

PRINCETON UNIVERSITY
DEPARTMENT OF HISTORY
GUIDELINES FOR GRADUATE STUDY IN HISTORY
2009-2010

THE PROGRAM OF GRADUATE STUDY

This booklet describes the History Ph.D. program at Princeton University. The curriculum provides students with a common grounding in the advanced study of history; at the same time it affords each student an opportunity to work out a program of study suited to his or her own interests.

The normal duration of the program, and the maximum period of enrollment, is five years. During the first two years, the student participates in courses, writes two research papers, completes language requirements, defines a major and two minor fields of study, takes the general examination, and defines a dissertation topic. In the third, fourth, and fifth years, the student researches and writes the dissertation. Either the pre- or the post-generals phases of the program may be shortened, however, depending on the student's previous preparation and the requirements of the dissertation. It is understood that not all students will finish their dissertations by the end of the fifth year. Although formal enrollment ceases at that time, sixth year students are eligible for DCE (Degree Completion Enrollment) status. (Please note: the maximum of five years of graduate enrollment includes time spent in absentia on outside fellowships).

THE FIRST AND SECOND YEARS

1. Advising - The Director of Graduate Studies serves as the Department's general adviser on academic questions. He or she maintains the liaison between students and faculty as well as between the students and the Graduate School Office in Clio Hall (<http://gradschool.princeton.edu/>). The Director of Graduate Studies (DGS) is responsible for approving programs of study and choices of fields and for interpreting Departmental and University regulations. The DGS has the authority to make exceptions to the various procedures that will be described in this booklet, and is, therefore, the first person with whom a graduate student should consult to explore any special arrangements.

The professor in charge of financial aid and placement handles questions pertaining to departmental research, language study, and conference funding, and assists students in finding suitable positions upon their completion of graduate study.

By the fall term of the second year, each student selects a prospective area for a dissertation and requests an appropriate faculty member as his or her thesis supervisor. The student thereafter consults with this faculty member about choice of courses, seminars, and fields of study and, above all, about preparations for defining a dissertation topic. If this faculty member is absent on leave, the student may need to ask another member of the faculty to oversee his or her work temporarily.

2. Courses - First-year students are expected to enroll in three courses each semester (including HIS 500 in the fall). Second-year students ordinarily enroll in two courses the first semester and one course the second semester. Courses include: graduate seminars offered by the History Department; graduate seminars in other departments; undergraduate courses; supervised research papers; and supervised general reading as described below. Although much of each student's program will be aimed at preparing for the general examination, students are strongly advised to take some courses in the first two years that do not fall within their general examination fields. For most students, the first two years of graduate school will provide the last opportunity to receive systematic instruction in subjects outside their specialized interests.

History Department Seminars

History 500 - Introduction to the Professional Study of History

This seminar serves as an introduction to some of the main traditions of historical inquiry and to some of the major problems confronting contemporary historians in all fields. First-year graduate students are required to enroll.

Research Seminars

The principal task of a student in such a seminar is the writing of a research paper based on primary materials. The instructor assists by providing guidance on research methods and the appropriate bibliographic tools. The selection of the paper topic requires special care to ensure that the paper can be completed in the semester in which it is assigned. The student should not attempt to produce a publishable paper in a research seminar; on the other hand, some research papers do prove publishable after further research and revision.

Research seminars are generally specialized in their subject, and therefore require a working knowledge of the field. When the materials are not in English, it is assumed that the student can use the appropriate language in research.

Reading Seminars

These courses introduce a student to the major historical problems of a relatively broad field -- the principal literature, the major interpretations, the relevant bibliographies, and the crucial issues that historians are currently examining. Reading courses require written work in some form -- for example, a series of short reports, a bibliographic essay examining the available literature on a topic, interpretive essays, or critical reviews of major books. With the approval of the instructor, however, a student may produce a research paper that evolves out of the work of the course.

Reading and Research Seminars

These seminars combine features of the reading and research seminars. They begin with several weeks of general background reading before proceeding to the preparation of a substantial research paper. In many cases, faculty offer writing options -- for example, a bibliographic essay -- for the student who wishes to take such seminars without writing a long research paper.

Student-Initiated Reading Courses

When students wish to develop some field or topic which cannot be covered in the formal program of reading and research seminars, they may request permission to take a specially arranged graduate reading course with a particular member of the faculty who, in turn, is prepared to offer such a course. Such courses may assume a wide variety of forms: they may be research or reading oriented, and they may involve from three up to a half dozen or more students. Several rules must be followed:

- There must be three or more students enrolled, except where otherwise authorized by the Director of Graduate Studies.
- There will be regularly scheduled meetings, either weekly or every other week.
- A grade and written evaluation of each student will be submitted by the faculty member supervising the course.
- Every effort should be made to initiate these courses before the term in which they are to be given. See the Graduate Program Administrator for assistance with completing the required paperwork. The Proposed Reading Course form is available via the graduate History website under "Enrolled Student Forms" (<http://www.princeton.edu/history/graduate/>)

Student-Initiated Reading Courses must be graded (A-F) and taken for credit. There should be a writing component, which can take one of several forms: regular end-of-term research paper, ongoing response papers, annotated bibliographies, or short essays throughout the term. Students are not allowed to audit this type of course.

Anyone who wishes to explore the possibility of such a course should first find out whether at least two other students share a similar interest in a topic and should then determine the overall size of the group that might wish to take part; at the earliest possible moment, the student should also discuss the matter with the member of the faculty who is to be asked to supervise the course. But students should also understand that a particular professor may not be able to sponsor such a course--either because of previous commitments or because it does not fall within his or her interests.

Supervised General Reading

Students who wish to work out arrangements with particular faculty members involving individual tutorial work or "supervised general reading" may do so if other alternatives are not available, but only with the approval of the Director of Graduate Studies. Circumstances that justify such arrangements include not being able to work out one of the specially arranged reading courses described above, or the need to pursue a certain topic in preparation for the general examination. The faculty member concerned will advise the student on matters of bibliography and will meet informally with the student during the semester. Some written work will normally be required. This option is not available to students in their first term.

Other Course Options

Undergraduate Lecture Courses

Graduate students may enroll in undergraduate lecture courses in history or in other fields as part of their regular program of study. In such cases, students will be expected to pursue a program of additional readings to supplement the undergraduate materials. This may be done on an individual basis or, if several students are interested, through a graduate precept. The consent of the instructor and the Director of Graduate Studies must be obtained and the required paperwork must be completed (i.e. the same "Proposed Reading Course" form used for student-initiated reading courses). See the Graduate Program Administrator for assistance.

Enrollment in an undergraduate course may be advisable in the following situations: to prepare for a research seminar in an advanced field where the student may have insufficient general preparation, or to review a field prior to taking the general examination.

Graduate Courses in Other Departments

Students are encouraged to elect a course in another department as part of their regular program, provided that it is pertinent to their fields of specialization. It is usually necessary for the student to secure the permission of the instructor and the approval of the graduate representative in the other department.

Students ought to be aware that courses in ancient history are offered by the Department of Classics. Courses in Near Eastern and East Asian History are offered by the departments of Near Eastern Studies and East Asian Studies.

3. Research Papers - Since training in research is one of the most significant elements of graduate education, the Department expects each student to write at least two research papers during the two years he or she is involved in course work. Students ought to keep in mind the possibility of using their research papers to investigate areas for dissertation topics. It is highly desirable to do some early research in the language(s) of the prospective dissertation. Each of the two research papers must be certified as an acceptable research paper by the respective instructor (research paper certification forms are available via the graduate History website under "Enrolled Student Forms" <http://www.princeton.edu/history/graduate/>)

One of the two research papers must be written in the course of the first year. Students may write the paper in the context of a research seminar or in consultation with faculty independent of a formal course, and they may do so in either semester. The research paper ideally should be completed within the semester in which it is initiated. In all cases an acceptable paper must be submitted to the instructor by June 15 of the first year, at the latest, or the student will not be reenrolled for the second year.

The second research paper must be submitted to the instructor by April 1 of the second year, and certified as acceptable before the student can take the general examination.

Students who hold an M.A. degree upon entering the program may request that the M.A. thesis or a research paper completed in pursuance of the M.A. be accepted as one of the two required research papers. To qualify, such a paper must be accepted by an appropriate faculty member in the department, subject to the approval of the Director of Graduate Studies. The faculty member may require that the paper be rewritten to meet his or her standards.

Definition of the Research Paper

Since students are asked to write different kinds of papers -- which are variously described as bibliographic essays, brief reports, book reviews, and so forth -- it might be helpful to point out that the research paper is a distinct enterprise only in its emphasis on original work and the use of primary sources. The research papers demonstrate a student's capacity for the kind of work that will be essential to the dissertation. But that task can be accomplished in no more space than is needed for some bibliographic essays. Although the nature of the evidence, the approach, and the subject determine length, it should be emphasized that the research paper, as a genre, most closely resembles the journal article. Most scholarly journals have a limit of approximately twenty-five pages for submissions.

4. Due Dates and Deadlines

Students are expected to complete coursework in the semester in which it is assigned. If a paper has not been submitted and graded by the end of the semester, an 'Incomplete' (INC) is recorded on a student's transcript. The Incomplete is changed to a letter grade when the faculty member submits his or her final grade for the seminar. 'Incompletes' incur certain obligations and disadvantages.

First-year students must complete all fall term coursework by April 1, or reenrollment will be deferred. If first-year fall term 'incompletes' remain on the student's record as of June 15 of the summer following the first year, the deferral of reenrollment turns into an obligatory leave of absence. That is, the student will not be permitted to register or receive financial support for the second year.

First-year spring term course work must be completed by February 1 of the second year. However, it is strongly recommended that students complete such coursework by September 1 of the second year.

Students with 'Incompletes' remaining on their records past the above deadlines will be ineligible to receive departmental research or summer language funding until the remaining coursework is completed.

5. Languages

The minimum requirement of the Department is a reading knowledge of either French or German (or Spanish in the case of American History). Within each field, the faculty decides what additional languages are required and the necessary degree of proficiency. In rare cases when the student, the student's adviser, and the Director of Graduate Studies all agree that the substitution of another language is reasonable, appropriate, and academically sound, some other language may be used in place of French or German. The following field requirements apply:

AMERICAN HISTORY - proficiency in Spanish, French, or German. A high level of proficiency is required.

BRITISH HISTORY - proficiency in either French or German. A high level of proficiency is required.

EUROPEAN HISTORY - proficiency in two languages other than English, one of which is either French or German. Students in medieval history are normally expected to be proficient in Latin, French, and German. Students in Byzantine history should be proficient in ancient/medieval Greek, and at least two languages other than English (Latin, French, or German are recommended.)

RUSSIAN HISTORY - proficiency in Russian and either French or German.

EAST ASIAN HISTORY - proficiency in one East Asian language and one European language.

MIDDLE EAST HISTORY – proficiency in one Middle Eastern language and one European language.

SOUTH ASIAN HISTORY - proficiency in one South Asian language and one European language.

LATIN AMERICAN HISTORY - proficiency in two of the following: Spanish, Portuguese, French, or an indigenous language subject to faculty approval.

The faculty of the History Department set most of the language examinations. Examinations in some languages, however, may be administered by appropriate language departments at Princeton. Normally the examination consists of two passages to be translated, one with and one without a dictionary. While online language dictionaries may be used for the dictionary section of the exam, online translation services are strictly prohibited.

Language examinations will be announced at the beginning of each semester. Entering students should arrange one language examination early in their first term. The Department expects students to pass at least one language examination before enrolling for the second year. No student may complete the general examination or enroll for a fifth term without passing all language requirements. In fields that demand more than two languages, all but one of them must be passed prior to enrolling for a third term. Second-year students who fail the language exam at the regularly scheduled time may petition the Director of Graduate Studies and receive a second chance to take the exam in the same term, in order to fulfill the language obligation at a time which interferes less with general examination preparation.

6. Reenrollment - Each graduate student must be formally reenrolled for each succeeding year of graduate study. In general, the entering student may assume that if he or she does satisfactory work in courses and seminars and sustains the general examination, he or she will be readmitted. Administratively, it is the student's responsibility to complete the reenrollment application online through SCORE each year in order to be reenrolled.

The reenrollment application for first-year students receives careful scrutiny. The Director of Graduate Studies reviews each student's performance, evaluates all grades and course comments, and recommends to the department for or against reenrollment. The final decision on reenrollment is not based on any rigid standard for grades, but on the Department's overall evaluation of a student's promise and work. A decision against the reenrollment of a first-year student will be taken only in exceptional cases.

When a student has completed the general examination, the Director of Graduate Studies conducts a similar evaluation of his or her record. After reviewing the reports on the general examinations of each student, and, where appropriate, conferring with the examiners, the Director of Graduate Studies recommends to the department whether or not the student be reenrolled and either that he or she be permitted to continue for the Ph.D. or that a terminal master's degree is awarded.

In order for students to be made fully aware of their standing in the Department, the Director of Graduate Studies annually holds a candid discussion with each first and second-year student about his or her status. In particular, each student whose performance falls at or just above the minimum level required for continuation is made fully aware of the situation.

7. The General Examination - Students are expected to pass a written and oral examination in each of three fields before the end of their fourth semester of graduate study. The examinations in the three fields constitute the general examination.

The general examination tests the student's acquaintance with the events and historiography of a given period or topic; the student's grasp of the issues involved in the study of these periods or topics; and the student's ability to follow, construct, and criticize historical interpretations of these issues.

Choosing Fields of Study

Each student chooses a major field corresponding to a broad segment of history that encompasses a variety of historical problems and that contains a body of literature rich enough to nurture the development of a professional historian. The major field should represent the area of history that a student will be primarily prepared to teach; it should be roughly equivalent to the period covered by an upper-level undergraduate survey course, as indicated in the following examples:

- In American History, the major field should consist of the period covered by any two of the basic reading seminars, History 587, 588, 589, 590 or their chronological equivalent; for example, the United States from the Early Republic to World War I, or from Reconstruction to the present, from 1830 to 1945, and so on.
- Students concentrating in Colonial and Revolutionary America, however, may confine their major field to a period of approximately two centuries, e.g., 1607-1815 or 1688-1865.
- In other areas, the broader chronological and geographical sweep of the subjects makes a similar correlation between field definitions and existing courses impossible. In those areas, students should plan major fields either in the history of several countries for approximately a century, or in the history of a single country for a longer period. Examples of such major fields are: Europe since 1870; Europe in the 19th Century; Tudor-Stuart England; the Ancient Regime and the Revolution in France; Italy in the Renaissance, 1300-1550; France and England in the High Middle Ages; etc.

In all areas the precise focus and emphasis of the major field will be determined by prior consultation between the student and his or her examiners; in each case, the specific content of the student's previous program of study and his or her special interests within the field will help to determine the nature of the examination and the weight given to specific aspects of the field.

If a student wishes to offer a chronological minor field in American History, its scope should be equivalent to the period covered by one of the basic reading seminars listed above; for example, the United States from the Early Republic through the Civil War, or from 1815 to 1890, and so on. It is also possible to offer a thematic minor field in American history; for example, American social history, American legal history, the diplomatic history of the United States. Again, in other areas, it is more difficult to lay out prescriptive guidelines for minor fields. Possible minor fields in European history include the following: Renaissance and Reformation; 16th-century Europe; England, 1558-1760; Western Europe, 1815-1918; European cultural history, 1815-1914; Modern Britain.

In selecting minor fields, students are urged to consider the increasing importance of non-Western history and of studies outside the discipline of history. Not only is there much interesting work being done in these areas, but also many colleges and universities are looking increasingly for beginning teachers who can function effectively in fields outside of Western history. The Department encourages students to consider choosing a minor field in another discipline, for example, classics (especially ancient history), demography, economics, sociology, literature, the history of art, or areas in regional studies. A student who desires to offer a minor field in another department will need to consult appropriate faculty members and the graduate representative in that department in addition to the Director of Graduate Studies in order to secure approval for the proposed field.

Students may not take both minor fields in the history of the same country or region as their major field; that is, a student whose major field and one minor field are in the U.S., and/or pre-1776 North American history must choose the other minor field in an area unrelated to U.S. history; a student whose major field is the Old Regime in France and one minor field France from 1789 to 1848 must choose the other minor field in an area unrelated to French history; and so on. In some cases, a minor field in a markedly different time period may be substituted for a different country or area: e.g., a student taking a major field in Europe since 1870 and a minor field on France from the Treaty of Versailles to World War I might offer a second minor in some aspect of medieval French history. The Director of Graduate Studies must approve all such combinations of major and minor fields.

Students specify all their fields on a form provided for this purpose at the beginning of their second year of study; this proposal, and any subsequent alteration of it, must be approved by the Director of Graduate Studies.

Preparing for the General Examination

Students prepare for general examination fields by taking courses and by further reading on their own. In all areas, students should normally plan to have at least two courses containing substantial general readings as a basis for a major field, and at least one for a minor. All students majoring in American history are required to take two of the basic reading courses (587 through 590). These two courses should match the chronology of the major field as closely as possible. In other areas, students should consult with the faculty teaching in their specific fields of interest in order to arrive at a combination of courses that will provide a solid substructure for their preparation. Although reading and "reading and research" courses will often be the most helpful for preparing fields, research seminars may also constitute extremely useful preparation. If for any reason the Department is unable to provide basic courses suitable for preparing students in an approved field, the Director of Graduate Studies will assist the student in finding satisfactory alternate means of field preparation. If necessary, the Director may grant exemptions from the normal course requirements or from the requirement that specially arranged reading courses contain a minimum number of students.

Taking the General Examination

To be eligible to complete the general examination, a student must have fulfilled the appropriate language requirements and must have completed all of the work in the courses in which he or she has enrolled in the first three semesters. No student with an 'Incomplete' from the first three semesters will be permitted to complete the general examination until the outstanding course work has been finished.

Students are encouraged to take their examinations on all three fields at one time, but they may divide the examination by offering the major field at one sitting and the two minors at another. However, the department does not examine students on a single minor field by itself. Students must notify the Director of Graduate Studies of their intentions well in advance of the test period. There will be between two and four examiners for each examination, depending on the number of fields being tested. Normally, the Graduate School does not allow examiners outside of Princeton University to be part of General Examination committees. The written portion of the exam is generally distributed to students at 9:00 am on a Monday morning. Students are to return their answers to the graduate office by 3:00 p.m. on the Friday of the same week. Late examinations will not be accepted. The word count for the entire exam may not exceed 4,000 words for each field (i.e., 12,000 words in total).

The student's performance will be evaluated and recorded as pass, fail, or pass with distinction. The student must pass each of the three field examinations; marginal performance in one field may be compensated for by a strong performance in another field. Failure in any one field cannot, however, be compensated for by work in another field, no matter how distinguished. A student who fails one of the examinations needs to retake only the field in which he or she failed. Inadequacy on a written examination in a field can be compensated for by excellence in the oral examination, and vice versa.

8. The Master's Degree - The Master of Arts degree is normally an incidental degree on the way to full Ph.D. candidacy, but may also be awarded to students who for various reasons leave the Ph.D. program. Students who have satisfactorily passed required coursework (with all incompletes resolved), fulfilled language requirements in their field of study, and completed the two required research papers may be awarded an M.A. degree. Students must complete the required "Advanced Degree Application form" upon learning the Department's determination of their candidacy in order to receive the M.A. That form is available in the "Enrolled Student Forms" section of the graduate History website (<http://www.princeton.edu/history/graduate/>)

A student who completes all departmental requirements (coursework, language exams, and research papers, with no incompletes from the first year and first semester of the second year) but fails the general examination may take it a second time. If the student fails the general examination a second time, then Ph.D. candidacy is automatically terminated. The student must then resolve any incompletes from the final semester's coursework, before the M.A. degree may be awarded.

THE THIRD, FOURTH, AND FIFTH YEARS

1. The Dissertation - While the dissertation is the principal business of the third, fourth and fifth years of graduate study, the student is well advised to begin thinking about a topic in his or her first year at Princeton. The summer between the first and second years can be used to good advantage for preliminary research, including exploration of archival resources in the United States and abroad. Such early investigations will help in the preparation of a prospectus and will be of special benefit to students who hope to compete for fellowships for research abroad in the third year (deadlines for these competitions will fall early in the first semester of the second year). Before the general examination, students should have settled on a dissertation topic, chosen a dissertation supervisor, and should be moving forward toward their dissertation projects.

To facilitate definition of a dissertation topic, the department is prepared to support exploratory travel to archives between a student's first and second years.

The department has established the following guidelines for the dissertation:

1. The dissertation should represent an original and significant contribution to knowledge.
2. The dissertation should be based upon primary research.
3. The dissertation should clearly demonstrate the capacity of the student to pursue independent historical research.
4. The dissertation should be written in clear and coherent prose.
5. Decisions concerning the scope of the dissertation and its length should be based primarily upon the nature of the problem and documentation. An acceptable dissertation may take various forms: it may be as short as 75 pages or as long as 300. Only in exceptional circumstances should it exceed 300 pages in length. The department assumes that most students will have completed their research and writing by the end of their fifth year of study; earlier completion is certainly feasible in many cases. The scope and length of the thesis should therefore be such that a finished project can be created in no more than three years of work.
6. Whatever the scope or length of the dissertation, it should be capable of development for publication as an article or series of articles in a scholarly journal, or as a book.
7. Students are reminded that conciseness is a literary virtue; quality does not increase with length.

It is obviously in the best interests of a student to select a dissertation topic which falls within the special competence of some member of the Princeton faculty. Otherwise, it is unlikely that either the student or the project will get adequate care and attention. Occasions may arise, however, when a student is enthusiastically involved in a dissertation topic that is feasible but for which no member of our faculty can provide specialized guidance. In such cases, when the student, the Director of Graduate Studies, and the faculty member whose interest most closely approximates that of the student all agree that the topic is so promising that the disadvantages are offset, the Director of Graduate Studies may seek to establish an informal arrangement with a scholar at another institution to provide advice and guidance for the student's dissertation project. However, the department cannot provide compensation for outside scholars who agree to take care of such tasks, and in every case a Princeton faculty member must serve as the official supervisor.

Prospectus

The beginning of the dissertation project is the dissertation prospectus. Students will normally enroll in the department's **Summer Dissertation Prospectus Seminar** between their second and third year of enrollment.

To be eligible, students must have passed their general examinations and have done so no later than their fourth semester of enrollment. Participation in the summer prospectus seminar is a required and expected part of degree work in the department.

Students enrolled in the Summer Prospectus Seminar are supported by a special summer stipend paid for by the Department. In return, students are expected to participate actively in the weekly summer seminar and devote their time and effort to completing a fully shaped prospectus before the summer is over.

The dissertation prospectus must be formally approved by the student's dissertation supervisor before December 1 of the student's third year. Continuation as an enrolled student will be contingent upon approval of the prospectus.

Dissertation Approval

The following regulations and procedures govern the final stages of the preparation of the dissertation and the final public oral examination:

1. The Director of Graduate Studies, in consultation with the supervisor and the student, will appoint the first reader. The first reader is normally a member of the History Department at Princeton.
2. When the supervisor decides that the student has produced a final draft of the dissertation that is acceptable, the first reader will read the dissertation in its rough typed form (but with all scholarly apparatus provided). The first reader will not expect

the dissertation to be a finished version, and he or she will give it a thorough, rigorous reading. There should be no reluctance, at this stage, to suggest even major revisions. With the approval of the supervisor, the student may choose instead to submit chapters simultaneously to the supervisor and the first reader.

3. When both the supervisor and the first reader so approve, the dissertation will be in final form.
4. Once the dissertation has been approved by the supervisor and the first reader, the Director of Graduate Studies will appoint an outside reader, who will not be a member of the History Department. The outside reader may be a member of the faculty of Princeton University or of another institution.
5. The outside reader will declare only whether the thesis is satisfactory or unsatisfactory; he or she will not make recommendations for revisions, except insofar as they may help the student when doing subsequent work on the dissertation topic.
6. If the outside reader considers the dissertation unsatisfactory, an additional reader will be appointed and a final determination will be made in discussions among all who have read the dissertation, together with the Director of Graduate Studies.
7. When the supervisor and the first and outside readers have declared that the dissertation is acceptable, each of them will complete a reader's report form and submit it to the Graduate Program Assistant. Then the dissertation will be bound and the final public oral examination will be scheduled.
8. The Director of Graduate Studies will appoint an additional reader (normally a member of the Department) to participate in the final public oral examination. He or she will also complete a reader's report form and submit it to the Graduate Program Assistant.
9. The Board at the final examination will normally consist of the supervisor and the three readers. The examiners may still raise questions about the substance and arguments of the thesis, but in most cases one main purpose of the final examination will be to look to the future. The Board will be concerned to see that the student moves on to work that is beyond the level required for the Ph.D.

Whenever the Director of Graduate Studies is also the supervisor, or a reader, appointments and determinations shall be made in consultation with the Chair of the Department.

2. In Absentia Status and Leaves of Absence - Those students whose thesis research or other studies require that they be absent from Princeton for an extended period of time may apply for reenrollment with "In Absentia" status. In absentia status is normally an option only for those students who have completed the general examination, but requests from pre-generals students may be considered in exceptional cases. In absentia status is usually granted for only one year. All appropriate University benefits are continued. A year in absentia counts as one of the five years of graduate enrollment, whether or not the student is supported by a University fellowship.

A student who wishes to interrupt his or her course of study at Princeton for personal reasons may apply for a leave of absence. Leaves of absence differ from in absentia in two important respects: the student on leave of absence is not enrolled, and the University stipends do not continue during such a leave.

Note: If a student is participating in the Exchange Scholar Program s/he is not considered "In Absentia."

3. Opportunities for Teaching - The department recognizes that effective teaching is a partner to scholarship, and it tries to provide some kind of teaching experience for advanced graduate students who desire it. Prospective employers are attaching increasing importance to teaching experience, and the professional qualifications of a graduate student will be greatly enhanced if he or she has classroom experience.

Where possible, fifth-year students in residence, and some third- and fourth-year students, will receive appointments as assistants in instruction (AI's). An AI may teach in one course each term (approximately two to four classroom hours per week). The teaching assignment should not, therefore, unduly interfere with progress toward completion of the dissertation.

The AI normally conducts precepts (small discussion groups). The Department will hold regular meetings for students who are precepting, to provide a general discussion about teaching. Most faculty members in charge of courses will also hold regular meetings with preceptors to discuss issues in their course.

AI's are paid according to the number of hours they teach each term. AI stipends and tuition rebates normally exceed the standard level of the University Fellowship.

The responsibility for AI appointments rests with the Chair of the Department. He or she will solicit applications from advanced graduate students who are interested in teaching in a given semester and will make staffing decisions in consultation with the Director of Graduate Studies and the instructors of the undergraduate courses in question. Advanced graduate students are not guaranteed teaching appointments; decisions about AI's will depend on course enrollments, faculty teaching schedules, and faculty assessments of a graduate student's probable effectiveness in the classroom.

4. Procedure for Receiving the Ph.D. - No later than two weeks prior to the desired date of the Final Public Oral Examination, the student must:

1. Complete and print the "Advanced Degree Application Form," making sure to bring a printed copy to the Graduate Program Assistant before submitting online. The degree application form specifies deadlines for the awarding of degrees at particular Trustees' meetings.
2. Submit a dissertation title page and abstract to the Graduate Program Assistant, along with the application mentioned above.
3. Transmit to the Graduate History Office two hardbound copies of the final dissertation

For additional information about setting up the Final Public Oral Exam, students should contact the Graduate Program Assistant, Minerva Fanfair, at mfanfair@princeton.edu or 107 Dickinson Hall.

FELLOWSHIPS AND OTHER SUPPORT

1. Fellowships

Types of Fellowships - Fellowships held by graduate students at Princeton are of three basic types:

1. University fellowships both sponsored and administered by the University from its own resources.
2. "Other" fellowships sponsored by government or private agencies, but awarded and administered by the Graduate School and the departments.
3. "Outside" fellowships awarded (normally on a competitive basis) by the sponsoring agencies. A student who holds one of these fellowships normally deals directly with the sponsoring agency, and must, therefore, concern him or herself with application and renewal forms, deadline dates, etc. Examples of this type of fellowship are Fulbrights, Danforths, the Foreign Area Fellowship Program, and Canada Council Awards for Canadian Citizens.

Continuation of Fellowships

The Reenrollment Application that each student completes online via the SCORE system (in early March) serves as an application for the continuation of University fellowship support. In

normal circumstances, students who are doing satisfactory work will not suffer any reduction in the level of their fellowship support. Students are also responsible for keeping themselves informed of the deadlines they must meet to renew their fellowships, and should advise the Director of Graduate Studies immediately if they encounter difficulties in this process.

2. Work Study

A limited number of students may earn money through a federally funded Work-Study Program. Students may work on campus as research assistants to faculty members, and off-campus for non-profit organizations or a local, state, or federal government agency. Information about eligibility and application procedures may be obtained from the Graduate School.

3. Outside Fellowships

Students are strongly encouraged to apply for "outside" fellowships. Notices of such fellowship opportunities are posted on the bulletin board in the graduate student lounge and sent via email by The Graduate School and the graduate history office. Deadlines are usually months ahead of the time that a student would actually receive a fellowship. Indeed, most applications must be filed by early November of the preceding year. Students should also consult the annual volume of the American Council on Education, Fellowships in the Arts and Sciences, as well as other reference materials located in the Career Services Office. A copy of the Grants Register is available in the graduate student lounge.

4. Special Funding Opportunities

The History Department provides funds supplemental to the graduate fellowship for three purposes: language study, dissertation research, and attendance of conferences or relevant short-term academic programs. Of these, the most important by far is research in preparation for the dissertation. The department considers it crucial for students to work from primary sources, not merely as a matter of professional training but also because the writing of first-rate history requires immersion in documents. Therefore, students may expect to receive funds for research in archives and libraries both before they take their general examinations, when they can sound out the possibilities for a thesis topic, and afterward, when their success in quarrying material from sources may shape their entire career.

Funds are limited, and there are specific rules governing the awarding and use of them. It is the responsibility of the student to understand and follow the procedures outlined below.

Before undertaking a funded research trip, students must consult the Financial Officer for approval of their plans, and they must submit a detailed budget. After returning, they must submit an accounting report and original receipts and boarding passes for all pre-approved expenses.

A. Language Study

- I. Pre-enrolled students. The department will pay for admitted students to enroll in a language course offered at Princeton the summer before starting graduate study. If a student wishes to study a commonly available language, the department will pay the Princeton University cost to study the language on campus, plus the cost of university housing for that period. The following languages are available for summer study at Princeton University: French, Spanish, and German. If a student wishes to pursue language courses at a domestic institution other than Princeton University, he or she may apply to the department's Financial Officer for consideration of the language study plans. If approved, the department will reimburse up to the cost of Princeton University housing and language course tuition.

If a language is less accessible, the department will first suggest other institutions in the U.S., but will also consider study abroad on a case-by-case basis.

- II. Enrolled students. The department will pay for summer study at Princeton or, with the approval of the Financial Officer and Director of Graduate Studies, for summer study at language institutes or other universities. Students wishing to pursue language study elsewhere should consult with their advisor and the Financial Officer before drawing up plans, and should be prepared to submit a letter outlining their course of study, and a budget. Pre-grad students may wish to consider combining language training abroad with pre-dissertation archival research in the summer following the first year of study.

If enrolled students need additional language preparation (beyond one language course) that cannot be provided at Princeton University but is available at a nearby university, the department will consider paying for such preparation at a reasonable level, including reimbursement of travel costs, on a case-by-case basis. The student should consult the Director of Graduate Studies and Financial Officer.

B. Pre-dissertation Research

The department will fund one pre-dissertation research trip. Most students schedule this trip for the summer following the first year of study (it is also possible to schedule it in the summer following the second year). Applications for language study and for pre-dissertation research must first be submitted to the Common Application program sponsored by the Graduate School. The department will consider students' applications once the Common Application program has made its decisions (the deadline for Common Application submissions is in early March.) For information about how to apply, visit the following link:

<http://gradschool.princeton.edu/financial/fellowships/summerstipend/commonapplication/sources/>

Through the Common Application, students can apply to the various participating programs that offer supplementary funding. More information can be found within the common application and under "Sources of Funding" on the Graduate School website, including the names of persons to contact with questions. Questions should be directed to the center or program to which you are applying.

After the Common Application funding decisions are announced, students who still need additional funds may submit a funding proposal to the Department for consideration. Specific instructions for doing so can be found on the graduate History website in the "Enrolled Student Forms" section. If necessary, students may make two or more pre-dissertation research trips, but must submit only ONE request and, therefore, ONE combined budget for pre-approval of this arrangement.

C. Dissertation Research

The department will fund one major archival research trip over the course of a student's graduate career (between years one and five of the student's regular enrollment period.) Students are expected to apply to internal and external sources of funds relevant to their research; once they have done so the Financial Officer will consider individual requests. Please note that the Department cannot cover the travel expenses of family members or of anyone other than the student.

D. Scholarly Conferences

The Department is able to support students' participation in scholarly conferences and other short-term academic or professional programs with pre-approval from the Financial Officer. For additional information about the specific policy, please visit the "Enrolled Student Forms" section of the graduate history website.

E. Miscellaneous

- I. The Department can subsidize train travel for a student to attend classes at nearby universities if the student has received departmental approval for enrolling in the course and authorization for travel reimbursement from the Director of Graduate Studies.
- II. The Department will pay for microfilming up to a reasonable amount, if the microfilm is not available in the Princeton libraries.

DISSERTATION COMPLETION ENROLLMENT (DCE)

Enrolled Ph.D. students who have not completed their degree within the department's normal program period (five years) have the opportunity to be enrolled for up to two additional years in Dissertation Completion Enrollment (DCE) status. Eligible students apply for this status during the annual reenrollment process in the last year of their program of study, and must be approved for DCE status by their department and the Graduate School based on criteria for satisfactory academic progress. DCE status is confirmed via e-mail from the Graduate School to the student, after which the student can electronically accept reenrollment in this status. Students in DCE status are fully and formally enrolled graduate students, working full-time to complete degree requirements. DCE students may be enrolled as regular (in residence) or in absentia students (pursuing their work away from Princeton).

All students who wish to receive stipend support during the DCE-1 period (the sixth year) must apply to the Department for it by **May 1** of the fifth year. This includes students who have received external funding at some point during their first five years. When a student applies for DCE-1 stipend funding from the Department, s/he needs to have his or her adviser provide a letter of recommendation attesting to the progress of the dissertation. These letters are reviewed by the Director of Graduate Studies before the DCE stipend funding can be approved. The Graduate Program Administrator will communicate information to fifth year graduate students about the DCE-1 stipend application process early in the spring term.

Often, graduate students in DCE-1 status will choose to teach as an Assistant in Instruction (AI). The Department Manager circulates undergraduate course listings for the upcoming academic year to students entering DCE-1 status, so that they can determine the semester that will afford the best teaching opportunities. Teaching assignments are determined by the Department Manager and Chair. Keep in mind that students who are in DCE status may not work more than 50% time.

If students do not elect DCE status, they will automatically enter Enrollment Terminated/Degree Candidacy Continues (ET/DCC) status after the fifth year has ended on August 31. All university benefits are discontinued in ET/DCC status since enrollment has formally ceased. Graduate students are still able to defend their dissertations in ET/DCC status, however, in order to earn the Ph.D.

GOVERNANCE

Graduate students participate in the work of the Graduate Program Committee. These students are elected by the graduate students as a group under arrangements to be determined by themselves. The President of the Graduate History Association will call a meeting early in the fall for the purpose.

JOB PLACEMENT

When a student has advanced far enough in his or her dissertation work to begin to seek professional employment, the student should contact the department's Placement Officer. This will normally take place when the student has begun the writing of the dissertation and completed two to three chapters. Early in the fall semester the Placement Officer will meet with all of the students who will be actively seeking employment during the academic year. The Placement Officer will provide a more detailed description of the procedures for finding academic positions, and will seek additional information about the student--for example, what kind of courses the student is prepared to teach, an estimate of the date by which the dissertation will be completed, the kinds of schools at which the student prefers to teach, etc. At that time the Department will prepare a professional dossier for each student actively seeking employment. The dossier consists of:

1. A curriculum vitae, prepared by the student.
2. A record of the student's graduate career at Princeton, which includes a transcript of courses taken and grades received (grades may be omitted if requested by the student); and Letters of recommendation written at the student's request by the student's thesis supervisor and other faculty members familiar with the student's work. **It is the student's responsibility to prepare his or her own dossier and to request faculty letters of recommendation, all of which must be prepared very early in the fall.** The Placement Officer will advise students on the preparation of their dossiers, and he or she is responsible for helping each student assemble as strong and as complete a dossier as possible.

The letters of recommendation in the placement file may be either open or confidential, depending on whether the student formally waives his or her right to access to these materials. Students who waive their right or access to their files should know that the Placement Officer is empowered by the Department to remove material from the dossier which, in his or her judgment, is unfair to the student; and may also ask faculty members to revise their letters of recommendation where that seems appropriate. The student has the right to have his or her course grades excluded from the placement dossier.

All academic positions in history are publicly advertised in the AHA Perspectives, the newsletter of the American Historical Association, which is received by the Department. Students seeking employment are responsible for keeping themselves informed of job openings, and for notifying the Graduate Program Assistant and the Placement Officer of those positions to which they wish to apply.

The Office of Teacher Preparation and Placement keeps a listing of colleges in the Middle States area where students may find positions. The office does not match students with openings; the students must contact the schools on their own. The Department will send a copy of your dossier to any school upon your request.

Students who wish to consider a career other than teaching, such as government or private industry, are urged to visit the Career Services office at 36 University Place, Suite 200 (above the U-Store). It has a well-stocked reading room and various corporations and agencies have interviews on campus each year.

The Dossier

It is the student's responsibility to gather the materials that will be included in the dossier. Normally, these will consist of:

1. Waiver/non-waiver and release forms
2. Curriculum vitae
3. Dissertation abstract
4. Official transcript, with or without grades (available from the Registrar's office, no fee)
5. Letters of recommendation, to be forwarded directly to the history graduate office.

All materials must be submitted at least three (3) weeks prior to the student's first deadline. The final version of the dossier will be approved by the placement officer.

Dossier service

The graduate office will maintain and forward dossiers for students until they have secured a tenure-track job.

Requests for dossier mailings

1. Candidates may request that their dossier be sent to prospective employers by preparing an address label and giving it to Minerva Fanfair. There are address labels in 107 Dickinson Hall. Students should prepare address labels at least two weeks in advance of submission deadlines.
2. Label preparation:
 - A. Type all labels.
 - B. At the bottom right of the label, type the deadline date. If the deadline is a postmark date, write PM after the date.
 - C. At the top left of the label, type "your last name"/mf.
3. A permanent record is kept of all dossiers mailed in an academic year and becomes part of the student's graduate file.

Position announcements and posting

The graduate history office sends announcements of jobs and fellowships to graduate students via email. In addition, originals of all job announcements are placed in the job book in the graduate student lounge. The department subscribes to The Chronicle of Higher Education, The History of Science Society Newsletter, and the American Historical Association Perspectives. These are all available for review in the graduate student lounge.