



GRADUATE STUDENT HANDBOOK

JOHNS HOPKINS UNIVERSITY • DEPARTMENT OF HISTORY



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Department of History, 301 Gilman Hall, 3400 N. Charles Street, Baltimore, MD 21218

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INTRODUCTION

The Department of History at Johns Hopkins University aims to create a welcoming and rigorous intellectual community, dedicated to training historians and advancing methods of historical inquiry. Organized around a series of departmental and thematic seminars, the Department emphasizes interpersonal relationships, collaboration, and intellectual risk-taking among both graduate students and faculty. Small in size (composed of some thirty faculty members and fifty graduate students) and flexible in structure, the program encourages students to craft their own course of study, to become the kinds of historians that they want to be. Along the way, students learn how to ask questions about the past and its relationship to the present, how to identify sources for even the most marginalized of actors and the most elusive of subjects, and how to weave those sources into compelling and sophisticated arguments. Through the seminar process and on-going intellectual exchanges, the History Department at Hopkins is committed to being at the forefront of the historical discipline, recognizing that interpreting the past is and always has been vitally important in the present.

The first two years of the PhD program is an exciting, intensive period during which students undertake coursework, complete language requirements, write a first-year paper, complete field work to advance to candidacy, and oftentimes begin teaching or research assistantships and involvement in student groups. During these first years, students begin to learn the advanced reading practices, writing skills, and habits of thought that define historical inquiry. They find intellectual homes in thematic seminars, interdisciplinary centers, and informal spaces, and they begin to cultivate the collegial relationships that will form the very foundation of their experience in the program.

After successfully completing the comprehensive examinations, usually at the end of the second year, graduate students “advance to candidacy,” also referred to as achieving “All but Dissertation” (ABD) status. Students complete their remaining semesters as teaching and research assistants between their third and sixth years. Apart from those TA or RA duties, students focus on developing and writing a dissertation project. Although the program does not have a dissertation prospectus defense requirement, ABD students typically devise a prospectus and present it at one of the department’s thematic seminars towards the end of their third year. This is a useful process for beginning to focus the major arguments and research agendas guiding the dissertation and for crafting research narratives required of major grant and fellowship applications. For many students, formulating the prospectus is an important intellectual milestone that maps out the pathway to the dissertation defense. Because dissertation research and writing can be isolating, students are strongly encouraged to remain involved in the intellectual and social life of the department by regularly attending the Monday Seminar, thematic seminars, Graduate Workshops, and social events. Many ABD students also decide to enroll in courses, either for credit or as auditors throughout the remaining semesters of their fellowship.

Small, flexible, and intensive, the PhD program at Hopkins is aimed at students who want to learn how to think, read, and write like professional historians, even if they ultimately go into

careers other than the university professoriate.

STATEMENTS ON INSTITUTIONAL HISTORY, COMMUNITY VALUES, AND SHARED PURPOSE

As members of this country's first research university, and its first Ph.-granting history department, we recognize that our practices as scholars have long been entangled with structural and, specifically, anti-Black, racism in the city of Baltimore and the discipline of history. We recognize that for much of the Department's history, it has advanced methods that promoted white supremacy; erased indigenous history; reinscribed class in professional distinctions; and discriminated on the basis of race, sexuality, sex and gender identity, and disability. In the same processes, it has also inhibited the advancement of methodologies and theories that critically examined structures of racial, gendered, and class difference.

The Department is committed to reckoning with this legacy and to interrogating, interpreting, and presenting accurate histories of how racism, sexism, homophobia, and classism shaped and continue to shape the field. Our work, as scholars and colleagues, is informed by an awareness of these histories and a desire to build a more equitable future, together.

For the Department's statement in response to the Black Lives Matter movement is here, please see: <https://history.jhu.edu/2020/07/08/history-department-resolution-on-black-lives/>

For an overview of JHU's initiatives and goals for institutional diversity, please see: <https://diversity.jhu.edu/>

For resources at JHU's Center for Diversity and Inclusion in student life, please see: <https://studentaffairs.jhu.edu/student-life/diversity-inclusion/>

For an overview of the University's policies on disability and accommodations, please see: <https://www.jhu.edu/life/disability-services/>

For information on JHU's current hiring practices: <https://imagine.jhu.edu/dei-collective/>

For JHU acknowledgements of the Piscataway and Susquehannock lands on which it stands, please see: <https://publichealth.jhu.edu/about/at-a-glance/location/land-acknowledgement>

For an overview of resources available for JHU's LGBTQIA+ community, and on gender and sexuality broadly, please see: <https://studentaffairs.jhu.edu/lgbtq/>

For an overview of JHU's initiatives and resources for first-generation and limited-income students: <https://studentaffairs.jhu.edu/first-gen/>

IMPORTANT CONTACTS

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Director of Graduate Studies (DGS) - Anne E. Lester (alester5@jhu.edu)

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Academic Program Administrator - Megan Zeller (mzeller4@jhu.edu), (410) 516-5296
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Academic Program Coordinator - Rachel La Bozetta (rlaboze1@jhu.edu), (410) 516-7575
Senior Systems Administrator - Lisa Nawrot (lnawrot@jhu.edu), (410) 516-7982
Research Librarian for History - Heather Furnas (hfurnas@jhu.edu)

ADMISSIONS AND ADVISING

ADMISSIONS

Students are admitted foremost as members of the department, and as advisees of individual faculty members. The decision to nominate any student for admission is taken by the faculty member or members who will typically become that student's adviser or advisers. Applicants should indicate their proposed field of specialization and the names of the faculty they wish to work with when they submit their application. In most instances, non-tenured faculty admit students with a senior tenured faculty member in a co-advising capacity. Faculty may choose and students can indicate a preference for co-advising as well. After the first year, students may choose later to change their major adviser, with the agreement of the faculty members concerned. The Graduate Studies Committee (GSC), a departmental committee whose three members are generally appointed for three-year terms by the Chair of the Department, makes the final selection of admitted applicants.

As of the 2023–2024 academic year, all admitted students receive a six-year fellowship package including tuition, a stipend toward living expenses, and some funds for research and language study. Normally, each student is required to engage in four semesters of supervised teaching or research duties within the History Department at some point during the graduate program, most often as a teaching assistant or TA.

The main criteria for admissions are outstanding intellectual promise and an evident talent for, and strong commitment to, historical research and writing. Each applicant is required to submit a sample of written work, preferably a research paper that demonstrates careful use of primary documents. Candidates will also be expected to attain an ability to read at least one foreign language within two years of matriculation depending on the field of study.

ADMIT WEEKEND

Each year the department invites prospective PhD students to visit the department for an “Admit Weekend,” which generally occurs the first Sunday and Monday in March. The weekend's events are coordinated by a graduate student assistant who is compensated to work with the graduate coordinator and to liaise with the prospective students and faculty advisers, with the goal of ensuring an informative and enjoyable visit. All faculty and enrolled graduate students are encouraged to participate in the Admit Weekend to share information with the new students and to foster a welcoming environment, but their participation is entirely voluntary. Approved expenses incurred by participating graduate students will be reimbursed through the program coordinator.

(If an individual graduate student is interested in the graduate assistant position, they should contact the Budget Specialist.)

ENROLLMENT AND RESIDENCE

While enrolled in the program, graduate students in the department are classified in one of two categories: resident or non-resident. All students who have not completed their four field requirements are resident. For the period in which students are guaranteed funding, their student

fees will be paid by the Department. Thereafter in some circumstances students may find it preferable to be reclassified as non-resident, in which case they should speak with the graduate coordinator about the possibility of applying to the Graduate Board for that status. It should be noted that non-resident students are still obliged to pay fees (see university regulations) for the duration of their affiliation with the university. Most students hold resident status for the duration of their progress toward their degree. If you have questions about your status, speak with the program coordinator.

All students who have exhausted their years of departmental funding are eligible for non-resident status even if they are physically located in Baltimore. Non-resident students may not be on a semi-monthly payroll structure nor are they allowed to register for classes. The Graduate Board of the Division of Arts and Sciences places a limit of ten semesters for the period during which a student may have non-resident status. A student may petition for an extension of non-resident status. However, such requests, even for one year, are not automatically granted. Further requests are scrutinized closely and are only granted on extremely rare occasions and because of extraordinary circumstances.

A student fulfills the university's minimum residence requirement by being officially registered as a full-time student for at least two consecutive semesters. After completion of this minimum residency requirement, a student must maintain status as a resident or non-resident until such time as the Chair certifies that requirements for the degree have been completed, and so notifies the Graduate Board. Failure to maintain residence or to obtain term leave of absence or pre doctoral non-residence status, and non-payment of fees as they are billed each semester by the University will be interpreted as withdrawal from the university. Such a student must be formally re-admitted before he or she may return. No new application fee is required, but minimum residence requirements for the degree must be satisfied again following such re-admission.

FACULTY ADVISER

The adviser-advisee relationship is an important aspect of the professional development of a graduate student. This is especially true in a highly individualized discipline such as History. The History Department has several general regulations and procedures within which a student's program is to be fitted, but beyond that there is great flexibility, therefore the advice and guidance of a formal adviser(s) is important. The student, in conjunction with the faculty adviser(s), will decide on the most appropriate course of study leading to a doctoral degree. A faculty adviser endeavors to offer graduate students under their direction the best and most appropriate instruction and guidance within the program.

In addition to meeting for courses, seminars, and field preparation, students and advisers meet regularly at their discretion to discuss the substance of their research and research questions, their progress, questions about the program, to offer advice and guidance about the profession, among other topics. Different faculty members in the department have differing advising styles. Some faculty advisers meet with their advisees more often than others, and different advisers practice different styles of advising. Advisers and students should communicate openly about what style and frequency of advising works well for both parties. Before applying and during their first year, students should initiate a conversation with their advisers on this subject, while recognizing that advisers may have limited flexibility in this regard. Advising needs and

styles also change over time and both parties should continue to evaluate these dynamics. Sometimes the adviser-advisee relationship can be challenging. Many students find it useful to seek out additional faculty mentors to support their progress in the program.

Students and advisers generally approach meetings as opportunities to review the student's progress, exchange ideas or information, and offer advice and guidance through the program. Students should themselves initiate such meetings, and not wait for a faculty member to approach them. At the same time, faculty members are encouraged to play an active role in maintaining a regular schedule of conversations with students about their progress through the program. On occasion advisers may help initiate contacts, on the student's behalf, with other members of the Hopkins faculty, or with faculty at other institutions. The faculty adviser advocates for their students and determines that students under their direction are making satisfactory academic progress. Some faculty members have found it useful to work as a dyad, in which case, their students have two primary advisers.

As part of the fellowship renewal process, the faculty adviser(s) must write an annual evaluation of each of their graduate students reviewing that student's performance and progress over the preceding year. To prepare for this, faculty advisers meet with their advisees and discuss progress to date as well as plans for the year to come. A copy of the evaluation becomes part of the student's request for fellowship renewal and will be held in the student's dossier by the Graduate Coordinator.

Students and faculty should seek further advice concerning the professional contours of the adviser-advisee relationship from Johns Hopkins University's "Policy on Mentoring Commitments for PhD Students and Faculty Adviser" and the Department's "Guide to the Adviser-Advisee Relationship" pamphlet. Both are available on the Department website and in the appendix of the handbook.

DISSERTATION ADVISING COMMITTEE

The faculty adviser or advisers with the student are responsible for oversight and coordination of a student's program of study. Following the successful completion of Comprehensive Exams, the adviser or advisers are assisted by a committee, comprising those faculty with whom the student will work closely as they research and write their dissertation. This committee may be the same as that constituted for their Comprehensive Exams, representing the fields the students worked in, but it may also change over time with the research of the dissertation. The faculty advisory committee has two primary functions:

1. To advise and guide the student throughout the course of their graduate studies.
2. To evaluate the student's progress.

Students should plan to meet with their dissertation committees at least once a year, ideally together if possible. [A new document on dissertation advising is being generated by the Graduate Dean of KSAS.]

STUDENT-FACULTY MENTORING

The comparatively small size of the program encourages informal teaching and mentoring relationships between faculty and students. This is one of the strengths of the Hopkins system, enabling a student to approach a faculty member as a potential formal or informal mentor whose research interests are different from those of the student, but with whom the student may wish to consult on a point of information or methodology. Informal and formal mentoring is an important part of graduate training. Students are also encouraged to pursue mentors outside the History Department and the University.

CHANGING ADVISERS

Occasionally students and advisers may feel it necessary to modify an advising structure. Students are generally admitted with the expressed intention of working with one or more advisers; however, it is understood that research focuses, methodologies, and circumstances may shift over the course of the first and second year, and in some cases thereafter. In all cases, switching advisers and committee members should be guided by the department's commitment to the intellectual growth and personal well-being of the student. Students should note that they remain members of the department, to whom the department's usual commitments apply, while they are in the process of changing advisers.

Recognizing that every situation is distinctive and there is no single pathway to change advisers, typically a student should first identify a new faculty member with whom they would like to work closely; speak with that faculty member about becoming an adviser; and, if the faculty member is in agreement and is able to take on the role as adviser, the student should notify the graduate coordinator and the DGS of their need for a new adviser and the willingness of the new faculty member to assume that role. At the same time, the student should reach out to the current adviser and have a candid conversation about their intellectual goals, why they would like to move to a different faculty adviser, and how best to proceed. Sometimes these conversations can be challenging, and it may be helpful to involve the Ombuds office.

For more, please see: jhu.edu/ombuds

For appointment scheduling, use this link: calendly.com/jhu-ombuds

At that point, an official memorandum of understanding should be sent to the Graduate Program Coordinator and the DGS to register the change in an official capacity. Throughout the process both the Graduate Program Coordinator and the DGS can help to mediate and facilitate the process, but in typical cases this must be initiated by the student or faculty members and be clearly articulated to everyone involved. In all cases, faculty members should act in accordance with the best interests of the student.

ADVISER LEAVE

Advisers are expected to notify their students of an upcoming sabbatical, leave, or external fellowship. In advance of such a leave, advisers and students must meet to discuss the expected frequency and use meetings during the duration of leave. If the primary adviser will be unavailable for most or the duration of leave, it will be necessary for the adviser and student to identify a co-adviser or mentor who can serve the student in the advising capacities described above during the primary adviser's leave.

Building on the guidelines for mentoring and advising put forward by the Graduate Dean and Provost's office, all graduate advisers are required to identify in consultation with the student an agreed upon co-adviser/mentor who will be available for meetings, advice, progress reports, and who will compile the annual review report when the primary adviser is on sabbatical or research leave for a semester or the full academic year. When faculty advisers plan to go on leave, they must file a report (an email correspondence will suffice) with the graduate coordinator and the current DGS, notifying both of their plans for leave and the name and designation of the faculty member who has agreed to serve as co-adviser/mentor during this period of absence, leave, or sabbatical. Both faculty members must acknowledge this agreement with the student and with the graduate coordinator and DGS in writing (either via email or a formal memorandum of understanding).

ANNUAL EVALUATION (FUNDING RENEWAL)

The department is committed to consistent evaluations and appraisals of its graduate students to better orient their graduate development and progress. It is the responsibility of both the student and their adviser(s) to schedule these regular meetings and to both establish academic expectations and assess the student's progress.

In the case of incoming students, the History Department normally grants fellowship support for six years. Fellowship renewals are evaluated yearly and based on, provided the student demonstrates the appropriate academic performance. In the spring of each school year, students must submit an annual fellowship renewal form to their adviser(s). The form requires an annual evaluation meeting interview between the adviser(s) and advisee wherein they will discuss the student's progress in the department (including the completion of necessary department milestones such as the first-year paper and comprehensive exams), plans for coursework, and future professional and academic plans. If the student demonstrates satisfactory academic performance, the adviser(s) will write and sign a letter of recommendation that is attached to the fellowship renewal form. Both the letter and form should be submitted to the Department for review before the end of the semester. Students must initiate this process with their adviser(s) and can either waive or reserve the right to access the information provided to the Department by their adviser(s). All forms will be placed in the student's dossier by the Graduate Coordinator.

The DGS and Department Coordinator do not consider financial aid applications nor fellowship renewal forms after the student has exhausted the six years of funding they received upon admission.

The GSC encourages students beyond the second year to seek outside sources of funding support in the form of research grants and fellowships for dissertation study financial aid (see below). Students receiving departmental funding aid must be aware that they have the responsibility to inform the program coordinator immediately if they are fortunate enough to obtain an outside fellowship. Such outside fellowship support can often be used to supplement their six-year funding package.

LEAVES OF ABSENCE

Occasionally, some students find it necessary or useful to pause their time in the program. This can be prompted by a lucrative or engaging professional opportunity, challenging personal circumstances, or a variety of other situations. If students wish to take a leave of absence, they are encouraged to discuss this as soon as possible with their adviser(s), the DGS, and program coordinator. The department is committed to students' long-term success in the program and will do its best to help students navigate this process.

Students who were admitted with five years of funding (and matriculated before 2023), rather than six, are eligible to apply for Write-Up Fellowships once they have exhausted their regular funding. (See below, under Payroll, for more information.)

DIRECTOR OF GRADUATE STUDIES

The Director of Graduate Studies (DGS) helps orient students to the department and assists them in professional development. At the start of each academic year, the DGS runs an orientation session for incoming students. The DGS also convenes the first-year workshop designed to introduce the first-year students to each other and to the program. In addition, together with the HGSA, the DGS convenes the Graduate Workshop designed to introduce all graduate students to professional conventions and practices, such as the writing of grants, applying for the job market, revising the dissertation into a manuscript, etc. The workshop can also serve as a venue for the discussion of work-in-progress. The Director of Graduate Studies also works with the History Graduate Students' Association to address student concerns on academic and other matters within the university and department. The Director of Graduate Studies may be called upon to resolve grievances, adjudicate infractions, offer advice and mentoring, and to clarify department policies related to graduate education.

The DGS also liaisons with the department chair and the graduate program coordinator and convenes the meetings of the Graduate Studies Committee and that of the bi-annual meetings with the Graduate Student Advisory Board. The DGS is also often the point of contact between the department and the Graduate Dean's office.

MASTER OF ARTS DEGREE

The department does not have a formal, independent MA program. Normally only students whose intent is to proceed to the PhD degree are admitted for graduate study, but the Department does offer the MA degree under certain circumstances. This may be obtained in the following manner:

CONTINUING MA

An MA degree is automatically awarded to those doctoral candidates who successfully complete all field examinations and have met all language and other requirements of the Department and are eligible for post-certified classification, or ABD.

MA AS A TERMINAL DEGREE

In some circumstances—including changes of intention, external circumstances, or failure to meet departmental requirements for approval as a post-certified graduate student—a student may

be awarded a terminal MA degree at the end of his or her second year of graduate study and choose to leave the program at that point.

BA-MA DEGREE

Students admitted to Hopkins as undergraduates, and who demonstrate exceptional ability and promise, may be admitted by the department for a course of study which will culminate in the award of a combined BA and MA degree within four years. Such admissions are exceptional. To apply for the BA/MA degree, students must submit a formal application by December 15. Their application must include two letters of recommendation from faculty in the department, a letter of support from a faculty sponsor who has agreed to supervise a master's thesis and admit the student into a seminar, a personal statement and proposal for a research project, and a writing sample, preferably a research paper. For details, interested students should consult the DGS and the Graduate Coordinator for details no later than the first semester of their junior year. If admitted into the dual BA/MA program, students are required to take both the thesis preparation course at the BA level (100.507/100.508) and the required Methods and Questions in History (AS.100.647) course at the graduate level.

PROBATION PROCEDURES

If students are not making sufficient progress toward the degree, they can be put on academic probation, which could lead to termination from the program. Per university requirements, the Department follows the probation procedures outlined in the Homewood Schools Policy for Graduate Student Probation, Funding Withdrawal, and Dismissal.

For more information on the Homewood Schools Policy, please see:
<https://krieger.jhu.edu/hwgradaffairs/wp-content/uploads/sites/35/2019/11/2018-Homewood-Graduate-Student-Probation-Funding-Withdrawal-and-Dismisal-Policy.pdf>

Seminars, Structure, and Instruction

SEMINARS

Seminars and coursework are at the heart of the graduate program and the broader department community at Johns Hopkins. As spaces for critical reading, questioning, analysis, and discussion of scholarship, seminars and coursework occur in numerous different environments, described in detail below. Graduate students are expected to attend and participate in seminars and coursework both for personal scholarly development and to enrich the intellectual life of the department. Formal evaluation systems (such as letter grades) vary between settings. In all cases, eager and thoughtful involvement reflects positively on graduate student participants.

THE DEPARTMENT SEMINAR

A cornerstone of the Johns Hopkins History Department, the Department Seminar—also known as “the Monday Seminar” or even just “the Seminar”—convenes weekly, currently on Monday afternoons during the regular academic year. The Seminar typically centers on the discussion of

a pre-circulated article or chapter-length work-in-progress from an invited scholar. Presenters come to this seminar at the invitation of a faculty member, the History Graduate Student Association (HGSA, see below), or a hiring committee for the purpose of a job presentation. Graduate students are expected to attend weekly during their first year and to the extent possible thereafter, especially when the presenter's area of focus aligns with their field.

A schedule containing the full roster of seminar guests is released at the beginning of each semester. The presented paper is circulated one week before the scheduled date of the Seminar via email, with hard copies available in the office. Pre-circulation allows attendees time to read and discuss the paper, as well as to develop questions to pose to the speaker during the question-and-answer period that makes up most of the Seminar meeting.

At the beginning of the Seminar, the Department Chair briefly introduces the speaker. Following the introduction, the speaker has approximately five minutes to deliver opening remarks about their paper. While the speaker introduces the paper, attendees raise a hand or otherwise gesture to the Chair to indicate that they would like to join the queue. Once the speaker has concluded their introduction, the Chair calls on participants in the order of the queue, and the presenter responds to each question in turn. It is possible to join the queue after the questioning period has begun, again through gesturing to the chair.

The Seminar is an important forum for intellectual exchange within and beyond the departmental community. It provides weekly opportunities to meet and engage scholars across a wide range of geographical, temporal, and thematic subfields as well as to sharpen reading, analysis, and question-asking skills. Moreover, this space offers a regular venue for interactions among graduate students and faculty members in the department.

Attendance and participation are strongly encouraged, with the acknowledgment that faculty and graduate students have busy schedules, many demands on their time, and varying residency status in Baltimore. All members of the department should strive to participate on a regular basis, especially when the topic of the paper overlaps significantly with fields of study. Graduate students should register for the Seminar each semester on SIS.

Events before and after the Seminar facilitate engagement between visiting scholars and the departmental community. Sponsoring faculty members often arrange for their invited speaker to meet with graduate students over lunch and/or for a small group of faculty and graduate students to go out for dinner after the Seminar. Faculty members are expected to fund these meals from their research budgets, but the department has funds available for HGSA-invited speakers.

THEMATIC SEMINARS

Tailored to regional and thematic sub-fields, these seminars offer opportunities for graduate students and faculty members to read and workshop drafts more closely aligned with their areas of research specialization and academic interest. (Examples include Atlantic Seminar, Black World Seminar, East Asian Seminar, Gender History Seminar (commonly called Geminar), and Modern America Seminar.) These seminars often, though not always, follow the same model as the Monday Seminar: a paper, usually a draft of a student chapter or article, is circulated in advance, and seminar participants prepare questions to ask the presenter. These are ideal spaces

for graduate students to receive feedback on drafts of many varieties, including First-Year Papers, dissertation prospectuses, dissertation chapters, grant applications, and conference papers. (Occasionally, oral presentations for conference panels or job talks have been held in these seminars). Again, attendance and participation are highly encouraged, especially in the thematic seminars most directly relevant to one's interests. All are welcome to attend any thematic seminar – regardless of formal registration or area of expertise. These spaces are intended to be supportive, encouraging, collegial spaces to workshop ideas and build graduate and departmental community. Early in their first year, students should identify the relevant seminar(s) for their work and get in touch with the coordinators.

In many of these seminars, graduate students play central roles as organizers, coordinating meeting times, schedules, paper circulation, and all other logistics, as well as reaching out to prospective participants and maintaining an email list. The structure of a seminar is frequently determined by its organizers.

Thematic seminar formats evolve and change over time. The Department encourages such innovations and supports the development of new seminars. In addition to those seminars based primarily in the department, there are interdisciplinary seminars—such as Latin American in a Globalizing World and the Digital Humanities Seminar—in which members of the department play prominent organizing and participatory roles.

To be added to a listserv for a thematic seminar, please email its coordinators.

METHODS COURSE

Although the department has very few requirements within the program overall, all in-coming graduate students are *required* to take the departmental course known as *Methods and Questions in History* (AS.100.647). This one-semester course is offered in the fall semester and is co-taught by two faculty members in the department. It addresses current and past methodologies and historical practices representing a diversity of subfields and approaches. The course is designed to help students:

1. Prepare for and formulate questions and answers typically covered in their comprehensive exams.
2. Analyze and pose the kinds of far-reaching and complex questions that sit at the heart of any dissertation or monographic study.

FIRST-YEAR WORKSHOP

In addition to the methods course described above, First-Year students also are required to enroll in and attend the year-long First-Year Workshop which meets weekly. Convened by the DGS, the workshop offers students an ongoing introduction to the program and to university resources, including sources for library, research, and teaching support. Additionally, the first-year workshop provides significant introduction to and structure for the process of writing the First-Year Paper (see below). At some points during the year, the First-Year Workshop is co-convened with other graduate workshops that offer introductions to teaching and pedagogy, the job market and application process, postdoc and predoc opportunities, among much else.

COURSES (FACULTY SEMINARS)

Professors in the History Department offer courses that align with their areas of research and specialization. The overarching purposes of coursework, or faculty seminars, is to provide advanced training in historiography and historical concepts, methodology, and argument. These courses may include research papers, leading discussion, or short presentations in addition to critical reading and discussion of texts.

Faculty organize their courses according to their unique pedagogical approaches, research interests, and teaching goals. Many, but not all, faculty courses are graded on a **pass/fail** basis, with the assumption that the student will perform at their highest capacity. Indeed, at the graduate level, grades in courses should not be the focus of intellectual energy. Instructors will make students aware of grading and assessment policies at the start of the course and include such information on the syllabus. Some professors assign weekly, otherwise regular, or cumulative writings and projects; some classes are entirely contingent on attendance and participation.

Graduate students are expected to attend the seminars taught by professors with whom they are preparing to take field exams, including with their main adviser(s). It is common for books that are assigned in seminars to also be added to field lists; in this way, taking seminars simultaneously helps students prepare for exams.

In general, graduate students complete most coursework in their first two years, but they are welcome to enroll in faculty seminars after having advanced to candidacy.

TAKING COURSES OUTSIDE THE DEPARTMENT

Graduate students are welcome, and indeed encouraged, to explore taking courses taught by faculty members outside of the History Department. These courses can offer compelling opportunities to explore methods and topics used by other disciplines. Taking courses in other departments can also help foster intellectual connections with faculty and students working in other disciplines, and can introduce students to various programs, centers, and communities on campus related to their areas of study but not directly tied to the History Department.

Different departments have different expectations and systems related to course assignments, grades, and credits. Students should discuss these specifics with the instructor and the other department's coordinator, administrator, or graduate director before enrolling.

CREDITS

All students are required to take a 9-credit course load during their time in the department. Most faculty seminars are three credits, as are many of the departmental thematic seminars. Students may also receive credit hours through TA responsibilities and additional coursework or independent research, all of which must be verified and approved by the Graduate Program Coordinator and in conversation with the student's adviser and/or the DGS.

REQUIREMENTS AND MILESTONES, YEARS 1–2

LANGUAGE WORK

All students in the Department of History are required to demonstrate competency in reading knowledge of at least one and often two or more foreign languages, depending on their area of research. Students must pass translation exams before they can take comprehensive exams. In exceptional cases, students can petition the department to substitute the study of computer languages such as advanced coding or statistics for a standard language exam. In those cases, students must demonstrate that this substitution will directly shape their future research and benefit the completion of their dissertation.

Decisions as to which languages are required, and how the requirements will be met in the case of non-standard languages, are made by the faculty adviser(s) in consultation with the student. Students are expected to initiate conversations with their advisers and with other faculty members about these decisions early in their first year.

Foreign students from non-English speaking countries may be permitted to use their native languages to satisfy the language requirement. As a rule, the department will approve such substitutions provided there is sufficient assurance that there exists a reasonable body of literature, pertinent to the student's area of specialization. All language requirements outlined below are *in addition to* English. Departmental requirements are as follows for students in the following areas:

- Continental European and Early Modern British history: students must have a reading knowledge of at least two languages.
- Students in medieval history are required to have a reading knowledge of Latin, or Greek, or Arabic in addition to the two languages described above.
- Modern British history and US history: students must have a reading knowledge of one language.
- Islamic, Ottoman and Jewish history: students must have a reading knowledge of Arabic, Turkish, and/or Hebrew, and two other languages.
- Latin American, Caribbean, and Atlantic history: students must have a reading knowledge of at least two of the following languages, depending on their areas of specialization: French, Spanish, Portuguese, and Dutch.
- African history: all students must have a reading knowledge of a European language or an African language. French is highly recommended but not required.
- East Asian history: all students must have reading knowledge of the East Asian language of their primary research (Chinese or Japanese) as well as in another language relevant to their research.

Students are encouraged to speak with their advisers early in their first year to establish a clear plan for which language exam they will take, or what course of additional language study they will pursue.

Funds for specialized language study may be made available to graduate students. This is a different funding category from research support, and students may apply for support without first exhausting their research budgets. The student's adviser should provide a letter to the DGS testifying to the need for a period of intensive language study. Additionally, on a case-by-case

basis, funds may be made available to support short-term specialized professional development courses (such as paleography, oral history, digital humanities) at other institutions.

LANGUAGE EXAMINATIONS

To demonstrate their ability to read in a foreign language, students take a written translation examination. Students need to pass their language examination before they are permitted to take their Comprehensive Exams, but it is strongly recommended that students take and pass at least one language examination in their first year. If students are required to pass more than one examination, a timeline for completion of the language exams should be worked out between the student, their adviser(s), and the DGS and Program Coordinator. In all cases, students intending to take a language examination should alert the Program Coordinator at the beginning of the term.

Language examinations typically require the translation into English of 300 - 500 words of a scholarly article, a primary text, or other source that may be encountered during research. The use of a dictionary is permitted unless otherwise stipulated. The student will be notified of their results in such examinations. Students and advisers should communicate the successful completion of the language exam to the program coordinator, who records this in the student's academic file.

The Department does not permit substitution of this examination requirement by achievement at a certain percentile on the Graduate School Foreign Language Test (GSFLT) offered by the Educational Testing Service, nor by obtaining a grade of 'pass' in a language course.

THE FIRST YEAR PAPER

The First-Year Paper (FYP) is a major milestone in the History PhD Program at Johns Hopkins University. Every year, the entering class of PhD students embarks on a project of research and discovery with the goal of writing a 30-to-40-page paper by the end of the Spring semester. With the support of their adviser(s) and of the First-Year Workshop (discussed above), students select a topic and spend the year researching, asking questions, and familiarizing themselves with archival work and secondary literature, to craft a rigorous work of research that offers a significant historiographical intervention in their field of study. The FYP is an opportunity to delve deeply into a topic of a student's own choosing. Students work at their own pace, consult frequently with advisers, research librarians, faculty, and colleagues. FYPs have been developed into dissertation chapters, academic journal articles, conference papers, and more. There is, however, no requirement for students to align their FYP topic with future research plans.

Throughout the process of researching and writing the FYP, students develop a working relationship with advisers and intellectual mentors, who are expected to check-in regularly and assist the student in the crafting of the FYP. Dr Yumi Kim has developed a document which indicates a suggested timeline and framework for completing the FYP. (Please see documents in the appendix.)

Students present their completed FYP at one of the Department's thematic seminars in the Spring semester of their first year, where they will receive comments, questions, and feedback. Papers are circulated the week prior to the seminar by the Academic Program Coordinator.

This is an important event for the life of the Department, and both faculty and graduate students are strongly encouraged to read the papers and attend the seminars; first-year students should read and engage with the work of their peers.

BUTLER PRIZE

The Butler Prize was established in 1957 by Dr. Alexander Butler, a graduate of the department. The prize is awarded annually to the best first-year paper. Each year in consultation with the DGS, the chair of the department appoints a faculty committee to select the winner. Papers are usually nominated by faculty advisers, but self-nominations are also permitted.

FIELDS

PURPOSE OF FIELDS

Fields are intended to introduce students to the rigors and pleasures of the historical vocation and to provide students with the foundation they will need for the rest of their time in the program and their career in history. To that end, fields require students to conduct intensive reading and to reflect on and synthesize that reading in meetings and written responses. Such reading helps students achieve a competence and overall comprehension of the major questions, methods, debates, and trajectories of study within specific fields of the discipline of History.

Fields have several specific goals: to prepare students to teach an undergraduate course, to familiarize them with the historiographies within which they'll write dissertations, to teach them how to read history books quickly and effectively, to expose them to different methodologies and practices of history, and for those who create their own lists, to teach them how to construct a bibliography in an unfamiliar field.

Within these goals, students and advisers alike may have certain priorities; not all emphasize the same purpose of the exercise. Furthermore, different faculty members working within different subfields of history have different approaches to those goals. Because of these differences, students should be aware that fields neither are nor can be fully uniform. Some fields require slow, in-depth reading in multiple languages to master; others ask students to read a large body of literature to understand how ideas, methods, and interpretations build upon each other and change over time. Some field work focuses on writing skills and written responses; some field work is primarily discussion-based.

These are all different approaches to the same set of goals. It is to the goals rather than the various approaches that the department is committed. Creating "equity" among fields would be virtually impossible and would be contradictory to the learning process for the distinctive approaches of each field within history. These differences can function in complementary ways.

Finally, fields offer students a chance to develop relationships with faculty members who often become important references and mentors for students throughout their time in the department. To that end, students are encouraged to consider working with field advisers who will not only advance their intellectual interests but are also compatible with their learning styles. Frequent

and upfront discussions about learning and preparing for fields are important in making decisions about a student's course of study.

Examples of fields include African American History; modern U.S. intellectual history; urban history; modern Japanese History; Caribbean History; History of Decolonization; Medieval European Society; Early Modern England.

FIELD ORGANIZATION AND LOGISTICS

Students are required to complete **four** fields in the History Department. One **Minor Field**, which is generally completed in the first year, and three **Comprehensive Fields**, which are generally completed by the end of the second year. Students may modify this timeline, if needed, in consultation with their advisers.

Fields represent areas of expertise and teaching competence. In selecting and defining their fields, students are advised to consider both their own intellectual affinities and the demands of the job market. For instance, students in early modern Chinese history are strongly encouraged to complete fields in Japanese history and/or a social sciences approach to contemporary China. The Department encourages students to pursue a course of studies which will provide an interdisciplinary or trans-regional perspective. Students are in many cases encouraged to select at least one field outside their geographical, temporal, or thematic area of emphasis. The Department will cooperate with other departments in the University to work with students in fields that cross, or lie between, conventional disciplines.

A student's plan for navigating their field lists and requirements should be clearly spelled out in Field Agreement forms that are written in consultation between advisers and students (see below). More information on the specifics of field requirements, field readings in seminars, field exams, and comprehensive oral exams are below.

MINOR FIELD

The Minor Field is intended to offer students an introduction to the process of field work and field reading. Students are encouraged to take on a Minor Field in areas, regions, and methodologies that are adjacent and complementary to their planned research trajectory, but it need not be the center of their focus. Minor fields represent an initial, but not exhaustive or comprehensive foray into a set of intellectual questions and methods undertaken in a spirit of curiosity, risk-taking, and intellectual generosity. To this end, the reading lists for Minor Fields are carefully chosen and quite directed. The number of books and articles varies relative to the degree of close reading or sweeping survey each field requires and upon which the student and faculty member agree, typically encompassing lists of approximately **30-60** books, texts, and other sources. They can sometimes be one-third shorter or even half the length of Comprehensive Fields lists, depending on the faculty field adviser. Regardless, Minor field reading lists should be manageable enough to complete within two semesters while students work on their FYPs.

Field readings for the Minor Field should be undertaken with a dedicated and agreed-upon Minor Field adviser. Together, in consultation, the student and Minor Field adviser will come up with an agreed-upon list of readings; form(s) of evaluation; schedule of regular field meetings and

discussions; and a timeline for completion of the field. This plan should be reflected in the Minor Field Agreement Form, which the student must submit to the student's main adviser(s), the DGS, and the Graduate Program Coordinator no later than **1 March**. (Minor Field Agreement forms can be found in the **Appendix**)

COMPREHENSIVE FIELDS FOR THE PHD

By the end of their second year, students complete three Comprehensive Fields designed to provide them with a deep foundation of learning. Students are required to pursue at least one Comprehensive Field with their major adviser(s). In addition to independent reading, students are strongly encouraged to enroll in courses offered by their field advisers. The structures and synergies among fields should be driven by the student's own sense of their research goals and career ambitions. Students will work together with their three Comprehensive Field advisers to identify and shape lists of readings, which may include approximately 70-120 books, texts, and other sources, per field. Some faculty prefer a list that evolves as a student's interests and anticipated dissertation topic becomes clear. The number of titles on a field list matters not so much as the type of reading best suited for a given field (see above on purpose of fields).

Working together, the faculty member advising each Comprehensive Field and the student will agree upon a meeting schedule and forms of assessments. These could include, for example, bi-weekly or monthly written responses, 2-4 historiographical essays, and annotated bibliographies or syllabi. Then, the advisers and students will discuss the nature of the Final Comprehensive Exam structure (see below on field exams).

Together with the faculty members in each field, students complete and submit a Comprehensive Field Agreement Form for each of their three fields. (Find the Field Agreement Form in the Appendix.) These forms reflect the agreed-upon definition and intellectual rationale for the field, the lists of readings and texts, schedules of regular field meetings and discussions, and methods of assessments, as well as a planned date for the final Comprehensive Oral Exam. Field Agreement Forms should be completed with each field adviser (three total) and submitted to the Graduate Program Coordinator and the DGS by **October 1** of the Second Year.

It is not uncommon for field lists and forms of assessment to shift and change over the course of the course of study. Should any of these changes result in moving the date of the Oral Exam, or a major reconfiguration of the fields and field structures, students should consult with their primary advisers, the DGS, and the Graduate Program Coordinator.

Should there be any issues with adhering to the field agreements, students should consult with the DGS and Program Coordinator and a plan of action to address, amend, or change the field agreements will be discussed. If major issues arise, if a student is unable to complete a field or is not making progress, or if an adviser is unable to meet students in regular manner, it may be possible to change fields or advisers, but that should be undertaken far in advance of sitting the comprehensive exams and after several discussion with the DGS, the current adviser, and after a student has approached a possible new adviser. See the section on Changing Advisers below.

STRUCTURE OF THE WRITTEN EXAMINATION

In the initial stages of field planning, students should discuss with their prospective field adviser(s) not only reading-list requirements and meeting expectations but also examination options. The department accepts a wide range of written formats that meet departmental standards for assessment of competency. Many faculty members are willing to work with students to identify a mode of examination most useful to the student. Methods of written examination include one or more annotated course syllabi, an extended historiographical essay, and/or a series of shorter essays. Some faculty, however, have strong preferences for one mode of written examination. Advisers should be direct about their preferences and the degree of flexibility within them, and students should articulate their needs clearly and factor exam methods into their decisions about field advisers. Final written examination formats should be settled well in advance of taking the exam and be included in the Comprehensive Field Agreement forms submitted by the student and their field advisers.

SCHEDULING FIELD EXAMS

Students must work with their field advisers to coordinate and schedule the timing of their written exams and forms of assessment. The written exams should take place over the course of one week, typically during the first or second week of May at the end of the second year (the fourth semester in the program). Once a week is chosen, students and advisers will work with the Program Coordinator to arrange for the administration of the exam and the collection of the written responses. Once the written component is completed and faculty advisers have agreed that the responses and assessments are acceptable, students will then move to take their final Comprehensive Oral Examination.

FINAL COMPREHENSIVE ORAL EXAM

At the same time the student schedules their written exams, they should also work with the Program Coordinator to choose a date and time for their Comprehensive Oral Examination. It is strongly recommended that students begin to schedule the Oral Exam at least six-weeks to one-month in advance. All comprehensive exam field advisers must be present at the Oral Exam. It can be challenging to coordinate all the schedules involved. It is up to the student to take the initiative in emailing and coordinating with all faculty involved.

The Oral Exam, which lasts approximately two hours, is the culmination of the Comprehensive field preparation. Oral Exams typically begin by asking students to expand on their response to written questions or assessments but can then move to address any aspect in the historiography and methodologies covered by the field readings. Students are expected to have a comprehensive knowledge of the books on their fields list—*not* a total mastery of all knowledge in each field. Practically, this means a very strong sense of how a field is put together, how interpretations form and change over time, and how different fields are complementary within the discipline of history. Most students do not progress to the stage of sitting the Oral Exams unless the advisers agree that students are ready to do so.

After successfully completing and passing the written and oral Comprehensive Exams, students advance to candidacy and move on to “all but dissertation,” or ABD, status and are awarded the MA in history. From there most students go on to initiate dissertation writing and research. Occasionally, students choose to end their time in the program after taking their comprehensive

exams and receive a terminal MA. In rare cases students may choose not to sit their exams; or if a student is not making sufficient progress, they may be advised to leave the program at the MA stage. (See terminal MA information above.)

TEACHING ASSISTANT REQUIREMENTS

All students who receive funding from the department are expected to spend four semesters as a Teaching Assistant (TA) or (less commonly) as Research Assistant (RA). This funding structure and program expectations is described in the letter students receive on acceptance into the program. Students accepting teaching assistantships enter a contractually binding relationship with the Department. Part of the salary received for this work is subject to U.S. and State income tax. Such students also receive full tuition. No student may hold more than one teaching assistantship at the same time, although they may be asked to serve as a teaching assistant for two sections of the same course as part of a single teaching assistantship.

Students are encouraged to distribute their teaching responsibilities over the second, third, fourth, and fifth years. They should plan in consultation with their advisers and the graduate Program Coordinator in choosing which semesters to serve as a TA. Students should think carefully about, and discuss with their advisers, which semester and which courses would be the most useful for them at different stages in the program. For instance, TAing for a larger survey course taught by a field adviser can be useful while preparing for field exams.

Students cannot teach in the first year, which is dedicated to writing their FYP, language requirements, coursework, and minor field completion. Similarly, students should carefully consider whether they wish to TA during the spring semester of the second year when they will take their Comprehensive Exams.

Each spring, students will indicate in their application for funding renewal whether they wish to be on fellowship or receive salary as a TA for the following academic year. (See below on funding renewal.) It is less common for students to fulfill their terms of their fellowship agreements as Research Assistants (RAs). Frequently, however, students earn supplemental income through project-based RA positions with specific faculty or research teams.

RA positions are typically tied to faculty research needs and grants. Faculty often work closely with their advisees on projects that have garnered outside or additional grant support. Graduate students interested in RAing should inquire about opportunities. Faculty are encouraged, when possible, to advertise RA possibilities to the full department.

It should be noted that all teaching responsibilities must be done in-person, on Homewood campus. With that in mind, students should carefully consider their research trip plans and anticipated time away from campus when making decisions about TAing. (See section on funding.) TA assignments depend on the needs of various courses offered by faculty in the Department. Professors communicate with the Graduate Coordinator about the number of TAs their course requires. Faculty are expected to detail the workload and expectations of that TA position so that students can make an informed choice in requesting TAs. The Graduate Coordinator then circulates the list and description of positions to students, who are asked to rank their desired TA positions in order of interest.

As much as possible, students should request TA positions that they think will best align with their fields and methodologies of interest. However, because the specific offering of undergraduate instruction varies semester by semester, students cannot be guaranteed that they will always be assigned a TAship in their field of study. The Graduate Coordinator and DGS will confirm TA assignments, as well as mediate any conflicts or concerns regarding such assignments. Advanced-stage graduates who have not TAed for a class in their field will be given first preference for their assignments.

The typical teaching workload is 12 -15 hours per week for a 14-week academic semester. The total workload will vary from class to class depending on enrollments and modes of examination, but faculty are expected to provide TAs with an upfront assessment of their responsibilities. In addition to tasks like teaching a section or grading, students are encouraged to prepare and deliver a lecture during the semester.

Being a Teaching Assistant, even outside of one's field of study, is a tremendously valuable part of graduate school training, especially for students who wish to pursue an academic career that involves teaching and pedagogy. Students may seek out additional teaching opportunities within the university through summer courses (BLAST), intersession courses, SOUL courses, or Dean's Teaching Fellowships (DTFs). For more information on these opportunities see the section on Professional development.

TOBY DITZ TEACHING PRIZE

The Toby Ditz Teaching Prize was created in 2019 in recognition of graduate students who have demonstrated excellence in teaching. In addition to the importance of her pathbreaking scholarship, Professor Toby Ditz was a remarkable mentor and teacher, deeply committed to her undergraduate and graduate students alike. By awarding a teaching prize for best graduate teaching assistant, the Ditz Prize signals the department's commitment to outstanding teaching, honors excellence in graduate students and dedication to undergraduates, and perpetuates Toby Ditz's legacy for future generations of students.

The Program Coordinator will reach out to undergraduate students who have enrolled in classes taught by Graduate students, either as TAs or as Dean's Teaching Fellows, in the previous calendar year and solicit nominations. Faculty may also nominate graduate students for the prize and self-nominations are permitted. The nominations are solicited at the end of the Spring semester, and the prize is typically awarded in the following Fall.

STUDENT ORGANIZATIONS

As a graduate student in the History Department at Johns Hopkins, there are several opportunities for participation and leadership roles in student organizations within and beyond the department. Participation and indeed service in the department and with one's fellow students is strongly encouraged and offers important opportunities for professionalization, networking, and community building.

HGSA

The History Graduate Students' Association (HGSA) was founded in the early 1970s as an academic, advocacy, and social organization for students in the Department. The HGSA primarily represents the concerns of the graduate students on academic matters in the Department (and at the University level, in cooperation with the Graduate Representative Organization). Membership is automatic for all graduate students upon matriculation. The HGSA steering committee consists of two co-presidents, who are aided and advised by a Graduate Student Advisory Board (GSAB), which consists of one member of each cohort. Elections of officers are normally held at the start of the fall semester. Co-presidents typically serve alternating two-year terms.

The HGSA co-presidents and GSAB pursue four major activity areas:

- Liaising between the graduate student body and the Director of Graduate Studies, Graduate Studies Committee, and Chair about academic and curricular issues in the Department. Graduate students are encouraged to contact the co-presidents or GSAB members with problems within or suggestions for improving the Department.
- Holding a town hall with the graduate student body each semester. These events, typically hybrid with in-person and online options, provide a platform for graduate students to field questions, concerns, and grievances with the Department Chair and Director of Graduate Studies. The town halls offer spaces to raise concerns around departmental policies and practices ranging across the various categories covered in this handbook or that may have feeble, inconsistent, or nonexistent precedents.
- Inviting two speakers per year to the Monday Seminar, in consultation with the Chair. Any student may nominate a possible seminar speaker. The HGSA then holds a vote to identify two preferred speakers from among the nominees. HGSA hosts informal lunches or conversations with its seminar speakers and all graduate students are invited to attend.
- The HGSA also aims to enhance collegiality and sociability among graduate students. Typically, the HGSA hosts at least two social events each academic year.

GSAB: GRADUATE STUDENT ADVISORY BOARD

The Graduate Student Advisory Board, or GSAB, is a representative committee of graduate students designated to foster more frequent communication with the DGS and the Graduate Studies Committee (GSC) on various items of department business. Each cohort elects or otherwise designates a representative for the GSAB on an annual basis, at the beginning of each school year. GSAB student members are responsible for maintaining a general sense of the graduate student climate and providing feedback in student-faculty working groups.

GRO: GRADUATE REPRESENTATIVE ORGANIZATION

The Graduate Student Representative Organization, or GRO, is a group of graduate students representing each department in the Krieger School of Arts and Sciences (KSAS). In addition to hosting various social events—coffee hours, happy hours, and other venues for mingling on and off campus—the GRO has a small amount of funding to sponsor student-organized events and support conference presentations. It is imperative to have a regularly-attending representative for the department to remain eligible for GRO funding. Elections for department representatives

occur at the beginning of every school year. Generally, serving as GRO representative is a great chance for new students to serve the department and engage the broader campus ecosystem.

For more information on the GRO: <https://studentaffairs.jhu.edu/gro/>

TRU is the union representing graduate students, researchers, and workers at Hopkins. The union facilitates contract negotiations with the university, grievance procedures in the workplace, and is an organization many students within the Department engage with during the PhD. For more information on TRU. (See the section on Payroll below.)

RESOURCES

Students in the History Department have access to a variety of resources and facilities that can assist them in the program:

HISTORY OFFICE

The History Department offers students access to computers and desks in its graduate workroom on the third floor of Gilman Hall. Workroom computers are also connected to a printer for graduate student use only. The office also includes mailboxes for each graduate student. Students are reminded that these are shared spaces and that they should maintain a professional and clean environment. Below is a list of the department administrators.

- Academic Program Administrator - Megan Zeller (mzeller4@jhu.edu), (410) 516-5296
- Budget Specialist - Katilin Kane (kkane14@jhu.edu), (410) 516-1340
- Academic Program Coordinator - Rachel La Bozetta (rlaboze1@jhu.edu), (410) 516-7575
- Senior Systems Administrator - Lisa Nawrot (lnawrot@jhu.edu), (410) 516-7982
- Research Librarian for History - Heather Furnas ([hfurnas@jhu.edu](mailto:hfurmas@jhu.edu))

LIBRARY FACILITIES

The Milton S. Eisenhower Library maintains extensive holdings adequate for graduate research in most areas. It also maintains subscriptions to the most important electronic databases for scholarly research, including JSTOR, Project Muse, EEBO, ECCO, and ARTFL. Interlibrary Loan and Borrowdirect can help offset deficiencies in the collection by sourcing texts from other institutions. Requests on these platforms are usually filled efficiently.

For an overview of the procedures for borrowing materials from within and beyond the University: <https://www.library.jhu.edu/library-services/borrow-and-request-materials/>

For an overview of database access provided by the library:
<https://databases.library.jhu.edu/>

In addition to scholarly resources, the Eisenhower Library contains lounges, reading areas, group study spaces, and special collections. Graduate students may wish to obtain access to a locker for their own use. A locker may be obtained by applying to the departmental Graduate Coordinator. The stack master of the Library requires a small deposit (\$5) to be paid for keys for lockers.

Occasionally, when a faculty member is on leave or during vacation, he or she may permit the use of his or her library study by a graduate student. It should be emphasized that this is a purely personal arrangement between faculty member and student and carries no official sanction.

For a list of the library's common spaces and procedures for reserving private rooms: <https://www.library.jhu.edu/library-hours/brody-learning-commons/>

Students who are on leave of absence, non-resident status, or who are studying abroad should not leave books or personal belongings in their lockers. Usually, such lockers will be reassigned to resident students since the Department has a severely limited number of lockers at its disposal.

Graduate students are also able to take advantage of the Eisenhower Library's "Eisenhower Express" system. Books and articles may be requested via the library's webpage and delivered directly to the student's departmental mailbox (in the case of articles, a photocopy or electronic file will be provided).

For more information on this library service, please see: <http://library.jhu.edu/>

Dissertation

PROSPECTUS

While not required for the advance to candidacy, students who do decide to write a prospectus generally begin soon after passing their comprehensive exams, continuing into their third year. Students are strongly advised to present a prospectus or plan of research to one of the thematic seminars. Prospectuses vary widely in length and detail, from ten pages outlining general questions and historiography to thirty pages of proposed interventions, arguments, and chapter outlines. The level of detail is determined in consultation with their advisers, often incorporating exploratory work in the archives. Some students and advisers, whose archives are abroad or for other reasons difficult to access, prefer to write applications for research grants in place of a prospectus. Students should discuss expectations around the prospectus with their adviser immediately after passing their comprehensive exams if not earlier.

Resources are available in the department to support preliminary dissertation research. (See the list of funding sources below and consult with the DGS for more information.)

DISSERTATION WRITING PROCESS

Most students spend their third through sixth years writing their dissertation. The precise schedule of research and writing should be discussed with advisers and/or dissertation committees and may vary based on availability of archives, funding for research travel, teaching requirements, and extenuating circumstances including medical, family, financial and other matters. If students encounter difficult scheduling research and writing, they should seek counsel from advisers, the DGS, and senior graduate students. As dissertation writing proceeds, most students present drafts of individual chapters in thematic seminars and at conferences for feedback.

All students should consult with their advisers at the beginning of their dissertation writing process about expectations, including feedback schedules and research work plans. At least once each academic year, students should meet with their dissertation advisory committee, ideally all together, to discuss their progress. (See above for more on the dissertation advisory committee.)

Per the university policy on mentoring, “The PhD adviser has the responsibility to monitor research progress. The adviser should encourage effective use of time. The adviser should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.” Equally, “The PhD student has the responsibility to meet regularly with the PhD adviser. This responsibility includes providing the adviser with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities.”

For the University’s mentoring policy in full please see: <https://provost.jhu.edu/education/graduate-and-professional-education-resources/phd-mentoring-policies-and-resources/>

General regulations with respect to the format of dissertations are established by the Graduate Board of the University. Further information can be obtained by contacting the Program Coordinator. Other matters of style and form are determined over the course of a student’s

meetings with their faculty adviser(s). It is to your advantage to register your dissertation title with the American Historical Association as soon as the topic has been clearly defined. Forms for use can be obtained from the Graduate Coordinator.

DISSERTATION DEFENSE

Once a student's adviser has approved the complete dissertation, the adviser should consult the Program Coordinator to prepare for their defense. Defenses may be scheduled at any time of the year, but students must be enrolled (registered) and not on a leave of absence. Students who are no longer on departmental funding should pay close attention to the grace period deadlines as outlined on the Graduate Board website. Students who defend during the summer or winter will be considered "pre-semester" completers. Discuss this classification with the Program Coordinator. If students know that they will need their degree "in hand" by a certain date in accordance with the requirements of a job or postdoc, they should plan ahead. In addition to the information below, please see the [Appendix for guidelines](#) for preparing for your defense.

In consultation with the adviser, the student will identify potential committee members, who will be approved by the University Graduate Board (GBO) to serve as the defense committee. The dissertation defense committee must comprise **five** committee members and **two** alternates:

- Three of the five committee members are History Faculty members approved by the Graduate Board including adviser(s). These constitute internal members. Typically, these three faculty members are the student's Dissertation Advisery Committee members. Two of those three internal committee History faculty members will also serve as "Readers" — faculty who read and comment on the dissertation — who will draft and sign the required Reader's Letter. One of these is generally the adviser.
- Two of the five committee members will be JHU faculty members approved by the Graduate Board and external to the History Department.
- One of the two external members will chair the Graduate Board Oral Examination (GBO). The Graduate Board will select the Chair of the GBO.
- Alternates are not required to attend the defense unless asked to serve on the defense committee usually at the last minute.
- All faculty must be JHU full-time tenured or tenure-track faculty members holding the rank of Assistant, Associate, Professor, or Emeritus Professor.

Examples of recent dissertations are available in the workroom.

At the recommendation of the adviser, one or more examiner outside of JHU may be considered for approval by the Graduate Board. This request should be issued at least 8 weeks in advance of the defense. To arrange such an external committee member, the adviser should submit to the Academic Program Administrator:

1. A one-page dissertation summary.
2. A CV of the outside examiner.
3. A one-page letter from the adviser explaining why the department must go outside of JHU for a committee member.

In accordance with the Graduate Coordinator's instructions, students should complete an application for graduation via SIS and file it with the Registrar's Office prior to the defense being held.

The Graduate Board and the Department determine the modality of the defense, virtual or in-person. Once the defense date is scheduled, and at least one month prior to the defense, students should email a PDF version of their dissertation to the Program Coordinator, to be circulated to committee members. The Reader's letter is also circulated to committee members before the defense date.

Defenses are scheduled for a two-hour time slot and will be run by the GBO chair, who allots time for each committee member to ask questions. The defense will be publicly announced and open to all. Students should be prepared to speak about any aspect of the dissertation, but especially the historiographical intervention, central arguments, and broader stakes of their project. The possible results of the defense are Unconditional Pass (no changes required), Conditional Pass (the defense is considered a pass once certain conditions have been met), and Fail. Students should feel free to follow up with committee members about their questions and feedback and to ask for written comments or a meeting to talk about next steps.

The Electronic Thesis and Dissertation office's approval of the dissertation is the final requirement of the PhD program and takes the form of an auto-generated email. Upon acceptance of the dissertation by the Binding Office, students will receive an ETD approval email. This will need to be immediately forwarded to the Academic Program Administrator. For Commencement, a doctoral robe is available on loan from the Graduate Coordinator on a first-come, first-served basis. In order to ensure the availability of the gown, please reserve early.

For an overview of the process from the Johns Hopkins University Graduate Board: <https://homewoodgrad.jhu.edu/academics/graduate-board/graduate-board-oral-exams/>

For an overview of the dissertation's technical and formatting requirements, and for the link through which to file your dissertation, see the Sheridan Libraries Electronic Thesis & Dissertation (ETD) page: <https://www.library.jhu.edu/library-services/electronic-theses-dissertations/>

A technical note: the PhD is considered "in hand" once it has been filed with the ETD and the student has received the approval email. Commencement ceremonies, which happen only in May, do not affect the conferral of the PhD for the sake of job requirements.

Professional Development

TEACHING OPPORTUNITIES

Teaching Assistantships are a professional development opportunity. Students should expect regular guidance and feedback from the main instructor on how to produce course materials, including syllabi and lesson plans. In addition, students are encouraged to schedule regular meetings to debrief and discuss effective and ineffective pedagogical methods and classroom. Additionally, graduates are encouraged to engage with the resources at the Center for Teaching Excellence and Innovation at JHU. These resources include one-on-one observation and coaching and rotating professional development workshops.

In addition to TAing, many students apply for and receive a Dean's Teaching Fellowship (DTF) through which they design and teach their own course. Course design is entirely at the discretion of the student, but usually entails making a creative class that mirrors the graduate's research interest and/or is designed to maximize student engagement and enrollment. The Dean's Teaching Fellowship includes a full semester of funding, health insurance, and tuition/fees remission. If graduates are teaching their course before their regular departmental funding runs out, then the department will "top off" the gap between the stipend provided by the Dean's office and the department's usual stipend. If graduates are teaching the course after their departmental funding has expired, they may see a decrease in their stipend. Students should note that applications are due in the fall for the following academic year.

For an overview of the Dean's Teaching Fellowship and its application cycle: <https://krieger.jhu.edu/research/deans-teaching-fellowship/>

Other teaching opportunities may be available through other centers on campus (see the appropriate section in this handbook), through the University Writing Program, and through local institutions, such as MICA or Loyola University.

To supplement instructional and pedagogical training, students should enroll in programs offered by the Center for Teaching Excellence and Innovation and arrange to meet with their representative, Allon Brann. The Center hosts several regular seminars and workshops on syllabi and curricular development, classroom pedagogy, and inclusive and Culturally Responsive Teaching through the Teaching Academy.

For an overview of the Center For Teaching Excellence and Innovation: <https://ctei.jhu.edu/>

For an overview of the resources and programs offered by the Teaching Academy: <https://ctei.jhu.edu/teaching-academy>

INTERDISCIPLINARY CENTERS ON CAMPUS

The History Department has connections with several other centers on campus, many of which offer teaching, funding, and professional development opportunities in addition to lectures and workshops. Students are encouraged to learn about these centers and engage with their events

and opportunities.

- The Program for the Study of Women, Gender, and Sexuality (WGS): offers an undergraduate minor, research fellowships for undergraduate and graduate students, and the opportunity for graduate students to design and teach a course.
- Center for Africana Studies (CAS): offers an undergraduate major and minor and hosts lecture series, exhibits, and other events.
- Singleton Center for the Study of Premodern Europe: offers graduate research fellowships and paper prizes, faculty exchanges, and free summer courses in European languages.
- Program in Racism, Immigration, and Citizenship (RIC): offers speaker series and conferences as well as workshops on dissertation-writing and job applications
- The Arrighi Center for Global Studies: offers research working groups, seminar series, mini-conferences and hosts postdoctoral fellows and visiting scholars
- SNF Agora Institute: offers opportunities to serve as a TA or RA, graduate fellowships, and numerous lectures and events. The Agora Institute also hosts the Hard Histories at Hopkins program.
- Center for Digital Humanities (CDH): offers courses for undergraduate and graduate students, postdoctoral fellowships, and speaker series.

SERVICE TO THE DEPARTMENT

There are a variety of ways that students can participate in Department operations, including serving on the Graduate Student Advisory Board (GSAB), serving as co-president of the HGSA, serving on job search committees, attending lunches with job candidates, participating in or organizing Admit Weekend, and coordinating thematic seminars. This service is not required of students; the Department recognizes that the labor required to do so is not feasible for all students or at all stages of the program. Students are encouraged, however, to take on these roles when they are able, for the sake of the department community and especially for the student's professional development. These roles offer the opportunity to develop teamwork, leadership, and administrative skills that can be useful in both academic and non-academic jobs, and they often also give an occasion to form relationships with scholars at other institutions.

LANGUAGE FUNDING

Funds for specialized language study may be made available to graduate students for whom intensive study of a second or third research language is required. This is a different funding category from research support and students may apply for support without first exhausting their research budgets. In preparation for this training, students should meet with faculty who possess expertise in the language of interest and work with them to lay out a pathway to attain the preferred level of language acquisition. The student's adviser should provide a letter to the DGS testifying to the urgent need for a period of intensive language study. The department can provide significant support for specialized language study, in cases where Hopkins does not have an equivalent offering. On a case-by-case basis, funds may be made available to support short-term specialized professional development courses (such as paleography, oral history, digital humanities) at other institutions.

Students should also note that the Singleton Center offers free European language courses for

graduate students every summer. They are encouraged to refer to the Singleton website for more information.

RESEARCH AND CONFERENCE FUNDS

The department encourages students to pursue archival and library research and recognizes that this can be costly. Each student is provided with a modest research budget upon entering the program, as described in the student's acceptance letter. Students should turn first to their personal research budgets to support their research activities. If those funds are exhausted, they can then apply to the department (via the DGS and Graduate Coordinator) for additional support which will be disbursed according to need and pending availability on a case-by-case basis.

Students may, in exceptional circumstances, request to use their research budget for technological purchases. However, these purchases must be pre-approved by faculty advisers and the departmental IT support team. It should be noted that technological purchases made with research funds are thereby considered university property. Technological purchases will be handled on a case-by-case basis upon consultation with appropriate departmental and IT staff.

They are also advised that additional funds may be available through research travel grants offered by Africana Studies, Latin American Studies, Women, Gender, and Sexuality Studies, the Singleton Center, and East Asian Studies. Libraries and archives also often offer grants to support research using their collections as do professional organizations like the Association for Asian Studies. These options should also be explored and utilized whenever possible. Students presenting at professional conferences are eligible to apply for departmental support (**through the Russell-Wood Fund and the Jack Greene Fund**). Applications should be directed to the Graduate Coordinator. Funds are awarded on a rolling basis. Students should be aware that they are eligible to apply to once per academic year for conference participating support. In general, students can receive additional funding for conferences that require extensive/international travel.

Additional funds have been established to support graduate research at various points in the dissertation-writing process.

NAMED FUNDS TO SUPPORT GRADUATE STUDENT RESEARCH AND TRAVEL

- The Jean Hébrard Research Fund to support preliminary dissertation research. Coming soon!
- The Jack Greene Fund to support conference travel. Students may wish to acknowledge receipt of "Jack Greene Conference Travel Grant" on their CVs.
- The John Russell-Wood Memorial Fund to support conference travel. Students may wish to acknowledge receipt of "John Russell-Wood Memorial Conference Travel Grant" on their CVs.
- The Bridget Phillips Memorial Fund to support work by graduate students of Byzantine or Medieval Studies. Students may wish to acknowledge receipt of "Bridget Phillips Memorial Grant" on their CVs.
- The William and Willie Lee Rose Fund to support graduate research travel. Students may wish to acknowledge receipt of "William and Willie Lee Rose Travel Grant" on their CVs.

- The New Directions Fund to support graduate student research travel. Launched with a generous donation from emerita professor, Dorothy Ross. Students may wish to acknowledge receipt of “New Directions Travel Grant” on their CVs. (This fund will be initiated in January 2024.)

ACADEMIC JOB PLACEMENT

The members of the department recognize a responsibility to assist students in navigating the job market. The faculty does its best to facilitate student progress through the job search process, organize information sessions and mock interviews, and advocate for students on the job market. The graduate workshop organized by the Director of Graduate Studies offers sessions related to the job market in both the spring and fall semesters.

Students can find information about academic jobs in history through advertisements in the *Chronicle of Higher Education*, the *Employment Information Bulletin* issued at regular intervals by the website of the American Historical Association, and the H-Net website. Job information also circulates informally—through faculty and alumni connections elsewhere, through the “grapevine,” or through letters sent to individual faculty members announcing job openings and soliciting names of suitable applicants—and students are encouraged to ask about and pursue these opportunities.

While there are no set procedures for applying for jobs, students should talk with their advisers as early as their third year about their preparation for the job market. Advisers and other faculty members should help students in their preparations, providing comments on drafts and staging mock interviews. Applications often require a dossier of several items, including, but not limited to:

1. A cover letter offering an overview of the student’s academic career and professional accomplishments, addressing how the student fits the requirements of the job listing, and signaling what, beyond the fulfillment of mere applicant criteria, what the student would offer in the position.
2. A curriculum vitae listing thesis topic, advisers, completion or proposed completion date, publications, papers delivered at professional meetings, teaching experience, relevant administrative or other experience, areas of research and teaching capabilities.
3. Statement on teaching philosophy and pedagogy, usually a 500-1,000-word statement that draws from the student’s experiences and techniques in the classroom.
4. Statement on diversity, usually a 500-1,000-word statement outlining an overview of diversity goals and initiatives that align with the institution and that outline future plans to advance diversity, equity, and inclusion.
5. A writing sample, usually drawn from a chapter of the dissertation or published manuscripts.
6. Syllabi for three potential courses. Syllabi are typically drawn from materials produced during the comprehensive exam period or Hopkins-specific courses such as those offered through the Dean’s Teaching Fellowship and Special Opportunity for Undergraduate Learning, among other programs. Students should have on hand three potential syllabi at varying levels (survey, advanced undergraduate seminar, graduate course).
7. At least three letters of recommendation from those most familiar with the student’s work. Students should share their intent to go on the job market with their faculty letter writers the summer before the intended application cycle. Faculty usually require at least

4-6 weeks to write letters, and students should notify letter writers of specific deadlines accordingly.

ALTERNATIVE -ACADEMIC (“ALT-AC”) CAREER DEVELOPMENT

The Hopkins PhD program is structured to train graduates for a career as academic teachers and researchers. Increasingly, however, PhD students find careers in teaching and research related fields outside of academia. Advisers are encouraged to support their students in professional development opportunities for a variety of alternative-academic, or “alt-ac,” career paths including careers in publishing, editing, museums, archives, libraries, non-profits, private industry, consulting, and beyond. Students should work with their advisers to communicate about future career paths, including alt-ac career paths, and be proactive about seeking training and opportunities where they may reside. While professors are not required to train students for the alt-ac job market, they are required to give students the time, space, and support necessary to pursue such professional development on their own. There are several ways students can prepare for the alt-ac job market:

- Engage with public-facing research projects.
- Engage in the digital humanities projects, the tools for which will translate immediately to a range of alt-ac careers.
- In consultation with their advisers, adjusting research schedules and writing deadlines so that they can take advantage of part-time job and internship opportunities.

Students can find help beyond the department at the “Phutures” program within the Provost’s Office. More information on applying for non-academic jobs is listed in this handbook. (See more information below.) Their services include application material review sessions, mock interviews, seminars on salary negotiation, alumni networking opportunities, among many other unique opportunities, including an annual paid summer internship opportunity with many local non-profit organizations.

For an overview of the Phutures Office and its programs: <https://provost.jhu.edu/offices/integrative-learning-and-life-design/life-design/phutures/>

ALUMNI

The History Department at Johns Hopkins has been training historians for almost one hundred and fifty years; as a result, there is a large base of alumni who may be willing to share advice, discuss academic and non-academic job market strategies, and participate in seminars, workshops, and conference panels. Occasionally, formal communications via the Department newsletter and Facebook group and gatherings at the American Historical Association meeting may create opportunities to connect with alumni. Students should not hesitate, however, to forge their own connections with alumni they encounter at conferences or whose books they read and to ask their advisers for introductions as necessary.

Payroll, Benefits, and Student Support

WRITE-UP FELLOWSHIPS

Students who **matriculated before Fall 2023** will still be able to apply for a Write-up Fellowship during the last Spring Semester of their guaranteed departmental funding. The Graduate Administrator will send out the deadline and detailed instructions before Spring Break. Students may apply for a one semester or two-semester Write-up Fellowship, which needs to be used during the following academic year. The Write-up Fellowship covers tuition, fees, and benefits and a stipend equal to the then-current departmental graduate stipends. The application will include both a student description of their progress toward completion, including their plans to complete by the end of the Write-up Fellowship, and a letter of support from one adviser. While the department cannot guarantee that all applications will be funded, we do aim to fund all applications that show promise of completion of the dissertation within the following academic year.

Students who matriculate from Fall 2023 have a department guarantee of six years of full funding. They are not eligible for Write-up Fellowships, which make a sixth year of departmental funding possible for students who matriculated in earlier cohorts.

SOURCES OF FINANCIAL SUPPORT

Most research and travel support is funded through reimbursements. However, it is possible to book travel and accommodations at hotels through Concur, the university travel portal, which charges a departmental budget and issues a reimbursement to students. This can be a useful method to assist with a quick turn-around for reimbursements.

The History Department Conference Travel Grants (Russell-Wood and Jack Greene Fellowships): The History Department offers travel grants to graduate students on an annual basis. These awards typically range from \$300 to \$600 and are allotted on a first-come, first-serve and rolling basis. For information, email Graduate Coordinator.

For more information, please email the Graduate Coordinator.

The Dean's Teaching Fellowship: The Krieger School of Arts and Sciences offers a Dean's Teaching Fellowship (DTF) to fund a one-semester course of a student's design. Courses range from introductory to advanced undergraduate seminars. Students are eligible to apply for a DTF after completing their comprehensive exams. The application period for a DTF runs from September to October annually. Winning courses are taught in the following academic year.

For an overview of the Dean's Teaching Fellowship: <https://krieger.jhu.edu/research/deans-teaching-fellowship/>

The Program for the Study of Women, Gender, and Sexuality (WGS): WGS offers two one-semester teaching fellowships per academic year. Students are eligible to apply after completing their comprehensive exams. The application period generally concludes during December. In addition, WGS offers summer research awards of up to \$2,000. The application period generally concludes in March.

For an overview of WGS Teaching and Summer Research Fellowships:

<https://krieger.jhu.edu/wgs/graduate/>

The Charles Singleton Center for the Study of Premodern Europe: The Singleton Center offers research and travel fellowships for graduate students studying European history from Greco-Roman antiquity to the eighteenth-century. The award does not exceed \$7,500 and the application materials are generally due in November.

For an overview of the program: <https://krieger.jhu.edu/singleton/>

The Leonard and Helen R. Stulman Jewish Studies Program: The Jewish Studies program offers the Stulman Award and John Kored Award for research and travel annually. The application period for both awards generally concludes in February.

For an overview of the awards offered by the Jewish Studies Program:

<https://krieger.jhu.edu/jewishstudies/research-opportunities/>

The Program in East Asian Studies Grants, Study Abroad, and Internships: The Program in EAS offers conference grants for graduate students, provides fellowships for participation in the Ho Family Summer Study Abroad program and language learning course, and facilitates internships in a variety of government agencies, NGOs, museums, and think tanks.

For an overview of the awards, fellowships, and professional opportunities offered by

EAS: <https://krieger.jhu.edu/east-asian/student-opportunities/>

The Center for Africana Studies: The Center for Africana Studies may have funding available for student research into the Black world, broadly construed, including historical, political, artistic, scientific, literary, educational, and economic work engaging with Africa and the African Diaspora.

For more information: <https://krieger.jhu.edu/africana/>

Foreign Language and Area Studies Fellowships (FLAS): The FLAS fellowships further graduate student acquisition of competence in foreign languages, including Arabic, Chinese (Mandarin), Hebrew, Hindi, Japanese, Korean, Portuguese, Russian, Indonesian, and Persian. FLAS fellowships also support continuing education about the histories and cultures of the countries in which the listed languages are spoken. FLAS fellowships are available to assist in enrollment of classes during the academic year and intensive courses during the summer. The former provides \$9,000 in tuition and \$10,000 in stipend per semester. The application period generally ends in February.

For more information on FLAS language learning fellowships:

<https://krieger.jhu.edu/internationalstudies/funding/grants/flas/>

Sidney Mintz & Latin American: The *Sidney Mintz Student Fellowships for Field Research* annually supports graduate students with resources amounting to approximately \$3,000 for summer research. Proposals should focus on primary source archives and field work related to

Mintz's work, including but not limited to: engagement between anthropology and history, Caribbean and diaspora, inequality and race, food and food history, the place of language in social and cultural understanding. Details on application are typically circulated during the spring semester.

For more information, please email the Graduate Coordinator.

Stern Center Rare Books and Manuscripts Curatorial Fellowship: The purpose of the Stern Center Curatorial Fellows program is to offer PhD students in the humanities an intensive engagement with pre-modern and early modern rare book and manuscript materials. Each year a cohort of Hopkins PhD students spend a school year working with the early book collections of the Sheridan Libraries. This cohort also spends a considerable amount of time collaborating with one another and studying scholarship relevant to the history of the book and rare book curatorship. The fellowship aims to provide their fellows with research materials and experience in building public-facing content development around early modern and rare books.

For more information, please contact Earle Havens (earle.havens@jhu.edu)

HOW MAJOR OUTSIDE AWARDS CAN AFFECT DEPARTMENTAL FUNDING

The department is eager to support students who are awarded outside fellowships and makes a special effort for those who are awarded support for a period equivalent to an academic year or semester. When a student receives such an award for a period during which the student normally would still be eligible for departmental funding, the department will try to both “top off” the award if needed—that is, to make its financial support equivalent to departmental support for the period in question—and extend the student’s funding eligibility for the period (one or two semesters) covered. The possibility will be determined by the Director of Graduate Studies in consultation with the Graduate Administrator. The possibility remains governed by the requirement that departmental funding must be used within the first seven years after the student first matriculated.

CHILD ACCOMMODATION POLICY FOR FULL TIME GRADUATE STUDENTS

The University supports eligible full-time graduate students and fulltime postdoctoral fellows, scholars, and trainees (collectively “postdoctoral trainees”) who are experiencing changes in their family, including preparing for the arrival of a child or taking on new caretaking responsibilities. The University’s new child accommodations for full-time graduate students and postdoctoral trainees policy states that “Eligible graduate students who plan to utilize a new child accommodation are expected to notify the Chair of the department or designated faculty or staff member as soon as the student is aware of the need.”

In the History Department, eligible students should notify the Director of Graduate Studies by email as soon as the student is aware of the need. The Policy guarantees that “Students will be granted a one-term extension of university and departmental requirements and academic milestones.” In the History Department, the two key academic milestones are the first-year paper, which typically is expected to be submitted during April of the first year, and field exams, which are expected to be completed by the end of the fourth semester or the beginning of the fifth semester at most. Eligible students are automatically granted a one-term extension on these

milestones. In line with limits in grant funding policies, eligible students in TA or teaching positions will have eight weeks of paid leave; in the History Department, we ask the eligible student to work with the Director of Graduate Studies and the Graduate Administrator, to make arrangements.

For the University policy on child accommodations for full-time graduate students and postdoctoral trainees, please see:

<https://www.jhu.edu/assets/uploads/2017/06/newchildaccommgradandpostdoc.pdf>

TRU-UE: GRADUATE STUDENT LABOR UNION

In the spring of 2023, Johns Hopkins graduate students voted to have TRU-UE (Teachers and Researchers United, affiliated with United Electrical, Radio, and Machine Workers) represent the graduate student body as the collective bargaining unit between graduate students across the Hopkins campuses and the university administration. The union serves to protect graduate students and interface with the university administration. It is committed to bettering the social, financial, and professional environment of Johns Hopkins University as well as the university's relationship with the city of Baltimore. Each department is represented by several of its graduate students and also elects a member of the department to serve on the bargaining committee (BC). Organizing occurs at many levels, and students can participate to any degree to which they feel compelled.

To read more about TRU, current initiatives, and how to become involved as an organizer please visit: <https://trujhu.org/>

GRADUATE STUDENTS AND THE IRS

All student income including fellowship stipends and salaries are taxable income. Tax questions should always be addressed to the JHU tax office. International Students are especially encouraged to talk with the Tax Office early on. Glacier, which is a tax preparation service available for international students and scholars, and the IRS website are sources to inform students on filing their taxes.

For all concerns about taxes, please contact the Tax Office: 3910 Keswick Road, North Building, 4th Floor Suite N4327B, Baltimore MD 21211, (443) 997-8688 tax@jhu.edu

For an overview of the GLACIER tax preparation program, please see:

<https://finance.jhu.edu/depts/tax/glacier.html>

PAYROLL AND BENEFITS

Students who are awarded a stipend or a teaching assistantship will receive semi-monthly paychecks throughout the calendar year. Students are required to set up direct deposit in order to receive their paychecks. Checks are generally dispersed on the 15th and the last day of the month. If the 15th or the last day of the month falls on a weekend or holiday, checks are distributed on the last working day prior to the 15th or the last day of the month.

Salary and stipend are both taxed and are taxed differently—note that the IRS does not withhold taxes from stipends. Elective quarterly withholdings are highly recommended. (See above for more information on the tax office.)

Any issues about the timeliness of payroll should be taken up with the Program Coordinator via email.

For additional questions about payroll, please contact Human Resources and Payroll Shared Services: Johns Hopkins HR/Payroll Shared Services, 1101 E 33rd ST suite D-100, Baltimore MD 21218, (443) 997-5828, Tax.office@jhu.edu

For an overview of student payroll, payment information, W2s, and pay stub information, please see: <https://ess.johnshopkins.edu/>

HEALTH INSURANCE

Starting in July 2023, as members of the Krieger School of Arts and Sciences, all graduate students within the Department have access to a health insurance plan administered by Wellfleet (formerly CHP), and contracted with Cigna for the plan's network of health care providers, as well as a dental insurance plan administered by Delta Dental. A vision insurance plan is also available through EyeMed.

For an overview of eligibility and coverage criteria, please see: <https://hr.jhu.edu/benefits-worklife/health-life/student-health-benefits/>

For an overview of enrollment procedures, please see: <https://advanced.jhu.edu/student-resources/student-services/student-health-insurance/>

For an overview of the additional vision plan, please see: <https://hr.jhu.edu/benefits-worklife/health-life/student-health-benefits/eyemed-vision-plan/>

GUARANTEED STUDENT LOANS (GSL)/FEDERALLY INSURED STUDENT LOANS

Hopkins participates in the Federal Direct Student Loan Program. The U.S. Department of Education makes these loans, through Hopkins, directly to the student for educational expenses. There are two types of loans that graduate students can apply for: a Federal Unsubsidized Loan, which allows eligible, fully admitted graduate students to borrow up to a maximum total of \$20,500 per academic year, and Graduate PLUS Loans, which are made to students on the basis of financial need, which is defined as the difference between what a student can contribute to the cost of advanced study and the actual cost. Graduate PLUS Loans are usually offered at low interest rates and can be repaid over an extended period after the student leaves the institution. Eligibility for these loans is determined by the uniform methodology performed on the Financial Aid Form (FAF).

For detailed information on both loan programs, please see: <https://homewoodgrad.jhu.edu/student-services/financial-aid/types-of-aid/>

Further information can be found on the website of the Office of Student Enrollment and Account Management (SEAM): <https://homewoodgrad.jhu.edu/student-services/financial-aid/>

JOHNS HOPKINS EMERGENCY LOANS

The Homewood Graduate and Postdoctoral Affairs Emergency Fund provides limited short-term financial assistance to currently enrolled graduate students and fulltime postdoctoral fellows. The fund is designed to assist those who are unable to meet immediate, essential expenses because of a temporary hardship resulting from an unexpected emergency situation, typically out of the control of the student/postdoctoral fellow. Any funds awarded are not considered a loan and do not need to be repaid.

For further information, see:

<https://homewoodgrad.jhu.edu/student-services/resources-for-student-issues/>

FURTHER INFORMATION/APPLICATION FORMS

Students seeking further information concerning these loan programs and application forms should contact the Director of Financial Aid in Garland Hall.

For contact and process information: <https://sfs.jhu.edu/contact-student-financial-support/>

EMPLOYMENT OUTSIDE THE DEPARTMENT

Some students choose to find additional employment outside the Department. The Baltimore-Washington area provides frequent opportunities for part time employment both within and beyond academia. These may range from a teaching post in a local private school or private tutoring, to a consultancy with a neighborhood history project, or a part time lectureship in a nearby college or university. Most such jobs are more suitable for students in their third or subsequent years, and indeed the view of the Department is that first and second year students are under sufficient pressure to meet the departmental requirements and should be discouraged from seeking outside employment. Regardless of the year of graduate study, all students should balance the financial gain against the time that could otherwise be devoted to study or to the writing of a dissertation. Students must notify the Graduate Coordinator of their outside earnings. Students are allowed to earn up to 50% of the amount of their stipend as payment for outside work in any given academic year. Student earnings in excess of 50% of their department stipend will be deducted from the stipend.

ADDITIONAL RESOURCES

GYM FACILITIES

Students in the History Department are offered a complimentary membership at the Ralph S. O'Connor Center for Recreation and Well-Being. The Rec offers a pool and gym as well as a variety of classes, field trips, and amenities for regular users, like towel services and individual lockers.

For more information on the Rec: <https://studentaffairs.jhu.edu/recreation/>

For information on how to activate and use your complimentary student membership: <https://studentaffairs.jhu.edu/recreation/memberships-services/>

TRANSPORTATION

The University offers students free access to regular shuttles and a ride-sharing app, Night Ride, for students. In addition, the University sells parking permits for surface lots and garages on and around its campuses.

For more information on transportation services at JHU: <https://ts.jhu.edu/>

OMBUDS OFFICE

The Ombuds Office offers a place for students to raise any issue of concern involving Johns Hopkins doctoral and postdoctoral students, fellows, and programs confidentially and informally.

For more information on the Ombuds office, please see: jhu.edu/ombuds
To schedule an appointment, use this link: calendly.com/jhu-ombuds

STRESS MANAGEMENT AND MENTAL HEALTH SUPPORT

The pursuit of a PhD can be a mentally and emotionally challenging process and the gratification of passing tangible milestones can seem short-lived or infrequent. Moreover, writing and research is often an intensely personal and solitary pursuit. Graduate school can often activate mental illnesses such as depression and anxiety. It is crucial that students are aware of these challenges and that many of their peers and mentors have had similar struggles at some point in their studies. Many find it helpful to seek professional assistance or to request guidance on supporting a colleague, such as that offered by the university's Counseling Center, or through the Ombuds office, as well as other resources available on and off-campus.

If you would like to schedule an appointment with the Johns Hopkins University Student Health and Well-Being Counseling Center, please use this link: <https://studentaffairs.jhu.edu/counselingcenter> or call 410-516-8278 and press 2 to schedule a same-day Zoom initial consultation.

If you or someone you know need 24/7 crisis support, please call Johns Hopkins University Crisis and Emergency Services at (410) 516-8278 and press 1 for an on-call counselor.

If you believe either you or someone else may hurt themselves or someone else, please call the Behavioral Health Crisis Support Team (410) 516-9355. They will provide a mobile crisis resource. Do not call 911.

DISCIPLINE AND GRIEVANCES

DISCIPLINARY PROCEDURES

Matters of intellectual and professional integrity are of the utmost importance in an academic community. KSAS has established a formal policy for Academic Misconduct, which it defines as “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are meant to be available, and helping another individual to gain an unfair academic advantage.” (See the probation section above in event of unsatisfactory progress toward the degree.)

For information on the policy and procedures:

https://ep.jhu.edu/wp-content/uploads/2020/09/Homewood-WSE_KSAS_-WSE-EP_KSAS-AAP-Graduate-Academic-Misconduct-Policy-2018SU.pdf

In the case of a complaint about a student, there first will be an adjudication of whether there is a potential violation and whether this is the first such formal complaint lodged against the student. If it is the first complaint, informal mediation is the first step, which will take place at the departmental level and will involve the student, the faculty member(s), department chair and Director of Graduate Studies. If this informal process results in recognition that academic misconduct occurred and if also the proposed imposed sanction would be no greater than failure in a course, the matter will be considered resolved if all parties involved accept the decision. It should be noted that neither the faculty member nor the student is obligated to resolve a complaint informally. If it is not the first complaint, or if the proposed sanction is greater than failure in a course, or if either the faculty member(s) or student does not agree with the informal process or its result, the alleged academic misconduct will be taken up by Vice Dean Mary Favret, who will appoint a Hearing Panel to pursue and adjudicate the case, as detailed in the linked policy.

STUDENT GRIEVANCE AND COMPLAINT PROCEDURES

Personal and Intellectual Grievances

The Johns Hopkins University has a formal policy to address student grievances, ranging from intellectual and personal differences to harassment, discrimination, and safety concerns.

In cases of intellectual and personal differences, students and faculty are urged to pursue informal mediation, if possible. The student can initiate this process by reaching out directly to the faculty member in question, or by contacting the DGS and/or the program coordinator.

If a student does not wish to escalate a complaint or difficulty with an adviser to the University level, they should consult with the program coordinator and the DGS about ways to continue to work in the program while reducing unnecessary interactions with the faculty members in question. Students and faculty are both reminded that all parties should treat one another with respect and in an ethical manner.

If informal mediation within the Department proves insufficient—or if the student determines that action at the departmental level will make proceedings difficult or impossible—they can turn to the formal complaint process. This begins with contacting the Ombuds office.

For more see, jhu.edu/ombuds

To schedule an appointment, see calendly.com/jhu-ombuds

From that point, students may then proceed to file a written grievance to begin a formal investigation. The written grievance “must be submitted within 120 calendar days of discovery of the grievance or event leading to the grievance. Except in extraordinary circumstances, delay in filing a grievance will be grounds for rejection of that grievance” (p. 4 of document linked below).

For further information, in cases **not involving discrimination or harassment** (please also refer to p. 3 of the policy for other matters not covered by the policy), please see: <https://policies.jhu.edu/doc/fetch.cfm/pYwNZVAg>

Harassment, Discrimination, and Misconduct:

Students should note that, under JHU policy, the proper mechanism for reporting complaints related to **discrimination, harassment, and misconduct** is through the Office of Institutional Equity: “Complaints alleging discrimination or harassment on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic; sexual misconduct, domestic violence, dating violence, or stalking; or that are otherwise within the purview of the University's Office of Institutional Equity (‘OIE’). Grievants with such complaints are to be referred to OIE” (p. 3 of document linked below).

For information and contact information about OIE, its policies, definitions, and procedures, can be found at the following website, please see: <https://oie.jhu.edu>.

For information on how to file formal complaints for protected class harassment and discrimination, please see: https://jhu-gme-advocate.symlicity.com/public_report/index.php/pid420862?

For information on how to file formal complaints related to sexual misconduct, please see: https://jhu-gme-advocate.symlicity.com/titleix_report/index.php/pid114800?

Finally, JHU also offers a 24-hour Hotline in case of concerns or complaints linked to sexual misconduct, which can be reached at +1 (410) 516-7333.

FILES

With the passage of the Family Educational Rights and Privacy Act (1974), there are rules under which the University discharges its obligation in accordance with the Act. The Department has thus developed guidelines concerning student files and access to information contained therein. These are as follows: The following items of information are in the files of graduate students maintained by the Graduate Coordinator: admissions materials, payroll information,

copies of registration forms, financial aid data, correspondence with, or concerning, the student, seminar and other papers, language competence certification, a copy of their transcript, evaluations for financial aid, advisory committee report. Students are reminded that there may be information in their files to which they have waived their right of access. Faculty members have access to the student dossiers maintained by the Graduate Coordinator.

No educational record maintained in this Department will be made available to outside agencies or individuals, except duly authorized University officers. None will be transmitted to the Placement Office.

Students have access to educational records in their files, without prejudice, through written application to the Chair identifying the document or documents sought. Should the student be uncertain what document might contain the information he or she seeks or should the status of any document in question be uncertain, the student should consult with the Chair about how to proceed.

Fellowship renewal forms prepared for the Committee on Graduate Studies include conventional formulae whereby each student may waive or reserve right of access to information provided the Committee by his or her advisers.

APPENDIX:

Policy on Mentoring Commitments for PhD Students and Faculty Advisers

Sample FYP Timeline doc

Field Agreement Forms

Funding Renewal Form

Guidelines for Preparing for the Dissertation Defense

Adviser/Advisee Guide

GRADUATE HANDBOOK COMMITTEE:

A committee of students in concert with the Director of Graduate Studies and the Graduate Studies Committee undertook revisions of the current History Graduate Handbook between April and December 2023. The Handbook will be revisited and updated every two years and as needed.

The 2023 Committee included the following members:

Graduate Student Advisory Board:

Jai Bishop

Jacob Bruggeman

Chloe Hawkey

Laura Konisek

Amrish Nair

Ellie Palazzolo

Malaurie Pilatte

Gregory Smaldone

Graduate Studies Committee

Dr. Anne E. Lester, *DGS*

Dr. Angus Burgin

Dr. Jessica Marie Johnson

Dr. Todd Shepard