This handbook is provided for the use of students and faculty members in the History and Culture program. It describes program requirements, policies, and procedures. It is the guide for faculty and students participating in the program and is based upon the current regulations of the Caspersen School of Graduate Study <http://catalog.drew.edu/content.php?catoid=28&navoid=1316>. In the event of a material discrepancy between the handbook and the regulations, the regulations rule. Comments and/or questions regarding the handbook should be forwarded to the convenor via e-mail.
I. The Curriculum

History and Culture is an interdisciplinary graduate program in modern intellectual and cultural history. While its geographic focus remains predominantly European and American, the course of study emphasizes the production and dissemination of knowledge in global contexts. Students are trained to consider a range of intellectual and cultural problems of pressing contemporary relevance from multiple disciplinary perspectives. The program emphasizes the training of teachers alongside scholars, and helps prepare students for nonacademic as well as academic careers.

The doctoral program is structured to allow students to complete the degree in five years, during which time selected Fellowship recipients receive full financial support. In addition to their coursework and internships, Fellowship students also work as teaching assistants with a Drew professor.

Given the program’s interdisciplinary nature, students are expected to engage with a variety of seminar topics and intellectual viewpoints. History and Culture is neither designed nor intended to function as a narrow disciplinary MA and PhD program wherein students become single-topic specialists. In choosing your coursework, you should pick seminars that expose you to approaches and topics with which you are less familiar.

Learning Objectives and Assessment:

MA and PhD training in the History and Culture program is guided by the overall mission of the Caspersen School and by specific learning objectives for the MA and for the PhD. These learning objectives form the basis for a student's evaluation in seminars and in the post-coursework phases including the research tutorial, the capstone essays, and the dissertation. The learning objectives also form the basis for program assessment, as required by the University and the Middle States Council on Higher Education, our accrediting body.

CSGS Learning Objectives:
1. Develop and master interdisciplinary approaches so that students can explain a problem or event through the interactions of multiple disciplines.
2. Demonstrate the Humanities at work in the world.
3. Demonstrate critical thinking by skillfully analyzing, assessing, and reconstructing information and hypotheses.
4. Write and speak effectively to a professional or lay audience about an issue in the field.
5. Produce an original work of publishable quality.

Program-Level Goals:
At the MA level, students will: develop mastery of the subject matter within their chosen historical sub-discipline, including thorough knowledge of the relevant historical scholarship, along with the major debates, problem sets, and methodologies this scholarship contains; master methods of historical scholarship, including archival research, developing a bibliography and literature review, primary source analysis, thesis statement formulation, argument development, sound expository prose, and proper citation formatting;
communicate effectively, orally and in writing, on their chosen subdiscipline; have the opportunity to develop familiarity with the scholarly perspectives and literature of an extradisciplinary field; and have the opportunity to explore interdisciplinary and/or nontraditional methodologies via hands-on training, through an internship experience.

At the PhD level, students will: develop mastery of the subject matter within their chosen historical subdisciplines, including thorough knowledge of the relevant historical scholarship, along with the major debates, problem sets, and methodologies this scholarship contains; master methods of historical scholarship, including archival research, developing a bibliography and literature review, primary source analysis, thesis statement formulation, argument development, sound expository prose, and proper citation formatting; learn how to apply one or more interpretative approaches from historical studies or related fields to the analysis of traditional and/or nontraditional primary sources; communicate effectively, orally and in writing, on their chosen subdisciplines and research topic; communicate effectively, orally and in writing, on academic topics to a public audience; have the opportunity to develop familiarity with the scholarly perspectives, literature, and methods of an extradisciplinary field, and the ability to compare and contrast the theories and methods of history with that of another discipline.

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>MA1</th>
<th>Describe the historiography of one specific subdiscipline of history, including the relationships of various schools of thought within the historiography.</th>
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<tr>
<td>MA2</td>
<td>Analyze historical primary evidence through the application of appropriate theoretical frameworks.</td>
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<tr>
<td>MA3</td>
<td>Evaluate a scholarly work’s argument, use of evidence and intervention in the secondary literature (historiography) in one specific subdiscipline of history.</td>
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<tr>
<td>MA4</td>
<td>Develop mastery of the basic methods of historical scholarship.</td>
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<tr>
<td>MA5</td>
<td>Write an effective historical primary research paper.</td>
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<tr>
<td>PhD1</td>
<td>Describe the historiography of multiple subdisciplines of history, including the relationships of various schools of thought within the historiography.</td>
</tr>
<tr>
<td>PhD2</td>
<td>Analyze historical primary evidence through the application of appropriate theoretical frameworks.</td>
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<tr>
<td>PhD3</td>
<td>Evaluate a scholarly work’s argument, use of evidence and intervention in the secondary literature (historiography) in multiple subdisciplines of history.</td>
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<tr>
<td>PhD4</td>
<td>Master the basic methods of historical scholarship.</td>
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<tr>
<td>PhD5</td>
<td>Produce original publishable work of scholarly peer-reviewed quality.</td>
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<tr>
<td>PhD6</td>
<td>Communicate/explain orally about a student’s chosen research topic.</td>
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All MA SLOs are tested in the Research Seminar paper, for non-Thesis students, and the MA Thesis for Thesis-track students. PhD SLO 1 & 3 are tested in the qualifying exams (a component of the portfolio). PhD SLO 2, 4, and 5 are tested in the dissertation. PhD SLO 6 is tested in the dissertation defense.
**The MA Program Requirements:**
The MA degree requires 30 credits (10 courses), including the Foundation Seminar (HIST 600) one extra-disciplinary course, and one historiography course. In the final semester of coursework (normally), students will take the Research Seminar (HIST 800), in which they will produce a 30 to 40-page research paper based on primary and secondary sources and of publishable quality. See below for full instructions. Students on the MA-Thesis track should take the thesis course (HIST 850) in their final semester.

**The PhD Program Requirements:**
The PhD requires a total of 45 credits (15 courses), a student portfolio, and a dissertation. Students admitted directly into the PhD program will receive an MA when they satisfactorily complete the Research Seminar and nine other courses. In addition to the Foundation Seminar (HIST 600), students should take one historiography course and two extradisciplinary courses (defined as courses taught by faculty outside the History Department). In their final semester of coursework they will take the Research Seminar (HIST 800) in which they will produce a 30 to 40-page research paper based on primary and secondary sources and of publishable quality. See below for full instructions. Once all other coursework is completed, students will take the non-credit bearing Portfolio course, during which they will prepare for their qualifying exams, and complete the other aspects of the portfolio.

PhD students should select elective courses in consultation with their advisors, with a view toward preparing for their qualifying exams and dissertations (see below).

**Required Coursework:**
- All students must take the Foundation Seminar (HIST 600) in their first semester of coursework. This seminar introduces students to the multiple schools and strands of western historical thinking, the methods of historical scholarship, and the philosophy of history.
- All students must take the Research Seminar (HIST 800), normally in their final (or for students on the MA-Thesis track, penultimate) semester of coursework. Each student will produce a scholarly paper of publishable quality, 30-40 pages in length, based upon a set of primary sources, and interpreted/analyzed using selected secondary sources and selected methodologies. The seminar assesses how well students have mastered the elements of primary source research and the apparatus of scholarship.
- All MA students must take one (1) and PhD students at least two (2) extradisciplinary courses taught by faculty based outside of the History Department. Relevant fields include literature, philosophy, politics, sociology, anthropology, music, art and art history, and religion. At least one extradisciplinary course should be taken in the student’s first year.

**Eligible Courses and Advanced Standing:**
MA students must take a minimum of 27 credits (9 courses) in home-based or crosslisted History & Culture seminars including the required Research Seminar. PhD students must take a minimum of 39 credits (13 courses) in home-based or crosslisted History and Culture seminars including the required research seminar.
The balance of required credits in coursework may be taken as additional seminars in the program, as tutorials, as approved non-HC, non-crosslisted courses, or as approved courses taken at another institution. All non-HC courses must meet the reading and writing standards for an HC course (see below). In courses which meet the reading standards, but not the writing standards, students should write a longer paper.

In the case of PhD students only, the balance may also be granted as advanced standing transfer credits (see below). In no case shall the combination of optional tutorials, approved non-HC courses, non-Drew courses, and advanced standing transfer credits exceed 6 credits.

Advanced Standing: After they have satisfactorily completed their first academic year, doctoral students may apply to transfer graduate credits earned at other universities towards their coursework requirements in History and Culture. No transfer credits are allowed in the MA program, unless they are granted at the time of admission by the program faculty.

Advanced standing credit will be granted only if the credits earned at another institution were: (1) earned within ten years of the student’s entry into the History and Culture program; (2) addressed academic topics relevant to the student’s course of study in the History and Culture program; (3) the student earned a grade of A- or higher in the course(s), and; (4) the institution at which the credits were earned is accredited by a higher education accreditation association.

Research Seminar:
All MA and PhD students must register for the Research Seminar (HIST 800), normally in their last semester of coursework. In this course, the student will write a publishable research paper based on primary sources. The seminar will not actually meet as a class, instead individual students will work with individual faculty in conceiving and researching their papers.

The student should begin by drafting a proposal, which should include a detailed summary of the proposed research project, a preliminary thesis, a description of the methodology to be used, and a bibliography of primary and secondary sources. The proposal should be no more than 5 pages in length and must be approved by the instructor within the first two weeks of the semester.

The final paper should be 30-40 pages in length. It should conform in all respects—from title page through end matter—with the Chicago Manual of Style or Turabian, latest edition. Use Times New Roman font throughout, 10 point for endnotes, 12 point for everything else. Leave 1-inch margins on all four sides. Do not justify your right margin. The text must be typed double-spaced with the following exceptions: block quotations, endnotes, and bibliography items may be single-spaced. Submit one copy of the final draft to the instructor of the course and your faculty advisor, as well as an e-copy to Hilary McKane, Director of Graduate Academic Services, hfloyd@drew.edu.

MA Thesis:
The MA thesis should be 80-100 pages, be based upon primary source research, and make a new and clearly articulated contribution to historical literature. It can build on the student’s
HIST 800 paper. It should follow the same style rules and submission guidelines as the Research Seminar paper (see above).

Public Humanities Internships:
The History and Culture program prepares all its students for academic careers, but we also go beyond that to engage the larger world. The Public Humanities Internship (HIST 805) introduces students to alternative career possibilities for humanities scholars, and demonstrates how humanities scholarship can be mobilized outside of a traditional academic setting for socially productive ends.

Each internship must conclude with a product of some sort, such as a paper, report, or a project the intern worked on during his or her stay. It should demonstrate a productive collaboration between humanities scholarship and a topic or venture of public concern. The nature and scope of the product (which is analogous to a research paper in other graduate courses) should be discussed and agreed on by the student, the host organization supervisor, and your faculty advisor. The host organization supervisor will evaluate the final product, which will have considerable weight in determining the student's grade for the course.

Before you register for the internship, contact Christopher Carbone (ccarbone3@drew.edu) at Drew University’s Center for Career Development. The center will help you secure an internship, in consultation with your faculty advisor. Some internships pay modest stipends, which students can use to cover travel and other expenses.

Assignment Guidelines for History and Culture Seminars

A History and Culture seminar requires about 300 pages of reading per week and 40 pages of written work over the course of the semester. The following guidelines are provided to students and faculty members teaching in the program.

Book reviews: 2-6 pages in length and should include a brief summary of the book (no more than a page) and a more thorough critical analysis, or a discussion of its place in the relevant literature, its scholarly reception, its popular reception (if applicable), and the contributions the work has made to scholarship and/or to public intellectual and cultural life.

In the case of primary source texts (e.g., Nunez Cabeza de Vaca’s Naufragio, Alexis de Tocqueville’s Democracy in America, or Betty Friedan’s The Feminine Mystique), you will need to modify your approach somewhat. More emphasis should be placed on their publication history, and the text’s place in the literary, historiographical, theoretical, or popular canon of modern scholarly and public intellectual life.

Presentations: These are similar to book reviews in scope, except that you are responsible for presenting the text to the seminar. As with book reviews, you should spend only a brief amount of time discussing the book’s contents, instead focusing upon its place in the relevant literature, its reception (both scholarly and popular as the case may be), and the important theoretical, methodological, and/or historiographical contributions the book makes. Your presentation should take 10-15 minutes (no more) and should conclude with a question or questions to prompt discussion in the seminar. In addition to your live
presentation, you should provide the instructor and seminar participants with a 1-page summary and bibliography.

The book reviews and presentations are intended to develop participants’ historiographical abilities—both in the sense of being able to locate a secondary or primary text in a larger field of scholarly, public intellectual, or cultural significance, and in the sense of becoming knowledgeable about developments in the field.

Midterm essay: Some instructors assign essays for the midterm break, from 10-15 pages in length. The purpose of the midterm essay is to allow seminar participants to develop lines of inquiry/areas of interest in preparation for the final research paper. These essays are not research projects, but rather open-ended thought pieces based upon the seminar texts and perhaps a few additional texts you may wish to include in your discussion. The essays will be evaluated on the basis of their thought-content, organization, and writing quality.

Final research paper: From 15 to 25 pages in length, the final research paper demonstrates the seminar participant’s mastery of the problems, approaches, and literature covered in the seminar and/or her/his ability to locate and interpret a set of primary sources relevant to the seminar topic. The research paper should include all of the formatting and citation requirements of the discipline (Chicago or Turabian) and thus serves to familiarize participants with these important scholarly tools prior to taking on the research tutorial or dissertation. Participants are strongly encouraged to identify their topic and primary or secondary source collection early in the semester, certainly no later than the midterm break. They should also consult up to 10 to 20 secondary works, depending on the project. Instructors may build a presentation into the evaluation of the final research paper in which case participants present their project sometime during the second half of the semester. Sometimes this is done as a final seminar presentation, and sometimes at an earlier point to discuss the project and solicit feedback from the seminar as the project is in development.

Final historiography paper: Instead of a research paper, some courses require a historiographical essay surveying and evaluating recent research in a historical subfield of your choice. Make an appointment with your instructor early in the semester to decide on a topic. Do a literature search using Historical Abstracts, America: History and Life, and other research tools. Consult with other faculty as necessary. Produce a reading list and have it approved (or amended) by your instructor. Then do the reading and write your essay. What questions are historians in this field currently addressing – and which are they failing to address? What methods are they using? In which direction is this field moving – and where should it be moving? The paper should be 15-25 pp., including endnotes and a bibliography.

History and Culture Evaluation Rubric
The rubric below is for evaluation purposes in the seminar, not for program assessment. It is intended to provide students and faculty with clear guidelines on student performance expectations. The basic elements described in what follows—writing, analysis and interpretation, historiography, and participation—may be weighted differently according to the professor and the seminar. There will also be some allowance for a student’s status in the program. All of the elements listed below are central to the learning objectives in the program, and to faculty expectations regarding student performance.
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<tr>
<th>Participation</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Student actively engages in seminar discussion and offers comments that contribute to the discussion, without dominating the discussion or dismissing the contributions of others.</td>
<td>Clear, grammatically correct prose demonstrating good organization, sentence structure, and use of language. Writer possesses the ability to explain complex ideas clearly, and applies proper citation formats and other elements of scholarly writing. The finished product is of publishable or near publishable quality.</td>
</tr>
<tr>
<td>A</td>
<td>A- to B+</td>
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<tr>
<td>Student actively engages in seminar discussions and usually offers germane comments; student may need to work on presentation style and/or interacting with other students in the seminar setting.</td>
<td>Generally clear and grammatical prose, requiring minor improvement(s) in organization, sentence structure, word choice, transitions, and/or proper use of citations and other paper elements. The finished product is readable and informative, although the student may have some difficulty expressing complex ideas clearly.</td>
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<tr>
<td>B to C+</td>
<td>Writing needs major improvement in sentence structure, verb tense agreement, organization of ideas, passive constructions, word choice, and/or transitions. While the writer’s intent can be discerned, it takes effort to do so and ideas are not communicated clearly. The student should be referred to the Writing Center.</td>
</tr>
<tr>
<td>C and below</td>
<td>Writing is not sufficient for graduate level study and the student should be so advised—early on—with specific recommendations on what must be improved for the student to remain in the program. The student should be referred to the Writing Center.</td>
</tr>
<tr>
<td>Analysis and interpretation</td>
<td>Student demonstrates clear grasp of the main ideas in a text and of the higher-order concepts involved in the author’s argument or in the text as a whole. Student demonstrates the ability to synthesize multiple details into a meaningful whole, and offer a broader theoretical, methodological, or rhetorical perspective on the topic. Student has moved beyond being a single topic specialist and is developing interdisciplinary perspectives.</td>
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<tr>
<td>Student has moved beyond descriptive summaries in his/her written work, and/or cannot move beyond a single topic to offer interpretation/analysis based on multiple intellectual sources.</td>
<td>Student has difficulty locating the main argument in a text and needs help to do so; student has difficulty dealing with abstract concepts or in moving beyond concrete details. Student is struggling to move beyond descriptive summaries in his/her written work, and/or failed to move beyond a single topic to offer interpretation/analysis based on multiple intellectual sources.</td>
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<tr>
<td>Historiography</td>
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<tr>
<td>The student’s ability to situate the text in a broader field of inquiry or to relate it to events of contemporary significance is very limited.</td>
<td>Student struggles to place the text or problem in a scholarly context, or to tie it to significant events or developments of a political, intellectual, social, or cultural kind. The student’s reaction to the text may be burdened with personal attitudes or beliefs that limit further understanding.</td>
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<tr>
<td>Participation</td>
<td>Participation</td>
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<tr>
<td>Student does not participate in the seminar, or else offer comments not germane to the discussion at hand, or that are disruptive to the seminar atmosphere.</td>
<td>Student exhibits very limited understanding of the text or problems under discussion and is struggling to offer any meaningful interpretation or analysis, whether in class discussions or in written assignments.</td>
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<table>
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<tr>
<th>Analysis and interpretation</th>
<th>A</th>
<th>A- to B+</th>
<th>B to C+</th>
<th>C and below</th>
</tr>
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<tbody>
<tr>
<td>Student demonstrates clear grasp of the main ideas in a text and of the higher-order concepts involved in the author’s argument or in the text as a whole. Student demonstrates the ability to synthesize multiple details into a meaningful whole, and offer a broader theoretical, methodological, or rhetorical perspective on the topic. Student has moved beyond being a single topic specialist and is developing interdisciplinary perspectives.</td>
<td>Student grasps the main ideas in a text, but may need to work at recognizing the full implications of the argument to the field of study, or its broader intellectual significance. Student offers broader perspectives on the topic at hand, and works to synthesize meaning out of specifics. Student may need encouragement to move beyond being a single topic specialist but is moving in that direction.</td>
<td>Student has difficulty locating the main argument in a text and needs help to do so; student has difficulty dealing with abstract concepts or in moving beyond concrete details. Student is struggling to move beyond descriptive summaries in his/her written work, and/or failed to move beyond a single topic to offer interpretation/analysis based on multiple intellectual sources.</td>
<td>Writing is not sufficient for graduate level study and the student should be so advised—early on—with specific recommendations on what must be improved for the student to remain in the program. The student should be referred to the Writing Center.</td>
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<tr>
<td>Historiography</td>
<td>Student is able to situate the text or topic in a field of scholarship, and can comment upon the work’s significance to contemporary or subsequent contexts of an intellectual, cultural, political, or other nature.</td>
<td>Student grasps the work’s significance in a general sense and can place it in a field of scholarship, but needs help in clarifying a more precise position and the work’s significance to contemporary or subsequent contexts.</td>
<td>Student struggles to place the text or problem in a scholarly context, or to tie it to significant events or developments of a political, intellectual, social, or cultural kind. The student’s reaction to the text may be burdened with personal attitudes or beliefs that limit further understanding.</td>
<td>The student’s ability to situate the text in a broader field of inquiry or to relate it to events of contemporary significance is very limited.</td>
</tr>
<tr>
<td>Participation</td>
<td>Student actively engages in seminar discussion and offers comments that contribute to the discussion, without dominating the discussion or dismissing the contributions of others.</td>
<td>Student is not actively engaged in seminar discussions, and has to be prompted by the instructor to contribute; or else, student’s contributions are often not germane to the discussion at hand.</td>
<td>Student does not participate in the seminar, or else offer comments not germane to the discussion at hand, or that are disruptive to the seminar atmosphere.</td>
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Academic Standards and Financial Aid

Graduate Academic Merit Scholarships range from 20-100% of annual tuition and are offered to incoming graduate students. Candidates for the scholarships are nominated by the area faculty in consultation with the Office of Financial Assistance and the Dean of the Caspersen School. To retain their scholarship, students must be enrolled full-time (nine credit hours per semester) and shall display meritorious progress toward the degree. MA degree students must maintain a minimum 3.0 GPA each semester and a cumulative minimum 3.00 GPA. Any student who fails to achieve this GPA minimum is placed on academic probation for one semester. If that student is placed on strict academic probation for the following semester, she/he may be ineligible for financial assistance. Full-time students are expected to complete the degree in four semesters. Drew's financial aid awards are limited to a total of six semesters. All academic requirements for the degree must be completed within five years from the date of initial matriculation.

At the end of each academic year, all HC doctoral students will receive a letter assessing their overall academic performance. Doctoral students must maintain a 3.5 GPA each semester and a cumulative 3.5 GPA in accordance with current CSGS regulations. Upon review by HC faculty in consultation with the Dean, a doctoral student who fails to achieve the cumulative 3.5 GPA may be placed on academic probation for one semester. If that doctoral student is placed on strict academic probation for the following semester, she/he may be ineligible for continued financial assistance at the initial level or may be ineligible for continued financial assistance. This policy also applies to the stipends awarded to Fellows (see below).

Dissertations

At the beginning of the third year, in consultation with his/her faculty advisor, each doctoral student will form a dissertation committee consisting of two or three faculty, one of whom may be based at another university. When a student’s proposed dissertation topic is in a field considerably different than their completed coursework and capstones, they may be required to complete an additional capstone and/or extra coursework or show mastery of the appropriate literature for the proposed new area in some other way. During the writing of the dissertation, students will take “continuous registration.” In the semester when students expect to defend, they will register for HIST 999, a 9-credit course. Dissertation Guidelines may be found at http://www.drew.edu/graduate/deans-office/forms.

Each dissertation must ultimately undergo an oral defense and must be unanimously approved by the dissertation committee. When the student has prepared a final draft and is ready to defend, the committee will consult with the student to invite a third or fourth reader from another university.
II. Services and Resources

Faculty Advisors:
Faculty advisors are assigned to all incoming students. Before registering for classes, students should always consult with their faculty advisors. You can change advisors whenever you like upon consultation with the convenor; just make sure you have the permission of your new advisor.

Student Fellows:
A select number of doctoral students are History and Culture Fellows, who enjoy special benefits and have special responsibilities. Fellows receive free tuition and a living stipend. They must pursue their studies full-time, completing the MA and PhD in five years, and there may be some restrictions on accepting outside employment. (There are no restrictions on outside employment for other students, who may study part-time, as few as one course per semester.) In their second year, Fellows work as teaching assistants in Drew survey courses and/or as assistants in Drew University offices, such as the United Methodist Archives.

Professional Development Workshops:
In collaboration with the Drew Center for Internships & Career Development, the History and Culture program will sponsor Professional Development Workshops for students. These address the practical side of building an academic career: e.g., how to draft a CV, conduct a job interview, present a conference paper, apply for a grant, publish your research. Attendance is strongly encouraged: these workshops offer much useful (indeed, essential) advice.

The History and Culture Colloquium:
Meeting several times a semester, the History and Culture Colloquium showcases research by Drew faculty and graduate students as well as outside scholars. Papers representing works-in-progress may be read at the colloquium by their authors or are precirculated to students and faculty. Colloquia are open to all members of the Drew University community. History and Culture students are expected to attend; attendance and participation by Fellows is required.

Conference and Dissertation Research Grants:
There are several sources of funding for students who wish to attend conferences or conduct research for their dissertation or research tutorial.

- The Graduate Student Association (GSA) offers up to $400 twice a year for students presenting papers at conferences. This can cover travel, lodging, and registration expenses. Applicants file online and should email gsa@drew.edu for details about the application process.
- The Dean's Office may provide additional travel funding but no more than $750 annually per student.
- The Dean's Office also provides dissertation research grants up to $750 annually for eligible students.
- The Margaret and Marshall Bartlett Fund for History and Culture supports historical, political, and cultural programs and scholarship in the Caspersen School of Graduate Studies (CSGS). Support is not limited to the History and Culture program specifically as long as the intended historical, political, or cultural purposes are met. Awards range from $500 to $2,500 for eligible students.

- The Margaret and Marshall Bartlett Research Fellowship supports doctoral research in the CSGS. There is no topic restriction as long as the award goes to a student engaged in dissertation research. Awards range from $500 to $2,500 for eligible students.

Guidelines and application instructions (including deadlines) for awards and grants will be made available at the Graduate Dean’s website.
III. The Sixth Semester and PhD Portfolio

In the five-year History and Culture doctoral program, the sixth semester is the “bridge.” You have completed your coursework and have not yet begun researching your dissertation. Nevertheless, there is much to do in this interval, which may well be your busiest semester. It requires careful planning and no slackening of self-discipline. These guidelines should help you schedule your various responsibilities.

Foreign Languages:
PhD students specializing in Continental Europe must pass an examination in one foreign language. Normally the language will be French, German, Russian, or Spanish, but another language may be substituted if it is deemed useful to the student’s research. Foreign language examinations are not required for MA students or for PhD students specializing in the United States, Britain, or Ireland.

Typically, students are required to translate a ~300-word passage from a scholarly or similar source from the language into English. They sit the exam on the scheduled date and have two (2) hours to complete the translation with the aid of a dictionary. They will not know the exact passage in advance. A translation notebook, available at the Drew University Library reserve desk, and containing multiple similar passages in French, German, Russian, and Spanish, will be available for students’ use. Students are strongly advised to begin their preparation well in advance and to develop translation strategies with the aid of a full-sized academic quality dictionary that includes verb forms and idiomatic expressions.

Students who plan to take a foreign language exam should self-identify to the HC convenor in their second year of study so that suitable plans can be made.

Regardless of their field of study, students are encouraged to develop a working knowledge of a foreign language. For Irish Studies scholars, Gaelic can be instrumental in pursuing certain dissertation topics and will open scholarly doors. For Americanists, the interpretation of what constitutes “American” has been significantly influenced over the past generation by Atlantic Studies, borderlands, and hemispheric approaches. The ability to work in more than one language will enhance your scholarship and your marketability.

Student Portfolios
The portfolio marks an important rite of passage in a student’s progress to the PhD. It forms an essential point in assessing an individual student’s development as a scholar, and is also used to assess the program’s performance in preparing students. The Portfolio will consist of:

a. Two book reviews:
   You will probably write at least two book reviews in your coursework: submit the strongest of these. If you prefer, you can write reviews expressly for your portfolio. These reviews need not be published, but if you have published reviews in scholarly journals, by all means include them in your portfolio. In fact, we recommend that, as soon as possible, you start writing reviews for academic journals or websites (such as H-Net). Ask your faculty advisor about the leading journals in your field, then send the editors your
CV along with a cover letter offering your services as a reviewer and outlining your areas of expertise.

b. Two course syllabi:
   These can be syllabi you used in your student teaching (see below) or syllabi for a course you have yet to teach.

c. A public lecture:
   This lecture, on an academic topic, may be delivered to any audience: a scholarly conference, a church group, a fraternal organization, an adult education program, the Drew University community, or another college. Ideally your faculty advisor should be in the audience, but at the very least he/she should read your text.

d. An essay on an academic topic addressed to a nonacademic audience.

e. An approved and defended prospectus (see below).

Capstone Exams
Capstone exams are take-home written exams, conducted during the latter portion of the 6th semester. Each student will choose three fields, in consultation with and with the approval of his/her faculty advisor. One field should be based on the candidate’s proposed dissertation. Each of the three fields should correspond approximately to an upper-level undergraduate course in scope.

The student and the faculty advisor should agree on two faculty readers for each exam. The readers will give the student a list of potential topics (but not the questions) for each field that they need to be prepared to cover.

When the time period for writing capstones starts, students are given their questions. They will have a choice of 2-3 questions for the first two fields, but only one question for the dissertation field. The actual exam questions will cover only a portion of the books read in preparation. Each answer should be about 20 pp., covering 10-20 books. Students will have three weeks to write all three capstone essays, though they can be submitted before the deadline.

Essays should be submitted to the Director of Graduate Academic Services (hfloyd@drew.edu). Once received, each essay will be logged and distributed to the readers. Readers are expected to read and return a simple grade of NQ (Not Qualified), Q (Qualified), or QD (Qualified with Distinction) within two (2) weeks via e-mail to the graduate dean's office only. Both readers must qualify the exam (either Q or QD) in order for the student to pass. Individual readers should not inform the student of her/his pass/fail status for any capstone until the Director of Graduate Academic Services has collected both reports and notified the student.

In the event a student does not pass the capstone exam on the first try, he/she automatically has one (1) opportunity to revise and resubmit the failing essay(s) after receiving guidance from the readers. If the student fails to receive qualifying marks from both readers on the second try, then the student may appeal to the area for permission to revise and resubmit a second time. In the event that the readers render a split decision on the second resubmission, the Convenor will assign a third reader to attempt and resolve the deadlock. If a student does not pass the capstone on the second try and the area disallows a
third try, or if a third try is allowed and the student still does not pass, then he/she will be awarded a terminal MA and discontinued from the program.

**The Dissertation Prospectus:**
At the beginning of the sixth semester each student will select a dissertation committee consisting of two or three faculty, one of whom (but not the committee chair) may be based at another university. The student should file a Dissertation Committee Form with the Caspersen School office and then draft a prospectus. All members of the dissertation committee must approve the prospectus. Before the committee approves the prospectus, the student must have at least one face-to-face meeting with all members of the committee (non-Drew faculty can participate via Zoom or speakerphone). Students should email their approved prospectus to the Convenor and their committee should confirm their approval by email.

The prospectus should be a detailed ten-page (maximum) research plan plus a bibliography. It should include the following sections:

1. A brief introduction to the topic and its significance to the academic field in which it is situated and (hopefully) to present-day political, social, intellectual, or cultural issues.
3. A literature review that identifies major works and perspectives on the topic, but also includes, as appropriate, your evaluation of what is missing in the current scholarship—and that your project hopes to address.
4. A methodological statement explaining your research design and analytical and/or interpretive frameworks. This section should also state the contribution to existing scholarship or to current public discussions that your study will make if not addressed in section 3.
5. A tentative chapter outline.
6. A bibliography, with special attention paid to the primary source collections to be used in the project, and with a separate section on the major secondary sources the project will rely upon.

**Doctoral Student Assistantships**

HC doctoral students in the second and third years work in a variety of career-relevant positions on campus for 10-12 hours a week during the semester. For this work they earn an annual stipend of $10,000. Students may indicate a preference for working the full 10-12 hours a week in a work placement. Or they may prefer to work 5-6 hours there, in addition to working as a Teaching Assistant (TA) for one course. In most cases, TAs do some grading under the guidance of the professor, organize an optional discussion section to help students, and perhaps give a lecture. Teaching assistants will be assigned to appropriate courses by the Convenor. The options for work placements are as follows:

1. Launch Center Curricular Assistant.
2. Library and Archives Assistant
3. Academic Technology Assistant
4. Special Collections and University Archives Assistant
5. Graduate Student Writing Specialist

Foreign students may have visas that limit their opportunities to work off-campus. They can secure off-campus work authorization for adjunct teaching by registering for INTG 900, a one-credit course. Forms and further information can be obtained from the Dean’s office. At the end of their teaching semester, adjunct instructors should report back to the Convenor, who will enter a grade of S for them.

Graduate Student Conferences:
The first annual Dean Hopper New Scholars Conference, open to graduate students and recent PhDs, was held in June 2013. The next one is scheduled for Spring 2024 (topic to be decided). Participation is required for second- and third-year doctoral students, who shall lead the endeavor, with additional participation by other History and Culture students on a voluntary basis. Moderators should be selected from available faculty members or other experts in the field to ensure the presenters receive the best possible scholarly mentoring. A faculty advisor will offer general guidance, but beyond that the students will be responsible for all aspects of the conference: selecting the theme, drafting and disseminating the call for papers, selecting the papers to be presented from among the abstracts submitted, recruiting the keynoters, publicizing the conference, and arranging all the logistics.

As the History and Culture program emphasizes public engagement, the conference theme and calendar should be established to maximize the attendance of students and faculty, and to attract a public audience to the maximum extent possible. The conference dates are a critical element to event success and must be established in close conversation with the Convenor, the Dean’s Office, and other constituents on campus.

Given that the History and Culture program has suspended the admission of new PhD students, this will probably be the last Dean Hopper Conference. However, in the future MA students may want to organize their own conferences and symposia on an ad hoc basis. If so, they should begin by approaching the convenor with a proposal, and we can take it from there.