HANDBOOK FOR
GRADUATE STUDENTS
IN HISTORY

Loyola University Chicago

2014-2015
# TABLE OF CONTENTS

## I. GENERAL INFORMATION
- Department Office and Personnel
- Graduate School Offices
- Director of Graduate Programs
- History Graduate Student Association (HGSA)
- Student ID Cards
- Computer Services
- Mail and Contact Information
- Bulletin Boards and General Information
- Teaching Opportunities
- Housing
- Transportation
- Conference Presentations and Travel Funding
- Career Center
- McCluggage Essay Award

## II. REGULATIONS AND PROCEDURES
- Course Loads
- Registration
- Grades
- Withdrawal
- Incompletes
- Leaves of Absence
- Advanced Standing/Transfer Credits
- Academic Honesty
- Grievance Procedure

## III. FIVE YEAR B.A./M.A. PROGRAM
- The Curriculum
- Sample Programs

## IV. THE MASTER'S DEGREE IN HISTORY
- General Requirements
- 500-Level Research Seminars
- Comprehensive Examinations
- Research Tool Requirement
- Application for Degree

## V. MASTER'S DEGREE IN PUBLIC HISTORY
- Distribution of hours

## VI. THE DOCTORAL DEGREE
- Required or Core Courses
- Major Field
- Minor Field
- Distribution of Courses
- Research Tool Requirements
- Portfolio Requirement
- Dissertation Proposal Review and Dissertation Outline
- Oral Defense
- Time and Residence Requirements
- Application for Degree

## VII. JOINT DOCTORAL PROGRAM IN AMERICAN HISTORY/PUBLIC HISTORY

## VIII. ASSISTANTSHIP AND FELLOWSHIP SUPPORT
- Assistantships
- Funding for Advanced Students

## IX. FRANK AND HONEST GUIDELINES ON BEING A GRADUATE STUDENT
I. GENERAL INFORMATION

Department Office and Personnel

Department Chair: Dr. Robert Bucholz  515 Crown  508-2594
Administrative Assistant: Ms. Patricia Clemente  501 Crown  508-2221
Director of Graduate Programs (GPD): Dr. Michelle Nickerson  523 Crown  508-2234
Graduate Program Assistant: Mr. Myles Ostrowski  529 Crown  508-2182
Director of Undergraduate Programs: Dr. Christopher Manning  539 Crown  508-3081

The History Department and the offices of all graduate faculty are located on the fifth floor of the Crown Center for the Humanities on the Lake Shore Campus. The Department can be reached by telephone at (773) 508-2221, or by post at:

Department of History
Loyola University Chicago
1032 West Sheridan Road
Chicago, IL  60660

The Department maintains a Web site at http://www.luc.edu/history/

Graduate School Offices

The main office of the Graduate School is on the fourth floor of the Granada Center on the Lake Shore Campus. This office handles admissions and financial aid, and houses the permanent files of all students throughout their graduate careers. The phone number for the Graduate School is (773) 508-3396. Dr. Patricia Mooney-Melvin, Associate Dean, and Jessica Horowitz, Assistant Dean, are your primary contacts for inquiries.

Director of Graduate Programs

Whether you are in the M.A. or Ph.D. program, your main adviser will be the Director of Graduate Programs (abbreviated GPD). The current director is Dr. Michelle Nickerson. You are expected to confer with him regularly about your course of study in pursuit of your degree. You are encouraged to meet with the GPD at other times as well to discuss your progress in the program and your future plans.

Committee on Graduate Programs

The Director is advised on all matters of policy, admissions, and student status by the Graduate Program Committee.
History Graduate Student Association (HGSA)

The History Graduate Student Association is made up of all graduate students in the Department. Officers are elected annually from among the students. HGSA represents the interests of the History graduate students to the Department and sponsors social events for students and faculty. HGSA also serves as a forum for any special concerns graduate students may have and conveys those concerns to Chair and the Graduate Program Director.

In addition, the HGSA sponsors a graduate history conference. Now in its tenth year, the conference brings together graduate students from around the world to share their research in a formal and friendly setting. With presenters and commentators from numerous fields of history, including but not limited to urban, public, gender, medieval, medical, political, social, and cultural, the annual conference is a perfect setting for both masters and doctoral students to present their latest work. HGSA’s conference allows visitors to meet other scholars in their field while also exploring a world-class city.

Students in all phases of their graduate careers are warmly encouraged to participate actively in HGSA.

General information can be found at: http://luc.edu/history/historygraduatestudentassociationhgsa/

The officers for the present academic year are listed at: http://luc.edu/history/graduate/officers_test.shtml.

Student ID Cards

Student ID cards, giving access to library borrowing and other privileges, are available from the Campus Card Office, Sullivan Center, Room 117.

Computer Services

The University maintains several Computer Centers which are available for your use in Sullivan Center, Information Commons, and at 25 E. Pearson. There are also personal computers available for the use of Graduate Assistants in the Graduate Student office space in Crown Center 557.

An account on the student email system is created automatically for each new student. Both the Graduate Program Director and the Graduate School will use this account to communicate with you. It is therefore crucial that you check your Loyola e-mailbox on a regular basis, or have your e-mail forwarded to an account you check regularly. If you find that you are not receiving regular and frequent communiqués from the Department, please notify the Graduate Program Assistant.
Mail and Contact Information

Each graduate student in the History Department is assigned a mailbox either in the Department workroom in Crown Center (for those with teaching assignments) or the rotating mail slots outside of the GPD’s office. Memos from faculty, HGSA, and University agencies are likely to be relayed to you through this mail system; therefore, these mailboxes should be checked frequently. Since the boxes are not locked, please be careful about what you leave in your box.

**It is important to keep the Graduate Program Assistant informed of your current home address and phone number, as well as of your e-mail address.** The Graduate School and the University should be notified of any changes as well through LOCUS (www.luc.edu/locus).

Bulletin Boards and General Information

The bulletin board outside the GPD office (Crown 523) features information regarding the graduate programs—e.g., calls for papers, job offerings, fellowship opportunities

Teaching Opportunities

Teaching assignments are generally limited to Teaching Assistants. The Department Chair, in consultation with the Graduate Program Director, assigns all classes. Occasionally, additional teaching opportunities are available to experienced graduate students. Summer sessions are offered through the Department each year, running from May to August, which may be available for qualified instructors. Be aware, however, that there are always more prospective teachers than available courses. The criteria used to assign some summer classes or other opportunities to graduate students include: experience and proven success in the classroom; good progress toward the degree; and preparedness to teach the courses available. Contact the Department Chairperson for further information.

Housing

Most graduate students choose to find their own off-campus apartments using the ads in the *Chicago Reader*, the *Chicago Tribune*, and other publicly available sources. Loyola’s Department of Residence Life also offers single- and double-occupancy apartments for graduate students on the Lakeshore Campus and the Water Tower Campus. For additional information, please see [http://www.luc.edu/reslife](http://www.luc.edu/reslife).

Transportation

If you plan to commute to Loyola, there are several parking lots that you may use. The main parking structure, adjacent to Sheridan Road and the Halas Sports Center, houses the Parking Office, where you may purchase a sticker for annual parking or pay for one day. At peak class times, available parking can sometimes be scarce. Street parking in the community immediately surrounding campus is restricted to residents during certain hours, so be sure to read the signs carefully to avoid being ticketed by the police.
Parking is also available near the Water Tower Campus, although it is more expensive. You can have your parking stub stamped at the information desk at the 25 E. Pearson building to receive a modest discount. If you teach or take classes at the Water Tower Campus, you will probably want to acquaint yourself with the University’s inter-campus shuttle bus service. Public buses and the “L” run frequently between campuses and to other points in the city.

Further information on parking is available at http://www.luc.edu/parking/. For information on the shuttle, see http://www.luc.edu/transportation/shuttlebus.shtml.

Publication

Ph.D. students are encouraged to pursue the publication of one or more journal articles during their graduate careers. In the current job market, publication is an important means of demonstrating to prospective employers a high level of motivation and professional competence.

Three ways to prepare for this goal are 1) to read journals in your fields of interest regularly in order to become familiar with both current scholarship and the requirements of scholarly publication; 2) to review the AHA Directory of History Journals in order to learn what different journals expect or demand; and 3) to approach seminar papers, especially those in your field(s) of interest, as potential publications, possibly even as publications targeted to a particular journal. In developing a paper for publication, students are, of course, well advised to work closely with their seminar instructors or faculty mentors. Current periodicals are located in Cudahy Library and can be accessed, increasingly, via the library’s online resources.

Conference Presentations and Travel Funding

Presentation of conference papers is an important part of students’ professional development, and Ph.D. students in particular should aim to give at least two papers during their graduate careers—preferably including professional and not just graduate-student conferences.

Each semester the Graduate School funds some graduate student travel for the purpose of presenting papers or chairing sessions at conferences. Since funds are limited, students should apply immediately upon acceptance of their papers or sessions. (Forms are presently available at http://www.luc.edu/gradschool/FundingGrad.Education.shtml). If possible, the Department may supplement these funds when the Graduate School’s funds are exhausted or when a student is presenting a paper at a second conference within one academic year. Departmental travel support is channeled primarily through the HGSA Student Activities budget. Contact the HGSA President, the Graduate Program Assistant, or the GPD for information.

After you return, you will be asked to supply all original receipts as well as boarding passes, etc., for your trip, and proof of attendance (conference registration receipt and program copy with your session). Find the “reimbursement” form on the Graduate Resources sites (or ask the Graduate Secretary for its location), fill it out, and submit with the receipts to the Graduate School (for their funding) or to the GPD (for HGSA funding).
The University’s Career Center, where each student entering the job market should establish a dossier containing letters of recommendation, is located in Sullivan Center, Room 295 (508-7716); it has a very helpful website: http://www.luc.edu/career

McCluggage Essay Award

Each year the Department sponsors a competition among graduate students for the Robert McCluggage Memorial Award. In 1989, the Department established an award for the best research paper by a graduate student in each calendar year in memory of Professor Robert McCluggage. Professor McCluggage was a member of the Department from 1953 to 1987 and its chairman from 1973 to 1979. Throughout his career he consistently promoted graduate education, supervising a total of ten doctoral theses and serving for nine years as the chairman of a national master's essay competition sponsored by Loyola. As both a scholar and a teacher, Professor McCluggage exhibited and encouraged a breadth of interest and an openness to new areas of history, including Native American history, environmental history, the history of material culture and public history, when each of these fields was in its infancy. Among many accomplishments of his chairmanship, perhaps the most significant was the establishment of the Program in Public History at Loyola.

Robert McCluggage died in May 1989 while attempting to save his son Stephen, from a fire in their home. His scholarly achievements, his care and concern as a teacher, and the selflessness of his death have set an example of altruism which we are proud to honor.

*Essay Award Rules*

- Any current graduate student in History at Loyola University of Chicago is eligible to enter the competition.
- The entry must be an essay based on research in primary sources, able to stand on its own as work treating a coherent topic. Students may submit a paper from Loyola courses completed in the calendar year prior to the competition deadline. A Loyola master’s essay also qualifies for consideration, provided that it was completed during the calendar year prior to the competition. Entrants are limited to one submission each year.
- Three copies of the manuscript must be submitted. The course in which the essay was written should be indicated on the title page, along with the author's name and address.
- Entries will be judged on the basis of originality of research, depth of analysis and clarity of presentation.
- The name of each year's winner will be engraved on a plaque to be hung in the Department. The winner will also receive a $400 cash prize.

The deadline for submissions is in March. You are strongly encouraged to discuss your submission with the professor for whom you wrote the paper.
II. REGULATIONS AND PROCEDURES

Course Loads

A full-time student will usually carry three courses per semester. Course loads for part-time students are worked out on an individual basis. All students funded by the Department or the Graduate School are considered full time.

Registration

Both new and continuing students must complete the process of registration before every semester in which they are either attending classes or writing their dissertations. A schedule of courses for the upcoming term is available a few months before classes are scheduled to begin. In order to register for graduate courses it is advisable to consult with your committee chair and with the Director of Graduate Programs. Once your selections are approved, they will be entered into the system by the Graduate Programs Assistant, completing the registration process. It is your responsibility to check LOCUS to verify your registration each semester. Students must maintain continual registration throughout their years in the program or risk having to apply for reinstatement and pay both a penalty and back fees.

Grades

The grading system used in the Graduate School is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

I  Incomplete
W  Withdrawal
WF  Withdrawal, Failure
CR  Credit
NC  No Credit
AU  Audit

For further information on Loyola’s grading policy, consult the Graduate School Academic Policies page: [http://www.luc.edu/gradschool/academics_policies.shtml](http://www.luc.edu/gradschool/academics_policies.shtml).

Graduate students in the Department of History are expected to maintain an average of not less than B (3.0). Those who fail to meet this requirement may be dismissed. In any case, PhD students who find themselves receiving primarily B’s (or below) should consider seriously whether pursuing a doctorate in History remains the most gainful use of their time.
Withdrawal

Withdrawal from graduate seminars is uncommon; however, *students who do withdraw from a course must first consult with the Graduate Program Director before dropping through LOCUS.* Students should check the academic calendar for deadlines on withdrawing for full or partial refunds, and with a *W* or *F* grade. **Students are responsible for withdrawing themselves from classes through LOCUS.**

Incompletes

Faculty may assign the grade of *I* to a student who has not completed the assigned work by the end of the term. This grade is not assigned automatically; rather, it is up to the student to make a request to the instructor and, if granted, work out with him or her a plan, including a deadline, for completing the work for the course. The Graduate Program Director must sign off on incompletes before they will be awarded.

If the student does not turn in the work by the deadline, the *I* will automatically become an *F*. Please read the new policy on the Graduate School web page at [http://www.luc.edu/gradschool/academics_policies.shtml](http://www.luc.edu/gradschool/academics_policies.shtml), as follows:

“The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies. The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.”

It is of course better to avoid taking an incomplete. Making up an incomplete course often proves harder than students expect, particularly if much time has elapsed since the end of the course. In any case, faculty members have various policies regarding Incompletes, so it is advisable to discuss the matter with your instructor as early as possible if you anticipate the need for an Incomplete. **No more than one I can be requested in a semester, unless there are extenuating circumstances (e.g., a serious illness).**

Leaves of Absence

Official leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal, or professional reasons). A leave of absence postpones all deadlines concerning completion of degree requirements for the
duration of the leave. A student requesting a leave must complete a Leave of Absence form (https://gsps.luc.edu) and contact the Graduate Program Director, who then makes a recommendation on the student’s behalf to the Graduate School. Decisions regarding the approval of leaves of absence rest with the Graduate School.

Leaves of absence may be requested for a semester or for a full academic year. **In order to be reinstated to active status, the student must notify the Graduate School in writing upon returning from a leave.** Unless the student is granted a renewal of a leave, he or she must return to active status in the semester following its expiration. Failure to do so may result in withdrawal from the program.

**Advanced Standing/Transfer Credits**

It is ordinarily expected that all work for the Master’s degree will be completed at Loyola. Upon the recommendation of the Graduate Program Director, however, and with the approval of the Dean, up to six hours of credit for graduate work at another university may be counted toward the degree.

For students entering the Ph.D. program with prior graduate work, up to thirty hours of credit may, with the Department’s recommendation and the Dean’s approval, be counted toward a Loyola Ph.D. The precise number of hours credited toward advanced standing is worked out by the Graduate Program Director during a student’s first semester in the program.

**Academic Honesty**

Although academic dishonesty can take many forms, in our field it manifests primarily as plagiarism. The *Graduate School Catalog* defines plagiarism as “the appropriation for gain of ideas, language or work of another without sufficient public acknowledgement that the material is not one’s own.” As a graduate student, you very likely have a good understanding of the boundaries of what is acceptable and what is not. If you are ever uncertain, it is of course best to consult the Graduate Program Director or another faculty member.

The penalty for an instance of plagiarism is, at a minimum, failure on the assignment, which may well be tantamount to failure in the course. A serious breach or a pattern of dishonesty can lead to expulsion from Loyola. Although quite rare in our Department, cases have occurred in the past and have resulted in dismissal.

**Grievance Procedure**

Students, faculty, and administrators are encouraged strongly to resolve any problems they encounter in the academic process through informal discussion. If you are unable to resolve a problem with a member of the staff or faculty, or if you wish to lodge a formal complaint, you should first meet to discuss the matter with the Graduate Program Director. If the problem cannot be resolved satisfactorily by the GPD, it will be taken up by the Department Chair who, if necessary, will refer it to a Departmental Grievance Committee. The decision of that committee
can be appealed to the Graduate School. Students wishing to initiate a grievance must do so in writing to the Dean. Further information can be obtained from the Graduate School office.

III. FIVE YEAR B.A./M.A. PROGRAM

The combined BA and MA degree program in History integrates Loyola University Chicago’s (LUC) current History degree programs at the undergraduate and master levels. The program provides specially selected History majors with the opportunity to more efficiently move through two degrees and thereby jump-start their professional development by completing two degrees in five rather than six years. Graduates of this program are well prepared to pursue a PhD in History, to apply to a professional school, or to seek a teaching position at the post-secondary level.

The combined degree will be available for only the MA degree in History (not the program for the MA in Public History).

To apply to the B.A./M.A. program, a student must:

1. be a declared undergraduate LUC History major,
2. have junior status at LUC based on credit hours earned,
3. possess a cumulative GPA of at least 3.5 for course work at LUC,
4. have earned at least a 3.7 GPA in at least five completed History courses at LUC, three of which must be at the 300 level.

A student should apply for admission to this program by March 15th of her/his junior year by submitting a transcript, a writing sample, a one-page statement of purpose, and a recommendation from three full-time faculty members of the History Department. Transfer students may apply at the end of their second semester as a junior, or once they have met criterion #4 above. They should submit both their LUC transcript and a transcript from their previous institution. Admission to the program is highly competitive and will depend upon a positive review of credentials by the department's Graduate Program Committee. The Graduate Program Director will coordinate this program, working with the Director of Undergraduate Programs to advise students on their applications and to assure there is no significant overlap between courses completed at the undergraduate and those at the graduate levels.

The Curriculum:

Students in a bachelors/masters program begin graduate courses during the first semester of their senior year, beginning with the introductory course for the program. No graduate courses will be taken during the freshman, sophomore, or junior years. Students in the combined degree program should begin their senior year with 27-30 total credits in their History major. They will take the required introductory-level graduate course (HIST 400) in the Fall semester of their senior year and complete 6-9 credits in graduate level courses. These 400-level courses can also fulfill the 300-level requirements for the major or 300-level electives toward the B.A. degree. Students can take a maximum of TWO of the following undergraduate colloquia, seminars, tutorials or directed studies and simultaneously count them as graduate credit for the
500-level seminar (students who take any of the two of the classes below are prohibited from taking any more 300-level classes):

- HIST 397H: History Honors Tutorial
- HIST 399: Directed Study
- NLUS: Newberry Library Undergraduate Seminar (always Spring Semester)
- HIST 291: Junior Colloquium only counts for undergraduate credit.

Any student enrolled in the combined B.A.-M.A. will have to complete one of the two approved undergraduate seminars (HIST 397: History Honors Tutorial or NLUS: Newberry Library Seminar) and a 500-level seminar. The History major also offers a variety of internships and practica for students with particular interests and career goals, including History Internship (HIST 398), a flexible internship program which provides on-the-job experience for majors in adapting their writing and analytical skills to the needs of such fields as new media, museum management, archival preservation, and public relations.

Students in the B.A./M.A. program will have two electives, which may be used to take courses in another department or an interdisciplinary program, such as the Women Studies and Gender Studies Program, which offers graduate-level courses.

Sample Programs
Sample program for five-year B.A./M.A. degree (with American specialization):

The student needs to complete 36 credits (12 courses) for the B.A., 27 credits (9 courses) for the M.A.

- HIST 101: The Evolution of Western Ideas and Institutions to 1600
- HIST 212: United States History since 1865
  (satisfies requirements for Historical Knowledge core and 6 credits for major)
- HIST 203: American Pluralism
- HIST 204: Global History Since 1500
- HIST 324: Shipwreck Archaeology
  (9 credits toward the major; total of 15 credits in History major)
- HIST 304: The Holocaust and Twentieth-Century Genocide
- HIST 376: History of the American Indian
- HIST 311: The Medieval World, 1100-1500
- HIST 357: Mexican History from Ancient to Modern Times
- HIST 291: Junior Colloquium
  (15 credits toward the major; total of 30 credits in History major)
  (Student applies to the B.A./M.A. program in the second semester.)
- HIST 400: Twentieth-Century Approaches to History (required for M.A.)
- HIST 450: Nineteenth-Century U.S. History
- HIST 461: Twentieth-Century U.S. History
- HIST 492: U.S. Local History (B.A. credit)
- HIST 442: Women and Gender History: U.S.A (B.A. credit)
  (6 credits toward the major (36 total), 9 credits toward the M.A. degree)

- HIST 483: Oral History: Method and Practice (minor field & research tool)
- HIST 487 Management of History Museums (minor field)
- HIST 500-level seminar or HIST 599: Masters Essay
- HIST 451: History of the American West
- HIST 479: Public History Media (minor field)
- HIST 500-level seminar or HIST 599: Masters Essay
  Student prepares for comprehensive examination at end of semester or summer
  (18 credits toward the M.A. degree; total of 27 credits for M.A.)

**Sample program for five-year B.A./M.A. degree (with European specialization):**

The student needs to complete 36 credits (12 courses) for the B.A., 27 credits (9 courses) for the M.A.

- HIST 101: The Evolution of Western Ideas and Institutions to 1600
- HIST 212: United States History since 1865
  (satisfies requirements for Historical Knowledge core and 6 credits for major)

- HIST 203: American Pluralism
- HIST 204: Global History Since 1500
- HIST 324: Shipwreck Archaeology
  (9 credits toward the major; total of 15 credits in History major)

- HIST 304: The Holocaust and Twentieth-Century Genocide
- HIST 376: History of the American Indian
- HIST 311: The Medieval World, 1100-1500
- HIST 357: Mexican History from Ancient to Modern Times
- HIST 291: Junior Colloquium
  (15 credits toward the major; total of 30 credits in History major)
  (Student applies to the B.A./M.A. program in the second semester.)

- HIST 400: Twentieth-Century Approaches to History (required for M.A.)
- HIST 436: Topics in European History, 1870-1945 (counts for B.A.)
- HIST 441: Women and Gender: Europe (minor field)
- HIST 442: Women and Gender: U.S.A. (minor field)
- HIST 433: Modern European Nations (counts for B.A., but could count for M.A.)
  (6 credits toward the major (36 total), 9 credits toward the M.A. degree)

- HIST 438: History of Modern European Education
- HIST 491: Modern Europe, 1789-1870
- HIST 561: Seminar in Women and Gender History (minor field)
- HIST 410B: Topics in European History
- HIST 419: English Social History, 1500-1750
- HIST 500-level seminar or HIST 599: Masters Essay
  (Student prepares for comprehensive examination at end of semester or summer
  (18 credits toward the M.A. degree; total of 27 credits for M.A.)

Sample program for five-year B.A./M.A. degree for undergraduate honors student (with American specialization):
The student needs to complete 36 credits (12 courses) for the B.A., 27 credits (9 courses) for the M.A.
- HIST 101: The Evolution of Western Ideas and Institutions to 1600
- HIST 212: United States History since 1865
  (satisfies requirements for Historical Knowledge core and 6 credits for major)

- HIST 203: American Pluralism
- HIST 204: Global History Since 1500
- HIST 319 - London 1550 – 1715
  (9 credits toward the major; total of 15 credits in History major)

- HIST 304: The Holocaust and Twentieth-Century Genocide
- HIST 376: History of the American Indian
- HIST 311: The Medieval World, 1100-1500
- HIST 357: Mexican History from Ancient to Modern Times
- HIST 291: Junior Colloquium
  (15 credits toward the major; total of 30 credits in History major
  (Student applies to the B.A./M.A. program in the second semester.)

- HIST 396H: Honors Colloquium (counts for B.A., but could be M.A. seminar)
- HIST 400: Twentieth-Century Approaches to History (required for the M.A.)
- HIST 483: Oral History: Method and Practice (counts for research tool; does not count for MA credit)
- HIST 397H: History Honors Tutorial (counts for B.A., but could be M.A. seminar)
- HIST 442: Women and Gender History: U.S.A.
- HIST 461: Twentieth-Century U.S. History
  (6 credits toward the major - 36 total; 9 toward the M.A. degree)

- HIST 451: History of the American West
- HIST 487 Management of History Museums (minor field)
- HIST 500-level seminar or HIST 599: Masters Essay
- HIST 479: Public History Media (minor field)
- HIST 410A: Topics in American History
- HIST 500-level seminar or HIST 599: Masters Essay
  Student prepares for comprehensive examination at end of semester or summer.
  (18 credits toward the M.A. degree; total of 27 credits for M.A.)
IV. THE MASTER’S DEGREE IN HISTORY

This is a 27-hour program culminating in a M.A. in history. Current historical research on particular subjects is treated in 400-level courses. Original research projects are pursued in 500-level seminar courses. Applicants for the M.A. degree should inform the Department if they intend to continue to the Ph.D. level. This information should be included in the personal statement section of the application. Students may attend on a full-time or part-time basis.

General Requirements

All students in the M.A. program must take History 400; two 500-level seminar courses; and complete the portfolio requirement. Students in the M.A. program are required to complete at least 12 hours (four courses) in one of the following major fields:

• Medieval and Renaissance
• Modern Europe
• United States

In addition, students must complete one minor field by taking three courses in a field other than their major. The minor fields are:

• Ancient Mediterranean
• Asia
• Early Modern Europe
• Gender and Women's History
• Medieval and Renaissance
• Middle East
• Modern Europe
• Public History
• United States

Thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director. Students may also select a minor field from another discipline with the approval of the Graduate Program Director.

Students wishing to pursue a minor field in public history must meet with the Public History Program Director, formally declare public history as their minor field and indicate their plans for fulfilling the minor. Students may take no more than two courses at the 300-level (for graduate credit) and ordinarily no more than two directed study courses (HIST 499). The distribution of hours is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 400</td>
<td>3</td>
</tr>
<tr>
<td>Two 500-level research seminars (one must be in the major field)</td>
<td>6</td>
</tr>
<tr>
<td>Major field</td>
<td>9</td>
</tr>
<tr>
<td>Minor field</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>
500-Level Research Seminars

Students will pursue original research projects in two 500-level research seminars. One of these seminars must be in the major field. The second seminar may be in the student’s major or minor field. In these seminars, students are expected to produce research papers, approximately 25-35 pages in length, based largely on primary sources. History 599: Masters Essay may be substituted for one 500-level research seminar with the approval of the Graduate Program Director. The essay will be a research paper, approximately 25-35 pages in length, based largely on primary sources. (History 599 is structured as a directed study course, and students will need a history faculty member to supervise the master’s essay.)

Comprehensive Examinations

Toward the end of their graduate program, students must pass a take-home written examination in the major field. The student will produce two 10-15 page historiographical essays based on a reading list developed in conjunction with a two-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have one week to complete the exam, which will be evaluated by the committee. In addition, students satisfy the examination requirements in the minor field through earning nine credit hours with at least a B (3.0) average.

Research Tool Requirement

All master's level students must demonstrate competence in a research skill (e.g., oral history or a reading knowledge of a foreign language) appropriate to their major field. They are expected to master this skill before advancing beyond 18 credit hours. Coursework taken to master a language does not apply toward graduation. Research Tools must be processed through http://gsps.luc.edu.

Application for Degree

It is the responsibility of all graduate students to inform the Graduate School office of their intention to graduate with an M.A. degree. Once you have determined when you will receive your degree (e.g., August, December or May), you must apply for graduation through http://locus.luc.edu. (This function may be moved http://gsps.luc.edu—please check at time.) The Graduate School sets the deadlines (typically December 1 for a May degree, February 1 for an August degree, and August 1 for a December degree). Check the academic calendar for the Graduate School available through the main page of the Loyola website.

V. MASTER’S DEGREE IN PUBLIC HISTORY

The Master's in Public History program is a 33-hour program in which students must complete 15 hours of public history courses: 479, 480, 481, 482, and 487. Because practical
experience in an area of public history activity is an important component of public history training, all students must also complete an internship (HIST 582). Internships are tailored to fit the needs of individual students as well as those of the host agency or organization. Additional depth in an area of public history can be secured through a public history practicum (HIST 581). In addition to their public history courses, students must take HIST 400 and three courses in a minor field. The minor field may be United States History, Medieval History, or Modern European History. At least one, preferably two, of the courses in this field should be 400-level courses. These courses provide background in current historical research on particular subjects. Original research projects are pursued in 500-level research seminar courses. Public history students will take one 500-level research seminar in their minor field. In this seminar, students are expected to produce a research paper, approximately 25-35 pages in length, based largely on primary sources. History 599: Masters Essay may be substituted for a 500-level research seminar with the approval of the Public History Program Director. The essay will be a research paper, approximately 25-35 pages in length, based largely on primary sources. The essay topic may focus within the major or minor field. (History 599 is structured as a directed study course, and students will need a history faculty member to supervise the Masters Essay.)

**Distribution of hours**
The normal distribution of courses in the Masters program is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 400</td>
<td>3</td>
</tr>
<tr>
<td>One 500-level Research seminar</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Public history courses</td>
<td>15</td>
</tr>
<tr>
<td>Minor field courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**VI. THE DOCTORAL DEGREE**

The doctoral program in history is a 60-hour program that culminates in a Ph.D. Normally, students entering the program are required to have a M.A. degree. Usually, the Ph.D. degree is a 30-hour program beyond the M.A., but the exact hourly requirement beyond the M.A. will be determined by the Graduate Program Director and the Graduate Dean. Students in the doctoral program normally attend full time, but students who enter the program with a M.A. may attend on a part-time basis. Full-time students take three courses per semester. Part-time students should complete at least half of the required number of courses in their first 24 months in the program (usually five or six courses), and the rest in the second 24 months. Students who have compiled an outstanding record in an undergraduate history major may enter the doctoral program directly through the Accelerated Ph.D. Program. They are not required to obtain a master's degree. Admission to the accelerated track is highly selective and limited to a few undergraduates each year. Students are chosen on the basis of our regular criteria (GPA, GRE scores, letters of recommendation, writing sample and personal statement).
Required or Core Courses

Students who have not taken History 400 or an equivalent course at the master's level must do so in the Ph.D. program. They must also complete successfully at least one 500-level research seminar in the major field. Students accepted into the Accelerated Ph.D. program must complete History 400 and two 500-level research seminars (one in the major field and the second in either the major or minor fields). All students must take History 598 in which they develop their dissertation proposal under the supervision of their major field advisor.

Major Field

In consultation with their major advisor, students choose coursework and specific research to develop a broad major within the following fields of history:

- Medieval and Renaissance
- Modern Europe
- United States

For those selecting United States history, for instance, the major field might be American urban and social history. Students are required to complete at least 15 hours (five courses) in the major field.

Minor Field

In consultation with their major advisor, students will select one minor field in which they must complete at least three courses. This field must be distinct from the major field and from fields taken at the Master's level. Students in the Accelerated Ph.D. Program must complete two minor fields. The minor fields are:

- Ancient Mediterranean
- Asia
- Early Modern Europe
- Gender and Women's History
- Medieval and Renaissance
- Middle East
- Modern Europe
- Public History
- United States

Thematic minor fields (such as race and ethnicity or colonialism and empire) may be created with the approval of the Graduate Program Director. Students may also select a minor field from another discipline with the approval of the Graduate Program Director.

Students wishing to pursue a minor field in public history must meet with the Public History Program Director, formally declare public history as their minor field and indicate their plans for fulfilling the minor. Students may take no more than two courses at the 300-level (for graduate
credit) and ordinarily no more than three directed study courses (HIST 499).

**Distribution of Courses**

The normal distribution of courses in the Ph.D. program is as follows:

<table>
<thead>
<tr>
<th>Major field (including one 500-level research seminar)</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor field</td>
<td>9 hours</td>
</tr>
<tr>
<td>Directed research/readings and electives</td>
<td>3 hours</td>
</tr>
<tr>
<td>Dissertation proposal seminar</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 hours</strong></td>
</tr>
</tbody>
</table>

Students who must complete History 400 will have a 33-hour requirement.

The distribution requirement for the Accelerated Ph.D. Program is as follows:

<table>
<thead>
<tr>
<th>History 400</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Field (includes two 500-level research seminars)*</td>
<td>24 hours</td>
</tr>
<tr>
<td>Minor #1</td>
<td>9 hours</td>
</tr>
<tr>
<td>Minor #2</td>
<td>9 hours</td>
</tr>
<tr>
<td>Dissertation proposal seminar</td>
<td>3 hours</td>
</tr>
<tr>
<td>Dissertation research/readings and electives</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60 hours</strong></td>
</tr>
</tbody>
</table>

*Note: the second 500-level research seminar may be completed within a minor field.

**Research Tool Requirements**

**United States History Track:**

Students who choose U.S. history as their major field must complete two research tool requirements. One must be in public history and may include History 483: Oral History or History 479: Public History Media. When taken for the research tool requirement, History 483 and History 479 **cannot** be counted toward the minor field in Public History. In special circumstances, students may petition the Graduate Program Director to substitute another research tool in place of the public history research tool requirement.

The second research tool requirement may be fulfilled in two ways: 1. a reading knowledge of a foreign language appropriate to the student’s major field or 2. mastery of a special skill required by the student’s doctoral research. With the approval of the Graduate Program Director, students may demonstrate mastery in the following areas: statistics, computer science, GIS and paleography. Courses taken in these subject areas at Loyola or another academic institution may be used to show mastery of a special skill. However, these courses require prior approval by the Graduate Program Director. Paleography may be taken at the Chicago Inter-University
Non-United States History Track:

Students who choose Medieval/Early Modern Europe or Modern Europe for their major field must complete two research tool requirements. These requirements may be fulfilled in two ways:

1. A reading knowledge of two foreign languages appropriate to the student's major field. The first language requirement should have been met at the M.A. level.

2. A reading knowledge of one foreign language appropriate to the student's major field and demonstrated mastery of a special skill required by the student's doctoral research. Either the language or the skill should have been completed at the master's level. History 479: Public History Media and History 483: Oral History may fulfill the special skill requirement. When taken for the research tool requirement, History 479 and History 483 cannot be counted toward the minor field in public history. With the approval of the Graduate Program Director, students may demonstrate mastery in the following areas: statistics, computer science, GIS and paleography. Courses taken in these subject areas at Loyola or another academic institution may be used to show mastery of a special skill. However, these courses require prior approval by the Graduate Program Director. Paleography may be taken at the Chicago Inter-University Consortium for Advanced Studies in Renaissance and Early Modern History at the Newberry Library. Courses in disciplines for which a doctorate is normally awarded should be taken as a minor field rather than as a research skill.

Comprehensive Examinations

Near the end of their graduate program, students must pass a take-home written examination and a two-hour oral examination in their major field. For the written examination, the student will produce three 10-15 page historiographical essays based on a reading list developed in conjunction with a three-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have two weeks to complete the exam, which will be evaluated by the committee. The two-hour oral exam will occur within two weeks of completing the written exam.

In addition, students satisfy the examination requirements in their minor field by passing a take-home written examination in which they will produce two 10-15 page historiographical essays based on a reading list developed in conjunction with a two-member committee of history faculty of their choosing. The committee should be established no later than the beginning of the semester in which the student intends to take the examination. Students will have one week to complete the exam, which will be evaluated by the committee. Those who select a minor field outside of history must successfully pass a comprehensive examination in that discipline. Students in the Accelerated Ph.D. Program take only one minor field exam. The other minor field requirement is satisfied by the successful completion of three courses (nine
credit hours) with at least a B (3.0) average.

**Dissertation Proposal Review and Dissertation Outline**

Students will develop a "dissertation field" within the major field in which they intend to write their Ph.D. dissertation. This field must be designated before the completion of 18 credit hours of coursework beyond the M.A. (normally at the end of the first year in the doctoral program). At this point, students present a dissertation topic and proposal to their major adviser (History 598 Dissertation Proposal seminar) for review and approval. Students formalize their proposed committee with the submission of the recommendation of the Dissertation Proposal Committee form to the Graduate School (https://gsps.luc.edu).

Following the successful completion of doctoral examinations, students will make a public presentation of their dissertation proposal to a committee, which will include the dissertation director and at least two other faculty members acquainted with the research areas of the dissertation. In discussing the proposal, students and members of the dissertation committee should work out problems and address questions the committee members may have. Upon successfully completing the dissertation proposal review, students submit a formal dissertation outline to the Graduate School. Following its approval and the successful completion of all other degree requirements, students are admitted to Ph.D. candidacy.

**Oral Defense**

The Ph.D. dissertation must be completed, approved by the designated committee members and successfully defended orally at a public defense.

**Time and Residence Requirements**

According to Graduate School regulations, work on the PhD must be completed eight years from the time the student has begun course work applicable to the degree; if a student entered with an M.A., he or she will have six years from the time of beginning course work for the Ph.D.

Students who are beyond the eight-year (or six-year) limit will be surveyed on their progress annually by the Graduate Program Director and must apply to the Graduate School for an extension of their time limit. The Graduate Program Director and dissertation director will issue a recommendation to the Graduate School as to whether each such student should be permitted to continue toward the degree. Extensions are not routine; students must demonstrate that they are making progress toward the degree.

Students requesting extensions must fill out the Graduate school forms (http://www.luc.edu/gradschool/servicesandresources_forms.shtml) and return them to the GPD; but first they must defend their progress before their committees. (See the GPD to arrange a defense.)

**Application for Degree**
It is the exclusive responsibility of all graduate students to inform the Graduate School office of their intention to graduate with an M.A. or Ph.D. degree. Once you have determined when you will receive your degree, you must file the “Application for Graduation” with the Graduate School several months before the graduation date.

VII. JOINT DOCTORAL PROGRAM IN AMERICAN HISTORY/PUBLIC HISTORY

Building on Loyola's already strong Master's in Public History program, this 60-hour degree program provides the opportunity for students to compete for positions calling for a doctorate, such as teaching public history at the university level, curating or administrating at governmental institutions such as the Smithsonian Institution or the National Park Service, or serving as a principal in a consulting firm. In essence, this program is similar to the standard American history Ph.D. program but requires a double major in American history and public history instead of a major field in American history and two minor fields. Students will leave Loyola with a firm grounding in American history as well as in the skills and theory of public history and its practice.

VIII. ASSISTANTSHIP AND FELLOWSHIP SUPPORT

Assistantships

Each year the Department of History offers a number of Graduate Assistantships for new and continuing students. Unlike many other universities, however, Loyola concentrates on developing assistants’ skills before allowing them to assume sole responsibility for a course. Rather than being immediately assigned to teach a class during their first semester of graduate school, assistants first gain experience as graders in courses taught by professors, then as discussion leaders in one of the large enrollment Core courses, and finally, as teachers of record in their own courses.

Graduate Assistantships are renewable for specified years of support, if the students remain in good standing and are making good progress toward the degree. After that, students can apply through the Department for a range of fellowship opportunities made available by the Graduate School (see below).

Funding for Advanced Students

Students who have completed course work, passed the Ph.D. exam, and received approval of their dissertation proposals are eligible to apply for the Arthur J. Schmitt Dissertation Fellowships. The award, which is not renewable, requires no service. Advanced students are also eligible to apply for a very limited number of Teaching Scholar's Awards, whose service requirements include the teaching of three courses.
For further information on these awards, administered by the Graduate School, please see http://www.luc.edu/gradschool/admission_financialaid.shtml.

IX. Frank and Honest Guidelines on Being a Graduate Student.


1. Graduate school is a rare opportunity; do not squander it. You are about to receive attention and training from leaders in your chosen field. Not many professions provide this phase of directed reading, mentorship, and fostering of your creative, intellectual, and personal goals. When else will you be asked to pursue your goals and be provided a peer group and support network to help you do so? You will look back at this phase and fondly remember the time you had to read, to read more, and then to read some more. Relish it, but don’t get too comfortable, because graduate school is a stage, not the destination.

2. Treat your peers as colleagues, not competitors. Graduate school is a place to be professional in your interactions with fellow students, faculty members and staff. The skillset of taking your work seriously is training itself for the work you will be expected to do after graduation. Someday your peers will be on search and grant committees.

3. Prepare an exit strategy. Sit down and map out when you plan to take courses, exams, and jump through the various hoops. When, exactly, will you take your language exam? And your qualifying exams? By what date will you need an outside committee member? Do you have to do fieldwork? If so, how will you pay for it? If that entails applying for grants, what are those deadlines to secure money in time for the research?

4. Choose your supervisor well. It is a bit like marriage: if you choose your partner well it is great but it is miserable if you make the wrong choice. Choose someone who you know and trust. Avoid faculty that have little time or the vested interest in looking after you. At the other end of the spectrum a supervisor who is too inexperienced can misadvise you. Avoid advisors who want you to take their side in department controversies.

5. Discuss your plan with your advisers. They will be better prepared to help you if they know your career aspirations early on.

6. Be organized. Structure your week-by-week scheduling and keep a simple equation in mind: Most faculty assign work that takes three times the amount of in-class time. If a seminar is three hours, students should devote nine hours of work every week on reading and writing. Now multiply that by the number of courses you are taking. You’ll spend additional hours doing professional development, research, teaching assistantships, and more. Ultimately, the first
couple years of graduate school may prove to be mostly about time management. And, frankly, that skill is one best learned early in the academic profession.

7. Prioritize the actual work. Many students arrive at graduate school with an eye toward the conferences, the journal publications, or being a great teaching assistant. Be a student for the first year. Consume all you can in terms of the basic methods and theories. If you go to conferences, just listen and make contacts instead of rushing to write and present papers. Focus on the actual work in your first year. Graduate students normally take three seminars in a semester, with each professor assigning a book and a couple articles each week. Organize your life so that you are able to read three scholarly books and some articles in a week, taking notes on each.

8. After your first year, plan on presenting papers on your research at conferences and publishing articles before you graduate, preferably single authored. You will be better positioned for the job market when you complete your degree.

9. The reading list. Because so much of graduate work relies upon the craft of writing, and because so few graduate programs have courses specifically devoted to training you to write better, please take it upon yourself to improve your writer’s voice. You would do very well to buy books on writing and editing. If possible, start peer-editing groups as soon as possible to make sure that you have a proofreader for even weekly papers due in class. Keep a list of your own writing problems that you’d like to improve.

10. Remember what the actual work of graduate school is. Develop your personal research skills. When you read a book, read it intelligently. Dissect its bibliography into sources you need immediately, those you might need later, and those you do not need. Take notes by hand, and take them constantly, in class and when reading. Write down the theories you want to explore. Write constantly as you think through ideas about your project. Determine the differences between your methods and theories; and determine why they shape each other in particular ways.

Admit what you do not know. Ask your peers about the sources they mention in class that might be relevant to your work. Show up to class fully prepared with the reading completed, questions about the texts, and with some ideas about how the texts could be applied to your particular project.

And without a doubt, if you have even a small paper due in a seminar, proofread, proofread, and proofread.

11. Every act is professional. Faculty members should be addressed as "Dr. Smith" or "Professor Smith." If they would prefer you call them by their first names, they will tell you so. That simple rule of professional etiquette is part of a larger approach: Every email, phone call, and meeting is a professional engagement.

So before emailing your professors with a question, ask yourself if you could find the answer on the departmental website or in your handbook. Most faculty members have never registered for classes at the institution where they teach, or had to deal with its financial-aid office.
12. Give faculty members some lead time if you want them to read drafts of a paper, grant application or dissertation chapter. Letters of recommendation should be requested up to three or four weeks before they are needed.

13. Teachers, mentors and advisers. Professors are a diverse bunch. Some are great teachers who devote much energy to making the classroom experience a "truly magical experience." Some are better at research and writing. Some excel at advising while others struggle to know how best to train others. Ask yourself what you need at this stage in your career. Do you need an adviser who can help you develop as a scholar? Do you need a mentor who is helping you find your voice as a writer? If you expect hugs, invitations to dinner, and close personal bonds, you may be disappointed. In sum, do not expect your thesis or dissertation adviser to provide all that you need professionally and personally.

14. Take care of your mental and physical health. Use the resources on campus. Work with professionals who can help you in ways that nobody (including your professors) can. Remember that nobody is ever going to finish everything 100% of the time. If you are falling asleep reading at midnight, get yourself up and go to bed and sleep. If you like to write at night, make sure you make time to proof-read before submitting your work. If you need to nap in the afternoon, do it. In sum, get some sleep. Taking care of your health – mental and physical - will make you a better graduate student and colleague.

15. Why should you follow any of these guidelines? Does it really matter? Yes. Faculty members will write letters of recommendation for you for jobs, grants, fellowships, and research positions. Often they know the people to whom they are writing. They do not want to persuade a professional to work with you on false pretenses. So, more often than not, they are honest but careful in their letters. They know readers are often quite good at reading between the lines. When a recommendation letter states they enjoyed working with you because you made homemade cherry scones, the readers know the evaluator is not talking about your theoretical rigor. When we write, "this student showed up often to class and often on time," well, you get the point. Most of the time, letters of recommendation are comparative and honest, you do not see graduate school as competitive with other students. Rather you see graduate school as a place to be professional in your interactions and in your work. The skill set of taking your work seriously is training itself for the work you will be expected to do after graduation.

16. Have fun. Figure out how to have fun while being serious about your work, and you will have learned how graduate school can prepare you for whatever lies beyond.