

Table of Contents

Introduction page

I. Background on the Graduate Program in History at NDSU 2

II. The Faculty 2

Master's Degree 4

I. Admission Requirements 4

II. Degrees, Majors and Minors 6

III. Plan of Study 6

IV. Program Core 6

V. Thesis Option 8

VI. Non-Thesis Options 9

VII. Supervisory Committee 12

VIII. Progress Toward Completing the Degree 12

IX. Written Comprehensive Exam 12

Doctoral Degree 14

I. Admissions Requirements 14

II. Degree Requirements 15

III. Major Fields/ Minor Fields 15

IV. Residency Requirements 15

V. Language Requirements 16

VI. Plan of Study 16

VII. M.A. Degree for PhD Students 16

VIII. Student's Graduate Committee 16

IX. Major Faculty Advisor 17

X. Comprehensive Exams (Written and Oral) 17

XI. Advancement to Candidacy 18

- XII. Dissertation Proposal 18
- XIII. Dissertation Committee 18
- XIV. The Dissertation 19
- XV. Time Limits on PhD Students in Program 19

General Information 19

- I. Graduate Assistantships 19
- II. Academic Probation/Dismissal 20
- III. Petitions to waiver policies/procedures 21
- IV. Faculty-Student Relationships 21
- V. Conflicts/Misconduct/related Issues 21
- VI. Institutional Review Board (IRB) 22
- VII. Departmental Seminars 22
- VIII. Professional Societies 22
- IX. Electronic Communication 22

INTRODUCTION

I. Background on the Graduate Program in History

The History Graduate Program at North Dakota State University is well established, having offered a Master's Degree ever since the founding of the NDSU Graduate School in 1954. The Department of History conferred its first graduate degree in 1956. In 2002, the History Department, in conjunction with the University of North Dakota, initiated a joint PhD program.

We provide a rigorous and highly personalized graduate experience for the students in our program. We believe that such an experience produces confident people with a sense of achievement, who are ready to contribute as scholars and teachers.

We are proud that our students have produced a series of outstanding theses. Many holders of our history degree perform with distinction in secondary and advanced education in the area. People with NDSU Master's Degrees in History now teach at such institutions as the University of North Dakota, NDSU-Bottineau, and Bismarck State College, and have excelled in doctoral programs at such institutions as the Universities of Nebraska, Iowa, Minnesota, Florida, and Oklahoma.

The department's graduate program serves the needs of both Master's Degree students and PhD students. The graduate faculty also provides instruction to non-History majors in other departments, as well as to the region's secondary education instructors who require continuing education credits for certification.

II. The Faculty

Department faculty members have won numerous teaching awards. These include the Outstanding Teaching Award and Outstanding Educator Award from the College of Arts, Humanities and Social Science at NDSU, the university-wide Burlington Northern Faculty Achievement Award, the Peltier Award for Innovative Teaching, the Council for the Advancement and Support of Education North Dakota Professor of the Year Award, and the Odney Award for Excellence in Teaching.

Members of the History faculty engage in research that makes original contributions to the academic world and enables them to maintain a fresh approach to teaching. The Department of History is also proud of its superior record of scholarship. Conference presentations, book reviews, articles, textbooks, monographs, grants, consulting, exhibit organizing, editing, and manuscript reviewing constitute only part of the department's scholarly activities.

Department members have had their monographs nominated for such national prizes as the Frederick Jackson Turner Award of the American Historical Association and the Saloutos Prize from the Agricultural History Society. One monograph won the Charles A. Weyerhauser Book Award and another won the Phi Alpha Theta Award as best subsequent book published by a historian in 1991. Two faculty members have won the Fargo Chamber of Commerce Distinguished Professor Award, plus two current faculty and two emeritus faculty have received the Outstanding Research and Creative Activity Awards from the College of Arts, Humanities and Social Sciences at NDSU.

John K. Cox (PhD 1995, Indiana University: Twentieth-century East European and Modern Russian History). *The History of Serbia* (Greenwood, 2002); *Slovenia: Evolving Loyalties* (Routledge, 2005); "Ante Pavelić and Croatian Fascism in Balkan Strongmen: Dictators and Authoritarian Rulers of South-Eastern Europe" (Purdue University Press, 2007); review essay "A Balkan Trilogy" in *East European Politics and Society* (Summer 2006); "No Ordinary Albania: The Construction of Albanian National Identity" in W. J. Burszta, T. Kamusella, and S. Wojciechowski, eds., *Nationalisms across the Globe (Volume 1: Europe)* (Poznan School of Humanities and Journalism, 2004); translation of *The Attic Room* by Danilo Kiš (Serbian Classics Press, forthcoming).

701-231-7709; E-mail: John.Cox.1@ndsu.edu

Tracy C Barrett (PhD 2007, Cornell University: Modern Chinese History, Modern Southeast Asian History, Overseas Chinese History, Vietnamese History, Urban History, Transnational History). PhD Dissertation: *Transnational Webs: Overseas Chinese Economic and Political Networks in French Indochina, 1870 - 1945* (2007); "A Bulwark Never Failing: The Evolution of Overseas Chinese Education in French Indochina, 1900 - 1954" in Sherman G. Cochran & Paul Pickowicz, eds, *China on the Margins* (Cornell University Press, forthcoming); "Storms of Fortune: The Bankruptcy of Cholon's Ly Family, 1871-1913" in Michael J. Montesano, ed., *Network And Firm In The Study Of Southeast Asian Business History* (manuscript in press); "Une Forteresse Culturelle: L'évolution de l'éducation des Chinois outre-mer en Indochine française, 1900 - 1954" (manuscript in press)

701-231-7666; E-mail: tracy.barrett@ndsu.edu

Mark Harvey (PhD 1986, University of Wyoming: American West, Environmental History, Public History). *A Symbol of Wilderness: Echo Park and the American Conservation Movement* (University of New Mexico Press, 1994); *Wilderness Forever: Howard Zahniser and the Path to the Wilderness Act* (University of Washington Press, 2005); Articles in *Pacific Historical Review*, *Montana: The Magazine of Western History*, *New Mexico Historical Review*, *Utah Historical Quarterly*, *Annals of Wyoming*, *North Dakota History*, *Minnesota History*, *The Atlas of United States and Canadian Environmental History*.

701-231-8828; E-Mail: Mark.Harvey@ndsu.edu

John Helgeland (PhD 1973, University of Chicago: The Early Christian Church in the Roman Empire, History of Christianity, History of Culture, Philosophy of History). With Robert Daly, S.J. and Patout Burns S.J., *Christians in the Military: The Early Experience* (Fortress Press, 1985); "The Symbolism of Death in the Later Middle Ages" *Omega* (1984); "The Religion of Terrorism and the Mind of Gordon Kahl" *Terrorism, Violence, Insurgency Report* (1988); "Civil Religion/Military Religion: Roman and American" *Forum* (1989); "The Cosmology of Evil IN American Underground Religion" *Dialog* (Fall 1997).

701-231-7026; E-Mail: John.Helgeland@ndsu.edu

Thomas D. Isern (PhD 1977, Oklahoma State University: History and Folklore of the North American Plains, History of Agriculture). *Custom Combining on the Great Plains: A History* (University of Oklahoma Press, 1981); (with Jim Hoy) *Plains Folk: A Commonplace of the Great Plains* (University of Oklahoma Press, 1987); (with Raymond Wilson) *Kansas Land* (Gibbs Smith, 1988); *Bull Threshers and Bindlestiffs: Harvesting and Threshing on the North American Plains*, (University of Kansas, 1990); (with Jim Hoy) *Plains Folk II: The Romance of the Landscape* (University of Oklahoma Press, 1990); *Dakota Circle: Excursions on the True Plains* (Institute for Regional Studies, 2000).

701-799-2942; E-mail: isern@plainsfolk.com Website: <http://www.ndsu.edu/instruct/isern/>

Gerritdina (Ineke) Justitz (PhD 1996, University of California, San Diego: Early Modern Europe, Social and Cultural History of the Reformation, Early Christianity). "The Abbot and the Concubine: Piety and Politics in Sixteenth-Century Naumburg," *Archive for Reformation History* 92 (2001), 138-64; "Reforming Space, Reordering Reality: Naumburg's Herren Gasse in the 1540s," *The Sixteenth Century Journal* (Fall 2002), 625-48; Articles in German regional publications: *Schriften des Stadtmuseums Naumburg* (2001) and *Saale-Unstrut Jahrbuch* (2004 and 2006) on sixteenth-century social control and discipline; on the symbolism of space, structures, and vandalism; and on writing history in the sixteenth century, respectively.

701-231-8655; E-mail: Ineke.Justitz@ndsu.edu

Bradley Benton (Ph.D. 2012, UCLA)

Bradley.Benton@ndsu.edu

Phone: 701-231-6301

Areas of Research Interest:

Colonial Mexico; Nahua (Aztec) politics, society, and culture; the early modern Atlantic world; cross-cultural contact and exchange.

Publications:

"Beyond the Burnt Stake: The Rule of Don Antonio Pimentel Tlahuitoltzin in Tetzco, 1540-1545," in *Texcoco: Prehispanic and Colonial Perspectives*. Eds. Jongsoo Lee and Galen Brokaw (forthcoming, University of Colorado Press). "The Lords of Tetzco: Sixteenth-Century Transformations of Indigenous Leadership in the Aztec Empire's Second City." Ph.D. dissertation, UCLA, 2012.

Angela Smith, Assistant Professor

Angela Smith grew up on the banks of Old Hickory Lake in Mt. Juliet, Tennessee, just outside of Nashville, during the 1960s and '70s. Her family's home was surrounded on three sides by cow pastures, which today have been subdivided and crisscrossed with asphalt. That rural environment and connection to the past gave her the foundation for a career as a professor of history at North Dakota State University.

After she graduated from Belmont University in 1984 with a degree in English and communications, she spent 20 years working on the cutting edge of the sweeping graphic design technology shift as a print and web designer. Several years ago, she decided to weave her new media and graphic design experience with her passion for historical understanding, using storytelling and documentary filmmaking as primary tools. To learn more about those areas, she is enrolled in the certificate program at the Center for Documentary Studies at Duke University. She has a Master's Degree in History and a Ph.D. in Public History from Middle Tennessee State University.

Email: angela.smith.1@ndsu.edu

Phone: 701-231-8827

MASTER'S DEGREE

I. Graduate Admission

Applicants should consult the current edition of the NDSU Graduate Bulletin, available online at <http://www.ndsu.edu/gradschool/bulletin/index.shtml>, for university standards and procedures for admission to the

Graduate School. Here they can also find information on classification, requirements for continuous enrollment, and program time limits specific to the History Department.

The department admits students into its Master's program at the beginning of any semester of the academic year. However, the department strongly encourages students to begin their course of studies in the fall semester for which they were admitted. The department adopted this policy to promote collegiality among its students and to ensure that all graduate students take the foundation course of the program, History 701: Methods of Historical Research in their first semester of residence. Furthermore, this policy allows the department to measure each student's progress toward completion of the degree.

The History Department will consider candidates for admission to the program upon receiving from the Graduate School:

- An application form (which applicants obtain from the graduate school)
- complete undergraduate transcript
- three letters of recommendation, preferably from undergraduate professors
- a statement of intent
- a paper written by the applicant for an upper division class
- GRE scores

These materials should be submitted directly to the Graduate School's online application at <http://www.ndsu.edu/gradschool>, which will transmit completed files to the History department. Applications for admission into the master's program are evaluated by the departmental Graduate Admissions Committee, consisting of the Graduate Coordinator and two other faculty members selected by the department. The Admissions Committee bases its recommendation on the following documentation:

- 1) An undergraduate GPA of at least a 3.00 is required for admission with full graduate standing. The committee will examine grades in history and other humanities and social sciences especially closely.
- 2) Letters of recommendation that attest to the applicant's critical thinking skills, writing abilities, maturity and motivation, preferably from undergraduate professors.
- 3) A statement of intent that clearly outlines the applicant's interests and purpose for seeking a Master's degree in History. The committee uses this statement to assess the applicant's ability to organize thoughts, formulate a plan of academic study, and to complete the graduate program. This statement also enables the committee to determine whether or not NDSU's Graduate History program suits the applicant's needs and objectives.
- 4) A substantial paper submitted for an upper division history class or for the humanities and social sciences that provides evidence of an applicant's ability to synthesize information, to organize thoughts logically, and to communicate clearly and effectively, preferably as marked by instructor.
- 5) The GRE general test scores.
- 6) A minimum TOEFL score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based); or a minimum IELTS score of 7 for students whom English is not their primary language.

Definition and criteria of admission classifications:

FULL GRADUATE STANDING may be recommended to those applicants meeting the following standards. First, the student must have a baccalaureate degree from an accredited institution and have at least a 3.00 undergraduate GPA.

Second, the student's academic record should provide evidence of significant undergraduate coursework in history, the humanities or the social sciences. Third, the application, paper, letters of recommendation and GRE scores must attest to the student's ability to understand and analyze historical material as well as write in a clear and well-organized manner. Fourth, the department must have confidence in the applicant's motivation, maturity and ability to complete a Master's Degree in History in a timely and satisfactory fashion.

CONDITIONAL GRADUATE STANDING may be recommended for those applicants who at the time of their admission do not satisfy the standards for full graduate standing, but show the potential to complete a Master's Degree in History. At the time of the student's admission, the department will provide in writing the standards of performance that the student must achieve to receive full standing. Students admitted with conditional standing must apply for reclassification as meeting the standards for full graduate standing before completing twelve semester credits. A Change of Admission Status form can be obtained from the Graduate School. Students not reclassified as meeting the standards for full graduate standing may not continue in the graduate program. Conditional students are not usually eligible for assistantships until reclassified with full graduate standing.

II. Degrees, Majors and Minors

The department offers both the Master of Arts and the Master of Science degrees in United States, Early Modern Europe, Modern Europe, and Latin America history. Candidates with two years of foreign language at the college level (12 semester hours) or who have passed a standard foreign language examination meet the requirements for the Master of Arts. It is permissible for the student to pursue language study during the course of the program. Up to six credits of undergraduate foreign language courses can be included in the graduate teaching assistantship tuition waiver requests, **provided these courses are identified at the time of admission**. A student should tailor language studies in accordance with the major area of study. Candidates who do not anticipate meeting the foreign language requirement should pursue the Master of Science.

III. Plan of Study

Graduate students should file a tentative plan of study with the Graduate School by the end of their second semester of study. This plan must be signed by the student's faculty adviser; the members of the supervising committee; the head of the History Department; the dean of the College of Arts, Humanities, and Social Sciences; and the dean of the Graduate School. Plans of study forms are available in the Graduate School office or on the Graduate School homepage at <http://www.ndsu.edu/gradschool>. Students may revise their plans as necessary by completing a Request for Change: Plan of Study form, which is available in the Graduate School Office.

IV. Program Core

Students seeking a Master of Science or a Master of Arts can choose a Thesis Option or Non-Thesis Option. Both options are based on core classes. Specific requirements for the Thesis Option are located in Section V. Specific requirements for the Non-Thesis Options are located in Section VI. All History students are required to take a minimum of 30 credits.

All students seeking a Master of Science or a Master of Arts are required to take:

History 701: Methods of Historical Research. Techniques and frameworks of historical research, introduction to types of evidence, and evaluation of sources. This class should be taken during the student's first semester in the program. 3 credits.

Students electing the thesis option are also required to complete:

History 705: Directed Research. Directed research on student's thesis prospectus. Generally completed in student's second year. 1 credit. Prereq. Hist 701, Hist 730, Hist 760 or 780.

Depending upon the degree option a student selects, the department requires either two or three of the following courses: History 730, History 760 and History 780. One of these must relate to the student's major area.

History 730: Readings in North American History. A historiographical survey of a selected topic in North American history. Topics vary by semester. May be repeated. 3 credits. Prereq. or Coreq. Hist 701.

History 760: Readings in European History. A historiographical survey of a selected topic in European history. Topics vary by semester. May be repeated. 3 credits. Prereq. or Coreq. Hist 701.

History 780: Readings in World History. A historiographical survey of a selected topic in World history. Topics vary by semester. May be repeated. 3 credits. Prereq. or Coreq. Hist 701.

The three readings courses are designed to meet the following objectives:

1) To develop students' understanding of major sub-field areas and selected topics in United States, European, or World History. Examples of major sub-fields are economic, intellectual, political, and social history. Examples of selected topics are "Twentieth-Century US History" or "Environmental History" (Hist 730); "Early Modern Germany" or "Modern Germany" or "Renaissance" (Hist 760); "Modern Latin America" or "Latin America-US Relations" (Hist 780).

2) To give students a general appreciation of the major literature and themes of selected topics in the field.

3) To help students develop an appreciation of historical schools of thought.

4) To prepare students for their written comprehensive exams.

5) To develop skills in historical analysis and writing.

6) To provide graduate students a classroom forum where, in conjunction with their peers, they can discuss and debate historical arguments, methods, interpretation, and perceptions.

Students may have an outside field if they take 6-9 credits of coursework at the 600 level or above in such approved disciplines as Political Science, Anthropology, or Sociology. The outside field should logically relate to the student's historical area and topics of research. Advisers will assist students in selecting an outside field.

V. Thesis Option

A student selecting the Thesis Option must complete at least 30 semester hours of graduate work with a minimum of 21 hours in history. The thesis should reflect original thought and research using primary and secondary materials. For the thesis option the Graduate School requires a minimum of 16 hours in history courses, those numbered 600-789. Depending on the number of Master's Thesis credits (798); a student may include a maximum of 4-8 credits of Individual Study (HIST 793) in an approved plan of study. The department recommends that students intending to continue to a PhD program select this option. Students selecting this track must meet the following requirements:

3 credits, **History 701: Methods of Historical Research** (taken first semester)

6 credits, one reading course in a minor area different from the student's major area. (Example: History 730- major area; History 760 minor area)

History 730: Readings in North American History

History 760: Readings in European History

History 780: Readings in World History

12 credits coursework at 600 level or above (6 of which may be in a single field outside of

history)

1 credit, **History 705: Directed Research**

Written comprehensive exam in student's major area

8 credits, **History 798: Master's Thesis**

Final oral defense

With an adviser's approval, a student enrolls in History 705: Directed Research, to prepare and submit a thesis prospectus to the adviser for approval before beginning extensive research and writing. Students may consult the following books for guidance about theses: Evelyn Hunt Ogden, *Completing Your Doctoral Dissertation or Master's Thesis in Two Semesters or Less* (Technomic, 1997), David Madsen, *Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion* (Jossey-Bass, 1992), and James E. Mauch and Namgi Park, *Guide to Successful Thesis and Dissertation: Conception to Publication, A Handbook for Students and Faculty* (Marcel Dekker, 2003). Throughout this process, the student should solicit the advice of members of his/her Supervisory Committee. All graduate students must adhere closely to the "Guidelines for the Preparation of Disquisitions" which they can obtain from the NDSU Bookstore. They can also be downloaded from <http://www.ndsu.nodak.edu/gradschool/publications/dis.pdf>. Students should pay particular attention to sections on the nature, style, arrangement, typing, reproduction, and binding of the thesis. The department requires that students observe the Chicago Manual of Style 15th ed. (2003) format when writing the thesis. The Graduate School also employs the following two reference sources: Hodges, et. al., *Harbrace College Handbook* and Corder and Ruszkiewicz, *Handbook of Current English*.

For a student selecting the thesis option, the major field adviser serves as the thesis adviser or director. The major field adviser, the secondary major field adviser, the minor field adviser and the graduate school appointee compose the Supervisory Committee. Students who have already taken the number of 798 (thesis) credits specified on the program of study, need to maintain continuing registration by enrolling in HIST 798-R. This class is for zero credit, but the fee is the same as for one credit.

The student must distribute copies of the thesis to all members of the Supervisory Committee at least two weeks before the date of the oral examination. Major and minor field advisors read and initial the thesis before scheduling the date of the oral examination. The major field advisor arranges the examination and serves as moderator. The oral examination date must be at least two weeks before commencement. The date of the oral exam is made public so that interested faculty and students may attend.

The final oral defense is a defense of the thesis. To a lesser extent, the oral examination is also an opportunity for the student to elaborate on material from the comprehensive written exam and to relate the thesis to the broader questions of his/her coursework. The oral defense is also a time where the Supervisory Committee should make recommendations for revision of the thesis for purposes of publication or as part of a PhD dissertation. The length of the oral defense shall be from 1-1/2 to 2 hours. The graduate school next reviews the thesis for style. Having passed review, it is filed in the University Library.

VI. Non-Thesis Options

Comprehensive Study Option

A student choosing the Comprehensive Study Option must complete at least 30 semester credit hours of coursework with at least 24 hours in history. For the Comprehensive Study Option the

Graduate School requires a minimum of 21 hours in "didactic" courses, those numbered 600-789. Depending on the number of Master's Paper (HIST 797) credits, a student may include a maximum of 5-7 credits of Individual Study (HIST 793) in an approved plan of study. The student must present three Comprehensive Study papers. Students selecting this track must meet the following requirements.

3 credits, **History 701: Methods of Historical Research** (taken first semester)

9 credits (all of following): Students choosing the comprehensive study option must take all three of the readings courses, one of which will be declared the student's major area and the others will be minor areas.

History 730: Readings in North American History

History 760: Readings in European History

History 780: Readings in World History

15 credits coursework at 600 level or above (6 of which may be in a single field outside of

history)

Written comprehensive exam in student's major area

3 credits, **History 797: Master's Paper** (3 Comprehensive Study Papers)

Final oral defense

Students write one comprehensive study paper for their major and each of their minor areas of study. These papers involve substantial research and synthesis in secondary materials. The department does not expect these papers to be original contributions to the world of scholarship, but rather syntheses that demonstrate mastery of particular topics.

Comprehensive study papers generally are expanded and revised versions of papers that students wrote in their 700 level topics courses. While the department fixes no specific requirements regarding length, comprehensive study papers should be approximately the length and scope of a literature review article in a professional historical journal. The comprehensive study paper for the major area should represent approximately twice the amount of work as that of a minor area.

All graduate students must adhere closely to the "Guidelines for the Preparation of Disquisitions" which they can obtain from the NDSU Bookstore. They can also be downloaded from <http://ndsu.nodak.edu/gradschool/publications/dis.pdf>. Students should pay particular attention to sections on the nature, style, arrangement, typing, reproduction, and binding of comprehensive study papers. The department requires that students observe the Chicago Manual of Style (most current edition) format when writing comprehensive study papers. The Graduate School also employs the following two reference sources: Hodges, et. al., Harbrace College Handbook and Corder and Ruszkiewicz, Handbook of Current English.

The student arranges for professors with a specialization in relevant areas to serve as advisers on particular comprehensive study papers. Usually these will be the professors with whom the student took topics courses. The major field adviser, the two minor field advisers, and the graduate school appointee compose the Supervisory Committee for the oral defense. Students who have already taken the number of HIST 797 (comprehensive paper) credits specified on the program of study, need to maintain continuing registration by enrolling in HIST 797-R. It is for no credits, but the fee is the same as for 1 credit.

The student must distribute copies of the comprehensive study papers to all members of the Supervisory Committee at least two weeks before the date of the oral defense. Major and minor field advisers read and initial the comprehensive study papers before scheduling the date of the oral defense. The major field adviser arranges the oral defense and serves as moderator. The oral defense must be at least two weeks before commencement. The date of the oral exam is made public so that interested faculty and students may attend.

As with the thesis, students must defend their comprehensive papers. This is an opportunity for a student to elaborate on material from the written exam and to relate the comprehensive study papers to the broader questions of his/her coursework. The oral defense is also a time where the Supervisory Committee should make recommendations for revision of these papers for possible publication and discuss with the student his/her future plans. The length of the oral defense shall be from 1 ½ to 2 hours. The Graduate School next reviews comprehensive study papers for style. Having passed review, they are filed in the University Library.

Lesson Plan Option

This option is designed for graduate students who are teachers at the K-12 level, or who plan to be. The number of credit hours and the course requirements are identical to those of the Comprehensive Plan Option. In the Lesson Plan Option, the student prepares three lesson plans in a parallel fashion to the comprehensive study papers (see Comprehensive Study Option above). In addition to the lesson plan, the student needs to reflect on these teaching units and provide an intellectual and pedagogical context for them. This reflection should demonstrate scholarly thinking and effort.

1. A student begins with a preface explaining his/her pedagogical philosophy, goals, and techniques, and providing a context for the three lesson plans. In addition, it should explain why these subjects or issues covered in these lesson plans are important. The preface should be about eight pages in length.
2. For each of the lesson plans, the student provides an introductory essay of at least eight pages reflecting on and explaining each step in the unit, the choices, the intended outcomes, and the pedagogy. Each introductory essay should also include a brief overview of major historiographical debates or trends on each topic.
3. In each of the lesson plans, the student should provide a brief overview of the primary and secondary materials selected, and an annotated bibliography. Each annotation should be at least two to three sentences, noting the major points of the selection and why the student chose it, if the student has not indicated that earlier. The student should plan on each lesson plan encompassing three to four pages.
4. The lesson plan option concludes with a four-six page reflective overview of major themes, pedagogical concepts, historical context, and the historiographical traditions utilized.

All graduate students must adhere closely to the "Guidelines for the Preparation of Disquisitions" which they can obtain from the NDSU Bookstore. They can also be downloaded from <http://ndsu.nodak.edu/gradschool/publications/dis.pdf>. Students should pay particular attention to sections on the nature, style, arrangement, typing, reproduction, and binding of comprehensive study papers. The department requires that students observe the Chicago Manual of Style (2003) format when writing comprehensive study papers. The Graduate School also employs the following two reference sources: Hodges, et. al., Harbrace College Handbook and Corder and Ruskiewicz, Handbook of Current English.

The student arranges for professors with a specialization in relevant areas to serve as advisers on particular lesson plans. Usually these will be the professors with whom the student took topics courses. The major field adviser, the two minor field advisers, and the graduate school appointee compose the Supervisory Committee for the oral defense. Students who have already taken the number of 797 credits specified on the program of study, need to maintain continuing registration by enrolling in HIST 797-R. It is for no credits, but the fee is the same as for 1 credit.

The student must distribute copies of the lesson plans to all members of the Supervisory Committee at least two weeks before the date of the oral defense. The major field adviser initials the lesson plans, arranges the oral defense and serves as moderator. The oral defense must be at least two weeks before commencement. The date of the oral exam is made public so that interested faculty and students may attend.

As with the thesis and comprehensive papers option, students must defend their lesson plans. This is an opportunity for a student to elaborate on material from the written exam and to relate the lesson plans to the broader questions of his/her coursework. The oral defense is also a time where the Supervisory Committee should make recommendations for revision of these lesson plans discuss with the student his/her future plans. The length of the oral defense shall be from 1 ½ to 2 hours. The Graduate School next reviews the lesson plans for style. Having passed review, they are filed in the University Library.

The specifications for presentation of lesson plans for completion of the M.A. degree may, by agreement between the adviser, the other committee members, and the student, be considered a template for a comparable project applying historical knowledge to a professional practice other than K-12 teaching. Such a project would comprise a preface, an essay, and a set of materials for professional practice comparable in quality and quantity to the lesson plans for teachers.

VII. Supervisory Committee

For a student pursuing the thesis option, the supervisory committee consists of

- The faculty adviser, representing the student's major field of study, who will be primary reader for the comprehensive exam and direct the writing of the thesis
- Another History faculty member, usually representing the student's major field of study, who will be second reader for the comprehensive exam
- A History faculty member representing the student's minor field of study
- The Graduate School appointee (who may represent the student's outside field)

For a student pursuing the non-thesis options, the supervisory committee consists of

- The faculty adviser, representing the student's major field of study, who will be primary reader for the comprehensive exam/lesson plan exams and direct the writing of a comprehensive study paper/lesson plan
- Two History faculty members representing the student's minor fields of study, who will direct the writing of the other two comprehensive study papers/lesson plans (and one of whom will be second reader for the comprehensive exam)
- The Graduate School appointee (who may represent the student's outside field)

VIII. Progress Toward Completing the Degree

There will be a checklist in each student's file in order to allow the student's advisor to monitor the student's progress during the year. There is an annual review of graduate student progress each spring. It follows a three-step process:

1) Each graduate student will have a portfolio from the materials common to all of the graduate students. This will include the final papers from 701, 730, 760, and 780; the prospectus from 705; and a copy of the student's written comprehensive examinations. Both the graduate coordinator and the student's advisor will have copies of the portfolio materials.

2) Each spring the graduate faculty will meet to review the portfolios. Based on the discussion, each student's advisor will write a yearly report for the student and, if needed, suggest areas for improvement.

IX. Written Comprehensive Exam

The Department requires each student take ONE exam in his/her major area (i.e. US, Early Modern Europe, etc.). Examinations will focus on a student's particular area of emphasis within a major area (e.g. 20th century US, European Social History, etc.). This exam evaluates the student's mastery of factual material, theoretical concepts, important schools of thought, and methodologies of investigation.

During the first year, each student should meet with his/her adviser and second professor in the student's major area to discuss the specific material the examination will cover. A student should obtain the specific reading list for her/his major area from his/her adviser as soon as possible. The reading will be drawn from a list created by the faculty in each area of the department to expose students to major works and approaches in that area. The readings for any of the graduate level topic courses will be chosen primarily (although not exclusively) from the reading list of that major area in order to assist students to develop the critical reading and thinking skills needed for the written comprehensive exams and the successful completion of the program.

In addition, advisers are responsible for exposing their students to the fundamental literature of their major areas and other essential works not covered in the topics courses. These works, in addition to works assigned in classes the student has taken in her/his major area, may also be the subject of the written comprehensive exams. The purpose of the exam is to

provide the student with an opportunity to synthesize coursework material with additional major works in the major area to gain an overall understanding of his/her major area.

A student will take the comprehensive exam upon completion of all coursework. The comprehensive exam may consist of several sittings, but should not amount to more than six hours total (i.e., two three-hour sessions). The major adviser determines the location at which the student takes the written examinations. All written examinations are to be taken in a two-week period. The student is responsible for meeting with his/her adviser to determine the date of the exam. The adviser and a second professor in the area of the student's major will write and grade the examination questions. Grades are "Pass with Distinction," "Pass," "Pass with Conditions," and "Fail." The criteria for these grades are as follows:

Pass with Distinction: All answers to questions in the exam demonstrate wide command of factual knowledge, theoretical concepts, historiography and supporting evidence, which surpasses the basic competency of master's candidates. Original insights are present.

Pass: All answers to questions show a basic familiarity with factual knowledge, theoretical concepts, historiography and supporting evidence. Some unequal performance on questions is evident, but acceptable.

Pass with Conditions: Most of the exam merits a passing grade, but one or two questions reflect serious deficiency in mastery. The student may receive a passing grade on the condition that he/she retakes the failed portion of the exam after a specified period of preparation. This preparation period is to be not less than one month, but not to exceed one semester. The student need not sit for an entirely new exam.

Fail: Most of the exam shows serious deficiencies in factual knowledge, theoretical concepts, historiography or supporting evidence. After a period of directed study under the adviser, the student must sit for a second examination. This preparation period is to be not less than one month, but not to exceed one semester.

A graduate student may take the written comprehensive exam only twice. A student who fails the comprehensive exam a second time must petition his/her Supervisory Committee to remain in the graduate program. In considering whether or not to grant such petitions, the Supervisory Committee will make a realistic evaluation of the student's overall performance and potential. The Supervisory Committee vote must be unanimous for approval of petitions. See Section XII: Causes for dismissal from the program.

It is the responsibility of the major area adviser and the second professor to provide the student with a written statement that critiques the student's performance and justifies the grade awarded. In the case where a student receives a grade of Pass with Conditions or Fail, the written statement should specify the actions and improvements the student must undertake to pass. The major area adviser and the second professor should seek a consensus regarding the requirements for improvement that they place upon student.

Once a student passes the comprehensive examination, they begin preparing to defend the thesis prospectus or finishes revising papers written in topics courses in order to turn them into comprehensive study papers/lesson plans.

DOCTORAL DEGREE

The PhD program is jointly conducted by the History Departments of North Dakota State University (Fargo) and the University of North Dakota (Grand Forks).

I. Admissions Requirements

1. Preference for admission into the PhD program with full graduate standing will be given to applicants who have a GPA of at least 3.5 in history courses in an earned bachelor's or master's degree.
1. Applicants shall submit a statement of intent clearly outlining their research interests, potential major advisor if known, career goals, and purpose for seeking a PhD in History.

1. Applicants will submit a substantial paper submitted for a class in History to provide evidence of ability to research thoroughly, to interpret and analyze primary and secondary sources, to synthesize information, to organize thoughts logically, and to communicate clearly and effectively.
1. Preference for admission into the PhD program with full graduate standing will be given to applicants who score a combined total of 1,000 points on the verbal and analytical sections of the GRE general test.
1. The program requires a student for whom English is not a native language to have a minimum TOEFL score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based); or a minimum IELTS score of 7.

Materials should be submitted directly to the Graduate School the student wishes to be the “home” university, which will transmit completed files to that History department. Applications for admission into the master’s program are evaluated by the Joint PhD Admissions Committee consisting of two faculty members from each institution plus any *ex-officio* members appointed by the respective departments.

II. Degree Requirements

1. Students must satisfactorily complete 90 credits beyond the bachelor’s degree. Students entering with an M.A. degree must complete at least 60 additional semester graduate credits.
2. Core course requirements must be met, which include Methods of Historical Research, Historiography, Seminar in the Teaching of History, at least 2 research seminars, and at least 2 readings courses.
3. Students must complete 36 credits with at least 27 credits in History. Students will earn 12 credits in 2 or more major fields. Students may choose a third major field or a minor field (9 semester credits).
4. Students must have a proficiency in two languages other than their native language, or one foreign language and one special research skill such as statistics or computer science.
5. The program will require at least one academic year in residence at either campus. Students will register at one of the universities that will be the student’s academic “home.” Students will have to take courses at both universities.
6. Students will write three comprehensive examinations in their major and minor fields. The exams will be read and graded by the supervisory committee. Students will complete an oral examination based on the written exams. The oral examination is to be conducted by the supervisory committee.
7. Students will write a dissertation (up to 24 credits) on an approved topic in consultation with the faculty advisor and the supervisory committee of at least four faculty. The dissertation must be based on extensive research in primary and secondary sources, must argue an original thesis, and must be defended before the supervisory committee.

III. Major Fields/Minor Fields

Students will be required to write three comprehensive exams in their major and minor (or outside) fields. The exams will be read and graded by the student's supervisory committee. Students will complete an oral examination based on the written exams. The oral examination is to be conducted by the supervisory committee.

Major Fields include: Great Plains History, Rural History, North American History, and

Western European History

Minor Fields include: Public History and World History

IV. Residency Requirements

Students enrolled in the PhD program are required to complete at least one academic year (18 credits minimum) in residence at one campus.

Resident students may qualify for teaching assistantships. Students who have completed an M.A. degree may be assigned full responsibility for undergraduate courses or may be assigned to assist a faculty member in teaching courses.

Students will be required to take some courses from faculty at both campuses but will register at only one university. Some courses will be offered by interactive video network; some will be offered through Internet online systems; some courses will require students to travel to the other campus. Students not residing on one of the cooperating campuses will have to have access to a satisfactory research library for various courses and for dissertation research.

V. Language Requirements

Students in the PhD program are to exhibit proficiency in either two foreign languages or one foreign language and a research tool (Statistics, Computer Science, Accounting Methods for Non-profit Corporations, etc.). The choice of languages and/or a research tool will be determined by his/her major adviser and the Student's Graduate Committee (SGC). The major adviser and the SGC may require a student to exhibit proficiency in more than two languages and/or more than one research tool.

Language proficiency is determined by the completion of either two years of foreign language college course instruction (the equivalent of second-year proficiency at NDSU, Level IV proficiency at UND) with a minimum 3.0 grade point average in those courses or successful completion of a written translation test administered by faculty in the Department of Foreign Languages at either institution.

VI. Plan of Study

Doctoral graduate students should file a tentative plan of study with the Graduate School by the end of their second semester of study. This plan must be signed by the student's faculty adviser; the members of the supervising committee; the chair of the History Department; the dean of the College of Arts, Humanities, and Social Sciences; and the dean of the Graduate School. Plans of study forms are available in the Graduate School office or on the Graduate School homepage at <http://www.ndsu.edu/gradschool>. Students may revise their plans as necessary by completing a Request for Change: Plan of Study form, which is available in the Graduate School Office.

VII. Master of Art Degree for PhD students

Students without a Masters of Art (M.A.) degree in History who are enrolled in the PhD program will have the opportunity to earn the M.A. degree. The criteria for a M.A. degree will conform to the criteria established by their home institution. (See current North Dakota State University *Graduate Bulletin* and University of North Dakota *Graduate and Undergraduate Academic Catalog*.)

VIII. Student's Graduate Committee

For a student pursuing the PhD, this committee consists of

- The faculty adviser who represents the student's field of study and will direct the research and writing of the dissertation. The faculty adviser must be employed at the student's home campus
- A second member of the committee (second reader) represents the student's major field of study.
- A third member of the committee will represent the student's minor field of study. A student may select a fourth member for the committee who may represent either the student's major field or minor field.

- At least one of the four History faculty must be from the cooperating (non-home) university. The Graduate School will appoint an additional member of the committee.

The Graduate School recommends that a student should have completed a course with each member of the supervisory committee. Supervisory committees should confer at least once a term and meet at least once a year to assess the student's progress. The Plan of Study form has a checklist for Supervisory Committee Members.

IX. Major Faculty Adviser

The major adviser is the student's most important source of advice and advocacy when filing a plan of study, preparing for comprehensive exams, writing a thesis or comprehensive study papers, and sitting for an oral defense. The role of the major adviser is to mentor the student's academic growth as a critical and independent scholar. It is the responsibility of the major adviser to direct the student's plan of study in order to insure that the student fulfills his/her core requirements and gains exposure to important material left uncovered by course work. While major advisers can assist students in narrowing the focus of thesis and comprehensive study papers, they should not assign specific topics of research. Choice of research topics (pending approval of the adviser) is left to the student. The major adviser also assures that the student makes timely progress towards the completion of the degree. The mentoring role of the major adviser, however, does not excuse the student from taking active responsibility for his/her own academic performance and maturation. Negotiating Graduate School: A Guide for Graduate Students (Sage, 1995) by Mark H. Rossman and Getting What You Came For : The Smart Student's Guide to Earning an M.A. or a PhD (Farrar, Straus and Giroux, 1997) by Robert L. Peters PhD, provide practical advice on many topics

If a student has not selected a major adviser prior to first registration, the student brings his/her letter of acceptance to the Graduate Coordinator of the History Department, who will then assist the student in selecting a major advisor.

When choosing an adviser, the student should consider how the professor's area of expertise matches the student's potential research interests. The number of advisees the professor presently has is also an important consideration, and advisers have the option of declining to take on new advisees. Students should remember that personal compatibility is a crucial component of any mentoring relationship. The student may find it necessary to change advisers as a result of conflict, leave of absence, or a change in major area. Prior to making a formal change, the student should discuss his or her plans with the Graduate Coordinator and both the present and the prospective advisers. To change advisers, a student should file a Request for Change: Advisory/Supervisory Committee form that is available on the Graduate School's website, <http://www.ndsu.edu/gradschool>.

X. Comprehensive Exams (Written and Oral)

Comprehensive examinations will be conducted only in November and April of the academic year. They should be administered during the semester after a student has completed his/her course work. The student's major adviser and SGC may agree to offer comprehensive examinations during the summer if so requested by the graduate student.

The student will take written exams in the major field and each minor field. All of these written exams must be completed within a fourteen day period. The protocol for the written exams (site of exams, number of questions, daily time limits, etc.) will be established by the SGC. The duration, location, and mode of writing the comprehensive examinations will conform to reasonably accepted professional standards. The SGC member who writes a question/s, however, will be solely responsible for grading that question.

An oral examination in the major field and two minor fields must be administered within seven days after all the written exams are completed, providing the student has passed the written exams.

Note: Because of the time constraints of these exams, major advisers should ensure that students schedule these exams with their SGC members well in advance.

Students who fail the written comprehensive exams in all or some of their fields may retake the portions failed during the next examination period. Students may retake failed examinations only once. Oral examinations may only be taken once the written examinations have been successfully completed.

XI. Advancement to Candidacy

Graduate students are eligible to be advanced to candidacy of the PhD when they have successfully completed the following steps:

- Successfully completed all course work requirements
- Fulfilled the residency requirement
- Fulfilled the language requirement
- Passed all of their written and oral examinations
- Received approval of their PhD dissertation proposal by the dissertation committee

XII. PhD Dissertation Proposal

The PhD dissertation proposal is a graduate student's overview of what she/he intends to accomplish in the dissertation. While the format of the dissertation proposal is decided in consultation with the student's major adviser, the document usually includes a review of the literature pertaining to the study, the proposed thesis, and a survey of the primary sources known to be available to the student.

XIII. Dissertation Committee

The dissertation committee will include five members of the graduate faculty. Some members of the dissertation committee will likely have previously served on the SGC. Three members will be determined through consultations between the major adviser and the graduate student. In addition, at least one member of the committee must be from the other university, i.e., an NDSU student must have at least one faculty member from UND's graduate history faculty and vice versa. The fifth member of the dissertation committee is appointed by the Graduate School of the student's home institution. The major adviser will serve as chairperson of the dissertation committee.

XIV. The Dissertation

An acceptable PhD dissertation must:

1. Be a work of original research and scholarship that makes a contribution to existing historical knowledge.
2. Demonstrate the PhD candidate's mastery of the appropriate research methods.
3. Demonstrate the PhD candidate's ability to identify a significant intellectual problem/s and arrive at acceptable solution/s or conclusion/s.

PhD candidates will submit to an oral examination in defense of their dissertation before the entire dissertation committee when the student and the major adviser agree the dissertation is ready.

The dissertation committee may decide one of three outcomes from the dissertation defense:

1. Accept the dissertation as successfully completed.
2. Accept the dissertation conditionally with revisions. The major adviser will oversee the successful implementation of these revisions.
3. Reject the dissertation.

If the dissertation committee rejects the dissertation, the PhD candidate will have one additional opportunity to submit an acceptable dissertation.

In addition, the dissertation must comply with all of the requirements established by the PhD candidate's home university. (See North Dakota State University *Graduate Bulletin* and University of North Dakota *Graduate and Undergraduate Academic Catalog*).

XV. Time Limits on PhD Students in the Program

The length of time a student may have to successfully complete this program must conform to the Graduate School policy of the student's home university. (See North Dakota State University *Graduate Bulletin* and University of North Dakota *Graduate and Undergraduate Academic Catalog*).

GENERAL INFORMATION

I. Graduate Assistantships

Currently, the department has several graduate assistantships for qualified students.

Assistantships are 10 or 20 hour per week appointments with tuition waiver. Graduate assistants grade papers and exams, lead recitation sections, give occasional class lectures, and carry out other appropriate professional duties.

Students wishing to apply for a teaching assistantship should express this in their statements of intent when applying to the graduate program or place their request in writing to the Graduate Coordinator beginning March 1st each year. There is a link to this form found in the graduate program section of the history department home page. The deadline for applications for assistantships is April 1. The department will notify applicants of its decision soon after this date. The department awards and renews assistantships on the following basis:

- 1) Maintenance of good standing in the program and full-time registration during the appointment. (Graduate assistants must be enrolled for at least six credits per semester for the Graduate School to consider them full-time students.);
- 2) Strength of undergraduate transcripts and letters of recommendation;
- 3) Fulfillment of the Graduate Student Communication Proficiency Requirement. Students must have earned grades of B or better in English composition courses or a grade of B or better in one advanced English writing course.
- 4) Demonstration of historical knowledge and good communication skills;
- 5) Progress towards completion of a degree;
- 6) Interest and potential in teaching as a career;
- 7) Diversity in cases of equally qualified candidates.

The department awards assistantships to M.A. students for a one-year (ten months) contract period. It renews these assistantships for one additional year pending the availability of funds, progress toward the completion of a degree and satisfactory job performance. Assistantships for PhD students are limited to three years pending the availability of funds, progress toward completion of the degree and satisfactory job performance.

II. Academic Probation/ Dismissal

The department assumes that the students it admits with full graduate standing are competent and likely to complete their programs in a reasonable period of time; ideally two years of full-time study. There are, however, circumstances which, upon the department's or the graduate school's discretion, may lead to a student's probation or dismissal.

According to the Graduate School, to be in a scholastic status of good standing and to receive a graduate degree, a student must maintain a cumulative grade average of at least 3.00. Any student in good standing whose cumulative average drops to less than 3.00 at any time of attendance is automatically placed on academic warning. Any student admitted in conditional status because of grade deficiency is automatically placed on academic warning. If a student on academic warning fails to achieve a cumulative grade average of at least 3.00 in the subsequent semester of attendance, then the student will be placed on academic probation. The student should note that "Incompletes" (except for HIST 705, HIST 797, and HIST 798) revert to "Administrative F's" midway through the following semester. Failing to complete courses on time therefore is likely to result in probation. A student who earns more than two grades of "C" at any point in his/her program is also placed on probation.

A student on academic probation may not continue the pursuit of the graduate degree program without a waiver from the dean of the Graduate School acting on a recommendation from the head of the History Department. This recommendation must include a review of the student's status and a proposed plan of remediation which will allow the student an opportunity to return to a cumulative grade average of at least 3.00 (and/or correct any other academic deficiencies) within one additional semester. If the cumulative grade average is not at least 3.00 after an additional semester, this student will be dismissed from his/her graduate program. A student on academic probation is not eligible for a graduate assistantship or tuition waiver. Students should refer to the Graduate Bulletin for further information on academic standing.

III. Petitions to Waiver Policies/Procedures

A graduate student who wishes to have a policy or procedure waived because of special circumstances should first discuss the matter with their major advisor. If the student then wishes to seek a waiver, a petition clearly stating the reason/s why the policy or procedure should be waived must be submitted for approval. For M.A. students, approval must be received from their major advisor and the graduate coordinator. For PhD students, approval must be received from their major advisor and the Joint PhD Executive Committee.

IV. Faculty-Student Relationships

Because of the special nature, rigor, and pressure often associated with the pursuit of an advanced degree, it is incumbent that faculty-student relationships always be beyond criticism, concern, and reproach. With this in mind, the following rules will govern faculty-student relationships in the M.A. program and the NDSU-UND PhD program:

1. Graduate faculty and graduate students will adhere to their respective institution's policies concerning sexual harassment and conflict of interest. (See North Dakota State University *Policy Manual* and University of North Dakota *Policy and Regulations*).

2. In the case of family relations, by blood or marriage (defined as parent, child, brother, sister, spouse, uncle, aunt, nephew, niece, in-law, step-parent, step-child),

graduate faculty members will not serve as major advisors, student graduate

committee members, thesis/dissertation committee members, assistantship supervisors, or course instructors to an individual that is a family relation.

3. In the case of consenting intimate relationships, graduate faculty members will

not serve as major advisors, student graduate committee members, dissertation

committee members, assistantship supervisors, or course instructors to an individual with whom they are engaged in a consenting intimate relationship.

V. Conflicts/Misconduct/Related Issues

Most problems students encounter during their program of study can be amicably solved within the department. Students encountering difficulties with a particular professor should first attempt to settle the matter with the professor in question. If the problem still cannot be solved to the student's satisfaction, he/she should seek the assistance of his/her major advisor. If the problem is in fact a dispute between the student and the advisor, the department head will serve as moderator. If the problem cannot be solved within the department or if for some reason it seems inappropriate to handle the matter at this level, the student should contact the Vice President for Student Affairs or the dean of the Graduate School. See the section regarding graduate student appeals in the Graduate Bulletin online at www.ndsu.edu/gradschool/bulletin/policies.html.

Students can also seek assistance from the Office of Equity and Diversity or Counseling and Disability Services.

VI. Institutional Review Board

The Institutional Review Board (IRB) must review any research involving human subjects completed by NDSU faculty, students or staff. Human subject research may be conducted in any discipline. All students using interviews/oral histories in the thesis/dissertation must complete an IRB before beginning their research. Further information is available online at www.ndsu.nodak.edu/irb.

VII. Departmental Seminars

Frequently the Department holds a seminar which allows faculty and graduate students to share their work—articles on which they are working, papers they will be presenting, draft chapters of theses, etc.—with peers in a helpful and supportive environment. The seminars allow graduate students and faculty to acquaint each other with the work they are doing and to receive valuable feedback regarding how their work might be enhanced or improved. Graduate students are strongly encouraged to participate by presenting material from their theses or comprehensive study papers and by actively participating in the discussion of material presented by others.

VIII. Professional Societies

The most significant professional history association located at NDSU for graduate students is Phi Alpha Theta. Graduate students not already members are encouraged to join and become active in the organization as soon as they begin their graduate studies. A link to Phi Alpha Theta membership may be found through the History Department home page www.ndsu.nodak.edu/history/

There are other important professional historical societies in the United States that graduate students are encouraged to join based on the student's interests. Most professional historical societies offer reduced membership rates to graduate students. Some of the most important are listed below

American Historical Association (publishes *The American Historical Review*)

Organization of American Historians (publishes *The Journal of American History*)

Western History Association (publishes *The Western Historical Quarterly*)

Agricultural History Society (publishes *Agricultural History*)

Sixteenth Century Society (publishes *The Sixteenth Century Journal*)

American Association for the Advancement of Slavic Studies (publishes *Slavic Review*)

Latin American Studies Association (publishes the *Latin American Research Review*)

In addition to these organizations, there are numerous other historical organizations which focus on geographical areas (i.e., North Dakota, Canada), chronological eras (i.e., the Gilded Age), subject matter (i.e., economic, environmental), and approach to the material (i.e., social science, psychological). Interested students should see their advisors for details.

IX. Electronic Communication

Graduate students are encouraged to apply for a computer account with Information

Technology Services as soon as possible. This can be done in any of the computer clusters in IACC 150. There is a wide variety of on-line history lists, including H-Grad, which is devoted to the concerns of graduate students in history. The full list of over 100 discussion networks is available at <http://www.h-net.msu.edu/>. For more information, contact your advisor or the department head.