



UNIVERSITY OF
NOTRE DAME

College of Arts and Letters

GRADUATE STUDIES GUIDE

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For Graduate School policies and procedures, such as leave-of-absence policies and accommodations, see the latest edition of the Graduate School Bulletin of Information, available for download at <http://graduateschool.nd.edu>.

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**GRADUATE STUDIES GUIDE
DEPARTMENT OF HISTORY
UNIVERSITY OF NOTRE DAME**

Table of Contents

I. Introduction & Statement of Pedagogy	4
II. Candidacy Requirements.....	5
A. Language Requirements.....	5
B. Course work	5
C. Research Papers.....	6
D. Qualifying Examinations	6
E. Dissertation Proposal.....	8
F. Professionalization & Teaching.....	9
G. Evaluation of Progress	9
H. Grades	10
III. Other Matters	11
A. Funding	11
B. Transfer of Credit	12
C. The UGH.....	12
D. Terminal Masters	12
E. Grievance and Appeals.....	13
Appendix A: Typical Course of Study.....	14
Appendix B: Trajectory (chart).....	18

I. Introduction & Statement of Pedagogy

The Department of History at Notre Dame offers the Ph.D. degree in the fields of American, Medieval, European (early modern and modern), and Latin American history. Our students sometimes situate themselves squarely within one of these geographically bounded fields and sometimes between or beyond them, working in the history of the Atlantic world, colonialism, the environment, religion, gender, law, business, and other issues and themes. The department is particularly interested in supporting students' interest in global histories or local histories set within global contexts. We enjoy strong support from the University's premier international institutes: Kellogg Institute for International Studies, Kroc Institute for Peace Studies, Nanovic Institute for European Studies, and Keough-Naughton Institute for Irish Studies. Our students also benefit from departmental programs in Europe, including partnerships with Oxford University and Bielefeld University.

The department also offers the Ph.D. degree within two joint degree programs: the Reilly Center program in the History and Philosophy of Science (HPS) and the Kroc Institute program in Peace Studies. Students in these two joint programs complete all History Ph.D. requirements with some adjustments in content and pace. For more information, see the HPS graduate handbook (<http://reilly.nd.edu/>) or the Peace Studies graduate handbook (<http://kroc.nd.edu/phd>). Ph.D. students may also complete graduate minors in Gender Studies, Irish Studies, and Film Studies.

A Ph.D. in history at Notre Dame certifies the successful transit of a journey from a student to a teacher and a professional colleague, from a consumer of information to a producer of knowledge. The culmination of the journey is the dissertation, and the program readies students as best as it can to complete a dissertation that meets the highest professional standards and contributes to human knowledge. Along the way, students will acquire skills in research, writing, teaching, and leadership, as well as in negotiating professional challenges, which are applicable to a wide range of careers. Academic historians publish and teach; they also serve a variety of roles as reviewers; consultants; citizens of their university, field, and profession; and colleagues. Historians can apply their skills in a wide variety of settings, working as museum curators, in libraries, for government agencies, as administrators, for presses, in public or private archives, at historical sites, and beyond. With this in mind, the graduate program in history at the University of Notre Dame emphasizes training in research, writing, and teaching, and addresses the ethics, values, obligations, traditions, philosophies, and skills of responsible professionals.

Research, writing, and teaching lie at the core of our program. Students should aspire to produce original scholarship that makes major contributions to historical knowledge, to share their contributions in public settings and as published work, and to develop their skills as teachers in their field.

Students should aspire to complete their Ph.D. in five years: approximately two years of coursework, transitioning through exams and the dissertation proposal, and two-to-three years of research and writing the dissertation. While each student's trajectory may vary, this Graduate Studies Guide lays out the rules, regulations, and normal expectations for the program. The

Director of Graduate Studies (DGS) and the department's Graduate Studies Coordinator (GSC) provide advice and administrative support for the program.

II: Candidacy Requirements

Students must complete six major requirements to advance to degree candidacy (or ABD status): language requirements in their field, coursework required by the department and their field, research papers, the qualifying (or comprehensive) exams, the dissertation proposal, and the department's professionalization requirement, which includes TA (Teaching Assistant) assignments. Notre Dame's Graduate School requires that all students advance to candidacy no later than the end of year four; however, the History Department expects students to complete these requirements by the middle of year three. Beginning dissertation research by January of the third year positions students to take advantage of the College of Arts & Letters policy of granting a one-year Postdoctoral Fellowship to all graduate students who defend their dissertation in the summer of year five. Students and advisors should aim to complete the degree in the five-year funding window. However, dissertations often take longer than planned. The History Department aims for five years in the hopes that all of our students will graduate no later than the end of year six.

A. Language Requirements

Command of foreign languages is essential in some fields and highly desirable in all areas of historical study. The level of competence in reading one or more modern languages is, therefore, a significant concern for all our students. The foreign language requirements are determined by the major area of focus: Medievalists, at least three languages; Modern Europeanists and Latin Americanists, two; and one or more (in addition to English) for Americanists. Courses in language skills do not normally count toward the program's twelve-course minimum, although they are encouraged where necessary and supported by tuition credit. Students are expected to have fulfilled their language requirements by the beginning of the third year for those needing one language or by the end of their third year for those requiring two or more languages.

B. Coursework

Students normally register for twelve courses (three credits each for a total of thirty-six credits) during their first two years of study, averaging three courses each semester. Two of these are required for all History Ph.D. students: "The Historian's Craft" and "Research, Writing, and Publishing" (see appendices). During the second year, students will have the option, with the approval of their advisor and the DGS, to register for one or two classes of History 86000, "Directed Readings in History," in place of content seminars. These courses will normally be taken in the spring, but a two/two content course load over the second year is also possible. Directed Readings in History are intended to give students who have achieved excellence in seminar course work and

who are ready to move onto comprehensive exams the time to prepare for exams in the spring of the second year.

All graduate students must be registered for nine (9) credit hours every semester while enrolled in the Ph.D. program. Questions concerning registration should be directed to the Graduate Studies Coordinator or DGS. Students should always consult with both their principle academic advisor and the DGS before registering for courses each semester.

Students in the history program normally do not register for more than six credits with any one faculty member over the course of their studies. They may register for courses outside the department of History, though normally not more than two courses.

A temporary “Incomplete” or “I” grade at the end of a semester is possible in regular courses but is also a cause of some concern about student progress. In all cases, all course-required work must be completed within one month after the end of the semester per Graduate School regulations.

Course credit for independent study and directed readings is not a major part of our curriculum and is normally limited to six credits. Registration for independent work must be approved by the Director of Graduate Studies. We believe that students in the first two years of study are better educated in a course/seminar setting where they benefit from exchanging ideas with their peers. This contributes to the creation of intellectual community. We also believe that independent work is a professional expectation above specific requirements, and we expect students and faculty to regularly work together outside the classroom.

C. Research Papers

All History Ph.D. students must complete at least one major research paper in each of their first and second years. These projects will almost always be based on original, primary-source research and of the scope of a traditional seminar paper. Students may develop these papers within the context of a particular course (some of our graduate courses require research papers, in others they constitute one option, and in still others are not an option), or independent of any course work. Students should always consult their principle advisor when planning research papers; advisors can provide useful opportunities to explore possible directions for dissertation research. All students will take the required “Research, Writing, and Publishing” course in their third semester, which provides an opportunity to refine and workshop one of these two research papers. Ideally, all research for the paper worked on in RWP will be completed before the start of that semester.

At the end of the first year, students will present their paper at an annual **First Year Research Conference**. The student’s advisor and a second reader will offer comments and an assessment of the work’s merit. Along with grades in coursework, the

research paper will serve as the primary measure of each student's performance during the first year.

Appendices A and B present a typical yearly schedule of course work and other activities.

D. Qualifying Examinations

Qualifying examinations consist of three written and oral examinations supervised by a committee of three faculty, one faculty member for each exam. By the beginning of fall semester in year two, students should have identified the three fields in which they will take exams and the faculty who will examine them in each. The student's advisor will convene a meeting of the examiners and the student to discuss expectations, lists, exam schedules, and possible pre-exam assignments such as draft syllabi. Committees are free to reinvent and rearrange exams to suit the needs of the student within the framework of three rigorous exams. For example, committee members may decide to take part in all three fields, or they may keep to the tradition of one member overseeing one field. The goal of the department is to maintain rigor, teach students, and foster excellence. How committees and students meet these goals is up to them. The chair of the exams should report in writing to the DGS after the initial meeting and after the exam to outline the committee's decisions both in conceptualizing the exams and assessing the student's performance.

One of the three exam fields might be considered a "dissertation field" and focused accordingly, while other exam fields may test teaching and/or research competence within a field or area agreed on with the examiner(s).

Passage reflects the faculty's judgment that the student has adequate knowledge of the reading list, problems, and methods of each field. Examiners will be members of the Department of History teaching and research faculty or, in the case of a field outside of the discipline of history, a member of the teaching and research faculty in another department at Notre Dame. Exceptions to these requirements are rare and require approval by the Director of Graduate Studies.

Students will normally schedule two of their examinations for April or May of the second year. The third or "dissertation field" (if applicable) exam will normally be taken at the beginning of the fall semester of the third year. All committee members will be present at the oral portion of the exams. In some cases, committees may decide that students should take all three exams at the start of the fall semester of year three. Students who elect this option still must defend their dissertation proposals by the end of that same fall semester.

It is the student's responsibility to schedule the examination through the Graduate Studies Coordinator in consultation with the three examiners. The examination is held in two parts, written and oral, with the oral occurring within ten days of successful passage

of the written. The student should schedule both sections of the examination with the Graduate Studies Coordinator, who in turn will notify the Graduate School.

The written examination consists of three individual exams, one from each examiner. Normally, each examiner presents several questions, asking the student to write on two. Each written exam (of two questions) must be completed in two hours, scheduled with the Graduate Studies Coordinator. The three written exams are taken over a period of determined by the committee; the examiners will read the completed exam in their field and report the grade to the GSC within five days after completion of the exam. The examiners' options are pass or fail; passes are provisional on the student's performance in the oral portion. Failure in two or more of the written exams will necessitate a retake of each of the failed exams based on new questions but the same body of reading. One or no failures will lead to scheduling of oral exams within a period of five days to two weeks after the written exams are graded.

The oral examination consists of questioning by the same committee of three faculty members for a period of not less than ninety minutes and not more than two hours. On an examining board of three members, at least two must agree on passage of each field for the student to move forward to candidacy for the Ph.D. Students who fail two or more oral fields may, with the approval of the exam committee, petition the Director of Graduate Studies to retake them one time. The student will retake only the failed portions of the oral exam with new questions on the same body of literature with the same committee members who graded the first examination a failure. The dissertation director will serve as convener of the second oral examination. A second failure is grounds for dismissal from the program.

E. Dissertation Proposal

Doctoral dissertation proposals are submitted to a committee consisting of the student's advisor plus three other faculty members. At least three members of the dissertation committee should be History Department teaching and research faculty; exceptions may be made with the approval of the DGS. Dissertation proposals must be submitted no later than the last day of classes of the fall semester of the third year, after the student has successfully passed all three qualifying exams.

Dissertation proposals should be between ten and fifteen pages, plus bibliography, and should include 1) a clear statement of the historical problem engaged by the dissertation, 2) a summary of the dissertation's relationship to the literature in the field, 3) a description of sources and their location and availability, 4) a discussion of methodology and theory informing the project, and 5) a bibliography. Models of successful proposals are available, and students should always work in close consultation with their primary advisor(s).

Students should work with their advisor(s) to schedule a defense of the proposal with their committee. During the defense, the student presents a brief overview of the

project followed by a period of questions and discussion by the committee. The advisor is responsible for coordinating paperwork with the GSC, including acquiring the signatures of all committee members.

F. Professionalization, Teaching Assistantships, and the Job Market

The History Department seeks to train students as professional historians in ways beyond course work, exams, and dissertation research.

- i. All students must complete the department's workshop series during their second year. "The Historical Profession" workshops focus on the nature of the historical profession, pedagogical skills, grant writing, career planning, and other topics. Most workshops are also open to all History Ph.D. students regardless of year in the program.
- ii. All students are expected to serve as Teaching Assistants (TAs), normally during the four semesters between the spring of their first year and the fall of their third. Students may delay one semester of teaching into their later years. These assignments may include moderating discussion sessions, grading, collaborating with faculty in various ways, and occasional lecturing. There are also occasional opportunities to serve as a research assistant (RA). The department also recognizes the professional value of graduate students teaching their own courses and attempts to provide this opportunity for as many graduate students as possible after they advance to candidacy.
- iii. The Department supports students in their job searches by offering special mentorship, a series of workshops, and some financial support for preliminary job interviews.
- iv. Several units on campus provide additional guidance, workshops, and financial support for professionalization activities, especially the Graduate School (graduateschool.nd.edu), the Kaneb Center for Teaching and Learning (kaneb.nd.edu), the Institute for Scholarship in the Liberal Arts (isla.nd.edu), and Graduate Career Services (gradcareers.nd.edu).

G. Evaluation of Progress (Gateways)

The History Department has installed four gateways during the first four years of study to monitor student progress through the five-year program. The Graduate Studies Committee will review the status and performance of all students at each of these gateways. Failure to meet deadlines or performance expectations will be cause for dismissal from the program. Dismissed students may appeal to the Graduate Studies Committee for reinstatement. Only extraordinary circumstances will be grounds for reinstatement.

Year One: A 20-page essay, normally based on primary research undertaken during the first year, will serve as the major assessment instrument for the first year along with course work. The essay will be presented in front of the faculty at the **First Year Research Conference**. A faculty member other than the student's advisor will comment on the paper at the conference and provide a written critique of the essay. The DGS will record the results and, in consultation with the advisor, offer the student a first-year evaluation with suggestions for addressing weaknesses and building on strengths. Students who do not complete the essay or who provide substandard work may be asked to leave the program.

Year Two: The written and oral exams in two fields during the spring semester will act as the assessment instrument for year two. Failure to schedule and complete two exams by May 1, or failure in one or both fields, may be grounds for dismissal from the program. Students who, in consultation with their advisor and committees, delay all three exams until the fall semester of the third year will be assessed on their performance in course work, including a second primary research paper.

Year Three: The written and oral exams in the third or "dissertation field" in the fall semester, together with the dissertation proposal and defense, will act as the assessment instruments for year three. Failure to take the third exam by September 15 or failure to defend the dissertation proposal by December 1 may be grounds for dismissal. Failure to pass the exam or proposal may likewise be grounds for dismissal.

Year Four: The fourth year assessment consists of dissertation committee approval of one dissertation chapter by May 1 of the fourth year. Failure to complete a chapter or receive committee approval for it may be grounds for dismissal.

Yearly Progress Reports: In addition to the Gateways described above, each student will submit her or his own self-evaluation of progress by the last day of class of the spring semester. This brief, written report should include an assessment of the student's goals vs. accomplishments for the academic year, some discussion of their progress, and any other information they wish to convey to the DGS or other faculty. This report should be accompanied by an updated C.V. and submitted to the Graduate Studies Coordinator.

H. Grades.

The History Department expects its graduate students to maintain a B+ (3.33) grade point average. Grades of B or lower are intended to communicate the faculty member's concern with the quality of a student's work and some doubt about the student's potential for completing the program. Students must complete at least twelve

graduate level courses in History and related disciplines for a letter grade. Advanced students who have completed all course requirements will receive grades of “S” or “U” for examination preparation and dissertation research. A student who receives a grade of “U” (unsatisfactory) likely will not be funded in the following semester. A student who receives grades of “U” in two semesters will be dismissed from the graduate program. Advanced students must register each semester for nine credits of dissertation research with their advisor.

Students may receive the temporary grade of “I” (incomplete) at the discretion of the faculty member teaching the course in question. “Incomplete” marks should be rare, and granting them should be subject to a clear and specific agreement about the work remaining and the date by which it will be submitted to the faculty member. The Graduate School imposes a one-month deadline before the grade becomes an automatic “F”. More than one “Incomplete” in any one semester is cause for grave concern about the student’s continuation in the program. A pattern of multiple “Incomplete” marks over two or more semesters is unacceptable and will subject the student to review and possible loss of funding or dismissal from the program.

The Notre Dame Graduate School stipulates that all students must fulfill all doctoral requirements, including the dissertation and its defense, within **eight years** from the time of matriculation. Failure to complete any of the Graduate School or History Department requirements within the prescribed period can result in forfeiture of funding and degree eligibility.

For exceptional reasons, a student in good academic standing may be granted a leave of absence for a maximum of two consecutive semesters. Such requests must be made to the DGS and the Graduate School before the beginning of classes for the semester in which the leave is requested. Procedures for requesting medical leaves and withdrawal from the University are described in the Graduate School Bulletin of Information available online from the Graduate School website (graduateschool.nd.edu).

III: Other Matters

A. Funding

The Department offers financial support to all entering students for five years, unless the student wins a special University fellowship package that exceeds this minimum. The support package includes tuition, a living stipend, and a subsidy for health insurance. All students are strongly encouraged to seek outside funding through dissertation research and write-up grants during years three through five and to strive for completion of their dissertation within five years. All advanced students must show evidence of application for outside funding each year to remain eligible for University funding. Students in good standing are eligible for up to eight years of tuition funding.

A sixth year of funding is possible under a set of conditions. First, the student must show progress towards degree. Students must demonstrate, through a letter from the advisor as well as submission of all dissertation chapters to the DGS, that they will be able to defend the dissertation in the sixth year. Second, all requests for sixth year funding must be approved by the Associate Dean of the College of Arts and Letters. Finally, the History Department must have funds available in its stipend bank to provide the stipend.

Students who win a major fellowship in the first five years of study will receive priority for sixth-year funding. Major external fellowships over \$19,000 rank first. Internal fellowships (Nanovic, Kellogg) come next.

Students do not normally take courses during the summer, except for intensive foreign-language study. Reading for exams, preliminary dissertation research, and language preparation are the usual focuses of graduate students between semesters. Additional summer support for students is available through the Graduate School, campus institutes, and ISLA.

B. Credit

Students in their first and second years of study must register for nine graduate-level credits each semester. Students receive credit towards their degree for graduate level courses and (exceptionally) undergraduate courses that make accommodations for graduate students.

With the approval of the DGS, graduate students may register for undergraduate language and methodology classes outside the department, although these do not normally count toward departmental requirements.

C. The UGH

The Union of Graduate Historians (UGH), which is composed of the full body of graduate students in History at Notre Dame, elects a president and two vice presidents each academic year. The president of the UGH serves as an ex officio member of the Graduate Committee but does not participate in meetings where confidential matters about other graduate students are discussed.

D. Terminal Master of Arts in History degree

A terminal M.A. may be awarded in cases where a student has completed all course work, passed at least one language exam (Latin in the case of Medievalists), and passed a master's examination, which is normally the equivalent of two qualifying exam fields in the normal format (a two-hour written examination in each field followed by a

sixty-minute to ninety-minute oral exam). For the degree to be awarded, both examiners must pass the student.

E. Grievances and appeals

Students who wish to file a grievance against the History Department or its faculty or to appeal a departmental decision in respect to them should normally consult with the Director of Graduate Studies, except in those cases where the DGS is the subject of the grievance, in which case the student should consult with the Department Chair. This procedure does not apply to cases of sexual harassment, which are governed by University policy as described in the Graduate School Bulletin of Information. The DGS or Department Chair may, in consultation with the student, attempt to resolve the grievance personally. In the event that the problem is not resolved to the student's satisfaction, the DGS will appoint a departmental grievance committee, which will normally be composed of three members of the Graduate Committee, to address the problem. The student must submit the complaint in writing to the grievance committee. The complaint should be very specific as to the nature of the problem, the date or dates when the problem occurred, the grounds on which the appeal is based, and the specific relief requested. The grievance committee may take testimony from the complainant, DGS, advisor, and any faculty associated with the complaint. The committee will deliberate and submit a written report to the DGS within thirty days of its appointment. The committee's decision is final within the History Department, but it can be appealed by the complainant to the Graduate School if consistent with procedures described in the Graduate School Bulletin.

Appendix A: Typical Course of Study

I. First year of study

First-year students are expected to take the required “The Historian’s Craft,” five subject area courses with members of the teaching and research faculty, and research and write at least one major research paper, either in the context of a class or not. Students should work to identify their primary academic advisor before the end of the first semester and should consult their advisor regularly when considering classes and making decisions about major paper assignments and summer programs. The Director of Graduate Studies serves as program advisor for all first and second year students, advising and approving course choices and other program activities in conjunction with the student’s academic advisor.

First year students are encouraged to begin thinking about the three fields in which they will be examined after finishing course work and should also begin exploring potential dissertation topics in close consultation with their advisors.

Full-time first-year students will normally complete eighteen credit-hours of course work (three courses each semester), including “The Historian’s Craft.” Students should think of this year as one that provides a wide introduction to philosophy, methods, disciplines, and subject areas of study. In the second year they should begin the narrowing of focus that leads towards a dissertation.

The department holds a First Year Research Conference at the end of each academic year; all first year students present the fruits of their major research paper from that year in a supportive and celebratory environment.

The research paper and successful completion of all course work by the first week in May is the basis for the graduate committee evaluation of first-year students during the second and third weeks of May and the decision on continuance to the second year of study. Students do not normally take courses for credit during the summer; the exception is generally for language study, but occasionally there are opportunities for studying a methodology (e.g., paleography or statistics) or in another field (e.g., archaeology or theology). Students should prepare a summer study plan in consultation with their advisor.

All first year students must take primary responsibility for managing and planning their graduate and professional career.

II. Second year of study

Second-year students will normally complete eighteen hours of course work (three courses each semester), including the required “Research, Writing, and Publishing” (RWP). Students who have demonstrated excellence in their coursework may petition to replace up to

two content courses with Directed Readings. The student's advisor, in consultation with the DGS, will determine if a seminar course release is warranted.

Students are also required to attend the "Historical Profession" workshop series, which provides support and instruction for beginning teaching assistants and an introduction to an array of professional issues that include and transcend teaching. All second-year students should expect to serve each semester as Teaching Assistants. They should also complete a second major research paper in one of their subject-area colloquia, which makes substantial use of sources and scholarship in relevant languages.

By the start of their third semester of study, students should have identified the three fields in which they will take qualifying exams and the faculty who will examine them. They will also have gained approval of reading lists from these faculty, clarified the examination criteria for each field, and made substantial progress towards preparation for the qualifying exams. The two field exams taken by the end of the second year will mark the completion of year two.

III. Third year of study

Students typically spend the second summer completing their reading for the final dissertation field and preparing a draft of the dissertation proposal. Many students apply for additional travel and research support from university centers and institutes during the winter of year two for use in the following spring or later.

Most students will take their final qualifying examination in September of the third year.

During the fall semester of the third year, students should also write grant proposals for financial support for dissertation research during their fourth year of study. Third-year students are expected to complete and submit a dissertation proposal to their advisor and three other members of the teaching and research faculty within the fall semester.

IV. The Dissertation (Fourth and Fifth years of study)

The dissertation is the capstone of the graduate program in history. Many fields, sub-fields, and affiliated programs sponsor dissertation writers groups or seminars. History Ph.D. students are strongly encouraged to join such a group or to discuss with the DGS creating their own group with departmental or extra-departmental support.

The graduate program strongly encourages students to complete their dissertations by the end of their fifth or sixth year of study.

Students will submit a completed chapter to their committee by May 1 of year four. The committee will offer comments and the advisor will report the results to the DGS. The failure to

turn in a complete chapter by the end of year four may be ground for dismissal from the program.

Ph.D. candidates are strongly encouraged to consult with their committee members over the course of research and writing and should stay in close contact with their advisors. Candidates should submit draft chapters to all members of the committee as early as possible. Copies of the completed dissertation (including notes and bibliography) must be submitted to all four (or occasionally five) committee members at least six weeks prior to the expected date of the dissertation defense. In addition to copies for the committee members, a copy should be submitted to the Graduate Studies Coordinator. S/he will insure that copies reach the faculty members and alert each of them to the time-line and requisite written evaluation that must be signed and received two weeks before a defense can take place. At the same time, the candidate should submit an additional copy to the Graduate School for a preliminary formatting check.

Committee members must read the dissertation and approve or reject it within four weeks of receiving the final copy of the dissertation. Approval means that committee members agree to move forward to the defense; it does not mean that they are giving their final approval for conferral of the degree based on the dissertation. Approval endorses the dissertation as academically sound and defensible. Formal and final approval can come only after the defense. Committee members may approve the dissertation conditional on revision. In those cases where the defense reveals areas for necessary revision, the candidate must complete those to the satisfaction of the advisor. Only after the advisor signs the title page can the dissertation be submitted to the graduate school. Candidates should keep this process in mind and allow sufficient time to meet deadlines for graduation. Committee members should not feel obliged to speed up the process to accommodate such deadlines. It is the candidate's responsibility to anticipate and meet all deadlines.

At the dissertation defense, the candidate supports claims, methods, and conclusions drawn in the text. He or she explores with the committee the dissertation's contributions and limitations and receives any recommendations for further work either before or after award of the degree. The candidate, advisor, and committee members must attend the defense, which is a public event. Normally, the candidate opens the defense by delivering a brief (15-20 minute) statement on the content and significance of the dissertation. After this lecture and a period of questions and discussion with the committee (normally in one round of ten minutes and another of five minutes with each committee member), others in attendance may be given the opportunity to ask questions and engage in discussion with the candidate. This public session normally lasts no more than fifteen minutes. The candidate and non-committee members will then be asked to leave the room, at which time the committee will discuss and decide whether or not to accept the dissertation. At least three of the four (or four, when there are five) members must vote to accept the dissertation for that recommendation to be forwarded to the graduate school, which will be done in writing by the chair of the defense.

An ABD student is normally expected to complete the dissertation in two or three years after defense of the dissertation proposal. Students must enroll for nine research credits with their advisor (either resident or non-resident) during each semester until defense of the dissertation.

An ABD student receiving a grade of “U” (unsatisfactory) from his or her advisor will normally not receive funding (tuition or stipend) for subsequent semesters. An ABD student receiving a grade of “U” in two semesters will be dismissed from the program.

Appendix B: Trajectory
UNIVERSITY OF NOTRE DAME
DEPARTMENT OF HISTORY
GRADUATE STUDIES TRAJECTORY

	Year One		Year Two		Year Three		Year Four		Year Five	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
COURSEWORK	The Historian's Craft (3 cr.)	Elective	R, W, P (3 cr.)	Elective	Resident or Nonresident Research and Dissertation (each semester, 9 cr.)		Resident or Nonresident Research and Dissertation (each semester, 9 cr.)		Resident or Nonresident Research and Dissertation (each semester, 9 cr.)	
	Elective	Elective	Elective	Elective						
	Elective	Elective	Elective	Elective						
			The Historical Profession (0 cr.)							
GATEWAYS	Gateway 1: Research paper presented at the end of the spring semester at the First Year Research Conference		Gateway 2 (Spring): Two Exams (written and oral) in the Spring Semester; success in coursework; second research paper if applicable		Gateway 3 (Fall): Third Exam (written and oral); Dissertation Proposal and Proposal Defense		Gateway 4: Submission and committee approval of one dissertation chapter by May 1		Goal: Submission of completed dissertation to committee and successful defense by Graduate School deadlines	
	ACADEMIC TASKS AND SKILLS		<ul style="list-style-type: none"> Select an advisor Research and write an article-length research paper based on primary sources Present at First Year Research Conference Attend a conference Submit a committee for Year Two Submit research fellowship applications 		<ul style="list-style-type: none"> TA (all year) Write a better article Select exam fields and construct exam material lists with committee Historical Profession workshops 	<ul style="list-style-type: none"> Present a paper at a conference Draft dissertation proposal 	<ul style="list-style-type: none"> TA (all year) Submit article Submit fellowship applications (Fall) Begin research (Spring) 	<ul style="list-style-type: none"> Submit article 	<ul style="list-style-type: none"> Professionalization Set and/or reevaluate career goals and strategy Apply for post-doctoral and other employment 	

