

University of Nevada, Las Vegas

Department of History

Program Handbook

Master of Arts and Doctoral Degrees

Edited and Revised

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3 May 2024

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Welcome Message

Each year, as the faculty and staff greet a new cohort of graduate students, we are reminded of both what we have achieved and what we yet want to accomplish as a department. We selected you from a strong pool of candidates, which reflects your own past successes as well as the tireless labor of many who have made the Department of History at the University of Nevada, Las Vegas (UNLV) a destination of choice for promising graduate students.

Just as you symbolize past achievement, you also embody our hope for the future. You will go on to be the teachers, the curators, and the scholars of the next generation. Over the course of your professional lives, we will take pride in your accomplishments. When graduate education is done well, a special bond develops between a student and a department. Your successes will be our successes, and we have a deeply rooted interest in helping you reach your very highest potential.

To that end, we have designed our graduate programs to be both rigorous and supportive. We want them to be the best possible preparation for whatever lies ahead of you.

We have found that graduate programs function most effectively when the faculty, the staff and the students have a clear and universal understanding of the programs' requirements and expectations. This handbook serves to clarify those requirements and expectations for everyone involved in your education. Please read it, keep it, and refer to it often. While it does not contain the final word on every matter you may encounter during your time here, it is a valuable resource for making your graduate training the enriching experience we all want it to be.

Purpose

The purpose of this handbook is to provide program specific information that is not found in the UNLV Graduate Catalog. Students are responsible for understanding and following the policies and procedures delineated in this document and the UNLV Graduate Catalog, as well as the NSHE Code, UNLV Bylaws, and the UNLV Student Conduct Code. Questions about policies should be directed to the Graduate College: valarie.burke@unlv.edu or gradassociatedean@unlv.edu.

Department Graduate Faculty

A current listing of the graduate faculty can be found in the UNLV Graduate Catalog. Faculty must hold graduate faculty status to be involved in graduate education at UNLV. For up to date information regarding graduate faculty status in your department, visit the [Graduate Faculty status web page](#).

Contacts

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Graduate College University Gateway Building

Non-Academic Advising: Valerie Burke, Assistant Dean of Graduate Student Services
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RPC Coordinator: Tracy Johnson, Director of RPC
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Graduate Assistantships:
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Office: GTW
Phone: 895-3970
ahslyn.gray@unlv.edu

Cathy "CC" Dyer, GA Program Coordinator
Office: GTW 2000
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Cathy.dyer@unlv.edu

Graduate Student Professional Association

Lied Library Building (LLB), 2nd floor, room 2141

Phone: 702-895-2261

Fax: 702-895-2158

gpsa@unlv.edu

Program Requirements

Program requirements regarding [admission, coursework and culminating experience](#) are found in the graduate catalog.

REGISTERING FOR CLASSES

Registration begins in April for the Fall semester and October for the Spring semester.

All incoming graduate students must take HIST 710: The Professional Historian.

New MA & PhD students should schedule an advising appointment with the Graduate Coordinator before registering for classes. Continuing students should schedule an appointment with the Graduate Coordinator and their committee chair. Students are responsible for keeping their Plan of Study Part II form up to date. Plan of Study Part II forms are available from the Graduate Coordinator and on the History Department website. Advanced students, after consulting with the Graduate Coordinator and chair of their committee, may request permission to register via email. Students will not be given permission to register without written confirmation from the Graduate Coordinator.

Students are encouraged to register as soon as possible. Classes tend to fill up quickly. After the first two weeks of registration, the Graduate Coordinator makes call numbers available to non-degree seeking students. Students should plan to register before the end of the previous semester.

Students must register for a minimum of six (6) credits per year to remain in the program. Students who do not plan to register for classes must request approval for a leave of absence and file a [LEAVE OF ABSENCE](#) form. Students who do not register for classes, or request a leave of absence, will be separated from the program.

Overload

Graduate students normally may not take more than 15 credits during the fall and spring terms, unless they are in a professional program that specifically requires additional credits. Graduate students may take no more than six credit hours in a single five-week summer term and earn no more than a total of 15 credits during the summer term (pre, post, and regular five-week sessions combined). Students who want to exceed the standard maximum credit load, must submit an Authorization for Overload form available through the [Grad Rebel Gateway](#). Overload requests will be processed by the Graduate College in MyUNLV on approval of the form. The Graduate Committee strongly discourages overloads.

Annual Mandatory Individual Development Plan (IDP)

The History Department's Graduate Committee conducts an annual evaluation of all graduate students in the program. Each winter break and early spring term, graduate students are **required** to complete the Graduate Student Individual Development Plan (IDP) form [Formerly known as the Student Annual Review]. The review covers the prior calendar year and assesses student progress, and it establishes reasonable goals for the year ahead.

The chair of each student's committee will add comments and submit the evaluation to the Graduate Committee for review and have the option to provide feedback to each student's submitted IDP and provide acknowledgement that they have reviewed the IDP. The Graduate Committee and the relevant Advisory Committees review the cases of students whose satisfactory progress is in doubt. Students are then notified of their standing in the program. Students who have not made satisfactory progress will be placed on academic probation. Failure to meet the conditions of probation will result in separation from the Graduate College.

Reported student data is shared with students' graduate coordinators and advisors to foster opportunities for discussion about students' strengths and weaknesses, accomplishments and next requirements, and mentoring plans so that students know what they need to do in order to progress successfully through their programs in a timely manner.

Students who are graduating are also required to complete the form in order to record their achievements since the data is also used to track UNLV metrics related to the annual productivity of all students.

Student Responsibilities

Students are responsible for reading the Graduate Catalog, familiarizing themselves with the requirements, and making regular advising appointments. This is a self-managed process.

Students are also responsible for filling out Graduate College paperwork at the appropriate time throughout the degree process. A checklist of all necessary paperwork and the forms themselves are available on a student's My UNLV. Students should familiarize themselves with the deadlines for this paperwork. The Graduate Coordinator will advise students on the completion of Graduate College forms, but the students themselves will be responsible for filing the correct forms, and for meeting the Graduate College deadlines throughout their tenure in the program.

ADVISING

The Graduate Coordinator

The Graduate Coordinator advises graduate students during their first year in the program.

The Graduate Coordinator may advocate for the students, assisting with petitions and other Graduate College correspondence, but each individual student is responsible for filing the appropriate forms with the Graduate College and interacting with other departments on campus. The Graduate College does NOT want the Graduate Coordinator to serve as a go-between on issues.

The Graduate Coordinator may offer students advice about their coursework, but they do not act as mediators between students and faculty. The primary responsibility of the Graduate Coordinator is to administer the graduate programs.

If you receive notifications from the Graduate College or Financial Aid, you must contact those offices on your own. The Graduate Coordinator is not responsible for managing your relationship or standing with these offices.

The Faculty Advisor

After completing between 12 and 20 credits, a student should choose a primary academic advisor and complete an [APPOINTMENT OF ADVISORY COMMITTEE](#) form. The faculty advisor, who serves as chair of the student's committee, assists the student in shaping the intellectual parameters of the student's program of study by recommending courses and helping develop the student's comprehensive examination fields. The faculty advisor is not responsible for filing Graduate College paperwork; this is the student's responsibility.

The Advisory Committee

The student, in close consultation with the faculty advisor, will select an advisory committee. This committee will help guide the student through the comprehensive exams; its members serve as the student's examiners. Faculty are under no obligation to take on new students. It is the individual student's responsibility to approach a faculty member about her/his/their participation on the committee. Faculty who are already serving on a significant number of committees may not agree to serve on a student's committee.

An MA student's committee consists of four faculty members: two in the major field (this includes the student's faculty advisor, who is the chair of the committee), one in the minor field, and a Graduate College Representative from outside the History Department.

A PhD student's committee consists of five faculty members: one in the Major field (this typically includes the student's primary advisor, who will chair the committee), one in the Survey field, and one in Portfolio. There will also be an additional member from the department's faculty and a Graduate College Representative from outside the History

Department. The two latter committee members contribute to assessing the candidate's work but do not assign Comprehensive Exam questions.

After a student passes comprehensive exams, a student may change the members of the committee and configure a thesis or dissertation committee. If changes are made to the committee, a [CHANGE IN ADVISORY COMMITTEE](#) form must be filed with the Graduate College.

The Graduate College Representative

The Graduate College Representative must be a member of the [UNLV Graduate Faculty](#) and have appropriately approved privileges to serve in this role. The Graduate College Representative ensures that the exam is rigorous and that the student is treated fairly. Although it is not essential that the Graduate College Representative help shape the intellectual parameters of the student's program of study, it is preferable where appropriate. The Graduate College Representative is chosen in consultation with the chair of the student's committee.

GRADUATE COLLEGE FORMS

All forms will be filled out, submitted, and signed online through the Grad Rebel Gateway

MyUNLV “To Do” checklist

Each student has a homepage that is created as part of the application process. This page contains a checklist of all the necessary forms and a record of the forms that have been filed.

Appointment of Advisory Committee Form

Students should complete this form after taking between 12 and 20 credits. This form must be filed with the Graduate College before any other forms can be filed. Students must file this form before taking the comprehensive exams. Best practices suggest that students complete this form asap.

Proposed Degree Program Form

This is a two-page form. The cover page is available on the Graduate College website; the second page is available on the [UNLV Degree Directory website](#) or from the AIII in the History Office. This form details a student’s full course of study. It is used by the Graduate College to determine a student’s eligibility for graduation. It must accurately reflect the degree requirements in the Graduate Catalog and the courses on a student’s transcript. The student should use the advising worksheet created by the Graduate Coordinator to facilitate the completion this form.

If a student changes the proposed program after this form has been filed, the student must file a **CHANGE IN PROPOSED DEGREE PROGRAM** form. The student should not file a new Proposed Degree Program form.

Culminating Experience Results Form

This form is filed after a student has successfully defended their thesis/dissertation or passed their final exams.

Prospectus Approval Form

This form must be completed before a student will be allowed to register for thesis or dissertation credits. A two- to three-page abstract of the thesis/dissertation project must accompany the form. See prospectus writing guidelines. The level of detail in the prospectus is determined by the student’s advisor.

Graduation Application

This form is due in the first weeks of the semester that a student plans to graduate. All students must apply to graduate. If you do not submit an application, your degree will not be conferred. If a student submits an application but does not graduate in that semester, the student must file for an extension. A nominal fee is charged for an extension.

GRADUATE ASSISTANTSHIPS AND FINANCIAL AID

Please see [Graduate Assistant Handbook](#) for more information

Application and Eligibility

All full-time graduate students in good academic standing are eligible to apply for a Graduate Assistantship.

Applications must be filed by February 1 for the following academic year. Applications should be submitted through the link on the Graduate College website. Applications submitted after this date will not be considered. Graduate Assistantships are usually awarded for a full academic year. *Previously funded students seeking continuing funding must reapply each year.* MA students are eligible for two years of Graduate Assistant funding. PhD students are eligible for three years of Graduate Assistant funding but they are also eligible for up to two years of funding as a Part-Time Instructor Graduate Associate (PTIGA). PhD students beginning the program with no MA in hand are eligible for four years of Graduate Assistant funding and one year of funding as a PTIGA. In other words, PhD students receive a maximum of five years of funding. A few Graduate Assistantships may become available in the spring semester. Students who missed the February 1 deadline and wish to be considered for any spring openings should apply by November 1.

Graduate Assistantships are awarded on a competitive basis. In addition to the application, students should ask a faculty member to submit a letter of recommendation. Although it is customary for Graduate Assistants in good standing to be renewed for a second year, renewal is not automatic. Students must reapply each year. Graduate Assistants serve at the discretion of the Department.

Duties and Responsibilities

Graduate Assistants must attend an orientation sponsored by the History Department and a mandatory training session sponsored by the Graduate College. These sessions take place in the week before the fall semester begins.

The Graduate College requires Graduate Assistants to take a minimum of six credits each semester. The History Department expects students with a Graduate Assistantship to take 9-10 credits. The semester a PhD student takes their comprehensive exams they are only required to take 6 credits. Students who fail to maintain a minimum G.P.A. of 3.0 will be put on academic probation and may have their Graduate Assistantships rescinded.

No Graduate Assistants may have an outstanding incomplete during the semesters they serve. Students with incomplete work will not be renewed as Graduate Assistants.

Graduate Assistants are expected to work a maximum of 20 hours per week. This includes attending lectures, holding office hours, and grading student work. Some MA Graduate Assistants teach discussion sections for HIST 100, and some PTIGAs teach sections of History 101, 102, 103, 110 or other non-400 level courses.

Additional Employment

- Additional employment outside of the assistantship is only offered to domestic students and is not to exceed 10 hours per week.
- International students can only work up to 20 hours per week and therefore cannot work outside of their assistantship.
- Additional Employment forms are located in the Grad Rebel Gateway.
- This form is not required in order to work additional hours during the winter holiday or during spring break.

ACADEMIC MISCONDUCT

The Department of History at UNLV upholds the highest standards of academic integrity and expects the same of all students. The following comes from the University's "Student Academic Misconduct Policy" and reflects the views of the Department: "Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution."

An especially pernicious and—unfortunately—common form of academic misconduct is plagiarism, which involves the use of another's ideas or words without proper attribution. The Department of History treats all forms of plagiarism and other academic misconduct with seriousness and severity.

See the [UNLV Student Academic Misconduct Policy](#) for more information.

SAMPLE DEGREE REQUIREMENTS: M.A. (Official Degree Requirements are found in the Graduate Catalog)

There are two tracks for the master's degree in History: Thesis and Non-Thesis. Each requires that a student's advisor and the Graduate Coordinator approve all coursework plans.

For the thesis and non-thesis tracks students choose a major field (United State or Europe) and a minor field of study (United States, Europe, Asia, Latin America, World, or Public History). Students may also craft fields in Comparative History in consultation with their advisory committees.

All incoming graduate students must pass History 710: The Professional Historian.

A field outside of History may be presented as part of a student's program.

Any grade below B- will not be accepted for graduate credit but will be reflected in the student's grade-point average.

A minimum of 16 credit hours of coursework at the 700 level is required in each program (not including thesis credits):

Sample Thesis Track

A minimum of 35 graduate credits, including six credits of thesis

A minimum of 16 credits in the major area of study

A minimum of 12 credits in a minor area (the Public History minor field requires an internship).

Course Requirements

Required Courses – Credits: 4

HIST 710

HIST 740

Colloquium Courses – Credits: 6

3 credit in Major Field, 3 credits in Minor Field

HIST 724

HIST 726

HIST 728

HIST 730

HIST 732

HIST 734

HIST 736

HIST 738

HIST 741

Seminar Course – Credits: 4 (Major Field)

HIST 725

HIST 727

HIST 729

HIST 731
 HIST 733
 HIST 735
 HIST 737
 HIST 739
 HIST 742

Major Field Elective Courses – Credits: 6

Students completing a thesis must complete 6 credits of history elective coursework, or other advisor-approved courses.

Minor Field Elective Courses – Credits: 9

In consultation with your advisor, select 9 credits of electives.

Thesis – Credits: 6

HIST 790

No more than 9 credits of coursework at the 600 level will count toward a student's degree. Students with a major field in European history may petition to count additional courses at the 600 level, but this must be approved by the Graduate Coordinator.

Thesis Prospectus

Students must submit a research prospectus for the thesis that includes a discussion of the significance of the topic and positions it in the relevant historiography, a summary of the archives or other primary sources that will be used, and an outline of the chapters with a brief discussion of each chapter. This prospectus must be attached to a [**PROSPECTUS APPROVAL FORM**](#) and submitted to the Graduate College. Students will not be allowed to register for thesis credits until the [**PROSPECTUS APPROVAL FORM**](#) has been submitted.

Thesis Defense

An oral defense of the thesis is required. This is a public event. An invitation to graduate faculty in History must be circulated at least two weeks before the defense is held.

Non-Thesis Track

A minimum of 35 graduate credits

A minimum of 22 credits in the major area of study

A minimum of 12 credits in a minor area (the Public History minor requires three credits of internship).

Course Requirements

Required Courses – Credits: 4

HIST 710
 HIST 740

Colloquium Courses – Credits: 6

3 credit in Major Field, 3 credits in Minor Field

HIST 724

HIST 726
 HIST 728
 HIST 730
 HIST 732
 HIST 734
 HIST 736
 HIST 738
 HIST 741

Seminar Course – Credits: 4 (Major Field)

HIST 725
 HIST 727
 HIST 729
 HIST 731
 HIST 733
 HIST 735
 HIST 737
 HIST 739
 HIST 742

Major Field Elective Courses – Credits: 12

Students not completing a thesis must complete 12 credits of history elective coursework, or other advisor-approved courses.

Minor Field Elective Courses – Credits: 9

In consultation with your advisor, select 9 credits of electives.

No more than 9 credits of coursework at the 600 level will count toward a student's degree.

Students with a major field in European history may petition to count additional courses at the 600 level, but this must be approved by the Graduate Coordinator or MA Coordinator.

MA (Non-Thesis) Examinations

Non-Thesis MA students must also successfully complete **three written exams** (two in their major and one in their minor areas of study). These may be taken at the completion of 22 credits of coursework, and must be taken no later than the completion of 29 credits. Each examiner/committee member provides the student with two questions. The student then has 14 days to answer **one** of each examiners' questions (for a total of three written exams). Each essay/answer should be 10-12 pages long, **not including** endnotes. No oral defense is required for MA (Non-Thesis) Examinations. When a student passes her/his/their MA Exams, they must submit their **CULMINATING EXPERIENCE FORM**. For more details, see below.

Process for Conferred MA Degree

1. Speak to Graduate Coordinator and Committee Chair
 - a. Set up Defense Date
 - i. *Know Graduation Application Due Date*

2. Prior to the Conferred MA Degree Students Need:
 - a. Decided MA committee
 - i. Chair
 - ii. Two Department Faculty (Faculty who taught the student in seminars).
 - iii. Outside committee member (Graduate College Representative)
 - b. Two seminar papers
 - c. Public History Portfolio (optional)
 - d. Finish all class work towards Masters (**35 credits**)
3. [Forms](#) needed (*Grad Rebel Gateway- Forms Tab*) **TIMEFRAME- 2 MONTHS**
 - a. **MAKE SURE GRAD REBEL GATEWAY PROGRAM ENROLLEMENT PLAN- HISTORY MA**
 - b. Plan of Study- Part II Master of Arts-History Non-Thesis Track
 - c. Appointment of Advisory Committee
 - d. Culminating Experience Results Form
 - i. Paper(s)/Projects used in MA Defense
 - e. [Apply for Graduation](#)
 - i. *MyUNLV*
 - ii. Graduation Fee
4. After All Forms Are Turned In- Master's Defense Meeting
 - a. Pass Defense Apply for Graduation
 - b. Following semester (Fall 2020) change Grad Rebel Gateway Program Enrollment Plan to History Ph.D.
5. HELP Contact
 - a. [Graduate College Contact](#). Please email: _grad.rpc@unlv.edu

SAMPLE DEGREE REQUIREMENTS: PhD (Official degree requirements are found in the Graduate Catalog)

A minimum of 57 credits beyond the B.A., or 35 credits beyond an M.A. in History, or an M.A. in a closely related discipline. Students who did not complete their M.A. at UNLV will be required to take HIST 710. This course will not count toward the 35 credits of coursework required for the degree.

In addition, all Ph.D. students take a minimum of 12 dissertation credits.

United States History: Post Bachelors (69 credits)

HIST 710 – The Professional Historian (1 credit)

Major Field Courses: 44 credits

Nine credits of historiography (HIST 740a, e, f, g, h)

Six credits of colloquium (HIST 724, 726, 730)

Eight credits of seminar (HIST 725, 727, 731)

Twenty-one credits of advisor approved history courses. No more than 9 credits of coursework at the 600 level will count toward a student's degree.

Minor Field Courses: 12 credits

Three credits colloquium (HIST 728, 732, 734, 736, 738, 741, 749). Nine credits of approved history courses. Six of these credits may be taken in an appropriate academic discipline other than history. Courses outside the field of history must be approved by a student's academic advisor.

Students in United States History must choose one of the following Minor Fields: Asia, Europe, Latin America, World, Public History.

Twelve Credits of Dissertation (HIST 791)

Students in United States History must choose one of the following tracks:

I. North American West

Students are encouraged to take courses with as many members of the faculty who specialize in the history of the North American West as possible. As part of the minimum number of credits listed above, a student's course work above must include HIST 740f, HIST 726, HIST 727. Students are encouraged to take more than the minimum number of courses.

II. North American Culture and Society

As part of the minimum number of credits listed above, a student's course work above must include HIST 740g, HIST 740h, HIST 724, HIST 725. Students are encouraged to take more than the minimum number of courses.

Sample United States History: Post Masters (47 credits)

Major Field Courses: 23 credits
 Six credits of historiography (HIST 740a, e, f, g, h)
 Six credits of colloquium (HIST 724, 726, 730)
 Eight credits of seminar (HIST 725, 727, 731)
 Three credits of an advisor approved history course.

Minor Field Courses: 12 credits
 Three credits colloquium (HIST 728, 732, 734, 736, 738, 741, 749) Nine credits of approved history courses. Six of these credits may be taken in an appropriate academic discipline other than history. Courses outside the field of history must be approved by a student's academic advisor.

Students in United States History must choose one of the following Minor Fields: Asia, Europe, Latin America, World, Public History.

Twelve Credits of Dissertation (HIST 791)

Sample European History: Post Bachelors (69 credits)

All Students in European History choose the European Culture and Society Track.

HIST 710 – The Professional Historian (1 credit)

Major Field Courses: 44 credits
 Nine credits of historiography (HIST 740b, and g, h)
 Six credits of colloquium (HIST 728, 732, 734, 736, 738, 741)
 Eight credits of seminar from (HIST 729, 733, 735, 737, 739, 742)
 Twenty-one credits of advisor approved history courses. No more than 9 credits of coursework at the 600 level will count toward a student's degree. Students may petition to count additional courses at the 600 level, but this must be approved by the Graduate Coordinator.

Minor Field Courses: 12 credits
 Three credits colloquium (HIST 724, 726, 730, 735, 737, 739, 741, 749)
 Nine credits of approved history courses. Six of these credits may be taken in an appropriate academic discipline other than history. Courses outside the field of history must be approved by a student's academic advisor

Students in European History much choose one of the following Minor Fields: Asia, Latin America, United States, World, Public History.

Students are expected to take courses with as many members of the faculty who specialize in European History as possible. Students are encouraged to take more than the minimum

number of courses.

Sample European History: Post Masters (48 credits)

Major Field Courses:

HIST 710

Six credits of historiography (HIST 740b, and g, h)

Six credits of colloquium (HIST 728, 732, 734, 736, 738, 741)

Eight credits of seminar (HIST 729, 733, 735, 737, 739, 742).

Three credits of an approved history course.

Minor Field Courses: 12 credits

Three credits colloquium (HIST 724, 726, 730, 736, 738, 741)

Nine credits of approved history courses. Six of these credits may be taken in an appropriate academic discipline other than history. Courses outside the field of history must be approved by a student's academic advisor

Students in European History much choose one of the following Minor Fields: Asia, Latin America, United States, World, Public History.

Students are expected to take courses with as many members of the faculty who specialize in European History as possible. Students are encouraged to take more than the minimum number of courses.

Public History in the Ph.D. Program

Students may choose Public History as a Theory and Methods field, or they may do a minor field in Public History. Only one examination field may be in Public History.

Foreign Language Requirement

All Ph.D. students are required to have reading knowledge of at least one foreign language. A student writing a thesis/dissertation must have reading competence of any foreign language required to do primary research in the student's field. The language requirement must be completed before the comprehensive exams.

Satisfaction of the foreign language requirement can be met in any of the following three ways, though the chosen option must be approved by the chair of the student's examination committee:

1. Demonstrated reading knowledge of two foreign languages.
2. Demonstrated reading knowledge of one foreign language and advanced reading knowledge of the same language, assessed through the writing of a substantial historiographical essay in English based on scholarly literature in that foreign language.
3. Demonstrate reading knowledge of one foreign language and the successful completion of a course outside the department.

PhD Comprehensive Exams

Doctoral students take **three Comprehensive Exams** (Major, Survey, Portfolio) in the Fall semester of the third year in the Ph.D. program. Each exam consists of a written dimension (which students have 14 days to complete) and an oral dimension (two-hour meeting involving the student and all three of their examiners). Students must pass the written exam in order to take the oral exam. In the semester they are due to sit their exams, students may take up to 6 credits of HIST 788 Comprehensive Exam Preparation. This is an independent reading course taken with one or two members of the student's committee. **This course does not count toward the minimum number of credits required for the degree.** For more details, see below.

Prospectus

Students must submit a research prospectus for the dissertation that includes a discussion of the significance of the topic and positions it in the relevant historiography, a summary of the archives or other primary sources that will be used, and an outline of the chapters with a brief discussion of each chapter and a bibliography. This should be circulated to the student's committee in advance of the dissertation prospectus colloquium.

The dissertation prospectus colloquium should be held in the Spring semester of the third year, and must be held within three months of the successful completion of the comprehensive examinations. Once the committee has approved the prospectus, the student submits a short version (2-3 pages) with the [PROSPECTUS APPROVAL FORM](#) to the Graduate College. This form must be submitted before the beginning of the semester in which the student enrolls in dissertation credits. Students will not be allowed to enroll in dissertation credits without an approved prospectus. This prospectus must be attached to a Prospectus Approval Form and submitted to the Graduate College.

Advancement to Doctoral Candidacy

Once a student has completed all required coursework, except dissertation credits, completed the foreign language requirement, passed the written and oral portions of the comprehensive exams, and submitted and approved prospectus, s/he must submit the [ADVANCEMENT TO DOCTORAL CANDIDACY FORM](#) to the Graduate College.

Dissertation

A dissertation of substantial length and quality containing original research and an interpretative framework on a topic in the field of North American West, North American Culture and Society, or European Culture and Society must be written and approved by the dissertation committee. Students must take a minimum of twelve dissertation credits. A student, in consultation with the chair of her/his/their committee should circulate a draft of the dissertation to the full committee AT LEAST ONE MONTH before the dissertation defense. Student must apply for Graduation in the semester they schedule a dissertation defense.

Dissertation defense

Students must offer an oral defense of the dissertation. All committee members must be notified and the defense must be scheduled through the AIII. This is a public event that will be publicized on the Graduate College website to notify the Graduate Faculty. A dissertation

defense may only be held once. An unsuccessful defense will result in the student being placed on probation via the Graduate College. A second failed defense attempt may result in the separation of the student from the program without the degree. After a successful defense, in addition to submission of the dissertation according to Graduate College guidelines, a student must also submit a [CULMINATING EXPERIENCE](#) **FORM** to the Graduate College.

EXPLANATION OF GRADUATE COURSES

The History Department offers graduate classes at the 600 and 700 levels.

600-level classes meet in conjunction with a 400-level advanced undergraduate class. Graduate students are required to do additional readings and generally meet with the instructor outside of class to discuss the readings. The writing and exam requirements differ from the undergraduate requirements. 600-level courses are usually content based and although only nine credits will count towards the degree, additional 600-level courses can be very useful for preparing for comprehensive exams.

700-level classes are divided into three types: Historiography, Colloquium, and Seminar. All students must take at least one of each type in their major field and at least one colloquium in their minor field, preferably in the first year of their degree program. Students are encouraged to take as many courses at the 700 level as possible. A typical reading load for a 700-level course ranges from 300 to 500 pages a week.

Historiography: These courses are designed to introduce students to the study of a particular field or subfield of history; they are the history of historical writing. Historiography courses have a methodological approach. They explore the development of schools of thought. The writing requirement for Historiography courses usually includes a series of historiographical essays or other assignments that engage the development of the field. These courses might also include an in-class examination that is designed to help students assess their preparedness for comprehensive exams.

Colloquium: These courses focus on reading in a particular subject area, usually the research interest of the faculty member teaching the course. They are designed to give students an in-depth exposure to scholarly work on a particular topic. Writing assignments vary with each instructor and may include review essays and a bibliographic essay on a research topic of interest to the student. Colloquia are often paired with a seminar. Students can use the readings from the colloquium and the bibliographic essay to lay the foundation for the research project conducted in a seminar.

Seminar: These courses are research and writing intensive. Students are expected to produce a publishable article-length research paper (30 pages). In addition to the work, students usually critique the papers of other students in the class and present their own work to the class.

Independent Study: Students may take six credits of independent study as a part of the MA degree program and nine credits for the PhD program. Independent study courses are variably weighted from one to three credits. The requirements of an independent study are the equivalent of a colloquium: a minimum of three books per credit and appropriate writing assignments. Students, in consultation with the faculty member who will conduct the independent study. Students who take an independent study in the summer term usually sign up for the course in the third summer session, but begin the work during the first summer

session. It is customary for students to take regular coursework with a faculty member before they enroll in an independent study. Faculty agree to direct independent study at their own discretion. These courses are offered in addition to a faculty member's regular teaching load. Independent study courses are designed to meet curricular needs not met by the regular course offerings. Whenever possible, students should enroll in the regularly scheduled courses. Full student participation in these courses is necessary to ensure that 700 level courses can be offered. Low enrollment can result in the cancellation of courses.

Reading load

Many faculty members will make the syllabus for the course available in advance of the beginning of the semester. Syllabi from previous semesters are on file in the History Department office and students may consult them with the understanding that faculty often update and revise syllabi from year to year.

Students in a 600-level course can expect to read at least three to four additional books, or equivalent articles, beyond the undergraduate reading requirements.

Students in 700-level courses can expect to read between 300 and 500 pages a week. In a Historiography course, which requires students to engage a broad spectrum of work in the field, a faculty member may assign additional weekly reading. It is the responsibility of the student to master the techniques of digesting large amounts of material.

Reading notes

All students should take systematic reading notes to facilitate class discussion and preparation for comprehensive exams.

Always read with comprehensive exams in mind. Students should develop an accessible and comprehensive bibliographic resource that will not only be helpful for exams but also for any subsequent teaching or research. Include the following categories:

Historiography – How does the author position the book in the field? Is the book a departure from conventional scholarship? Is it a revisionist argument? Is it in dialogue with another book or set of books? In addition to the introduction and the footnotes, the acknowledgments are a good place to look for clues.

Argument – Read the introduction and conclusion together. Assess not only whether the author has successfully presented the argument, but also what some of the larger implications of the argument might be. The index is a very helpful tool for identifying the author's key terms.

Methodology – Is this book a new look at familiar evidence or does it introduce new evidence? Is it a work of interdisciplinary scholarship, if so in what disciplines? What lens of historical analysis does the author put at the center of the inquiry: race, class, gender, politics, diplomacy, military affairs, culture, intellectual thought, community life, economics, etc.? How does this shape the study? What theoretical approaches shape the intellectual project:

Marxism, postmodernism, post-structuralism, psychology, new historicism, etc.? Is there a particular theoretician whose ideas are particularly salient?

Sources – How contemporary (to the publication of the book) are the secondary sources? What kind of primary evidence does the author use? How is this evidence analyzed?

Examples – It is always a good idea to choose three key examples from the text that raise particularly important points in the argument or generate questions about the author’s argument. Include key details as well as brief discussion of the importance of each example.

Critique – Include a brief discussion of any elements of the argument or other elements of presentation that are troubling.

Connection to Comprehensive Exams

Students should begin to compile reading notes for comprehensive exams from the beginning of their course work and to create the core of their comprehensive exam reading lists from the books and articles on the syllabi of the courses they take. These core lists will be augmented, in consultation with the student’s advisory committee members to create the final comprehensive exam lists. This is a collaborative process and students should plan to complete these lists the semester before they take their comprehensive exams.

Class Discussion

All students should participate in class discussion weekly. Failure to participate in class discussion is an indication that a student is not fulfilling the minimum requirements of intellectual work at the graduate level. An MA and a PhD are professional degrees and scholarly discussion is a professional requirement.

Minimum Degree Requirements

Although the Graduate College will grant a degree to a student who fulfills the minimum requirements, the Graduate Faculty of the History Department advise students to take the most comprehensive curriculum possible. Fulfilling the bare minimum requirements does not necessarily prepare a student for comprehensive exams.

Grades

A Excellent work, original ideas, well researched and clearly expressed.

A- Work with promise and the potential to be publishable with minimal revision.

B+ Work that demonstrates potential despite flaws in the argument or the prose. A “B+” is the lowest grade that indicates acceptable work at the graduate level.

B Weak work based on insufficient research or analysis, or failure to engage broader historiographical issues. A “B” should be considered an indication of serious concern on the part of the faculty member about the quality of a student’s work.

B- Barely acceptable. Students who receive a B- may be placed on academic probation via the Graduate College.

C-D No graduate credit. Students will be put on academic probation. A student already on academic probation will be recommended for separation from the Graduate College.

Students must maintain a minimum G.P.A of 3.0 in all semesters. If a student's G.P.A. drops below 3.0 s/he will be placed on academic probation. If the student does not fulfill the terms of the probation s/he will be separated from the program.

Incomplete Courses

The grade of I — incomplete — can be granted when a student has satisfactorily completed at least three-fourths of the semester but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Although the Graduate College allows one year for the completion of the course work, students should expect that the faculty member will require a much shorter time frame for completion of the work, usually before the beginning of the next semester. A student who is Graduate Assistant must complete any incomplete coursework at least one month before the beginning of the next semester.

Graduate Assistants who fail to complete course work before the next semester of their Graduate Assistantship will have their Assistantship rescinded. Please also note that incomplete credits do not count toward the nine-unit total required by the financial aid office and may therefore interfere with financial aid disbursements.

A faculty member who gives an incomplete must notify the Graduate Coordinator. Students with more than one incomplete in a semester may be placed on academic probation.

COMPREHENSIVE EXAMS

Comprehensive exams test the knowledge that students have acquired through coursework and other study. The exams cover both historical fact and historiographical development. These exams form an essential part of a student's graduate training.

Scheduling Exams

Before you schedule your exam, you **MUST** confer with all members of your committee to confirm that each member agrees that you will be prepared by the date you have chosen. When your committee agrees that you are ready to write your exams, please submit the **COMPREHENSIVE EXAM FORM** to the AAIH, who will assign you a spot in the exam room on the scheduled date and time of the test.

In the Fall and Spring semesters, exams are generally scheduled in October and March respectively. Students must schedule them during the regular academic year. Comprehensive exams are not offered between semesters or in the summer.

Once they have been given their exam questions, MA and PhD students have 14 days to submit their essays/answers.

Exam Format

MA Non-Thesis Track

Two Exams in Major Field

Committee Chair: Submits two questions—student must answer one of them.

Second Committee Member in Major Field: Submits two questions—student must answer one of them.

One Exam in Minor Field

Committee Member in Minor Field: Submits two questions—student must answer one of them.

All three essays must be submitted within 14 days of being administered. Each MA essay should be 10-12 pages long (**not including** endnotes).

PhD Comprehensive Exams

All PhD students will prepare three comprehensive examination fields: one Major Field, one Survey Field, and one Portfolio Field. The Major Field and Survey Field will each require a **written exam** completed over the course of **14 days**. The Portfolio Field will focus on either Public History or History Pedagogy and will require a **portfolio** rather than a written exam. All three fields will be covered in a subsequent **oral exam** (two hours long).

Major Field (North American West; North American Culture and Society; or European Culture and Society):

The student will be given two questions and allowed to choose which one they wish to answer. They should do so in an essay 12-15 pages long (**not including** endnotes), and may consult relevant books, articles, and notes while writing it.

Survey Field (North America/U.S. to 1877; U.S. since 1848; or Europe [time frame/exam composition to be determined in consultation with committee]):

The student will be given two questions and allowed to choose which one they wish to answer. They should do so in an essay 12-15 pages long (**not including** endnotes), and may consult relevant books, articles, and notes while writing it.

Portfolio Field (Public History or History Pedagogy):

Finally, the student will complete a **portfolio** that demonstrates their proficiency in either Public History or History Pedagogy.

Every **portfolio** must include a 750 to 1000-word statement that describes the student's development as a historian as well as the preliminary development of their dissertation project (this statement does not take the place of a dissertation prospectus, which the student will complete after they have passed their comprehensive examinations). Every **portfolio** must also include the student's current *curriculum vitae*.

Students preparing a **History Pedagogy Portfolio** will also include the following:

1. A proposed syllabus for one of the following two UNLV courses:
 HIST 103: Global Problems in Historical Perspective
 HIST 110: History of Multiculturalism in America
2. A 7-10 page essay explaining the historiographic and pedagogical decisions that shaped the syllabus.
3. A formal bibliography of the scholarship that informs the syllabus.

Students preparing a **Public History Portfolio** will also include the following:

1. A table of contents
2. A 5-page essay explaining the student's philosophy of and approach to public history.
3. At least one major scholarly paper completed in a public history course or with a focus on public history completed in another history course.
4. All materials that reflect public history work that the student has undertaken while at UNLV, including internships, other public history projects, websites (provide links and/or printouts), grant applications, and the like.

The student must submit their **portfolio** (whether History Pedagogy or Public History) to their committee before starting their **written exam**.

Oral Exam

In consultation with the student and the rest of the student's committee, the major advisor will schedule a 2-hour **oral exam** 7-14 days after the **written exam** is submitted. The **oral exam** will cover all three fields: Major, Survey, and Portfolio.

Any variations on or exceptions to these rules must be formally proposed by the student and approved by both the student's full committee and the Graduate Committee.

Reading Lists

Creating the reading lists for each field is an important part of the exam process.

MA students should generate a book list for each field that incorporates at least 20 books/articles from the syllabi of courses they have taken and at least an equal number of additional books and articles (a total of 40-50 books).

PhD students should generate a book list for each field that incorporates at least 40 books/articles from the syllabi of courses they have taken and research papers they have written, and at least an equal number of additional books and articles (a total of 80 to 100 books). Each book list should include books and articles that let students write comprehensively about historical change over time and major historiographical issues in the field, and additional readings necessary to cover the chosen field in a comprehensive fashion.

How to Make a List

Your First Semester: Begin to generate bibliographies in your anticipated major and minor fields. These lists (in full bibliographic form – Chicago Style/Turabian) should include all relevant books/articles from course syllabi, research for papers, additional reading done during the semester.

It is also helpful to create two additional versions of your list for each field, one organized chronologically and one organized thematically (five major themes is a good guideline). These versions of the list help students to identify gaps in the list to be filled and help them to articulate the main issues in the field by identifying key themes.

The Semester Before You Plan to Take Your Comprehensive Exams: Take the lists to your committee members and confer with each member about additional books and articles to add to the lists you have compiled.

Another helpful resource for this process is *The American Historical Association Guide to Historical Literature*. This is an online annotated bibliography which will help you assess the importance of books in your fields. The recommended additional readings at the end of textbook chapters are also a good resource for identifying major works in the field.

You should have finished your book lists (this means correct citations as well as the full number of books) before the end of the semester. Not only does this help you budget your time, it helps avoid the problem of committee members adding books at the last minute.

Preparing for Exams

MA students should plan to spend approximately 2 months intensively preparing for their exams. PhD students should plan to spend 3-4 months preparing for their exams.

Students may take up to six credits of HIST 788 as part of their preparation for comprehensive exams. This is an optional course and does not count toward the credits required for the degree. It is an independent study course. A student should ask one or two members of her/his/their committee to direct a section of this course. In order to enroll in HIST 788, a student must submit a complete reading list. This course is designed to be taken in the semester that the comprehensive exams will be taken. Students should have already begun to prepare for their exams before they enroll in the course.

HIST 788

Course Description: This course organizes the preparation process for comprehensive exams. A student, in conjunction with one of the members of her/his/their advisory committee, will follow a rigorous schedule of reading, question preparation, and preparatory writing.

Prerequisite: Students must submit an approved list of books to register for this course. For M.A. students the list should include 40-50 books/articles. For Ph.D. students, the list should include 100 books/articles (PhD). This prerequisite will be enforced by the History Department. Students should also begin reading for comprehensive exams before the semester begins. This course is not intended to encompass the full preparation for the exams. It organizes the final process of study that leads up to the exams. The majority of the work for this course is in the first 8 weeks. Comprehensive exams must be taken before the end of Week 11.

Course Objectives: To assist students in rigorous preparation for comprehensive exams, advise students during the process, and promote successful completion of the exams.

Grading: The course is graded pass/fail. A student who attends meetings with the advisory committee member, submit reading notes for the requisite number of books, sample exam questions, and 10 pages of acceptable preparatory writing will pass the course. Passing comprehensive exams is not a requirement.

Course requirements:

Reading notes: one page of reading notes for each book/article read during the course of the semester.

A minimum of 20 books/articles (MA) (40 PhD) from the list must be read during the semester. 5-10 exam questions. Students will draft and revise sample exam questions.

10 pages of preparatory writing. This may be a sample answer or a historiographical essay.

Biweekly meetings with Advisory Committee member.

Preparation Log

Students are encouraged to keep a daily log of their progress preparing for comps. Suggested entries include number of hours spent preparing (even if it zero), ideas generated by the day's reading, possible exam questions, additional books of interest that the student might want to read after the exam process is complete. Recording the number of hours helps students quantify their progress and to budget their time realistically in relation to their other responsibilities.

Reading Notes

Beginning in your first semester, take brief but comprehensive reading notes on every book/article. Keep all of these notes in hard copy or in a folder on your hard drive, organized by field. These notes refresh your memory of the book/article when you review it for your exams. Writing detailed (but brief) notes requires you to record your thoughts when the text is fresh in your mind.

Meetings with Committee Members

Schedule regular meetings with each member of your committee during the months you are reading for your exams to discuss the books as you read/review them. Prepare questions about the readings that incorporate subject matter, historiography and important thematic issues. If you can formulate good questions, you can answer any question. You are evaluated on your preparation for the exam as well as your performance in the exam.

Scheduling the Exam

A student must submit the **COMPREHENSIVE EXAM FORM** to the AAIH at least one month in advance of the exam date. A student must also submit the final version of all exam bibliographies (each field should have a separate list) to all the members of her/his/their committee electronically and a hard copy to be placed in her/his/their permanent file. A student will not be allowed to schedule exams until s/he has submitted the final version of the book lists.

Taking the Exam

MA

The exam essays will not be circulated to the committee members until all the exams have been completed. Once the committee has received the completed exam, members will submit their assessments of the questions to the chair of the committee within three working days. Once the chair has received all comments from History faculty, the exam will be sent to the Graduate College Representative. The chair will communicate the results of the exam to the student after the Graduate College Representative returns her/his/their evaluation form. This process takes about 10 days.

To pass the exam, students must pass all sections. If a student fails any section, the student must retake the failed section no sooner than three months after the first attempt but within one year after the first exam was given. After the first failed attempt, the student will be placed on probation via the Graduate College process. If a student does not retake the failed exam within one year, the History Department will recommend that the student be separated from the program. Comprehensive exams can only be taken twice. The Graduate College Representative has veto power.

PhD

PhD students will take all their exams during the period of two weeks.

The exam essays will not be circulated to the committee members until all the exams have been completed. Once the committee has received the completed exam, each member will submit an assessment of the questions to the Chair of the committee within three working days. Once the

chair has received all comments from History faculty, the exam will be sent to the Graduate College Representative. The chair will communicate the results of the exam to the student after the Graduate College Representative returns her/his/their evaluation form. This process takes about 10 days.

To pass the exam a student must pass all sections. If a student fails any section, the student must retake the failed section no sooner than three months after the first attempt but within one year after the first exam was given. After the first failed attempt, the student will be placed on probation via the Graduate College process. If a student does not retake the failed exam within one year, the History Department will recommend that the student be separated from the program. Comprehensive exams can only be taken twice. The Graduate College Representative has veto power.

A student may not take the oral examination until s/he has passed the full written exam. A student must pass both the written and the oral exam to pass the comprehensive exams.

THESIS AND DISSERTATION

Prospectus

All students must submit a prospectus before they will be allowed to register for Thesis or Dissertation credits. For MA students, a short prospectus (2-3 pages) and bibliography are sufficient. For PhD students, a longer prospectus (10 pages) is required. This must be approved by the student's committee and discussed in the Prospectus Colloquium. All students are required to submit a 2-page version of their prospectus to the Graduate College with the [PROSPECTUS APPROVAL FORM](#).

Guidelines for writing a prospectus:

For an MA prospectus, or the short version to send to the Graduate College for the PhD students, each number represents a paragraph. For the longer (10 page) PhD prospectus, each number represents a section.

What makes this project interesting?

1. Introduce topic, issues, and span of time.
2. Introduce the key people in your study.
3. Raise main questions that your research explores and the argument you will make.
4. Present the conclusions you hope to make.

What is the contribution to the current scholarship?

5. Present the way other historians have set the stage for your project.
6. Frame the way your project fits into the relevant historiographical conversations.

What makes it possible to pursue this project this way?

7. Present the sources you will use and discuss how you will use them to explore the issues raised above.
8. Identify the archives/databases, etc. you will use.

How will the project be organized?

9. Outline the chapters and discuss the way they build your argument.

Sources

10. Include a full bibliography. For MA thesis this should be 3-4 pages of sources. For a PhD this should be 10 pages of sources.

PhD students may take HIST 789 as part of their preparation of the dissertation prospectus. This is an optional course and does not count toward the credits required for the degree.

Course Description: This course organizes the preparation and defense of the dissertation prospectus. The student, in conjunction with the members of her/his/their advisory committee will follow a rigorous schedule of research and writing to prepare the prospectus for the prospectus colloquium.

Prerequisites: The student must have completed the Foreign Language Exam and all required coursework. The student must have passed comprehensive exams or be scheduled to take them at the beginning of the concurrent semester. The student must submit a substantial bibliography to her/his/their Advisory Committee chair to be permitted to register for this course.

Grading: The course is graded S/F. A student who attends meetings with the advisory committee member, writes a prospectus, and successfully defends it in the prospectus colloquium will pass the course.

Course requirements:

Bibliography of primary and secondary sources (approximately 10 pages)

Prospectus (approximately 10 pages)

Meetings with Advisory Committee members

Thesis/Dissertation Credits

Students must have a prospectus on file and have advanced to candidacy (PhD students) to be allowed to register for thesis or dissertation credits. Once the prospectus has been filed, students may sign up for such credits with their committee chairs. At the beginning of each semester, the student and the faculty member should draft a contract of the work to be completed during the semester. Successful completion of that work will result in an X grade. An X grade signifies a continuing project. After the successful defense and submission of the thesis/dissertation, the X grades will be changed to S. Students who cannot demonstrate significant progress on their thesis/dissertation in a semester in which they are enrolled in thesis/dissertation credits will not be allowed to register for further credits. Students who have not completed their comprehensive exams will not be allowed to register for thesis/dissertation credits, unless they plan to take their exams in the first week of the semester and spend the rest of the semester working on the thesis/dissertation.

Thesis/Dissertation Format

The Graduate College has very strict formatting guidelines.

All students should refer to the sample document provided as a template on the Graduate College website under Thesis and Dissertation Information. Formatting guidelines do change. You must use the current template. All students should review this template and format their thesis/dissertation according to these guidelines from the earliest phase of the project.

All students should attend the workshop offered by the Graduate College on how to format a thesis or dissertation well in advance of the semester in which the document is submitted.

The History Department does not stipulate a minimum page length for a thesis or a dissertation. An MA thesis should be a significant and original contribution to the scholarly conversation. A PhD dissertation should be a significant contribution to scholarship based on original research. Students should refer to the Theses and Dissertations written by students who have completed their degree at UNLV to gauge the appropriate length for their own thesis or dissertations. A thesis ranges from 80 to 100 pages. Dissertations range from 200-400 pages.

Circulating a Draft

Students must plan to circulate a full draft of the thesis/dissertation to the full committee well in advance of the defense.

Students planning to defend in the fall semester should submit a full draft to the committee by September 1.

Students planning to defend in the spring semester should submit a full draft to the committee by February 1.

Thesis/Dissertation Defense

A student is responsible for scheduling the defense. Please query the committee as early as possible in order to accommodate conflicting schedules.

For students defending in the fall semester, the defense must be scheduled to take place on or before November 1.

A student who defends in the spring semester must schedule the defense by April 1.

Do not schedule a defense of a thesis or dissertation that is still a work in progress. Although the committee may recommend changes to the thesis or dissertation to be completed after the defense, these should be minor changes. The draft of the thesis or dissertation circulated to the committee should be correctly formatted and include all the materials that will be submitted with the final version.

A student may only defend a thesis or dissertation once. If the student does not successfully defend the thesis or dissertation, s/he will be immediately separated from the program.

Submission of Thesis/Dissertation

In order to complete the Graduate College requirements for the submission and acceptance of an MA thesis or PhD dissertation please refer to the Graduate College web page on Thesis and Dissertation Information. This is a rather lengthy process and the student is responsible for addressing all the required steps.

In addition to the copies required by the Graduate College, a student must submit a bound copy to the History Department.

PROFESSIONAL DEVELOPMENT

Professional Memberships

Students should seriously consider joining the leading professional association in their fields. Membership offers access to conferences and resources that can be very useful for scholarly development. It is a way to know and be known. Most professional associations offer reduced membership rates to students.

Conferences

Academic conferences offer very valuable opportunities for young scholars. First, conferences bring together people of shared intellectual interest, and the exchange of ideas in such a setting can be a powerful catalyst for students' scholarly development. Second, conferences are an incomparable setting for learning more about the state of one's field. Third, conferences allow students to network with people who may be helpful as mentors, colleagues, editors and employers.

Finally, conferences provide students with opportunities to formally present their work. Presenting a conference paper can greatly accelerate the rate of scholarly progress through both the process of preparation and through the feedback the students receive.

If students have research projects which they would like to present at a conference, they should consult with their respective advisors to determine whether the work is ready for such a presentation, what must be done to get it ready, which conference would offer the best venue, and how best to submit a paper proposal (note that every conference has its own submission guidelines). Usually submission requires a paper abstract, which is a brief synopsis of what the paper contains and why that content is valuable.

External Grants and Fellowships

One of the realities of professional life for historians is the regular search for funding to support one's research. That process can and should begin in graduate school. A track record of successfully securing outside funding sources will both facilitate students' work and impress potential employers. The Department often posts funding opportunities on the bulletin board in A-wing of Wright Hall. The best single source for such things is the American Historical Association's *Guide to Grants, Fellowships and Prizes of Interest to Historians*, which can be purchased in hardcopy or viewed online by members of the AHA.

The Guidelines for Getting an Academic Job in History

First, read the American Historical Association's *Perspectives*. This publication includes regular reports on the state of the field. The history job market is extremely competitive. There is no boom and bust cycle in history—it is a finite job market that is always very tight. The average history position will attract between 150-300 applicants. Of these, the vast majority will be qualified. You must understand what differentiates the candidates that ultimately get the jobs from those who do not. Be realistic—not pessimistic. One of things that all successful job candidates have in common is a clear understanding of their field and the requirements for getting a job. Do your homework and start NOW! Ignorance will cost you in the end.

For stats on the state of the field and the job market in particular see the following sites:

[H-Net](#)

[HigherEd Jobs](#)

[American Historical Association](#)

[Organization of American Historians](#)

[National Council on Public History](#)

[Chronicle of Higher Ed.](#)

[Western History Association](#)

[American Studies Association](#)

[Overview of profession](#)

[Job Crisis?](#)

Guidelines for Getting An Academic Job

1. PhD from a school with a highly rated program or prominent person in your area of interest. It is better (but not required) to be 98% done before you apply.
2. 3.8-4.0 for all graduate work.
3. Awards—home, regional, national.
4. Publications—books, articles, book reviews (at the very least book reviews).
5. Inside/Outside fellowships.
6. Inside/Outside Research grants.
7. Professional memberships in all appropriate general and specific organizations.
8. Join a list-serve on H-Net in your field & contribute when you can
9. Attend conferences and meet the leaders in your field.
10. Present papers at major national/international conferences.
11. Build networking connections—you must be known nationally in your area of research.
12. An innovative dissertation topic that you have discussed with a major academic press in your field. (Major presses set up booths at academic meetings and send acquisitions editors to meet with potential authors. When you are ready you can make your pitch.)
13. Total mastery of your dissertation topic—i.e. you could talk about it with confidence for an hour in front of 100 people with no notes or give a concise version in 5 minutes or explain it to your grandmother in 30 seconds.
14. Teach both halves of the survey course in your field at least once with good/excellent student evaluations.
15. Excellent letters of recommendation from within and outside your department.
16. You must have established yourself as a promising scholar outside the requirements of your program. Remember, no one cares about your GPA unless it is low. At least 50 percent of getting an academic job involves you working your way into a nationally based profession that evaluates people on a national scale. Local accomplishments are critical, but they are only the first step. Being a star in your home program does not guarantee success on a national job market.
17. Personality—you need to have one and a sense of humor won't hurt either.
18. Temperament—you need to be self-motivated and really be able to convey that sense of initiative. Keep in mind that the people hiring you know that if you can't get your work

done you will not get tenure, which will result in a significant disruption in their department.

Sound impossible? It is not. Anyone who has gotten an academic job in the last fifteen years has met most or all of these requirements and many have far exceeded them. How do you eat an elephant? One bite at a time. To have a record that looks like this you need to be doing these things as you go. Think about blending course and internal responsibilities with larger professional goals. Make a one-year plan that includes at least two accomplishments outside of your department (i.e. attend a national conference, publish a book review, write a letter to a leading figure in your field, get an internship). Keep a running CV and compare it to those of your peers. Meet graduate students from other programs and pick their brains—are they doing things that you are not? Be enthusiastic in your quest for professional status. Everybody loves an enthusiastic student and most will be willing to help you. A friendly chat at a conference could lead to a job years later. By the time you graduate with your MA or Ph.D. you should **BE** a historian not just the holder of a degree in history—there is a big difference and interviewers know it!

The Guidelines for Getting a Job in Public History

Not much different really from academic history.

1. Temperament—you need to be self-motivated and really be able to convey that sense of initiative. Even more than academic history, public history work often requires you to work completely without direction. If you like someone holding your hand or a tightly organized work environment maybe public history is not for you. If you can't look someone in the eye and honestly tell them that you "can do it" even though you've never done "it" before then maybe public history is not for you. You need to be confident in your intellectual tool chest and willing to dive right into projects to test your skills.
2. M.A. or Ph.D. from a school that matches your intellectual interests and gives you the best chance at professional success.
3. A GPA of 3.8-4.0.
4. Experience. Internships, small contracts, consulting experiences are mandatory for you to move out on your own or qualify for a career position.
5. Excellent letters of recommendation from within and outside your department.
6. You must have established yourself as a promising scholar beyond the requirements of your program. At least 50 percent of getting a public history job involves you working your way into a nationally based profession that evaluates people on a national scale. Local accomplishments are critical, but are only the first step. Being a star in your home program does not guarantee success on a national job market.
7. Awards—home, regional, national.
8. Publications—books, articles, book reviews (at the very least book reviews).
9. Inside/Outside fellowships.
10. Inside/Outside Research grants.
11. Professional memberships in all appropriate general and specific organizations.
12. Join H-Public & contribute when you can.
13. Attend NCPH conferences and meet the leaders of your field.

14. Present papers at major national/international conferences.
15. Build networking connections—you must be known nationally in your area of research.
16. Personality—you need to have one and a sense of humor will not hurt either.

CONCLUSIONS

Always keep in mind that if you want to work in history, you should look far beyond the walls of your institution. The truth is that no matter how supportive your institution is, once you graduate and attempt to get a job you and your CV must stand alone. To compete with confidence, you need to take your act on the road and see how it plays to a national audience. Usually, the professional historians you meet along the way will help you as you move from apprentice to master. Few will have any sympathy later, however, if you hit the job market with degree in hand but no clear understanding of professional realities.

University Resources

[The Graduate Academy: Innovative Leadership, Professional, and Career Development](#)

The goal of the Graduate Academy is to serve as a virtual resource providing support and many professional opportunities to UNLV graduate students. The Academy offers information about events and services such as graduate certificate programs, workshops, training sessions and career services. You can follow Academy activities via social media or look for regular updates on the website.

Academic Success Center

The goal of the [Academic Success Center](#) is to help students do well academically and complete their studies on time. They offer or will refer you to such programs and resources as tutoring, advising, skills testing, career exploration and more. They guide students every step of the way to the many established resources created to ensure they complete their educational goals. Learn more about the programs and services the center currently offers.

Alumni Association

With an alumni base 140,000+ strong, the [UNLV Alumni Association](#) offers a variety of services and opportunities in support of alumni and their families. UNLV alumni are encouraged to support the values of higher learning through advocacy, involvement, and giving.

Commencement Office

Located in the UNLV Office of the Registrar, the [commencement office](#) is the last step in the graduation process. Please check with the commencement office for information on the commencement ceremony and your diploma; for all other information about graduate student degree completion and graduation, including thesis/dissertation requirements and doctoral hooding, please contact the Graduate College. It is the students' responsibility to ensure they apply for [graduation on time](#) and submit all required forms to the Graduate College. Questions regarding thesis/dissertation should be directed to the Graduate College [Student Services Team](#) and questions regarding required forms should be directed to the Graduate College [RPC Team](#).

Office of Diversity Initiatives

The vision of the [Office of Diversity Initiatives](#) is to advocate, promote, and support the advancement of equity, inclusiveness, and empowerment of a continuously changing collegiate and global community. The mission of the Office of Diversity Initiatives is to provide leadership and support for UNLV's diversity mission: *to nurture equity, diversity, and inclusiveness that promotes respect, support, and empowerment*. This Office also handles UNLV Title IX questions, inquiries, and reporting.

Disability Resource Center (DRC)

The [DRC](#) is committed to supporting students with disabilities at UNLV through the appropriate use of advocacy, accommodations, and supportive services to ensure access to campus courses, services, and activities. The DRC is the university-designated office that determines and facilitates reasonable accommodations in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Graduate students with disabilities must disclose to the DRC in order to receive appropriate accommodations.

Office of International Student and Scholars

[International Students and Scholars \(ISS\)](#) ensures compliance with both SEVIS (Student and Exchange Visitor Information System) and federal law, so that the university can continue to be authorized by the U.S. federal government to enroll international students; host and hire international scholars; assist and advise employment eligibility and authorization relating to international students and scholars, and visa, travel, and immigration issues; provide critical and specialized services to the international students and scholars of the UNLV community; and facilitate their transition to the campus and the U.S.

Jean Nidetch Women's Center

The [Jean Nidetch Women's Center](#) is committed to creating a supportive and inclusive environment for all genders through programming, services, and advocacy for the UNLV community. The Women's Center has informational resources, brochures, and flyers for a variety of on and off campus organizations to help empower and protect yourself, and learn about your options. They also provide free tampons, pads, and condoms.

The Intersection

[The Intersection](#) is a one-stop resource for UNLV's highly diverse student body — a comprehensive multicultural center grounded in the academic life of our students. As an intersecting campus resource, the Intersection helps ensure students, particularly first-generation and students of color, successfully navigate their academic careers. Here, all members of campus can discuss their differences, discover their similarities, and build a shared sense of belonging.

UNLV Libraries

[UNLV Libraries](#) has always been more than books; they are about encouraging students and creating quality programs that elevate growth and learning. Please visit their website for important information about the services they offer to graduate students.

Graduate & Professional Student Association (GPSA)

The [Graduate & Professional Student Association](#) serves all currently enrolled University of Nevada, Las Vegas graduate and professional students. The GPSA maintains the Graduate Student Commons located in the Lied Library room 2141 and Gateway Building PDAC Room. The facility a working office equipped with a copier, fax, flatbed scanners, color laser printer, office supplies, and computers with printers and a small kitchen area. The GPSA is the graduate student governance body at UNLV; the GPSA Council consists of one graduate student representative from each graduate department, and they meet monthly. The GPSA also provides volunteer opportunities, sponsors social events, and supports graduate student research through the graduate research and travel grants program.

Office of Student Conduct

The [Office of Student Conduct](#) is a student-centered, service-oriented office located within the Division of Student Affairs. The Office of Student Conduct collaborates with the UNLV community to provide an inclusive system through enforcement of the *UNLV Student Code of Conduct* by:

- Promoting awareness of student rights and responsibilities;
- Establishing accountability for student choices;
- Creating opportunities for involvement in the process; and
- Striving to uphold the values and ethics that advance the common good.

Military and Veteran Services Center

The [Military and Veteran Service Center](#) is staffed with veterans and veteran education benefits-experienced staff to assist more than 1,800 veterans, dependents, active-duty service members, National Guard members, and reservists attending UNLV. Their mission is to develop a welcoming, veteran-friendly campus environment that fosters academic and personal success.

The Financial Aid & Scholarships Office

The [Financial Aid & Scholarships Office](#) supports higher-education access and persistence by providing financial aid to eligible students. The office partners with student organizations, the UNLV Foundation, the Graduate College, and other external constituents to provide financial aid learning opportunities and scholarship support for graduate students.

Writing Center

This is a free service to UNLV students to help you with any writing project, from papers to creative writing, to resumes, and we can work with you at any stage of the writing process. The center can help you brainstorm, make an outline, work on your drafts, or just be a soundboard for your ideas. The center staff can assist you in person, or via the [Online Writing Lab \(OWL\)](#) page.

University Policies and Procedures

Graduate students are responsible for knowing and acting in accordance with UNLV Policies and Procedures. To view the most commonly referenced campus policies and procedures, you can refer to the following websites:

- [Academic Integrity](#)
- [Activation for Military Service](#)
- [Change of Address](#)
- [FERPA/Privacy Rights](#)
- [Health Insurance - Mandatory](#)
- [Jean Clery Campus Safety and Security Report](#)
- [Proof of Immunization](#)
- [Policies and Procedures on the Protection of Research Subjects](#)
- [Rebelmail Policy](#)
- [Student Conduct Code](#)
- [Student Computer Use Policy](#)
- [Title IX](#)

UNLV does not discriminate in its employment practices or in its educational programs or activities, including admissions, on the basis of sex/gender pursuant to Title IX, or on the basis of any other legally protected category as is set forth in NSHE Handbook Title 4, Chapter 8, Section 13. Reports of discriminatory misconduct, questions regarding Title IX, and/or concerns about noncompliance with Title IX or any other anti-discrimination laws or policies should be directed to UNLV's Title IX Coordinator Michelle Sposito.

The Title IX Coordinator can be reached through the [online reporting form](#), by email at titleixcoordinator@unlv.edu, by phone at (702) 895-4055, by mail at 4505 S. Maryland Parkway, Box 451062, Las Vegas, NV, 89154-1062, or in person at Frank and Estella Beam Hall (BEH), Room 555.

To ensure compliance with Graduate College policies and procedures, please review the relevant sections of the [Graduate Catalog](#):

- [Academic Calendar](#)
- [Academic Policies](#)
- [Admission and Registration Information](#)
- [Degree Progression Policies & Procedures](#)

In addition, the [Graduate College website](#) contains additional information regarding policies and procedures.

Nothing in this handbook supersedes any NSHE, UNLV, or Graduate College policy.

Handbook Information

Last revised	Revised by	Department Vote Tally: Yes/No/Abs. (date of vote)	Changes summary
4/26/2024	Cian T. McMahon	N/A	Clarified language on PhD Advisory Committee, and MA and PhD Exam formats. Corrected language on Culminating Experience Form. No faculty vote was required because there were no changes implemented; we merely clarified and corrected the language.