

HISTORY & CULTURE: M.A. & Ph.D.

Drew University Caspersen School of Graduate Studies

2019 - 2020



Purpose of the Handbook

This handbook is a guide for the **History & Culture Master of Arts and Doctor of Philosophy** degrees at Drew University's Caspersen School of Graduate Studies. It provides information and structure to facilitate moving through the program without excessive technical distractions. A handbook is issued annually to ensure that students have up-to-date information. If there is any contradiction between this handbook and the academic catalog of the Caspersen School of Graduate Studies published on the Registrar's website, the catalog dated to the student's semester of entrance takes precedence.

History and Culture (HC) is an interdisciplinary graduate program in modern intellectual and cultural history. While its geographic focus remains European and American, the course of study emphasizes the production and dissemination of knowledge in global contexts. Students are trained to consider a range of intellectual and cultural problems of pressing contemporary relevance from multiple disciplinary perspectives. The program emphasizes the training of teachers alongside scholars, and it helps prepare students for non-academic as well as academic careers.

The doctoral program is structured to allow students to complete the degree in five years, during which time selected Fellowship recipients receive stipends and are eligible for paid work on campus. In addition to their coursework and internships, Fellowship students also work as teaching assistants with a Drew professor and may teach a few courses on their own.

This handbook provides:

- A Quick View of key HC student expectations
- Requirements and timelines for the program
- Review of academic policies and processes most relevant to HC students
- A program planning checklist

Given the program's interdisciplinary nature, students are expected to engage with a variety of seminar topics and intellectual viewpoints. History and Culture is neither designed nor intended to function as a narrow disciplinary M.A. and Ph.D. program wherein students become single-topic specialists. In choosing your coursework, you should pick seminars that develop both a major and a minor field, and seminars that expose you to approaches and topics with which you are less familiar.

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A Quick View of Student Expectations

√ Use your Drew email

Always use your Drew email account or have set it to auto-forward to the email address that you access most frequently. Staff and faculty will send important official notices only to your Drew University email account.

√ Pay attention to Drew's deadlines and policies

Although you will work closely with your professors and fellow students, the responsibility for your degree progress rests with you. All students are expected to work within Drew policies and procedures. Familiarize yourself with the academic calendar and the deadlines related to withdrawals, grade extensions, and academic petitions. Information can be found on the Registrar's office [webpage](#).

√ Stay in communication

Stay in communication with Drew. Respond to requests from professors or the administration in a timely fashion, especially as you are working to select your courses or making plans for your internship year. If you are wrestling with new ideas, talk things over with colleagues or a friend outside school. If you are struggling to meet course expectations, be in touch with your professor right away. Ask about registration, finances, and academics to the appropriate Drew offices.

Quick View of M.A. & Ph.D. Requirements

DEGREE REQUIREMENTS (See Academic Catalog for more details)	M.A.	Ph.D.
REQUIRED COURSEWORK	15 CREDITS	18 CREDITS
HIST 600 – Foundation Seminar	3 credits	3 credits (one course)
Historiography Courses	9 credits (two courses in major field, one in minor)	12 credits (two courses in major field, two in minor)
HIST 800 – Research Seminar	3 credits (one course)	3 credits (one course)
HIST 900 – Portfolio	-	one course, non-credit bearing
HIST 850 – Master’s Thesis Tutorial	3 credits, Thesis Track only	-
ELECTIVES		
M.A. Non-Thesis Track	15 CREDITS (five courses, one of which from Methodology, one of which from Extradisciplinary)	-
M.A. Thesis Track	12 CREDITS (four courses, one of which from Methodology, one of which from Extradisciplinary)	-
Ph.D.	-	27 CREDITS (nine courses, two of which from Methodology, two of which from Extradisciplinary, two of which from Research-Intensive)
FOREIGN LANGUAGES	-	1 exam (Ph.D. topic outside U.S., Britain, or Ireland)
QUALIFYING EXAMS	-	
	-	Major Field
	-	Minor Field
	-	Dissertation Related Field
DISSERTATION	-	9 CREDITS
HIST 999	-	9 credits (for entire project)
TOTAL CREDITS	30 CREDITS	54 CREDITS

Completing the M.A. Program

Student Learning Outcomes

M.A. students in Drew's History and Culture program will be able to:

- Describe the scholarship of one specific sub-discipline of history (historiography), including the relationships of various schools of thought within the scholarly literature.
- Analyze historical primary evidence through the application of appropriate theoretical frameworks.
- Evaluate a scholarly work's argument, use of evidence and intervention in the secondary literature (historiography).
- Write an effective historical primary research paper.

The First Semesters

In their first semester M.A. students will all register for the Foundation Seminar (HIST 600). This seminar introduces students to the multiple schools and strands of western historical thinking, the methods of historical scholarship, and the philosophy of history.

During their time at Drew, M.A. students should register for one extra-disciplinary course, taught by faculty trained in fields other than history. These fields include literature, philosophy, politics, sociology, anthropology, music, art and art history, and religion. The History and Culture course list will normally include at least one extra-disciplinary offering every year, indicated in the course list as such.

M.A. students will also take one methodology/theory course (as designated in the course catalog) and three historiography courses, two in the major field (U.S. or Europe) and one in a minor field (U.S., Europe, or World). Students who aspire to the Ph.D. program should select courses with a view toward fulfilling the requirements for the Ph.D. Course selection; however, this does not guarantee admittance to the Ph.D. program.

All M.A. students register for elective courses. Those on the Non-Thesis Track will register for five electives, while those on the Thesis Track register for four electives.

Within the overall new curricular structure, in *exceptional* cases, students can petition to have a class count for something other than its designation. For example, if a student takes a seminar in European history and writes a historiography paper for it, they can petition to have it replace one of the 3 European historiography courses (HIST 611, 612, 613). All petitions need to be approved by the convenor.

The Final Semesters

In either their final or penultimate (penultimate for M.A. Thesis-Track students) semester, students will take the Research Seminar (HIST 800). Each student will produce a scholarly

paper, 30-40 pages in length, based upon a set of primary sources, and interpreted/analyzed using selected secondary sources and selected methodologies. The paper must be of publishable quality, though it earns course credit whether or not it is actually published. The seminar assesses how well students have mastered the elements of primary source research and the apparatus of scholarship. When registering for the Research Seminar, the student should fill out and submit a tutorial petition. The Research Seminar will have an instructor of record, but students will also work with the relevant faculty in conceiving and researching their paper.

The student should begin the Seminar by drafting a proposal, which should include a detailed summary of the proposed research project, a preliminary thesis, a description of the methodology to be used, and a bibliography of primary and secondary sources. The proposal should be no more than five pages in length and must be approved by the instructor within the first two weeks of the semester.

Students on the M.A. Thesis Track should take the Master's Thesis Tutorial (HIST 850) in their final semester, most often as their only course.

Applying to the History and Culture Ph.D. Program

Students admitted to the History and Culture M.A. program may apply to the Ph.D. in their second semester of full-time study (or the part-time equivalent). Application procedures are the same as for all other applicants, and M.A. applicants will be evaluated as part of the overall applicant pool. Applicants should obtain two reference letters from Drew faculty, submit a research paper from one of their Drew classes as a writing sample, and submit a new personal statement clearly stating a proposed area of research interest that aligns with faculty research specializations.

Advanced standing in the Ph.D. program can be granted, but the total number of credits transferred into the degree from non-Drew, non-HC courses cannot exceed six credits.

Completing the Ph.D. Program

Student Learning Outcomes

Ph.D. students in Drew's History and Culture program will be able to:

- Criticize the scholarship in sub-disciplines of history (historiography), including the relationships of various schools of thought within the scholarly literature.
- Analyze historical primary evidence through the application of appropriate theoretical frameworks.
- Criticize a scholarly work's argument, use of evidence and intervention in the secondary literature (historiography).
- Produce original publishable work of scholarly peer-reviewed quality.
- Communicate/explain orally about the student's chosen research topic.

Coursework

Students admitted directly into the Ph.D. program will receive an M.A. when they satisfactorily complete the Research Seminar and nine other courses.

In the first semester of their Ph.D. students will all register for the Foundation Seminar (HIST 600). This seminar introduces students to the multiple schools and strands of western historical thinking, the methods of historical scholarship, and the philosophy of history.

During their time at Drew, Ph.D. students should register for two extra-disciplinary courses, taught by faculty trained in fields other than history. These fields include literature, philosophy, politics, sociology, anthropology, music, art and art history, and religion. The History and Culture course list will normally include at least one extra-disciplinary offering every year, indicated in the course list as such.

Ph.D. students will also take four historiography courses, two in the major field (either U.S. or Europe) and two in a minor field (U.S., Europe, or World). In addition to the two extra-disciplinary courses, the nine elective courses for Ph.D. students must include two methodology courses and two research-intensive courses.

Within the overall curricular structure, in *exceptional* cases, students can petition to have a class count for something other than its designation. For example, if a student takes a seminar in European history and writes a historiography paper for it, they can petition to have it replace one of the three European historiography courses (HIST 611, 612, 613) or if a student takes a seminar that does not require a primary research paper, but the faculty member gives them the option of doing one (for example, if the class is relevant to their research), they can petition to have it count as one of their "Research-Intensive" courses. All petitions need to be approved by the convenor.

The Sixth Semester

In the five-year History and Culture doctoral program, the sixth semester is the “bridge.” The student has completed your coursework and have not yet begun researching your dissertation. Nevertheless, there is much to do in this interval, which may well be your busiest semester. It requires careful planning and no slackening of self-discipline.

The Dean Hopper New Scholars Conference

In September of each academic year, the program director will convene a planning meeting for the annual Dean Hopper New Scholars Conference (The first such conference was held in June 2013). Participation is strongly encouraged for third-year doctoral students, who shall lead the endeavor, with additional optional participation by other History and Culture students. Moderators should be selected from available faculty members or other experts in the field to ensure the presenters receive the best possible scholarly mentoring. A faculty advisor, who may or may not be the program director depending upon the selected conference theme, will offer general guidance. Beyond that, the students will be responsible for all aspects of the conference: selecting the theme; drafting and disseminating the call for papers; selecting the papers to be presented from among the abstracts submitted; recruiting the keynoters; publicizing the conference; and arranging all the logistics.

As the History and Culture program emphasizes public engagement, the conference theme and calendar should be established to maximize the attendance of students and faculty and to attract a substantial public audience. The conference dates are a critical element to event success and must be established in close conversation with the program director, the Dean’s Office, and other constituents on campus.

Teaching Assistantships and Student Teaching

In both semesters of their second year, fellows are required to serve as teaching assistants in history or history-related survey courses at Drew University. There may also be a limited number of teaching assistantships for other doctoral and Masters students, who will receive a modest stipend (for AY 2018-19 the stipend amount is \$675). Teaching assistants will be assigned to appropriate courses by the program director.

All first-time teaching assistants are required to attend a series of pedagogical workshops cosponsored by the Graduate Division of Religion and the History and Culture program. These workshops, which offer valuable teacher training, may also have openings for a limited number of other graduate students.

Foreign students may have visas that limit their opportunities to work off-campus. They can secure off-campus work authorization for adjunct teaching by registering for INTG 900, a one-credit course. Forms and further information can be obtained from the Dean’s office. At the end of their teaching semester, adjunct instructors should report back to the Convenor, who will enter a grade of S for them.

Languages

Ph.D. students specializing in Continental Europe must pass an examination in one foreign language. Normally the language will be French, German, Russian, or Spanish, but another language may be substituted if it is deemed useful to the student's research. Foreign language examinations are not required for M.A. students or Ph.D. students specializing in the United States, Britain, or Ireland.

The examination guidelines and procedures are currently in transition. Typically, students are required to translate a ~300-word passage from a scholarly or similar source from the language into English. They sit the exam on the scheduled date and have two hours to complete the translation with the aid of a dictionary. They will not know the exact passage in advance. A translation notebook containing multiple similar passages in French, German, Russian, and Spanish, will be available for students' use at the Drew University Library reserve desk. Students are strongly advised to begin their preparation well in advance and to develop translation strategies with the aid of a full-sized academic quality dictionary that includes verb forms and idiomatic expressions.

Students who plan to take a foreign language exam should self-identify to the HC convenor in their second year of study so that suitable plans can be made.

Regardless of their field of study, students are encouraged to develop working knowledge in a foreign language. For Irish Studies scholars, Gaelic can be instrumental in pursuing certain dissertation topics and will open scholarly doors. For Americanists, the interpretation of what constitutes "American" has been significantly influenced over the past generation by Atlantic Studies, borderlands, and hemispheric approaches. The ability to work in more than one language will enhance your scholarship and your marketability. Grants are available to doctoral students to undertake language study over the summer of the second year.

The Portfolio

The portfolio marks an important rite of passage in a student's progress to the Ph.D. It forms an essential point in assessing an individual student's development as a scholar, and is also used to assess the program's performance in preparing students. The following procedures should guide faculty members and students in preparing for the Portfolio:

1. Students must have successfully completed all required coursework and the research seminar prior to taking the Portfolio Seminar (HIST 900).
2. In HIST 900, which will meet as a regular class with an instructor of record, students will revise existing essays, as well as produce new work to complete the various elements of their individual portfolios:
 - a. **Two book reviews:** You will probably write at least two book reviews in your coursework: submit the strongest of these. If you prefer, you can write reviews expressly for your portfolio. These reviews need not be published, but if you have published reviews in scholarly journals, by all means include them in your portfolio. In fact, we recommend that you start writing reviews for academic journals or websites (such as H-Net) as soon as possible. Ask your faculty advisor

about the leading journals in your field, then send the editors your CV along with a cover letter offering your services as a reviewer and outlining your areas of expertise.

- b. **Two course syllabi:** These can be syllabi you used in your student teaching (see below) or syllabi for a course you have yet to teach.
 - c. **A public lecture:** This lecture, on an academic topic, may be delivered to any audience: a scholarly conference, a church group, a fraternal organization, an adult education program, the Drew University community, or another college. Ideally your faculty advisor should be in the audience, but at the very least they should read your text.
 - d. **An essay on an academic topic addressed to a nonacademic audience.**
 - e. An approved and defended **prospectus** (see below).
3. The final portion of HIST 900 will be the completion of qualifying exams (see below). The exams are take-home written exams, conducted during the latter portion of the sixth semester.

Qualifying Exams

1. For the qualifying exams, students will choose three fields, dependent upon the historiography classes they have taken. The first major field should be in either US or European history. The second minor field should be in US, European, or World history. The third dissertation field will be chosen based on the candidate's proposed dissertation. It should correspond approximately to an upper-level undergraduate course in scope.
2. For each field, students should have read approximately 40 books or the equivalent in books and articles. In addition to the books they have read for the historiography courses, they should select the remaining texts in consultation with their examiners and according to their interests.
3. At the beginning of HIST 900, students will be given a list of potential topics (but not the questions) for each field that they need to be prepared to cover. HIST 900 will not meet during the weeks when students write their capstones.
4. When the time period for writing capstones starts, students are given their questions. They will have a choice of 2-3 questions for their major field, 2-3 questions for their minor field, but only one question for the third field. The actual exam questions will cover only a portion of the books read in preparation (20 pp., covering 10-20 books).
5. Students will have three weeks to write all three capstone essays. The essays can be submitted at any point during that time, but must all be submitted by the end of that period.
6. The qualifying exams will be examined by the faculty who taught the relevant historiography courses. The third field exam will be set and examined by the dissertation committee. Students can petition to substitute a grader on an exam only in exceptional cases (e.g., when a faculty member is on sabbatical).
7. Once received by the graduate dean's office, each essay will be logged and distributed to the readers. Readers are expected to read and return a simple grade of NQ (Not Qualified), Q (Qualified), or QD (Qualified with Distinction) within two weeks via e-mail to the graduate dean's office only. Both readers must qualify the exam (either Q or QD) in order for the student to pass. Individual readers should not inform the student of

they pass/fail status for any capstone until the graduate dean's office has collected both reports and notified the student.

In the event a student does not pass the qualifying exam on the first try, he/she automatically has one opportunity to revise and resubmit the failing essay(s) after receiving guidance from the reader(s). If the student fails to receive qualifying marks from both readers on the second try, then the student may appeal to the area for permission to revise and resubmit a second time. In the event that the readers render a split decision on the second resubmission, the dean will assign a third reader to attempt and resolve the deadlock. In the event a student does not pass the capstone on the second try and the area disallows a third try, or in the event a third try is allowed and the student still does not pass, then they will be awarded a terminal M.A. and discontinued from the program.

The Dissertation Prospectus

At the beginning of the sixth semester each student will select a dissertation committee consisting of two or three faculty, one of whom (but not the committee chair) may be based at another university. The student should file a Dissertation Committee Form with the Caspersen School office and then draft a prospectus. Students can find the necessary forms and prospectus cover sheet by contacting the Office of Graduate Academic services (shessler@drew.edu). All members of the dissertation committee must approve the prospectus. Before the committee approves the prospectus, the student must have at least one face-to-face meeting with all members of the committee (exceptions may be allowed for non-Drew faculty).

The prospectus should be a detailed 10-page research plan plus a bibliography. It should include the following sections:

1. A brief introduction to the topic and its significance to the academic field in which it is situated and to present-day issues of a political, social, intellectual, or cultural sort.
2. A tentative thesis statement.
3. A literature review that identifies major works and perspectives on the topic, but also including, as appropriate, your evaluation of what is missing in the current scholarship—and that your project hopes to address.
4. A methodological statement explaining your research design and analytical and/or interpretive frameworks. This section should also state the contribution to existing scholarship or to current public discussions that your study will make if not addressed in section 3.
5. A tentative chapter outline.

A partial bibliography, with especial attention paid to the primary source collections to be used in the project, and with a separate section on the major secondary sources the project will rely upon.

The Dissertation

At the beginning of the third year, in consultation with their faculty advisor, each doctoral student will form a dissertation committee consisting of two or three faculty, one of whom may be based at another university. When a student's proposed dissertation topic is in a field considerably different than their completed coursework and capstones, they may be required to complete an additional capstone and/or extra coursework or show mastery of the appropriate literature for the proposed new area in some other way.

During the writing of the dissertation, students will take "continuous registration." In the semester when students expect to defend, they will register for HIST 999 (Ph.D. Dissertation), a 9-credit course. Dissertation Guidelines may be found at <http://www.drew.edu/graduate/deans-office/forms>.

All dissertations must conform, in format and submission, to Drew's guidelines for dissertation.

Each dissertation must ultimately undergo an oral defense and must be unanimously approved by the dissertation committee. When the student has prepared a final draft and is ready to defend, the committee will consult with the student to invite a third or fourth reader from another university.

Program Timelines

M.A. SAMPLE:

Year One: 18 credits completed		
FALL SEMESTER 9 credits	SPRING SEMESTER 9 credits	Summer
HIST 600 – Foundation Seminar 1 historiography course (major or minor) 1 elective	1 historiography course (major or minor) 2 electives	Non-Thesis Track: Summer Internship or Summer Course
Year Two: 12 credits completed		
FALL SEMESTER 9 credits	SPRING SEMESTER 3 credits	Summer
Non-Thesis Track: HIST 800 – Research Seminar 1 historiography 1 elective Thesis Track: HIST 800 – Research Seminar 1 historiography 1 elective	Thesis Track: HIST 850 – Thesis Tutorial	

PH.D. SAMPLE:

Year One: 18 credits completed		
FALL SEMESTER 12 credits	SPRING SEMESTER 12 credits	Summer
HIST 600 – Foundation Seminar 1 historiography course (major or minor) 1 from methodology, research-intensive, or electives	1 historiography course (major or minor) 1 Extra-disciplinary course 1 from methodology, research-intensive, or electives	
Year Two: 18 credits completed		
FALL SEMESTER 12 credits	SPRING SEMESTER 9 credits	Summer
1 historiography course (major or minor) 2 from methodology, research-intensive, or electives	1 historiography course (major or minor) 1 Extra-disciplinary course 1 from methodology, research-intensive, or electives	
Year Three: 9 credits and Portfolio completed		
FALL SEMESTER	SPRING SEMESTER	Summer
HIST 800 – Research Seminar 2 from methodology, research-intensive, or electives.	HIST 900 - Portfolio Qualifying Exams	Dissertation Prospectus
Year Four and onward: Dissertation, 9 credits completed		
FALL SEMESTER	SPRING SEMESTER	Summer
Dissertation Writing (Continuing registration After Diss.)	Dissertation Writing Continuing registration After Diss. Until final semester. Then HIST 999.	

The History and Culture Evaluation Rubric

The rubric below is for evaluation purposes in the seminar, not for program assessment. It is intended to provide students and faculty with clear guidelines on student performance expectations. The basic elements described in what follows—writing, analysis and interpretation, historiography, and participation—may be weighted differently according to the professor and the seminar. There will also be some allowance for a student’s status in the program. All of the elements listed below are central to the learning objectives in the program, and to faculty expectations regarding student performance.

	A	A- to B+	B to C+	C and below
Writing	Clear, grammatically correct prose demonstrating good organization, sentence structure, and use of language. Writer possesses the ability to explain complex ideas clearly, and applies proper citation formats and other elements of scholarly writing. The finished product is of publishable or near publishable quality.	Generally clear and grammatical prose, requiring minor improvement(s) in organization, sentence structure, word choice, transitions, and/or proper use of citations and other paper elements. The finished product is readable and informative, although the student may have some difficulty expressing complex ideas clearly.	Writing needs major improvement in sentence structure, verb tense agreement, organization of ideas, passive constructions, word choice, and/or transitions. While the writer’s intent can be discerned, it takes effort to do so and ideas are not communicated clearly. The student should be referred to the Writing Center.	Writing is not sufficient for graduate level study and the student should be so advised—early on—with specific recommendations on what must be improved for the student to remain in the program. The student should be referred to the Writing Center.
Analysis and interpretation	Student demonstrates clear grasp of the main ideas in a text and of the higher-order concepts involved in the author’s argument or in the text as a whole. Student demonstrates the ability to synthesize multiple details into a meaningful whole, and offer a broader theoretical, methodological, or related perspective on the topic. Student has moved beyond being a single topic specialist and is developing interdisciplinary perspectives.	Student grasps the main ideas in a text, but may need to work at recognizing the full implications of the argument to the field of study, or its broader intellectual significance. Student offers broader perspectives on the topic at hand, and works to synthesize meaning out of specifics. Student may need encouragement to move beyond being a single topic specialist but is moving in that direction.	Student has difficulty locating the main argument in a text and needs help to do so; student has difficulty dealing with abstract concepts or in moving beyond concrete details. Student is struggling to move beyond descriptive summaries in his/her written work, and/or cannot move beyond a single topic to offer interpretation/analysis based on multiple intellectual sources.	Student exhibits very limited understanding of the text or problems under discussion and is struggling to offer any meaningful interpretation or analysis, whether in class discussions or in written assignments.

<p>Historiography</p>	<p>Student is able to situate the text or topic in a field of scholarship, and can comment upon the work's significance to contemporary or subsequent contexts of an intellectual, cultural, political, or other nature.</p>	<p>Student grasps the work's significance in a general sense and can place it in a field of scholarship, but needs help in clarifying a more precise position and the work's significance to contemporary or subsequent contexts.</p>	<p>Student struggles to place the text or problem in a scholarly context, or to tie it to significant events or developments of a political, intellectual, social, or cultural kind. The student's reaction to the text may be burdened with personal attitudes or beliefs that limit further understanding.</p>	<p>The student's ability to situate the text in a broader field of inquiry or to relate it to events of contemporary significance is very limited.</p>
<p>Participation</p>	<p>Student actively engages in seminar discussion and offers comments that contribute to the discussion, without dominating the discussion or dismissing the contributions of others.</p>	<p>Student actively engages in seminar discussions and usually offers germane comments; student may need to work on presentation style and/or interacting with other students in the seminar setting</p>	<p>Student is not actively engaged in seminar discussions, and has to be prompted by the instructor to contribute; or else, student's contributions are often not germane to the discussion at hand.</p>	<p>Student does not participate in the seminar, or else offer comments not germane to the discussion at hand, or that are disruptive to the seminar atmosphere.</p>

Assignment Guidelines for HC Seminars

A History and Culture seminar requires about 300 pages of reading per week and 40 pages of written work over the course of the semester. The following guidelines are provided to students and faculty members teaching in the program.

Book reviews: 2-6 pages in length and should include a brief summary of the book (no more than a page) and a more thorough critical analysis, or a discussion of its place in the relevant literature, its scholarly reception, its popular reception (if applicable), and the contributions the work has made to scholarship and/or to public intellectual and cultural life.

In the case of primary source texts (e.g., Nunez Cabeza de Vaca's *Naufragio*, Alexis de Tocqueville's *Democracy in America*, or Betty Friedan's *The Feminine Mystique*), you will need to modify your approach somewhat. More emphasis should be placed on their publication history, and the text's place in the literary, historiographical, theoretical, or popular canon of modern scholarly and public intellectual life.

Presentations: These are similar to book reviews in scope, except that you are responsible for presenting the text to the seminar. As with book reviews, you should spend only a brief amount of time discussing the book's contents, instead focusing upon its place in the relevant literature, its reception (both scholarly and popular as the case may be), and the important theoretical, methodological, and/or historiographical contributions the book makes. Your presentation should take no more than 10-15 minutes and should conclude with a question or questions to prompt discussion in the seminar. In addition to your live presentation, you should provide the instructor and seminar participants with a 1-page summary and bibliography.

The book reviews and presentations are intended to develop participants' historiographical abilities—both in the sense of being able to locate a secondary or primary text in a larger field of scholarly, public intellectual, or cultural significance, and in the sense of becoming knowledgeable about developments in the field.

Midterm essay: Some instructors assign essays for the midterm break, from 10-15 pages in length. The purpose of the midterm essay is to allow seminar participants to develop lines of inquiry/areas of interest in preparation for the final research paper. These essays are not research projects, but rather open-ended thought pieces based upon the seminar texts and perhaps a few additional texts you may wish to include in your discussion. The essays will be evaluated on the basis of their thought-content, organization, and writing quality.

Final research paper: From 15-25 pages in length, the final research paper demonstrates the seminar participant's ability to locate and interpret a set of primary sources relevant to the seminar topic. The research paper should include all of the formatting and citation requirements of the discipline (Chicago) and thus serves to familiarize participants with these important scholarly tools prior to taking on the research seminar or dissertation. Participants are strongly encouraged to identify their topic and primary source collection by or just after the mid-term

break. They should also consult up to 10 secondary works. Instructors *may* build a presentation into the evaluation of the final research paper in which case participants present their project sometime during the second half of the semester. Sometimes this is done as a final seminar presentation, and sometimes at an earlier point to discuss the project and solicit feedback from the seminar as the project is in development.

Final Historiography paper: From 15-25 pages in length, the final historiography paper demonstrates the seminar participant's mastery of the problems, approaches, and literature covered in the seminar. The paper will require a discussion of single subfield included in the course, and treat around 10 books or the equivalent in articles. It should not be a compilation of book reviews, but rather analyze the relationships between the various texts, examine important controversies, and explain the forces driving historiographical change. The research paper should include all of the formatting and citation requirements of the discipline (Chicago) and thus serves to familiarize participants with these important scholarly tools prior to taking on the research seminar or dissertation. Participants are strongly encouraged to identify their topic and secondary source collection by or just after the mid-term break.

Public Humanities Internships

The History and Culture program prepares all its students for academic careers, but we also go beyond that to engage the larger world. The Public Humanities Internship (HIST 805) introduces students to alternative career possibilities for humanities scholars, and demonstrates how humanities scholarship can be mobilized outside of a traditional academic setting for socially productive ends.

Each internship must conclude with a product of some sort, such as a paper, report, or a project the intern worked on during his or her stay. It should demonstrate a productive collaboration between humanities scholarship and a topic or venture of public concern. The nature and scope of the product (which is analogous to a research paper in other graduate courses) should be discussed and agreed on by the student, the host organization, and the seminar instructor. The instructor will evaluate the final product, which will have considerable weight in determining the student's grade for the course.

As soon as you register for the course, contact Drew University's Center for Career Development, which will help you secure an internship, in consultation with the seminar instructor. Some internships pay modest stipends, which students can use to cover travel and other expenses.

Frequently Asked Questions

The Caspersen School of Graduate Studies' Academic Policies are published annually in the CSGS catalog. This document can be accessed in its entirety from the Registrar's [webpage](#). If there is any contradiction between this catalog and the FAQs below, the catalog dated to the student's semester of entrance takes precedence.

Who is my advisor?

Faculty advisors are assigned to all incoming students. Before registering for classes, students should always consult with their faculty advisors.

You can change advisors whenever you like upon consultation with the program convenor; just make sure you have the permission of your new advisor. Once you have consulted both individuals, email your request for a change to the Graduate Academic Standing Committee at gacstanding@drew.edu.

Can I take non-HC courses?

MA students must take a minimum of 27 credits (nine courses) in home-based or cross-listed History & Culture seminars including the required research seminar. Ph.D. students must take a minimum of 39 credits (13 courses) in home-based or cross-listed History and Culture seminars including the required research seminar.

The balance of required credits in coursework may be taken as additional seminars in the program, as tutorials, as approved non-HC, non-cross-listed courses, or as approved courses taken at another institution. All non-HC courses must meet the reading and writing standards for an HC course (see below). In courses which meet the reading standards, but not the writing standards, students might opt to write a longer paper. Supplementary texts cannot be used to raise the reading load to the required level.

In the case of Ph.D. students only, the balance may also be granted as advanced standing transfer credits (see below). In no case shall the combination of optional tutorials, approved non-HC courses, non-Drew courses and advanced standing transfer credits exceed 6 credits.

Can I transfer credits into my degree?

After they have satisfactorily completed their first academic year, doctoral students may apply to transfer graduate credits earned at other universities towards their coursework requirements in History and Culture. No transfer credits are allowed in the MA program.

Advanced standing credit will be granted only if the credits earned at another institution were:
(1) earned within 10 years of the student's entry into the History and Culture program; (2)

addressed academic topics relevant to the student's course of study in the History and Culture program; (3) the student earned a grade of A- or higher in the course(s), and; (4) the institution at which the credits were earned is accredited by a higher education accreditation association.

Can a class fulfill a requirement for which it is not listed?

Within the overall new curricular structure, in exceptional cases, students can petition to have a class count for something other than its designation. For example, if a student takes a seminar in European history and writes a historiography paper for it, they can petition to have it replace one of the 3 European historiography courses (HIST 611, 612, 613) or if a student takes a seminar that does not require a primary research paper, but the faculty member gives them the option of doing one (for example, if the class is relevant to their research), they can petition to have it count as one of their "Research-Intensive" courses. All petitions need to be approved by the convenor.

What happens if bad weather prevents me from getting to class?

Students are expected to attend class when the University is open. Long-distance commuting students should stay in close contact with the Professor in cases of inclement weather. The decision to cancel classes due to weather will be made by the University. To sign up for the University's emergency notification system or to view policies regarding snow closings, visit: <https://www.drew.edu/emergency>.

How do I get accommodations for a disability?

Students who require accommodations should contact the Office of Accessibility Resources (OAR), in Brothers College, 973-408-3962, for a private, confidential appointment. Accommodation Request Letters are issued to students after documentation, written by a qualified professional, is reviewed and accommodations are approved by OAR. For more information, see: <http://www.drew.edu/academic-services/disabilityservices>. Accommodations are implemented by faculty only after the student presents the Accommodation Request Letter issued by OAR. Letters should be presented to the faculty at least one week before the accommodation is needed. Students' requests for accommodations thus should be submitted to OAR within the first two weeks of a course. Returning students with previously approved accommodations should make letter requests for the current semester to Accessibility Resources within the first two weeks of class.

What resources are available to help me with my writing?

Located in the Vivian A. Bull Academic Commons in the Library, the [University Writing Center](#) (UWC), under the umbrella of the [Center for Academic Excellence](#)(CAE), provide services for students, faculty, and staff to strengthen their writing skills. While walk-in visits are welcome, appointments are encouraged and can be made to provide concentrated and intentional assistance. Appointments can be made by visiting <https://drew.mywconline.com/>. First time

users will need to create a registration account to set up an appointment, preferably using their Drew email to sign up.

The UWC, in particular, is committed to helping students with their academic and professional writing in a friendly and respectful manner. It offers individual tutoring for writing, languages, and ELL; free writing and grammar workshops; thesis and dissertation support; and faculty writing support. The center strives to create an academic community of independent writers who are able to recognize strategies in order to improve their own writing.

What financial resources are available for conferences and research?

There are several sources of funding for students who wish to attend conferences or conduct research for their dissertation or research tutorial.

- The Graduate Student Association (GSA) offers up to \$450 twice a year for students presenting papers at conferences.
- The Dean's Office may provide additional travel funding but no more than \$750 annually per student.
- The Dean's Office also provides dissertation research grants up to \$750 annually for eligible students.
- The Margaret and Marshall Bartlett Fund for History and Culture supports historical, political, and cultural programs and scholarship in the Caspersen School of Graduate Studies (CSGS). Support is not limited to the History and Culture program specifically as long as the intended historical, political, or cultural purposes are met. Awards range from \$500 to \$1,500 for eligible students.
- The Margaret and Marshall Bartlett Research Fellowship supports doctoral research in the CSGS. There is no topic restriction as long as the award goes to a student engaged in dissertation research. Awards range from \$500 to \$1,500 for eligible students.
- The Society for Colonial Wars offers a \$5,000 annual scholarship for masters and doctoral students focused upon the early (pre-revolutionary) history and culture of the Americas. The scholarly topic needn't be exclusively the British North American colonies, but may include the territories of New Spain, New France, New Netherlands, and the Caribbean.

What professional development resources are available to me?

Throughout the academic year the History and Culture program and the Graduate Division of Religion cosponsor a series of Professional Development Workshops for students. These address the practical side of building an academic career: e.g., how to draft a CV, conduct a job interview, present a conference paper, apply for a grant, publish your research. Attendance is strongly encouraged: these workshops offer much useful, indeed essential, advice.

Meeting several times a semester, the History and Culture Colloquium also showcases research by Drew faculty and graduate students as well outside scholars. Papers representing work-in-progress are pre-circulated to students and faculty and then, at the colloquium, are discussed with the authors. Colloquia are open to all members of the Drew University community. History and Culture students are expected to attend; attendance and participation by fellows is required.

Registration Status

Students in the Master of Arts and Doctor of Philosophy are expected to maintain communication and connection with Drew throughout the entire program. Different registration statuses indicate your progress through the program.

Active

Students who are consistently registered for classes will maintain “active” status with Drew. This status allows students access to all academic, support, and student life services at the University. Students who fail to register in any regular semester will have their status revised to “inactive.” Students not registered two semesters will be automatically withdrawn from the program and will have to petition for re-entry through the Registrar’s [webpage](#).

Leave of Absence

Unexpected life events or personal challenges can interrupt a student’s ability to make progress in the degree. At times like this, students might reduce the number of credits they plan to take or consider a complete leave of absence. This status stops the clock on your allowed time to completion of your degree. In addition to the 5 years allowed to complete the degree, students are allowed two semesters of official leave from the program. As a leave of absence is intended to provide time away from the work of the degree, students do not have access to academic, support, and student life services at the University.

Students may apply for a leave of absence at any time during matriculation in the program. To obtain a leave of absence from the program—whether for medical, financial, or personal reasons—students must file a leave of absence application online. This form is found on the Registrar’s [webpage](#). Any leave of absence that is approved becomes effective as of the date it is processed and is not applied retroactively.

Students who take the leave during a semester should be aware of the grading and refund policies of the university. A leave of absence does not exempt a student from receiving grades for courses they have been registered for nor does it guarantee a refund of tuition paid. The date a leave is requested determines the amount of tuition refund (if any). For example, a leave of absence requested and received in the middle or at the end of a semester will not be effective from the beginning of the semester. If you are considering a leave of absence, please review the leave policies and deadlines found on the [Registrar](#) and [Business Office](#) webpages.

RE-ENTRY FOLLOWING LEAVE OF ABSENCE: When a student plans to return to the program following a leave of absence, they must submit a Re-Entry form, which can be found on the Registrar’s [webpage](#). If a student does not return from a leave of absence in the semester following the leave, the student’s status will be revised to “inactive.” If the student is inactive for two semesters, they will be withdrawn from the program by the University.

Medical Withdrawal from a Semester

Students with personal emergencies that occur after the drop/add dates have passed may apply for a medical withdrawal from an entire semester. The student must provide documentation of the medical situation. Upon approval by the Dean of the Caspersen School, the student will be put on leave of absence and receive “W”s for all courses in the semester. Regular tuition refund policies apply to medical withdrawals as to leaves of absence.

Voluntary Withdrawal from the Program

If for any reason a student finds it necessary to withdraw from the program, it is important that this decision be discussed with the Director beforehand and that an appropriate and timely written notice is given to the Director and the University. In order to withdraw from the program, a student completes a Withdrawal form on the Registrar’s page. Any notice of withdrawal from the program becomes official as of the date it is received. A student who has withdrawn from the program has no access to academic, support, and student life services at the University. A student wishing to re-enter a program after withdrawing must re-apply to the program through the Graduate Admissions office.

All withdrawals are subject to the Drew University refund and grading policies and deadlines. Students are encouraged to review these policies with the Coordinator of Graduate Academic Services, the Registrar, and the Business Office before submitting an application for withdrawal.

Academic Standing and Financial Aid

In addition to regular course grading and assessments, students are evaluated each semester according to the standards of academic achievement and progress. The Graduate Academic Standing Committee reviews each student's academic performance after each semester and may revise student standing based on this review.

Graduate Academic Merit Scholarships range from 20-100% of annual tuition and are offered to incoming graduate students. Candidates for the scholarships are nominated by the area faculty in consultation with the Office of Financial Assistance and the Dean of the Caspersen School. To retain their scholarship, students must be enrolled full-time (nine credit hours per semester) and shall display meritorious progress toward the degree.

M.A. degree students must maintain a minimum 3.0 GPA each semester and a cumulative minimum 3.0 GPA. Any student who fails to achieve this GPA minimum is placed on academic probation for one semester. If that student is placed on strict academic probation for the following semester, they may be ineligible for financial assistance. Full-time students are expected to complete the degree in four semesters. Drew's financial aid awards are limited to a total of six semesters. All academic requirements for the degree must be completed within five years from the date of initial matriculation.

At the end of each academic year, all HC doctoral students will receive a letter assessing their overall academic performance. Doctoral students must maintain a 3.5 GPA each semester and a cumulative 3.5 GPA in accordance with current CSGS regulations. Upon review by HC faculty in consultation with the Dean, a doctoral student who fails to achieve the cumulative 3.5 GPA may be placed on academic probation for one semester. If that doctoral student is placed on strict academic probation for the following semester, they may be ineligible for continued financial assistance at the initial level or may be ineligible for continued financial assistance. This policy also applies to the stipends awarded to Fellows.

Warning or Probation

Students who do not achieve a 3.0 GPA in any semester will be placed on warning or probation based on the criteria outlined in the Caspersen School of Graduate Studies catalog posted on the Registrar's [webpage](#). Students placed on academic probation are returned to good standing if they achieve an overall 3.0 GPA average or better at the next time of review.

Required Withdrawal

A student may be withdrawn from the program by the University for any of the following reasons:

- Receiving all "F" grades in any one semester

- Being on probation and not returning to Good Standing at the end of the probationary semester
- Having two or more non-consecutive semesters on Warning or Probation
- A violation of the University's Academic Integrity or Human Rights policies.

Under exceptional circumstances only, a student on Required Withdrawal may appeal to the Graduate Academic Standing Committee to be re-admitted in the next term. If the appeal is approved, the student will be reinstated and placed on Probation. Such re-admissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

Standards of Academic Integrity

Drew University Standards

Drew University has established standards of academic integrity and procedures. These basic standards apply to all work done at Drew. Students are expected to study and comply with these principles. You can find the Academic Integrity policy for the Caspersen School of Graduate Studies in the academic catalog on the Registrar's [webpage](#).

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a formal research paper or the writing of the final paper in reference to the project. These standards apply to source material gathered from other people, from written texts, from computer programs, from the Internet, or from any other location.

The following are examples of academic dishonesty, as defined in this policy:

Duplicate Submission - Submitting one's work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using a paper for more than one course or submitting material previously used to meet another requirement.

False Citation - Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. See the *Turabian Manual of Style* (latest edition and/or online quick guide) for how to cite quotations within the body of another author.

Plagiarism - Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes submitting as one's own a thesis, a paper, or part of a paper written by another person, whether that material was stolen, purchased, or shared freely. It also includes submitting a paper containing insufficient citation or misuse of source material. When in doubt, err on the side of referencing material. Note that each syllabus will outline clearly the Drew University policy.

Sanctions

Sanctions are imposed for demonstrated breaches of academic honesty or scholarly integrity. See the section of the catalog on procedures for dealing with allegations of academic dishonesty. If dishonesty is determined, the sanctions may range from requiring that an assignment be redone to automatic failure of a course to dismissal from the Caspersen School.

Drew University Offices

Center for Academic Excellence

Rose Library, Vivian A. Bull Academic Commons (First Floor)

<https://www.drew.edu/center-academic-excellence/>

Campus Life and Student Affairs

Ehinger Center, Room 147

(973) 408-3390

stuaff@drew.edu

Financial Aid Office

Brother's College, Lower Level

(973) 408-3112

finaid@drew.edu

Student Accounts

Brother's College, Lower Level

(973) 408-3114

studentaccounts@drew.edu

Office of the Registrar

Brother's College, Lower Level

(973) 408-3025

regist@drew.edu

Graduate Academic Services

Seminary Hall, Room 29

Soren M. Hessler, Director

973-308-3410

shessler@drew.edu

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