within the University.
- VII. The University and College have certain procedures and regulations relating to graduate assistantships which are binding on this Department.
- A. Graduate assistantships are available only to graduate students who are actively pursuing graduate degree programs and who are making satisfactory progress toward their degrees, meeting the University and College academic standards.
 - B. Graduate assistants must be registered each semester in which they hold assistantships. The minimum and maximum credits loads are as follows:

For a half-time graduate assistant, minimum enrollment is 6 credits for non-ABD doctoral students; 1 credit for ABD doctoral students (including credits in HST 999; maximum enrollment is 12 credits (excluding credits in HST 999).
 - C. With the exception of summer term, when a 3-credit minimum registration is allowed for all types of assistants, no deviation from the minimum requirements listed above is permitted.
 - D. In meeting the credit requirements, graduate assistants should be enrolled in courses that are recognized as being of graduate level unless the student's department or school has granted written permission for course work constituting an exception to this rule. Visitor credits do not count as part of a graduate assistant's credit load.
 - F. Graduate assistants are eligible for certain benefits from the University, including tuition waiver for up to 9 credits, health insurance, and matriculation fees.
- VIII. The Department of History requires all first-time teaching assistants to enroll in its biweekly Pedagogy Workshop during Fall semester of their first year teaching. Students with previous teaching experience are encouraged to participate in the workshop, but not required to do so. In situations where a student's class schedule conflicts with the pedagogy workshop, arrangements must be made with the Workshop convener to obtain copies of materials distributed at each session.

- IX. Summer Research Fellowships. The Department offers a limited number of competitive research and language-training grants for use during summer months. Students interested in applying for summer research fellowships are required to:
- A. Submit a research proposal, travel itinerary, and budget to the graduate committee by April 1;
 - B. Submit all receipts to the graduate secretary within one month after the end of the granting period;
 - C. Produce a written research document during the semester following receipt of the research grant. This document may take the form of a grant proposal, a dissertation prospectus, a conference paper, scholarly article, or dissertation chapter;
 - D. Take part in a biweekly writing workshop during Fall semester with other grant recipients.

English Language Proficiency for International Students

Please consult Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp> for university requirements for English Language Proficiency for International Students seeking employment as teaching assistants.

Appendix 1

FACULTY IN THE DEPARTMENT OF HISTORY 2005-2006

The following is a listing, by geographical area of interest, of the History faculty, noting their research and teaching interests.

American History

James R. Anderson, Professor.

Ph.D., Yale University. Teaching and Research Interests; U.S. Economic History, Twentieth Century U.S. History; Economic Impact of War and Militarism.

David Bailey, Associate Professor.

Ph.D. University of California, Berkeley. Teaching and research interests: U.S. West, U.S. South, U.S. Religion, U.S. Business and Economic.

John Coogan, Associate Professor.

Ph.D. Yale University. Teaching and research interests: American and British foreign policy; national security policies; international relations in general.

Pero Dagbovie, Assistant Professor.

Ph.D. Michigan State University. Teaching and research interests: 20th Century African American.

Christine Daniels, Associate Professor.

Ph.D. Johns Hopkins. Teaching and research interests: Early America.

Kirsten Fermaglich, Assistant Professor.

Ph.D. New York University. Teaching and research interests: 20th century American Jewish; cultural and intellectual history.

Lisa Fine, Professor.

Ph.D. University of Wisconsin. Teaching and research interests: US, gender, women's history; US labor history.

Maureen Flanagan, Professor.

Ph.D. Loyola University of Chicago. Teaching and research interests: US Progressive Era; US urban history and comparative processes of urbanization; women and politics.

Jerry Garcia, Assistant Professor

Ph.D. Washington State University. Teaching and research interests: Mexican Immigration history, Mexican-American labor history 1900-present, Chicano Popular Culture, Chicano Masculinity, Catholic Church in the Americas.

Javier Pescador, Associate Professor.

Ph.D. University of Michigan. Teaching and research interests: Chicano history, borderlands, Mexican history.

Sayuri Shimizu, Associate Professor.

Ph.D. Cornell. Teaching and research interests: U.S. Foreign Relations; East Asia.

Susan Sleeper-Smith, Associate Professor.

Ph.D. University of Michigan. Teaching and research interests: 18th and 19th century U.S., Native American, gender.

Thomas Summerhill, Associate Professor.

Ph.D. University of California, San Diego. Teaching and research interests: 19th C. America political and social, rural.

Samuel Thomas, Professor.

Ph.D. Michigan State University, Teaching and research interests: Late 19th & 20th century intellectual, cultural, and political history; American Catholic history.

Dionicio Valdes, Professor.

Ph.D. University of Michigan. Teaching and research interests: Chicano/Latino History, Mexico and the Spanish-speaking Caribbean, labor and migration.

Helen Veit, Assistant Professor.

Ph.D. Yale University. Teaching and research interests: food and nutrition, technology, science, material culture, war and society.

European History

Liam Brockey, Associate Professor.

Ph.D. Brown University. Teaching and research interests: early modern Europe, southern Europe, European expansion, Roman Catholicism, missionary activity, and maritime Asia.

Denise Demetriou, Assistant Professor.

Ph.D. Johns Hopkins University. Teaching and research interests: Greek social and cultural history, Ancient Mediterranean, Greek religion, ancient ethnicity.

Sean Forner, Assistant Professor.

Ph.D. University of Chicago. Teaching and research interests: 20th-century German and European intellectual and cultural history.

Karrin M. Hanshew, Assistant Professor.

Ph.D. University of Chicago. Teaching and research interests: contemporary Europe and modern Germany with a specific focus on social movements, the politics of resistance, and supranational alliances.

Anne Meyering, Associate Professor.

Ph.D. University of Michigan. Teaching and research interests: French history since 1750; modern European history; women in modern Europe; historical demography.

Leslie Page Moch, Professor.

Ph.D. University of Michigan. Teaching and research interests: Migration and Immigration, Modern Western Europe, Family, Social History

Charles Radding, Professor.

Ph.D. Princeton University. Teaching and research interests: Medieval Europe; cultural and intellectual history.

William Schoenl, Professor.

Ph.D. Columbia University. Teaching and research interests: Modern Europe, Modern Britain.

Lewis Siegelbaum, Professor.

Ph.D. Oxford University. Teaching and research interests: Modern Russia, communism, Modern Europe

Keely Stauter-Halsted, Associate Professor.

Ph.D. University of Michigan. Teaching and research interests: Modern Eastern Europe, Poland, East European Jewish history.

Gordon Stewart, Professor.

Ph.D. Queen's University at Kingston. Teaching and research interests: British Empire, Britain and India, Canada

John Waller, Associate Professor.

Ph.D. University College at London. Teaching and research interests: History of Science, Medicine and Technology.

Emily Tabuteau, Associate Professor.

Ph.D. Harvard University. Teaching and research interests: Medieval England, English legal and constitutional history.

Jane K. Vieth, Professor.

Ph.D. Ohio State. Teaching and research interests: Modern Britain; World War II.

Elvira M. Wilbur, Professor.

Ph.D. University of Michigan. Teaching and research interests: Imperial Russia, especially the peasant question and agrarian crisis of the 19th century; Kievan Russia and Muscovy.

Africa, Latin America, East Asia

Nwando Achebe, Associate Professor.

Ph.D. University of California, Los Angeles. Teaching and research interests: West Africa, women and gender, slavery, oral history.

Peter Alegi, Assistant Professor.

Ph.D. Boston University. Teaching and research interests: South Africa, social and cultural history, sport and urban history.

Peter Beattie, Associate Professor.

Ph.D. University of Miami. Teaching and research interests: Brazil.

Emine Evered, Assistant Professor.

Ph.D. University of Arizona. Teaching and research interests: Islam, Middle East, education, Ottoman Empire, Turkey, nationalism, women.

Laura Fair, Associate Professor.

Ph.D. University of Minnesota. Teaching and research interests: East Africa, African cultural history.

Walter Hawthorne, Assistant Professor,
Ph.D. Stanford University. Teaching and research interests: Atlantic slave trade, Columbian exchange, West Africa, slavery.

Charles Keith, Assistant Professor,
Ph.D. Yale University. Teaching and research interests: Vietnam, Modern Southeast Asia, French Colonial Empire, and religion

Michael Lewis, Professor.
Ph.D. Stanford University. Teaching and research interests: Japanese history (early and modern); modern Chinese history; imperialism; contemporary Japanese history and culture; democracy, fascism, and expansionism in interwar Japan.

David Robinson, Professor.
Ph.D. Columbia University. Teaching and research interests: West Africa, Islam, colonialism, slavery and slave trade.

Ethan Segal, Assistant Professor.
Ph.D. Stanford University. Teaching and research interests: Pre-modern Japan.

Aminda Smith, Assistant Professor.
Ph.D. Princeton University. Teaching and research interests: Modern China, women and gender history, social history.

Benjamin Smith, Assistant Professor.
Ph.D. Jesus College, University of Cambridge. Teaching and research interests: Nineteenth and twentieth century Mexican history, Latin American religious history, comparative revolutions.

David Wheat, Assistant Professor.
Ph.D. Vanderbilt University. Teaching and research interests: Caribbean, Atlantic Slave Trade, Port Cities, Iberian World, Social History

Erica M. Windler, Assistant Professor.
Ph.D. University of Miami. Teaching and research interests: history of childhood, gender and women in Latin America, especially Brazil.

Appendix 2

Application Procedures and guidelines

A student seeking admission for graduate work in history must first: (1) submit an on-line application at <http://www.msu.edu/user/gradschl/apply.htm>. Please contact the department if you cannot apply on-line. Please either submit payment on-line via a credit card or print out the application and send it with a check or money order to cover the application fee, directly to the Department of History, 301 Morrill Hall, Michigan State University, East Lansing, Michigan 48824-1036; and (2) request the registrar of each college or university attended to send two copies of each transcript directly to the Department of History; transcripts of work taken at Michigan State University need not be requested.

All applicants to the history program should have the application material, described below, in the hands of the Graduate Director **no later than December 1 for admission in the following fall semester.** (Applications for teaching assistantships are included in the history department application packet.)

Ph.D. Program

Admission to the Ph.D. program: Students are admitted to the doctoral program directly from the B.A. level or with the M.A. from another institution. Applicants should submit the following directly to the Graduate Director, Department of History, Michigan State University, East Lansing, Michigan 48824-1036: Graduate Record Examination scores on the General Test; at least three letters of recommendation from history professors with whom the applicant has taken courses; one term paper that the applicant considers a fair representation of ability in research and writing; an intellectual autobiography and statement of intent of 500-1000 words indicating the applicant's goals in pursuing a doctoral degree.

The Department will admit a limited number of candidates each year by choosing from the applicants those best qualified to benefit from the instruction it offers. In making its decisions the Department considers the competencies of the faculty along with the needs of the students and the profession. A successful candidate will normally present a 3.75 grade-point average, though the Committee on Graduate Admissions will also weigh carefully other evidence of scholarly achievement and promise. To be considered for admission the applicant must provide all application materials by December 1 for admission in the following fall semester.

M.A. II Program

For admission to the M.A. II program, applicants must have a bachelor's degree with a major in history or a minimum of 20 semester credits in history; a grade-point average of 3.00 in the junior and senior years in college and a 3.00 in all undergraduate work in history, as well as one year's teaching experience in secondary school. Each applicant should have two letters of recommendation sent directly to the Graduate Director, Department of History, Michigan State University, East Lansing, Michigan 48824-1036. Applicants should submit an intellectual biography and statement of intent of 500-1000 words indicating the purpose and goals in pursuing graduate study.

Foreign Student Applicants

Foreign student applicants must also meet the University requirements for admission of foreign students. Prospective students should apply on-line at <http://www.msu.edu/user/gradschl/apply.htm>. Please contact the department if you cannot apply on-line. Two official copies of all records of any previous schooling (mark sheets, transcripts, diplomas, certificates, etc.) must be submitted to the Department of History as official documents directly from each institution. These records must show courses taken and grades earned, and must be translated into English if the original records are in another language. If a translation is supplied, it should be certified as accurate and correct by an appropriate public or school official, or sponsoring agency or government. The original record should also be included. The chief academic officer of the University has authority to grant waivers of unusual entrance requirements upon recommendation of the Dean of the Graduate School.

All foreign applicants are required to be proficient in English as a condition for regular admission. Applicants will be required to submit scores for the TOEFL English Language test in order to be considered for admission. Applicants should ensure that TOEFL test results reach the Department in time for consideration of the application. Applicants who are able to demonstrate that they are native English speakers are excused from the TOEFL requirement. Applicants submitting total scores of 580 (written test) or 237 (computer test) and above and sub-test scores of at least 55 (written test) or 22 (computer test) in each area will be considered for regular admission. Those with scores between 520 (written test, 190 computer test) and 580 (written test; 237 computer test) may be considered for provisional admission, with the requirement of extensive work in their University's English Language Center before undertaking their History studies.

In some instances the Department of History may waive the requirement for taking the Graduate Record Examination if other material is sufficient, and the requirement would pose a hardship for the applicant.

Please note that applicants for graduate assistantships must provide the Department with documentation of English language competency at the time of application (December 1).

AFTER ADMISSION

All graduate students are required to register according to their schedule. Students should inform the graduate studies secretary of change of address. The Graduate Director will serve as advisor for students during their initial year of study. The Ph.D. advisor and doctoral guidance committee should be established by the end of the second semester of doctoral study. The student should discuss with his/her advisor and the appropriate guidance committee his/her future program and how various requirements will be met. The course of study is usually defined in the Guidance Committee meeting at the end of the second semester. Course selection should always take place in close consultation with the advisor. Students should consult each term with the Graduate Secretary to ascertain whether their courses are satisfying their degree requirements.