

# **Graduate Program Guide**

Department of History

Texas Christian University

Effective Fall 2014

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# 1. Getting Started

## Who's Involved

Dean of Graduate Studies, TCU: An associate provost who oversees the graduate program for the entire university. Her office disburses financial aid to the departments.

Associate Dean for Graduate Studies, AddRan College: A member of the AddRan faculty who oversees the graduate program for AddRan College of Liberal Arts and Social Sciences. Signs off on financial aid and paperwork for course exceptions, graduation applications, et cetera.

Director of Graduate Studies, Department of History: A member of the Department of History faculty who coordinates admissions, financial aid, and assistantships.

Graduate Committee, Department of History: A committee composed of Department of History faculty members who make decisions regarding admissions, financial aid, and disbursement of travel funds.

Major Professor/Major Advisor: A member of the history faculty who will be the student's key mentor and guide.

Thesis Committee (MA only): Three faculty members, ordinarily from the Department of History, who guide a student's master's thesis

Portfolio Committee (PhD only): At least four faculty members, ordinarily from the Department of History, who guide and evaluate a student's portfolio. This committee does not have to be identical to the dissertation committee, although the director will remain the same.

Dissertation Committee (PhD only): At least four faculty members, ordinarily from the Department of History, who guide and evaluate a student's dissertation. This committee does not have to be identical to the portfolio committee, although the director will remain the same.

## Degrees Offered

The Department of History at Texas Christian University offers the graduate degrees Master of Arts and Doctor of Philosophy.

## Fields of Study

### *Major Fields*

The graduate program of the Department of History at TCU offers as major fields of study:

- Latin American history to 1821
- Latin American history since 1821
- United States history before 1877
- United States history since 1877.

### *Minor Fields*

**For each student, the other chronological half of her/his major field of study is automatically the first minor field.** For example, a student whose major field is Latin America to 1821 automatically has Latin America since 1821 as her/his first minor field, and vice versa.

Each student then negotiates with her/his major professor to choose one or two additional minor fields (for a total of two or three, including the required minor in the other half of the major field).

- Atlantic World
- Combined Latin American for US students
- European

- Geographic subfields of US (may take one only)
  - South
  - Southwest/Borderlands
  - Texas
  - West
- Historical geography
- Labor and working-class
- Military
- Native American
- Race and ethnicity
- Religion
- Women and gender
- World
- Other fields by petition to the Graduate Committee

At least one minor field must be either geographically outside the major field (i.e., non-U.S. or Latin American) or in a discipline outside of the Department of History.

While there is no required number of courses for each field, the student is expected to have a balanced curriculum and the ability to demonstrate competence in each field through her/his portfolio.

An example: A student studying Latin America before 1821 will automatically have Latin America since 1821 as her/his second field. A second minor field might be Atlantic World, and a third minor might be Women and Gender.

*Petitioning for a graduate field.*

To petition for a graduate field, the student will:

- Get the permission of the person who will examine the field;
- Prepare a statement of at least 100 words about why he/she wishes to add the field;
- Prepare an unannotated bibliography of at least thirty titles;
- Get the approval of the student's advisor;
- Forward to the director of graduate studies for the approval of the graduate committee.

## **Major Professor**

**Each student must decide on an area of specialization by the beginning of her/his third semester.** After deciding on an area of study or thesis or dissertation topic, the student should secure an agreement with a professor in that field to serve as the major advisor. The major professor then becomes the guide for choosing courses and, eventually, other members of the portfolio and dissertation committees. The major professor acts as the student's advisor on academic and professional matters. Students must inform the director of graduate studies when selecting or changing their major advisor.

Many considerations should guide a student's decision regarding a major professor and thesis or dissertation topic. Some of these considerations relate to each student's reasons for attending graduate school—interests and passions. Other considerations should include the resources available to the TCU history graduate program, including library holdings and interests of the faculty members as revealed through their academic training, publications, and research. Since matching professor to student is among the most important aspects of a student's graduate career, she/he should consider all these factors before asking a professor to serve as a mentor. No professor is obligated to undertake the direction of a student.

## **2. Taking Classes**

## **Registration**

Before registering for classes, each new graduate student must consult with the Director of Graduate Studies. This can be done during the summer or upon arrival on campus for the fall semester. Returning graduate students should consult with their major professors well in advance of the beginning of each semester.

## **Coursework**

The seminars in the TCU Department of History are classified as either readings or research. Students must take at least one research seminar each year and should avoid taking more than one research seminar in a semester. The remainder of the courses will be readings seminars, HIST 50963 (Historiography and Bibliography), and HIST 80083 (History as a Profession), if required.

### *Readings Seminars*

Readings seminars include a mix of monographs, articles, and, occasionally, primary sources. Some courses will focus on the most recent scholarship in the field, while others will take a longer look at the literature. In any case, the focus is on critical thinking and analysis.

At the conclusion of a readings seminar, the student will:

- be able to read a research monograph and write a critical book review and/or brief annotation
- be able to read an edited collection and evaluate the contributions of individual essays as well as review the book as a whole



- be able to read several research monographs or collections, put them into conversation with one another, and identify major trends and divergences among the authors' arguments (to be able to split and combine the contributions and deficiencies of several works, rather than merely summarizing)
- be able to write an article-length historiographic essay drawing upon multiple secondary sources, identifying overall themes, trends, disagreements, strengths, weaknesses, et cetera.

### *Research Seminars*

Research seminars focus on independent work by each student. The faculty member leading the seminar may have preparatory readings and other assignments on the topic at the beginning of the semester, but the focus is on researching primary documents, synthesizing and contextualizing them with secondary sources, and writing an article-length paper.

At the conclusion of a research seminar, the student will:

- be able to locate appropriate primary sources, both digital and hard copy, read and understand subject guides and finding aids, and communicate with archivists
- be able to use appropriately a variety of types of primary sources (and/or sources from several different archives/origins) and to interpret a number of individual sources in order to draw larger conclusions
- be able to combine several evidentiary conclusions into a larger argument
- be able to write a journal-length article using primary sources that proves a sophisticated historical argument
- be a proficient user of the humanities conventions of the *Chicago Manual of Style*

- be able to create and manage an extensive bibliography.

*Historiography and Bibliography (HIST 50963) required of all students*

At the conclusion of HIST 50963, the student will:

- demonstrate familiarity with the major theoretical approaches to studying history (historiography), the major historians of the past, changes in the interpretation and philosophies of history, and the major bibliographic sources used in the writing of history.

*History as a Profession (HIST 80083) required of PhD students*

At the conclusion of HIST 80083, the student will demonstrate familiarity with:

- how to construct a curriculum vita
- the rudiments of professional organizations, including conferences, conference papers, journals, and book reviews
- how to publish an article
- how to construct an undergraduate course
- the rudiments of classroom teaching
- the rudiments of grantsmanship
- the basic functioning of an academic department
- the job market and its complexities

## **Audits**

An official audit of a course, in which the student attends class and has it noted on her/his transcript, carries tuition expense. A student may, with instructor permission, "sit in" without fee, gaining knowledge but not an entry on the transcript. Any audit, whether official or "sitting in,"

must be cleared with the professor well in advance of the beginning of the semester.

### **Nonresident courses**

Occasionally a student at TCU may wish to take a graduate course at another institution. The History Graduate Committee must approve such a course in advance of enrollment and will normally do so only if the student has already spent one year as a full-time student in residence in the History Department. The student is responsible for ensuring that the credit is transferred to TCU.

### **Faculty Review of Continuing Graduate Students**

Financial Aid. Each January, a continuing student will submit a progress report and express his/her desire for consideration for financial aid for the following year. **Continuation must NOT be taken for granted.** The primary criteria for continuing financial aid are the student's academic performance and work as a graduate or teaching assistant.

A continuing student who has not received a stipend may reapply the following year.

Academic Considerations. Any student who receives a grade of C in two courses, or the equivalent thereof, may be dismissed from the program entirely.

Any courses receiving grades of Incomplete (thesis and dissertation excepted) must be completed no later than 60 days from the start of the next "long" (fall/spring) semester.

Incompletes have a detrimental effect on the student's application for aid and continuation in the graduate program.

### **3. The MA Program**

## **The MA Program**

While most history graduate students at TCU seek the PhD degree, the master's degree is a valuable option for students beginning their graduate careers. TCU offers two options: a terminal MA degree and one that continues into the PhD program.

### *Residence Requirement*

Master's students must complete at least one year of full-time study in residence, which is defined as a course load of 9 graduate hours per semester during a regular fall-spring semester sequence. All students receiving a stipend must be in residence. Full-time students receiving full financial aid (tuition waiver and stipend) may hold outside employment. However, we ask that you receive counsel regarding how outside employment may impact your success in the program from AddRan's Associate Dean for Graduate Studies.

### *Courses*

Course requirements include a total of 24 hours of course work plus thesis, or 30 hours of course work. Students should take HIST 50963 (Historiography and Bibliography) in the first year.

The hours may be in one of the following combinations:

- Thirty hours of history only, 6 of which must be selected from outside the student's major field. For example, 21 hours of American history, HIST 50963, and 6 hours of world history.
- Twenty-four hours of history, including HIST 50963, and 6 hours from an approved discipline outside the History Department. For example, 21 hours of American history, HIST 50963, and 6 hours of graduate coursework in American literature.
- Twenty-four hours of history, including HIST 50963, and 6 hours from

approved courses in related multiple fields outside the History Department. For example, 21 hours of American history, HIST 50963, and 6 hours of graduate coursework that might include 3 hours in American literature and 3 hours in American religion.

All thesis hours (HIST 70980 and 70990) count as part of the major field.

Each students must take at least one 80000-level research seminar in the first year of his/her program.

- A graduate student cannot take more than 33 hours of coursework unless that student has been accepted to the PhD program in history at TCU or has written permission from the graduate committee.
- At the end of the first year, all MA students will be formally evaluated by the graduate committee and the major professor. If, in the opinion of the Graduate Committee, the student should not attempt advanced graduate work, the committee will recommend in writing that the MA be a terminal degree.
- Students must complete all work for the MA, including the thesis, within five years from the date of first enrollment.

#### *Terminal MA*

- Students who wish to complete a terminal master's must complete 6 hours of thesis including 3 hours of 70980 and 3 hours of 70990

#### *MA to PhD Track*

- Students who wish to proceed into the PhD program after receiving the master's degree may choose the thesis or non-thesis track, which are comprised, respectively, of 3 hours of 70980 thesis and 3 hours of 70990 thesis or an additional 6 hours of coursework only with a non-thesis defense.

- Students wishing to pursue the PhD degree may apply to that program upon the completion of 24 hours. Those students will be awarded the MA upon completion of 30 hours of coursework and a non-thesis master's defense, or 24 hours of coursework and a thesis defense, and proceed into the PhD program.

### *The MA Thesis*

The purpose of a master's thesis is to demonstrate competence in writing from primary sources. The typical thesis in the Department of History is in the neighborhood of eighty pages plus bibliography.

The student and the major professor must agree on the thesis subject and on the MA committee, which ordinarily consists of three faculty members (including the major professor) within the Department of History. The student will report the thesis topic to the Graduate Committee. Each MA committee member will determine procedure, such as whether she or he wishes to receive the student's work one chapter at a time or as a complete draft. The final requirement for the thesis option is an oral defense, conducted by the student's thesis committee. This exam tests the student's ability to explain the contents and conclusions of the thesis. Only under exceptional circumstances will the exam be scheduled during the summer, and then only if all members of the thesis committee can be present.

Students must register for 3 hours of HIST 70980 followed by 3 hours HIST 70990. If the thesis is not completed and defended in the semester in which the student is registered for 3 hours of HIST 70990, **the student must register for at least one credit hour of thesis (HIST 70990) in the semester in which they defend the thesis.** The dean's office posts the deadlines for filing each

semester. The student has the responsibility for meeting thesis defense deadlines issued each semester by AddRan College.

*The Non-Thesis Option (for students continuing into the Ph.D. program only)*

Students who plan to proceed into the PhD program after receiving the master's degree may complete 30 hours of coursework and have a non-thesis master's defense over two completed article-length research papers with their advisor and one other faculty member.

*Timing*

Each student planning to finish a thesis and complete her or his MA program must file an "Intent to Graduate" form with the AddRan Dean's office for the appropriate semester. The MA degree must be completed within five years from initial matriculation. Students pursuing a terminal MA degree are limited to two years of financial aid from the History Department.

See Appendix A, Model Timeline for Master of Arts with Thesis, and Appendix B, Model Timeline for Non-Thesis Master of Arts.



## **4. The PhD Program**

### *The PhD Program*

The requirements for the PhD include:

- 30 hours of coursework beyond the MA
  - Courses include HIST 50963 (Historiography and Bibliography), if not previously taken, and HIST 80083 (History as a Profession). Students who have taken similar courses at other institutions may petition the graduate committee for a waiver and will need to take other courses in lieu of these hours.
  - At least two courses must be research seminars, one of which must be completed in the first year of the PhD study.
- Demonstrated competence in a language other than English
- A completed portfolio
- The dissertation

### *Residence requirement*

Doctoral students must complete at least one year of full-time study in residence, which is defined as a course load of 9 graduate hours per semester during a regular fall-spring semester sequence. All students receiving a stipend must be in residence. Full-time students receiving full financial aid (tuition waiver and stipend) may hold outside employment only with the written consent of AddRan's Associate Dean for Graduate Studies.

### *Language requirement*

Each PhD student must demonstrate reading knowledge of a modern foreign language, usually French, German, or Spanish, although the Graduate Committee may approve another

language. The student and her/his major professor should choose the language most appropriate to the student's research and areas of concentration. As the language requirement is frequently time-consuming, initial steps toward meeting it should be taken in the first days of doctoral study or even during the MA program. **The student must fulfill the language requirement before the portfolio defense can be scheduled.** The student may meet the language requirement by

- earning at least a B average in the undergraduate sophomore year of the language,
- earning a B in a graduate-level course in the language,
- achieving a score equivalent to fourth-semester mastery on a language exam such as the College-Level Examination Program (CLEP)  
<http://www.admissions.tcu.edu/transfer/clep-clep>
- satisfactorily completing an exam administered within the department. Exams administered by the department must be graded by two faculty members with appropriate language skills. A student may use a dictionary in exams administered by the department.

### *The Portfolio*

The portfolio demonstrates the student's competency in major and minor fields and indicates the student's readiness to enter candidacy for the doctorate. Ideally, each student contributes to the portfolio from the beginning of the program. By the third semester of the PhD program, the student, in consultation with the major professor, will define her/his major and minor fields, select a portfolio committee, sign Field Agreements with each testing committee member, and begin working on new materials and/or revision of the contents of the portfolio.

At the conclusion of coursework, the student will enroll in a six-hour block of HIST

90980 Dissertation, to be used for portfolio and prospectus preparation.

### The Portfolio Committee

The student and his/her advisor will identify the appropriate faculty members to serve as examiners and committee members for the portfolio minor fields. The two major field examiners will be the adviser and a second professor who is projected as a dissertation reader. The committee will also include examiners from two or three of the student's minor fields. In other words, two members represent the major field, and two or three represent one minor field each.

### Field Agreements

For each field, the student and the examiner will complete a Field Agreement that outlines the requirement for that particular field. To begin this process, the student submits to the examiner all of his/her existing written work that he/she wishes to include in the field. The examiner will review these materials and determine whether each item should be included in the portfolio. The examiner may choose to include an item as-is, may request revisions, or may suggest alternate assignments. Additionally, each examiner may require additional assignments, such as annotated bibliographies, syllabi, or synthetic questions that resemble the questions posed in conventional comprehensive exams.

In consultation with the professor, the student will prepare a reading list for that field, reflecting mastery of the historiography of his/her major and minor fields to a degree sufficient to teach introductory-level courses in each field and contribute original scholarship in his/her major area. The student's knowledge of the works on the list may be demonstrated in the written work outlined above, or the professor may require that the student create an annotated

bibliography. While the reading lists may be longer, students cannot be required to annotate more than 50 entries on a major field list and 20 entries on a minor field list.

To clarify: each field has a reading list of as many titles as are appropriate. The professor may require an annotated bibliography or may ask that the student demonstrate mastery in another way, such as a historiographic essay. But if the annotated bibliography is the chosen medium, they must be 50 or fewer titles in the major field and no more than 20 for a minor field.

The Field Agreement will be signed by both parties and submitted to the major advisor for approval. Once the Field Agreement has been signed, examiners may request additional revisions but may not add wholly new assignments.

Once students have completed all four Field Agreements, the major advisor will double-check to ensure that the portfolio as a whole has sufficient breadth and depth within and across fields.

The student will submit her/his finished portfolio to the examination committee no later than the end of his/her fifth semester in the PhD program. Students who fail to meet this deadline may apply to the Graduate Committee for an extension. If the extension is granted, they must complete the portfolio exam in the sixth semester or lose funding.

### Portfolio Contents

(distributed across the various fields):

- A personal statement describing the student's overall intellectual agenda. (The intellectual agenda is a statement of no more than 3,000 words explaining how the student's fields and proposed dissertation cohere.)
- Graduate transcript (official or unofficial)

- MA thesis, if applicable
- Thematically organized reading lists displaying the chronological, geographical, and topical contours of each of the student's fields.
- A minimum of six papers of which at least two should be research papers and at least two should be historiographical papers. The major field should be represented by at least two papers and each minor field should be represented by at least one paper.
- At least four book reviews of 500-700 words each
- One conference paper proposal and conference paper
- One grant proposal
- Dissertation prospectus (2500-5000 words excluding bibliography)
- Record of ongoing professional service.
- Teaching materials to be added upon the completion of HIST 80090, Supervised Teaching, or a similar experience (e.g., adjunct teaching at another institution): a written teaching philosophy, at least two syllabi, sample examinations and handouts or printed versions of PowerPoint presentations, samples of graded papers or examinations, course evaluations, and one observation report from a faculty member who attended a classroom lecture.

## Distribution of Portfolio Materials

	Nonspecified	Major 1	Minor 1 (automatic)	Minor 2	Minor 3 (optional)
Intellectual agenda					
Reading list 1a (maximum 30 annotations)					
Reading list 1b (maximum 20 annotations)					
Reading list 3 (maximum 20 annotations)					
Reading list 4 (maximum 20 annotations)					
Research paper 1					
Research paper 2					
Historiography 1					
Historiography 2					
Paper 5					
Paper 6					
Book review 1					
Book review 2					
Book review 3					
Book review 4					
Conference paper proposal					
Conference paper					
Grant proposal					
Teaching philosophy					
Syllabus 1					
Syllabus 2					
Prospectus					

### The Dissertation Prospectus

Ideally, each student will identify a dissertation topic as early as possible, no later than the fourth semester of PhD coursework. The dissertation will demonstrate the ability to do original research in primary sources and should make a significant intervention in the field. The prospectus should be approximately 5,000 words, plus bibliography, and demonstrate:

- Familiarity with the broad historiographies surrounding his/her dissertation topic across all relevant chronological, geographic, and thematic sub-fields
- Significance of the proposed topic
- Feasibility of the proposed topic
- A bibliography and discussion of proposed primary sources for research
- A bibliography of proposed secondary sources for context and historiography

### Portfolio Completion and Evaluation

The student must complete a draft of the work for each field well before the final end-of-semester deadline to allow sufficient time for revisions. Each field within the portfolio will be evaluated by the corresponding faculty examiner, who will then inform the student's major professor that the student has passed the field. If the student has failed to pass any part, he or she will be required to revise and resubmit that part or parts for re-evaluation. Once the student has passed all fields, the major professor will inform the Director of Graduate Studies and schedule the oral examination. The intellectual agenda and prospectus will be completed last and submitted in draft form to all members of the portfolio committee well in advance of the oral defense.



### Portfolio Format

The final portfolio should have a cover sheet with the student's name and the date of the defense. A table of contents with a list of the examining fields and the materials in them is helpful. See Appendix D for examples.

During the creation of the portfolio, the student will supply materials either electronically or in hard copy as each professor prefers.

At the time of the portfolio defense, the student will create one hard copy in a binder and submit an electronic copy to the committee. The binder becomes the property of the department and is available for consultation by other students.

All members of the committee will review the entire portfolio and the dissertation prospectus prior to the defense. The oral exam will focus mainly on the dissertation prospectus, although all parts of the portfolio may be included in the questioning. The student who passes the oral exam will then be admitted to PhD candidacy and will proceed to the dissertation stage.

### *The Dissertation*

The dissertation should provide conclusive evidence the student has become a professional scholar in the discipline of history. No aspect of the student's program holds greater significance than completion of a thoroughly researched and well-written dissertation.

### The Committee

The dissertation committee will have at least four members. A majority of the members of the dissertation committee must be in the student's major field. Each faculty member must agree to serve. The history Graduate Committee must approve the composition of the student's

dissertation committee.

### Completion and Defense

Each student must complete a six-hour block of HIST 90990. After completing that block, each student will register for one hour of HIST 90990 each semester until graduation. A student **MUST** register for one hour of HIST 90990 in the semester the degree is to be awarded.

**The student must complete the dissertation within six years of admission to candidacy.**

Each committee member will, in consultation with the director, determine procedure, such as receiving the student's work a chapter at a time or as a complete draft.

Time Frame for Completion.

The student has the responsibility for meeting dissertation deadlines issued each semester by AddRan College.

Students planning to finish a dissertation and complete their doctoral program must file an "Intent to Graduate" form with the AddRan dean's office in accordance with the deadlines.

If the dissertation is not completed and defended in the semester in which the student is registered for 6 hours of HIST 90990, **the student must register for at least one credit hour of HIST 90990 in the semester in which the degree is to be awarded.**

The student will submit the completed dissertation to the dissertation committee at least one month before the defense.

The AddRan dean's office must approve the committee copy at least two days before the oral defense. **The student has the responsibility** to ensure that the dissertation meets all the requirements of the History Department and the AddRan College of Humanities and Social Sciences. Dissertations will follow the *Chicago Manual of Style* as well as the form specified in

the AddRan College “Manual for the Preparation of Theses and Dissertation,” available from the Director of Graduate Studies or online at the History Department website.

<https://addran.tcu.edu/graduate-resources.php>

The student's advisory committee administers the examination (or defense) of the dissertation, which is open to the TCU community. Only under exceptional circumstances will the exam be scheduled during the summer, and then only if all members of the dissertation committee agree and can be present. This exam tests the student's ability to defend the dissertation's content and conclusions.

Once a student has successfully defended the dissertation, submitted the appropriate number of copies of the dissertation to the dean's office, and met all other university requirements, the student has essentially completed the PhD degree.

See Appendix C, Model Timeline for Students Entering MA to PhD Program with BA in Hand, and Appendix D, Model Timeline for Students Entering PhD Program with MA from Another Institution

## **5. Professionalism**

## **Service**

Because service is an integral part of academic life, historians at TCU expect each student to participate in the overall life of the department. Students may be involved in a variety of ways:

- attend departmental events such as research workshops, Phi Alpha Theta (the history honor society), the biannual Boller Symposium on the American Presidency, thesis and dissertation defenses, faculty job talks and meetings, and other guest speakers and workshops sponsored by the department and college
- participate in the recruitment of new graduate students
- serve on committees as deemed appropriate by the department, college, and university.

## **Conferences and Scholarship**

Each student is expected to identify and join relevant professional organizations, which usually have substantial reductions in membership dues for students. Each student is encouraged to present papers at relevant conferences and to publish the findings of his/her research in relevant journals.

## **Grant-seeking**

Because grant funding is an integral part of academic life, the department expects each student to learn to be an active grant seeker.

The department has an internal source of funding through the Boller-Worcester Travel Grants, funded by the generosity of the late TCU professors emeriti Paul Boller and Donald Worcester. The director of graduate studies issues the call for funding once each semester.

Boller-Worcester funds may be used for conference travel or for dissertation research.

Students should also identify and apply for the applicable external travel grants, research prizes, and fellowships appropriate to their areas of research. Many archives offer grants to travel to their collections. Professional associations also may offer competitive grants to help students attend their conferences.

### **Teaching**

Graduate students in the Department of History teach only after they have reached PhD candidacy. At that point, they may enroll in HIST 80090, Supervised College Teaching, and receive the oversight of a designated professor for instructional assistance. Advanced PhD candidates may also teach as graduate instructors in the department.

## Appendix A

### Model Timeline for Master of Arts with Thesis

	Fall Semester	Spring Semester
Year 1	9 hours coursework, including: ~ Historiography & Bibliography, if offered ~ Two Readings Courses	9 hours coursework, including ~ Two Readings Courses ~ One Research Seminar  (18 hours MA coursework completed)
Year 2	6 hours coursework, including: ~ at least one Research Seminar 3 hours HIST 70980 “Thesis” ~ thesis research commences	3 hours HIST 70990 “Thesis” ~ thesis completed, defended Apply to PhD program by Feb. 1, if desired.  Terminal MA students exit program.

## Appendix B

### Model Timeline for Non-Thesis Master of Arts

	Fall Semester	Spring Semester
Year 1	9 hours coursework, including: ~ Historiography & Bibliography, if offered ~ Two Readings Courses	9 hours coursework, including ~ Two Readings Courses ~ One Research Seminar  (18 hours MA coursework completed)
Year 2	9 hours coursework, including: ~ at least one Research Seminar	3 hours coursework Apply to PhD program by February 1 Non-thesis defense

### Appendix C

#### Model Timeline for Students Entering MA to PhD Program with BA in Hand

	Fall Semester	Spring Semester
Year 1	9 hours coursework, including: ~ Historiography & Bibliography, if offered ~ Two Readings Courses	9 hours coursework, including ~ Two Readings Courses ~ One Research Seminar  (18 hours MA coursework completed)  Excellent first-year evaluation (evaluations conducted after end of semester)
Year 2	9 hours coursework, including: ~ at least one Research Seminar	3 hours coursework to complete MA 6 hours coursework (toward the PhD)  Student must complete non-thesis Master's Defense before graduation deadline
Year 3	9 hours coursework.  (15 hours PhD coursework completed).	9 hours coursework: ~ Core Course: History as a Profession  (24 hours PhD coursework completed.)
Year 4	Portfolio and prospectus completion HIST 90980, Portfolio Preparation, 6 hours Student completes portfolio, successfully passes oral exam, and is admitted to PhD candidacy.	Dissertation research/writing.  HIST 90990, Dissertation, 6 hours
Year 5	HIST 80090, Supervised Teaching, if appropriate HIST 90990, Dissertation, 1 hour  Dissertation research/writing.	HIST 80090, Supervised Teaching, if appropriate HIST 90990, Dissertation, 1 hour Dissertation research/writing. Dissertation completed and successfully defended. PhD awarded.



### Appendix D

#### Model Timeline for Students Entering PhD Program with MA from Another Institution

	Fall Semester	Spring Semester
Year 1	9 hours coursework, including: Historiography and Bibliography, if offered	9 hours coursework. (18 hours PhD coursework completed)
Year 2	9 hours coursework.  (27 hours PhD coursework completed)	3 hours coursework, including:  History as a Profession  (30 hours PhD coursework completed)
Year 3	Portfolio and prospectus completion HIST 90980, Portfolio Preparation, 6 hours Student completes portfolio, successfully passes oral exam, and is admitted to PhD candidacy.	Dissertation research/writing.  HIST 90990, Dissertation, 6 hours
Year 4	HIST 80090, Supervised Teaching, if appropriate HIST 90990, Dissertation, 1 hour  Dissertation research/writing.	HIST 80090, Supervised Teaching, if appropriate HIST 90990, Dissertation, 1 hour Dissertation research/writing. Dissertation completed and successfully defended. PhD awarded.

## Appendix D

### Sample Portfolio Field Agreement

Field Agreement  
Major Field 1: U.S. History since 1877  
Brennan Gardner Rivas/Dr. Gregg Cantrell

1. Teaching Documents
  - a. Syllabus for U.S. History since 1877
  - b. Syllabus for Gilded Age/Progressive Era
  - c. Teaching Philosophy
  
2. Historiographic Essay: "Commemoration Controversies: Historiography of Civil War Memory
  
3. Research Paper: "Texans and Their Guns: State Weapons Laws and Civic Masculinity, 1836-1900"
  
4. Reading List
  - a. Full list of U.S. history since 1877 books read so far
  - b. Thirty annotations
  
5. Book Reviews
  - a. Review of Berman, *George Hunt*
  - b. Review of Brewer, *Why America Fights*
  
6. Grant Proposal: William and Madeline Welder Smith Research Travel Award, Briscoe Center, Austin, Texas
  
7. Dissertation prospectus

Signed

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Brennan Gardner Rivas

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Gregg Cantrell

## **Appendix E**

### **Sample Portfolio Title Page and Table of Contents.**

Note: this is a suggested format, not a rigid requirement

## **GRADUATE PORTFOLIO**

For

**BRENNAN GARDNER RIVAS**

In Partial Fulfillment of the Requirements for  
Doctoral Candidacy  
Texas Christian University  
Department of History

Submitted and Defended  
December 6, 2016

Major Field: U.S. History since 1877  
Examiner and Adviser: Dr. Gregg Cantrell  
Examiner: Dr. Rebecca Sharpless

Minor Field: U.S. History to 1877  
Examiner: Dr. Alan Gallay

Minor Field: European History  
Examiner: Dr. William Meier

Minor Field: American Women's History  
Examiner: Dr. Rebecca Sharpless

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## Prefatory Documents

Graduate Transcript  
 Women and Gender Studies Graduate  
 Certificate Personal Statement  
 Teaching Philosophy  
 Dissertation Prospectus

## Major Field: U.S. History since

1877 Field Agreement  
 Complete Bibliography with Annotations  
 Research Paper 1: "Texans and Their Guns"  
 Historiography Paper 1: "Commemoration Controversies"  
 Book Review 1: David R. Berman, *George Hunt*  
 Book Review 2: Susan A. Brewer, *Why America Fights*  
 Syllabus 1: Survey of American History since 1877  
 Syllabus 2: America in the Gilded Age and Progressive  
 Era

## Minor Field: U.S. History to 1877

Field Agreement  
 Complete Bibliography  
 Research Paper 2: "The Neighborhood of the Celebrated Far  
 West" Research Paper 3: "Do Not Pass Go"  
 Syllabus 3: Survey of American History to 1877  
 Syllabus 4: The Trans-Atlantic Nineteenth Century

## Minor Field: European History

Field Agreement  
 Complete Bibliography with Annotations  
 Research Paper 4: "Impregnable Citadels of Capital"  
 Historiography Paper 2: "Suffragists, Suffragettes, and  
 Socialists" Syllabus 4: The Trans-Atlantic Nineteenth Century  
 Syllabus 5: Modern Europe, 1789 to Present  
 Conference Paper Proposal  
 Conference Paper

## Minor Field: American Women's History

Field Agreement  
 Complete Bibliography with Annotations  
 Book Review 3: Linda K. Kerber, *No Constitutional Right to Be Ladies*  
 Book Review 4: Mary Louise Roberts, *What Soldiers Do*

M.A. Thesis: "Texas Antitrust Laws: Formulation and Enforcement, 1889-1903"