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I. BACKGROUND ON THE GRADUATE PROGRAM IN HISTORY AT NDSU

The History Graduate Program at North Dakota State University is well established, having offered a Master's Degree ever since the founding of the NDSU Graduate School in 1954. The Department of History conferred its first graduate degree in 1956. The program is the only one in the Fargo-Moorhead area, serving the Tri-College institutions of North Dakota State University, Moorhead State University, and Concordia College.

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

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

II. MISSION OF THE HISTORY DEPARTMENT

The department's graduate program serves the needs of both Master's Degree students and those wishing to continue for the Ph.D. at other universities. The graduate faculty also provides instruction to non-History majors in other departments, as well as to the region's secondary education instructors who require continuing education credits for certification. All tenured and tenure-track faculty are members of the graduate faculty.

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

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

III. FACULTY BACKGROUND AND AREAS

This section summarizes the major scholarly achievements of NDSU's History faculty. Department members have had their monographs nominated for such national prizes as the Frederick Jackson Turner Award of the American Historical Association and the Salutos Prize from the Agricultural History Society. One monograph won the Phi Alpha Theta Award as best subsequent book published by a historian in 1991. Two faculty have won the Fargo Chamber of Commerce Distinguished Professor award and two current faculty and two emeritus faculty have received the Outstanding Research and Creative Activity Award from the College of Humanities and Social Sciences at NDSU.

Gerald Anderson (Ph.D. 1973, University of Iowa: Modern Britain, Scandinavians in America) Fascists, Communists, and the National Government (University of Missouri Press, 1983); Prairie Voices: An Oral History of Scandinavian-Americans in the Upper Midwest (forthcoming from Norsk Utvandremuseum, Hamar, Norway).
701-231-7709; E-Mail: Gerald_Anderson@ndsu.nodak.edu.

David B. Danbom (Ph.D. 1974, Stanford University: Agriculture and Rural Life, Recent U.S., Progressive period) Resisted Revolution: Urban America and the Industrialization of Agriculture (Iowa State University Press, 1979); "World of Hope": Progressives and the Struggle for an Ethical Public Life (Temple University Press, 1987); "Our Purpose is to Serve": The First Century of the North Dakota Agricultural Experiment Station (North Dakota Institute for Regional Studies, 1990); "Born in the Country": A History of Rural America (Johns Hopkins University Press, 1995).
701-231-8656; E-Mail: David_Danbom@ndsu.nodak.edu

Mark Harvey (Ph.D. 1986, University of Wyoming: American West, Environmental History, Public History) "Echo Park, Glen Canyon, and the Postwar Wilderness Movement," Pacific Historical Review, (February 1991); "North Dakota, the Northern Plains, and the Missouri Valley Authority," North Dakota History, (Summer 1992); A Symbol of Wilderness: Echo Park and the American Conservation Movement (University of New Mexico Press, 1994).
701-231-8828; E-Mail: Mark_Harvey@ndsu.nodak.edu.

John Helgeland (Ph.D. 1973, University of Chicago: The Early Christian Church in the Roman Empire, History of Christianity, History of Culture, Philosophy of History) Christians and Military Service from Marcus Aurelius to Constantine, in the series Aufstieg und Niedergang der Römischen Welt (Walter de Gruyter, Berlin and New York, 1979); "Roman Army Religion," ANRW, 1978; "Time and Space: Christian and Roman," ANRW, 1980; "The Symbolism of Death in the Later Middle Ages," Omega, 1984; Christians and the Military: The Early Experience (with Robert J. Daly), Fortress Press, 1985; "Civil and Military Religion: Christian and Roman," Forum, 1989.
701-231-7026; E-Mail: John_Helgeland@ndsu.nodak.edu.

Thomas D. Isern (Ph.D. 1977, Oklahoma State University: History and folklore of the North American plains, History of Agriculture) Custom Combining on the Great Plains: A History (University of Oklahoma Press, 1981); (with Jim Hoy) Plains Folk: A Commonplace of the Great Plains (University of Oklahoma Press, 1987); (with Raymond Wilson) Kansas Land (Gibbs Smith, 1988); Bull Threshers and Bindlestiffs: Harvesting and Threshing on the North American Plains, (University of Kansas, 1990); (with Jim Hoy) Plains Folk II: The Romance of the Landscape (University of Oklahoma Press, 1990); Dakota Circle: Excursions on the True Plains.
701-799-2942; E-mail: isern@plainsfolk.com.

Gerritdina (Ineke) Justitz (Ph.D. 1996, University of California, San Diego: Early Modern Europe, Social and Cultural History of the Reformation); The Reversal of Faith and Fortune: The Reformation in the Diocese of Naumburg, 1540-1570 (Ph.D. diss.); "The Abbot and the Concubine: Piety and Politics in Sixteenth-Century Naumburg," Archive for Reformation History (in press).
701-231-8655; E-mail: Ineke_Justitz@ndsu.nodak.edu.

Jim Norris (Ph.D. 1992, Tulane University: Colonial Mexico, Spanish Frontier in North America, Catholicism in Latin America) AThe Franciscans in New Mexico, 1692-1752, @ The Americas (1994); AThe Struggle Over Diocesan Control in New Mexico, 1715-1737, @ New Mexico Historical Review (1995); AChurch and State in New Mexico, @ (forthcoming); After The Year Eighty': The Decline of Franciscan Power in Spanish New Mexico, (Albuquerque: University of New Mexico Press, 2000).

701-231-8827; E-Mail: Jim_Norris@ndsu.nodak.edu.

Larry R. Peterson (Ph.D. 1978, University of Minnesota: U.S. Intellectual, Women, and Families) Ignatius Donnelly: A Psychohistorical Study in Moral Development and Psychology (Arno Press, 1983); test bank for Garraty, The American Nation, 5th, 6th, 7th, 8th, and 10th editions; recent articles in the Journal of General Education and Great Plains Research.

701-231-8824; E-Mail: Larry_R_Peterson@ndsu.nodak.edu.

Claire Strom (Ph.D. 1998, Iowa State University, Ames: American West, rural Labor, Public History) "Edifices for Educators," Hennepin History (1991); "James J. Hill: Empire builder as Farmer," Minnesota History (1995); "The Great Northern Railway and Dryland Family in Montana," Railroad History (1997); "Texas Fever and the Dispossession of the Southern Yeoman Farmer," Journal of Southern History (2000).

701-231-6405; E-Mail Claire_Strom@ndsu.nodak.edu.

IV. GRADUATE ADMISSION

Applicants should consult the current edition of the NDSU Graduate Bulletin for university standards and procedures for admission to the Graduate School. Here they can find as well information on classification, requirements for continuous enrollment, and program time limits.

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

The History Department will consider candidates for admission to the program upon receiving

- an application form (which applicants obtain from the graduate school)
- a "statement of intent"
- a paper written by the applicant for an upper division class
- three letters of recommendation

These materials should be sent directly to the Graduate School, which will transmit completed files to the History department. The department considers five criteria in its admission decisions:

- 1) An undergraduate GPA of at least a 3.00 is required for admission with full graduate standing. The department will examine grades in history and other humanities and social sciences especially closely.

- 2) Letters of recommendation should attest to the applicant's critical thinking skills, writing abilities, and motivation.
- 3) A statement of intent should clearly outline the applicant's interests and purpose for seeking a Master's degree in History. The department uses this statement to assess the applicant's ability to organize thoughts, formulate a plan of academic study, and to complete the graduate program. This statement also enables the department to determine whether or not NDSU's Graduate History program suits the applicant's needs and objectives.
- 4) A substantial paper submitted for an upper division history class or for the humanities and social sciences should provide evidence of an applicant's ability to synthesize information, to organize her/his thoughts logically, and to communicate clearly and effectively.
- 5) The department requires all applicants to take the GRE aptitude test and submit these scores before it will consider them for admission to the program. Students admitted to the program generally score a total of at least 1550 points on the three sections of the GRE. The department requires students for whom English is not a native language to have a minimum TOEFL score of 600.

Definition and criteria of admission classifications:

FULL GRADUATE STANDING will be granted to entering graduates who meet the following standards. First, the student must have a baccalaureate degree from an accredited institution and have at least a 3.00 undergraduate GPA. Second, the student's record should provide evidence of significant undergraduate coursework in history, the humanities or the social sciences that demonstrates an ability to understand and analyze historical material. Third, the application and letters of recommendation must attest to the student's ability to write in a clear and well-organized manner. In short, the department must have confidence in the applicant's ability to complete a Master's Degree in History in a timely and satisfactory fashion. .

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

PROVISIONAL GRADUATE STANDING will be granted to entering graduates who do not meet the requirements for admission to the program, but show potential for completion of a Master's Degree if they complete additional requirements. Consult the Graduate Bulletin for information on changing from non-degree seeking to degree seeking status. Students admitted with provisional standing are not eligible for assistantships until reclassified as meeting the standards for full graduate standing.

V. DEGREES, MAJORS AND MINORS

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

VI. PROGRAM CORE

All History graduates are required to take:

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

Students electing the thesis option are also required to complete:

History 705: Directed Research. Directed research on student's thesis prospectus. Taken close to end of the student's course work. 1 credit. Prereq. Hist 701, Hist 730, Hist 760 or 780.

Depending upon the degree option a student selects, the department requires either two or three core readings courses. One of these must relate to the student's major area. A second or third topics course must relate to the student's minor area(s).

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

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

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

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

- 1) To develop students' understanding of major sub-field areas and selected topics in United States, European or World History. Examples of major sub-fields are economic, intellectual, political and social history. Examples of selected topics are "Nineteenth-Century U.S. History" or "Recent U.S. History" (Hist 730); "The Industrial Revolution" or "World War Two" (Hist 760); "The Colonial Situation" or "Modern East Asia" (Hist 780).

- 2) To give students a general appreciation of the major literature and themes in selected topics in the field.
- 3) To help students develop an appreciation of general historical schools of thought.
- 4) To prepare graduates for their written comprehensive exams.
- 5) To develop skills in analysis and writing that will be needed in writing either a disquisition thesis or comprehensive paper.
- 6) To provide graduate students a classroom forum where, in conjunction with their peers, they can discuss and debate historical arguments, methods and perceptions.

In addition to the above courses, all History graduates must take 6-9 credits of coursework at the 600 level or above in such approved outside fields as Political Science, Anthropology, or Sociology. The outside field should logically relate to the student's historical area and topics of research. Advisors will assist students in selecting an outside field.

VII. PLAN OF STUDY

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

VIII. SUPERVISORY COMMITTEE

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

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

For a student pursuing the comprehensive study option, the supervisory committee consists of

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

The Graduate School recommends that a student should have completed a paper with each member of the supervisory committee prior to initiating the thesis. Supervisory committees should confer at least once a term and meet at least once a year to assess the student's progress. Section XXII of the Manual for Graduate Students in History has a checklist for Supervisory Committee Members.

IX. PROGRESS TOWARD COMPLETING THE DEGREE

Students should pay close attention to the **Checklist for Procedures** (Section XXI in the Manual for Graduate Students in History). There will be a checklist in each student's file in order to allow the student's advisor to monitor the student's progress during the year. There is an annual review of graduate student progress each spring. It follows a three-step process:

- 1) Each graduate student will have a portfolio from the materials common to all of the graduate students. This will include the final papers from 701, 730, 760, and 780; the prospectus from 705; and a copy of the student's written comprehensive examinations. Both the department chair and the student's advisor will have copies of the portfolio materials.
- 2) Each spring the graduate faculty will meet to review the portfolios. Based on the discussion, each student's advisor will write a yearly report for the student and, if needed, suggest areas for improvement.
- 3) The same spring meeting will serve as the general discussion to decide on teaching assistantship awards for the next year.

X. WRITTEN COMPREHENSIVE EXAM

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

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

the reading list of that major area in order to assist students to develop the critical reading and thinking skills needed for the written comprehensive exams and the successful completion of the program.

In addition, advisors are responsible for exposing their students to the fundamental literature of their major areas and other essential works not covered in the topics courses. These works, in addition to works assigned in classes the student has taken in her/his major area, may also be the subject of the written comprehensive exams. The purpose of the exam is to provide the student with an opportunity to synthesize coursework material with additional major works in the major area to gain an overall understanding of his/her major area.

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

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

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

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

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

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

It is the responsibility of the major area advisor and the second professor to provide the student with a written statement that critiques the student's performance and justifies the grade awarded. In the case where a student receives a grade of Pass with Conditions or Fail, the

written statement should specify the actions and improvements the student must undertake to pass. The major area advisor and the second professor should seek a consensus regarding the requirements for improvement that they place upon student.

Once a student passes the comprehensive examination, he/she begins work on either a thesis prospectus or starts revising papers written in topics courses in order to turn them into comprehensive study papers.

XI. THESIS OPTION

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

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

6 credits, from following (one to be declared the student's major area, the other the minor area):

History 730: Readings in United States History

History 760: Readings in European History

History 780: Readings in World History

9-12 credits, History coursework at 600 level or above

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

6-9 credits, coursework in approved outside field, at 600 level or above

1 written comprehensive exam in student's major area

6-10 credits, **History 798: Master's Thesis**

1 final oral defense

After passing the written comprehensive exam, a student enrolls in History 705: Directed Research, to prepare and submit a thesis prospectus to the adviser for approval before beginning extensive research and writing. Students may consult the following books for guidance about theses: Evelyn Hunt Ogden, Completing Your Doctoral Dissertation or Master's Thesis in Two Semesters or Less (Technomic, 1991), David Madsen, Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion (Jossey-Bass, 1992), and James E. Mauch and Jack W. Birth, Guide to Successful Thesis and Dissertation: Conception to Publication, A Handbook for Students and Faculty (Marcel Dekker, 1993). Throughout this process, the student should solicit the advice of members of his/her Supervisory Committee. All graduate students must adhere closely to the "Guidelines for the Preparation of Disquisitions" which they can obtain from the Varsity Mart Bookstore. They can

also be downloaded from <http://www.ndsu.nodak.edu/ndsu/academic/bulletins/graduate/disqguidelines/>. Students should pay particular attention to sections on the nature, style, arrangement, typing, reproduction, and binding of the thesis. The department requires that students observe the Chicago Manual of Style 14th ed. (1993) format when writing the thesis. The Graduate School also employs the following two reference sources: Hodges, *et. al.*, Harbrace College Handbook and Corder and Ruszkiewicz, Handbook of Current English.

For a student selecting the thesis option, the major field advisor serves as the thesis adviser or director. The major field adviser, the secondary major field adviser, the minor field adviser and the graduate school appointee compose the Supervisory Committee. Students who have already taken the number of 798 (thesis) credits specified on the program of study, need to maintain continuing registration by enrolling in HIST 798-R. It is for no credits, but the fee is the same as for 1 credit.

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

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

XII. COMPREHENSIVE STUDY OPTION

A student choosing the Comprehensive Study Option must complete at least 30 semester credit hours of coursework with at least 21 hours in history. For the Comprehensive Study Option the Graduate School requires a minimum of 21 hours in "didactic" courses, those numbered 600-789. Depending on the number of Master's Paper (797) credits, a student may include a maximum of 5-7 credits of Individual Study (793) in an approved plan of study. The student must present three Comprehensive Study papers. Students selecting this track must meet the following requirements.

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

9 credits, all of following (one to be declared the student's major area, the others are minor areas):

History 730: Readings in United States History

History 760: Readings in European History

History 780: Readings in World History

6-9 credits, History coursework at 600 level or above

6-9 credits, coursework in approved outside field, at 600 level or above

1 written comprehensive exam in student's major area

2-4 credits, **History 797: Master's Paper** (3 Comprehensive Study Papers)

1 final oral defense

Students write one comprehensive study paper for their major and each of their minor areas of program study. These papers involve substantial research and synthesis in secondary materials. The department does not expect these papers to be original contributions to the world of scholarship, but rather syntheses that demonstrate mastery of particular topics. Comprehensive study papers generally are expanded and revised versions of papers that students wrote in their 700 level topics courses. While the department fixes no specific requirements regarding length, comprehensive study papers should be approximately the length and scope of a literature review article in a professional historical journal. The comprehensive study paper for the major area should represent approximately twice the amount of work as that of a minor area.

All graduate students must adhere closely to the "Guidelines for the Preparation of Disquisitions" which they can obtain from the Varsity Mart Bookstore. They can also be downloaded from <http://www.ndsu.nodak.edu/ndsu/academic/bulletins/graduate/disquisitionguidelines/>. Students should pay particular attention to sections on the nature, style, arrangement, typing, reproduction, and binding of comprehensive study papers. The department requires that students observe the Chicago Manual of Style (1993) format when writing comprehensive study papers. The Graduate School also employs the following two reference sources: Hodges, et. al., Harbrace College Handbook and Corder and Ruskiewicz, Handbook of Current English.

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

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

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

XIII. FACULTY ADVISOR

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

Prior to first registration, a student brings his/her letter of acceptance to the Chair of the History Department, who will then assist the student in selecting a major advisor. The major advisor in turn will assist the student in selecting a secondary or minor area advisor in History. For example, a student in the Thesis Option who wrote his thesis on the German physicist Max Planck had his major field advisor in European intellectual history and his minor field advisor in American intellectual history.

When choosing an advisor, the student should consider how the professor's area of expertise matches the student's potential research interests. The number of advisees the professor presently has is also an important consideration. Students should remember that personal compatibility is a crucial component of any mentoring relationship. The student may find it necessary to change advisors as a result of conflict, leave of absence, or change in major area. To change advisors, a student should file a Request for Change: Advisory/Supervisory Committee form that is available in the Graduate School Office.

XIV. PROBATION OR DISMISSAL.

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

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

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

XV. APPEALS

Most problems students encounter during their program of study can be amicably solved within the department. Students encountering difficulties with a particular professor should first attempt to settle the matter with the professor in question. If the problem still cannot be solved to the student's satisfaction, he/she should seek the assistance of his/her major advisor. If the problem is in fact a dispute between the student and the advisor, the department chair will serve as moderator. If the problem cannot be solved within the department or if for some reason it seem inappropriate to handle the matter at this level, the student should contact the Vice President for Student Affairs or the Dean of the Graduate School. See the section regarding graduate student appeals in the Graduate Bulletin. Students can also seek assistance from the Equal Opportunity Office or Counseling and Disability Services.

XVI. GRADUATE ASSISTANTS

Currently, the department has several graduate assistantships for qualified students. Assistantships are 10 or 20 hour per week appointments with tuition waiver. Graduate assistants grade papers and exams, lead recitation sections, give occasional class lectures, and carry out other appropriate professional duties.

Students wishing to apply for a teaching assistantship should express this in their statements of intent when applying to the graduate program or place their request in writing to the Chair of the Department. The deadline for applications for assistantships is March 15. The department will notify applicants of its decision soon after this date. The department awards and renews assistantships on the following basis:

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

7) Financial need and minority status in cases of equally qualified candidates.

The department awards assistantships for a one-year (ten months) contract period. It renews these assistantships for one additional year pending the availability of funds, progress toward the completion of a degree and satisfactory job performance. Graduate Assistants are strongly encouraged to enroll in the course, Humanities 702: "Introduction to College Teaching in the Humanities and Social Sciences" in their first semester as graduate assistants. Graduate Assistants should consult the manual, "How to Succeed as a Graduate Assistant in History" for advice on a wide variety of practical matters.

XVII: DEPARTMENTAL SEMINARS

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

XVIII: PROFESSIONAL SOCIETIES

The two most important professional historical societies in the United States are the American Historical Association (AHA) and the Organization of American Historians (OAH). The AHA covers all aspects of the study of history, American and non-American, in its journal, The American Historical Review. Information on student memberships may be obtained by writing the AHA at 400 A Street, S.E., Washington, D.C. 20003 -3889 or at <http://www.theaha.org/>. The OAH specializes in the study of United States history in its journal, The Journal of American History. Information on student memberships may be obtained from the OAH at 112 N. Bryan Avenue, Bloomington, Indiana 47408-4199 or at <http://www.oah.org/>. In addition to these organizations, there are numerous other historical organizations which focus on geographical areas (i.e., North Dakota, Africa), and chronological eras (i.e., the Gilded Age), subject matter (i.e., economic, agricultural), and approach to the material (i.e., social science, psychological). Interested students should see their advisors for details.

XIX. ELECTRONIC COMMUNICATION

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

XX: CHECKLIST FOR COURSEWORK

Thesis Option			
Course #	Title	Credits	Notes
HIST 701	Methods of Historical Research	3	Taken first semester
HIST 730 HIST 760 HIST 780	Readings in United States History Readings in European History Readings in World History	6 (total)	Take two of these three courses
HIST 705	Directed Research	1	--
HIST 798	Master's Thesis	6-10	-
Various	Additional History courses	9-12	Must be 600 level or above
Various	Course work in outside field	6-9	Must be 600 level or above
Minimum 30 graduate credit hours required, no less than 16 numbered 600-789.			

Comprehensive Study Option			
Course #	Title	Credits	Notes
HIST 701	Methods of Historical Research	3	Taken first semester
HIST 730	Readings in United States History	3	--
HIST 760	Readings in European History	3	-
HIST 780	Readings in World History	3	-
HIST 797	Master's Paper (Comprehensive Study Papers)	2-4	--
Various	Additional History courses	6-9	Must be 600 level or above
Various	Course work outside field	6-9	Must be 600 level or above
Minimum 30 graduate credit hours required, no less than 16 numbered 600-789.			

XXI: CHECKLIST FOR PROCEDURES

First Semester at NDSU	Select major field (or thesis) adviser in History			Select minor field adviser in History		
Second Semester or Earlier	If appropriate, remove admission deficiencies in order to qualify for full-standing status	Develop a plan of study in consultation with major adviser, in consultation with supervisory committee			File tentative plan of study with Graduate School	
Third Semester	Obtain "Guidelines for the Preparation of Disquisitions" from Varsity Mart or Website		Submit thesis proposal to major adviser for approval		Solicit regular advice on thesis or comprehensive study papers from supervisory committee	
Fourth Semester	Complete course work	Meet with Registrar to verify that all courses on plan of study have been completed and required GPA is attained	Take comprehensive written examinations	Schedule final oral defense on date at least 2 weeks prior to graduation	Make comprehensive study papers or thesis available to final oral committee at least one week (two preferred) prior to final oral exam	Be sure that examining committee reports the results of the oral defense in writing to the Graduate Dean
Final Submissions	Within one year after the final examination, submit five final approved copies of the thesis or comprehensive study papers to the Graduate School office					

XXII: CHECKLIST FOR SUPERVISORY COMMITTEE MEMBERS

Thesis Option

Faculty Advisor in Student's Major Field in History

Second Reader for Written Exams in Student's Major Field in History

History Faculty in Student's Minor Field

Graduate School Appointee

Comprehensive Study Option

Faculty Advisor in Student's Major Field in History

History Faculty in Student's Minor Field and Second Reader for Written Exams

History Faculty in Student's Minor Field

Graduate School Appointee

Sample Graduate School Forms