University of Pittsburgh
Department of History

Handbook of the Graduate Program in History

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Introduction

The Department of History is committed to training students who are regional specialists but also understand the transregional and global interdependence of all human interaction. Our students learn to explore and understand processes of continuity and change over extended periods of time and in various regions of the world. They learn to appreciate the nature of social, economic, political, and cultural change, and they develop the ability to identify and understand long-term trends. The focus of our graduate training is to prepare students for serious research, to help them design innovative research projects, and to develop the methodological, linguistic, and analytical skills to bring these projects to fruition. They thus participate in the production of new knowledge and are prepared to contribute to a better understanding of our world.

The skills students learn in our program are relevant to careers in academia as well as other professions. These include the ability to communicate to various audiences, to make complex information accessible, and to help others develop their intellectual strengths by providing constructive criticism and guidance. Whatever direction our students pursue after graduation, they will have the ability to conduct independent research in various parts of the world, to understand and navigate cultural difference, and to effectively transmit knowledge as writers and public speakers.

The department values professional development through careful mentoring, and supports graduate students with teaching and research appointments as well as departmental seminars and a multi-year pedagogy program. Students benefit from the department's close connections to the World History Center, the Institute for Spatial History Innovation, and the University Center of International Studies, as well as our department's international collaborations.

The department emphasizes graduate student self-governance and consultation in almost all departmental activities.

The M.A. and Ph.D. programs in the Department of History are situated within the more general regulations established by the University of Pittsburgh's Dietrich School of Arts and Sciences.

This handbook describes the structure and requirements of the graduate program, the responsibilities and obligations of graduate students and faculty, and other issues relevant to graduate education in the Department of History at the University of Pittsburgh.

Overview of program milestones

For students entering with a BA

1st year: Students must be registered for a minimum of 9 credits per semester; take the Professionalization seminar and Methods course in the fall and spring semester, respectively; and participate in the pedagogy seminar in the spring semesters. In addition, they should be working toward fulfilling the M.A. requirements listed in the next paragraph. At the end of the first year, students must meet with their advisor(s) and the Director of Graduate Studies (DGS) to both define their comps committee and see whether any coursework completed in the first year could be included in the comps portfolio. They should also discuss the fulfillment of the language and breadth requirements as well as any certificates or credentials that they might want to pursue. In the summer after their first year, students generally conduct research for their M.A. essay.

2nd year: Students must be registered for a minimum of 9 credits per semester. In both semesters, students need to take the pedagogy seminar. In the fall semester, they must take the writing seminar, which is designed to help them produce the M.A. essay. The M.A. essay must be defended by the end of the spring semester. Before defending the M.A. essay, however, students must have passed the foreign language requirement. By the end of their second year, students must have also completed six credits in seminars/directed studies in transregional or global fields; six credits in seminars/directed studies in their regional field; and have taken three credits of graduate-level coursework outside of the discipline of history. At the end of their second year, students must meet with their comps committee to agree on the contents of the portfolio that will form the basis of the comps exam to take place in their third year. Both the student and the committee members will sign a form attesting to this agreement. If they have not yet fulfilled their breadth requirement, students will also have to present a short description of how they plan to do so. In the summer after their second year, students generally conduct preliminary dissertation research.

3rd year: Students must be registered for a minimum of 9 credits per semester. In both semesters, students need to take the pedagogy practicum. After passing the MA, students must take at least two history graduate courses in their third year. They must also pass the comprehensive exam by February 1 and the dissertation overview by the end of the spring semester. During this year, students are expected to apply for relevant fellowships, which are meant to support dissertation research.

4th year: Students are expected to devote this year to dissertation research and apply for relevant fellowships to support dissertation research and writing.

5th year: Students in residence are expected to take the writing seminar. By the end of the fifth year, students must have fulfilled the breadth requirement.

6th year: Students in residence are expected to take the writing seminar and defend their dissertation by the end of the academic year.

<table>
<tr><th>Semester</th><th>General courses</th><th>Courses</th><th>Credits</th><th>Pedagogy</th><th>Research tools</th><th>Exams</th></tr>
<tr><td>1</td><td>Professional-ization Seminar</td><td rowspan="5">2 graduate seminars or directed studies in a transregional /global topic

2 graduate seminars or directed studies in regional field

1 non-history course</td><td rowspan="8">Minimum of 9 credits per term</td><td>Pedagogy Badge

Department pedagogy seminar (discussion, observation) for 1 credit</td><td rowspan="4">Pass language requirement before MA defense</td><td></td></tr>
<tr><td>2</td><td>Historical Methods and Approaches</td><td></td></tr>
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Dissertation overview</td></tr>
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For students entering with an MA

1st year: Students must be registered for a minimum of 9 credits per semester; must take the Professionalization seminar and Methods course in the fall and spring semester, respectively; and participate in the Pedagogy seminar in the spring semester. By the end of the first year, students must pass the preliminary examination and have fulfilled the foreign language requirement. If they have not yet fulfilled their breadth requirement, students will also have to present a short description of how they plan to do so. In the summer after their first year, students generally conduct preliminary dissertation research.

2nd year: Students must be registered for a minimum of 9 credits per semester. In both semesters, students need to take the pedagogy seminar. By the end of their second year, students must have taken at least three history graduate seminars/directed readings, with at least one being in a transregional or global field and another one being in their regional field. In the fall semester, students must take the writing seminar, which is designed to help them write the dissertation overview. By October 30, they must have met with their comps committee to discuss the contents of the portfolio that will form the basis of the comprehensive exam; both the student and the committee members will sign a form attesting to this agreement. They must pass the comprehensive exam by March 20 but are encouraged to do so sooner to allow for as much time as possible to prepare the dissertation overview, which must be passed by the end of the spring semester. During this year, students are expected to apply for relevant fellowships, which are meant to support dissertation research.

3rd year: Students are expected to devote this year to dissertation research and apply for relevant fellowships to support dissertation research and writing.

4th year: Students in residence are expected to take the writing seminar. By the end of the fourth year, students must have fulfilled the breadth requirement.

5th year: Students are expected to take the writing seminar and defend their dissertation by the end of the academic year.

Semester	General courses	Courses	Credits	Pedagogy	Research tools	Exams
1	Professional-ization Seminar	3 graduate seminars or directed studies (one in a transregional /global topic; and one in in regional field)	Minimum of 9 credits per term	Pedagogy Badge Department pedagogy seminar (discussion, observation) for 1 credit	Pass language requirement before comps	
2	Historical Methods and Approaches					Preliminary exam
3	Writing seminar (for dissertation overview)			Department pedagogy seminar (discussion, observation) for 1 credit; create teaching portfolio		
4						Comprehensive exam (by March 20) Dissertation overview
5	Dissertation research					
6						
7	Writing seminar (for dissertation)				Breadth requirement by end of 4th year	
8						
9	Writing seminar (for dissertation)					
10						Dissertation defense

M.A. Program

Upon entering the M.A. program, students will begin discussing their coursework and plans with their main advisor (or two co-advisors) designated by the Graduate Director. Students may choose to continue with this person as main advisor but are also free to change advisors (among the Graduate Faculty) at any time; they must inform the Graduate Director and Graduate Administrator of any changes they wish to make.

In the first semester of the program, students should be thinking ahead two years to the point where, in the normal course of events, they would be sitting for the M.A. examination. Students and faculty have to be aware that the M.A. examination and promotion into the Ph.D. program are serious milestones. They are meant to provide an opportunity to assess whether or not the pursuit of a Ph.D. is the right choice for the student in question.

Requirements for the M.A. degree

1. Students must take the **Professionalization Seminar**, HIST 2000, in their first semester
2. Students must take **Historical Methods and Approaches**, HIST 2023, in their second semester.
3. Students must take the **Writing Seminar**, HIST 2011/2012, which is offered every fall semester.
4. Students must take **six credits in seminars or directed studies in transregional or global fields**. The six credits may be in different transregional/global fields.
5. Students must take **six credits in seminars or directed studies in one of the following regional fields:** currently Asia, Europe, Latin America, and United States.
6. Students must take **three credits** of graduate-level coursework **outside of the discipline of history**.
7. A total of 30 credits is needed to complete the M.A. The additional credits beyond the 18 credits listed above may come in the form of seminars and directed studies students choose in consultation with their advisor(s). (see details below).
8. **Students are required to earn a GPA higher than 3.0. in the graduate program to sit for their M.A. exam**.
9. Students must fulfill the **foreign language requirement** before sitting for the M.A. examination (see details below).
10. Students must complete a **research paper** of about 10,000 words (including foot-notes). The paper must be based on original research and should be potentially publishable.

Foreign language requirement

Departmental regulations: All candidates for the M.A. degree must fulfill the research tool requirements by demonstrating competency (as defined below) in a foreign language before sitting for the M.A. examination. M.A. students in History will demonstrate a good reading knowledge of a foreign language relevant to their research, by any of the methods outlined below:

1. **Passing, after entering the graduate program, the fourth semester or equivalent of a college-level language course (for instance, French 0004) with a grade of B or better**. Depending on students' former training in that language, this might require taking one or more lower-level courses (for instance, French 0001, French 002, or French 0003) first. Language placement tests will establish on which course level students have to start.

2. **Passing a departmental language examination**, three hours in length, that demonstrates a student's ability to translate passages from a foreign-language text into English. The text will be selected and graded by two faculty examiners (for a list of faculty competent to examine in a given language, students should consult the Graduate Director). The first part of the exam shall consist of close translation of a passage totaling about 600 words, with the aid of a printed dictionary. The second part shall consist of a summary or paraphrase of a passage totaling about 1600 words, also with the aid of a dictionary. Faculty will report back the results within two weeks.

3. **Presenting an MA essay or a research paper of similar scope that demonstrates ability to read and comprehend historical literature in the foreign language**, to the satisfaction of two faculty members.

4. **Being a native speaker of a relevant language other than English.**

Advice: History departmental requirements emphasize reading comprehension rather than oral facility. If you have three or more years of language study behind you, consider sitting immediately for the language examination and getting this requirement out of the way.

The foreign language requirement must be fulfilled before a student may sit for the M.A. examination. If students enter the program without the foreign language skills necessary to fulfill the research tool requirements, **they should immediately enroll in a language course**.

Credit requirements

Students will need **30 credits to qualify for the M.A. degree.** Independent Study credits do not count toward the 30 credits required for the M.A.; however, six credits of Directed Thesis Research may be counted toward that 30 credits total. Although foreign language courses do not count for the 30 credits needed for the M.A., taking 9 credits a semester enables students to take the appropriate number of History credits and a foreign language course each term. In the four semesters (two years) in which the M.A. should be completed, a full-time student will thus earn 36 credits, more than enough to satisfy the university requirement of 30 credits. **Only six of these 36 credits may be in Arts and Sciences courses numbered 1002 through 1999** –undergraduate courses—subject to the approval of the student's advisor(s) and the Director of Graduate Studies. **Three credits must be taken outside the History Department** (they may be taken in other disciplines at Pitt or CMU).

Related rules: A "full-time" course load for graduate students consists of a minimum of nine credits per semester. Teaching Assistants (TAs) must maintain the enrollment status required for their appointment, consistent with University regulations and guidelines for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants. **Students seeking to apply for SSDD fellowships must have completed 72 graduate credits** by the time they defend their dissertation prospectus and enter Ph.D. candidacy.

Research paper

Departmental regulations: M.A. students must complete a research paper of about 10,000 words (including footnotes). The paper must be based on original research and should be potentially publishable.

Advice: Because the research paper is usually a project that takes more than a semester to complete, entering M.A. students should work with their main advisor(s) and the instructor of the professionalization seminar on potential research projects in their first term, should complete research over the course of their first spring and summer, and complete drafting while enrolled in the "Graduate Writing Seminar" in their second fall semester (see below). Such research papers typically need to be revised before the student can present them for the M.A. examination; having a completed paper at the end of the third semester of study ensures that there will be time for revision.

M.A. examination

In consultation with their advisor(s), students will create a **three-person committee** for their M.A. examination, usually chaired by their advisor(s). At least two of the committee members must be members of the Graduate Faculty. Before students can sit for their M.A. exam, the chair(s) of the M.A. committee must approve the final version of the research paper. The paper should be distributed to each committee member at least two weeks

ahead of the examination date. A copy of the paper should also be sent to the Graduate Administrator for inclusion in the student's file.

Upon the request of the chair(s) of the M.A. committee, the Graduate Administrator will schedule the examination.

The M.A. examination will be a **one-hour oral examination**. Questions will be based on the M.A. research paper. At the conclusion of the examination, the committee will inform the student of its decision as to whether or not it recommends to the Graduate School that the student be awarded the M.A. degree. The criteria to be used are: the student's command of factual and substantive material acquired in course work and embodied in the paper; and the student's ability to conceptualize historical problems with clarity and to demonstrate command of research methods.

Before the M.A. exam, students must inform the chair(s) of the M.A. committee and the Director of Graduate Studies in writing whether or not they desire to continue in the Ph.D. program. If the student has expressed the desire to continue, the M.A. committee will decide whether or not it recommends that the student continues in the Ph.D. program. The committee will apply the same criteria as listed above but expect students to have met them at a higher standard. In order to come to a holistic assessment of the student's qualification for continuing in the Ph.D. program, the committee will also consider the student's overall performance in the M.A. program, including such factors as their independence, initiative, and perseverance, and their ability to take and productively apply feedback.

Within a week, the committee must submit to the Director of Graduate Studies a written evaluation of the student's overall performance along with its recommendation on the continuation of the student in the Ph.D. program. Committee members who dissent from the majority report may also submit a written evaluation and recommendation. All reports will be shown to the main advisor(s) and the M.A. candidate (for procedures to appeal the committee report, see the Appendix on Grievance Procedures).

Departmental approval

At the earliest opportunity, the M.A. committee's written evaluation and recommendation must be reported to the department's graduate faculty, which on the basis of the report must vote on whether to approve the committee's recommendation. If a dissenting report and recommendation has been submitted, the graduate faculty will weigh the evidence presented before voting on whether or not the student can continue in the Ph.D. program.

The tenure of a student not voted to continue in the Ph.D. program ends with the term during which the M.A. exam took place. Students receiving this terminal M.A. must apply for graduation and be awarded the degree in the term in which the M.A. exam took place.

Ph.D. Program

Students entering the program with a B.A. should complete their coursework, the pedagogy program, comprehensive exam, and dissertation overview within one year after defending their M.A. (within three years after entering the program for those entering with a B.A.). Students entering the program with an M.A. should pass their comprehensive exam, the dissertation overview, and the pedagogy program within two years. Required doctoral coursework beyond the M.A. includes successful completion of two graduate seminars in History and the fulfillment of the breadth requirement and the pedagogy program. While completing coursework and finalizing the comprehensive exam portfolio (see below), students also begin defining and conducting preliminary research for their doctoral dissertation. Full time dissertation research and writing follow. Dissertation projects need to be designed such that it is feasible to complete and defend the dissertation within four years of completing the M.A (or the preliminary exam).

Preliminary examination

Students entering the Ph.D. program with an M.A. from another institution must sit a preliminary examination. This hour-long oral exam will take place **in April at the end of the student's first year**. The exam will cover two areas: coursework done by the student during that first year, and their plans for dissertation research (topic, relevant literatures, and possible sources). As a rule, the student's advisor(s) chairs this committee, which includes two other members of the Graduate Faculty, one of whom may be from outside the department.

Upon the request of the committee's chair, the Graduate Administrator will schedule the examination and prepare the necessary paperwork.

The committee will make a recommendation to the department on whether or not the student should be permitted to continue in the Ph.D. program. Like the M.A. examination, the preliminary examination is a serious milestone to assess whether or not the pursuit of a Ph.D. is the right career track for the student in question, and whether or not this student is likely to meet the department's criteria for being awarded a Ph.D.

The candidate shall be informed of the committee's judgment immediately after the exam, and a written report will be submitted within a week of the examination. That report will be shared with the student and become part of their graduate record. This evaluation will be presented at the earliest opportunity to the department, which will vote on whether to approve or reject the committee's report. The tenure of a student not admitted into the Ph.D. program ends with the term during which the preliminary exam took place. For procedures to appeal the committee report see the Appendix on Grievance Procedures.

Breadth requirement

Ph.D. students entering the program with a B.A. must fulfill the Breadth Requirement **by the end of their fifth year** (those entering with an M.A. by the end of their fourth year). At the end of their second year (those entering with an M.A. at the end of their first year), students must present to their advisor(s) and the DGS a 2-paragraph explanation of how they plan to fulfill the Breadth Requirement. This requirement is intended to help students think more broadly about their dissertation and intellectual trajectory as well as future career paths. It may be fulfilled as follows:

a) **Language**: a second foreign language (please read "Foreign Language Requirement" section under the "M.A. Program");
b) **Skills**: two skill-based courses agreed-upon with their advisor(s) including but not limited to statistics, digital humanities, oral history/ethnography, and computer programing. To satisfy this requirement, the student must obtain a grade of B+ or better in each of the two courses;
c) **Interdisciplinarity**: two courses agreed-upon with their advisor(s) that will permit students to enhance their knowledge in an interdisciplinary area including Gender, Sexuality & Women's Studies, Cultural Studies, or an area of the student's design. To satisfy this requirement, the student must obtain a grade of B+ or better in each of the two courses;
d) **Career Diversity**: in consultation with the DGS and their advisor(s), 6 credit hours or the equivalent accrued from internships and/or courses designed to enhance students' ability to utilize their professional skills in diverse career environments.

Ph.D. comprehensive examination

The comprehensive exam seeks to assess students' readiness to both develop courses at the collegiate level and undertake dissertation research by testing their competence in their regional and transregional fields. Students are expected to demonstrate a strong conceptual grasp of the leading scholarship in both fields with some chronological and geographical breadth. The comprehensive exam consists of an oral exam that is scheduled for two hours and focuses on the various materials included in the portfolio (see below). The portfolio itself will not be evaluated; it simply serves as the foundation for the oral exam.

Timeline: For students entering with a BA, the comprehensive exam needs to take place by February 1 of their third year (for those entering with an MA, by March 20 of their second year). At the end of their first year, students must meet with their advisor(s) and the DGS to: a) constitute a comps committee consisting of three members; and b) identify any coursework completed in their first year that could be included in the comps portfolio (see below). At the end of their second year, students and their full comps committee will agree upon the contents of the comps portfolio that will form the basis of the oral exam, including bibliographic lists; both the student and the committee members will sign a form attesting to this agreement.

Fields: Students will work with faculty members who are members of the Graduate Faculty to develop expertise in:

a) a regional field (currently Asia, Europe, Latin America, or United States); **and**
b) a transregional or global field defined by the student in consultation with their advisor(s). Students may fulfill this requirement in one of the following ways: i) a field in world or global history; ii) a field in a transregional history such as Atlantic history or Eurasian history; or iii) a thematic field with transregional scope such as gender or empire.

Committee: The three examiners (each responsible for one of the three components of the portfolio) together constitute the comprehensive exam committee. One of the three examiners – usually the student's main advisor(s) – chairs the committee. All members of comprehensive exam committees must have Graduate Faculty status.

Portfolio: Students will have worked with their examiners to compile a portfolio that will form the basis of the comprehensive exam and that needs to be uploaded to a OneDrive folder. At the end of their first year, students must meet with their advisor(s) and the DGS to see whether any coursework could be included in the portfolio. At the end of the second year, students must meet with the comps committee to agree upon the final content of the portfolio. Both the student and the committee members will sign a form attesting to this agreement; after this agreement, faculty may not request additional material. Essays in the portfolio that were written for previous course work should not undergo more than one revision. Essays written specifically for the comps exam should not undergo more than three revisions.

The portfolio will consist of:

1) **two to three historiographic essays** in the regional field; as well as a bibliography of books covered in the essays, supplemented as needed in consultation with the examiner, for **a total of 40-50 books (or an equivalent number of books, book chapters, and journal articles)**. The essays, ideally written in previous courses (including directed studies), should total about 20-30 pages;
2) **two to three historiographic essays in the transregional or global field**; as well as a bibliography of books covered in the essays, supplemented as needed in consultation with the examiner, for **a total of 30-40 books (or an equivalent number of books, book chapters, and journal articles)**. The essays, ideally written in previous courses (including directed studies), should total about 20-30 pages; and
3) **a teachable undergraduate course proposal** that demonstrates students' ability to translate their knowledge of the historiography and recent research trends in a given field into the composition of an undergraduate course. The course proposal consists of a rationale, an outline of class sessions including

the reading assignments, and annotations to the outline. Students agree with the examiner in question on a course topic but should choose topics that allow them to demonstrate breadth of knowledge in a given field.

- The **course rationale** (about 1,000 words) explains the choice of the course topic, and how the course reflects recent research trends in a given regional or transregional/global field.
- The **course outline** details topics and reading assignments week by week, for a typical semester of 14 weeks. The reading assignments should not exceed 50 pages per week. Given that the purpose of this syllabus is to explore the historiography related to the course topic, readings should consist of research literature and primary sources. However, they may also include chapters from a textbook.
- **The course proposal must include** a week-by-week, or section-by-section explanation of the sequence of themes and the choice of reading assignments. The course proposal should include information on course requirements.

Oral examination: For students entering with a BA, the oral examination takes place no later than February 1; for students entering with an MA, no later than March 20. Upon the request of the chair of the comprehensive exam committee, the Graduate Administrator will schedule the examination and prepare the necessary paperwork. The oral examination will be a maximum of two hours in duration. The oral exam should focus on the portfolio. Students should be able to discuss the essays, the bibliographies, and the course proposal.

Grades: The examiners may award "Distinction," "Pass," or "Fail" in evaluating the student's performance in the oral examination. Students will be informed of the results of the examination immediately after the exam. Should the student fail the exam they will have the right to retake it once. The failed exam must be retaken prior to April 30 of the third year (second year for students entering with an MA). The student has the right to choose new examiners. If a student does not pass the retake exam, tenure will end with the term during which this exam took place.

If a student does not graduate with a Ph.D. seven years after passing the comprehensive exam, the comprehensive exam must be retaken. There are no exceptions to this rule.

For procedures to appeal the results of the comprehensive examination see the section on Grievances concerning academic matters.

Doctoral overview

The doctoral overview is the final stage before entering formal Ph.D. candidacy. To prepare for the doctoral overview, students should work with their main advisor(s) to select a doctoral dissertation committee (see below) and to prepare a written prospectus of their proposed dissertation. This will be **an essay of approximately ten pages**, which describes the purpose, scope, significance, sources, and methods to be employed in the proposed dissertation. The overview is designed to help students improve their research plan.

Doctoral dissertation committees (Ph.D. committees) are composed of at least four members, all of whom must be members of the Graduate Faculty. There must be three graduate faculty members from the department and at least one graduate faculty member outside of the department. A faculty member from another university may serve as the outside member of a doctoral committee with the approval of the Dean. The members need not be identical to the Ph.D. comprehensive examination committee.

When the chair of the dissertation committee, the student's main advisor(s), agrees that the student's prospectus can be presented for the overview, copies will be distributed to all members of the committee. Upon the request of the committee's chair, the Graduate Administrator will schedule the examination and prepare the necessary paperwork. The thesis committee may approve the prospectus or recommend changes and request a further overview before final approval. Once a student has passed the doctoral overview, they are admitted to Ph.D. candidacy.

Annual meetings of the Ph.D. committee

All Ph.D. candidates **must meet annually with their Ph.D. committees.** During these meetings, the committee should assess the student's progress toward the degree, discuss the evolving research design, and agree with the student on the objectives for the following year. Individual committee members who are unable to physically attend the meeting may participate via video-conferencing. A formal permission from the department or the school is not required

In some cases, a student may be geographically distant from campus and cannot return without hardship. It might then be appropriate to either meet via video-conferencing, or for the student to provide a written progress report with timetable, and for the committee to meet and discuss this report, and provide written feedback to the student.

It is the advisor(s)'s responsibility to write a brief report on the meeting, to be submitted to the Graduate Administrator no later than a week after the committee meeting took place. These **written reports about the annual Ph.D. meetings** are a university requirement and will form part of the student's academic record.

Defense of the dissertation

The doctoral defense will be called when the chair of the student's Ph.D. committee decides that the thesis is ready for a final defense. Students must be enrolled during the semester in which the defense is scheduled. The student is responsible for ensuring that the format of the manuscript conforms to the regulations of the university and the Dietrich School of Arts and Sciences, for paying certain fees, and otherwise fulfilling the requirements for graduation. At the beginning of the academic year in which students intend to graduate, they need to familiarize themselves with the graduation procedures and rules, which can be found on the Dietrich School website.

Upon the request of the chair of the Ph.D. committee, the Graduate Administrator will schedule the doctoral defense and publicly announce the date of the defense. At least four weeks prior to the defense, the student will distribute copies of the thesis to the members of the Ph.D. committee. Failure to do so in a timely manner might require the candidate to postpone and reschedule the defense for a later date. No committee member will be expected to read the thesis and prepare for its defense in less than four weeks without having agreed to do so in writing.

During the defense, which will last for approximately two hours, students are expected to be able to discuss all aspects of the thesis, including its historiographical interventions, source base, central arguments, significance, and future directions of the work. Committee members will raise critical questions as well as advice the candidate on prospects for publication.

Immediately following the defense, the thesis committee will determine whether or not to approve the thesis. This can be a simple "pass", but the committee can also award a "conditional pass" pending revisions to be reviewed by the chair or the committee as a whole, or "fail". In case the student fails the first time, they get one additional chance to revise and defend their thesis. For procedures to appeal the committee's decision, see the Appendix on Grievance Procedures.

The committee's decisions must be unanimous. If a decision is not unanimous, the case is referred to the Assistant Dean of Graduate Studies for resolution.

Pedagogy program

The Department of History at the University of Pittsburgh is committed to excellence in teaching. Its faculty provides high-quality instruction to undergraduates that aims to encourage and develop students' historical and cultural awareness, their skills in critical thinking, and their capacity and desire to become life-long self-motivated learners and thinkers. Therefore, the History Department seeks to help its graduate students develop their skills in leading undergraduates toward these goals. The skills required to perform well as instructors also are easily transferable and relevant to many professions. These skills include the ability to speak effectively to large audiences, the ability to make complex information understandable, the capacity to facilitate discussions and debates, experience in leading goal-oriented discussions, and the leadership to provide constructive criticism and help people to develop their strengths.

The History Department's Program for Graduate Training in Pedagogy thus prepares graduate students for the job market by assuring that they have the most complete qualifications possible, including a rich teaching portfolio, the Achievement in Pedagogy Badge offered by the University Center for Teaching and Learning, and specialty training provided by the History Department. This program capitalizes upon the expertise of our Department's most experienced classroom instructors as well as the offerings of the University Center for Teaching and Learning.

It integrates these resources in a way that is tailored to the changing obligations and dynamics of the graduate students' individual trajectory through our graduate program. It expects students to integrate pedagogical skills and effectiveness throughout their graduate education, recognizing that the study and practice of pedagogy is best done over an extended period of time and through a variety of methods. In order to reflect this sustained effort in skill-building, students will earn one credit per year for two years.

Within the History Department, graduate students have a broad base of support and resources for mentoring. More specifically, the internal support network for graduate students' pedagogical development includes:

- **The Faculty TA Mentor**, who is appointed for a three-year cycle to facilitate discussions at monthly meetings, to be a resource for graduate students who have specific questions or who are teaching stand-alone courses, to coordinate the different elements of the Pedagogy Program, and to gather information from, and address issues raised by, other faculty who are teaching with TAs.
- **The Graduate Student TA Mentor**, who is selected by the Director of Graduate Studies in consultation with the president of the Graduate Student Organization. This is a graduate student who has demonstrated excellence in teaching and who is skilled at mentoring junior graduate students. They will work with the Faculty TA Mentor and whenever possible join the monthly pedagogy program meetings. They will also be available to graduate students in the Department for scheduled and casual consultation. Graduate TA Mentors may also meet with faculty to gather

information and suggestions for the improvement of graduate training in pedagogy and for the specific purposes of improving undergraduate teaching at the University of Pittsburgh.

- **The Director of Graduate Studies**, who oversees the graduate careers of our students and who aids in the implementation and coordination of the Graduate Pedagogy Program.
- **The Director of Undergraduate Studies**, who schedules our undergraduate courses and coordinates the distribution of graduate TAs, and who participates in discussions about the undergraduate curriculum.
- **The Graduate Student Organization**, which chooses the assignments of graduate student TAs.
- **The Faculty Instructors of Courses with TAs**, who will work with their TAs to set expectations for undergraduate learning outcomes, make weekly lesson plans for recitation sections, formulate examinations and other evaluations, coordinate and standardize grading and set goals and objectives for instructors' feedback to students, discuss student evaluations of TAs, and provide opportunities for TAs to act as guest lecturers when possible. Faculty Instructors who teach with TAs will observe recitation sections during the term and discuss their observations with the TAs. After the conclusion of each term teaching with TAs, faculty members will write a report concerning that experience for their TAs' permanent graduate file.
- **The individual students' Graduate Advisors**, who will provide ongoing support not only for students' academic development, but also for their development as teachers and professionals. Advisors will meet with their students to discuss the students' experiences as teachers, and to think strategically about how best to focus their TA teaching experiences to contribute to their professional goals.

Year 1

The first year is the ideal time for students to begin thinking about pedagogy and teaching from the perspective of the instructor, to familiarize themselves with pedagogical principles and best practices, to observe different teaching formats, styles, and methods, and to prepare themselves for teaching.

Beginning in their second semester, first-year students will join the monthly meetings of second-year students with the Department's Faculty TA Mentor. First-year students will complete readings in pedagogy and participate in discussions about these readings with second-year students who are already gaining classroom experience. They will also reflect on the principles they encounter in their readings as they observe classes of different sizes (including recitation meetings). They will report on their impressions from these classes in the monthly meetings. They should observe and write reflections on classes of three different sizes and/or formats.

First-year to-dos:

- Starting in the second semester, students are expected to complete monthly readings and participate in scheduled discussion meetings. Attendance in every meeting is mandatory;
- They will observe three different classes in different formats, including a recitation meeting and, ideally, a lecture of the same course to see how lecture and recitation work together. They will write a brief report/reflection (1-2 pages) on each observed class. They will share this document with the instructor they observed and have a brief meeting to discuss it with them. They may revise their report/reflection following that meeting, before uploading it to their OneDrive pedagogy folder, which is shared with the Faculty TA mentor;
- They will attend, if their schedule allows, all departmental workshops focused on pedagogy.

In the spring term, first-year graduate students will register for one credit of History 2010.

In order to earn credit for Year One of the Graduate Pedagogy Seminar, students have to fulfill all of this year's to-dos, including attendance and participation at every meeting.

Recommendations

- Regardless of whether they specialize in World History research, many students have found it valuable to enroll in the Teaching World History graduate seminar that the department offers on a regular basis. Successfully completing the seminar will enable them to pursue the World History Center's Teaching World History Credential.
- Students are encouraged to register for the Achievement in Pedagogy Badge offered by the University Center for Teaching and Learning, and to complete any workshop that makes sense at this stage in their pedagogical training.

Year 2

The second year is the period in their teaching career when students begin to apply the principles and lessons they learned during the first year of pedagogy training in practice. In the fall semester, second-year students will meet monthly with the Faculty TA Mentor to reflect on their classroom experiences. In the second semester, they will be joined by the new group of first-year students, with whom they will share what they have learnt, thus helping to create a culture of peer-to-peer support among graduate students.

Second-year to-dos:

- Students who hold TA/TF appointments in the second year must attend the New Teaching Assistant Orientation offered by the University Center for Teaching and Learning every year in August;
- All students will continue to attend mandatory monthly meetings with the Faculty TA Mentor and other first- and second-year students to discuss matters of pedagogy;

- If they hold teaching appointments, they will schedule observations of their recitation sections by their course instructors and confer with them afterwards. Once the course instructor has written and shared their report with the TA at the end of semester, the TA will upload it to their pedagogy program OneDrive folder;
- After the completion of each course, those who served as TA/TF will schedule a meeting with their course instructor or Faculty TA Mentor or their adviser to discuss their OMETs;
- TA/TFs will write a two-page reflection on their first semester's OMET results and add this document to their OneDrive folder shared with the Faculty TA mentor;
- All students are expected to attend, whenever possible, departmental workshops focused on pedagogy;
- Students who entered with an MA in History are encouraged enroll in FacDev 2200 (see below) during the spring semester.

In the spring term, second-year graduate students will register for one credit of History 2010.

In order to earn credit for Year Two of the Graduate Pedagogy Seminar, students have to fulfill all of this year's to-dos.

Recommendation

- It is recommended that students during either their second or third year in the program seek to deliver a 50-minute guest lecture either in a course for which they serve as a TA/TF or in another course, according to their area of expertise. Students should work with the Faculty TA Mentor, their graduate advisor, and the Director of Undergraduate Studies to identify appropriate courses.

Years 3-5

After the second year, students take different paths through their remaining years in the program. In a given year, some students relocate in order to pursue archival research, others remain in Pittsburgh; some students hold teaching appointments, others secure non-teaching fellowships. The flexible schedule of the department's pedagogy program reflects this diversity without sacrificing intentionality or ongoing support. Students are expected to finalize their teaching portfolios.

Practicum on University Teaching: The Dietrich School requires first-time instructors of stand-alone courses to simultaneously enroll in FacDev 2200: Practicum on University Teaching, a hands-on teaching practicum course that provides graduate students with the opportunity to develop university-level instruction and course design. Since many graduate students in our program have their first experience with stand-alone teaching in the summer following their comprehensive exams and doctoral overview, it is strongly recommended they enroll in FacDev 2200 that same spring, as long as they hold a teaching

appointment that year. However, if they do not teach that semester, or if they teach in a field far outside their own expertise, they can also take it a different semester. However, at the very latest, they must enroll in FacDev 2200 the same semester they teach their first in-person, stand-alone course.

Teaching Stand-Alone Courses: Once students pass their comprehensive exams, they become eligible to teach stand-alone courses in our department. In most cases, these courses are scheduled during the summer semester. In order to teach such a course, in addition to having passed their comprehensive exams, students must (a) have fulfilled all first- and second-year to-dos of the Pedagogy Program; (b) attend a departmental online workshop on stand-alone teaching scheduled every year in the spring semester; and (c) have their syllabus approved by a department faculty mentor of their choice (they should also upload their syllabus to their pedagogy program OneDrive folder). Students must arrange to have their course evaluated by the Office of Measurement and Evaluation of Teaching (OMET). Stand-alone course instructors should also ask a faculty mentor of their choice to observe at least one class, and subsequently to provide a written report to be shared with the student and a copy provided to the Graduate Administrator to be placed in the student's file. The report can also be included in the student's teaching portfolio.

Teaching Portfolio: Graduate students will compose teaching portfolios based on their teaching experience and their engagement with scholarship on pedagogy. Components of the teaching portfolio will include a teaching statement that, among other things, addresses the topic of diversity. It will include teaching materials, including one or more sample syllabi, student evaluations, and other additions according to the individual student's design. They should submit drafts of their teaching materials to the Faculty TA Mentor.

Recommendation:

- Students are encouraged to complete all requirements to earn the Achievement in Pedagogy Badge and add this credential to their teaching portfolio.

Guidelines for Graduate Courses

Professionalization Seminar: This course introduces incoming graduate students to the discipline of history, our graduate program, and professional issues ranging from the academic and nonacademic job markets to publishing and conference participation. In addition, the course enables students to launch their M.A. essays by requiring them to identify a topic and primary sources. By the end of the course students will have drafted a grant proposal related to their M.A. project.

Historical Methods and Approaches: The purpose of this course is twofold: First, it offers a broad introduction to the diverse sources and research methods used by historians, and to the range of spatial and temporal scales that shape historical work. Second, with an eye to both the M.A. essay and the eventual dissertation, the course provides students with tools to craft a project, conduct research, and analyze various types of historical sources. Students should be given the opportunity to conduct hands-on work with primary sources. The skills developed in this course will prepare students to do research in archives and other repositories.

Writing Seminar: This seminar serves three purposes: a) to provide M.A. students with the opportunity to draft a paper based on primary sources that will form the basis for the M.A. essay that is required for the Master's Degree; b) to provide students who entered the program with an M.A. the opportunity to draft their dissertation overview and/or an article for publication; and c) to provide ABD students with the opportunity to produce dissertation chapters and/or a publishable article in a structured setting with feedback from the course instructor and peers. Students will also have the opportunity to explore various forms of communicating about their research with multiple audiences.

Transregional or Global Courses: These courses introduce students to the scholarly literature, major historical problems, and diverse historical methods in a topic of transregional or global scope. In these courses, individual students will be given the opportunity to write one historiographical essay of at least 8 pages, if such a paper has not already been assigned. For transregional or global courses that recur, a 3-year cycle is optimal.

Regional Courses: These courses aim to help students build their regional expertise by introducing them to important topics within the historiography of a regional field (currently Asian, European, Latin American, or U.S. history). In these courses, individual students will be given the opportunity to write one historiographical essay of at least 8 pages, if such a paper has not already been assigned. For regional courses that recur, a 3-year cycle is optimal.

Departmental and Faculty Obligations

Graduate Committee

The Graduate Committee is composed of four faculty representing diverse regional specializations. Members are selected by the chair, in consultation with the Graduate Director. Two graduate student representatives selected by the Graduate Student Organization sit in on all meetings except those deliberating on admissions and fellowships. The committee is chaired by the Graduate Director. Its duties are:

1) to read applications, determine admission of students into the graduate program, and rank both external and internal applicants for fellowship aid.
2) to coordinate graduate course schedules that will enable students to fulfill the program requirements for the M.A. and Ph.D. degrees. The Graduate Committee endeavors to build course schedules for a two-year period, ensuring that required seminars are offered in a timely fashion and in sufficient variety to meet student needs.
3) to provide a forum for discussion of issues affecting graduate students and act as a liaison committee with the Graduate Student Organization.
4) to carry out other duties, as defined in this handbook.

Faculty obligations

In addition to their usual professional and pedagogical obligations, the faculty within the department have the following responsibilities and obligations to the Graduate Program:

All faculty are obliged to be conversant with the contents of this handbook and to proceed accordingly.

Faculty should be aware of and adhere to the rules and regulations concerning the conduct of advising, committees, examinations, and the award of the M.A. and Ph.D. degrees as well as the supervision and evaluation of Teaching Assistants (TAs) and Teaching Fellows (TFs).

Faculty advisors must meet at least once every semester with their advisees to review each student's progress, plans, obligations, and outstanding requirements. For students who are writing their dissertation, the main advisor(s) should convene a meeting of the student and the dissertation committee once a year.

Faculty examiners for a foreign language must be aware of and adhere to the regulations regarding these examinations.

Main advisors and all members of a M.A., preliminary, or doctoral comprehensive examining committee must be aware of and adhere to the rules governing those examinations. (See the sections entitled M.A., Preliminary, or Ph.D. comprehensive examinations.)

Main advisors and all members of a dissertation overview committee must be aware of and adhere to the rules governing that procedure. (See the section entitled Doctoral Overview.)

Main advisors and all members of a dissertation committee must be aware of and adhere to the rules governing the dissertation and its defense. (See the section Defense of the dissertation.)

Faculty shall award **grades** as follows for the various types of courses:

1) In **graduate-level undergraduate courses** (numbered 1005 to 1999), letter grades shall be awarded.
2) In **graduate-level classes, seminars, and individual reading or research courses**, letter grades shall be awarded except for HIST 2902 and 2990 (see below). In addition to a letter grade, the faculty member will provide a brief written evaluation of any paper written for a graduate level course.
3) At the end of each term's work for HIST 2902 (**Directed Study**) and 2990 (**Independent Study**), the graduate student will submit to the faculty member a list of books and articles read during that term's course. The list will be signed by the student and faculty member and placed in the student's folder. The faculty member will assign a Satisfactory/Unsatisfactory or a letter grade as well as a brief written evaluation of any paper written for the course. Both the list of readings and the evaluation will be included in the student's file.

Petitions and Grievances Concerning Academic Matters

Petitions

Students have the right to petition the Director of Graduate Studies for reasonable adjustments to any of the above requirements. A petition consists of a brief memo by the student explaining and justifying the proposed adjustment. In evaluating the petition, the Director of Graduate Studies will consult with the student's advisor(s).

Grievances

The department has an established procedure to consider grievances by graduate students about problems concerning courses, written work, exams, advising, evaluation, committee recommendations, and supervision of teaching. The grievance procedure may be initiated at any point in the graduate program. It can begin only after the student has discussed the matter with the instructor(s), advisor(s), or committee chair directly concerned. If the grievance cannot be resolved, the student will pursue the matter as follows. The aggrieved student may request the assistance of the GSO (Graduate Student Organization) and presence of a representative of the GSO at all steps of the procedure in which the student is involved.

1. The student should appeal informally to the Graduate Director, who will confer with both student and faculty member(s) with the aim of resolving the grievance.

2. If the Graduate Director is unable to resolve the matter, the student should file a written statement of grievance with the department Chair. The chair will discuss the grievance with the student and faculty member(s) involved with the aim of resolving the grievance.

3. If the Chair is unable to resolve the matter, the Chair will establish an ad hoc grievance committee composed of one faculty member selected by the student, one faculty member selected by the Chair, and a third chosen by the other two members. This committee will investigate the grievance at its discretion, possibly conducting more discussion with those involved, and then make a written recommendation for resolution of the grievance to the Chair.

4. The Chair will accept or reject the recommendation of the committee. If the Chair rejects the committee's recommendation or if the aggrieved student remains unsatisfied, the matter will be referred to the department as a whole. The student will have the opportunity to explain the grievance and answer questions at a meeting of the faculty but will not be present for the faculty's deliberations.

5. If the department is unable to resolve the matter, the student may make a written appeal to the Associate Dean of Graduate Studies.

6. The Dietrich School Ombudsperson “assists graduate students in the Dietrich School to resolve conflicts and issues that arise in the course of their graduate education that the student believes have not or cannot be addressed within their academic department. The Ombudsperson helps manage conflicts and provides information about institutional policies related to the student's issues, including the university's grievance procedures.”

Advice: Pursuing the grievance procedure is excruciating for all involved and should be a last resort. The student should go forward only after consulting the parts of this handbook about student and faculty responsibilities and undertaking a direct and frank discussion with the faculty member(s) concerned. *Open lines of communication are the best way to make it unnecessary to initiate the procedure*. At the same time, students should not hesitate to draw to the attention of the Graduate Director and Chair any serious inequity, exploitation, or abuse.

Graduate Appointments (TA, TF, GSA)

All graduate appointments are subject to the Regulations for Teaching Assistants, Teaching Fellows, and Graduate Student Assistants established by the Office of the Provost.

Definitions

Teaching Assistants (TAs) are graduate students who hold teaching appointments in which they assist faculty with teaching classes, usually large lecture courses with recitations attached to them. They do not teach stand-alone courses.

Teaching Fellows (TFs) are essentially the same as TAs, except that they are more academically advanced (typically holding an MA degree in History) and, once they have passed their comprehensive exams, they are eligible to teach stand-alone undergraduate courses. However, in most cases, during the fall and spring semester they continue to assist faculty with teaching large lecture courses.

Graduate Student Assistants (GSAs) are graduate students who hold an appointment in which they assist in the educational or research mission of the university, but they do not assist with the teaching of classes, nor do they teach their own stand-alone courses.

Appointment and reappointment guidelines

Students appointed as TAs, TFs, and GSAs should not normally hold any other appointments within the University. In some rare circumstances, students may hold additional appointments, but this must first be approved by the department chair and the dean's office. Given how intensive the demands of the graduate program are, students holding TA, TF, and GSA appointments are strongly discouraged from seeking simultaneous employment outside of the University.

All appointments and reappointments are conditional on students making the expected progress towards their degree. Satisfactory progress is defined in two ways:

1) The fulfillment of degree requirements in a timely fashion, defined as passing the MA examination within two years from entry, and the Ph.D. comprehensive examinations and doctoral overview within three years from entry for students without an M.A. in History from another institution. For students entering with an M.A. in History from another institution, it is defined as passing the Ph.D. preliminary examination within one year from entry and the Ph.D. comprehensive examination and doctoral overview within two years from entry. Students entering without an M.A. in History from another institution must pass their language

requirement before their M.A. examination and students entering with an M.A. in History from another institution must pass it before the comprehensive exams.

2) In addition to maintaining a GPA of 3.0 or better, "I" or "G" grades must be removed in a timely fashion. "I" or "G" grades incurred during the spring semester must be removed by March 1st of the following year. "I" or "G" grades incurred during the fall semester must be removed by December 31st of the following year. Failure to remove "I" or "G" grades within the deadlines is grounds for denying renewal of appointments.

In addition to their academic performance, the criteria for reappointment also include the satisfactory performance of the TA's, TF's, or GSA's teaching or other activities necessary to their academic and professional development.

For further information on appointment and reappointment guidelines, please refer to the Provost Office's Regulations for TAs, TFs, and GSAs.

Course assignments

Assisting faculty with lecture courses: In the semester prior to the one in which they will be teaching, students are asked to indicate their first, second, third, fourth, and fifth preferences for course assignments. It is understood that when there are conflicts, the student with seniority gets preference.

In-person stand-alone teaching: Only graduate students who have passed their Ph.D. comprehensive examinations are eligible to teach stand-alone courses. The selection of individuals who will teach in-person stand-alone courses during the fall or spring semester is based on the principle that, if possible, everyone who is eligible should have the opportunity to teach such a course at least once.

Asynchronous summer online stand-alone courses: Only graduate students who have passed their Ph.D. comprehensive examinations are eligible to teach online summer stand-alone courses. During the spring semester, the Director of Undergraduate Studies invites eligible students interested in teaching an online summer course to select an existing course that is likely to draw sufficient student interest.

All TFs who independently teach a course must meet the professional standards required of faculty teaching at the University. They should have their course syllabus approved by a faculty mentor of their choice, and they must arrange to have their course evaluated by the Office of Measurement and Evaluation of Teaching.

TA/TF/GSA obligations

Students with TA, TF, or GSA appointments should spend no more than an average of 20 hours a week on activities related to their appointment (e.g. attending lectures, class preparation, holding recitations, grading, etc.).

TA/TFs who assist faculty in teaching lecture courses must attend all lectures and class sessions of the course to which they are assigned. They must attend all of their own recitation sections. They must contact the course instructor and arrange for a substitute in case of illness or other emergency. Changes in time/location of recitations must be approved by the instructor and communicated to the departmental staff.

TA/TFs must hold at least two hours of office hours per week and notify students and departmental staff of these hours.

TA/TFs who grade examinations but do not preside at recitations are obliged to perform all of the duties outlined for TA/TFs except for the meeting of recitations. The obligations of these TA/TFs towards their students remain as outlined above.

GSAs must perform the duties assigned to them in a timely and satisfactory manner; they are expected to devote up to 20 hours a week to these duties.

For further information on TA/TF/GSA responsibilities, please refer to the Provost Office's Regulations for TAs, TFs, and GSAs.

Faculty obligations

Faculty supervising TA/TFs must meet with the TA/TFs before the start of the semester to discuss the plans for the course and the TA/TFs' obligations and responsibilities. Faculty and TA/TFs should meet regularly throughout the term. Normally this entails a weekly meeting to discuss the structuring of the week's recitations and address any problems that may have arisen in the course.

Faculty supervising TA/TFs are obliged to respond to their TA/TFs reports of cheating, plagiarism, or other improprieties by students, and adhere to the procedures outlined in the university's academic integrity policy when investigating such allegations.

Faculty supervising TA/TFs must visit at least one of the TA/TF's recitation sections each term and discuss the TA/TF's performance with the TA/TF shortly afterward.

Faculty must write an evaluation of the TA/TF/GSA's performance at the end of the semester. A copy of the evaluation must be given to the TA/TF/GSA and another copy put into the TA/TF/GSA's permanent file.

For further information on faculty obligations, please refer to the Provost Office's Regulations for TAs, TFs, and GSAs.

Unfair treatment

Students who believe they have been treated unfairly or denied eligibility are encouraged to discuss the issue with their advisor, the DGS, or the Office of Student Services. Unfair treatment, bias, or discrimination may also be reported via the Pitt Concern Connection. For more information, please refer to the TA, TF, and GSA Academic Regulations.