



Arizona State University History MA Program Student Handbook

2016-2017

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1. Introduction

The objective of this handbook is to provide information on degree requirements for students enrolled in the History MA program to ensure consistency in program objectives, maintain the quality of the degree to be awarded, and to enable students to progress through their program in a timely manner. It also provides important web links for students to search concerning various policies and procedures set by Arizona State University, the Graduate Education office and the School of Historical, Philosophical and Religious Studies (SHPRS) on academic standards expected from all students. This handbook and all program policies are reviewed annually and are subject to change.

It is the responsibility of the student to be familiar with policies and regulations of the Graduate Education office and Arizona State University and meet deadlines for registration and payment of fees. The best resources to find this information are the [ASU Graduate Education Website](#), the [ASU Catalog](#), and the [Graduate Policies and Procedures Manual](#). Students should discuss questions concerning progress toward their degree with their Supervisory Committee Chair, the Director of Graduate Studies, and/or the Graduate Coordinator. Enrolled SHPRS graduate students can also find program procedures, forms and references on the SHPRS MA Graduate Blackboard: Blackboard > Organizations > SHPRS MA Graduate.

All university related emails are sent to the ASU email address. Students are required to have an active ASU email account and check it frequently. A guide for establishing and maintain an ASU email account is found on this [website](#).

Resource	Email/URL	Location	Phone
ASU Reference for Policies and Academic Calendars	https://catalog.asu.edu/		
Graduate Education	http://graduate.asu.edu/	Interdisciplinary Bldg, B Wing, Room 170	(480) 965-6113
Associate Director of Graduate Studies, SHPRS Miguel Aguilera	miguel.aguilera@asu.edu		
Director of Graduate Studies for History PhD Chris Jones	cjones36@asu.edu	Coor Hall, 4 th Floor, Room 4504	
Chair of Public History Working Group Susan Gray	segray@asu.edu	Coor Hall, 4 th Floor, Room 4536	
Graduate Programs Coordinator Roxanne Shand	roxanne.shand@asu.edu	Coor Hall, 4 th Floor, Room 4578	(480)727-3778
Student Health & Counseling Services	https://eoss.asu.edu/health	Health Services Bldg (by footbridge that crosses University Drive)	(480) 965-3349 Crisis Hotline: (480) 921-1006
University Registrar	https://students.asu.edu/registration	Student Services Bldg, Suite 140	(480) 965-3124
International Students and Scholars Center	https://international.asu.edu	Student Services Bldg, Suite 170	(480) 727-4776

Disability Resource Center	https://eoss.asu.edu/drc	Matthews Center Building, 1 st floor	(480) 965-1234
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2. SHPRS Organization

The School of Historical, Philosophical and Religious Studies (SHPRS) is housed in the College of Liberal Arts and Sciences and comprises the discipline faculties of History, Philosophy, Religious Studies, and American Studies. The Director of SHPRS is the School's chief administrative officer responsible for the overall operation of the School (i.e. faculty, budget, facilities, university policies and school standards and procedures). The Director establishes an Executive Committee made up of the Associate Directors (Undergraduate Studies, Graduate Studies, and Research) and Heads of Faculty for each faculty to advise him on the needs and resources of their academic groups.

The School Director, in collaboration with the Associate Director of Graduate Studies (ADGS), assigns a faculty member from each academic discipline to serve as Director of Graduate Studies (DGS) in their discipline. The role of the DGS is to work with the discipline's faculty to develop new programs, assign Graduate Teaching Assistantships, monitor and ensure program integrity, determine program requirements, and resolve various student issues.

3. History Master's Program

The focus of the History program is to encourage the development of advanced research skills, critical analysis of the literature, and writing skills needed for a professional career. The MA program offers advanced study toward the discipline's first professional degree and provides students the fundamental training needed for careers in secondary school teaching, historical research, and public history. It also prepares students for entering a PhD program or for a professional degree in another discipline.

Students in the History MA program can choose either a Geographical area of study, or Public History. Geographical areas of study include North America, Europe, or East/Southeast Asia. Public History prepares historians for non-academic careers in the public and private sectors. Students who select Public History also combine their study with another field in a selected geographic area (i.e. North America and Public History, Europe and Public History, etc.) and are required to complete an internship. The Graduate Committee, representing the various history fields, works with the Director of Graduate Studies in History to review applications in admitting new graduate students and to guide programmatic changes.

4. Affiliated Resource and Training Centers

[Melikian Center: Russian, Eurasian, and East European Studies](#)

[Jewish Studies](#)

[Center for the Study of Religion and Conflict](#)

[School of Transborder Studies](#)

[Arizona Center for Medieval and Renaissance Studies](#)

5. History Graduate Faculty

The Graduate Faculty in History consists of [SHPRS History Graduate Faculty within the academic discipline of History](#) and Graduate Faculty from other academic disciplines that have been approved by the SHPRS History Graduate Faculty to serve as Supervisory Committee Chairs and/or members. A list of SHPRS History Graduate Faculty can be found on the [Graduate Education History PhD webpage](#).

6. Academic Integrity

The School of Historical, Philosophical and Religious Studies strongly supports the high standard of academic integrity set by [Arizona State University](#). Failure of any graduate student to meet these standards, either in academic coursework or related research activities, may result in serious consequences including suspension or expulsion from the university or, if discovered after a degree is awarded, may result in the university revoking that degree.

Violations of academic integrity include the obvious offenses of cheating, fabricating information/results, tampering and plagiarism, but also include aiding and/or facilitating such activities and, in some cases, failing to reference one's own work. It is extremely important that students become familiar with what academic integrity entails so they do not inadvertently "cross the line." The Graduate Education office recommends several websites to help students with this:

- [Student Academic Integrity Resources](#)
- [Be in the Know](#)
- [Plagiarism](#)

Students should also become familiar with the Statement on Standards of Professional Conduct on the American Historical Association [website](#).

7. Research Integrity and Assurance

The Office of Research Integrity and Assurance's Institutional Review Board (IRB) oversees all research at ASU that involves living human or animal subjects. This includes projects that use questionnaires and/or interviews as part of the data to be included in the research project. Students should plan to contact the IRB in the planning stages of their research to get approval prior to initiating research: More information can be found on their website: [Institutional Review Board](#).

When a thesis document is submitted to Graduate Education for format review the document is also checked by IRB. Failure to follow the procedures set by the IRB may result in the student not being able to present the data collected for the research. The process also requires that the faculty member supervising the research has IRB approval.

8. Safety, Discrimination, and Harassment

All ASU students and student organizations are bound by the University's [Code of Conduct](#), which promotes an educational environment that encourages respect, honesty, safety, and collegiality. The Code of Conduct and directions for filing a report can be found on the [Dean of Students webpage](#). Students are encouraged to report any breach of the Code of Conduct or any concerns about other students or members of the ASU community to the Graduate Coordinator or DGS. Anonymous reports of misconduct may be filed with the Dean of Students using the [Campus Community Incident Report form](#). Additionally, ASU takes sexual violence seriously and aims to prevent sexual violence. More information and directions for handling incidents of sexual violence can be found on the [Sexual Violence Prevention website](#).

Institutions of higher education have a large community of people with a variety of backgrounds and beliefs and a large international presence. Arizona State University welcomes diversity among students, staff, faculty and visitors and has strict policies against discrimination based on race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status. Providing a safe environment, free from harassment (sexual, religious, racial, etc.), is a priority concern for ASU and should be reported immediately when it occurs or is witnessed.

There are different types and levels of discrimination and harassment. Students should become aware of them so they are careful not to cause an offense and to recognize when they have become a victim. Descriptions can be found in the [Academic Affairs Manual](#). Students who witness offensive behavior or experience

inappropriate and unwelcome responses should contact the Office of Equity and Inclusion. This is the [office](#) that monitors and manages reports of discrimination and harassing behavior: 480-965-5057. All information is kept confidential and it is the responsibility of everyone to report instances when observed. Retaliation against those who report such behavior is not tolerated and every effort will be made to protect those involved.

9. Program Enrollment Requirements

A. Continuous Enrollment

Once admitted, students must enroll continuously, each fall and spring semester, until all requirements for the degree have been met. Students who have completed all course requirements may enroll in HST 595 Continuing Registration credits. Continuing Registration meets the continuous enrollment requirement but is not graded. A “Z” is assigned as the final grade.

A student may apply for a leave status with the Graduate Education office; however, this leave status cannot exceed a maximum of two semesters during the student’s enrollment in their program. A student on leave is not required to pay fees but is not permitted to place demands on university faculty or use any university facilities, e.g., the library. An application for leave status (for reasons including the birth of a child or military leave) must be endorsed by the student’s Advisor and the History DGS before submission to the Graduate Education office for final approval. This request must be filed prior to the beginning of the term in which the student will take a leave of absence. The Request to Maintain Continuous Enrollment form can be found on the [Graduate Education office website](#).

Students who fail to maintain continuous enrollment without obtaining an official leave approval from the Office of Graduate Education will be removed from the graduate program by the Office of Graduate Education. The student may reapply for admission; however, the student must pay reapplication fees and re-admission is not guaranteed.

B. Full-Time Status

International F-1 and J-1 Visa students must maintain full-time enrollment status. Any exception to full-time enrollment must be previously approved by the International Student and Scholars Center. More information can be found in the [Graduate Policies and Procedures Manual](#), published by the Graduate Education office.

C. Withdrawal Requests

Before considering complete withdrawal, students should explore the possibility of “Incomplete” grades, which allow a student additional time to complete coursework based upon a documented agreement signed by the professor, student, and DGS. More information can be found in section 17 of this handbook. Questions should be directed to the Graduate Coordinator.

A student may apply for a leave status with the Office of Graduate Education in an extraordinary case in which serious illness or injury (medical leave), significant personal situation (compassionate leave) prevents a student from continuing classes, or in the case of military activation. This leave status cannot exceed a maximum of two semesters during the student’s enrollment in their program. A student on leave is not required to pay fees but is not permitted to place demands on university faculty or use any university facilities including the library.

More information on withdrawals can be found on the [Graduate Education Registration webpage](#). The [Master’s/Certificate Request to Maintain Continuous Enrollment form](#) can be found on the [Graduate Education office website](#). Students requesting leave who are on financial aid are strongly encouraged to consult [Financial Aid and Scholarship Services](#) prior to requesting the leave. International students with an F1/J1 visa must consult with the [International Students and Scholars Center](#) to discuss the immigration consequences that may result from their withdrawal from ASU.

10. Program Overview

Students have two options in regards to primary fields of study: a geographic focus or Public History. Students select a primary area of study in a geographic area – North America, Europe, or East/Southeast Asia. Alternatively, Public History requires an internship and course work designated by the Chair of the Public History program. Public History students are also expected to pick a general geographic area of study for their research.

The degree can be completed in one of three ways: the traditional MA with a thesis, a Capstone Portfolio, or an Applied Project. A final written product and oral defense of the culminating document is required for all options.

The curriculum for the History MA Program consists of:

- coursework;
- demonstration of an advanced research skill related to the area of study;
- internship (Public History field only);
- a thesis prospectus/Applied Project proposal (except for students completing a Capstone Portfolio);
- completion of a thesis, Capstone Portfolio, or Applied Project.

Students enrolled full-time in the History MA program should be able to complete program requirements and receive their degree within two years. The Graduate Education office requires continuous enrollment, every fall and spring semesters, for the duration of the program and has set a limit of six years to complete the degree. There is no extension and the student must reapply to the MA Program. The count begins from the first semester of admission to the student's academic program.

11. Supervisory Committees

All students are supported by committees of SHPRS Graduate Faculty members, who guide them in developing a plan of study and completing research and writing of the culminating experience for the master's program. Students first select a committee Chair, who can guide the student in adding other members to the committee. These committees vary depending on the culminating experience a student chooses for the master's degree (thesis, applied project, or capstone portfolio). More information can be found below.

A. Committee Selection Form

Committee members must be selected by April 1 of the student's first year in the program, when the iPOS is due. Once a Chair/Research Advisor has been selected, the student prints the Committee Selection Form from the SHPRS Graduate Blackboard page, obtains the signature of the Chair and additional members, and submits the form to the Graduate Coordinator. The student can then enter the committee on the iPOS.

B. Committee Member Changes

The Committee members listed on the Plan of Study serve as the Supervisory Committee. Any changes must first be approved by the DGS and then submitted through the online iPOS system for final approval by the Office of Graduate Education.

Students complete the Supervisory Committee Member Change Request form to request a change and submit it to the Graduate Coordinator. The form can be found on the SHPRS Graduate Blackboard page (MyASU>Blackboard>Organizations>SHPRS MA Graduate> Forms). Students must obtain the signatures from the new member, previous member and Supervisory Committee Chair, then submit the original form with signatures to the Graduate Coordinator. The Graduate Coordinator will obtain the signatures from the History DGS.

C. Thesis Supervisory Committee

The Office of Graduate Education requires all graduate students to establish a Supervisory Committee to direct their graduate study. A Supervisory Committee has three basic charges:

- to recommend and approve the student's program of study;
- to advise a student regarding the thesis;
- to administer the final oral examination in defense of the thesis.

The committee is comprised of at least three members: a tenured or tenure track ASU SHPRS History Graduate Faculty member in an area of research closely related to the student's area of research to serve as the committee Chair, and two additional members with expertise in the student's area of research. A list of History Graduate Faculty and their fields of research can be found on the [SHPRS website](#). The student's Chair must be endorsed to Chair and be a member of the SHPRS History Graduate Faculty. Additional members may be added. At least two members must be from the SHPRS History Graduate Faculty. The student and the committee Chair work together to develop a plan of study, thesis topic, and research plan.

A list of History Graduate Faculty members' endorsements to chair and serve as committee members can be found [here](#). Students who wish to add Faculty/Academic Professionals who are not members of the SHPRS History Graduate Faculty must work with the Graduate Coordinator to receive approval from the History DGS for their selection(s).

Students have the option of having two faculty members serve as Co-Chairs (Co-Advisors). In this scenario, one of the Co-Chairs must be a tenured or tenure track faculty member in the SHPRS History Graduate Faculty, endorsed to Chair or Co-Chair. The other Co-Chair must be endorsed to Chair or Co-Chair in the SHPRS History Graduate Faculty. At least two members must be from the SHPRS History Graduate Faculty.

All members of the committee must be approved by the Director of Graduate Studies in History and the Office of Graduate Education. At least two members must be SHPRS History Graduate Faculty. The Supervisory Committee Chair(s) and members must be selected by April 1st of the student's first year.

D. Applied Project Supervisory Committee

Students who select the Applied Project option for their culminating experience must have a Supervisory Committee to:

- recommend and approve the student's plan of study;
- advise a student regarding the Applied Project option;
- administer the final oral examination in defense of the Applied Project option.

The committee is comprised of at least two members: a tenured or tenure track ASU SHPRS History Graduate Faculty member endorsed to Chair in an area of research closely related to the student's area of research to serve as the committee Chair/Advisor, and one additional member with expertise in the student's area of research. Additional members may be added. At least one member must be from the SHPRS History Graduate Faculty.

A list of History Graduate Faculty members can be found [here](#). This list specifies faculty endorsements to chair and serve as members on graduate committees. Students who wish to add Faculty/Academic Professionals who are not members of the SHPRS History Graduate Faculty must work with the Graduate Coordinator to receive approval from the History DGS for their selection.

All members of the committee must be approved by the Director of Graduate Studies in History and the Office of Graduate Education. At least two members must be SHPRS History Graduate Faculty. The Supervisory Committee Chair(s) and members must be selected by April 1st of the student's first year.

E. Capstone Portfolio Supervisory Committee

Students who elect to pursue the Capstone Portfolio as their culminating experience will automatically be assigned a Supervisory Committee consisting of the members of the MA Program Committee. The chair of the MA Program Committee will serve as the Chair of the student's Supervisory Committee. Students who select the Capstone Portfolio option must enter the Supervisory Committee Chair and members into the iPOS, but do not need to submit a Supervisory Committee Selection Form. The names of these committee members can be found on the SHPRS Graduate Student MA Blackboard. The Supervisory Committee is approved by the Director of Graduate Studies and the Office of Graduate Education.

12. Interactive Plan of Study (iPOS)

Students enrolled in graduate programs at ASU are required to file and maintain an online Plan of Study with the Graduate Education office. It is referred to as the iPOS (Interactive Plan of Study). The iPOS is accessed through the student's MyASU, under the "My Programs and Degree" section. This Plan of Study serves as an agreement between the student, the academic unit, and the Office of Graduate Education to identify the selected Supervisory Committee, verify the quality and acceptability of the culminating document, and to verify the coursework required for the degree.

History MA students must submit the iPOS by April 1st of their first year and it must be approved by the student's Chair, the Director of Graduate Studies in History, and the Graduate Education office. The Graduate Coordinator will obtain DGS/Graduate Education approval.

The iPOS "hard copy" worksheets can be found on the SHPRS MA Graduate Blackboard. Students print the worksheet and, in consultation with their Chair, list the courses they agree to take in order to meet program requirements. Student should follow the steps below to complete the iPOS process:

1. Complete iPOS hard copy worksheet with Chair, OR work through iPOS process in MyASU.
2. Obtain Chair approval of iPOS (via email or in writing, using the screenshot) and submit this approval to the Graduate Coordinator.
3. Submit final iPOS through MyASU.

Since students are required to identify courses for future semesters, they should enter courses that best match program requirements and their area of interest. Course changes are frequently needed as a student moves through the program, but these are easily requested through the iPOS system. All iPOS changes are approved by the Graduate Coordinator, who must receive approval from the student's Chair (in writing or via email).

13. Course Requirements

The History MA Program offers a flexible selection of graduate courses in the various fields which, in some cases, are team-taught. Students select courses under the advisement of their Committee Chair. All core courses required by a graduate program must be at least 500-level. A maximum of 6 credit hours of 400-level coursework can be included on an iPOS, with Chair approval.

There are two set of course curriculum options for students enrolled in the History MA program: one for students with a *geographic* primary field and one for students who have selected *Public History* as their area of focus.

A. Geographic Primary Field Study Requirements

30 credit hours required

- Core Courses (Choose 2: 1 related to geographic area of study and 1 additional core course):
 - HST 641: North America Core
 - HST 642: European Core
 - HST 643: Global/Comparative Core
 - HST 502: Public History Methodology
- HST 591: Research Seminar related to Area of Study (1 class for Thesis Option; 2 classes for Capstone Portfolio or Applied Project option)
- HST 640: Historical Methods
- Advanced Research Skill
- HST Course Electives
 - Two 3-credit courses may be used from related field with DGS and Advisor approval.
- Culminating experience:
 - HST 599 Thesis (6 credits),
 - HST 593: Capstone Portfolio (3 credits), or
 - HST 593: Applied Project (3 credits)

B. Public History Study Requirements

30 credit hours required

- HST 502: Public History Methodology
- HST 640: Historical Methods
- 1 additional Core Course selected from the following:
 - HST 641: North America Core
 - HST 642: European Core
 - HST 643: Global/Comparative Core
- HST 591: Research Seminar (1 course for thesis; 2 for capstone & applied project)
- Advanced Research Skill
- HST Course Electives
 - Course in related fields (e.g., museum studies, non-profit management, design, policy studies, cultural resource management) may be used with approval from DGS and Advisor.
- HST 580 Practicum: Professional Experience
- Culminating experience:
 - HST 599 Thesis (6 credits),
 - HST 593: Capstone (3 credits), or
 - HST 593: Applied Project (3 credits)

14. Course Descriptions for Key Courses

A. Courses for all History MA Students

HST 580 Practicum – The Practicum courses are special courses that focus on a particular skill, especially, but not exclusively, relevant to Public History. Often taught by distinguished visiting historians or working professionals. HST580 may be used by a student to meet the Advanced Research Skill requirement.

HST 590 Reading & Conference (Independent Study)

This is an individually arranged course with a single professor to support student preparation in the fields of specialization. These independent study courses are arranged with individual faculty members. It allows a student to do intensive reading with the objective of acquiring a sophisticated knowledge of a topic. For three credits of Readings and Conference, students are expected to read the equivalent of a book each week during the semester. When these courses are linked to a lecture course (400-level), the student is expected to do additional graduate level work to justify receiving graduate credit for the lecture course.

Students wanting to take an independent study course will need to complete the “Reading and Conference 590/790 Request Form” found on the SHPRS Graduate Blackboard site. It must be prearranged prior to the start of the semester it is taken and have the approval of the Supervisory Committee Chair as well as the Director of Graduate Studies in History. This process includes a 1-2 page written proposal that states the reason for the independent study, how it relates to the student’s research plan, the content of the course (syllabus), and how it will be evaluated. A resource list providing information on readings and/or other methods supporting the proposal must also be provided.

HST 591 Research Seminar – The research seminar instructs students in the preparation of research papers grounded in the primary source materials of a particular field. Research seminar topics vary by semester. The course objectives for HST 591s are that students will:

- complete an original research project drawing on primary and secondary sources;
- demonstrate an ability to use appropriate databases to find secondary and primary source material;
- demonstrate an ability to find and use archival material;
- recognize the complex nature of the historical record, wrestling with ambiguity and the multi-vocal nature of sources;
- demonstrate an ability to present their work orally and in writing to scholarly and non-scholarly audiences; and
- demonstrate an ability to make an original historical argument and to support that argument with appropriate sources.

HST 593 Applied Project/Capstone Portfolio – Course credit used to develop the culminating project.

HST 599 Thesis – Course credit used to develop a culminating thesis.

HST 598 Special Topic Courses – These courses focus on a unique topic that explores the breadth of knowledge and interpretive trends in a particular field. Topics offered vary. The course objectives for HST 598s are that students will:

- understand how pivotal books influenced the historiography of a field;
- compare and synthesize information from several monographs that engage the same general topic;
- articulate orally and in writing major themes in the topic under examination;
- analyze the ways that historians build historical arguments and use evidence in scholarly

- articles and monographs;
- demonstrate the ability to identify an historical argument and to explain strengths and weaknesses in it and in its use of evidence;
- be able to write a publishable book review; and
- be able to write a historiographical essay.

HST 640 Historical Methods – This course explores the history and methodology of the discipline of history, including how interpretative frameworks have changed over time and how historians have understood the function of their discipline. As such, the course functions as an ideal gateway course into the program. (Formerly HST 515 Studies in Historiography)

HST 641-643 “Core” Courses – Students must take two “core” courses to graduate. The core courses are: HST641: North America Core, HST642: Europe Core, HST643: Global/Comparative Core, and HST502: Public History Methodology. The core course objectives are that students will:

- be able to design a survey course on this subject;
- understand major chronological periods of the field;
- be introduced to historiographical debates in the field;
- be able to articulate major themes and methodologies in the field;
- demonstrate an ability to communicate historical information to multiple audiences (academic, general public) using multiple media (e.g., powerpoint, blog, scholarly essay, oral presentation, oral or online discussion forum); and
- practice professional skills, including self-organization, working in teams, and relating work to a broader context.

B. Additional Courses for the Public History Primary Field

HST 502 Public History Methodology – Introduces historical methodological concepts, stresses a problem-solving approach, and underscores the utility of the historical process as a means of examining, studying, and analyzing a wide range of issues and problems. The core course objectives are that students will:

- be able to design a survey course on this subject;
- understand major chronological periods of the field;
- be introduced to historiographical debates in the field;
- be able to articulate major themes and methodologies in the field;
- demonstrate an ability to communicate historical information to multiple audiences (academic, general public) using multiple media (e.g., powerpoint, blog, scholarly essay, oral presentation, oral or online discussion forum); and
- practice professional skills, including self-organization, working in teams, and relating work to a broader context.

HST 580: Practicum: Professional Experience – This course is a structured practical experience arranged by the student in consultation with the Director of Public History. Students earn a grade of “Y” (satisfactory) upon successful completion of the professional experience requirement.

HST 591 Public History Seminar – Provides an organized class setting for the research and writing of a report on a topic relevant to Public History and likely to be the foundation for the thesis. Students with a Public History field will take the HST 591 seminar in Public History. If an additional HST 591 is used as an elective, it must be a HST 591 that is not in Public History so the student has experience writing in the geographic primary field as well as Public History. The course objectives for HST 591s are that students will:

- complete an original research project drawing on primary and secondary sources;
- demonstrate an ability to use appropriate databases to find secondary and primary source material;

- demonstrate an ability to find and use archival material;
- recognize the complex nature of the historical record, wrestling with ambiguity and the multi-vocal nature of sources;
- demonstrate an ability to present their work orally and in writing to scholarly and non-scholarly audiences; and
- demonstrate an ability to make an original historical argument and to support that argument with appropriate sources.

15. Advanced Research Skill (ARS)

The History Faculty requires students enrolled in History graduate programs to demonstrate proficiency in an advanced research skill that supports the student's area of research and/or professional objectives. This skill may be a foreign language or a non-linguistic skill that is acquired by means of course work, reading lists, special projects, professional experiences, etc. Advanced research skills may include, but are not limited to, the following:

- quantitative methods of analysis
- Geographic Information Systems mapping
- documentary editing
- digital history
- non-fiction writing
- training in archival management
- oral history interview techniques
- historic preservation
- genealogy
- interdisciplinary training in fields relevant to the student's research interests, such as geography, anthropology, sociology, political science, public administration, literature, ethnic studies, women's studies, ecology, etc.

Students meet with their Supervisory Committee Chair to determine an appropriate skill and how proficiency will be demonstrated. Students then must complete the History Advanced Research Skill Proposal Form (SHPRS MA Graduate Blackboard > Forms) to obtain final approval from the Director of Graduate Studies in History. In most cases, language proficiency is demonstrated by successful completion of an exam administered once a semester by the School of International Letters (SILC). Application and procedures for scheduling the language exam can be found on [the SILC website](#).

Non-linguistic skills will require additional information provided in a short proposal that includes:

- the research skill to be demonstrated;
- how the skill relates to the student's research;
- how the skill will be acquired/ developed
- how proficiency in the skill will be demonstrated.

If a student wishes to use non-History coursework toward meeting the Advanced Research Skill requirement, the course must be 400-level or above, and they must obtain written (email) permission from their Advisor and the Director of Graduate Studies in History. The course must focus on the development of a discrete skill, and should require a project that demonstrates competency in the skill as assessed by the instructor of the course.

Students must submit the completed ARS form to the Graduate Coordinator when the skill has been demonstrated.

The Advanced Research Skill Proposal needs to be completed by April 1st of the first year within the program, and proficiency must be demonstrated prior to the submission of the thesis prospectus/Applied Project proposal.

16. Public History: Professional Experience

The Public History professional experience varies from a full-time, eight-week program to a half-time 16-week program. Internships are conducted for 180 hours. Some students conduct several internships to reach the total hours, others in one.

Generally, the professional experience is conducted in the summer after the first year of study. All students begin the process in discussion with Dr. Rebecca Andersen to determine student interests and discuss potential organizations and settings for the program. Before completing an internship, students must submit an Internship Proposal to Dr. Andersen. All organizations that take on an intern must enter into an affiliation agreement with ASU using the Student Placement Agreement form and students must complete internal paperwork that documents the supervisor, work schedule, duties, and rate of compensation.

Please check the SHPRS MA Graduate Blackboard (SHPRS MA Blackboard>Forms>History Program Forms>Internship Forms – TEMPE) to download and complete all required documents, including Internship Information (including Internship Proposal), Student Placement Agreement, and Consent to Release of Information.

At the conclusion of the professional experience, the student submits a written report. Three credit hours are given for completion of the professional experience.

17. GPA Requirement

Students enrolled in the History Master's program are required to maintain a grade point average of 3.3. If the GPA falls below 3.3, the student is automatically placed on a History program academic probation for one semester with the expectation that the GPA will improve and meet the requirement by the end of the following semester. The DGS may submit a recommendation to the Dean of Graduate Studies to dismiss a student from the program if the following situations occur:

- The student has received three Cs or lower in graduate-level (500 or above) history courses taken after admission to the program.
- A student's Cumulative GPA, Plan of Study (iPOS) GPA, or semester GPA falls below 3.3 for two consecutive semesters.
- It becomes impossible for a student to graduate with a 3.3 GPA in classes identified in the Plan of Study.

18. Transfer Courses

Students may request that graduate credit earned at ASU or another accredited university be used toward program requirements if the coursework was completed within three years of the first semester of admission in the History program. The courses must be related to the student's research and may not have been used toward a previous degree. Up to 12 credit hours may be used upon the approval of the student's advisor and the Director of Graduate Studies in History.

An official transcript showing the final grade for the course(s) needs to be on file with the Graduate Admissions Office. The student submits a written request with a copy of the syllabus and a statement from their advisor in support of the request to the Graduate Coordinator. The Graduate Coordinator will present the request to the Director of Graduate Studies in History and notify the student of the decision.

19. Incomplete Grades

Graduate students should avoid taking a grade of “I” (incomplete) for any graded course work. Incompletes must be completed within one calendar year. If the “I” grade is not replaced with a final grade within one year of the official end of the course, it will remain permanently incomplete. No student may accumulate more than two incompletes at any one time. Should this situation occur, the DGS may recommend the student be barred from taking further course work until one or more of the incompletes are removed. Students with three incompletes can register for no more than one course and will lose any graduate assistantship they hold. Students violating these conditions may be recommended for dismissal from the program.

20. Satisfactory Academic Progress

All graduate students are expected to make steady progress towards completion of their degree. Students must meet the standards and deadlines of the Office of Graduate Education as well as the requirements established by the History graduate programs as stated in this handbook to maintain satisfactory progress in their respective degree program. Students who fail to meet requirements will receive written notice from the DGS identifying the deficiency and given the opportunity to meet with the DGS to discuss difficulties the student may be having in reaching goals of the program. The student’s Research Advisor may be included in this meeting. A written plan will be set in place by the DGS, giving the student specific steps to remedy the deficiency and a time period to complete the plan, during which the student will be placed on academic probation for a specific period identified in the letter. Students placed on probation may be restricted from teaching courses or being otherwise employed in the department and may lose funding.

When the student remedies the deficiency satisfactorily, the probation will be lifted and a new letter issued stating that the student is back in good standing. Failure to resolve the issue as directed will result in one or more of the following options:

- Termination of funding.
- Recommendation from the Director of School of Historical, Philosophical and Religious Studies to the Dean of Graduate Education to dismiss the student from his/her degree program.

A recommendation of immediate dismissal may occur under certain circumstances such as:

- Violation of academic integrity policies.
- Unprofessional or threatening behavior in a the classroom, professional experience, or any public setting in which the student is representing their degree program, The School of Historical, Philosophical and Religious Studies or Arizona State University.
- A student’s GPA falls below a 3.3.
- Failure to follow proper procedure set by the office of Research Integrity and Assurance.

The student will be notified in writing that he/she is recommended for dismissal and will be given 10 business days to appeal the dismissal decision or complete a voluntary withdrawal. Withdrawal from the program will avoid the notation of a dismissal on the student’s record. To appeal a recommendation for dismissal, the student should follow guidelines set out in the dismissal letter and contact the Director of the School of Historical, Philosophical, and Religious Studies in writing by the specified date. All mail and email will be sent to the addresses on file for the student. The student is responsible for checking mail regularly. A student may appeal any action concerning dismissal through the Graduate Council Appeals Board (GCAB).

21. Culminating Experiences

In the first year of the program, the student should choose one of three culminating experiences to be completed to prove mastery of coursework and research undertaken in their plan of study. Each student can choose between a thesis, applied project, or capstone portfolio, all of which are described below. **The student must decide by April 1 of their first year which culminating experience to undertake**, in conversation with the Chair and committee members, and designate appropriate culminating courses on the iPOS. The culminating experience can be changed by notifying the Graduate Coordinator via email. Permission from the student’s Chair for the

student to change the culminating event must also be shared with the Graduate Coordinator (via email).

A. Thesis

The primary culminating experience of the Master's degree program is the writing, presentation, and defense of a thesis based on original research.

i. Thesis Prospectus

A Thesis Prospectus must be approved by the student's committee before the student enrolls in HST 599 Thesis. The Prospectus consists of a ten page overview of the thesis project that may include, but is not limited to the following components:

- an abstract as a title page with the student's committee listed;
- thesis argument;
- section on methodology;
- section on the scope of the project;
- table of contents;
- a section on the thesis contribution to scholarship in the field;
- A bibliography of primary and secondary sources is added to the end of the report.

The student provides a copy to each member of his/her committee for review and to receive feedback on the thesis project. This can be done individually, or in a meeting of the entire committee, at the discretion of the committee Chair.

When the review is completed, the Chair of the committee sends an email to the student with the results and recommendations and copies the Director of Graduate Studies in History and the Graduate Coordinator. Committee members sign the "History Prospectus-Proposal Form" and give the form to the Graduate Coordinator. The coordinator will obtain the signature from the Director of Graduate Studies in History and will retain the form in the student's file. The student may then enroll in HST 599. If the committee decides that the student is not ready to proceed with the thesis, the student and the Director of Graduate Studies in History should be informed in writing of what measures need to be taken before the student can proceed.

ii. Thesis

The thesis, an extended essay of approximately 100 pages, addresses a topic chosen by the student in consultation with the faculty advisor who serves as chair of the supervisory committee. The thesis explores a limited subject in depth, analyzing, explaining, and drawing conclusions from the information gleaned from primary and secondary sources. The thesis thereby demonstrates the student's ability to do research in the primary sources of the field, survey and synthesize the relevant secondary literature on the topic, organize and develop an argument, and analyze and argue points cogently. Primary sources are broadly construed to include a variety of original source materials, e.g., diaries, letters, oral histories, government documents, photographic evidence, and material culture objects. A Public History thesis is expected to be of similar length to a traditional thesis and is to be constructed around a research question and related scholarly literature.

iii. Thesis Format and Committee Review

The style of the document is determined by the Committee Chair/Advisor and is usually based on style manuals, such as *A Manual for Writers* by Kate L. Turabian or *The Chicago Manual of Style*. The format of the document must follow the specifications presented in the Graduate Education office Format Manual and students need to closely adhere to the requirements for setting margins, spacing, pagination, etc. A good resource for formatting information is the [Graduate Education office website](#). Students should also use the Graduate Education office formatting tool to check their document. The formatting tool only checks for formatting issues. Students should review the topic of Academic Integrity presented in this handbook and can submit the document to Safe Assign through the SHPRS Graduate Blackboard.

At least one month prior to the date the student plans to defend, the student must submit a copy of the final thesis draft to the faculty members who officially make up the Supervisory Committee for a critical review of the arguments, narrative, footnotes, and bibliography. This gives the student the opportunity to make revisions before submitting the document to the Graduate Education office for format review.

iv. Thesis Oral Defense

The oral defense is open to the public and advertised to the whole school. Defenses include a presentation of the argument of the thesis by the candidate and questions from each of the committee members. Normally, defenses take no more than two hours. At the time of the defense, members may approve the thesis, delay their decision at the orals pending further revisions by the student, or approve leaving the revisions to the supervision of the committee chair.

v. Scheduling a Thesis Oral Defense and Format Review

When revisions have been made and all members of the committee agree that the document is ready for a defense, the student arranges a date and time for the defense with all committee members. The Chair of the Supervisory committee should consult with all members of the committee to determine if the thesis is ready to defend. If all committee members agree that the defense can be held, the Chair will inform the student, who then takes charge of scheduling the defense. The student should consult all committee members, including the Chair, to determine the date and time of the defense. The student requests a conference room by completing the [Room Request](#) form.

Scheduling the defense with the Graduate Education office is done through MyASU (MyASU > My Programs and Degree Progress > Defense). The “Defense” tab provides an electronic form to schedule the final defense and must be submitted **no later than 10 business days prior to the planned defense date**.

In addition to submitting this form, the final draft of the thesis document needs to be emailed to the Graduate Education office for format review – **no later than 10 calendar days prior to the planned defense**. Once this form is submitted, additional links appear that guide students through the formatting process and final submission to ProQuest (the electronic submission of the thesis). A complete and defensible copy of the thesis document must also be submitted to the Graduate Education office (via email) for format review. Before submitting the document, students are encouraged to use the Graduate Education Office [format tool](#).

The Graduate Coordinator sends a defense invitation to all faculty and students in SHPRS. The student must provide the Graduate Coordinator with his or her abstract at least 10 calendar days before the defense so that the invitation can be emailed.

vi. Thesis Defense Reminder

Students should send an email to members of their Supervisory Committee a few days before the exam to remind them of the location and time of the exam. Any problems with the agreed-upon date should be reported to the Graduate Coordinator as soon as possible.

vii. Thesis Defense Results

Results of the final defense are recorded on the Graduate Education office Pass/Fail Form which is generated at the time the defense is scheduled and emailed to the Committee Chair and SHPRS Graduate Coordinator. If the student and his/her Chair or research advisor do not want the thesis published for a period of time due to ongoing research, publication or the sensitive information presented in the document, an “embargo” for approximately two years can be requested via the Pass/Fail form.

Each member of the committee signs the form to indicate their decision. If revisions are needed, the

Chair must sign the form a second time once revisions have been completed. A copy of the completed form is given to the SHPRS Graduate Coordinator for the student's file and the original copy is submitted to the Office of Graduate Education. Once the Pass/Fail form is submitted, the student will see "Defense Status: Pass" in the defense section. Right below the "Defense Status" the student will see "Format Review Status". The "Review Status" will change to "Ready for ETD/ProQuest". The document can then be submitted by following the instructions found [here](#). The student will be sent an email from the Graduate Education office when the final submission to ProQuest has been done. An electronic copy of the document is sent to the Hayden Library.

B. Capstone Portfolio

The Capstone Portfolio option allows students to build a culminating experience that reflects the breadth and depth of their MA experience and to articulate the value of the degree to potential employers or admissions committee members.

i. Planning for a Capstone Portfolio

Students who elect to complete a Capstone Portfolio as their culminating event should identify their intention to their advisor by the time they complete 15 credit hours. Students who have already completed 15 hours and would like to complete a Capstone Portfolio must contact the Graduate Coordinator as soon as possible.

ii. Completing a Capstone Portfolio

Once a student completes all other course requirements, the student may enroll in HST593: Applied Project: Capstone Portfolio (3 credit hours). The outcome of this course will be the production of a digital portfolio consisting of four components:

1. **Significant research paper or historical project** (20-30 pages) that demonstrates facility with primary sources and historiographical awareness. The paper/project should be a significantly revised paper/project from previous coursework. The final product must be of the quality one might submit to a scholarly journal or for presentation at a professional conference.
2. **Thematic or Historiographic essay** (minimum 20 pages) that explores the salience of a particular theme or topic in history. The essay should trace the theme/topic across 8-12 significant works of historical inquiry (i.e., historical monographs or seminal scholarly articles). Ideally, a student will connect works they have encountered across individual courses.
OR
Public History Assignment that demonstrates consideration of issues related to engaging the general public in the exploration of historical issues. The Public History component should be a significantly revised and polished assignment from previous coursework.
3. **CV/Resumé and Cover Letter**
4. **Personal Statement or Prospectus** (2 pages) that articulates the relevance and importance of historical knowledge and skills to the student's life and career aspirations OR a prospectus detailing a larger research project the student hopes to pursue if moving on to a PhD program. A brief analysis articulating how the component demonstrates mastery of program outcomes should accompany each component.

iii. Evaluation of Capstone Portfolio

Students completing a Capstone Portfolio will enroll in 593 and their projects will be evaluated by the 593 instructor. The MA Program Committee will choose to either accept or reject the recommendation made by the 593 instructor as to whether a student's portfolio meets unit standards.

C. Applied Project

The Applied Project is a product of rigorous research expressed in a format relevant to the professional expectations and applications of people working in public history or K-12 history education. The Applied Project may take the form of a documentary editing project, a museum exhibit design, a historical interpretation

plan, a historic preservation project report, a legislative history and policy white paper, etc. K-12 teachers might opt to develop a project involving curriculum assessment and development placed in the context of the scholarly literature related to the teaching and learning of history. In all cases, the applied project will represent an extensive scholarly investigation and original contribution by the student in consultation with their advisor and committee. Students who plan to do an Applied Project are required to submit a proposal that articulates the parameters of the project to their Supervisory Committee for approval. Students must have the approval of their supervisory committee for their applied project prior to enrolling in HST 593.

i. Applied Project Proposal

An Applied Project Proposal must be approved by the student's committee before the student enrolls in HST 593. The Proposal consists of a ten-page overview of the culminating project that may include, but is not limited to the following components:

- a 200-word abstract of the project;
- a longer description that explains the project scope, research methods, interpretive framework, and significance;
- a tentative table of contents or design plan;
- a timeline for completion;
- a bibliography of primary and secondary sources that support the project.

The student develops this report in collaboration with his or her advisor. When the advisor indicates that the report is ready to share with the other committee members, the student provides a copy of the report to each member of his/her committee for review and to receive feedback. This can be done individually, or in a meeting of the entire committee, at the discretion of the committee chair (the student's advisor).

When all committee members are satisfied, the Chair and Committee Members sign their approval on the History MA Prospectus/Proposal Approval Form and give the form to the Graduate Coordinator. The coordinator will obtain final approval from the Director of Graduate Studies in History and will retain the form in the student's file. The student may then enroll in HST 593. If the committee decides that the student is not ready to proceed, the committee chair will explain in writing to the student and the Director of Graduate Studies in History what measures need to be taken before the student can proceed.

ii. Applied Project Format Review

The written document is not submitted to the Graduate Education office. It is submitted only to the Supervisory Committee, so students do not complete the format review with the Graduate Education office; however, the format used must be approved by the Committee Chair and follow guidelines in Turabian or the *Chicago Manual of Style*.

iii. Applied Project Oral Defense

The Applied Project option requires an oral defense. The oral defense is open to the public, though the deliberations at its conclusion are reserved exclusively for members of the supervisory committee. After deliberation, the committee may pass the student's work as a whole, or may fail it as a whole. **There is no "pass with revisions" option for the defense of the Applied Project option.**

The student provides an electronic copy of the final document to the Graduate Coordinator for his/her file. The Committee Chair informs the Graduate Coordinator of the final outcome of the defense.

iv. Scheduling an Applied Project Oral Defense

At least one month prior to the oral defense, the student must submit a defensible copy of the written work to the faculty members who officially make up the Supervisory Committee for a critical review. Revisions are made and the final defense is scheduled. The schedule for submitting work and the oral defense should be determined in consultation with the committee chair, as committee

members need a few weeks to review these works. Students should expect to make revisions before the final defense. The student works with the Committee to find an agreed upon date and time, and then the student requests a conference room by completing the [Room Request](#) form. (You may need to login as you do for your MyASU). The student sends an email to the Graduate Coordinator with information about the defense, including, the date, time, room, and topic. The oral defense is announced by SHPRS to students enrolled in the school. At the conclusion of the student's presentation, those in attendance leave and the committee deliberates for final discussion. The committee may pass the student's work as a whole or may fail as a whole. **There is no "pass with revisions" option for the defense of the Applied Project option.**

v. Applied Project Option Defense Reminder

Students must send an email to members of their Supervisory Committee a few days before the exam to remind them of the location and time. Any problems with the agreed-upon date should be reported to the Graduate Coordinator as soon as possible.

vi. Applied Project Option Defense Results

Non-Thesis defense results should be recorded on the "Non-Thesis Defense Form", which can be found on the SHPRS MA Graduate Blackboard site (MyASU>My Organizations>SHPRS MA Graduate>Forms). The student should print out this document prior to their defense. The Supervisory Committee records their results, signs the document, and turns the form into the Graduate Coordinator to add to the student's file. The Graduate Coordinator will post the final decision within the student's iPOS, and the student will be informed of the final results. The student must send a copy of the final document to the Graduate Coordinator to house in the student's file.

22. Graduation Procedures

It is important for students to closely follow graduation deadlines and procedures set by the [Graduate Education office](#). Links to the graduation process are also on the MyASU website under the "My Programs and Degree Progress" section. The iPOS should be reviewed with the SHPRS MA Graduate Coordinator to be sure courses and exams have been recorded appropriately.

Once the graduation semester has been determined and the iPOS has been reviewed, the first step is to apply for graduation. Clicking the "Graduation" tab will link students to an online graduation application and information on how to apply for the graduation ceremony.

The student should check the progress of his/her application to graduate periodically and refer any questions to the Program Coordinator or Graduate Education office as appropriate.

Appendix 1

History MA Timeline Summary

At Start of First Semester	<ul style="list-style-type: none">• Supervisory Committee Chair/Advisor Selection• Select Field of Study: North America, East/Southeast Asia, Europe, Public History
By End of Second Semester	<ul style="list-style-type: none">• Supervisory Committee Members Selected by April 1• Plan of Study (iPOS) Submitted by April 1• Advanced Research Skill Proposal Submitted by April 1
Year Two	<ul style="list-style-type: none">• Complete Required Coursework and demonstrate Advanced Research Skill• Complete Internship (Public History Requirement)• Thesis Prospectus/Applied Project Proposal Submitted to Supervisory Committee for Approval• Write and prepare to defend the culminating document• Apply for Graduation and follow Graduate Education Timeline and Procedures for Scheduling Final Defense and Format Review• Final Defense of culminating document• Electronic Submission of thesis to ProQuest or submission of Applied Project option to Graduate Coordinator