



THE MASTERS IN HISTORY
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MASTER OF ARTS IN HISTORY

Welcome to the Graduate Division in the History Department at California State University, Long Beach

The following information is intended to guide you through your course of studies. You should consult with the Graduate Advisor as you plan your program each semester and whenever you have questions. The CSULB Graduate Program in History offers students a wide-ranging spectrum of fields as well as an excellent faculty, actively involved in research, publication, and professional organizations. Graduate classes are small seminars, the Library has many resources, and it is possible to work closely with faculty mentors. Furthermore, there is a Graduate History Student Association that allows students to plan events related to their interests. Some graduate students may become involved as facilitators in the teaching of undergraduate surveys; others may be able to become involved with the Department's national journal, *The History Teacher*, as student associate editors during their tenure in the Graduate program.

Mission Statement

The History Department's Graduate Program is committed to imparting historical knowledge and cultivating intellectual curiosity, critical thinking, and oral and written communication competency. The department is not only dedicated to pursuing understanding of the past for its own sake but also to preparing students to live in the twenty-first century world as global citizens. For that reason, the History department recognizes the need to expose students to knowledge of diverse peoples, cultures, and history; the need to explore different historical perspectives; and the need to communicate that knowledge clearly and effectively. Furthermore, the History Department believes that teaching and research are inseparable; this conviction is exemplified by its teacher-scholar faculty.

Requirements

The Master of Arts in History is a program of 30 minimum units as defined below.

Core Courses

The following are required of all students. [6 units]

- History 501 [must pass with at least a B grade]
- History 590

Fields of Study Courses [18 units]

Students must complete 9 units of graduate-level coursework (500/600 numbered courses) in each field. The fields are 1) Africa and the Middle East, 2) Ancient/Medieval Europe, 3) Asia, 4) Latin America, 5) Modern Europe, 6) United States, and 7) World. A student may propose a field other than those cited above with the consent of the Graduate Advisor and her/his graduate committee.

The 18 units (total) for both fields must include:

- Two 510s, one in each field of concentration.
- Research Seminar; for example, 611 (Ancient/Medieval), 631 (European), 663 (Latin American), 673 (U.S.), and 682 (East Asian). It is recommended that you take a research seminar in each of your fields if that is possible. Each research seminar may be repeated to a maximum of six (6) units.

Note: Students may take a maximum of two (2) 510s in each field with different instructors for credit towards the M.A. degree.

Elective Courses [6 units]

Elective courses must be upper-division but preferably graduate courses (400/500/600 numbered) in History or supporting disciplines related to your field(s) of concentration. Upper-division courses taken before the completion of a Bachelor's degree may not be repeated. Upper-division and non-History courses require the consent of the Graduate Advisor.

Culminating Project Courses

Students writing a thesis need to enroll in History 698 with their thesis advisor for four (4) units.

Students taking exams will likely complete a directed study course, History 595, for exam preparation as part of their field option courses.

Students with a teaching emphasis must successfully complete History 605.

Consult the Graduate Advisor regarding applying the above courses toward the 18-unit core or 6-unit elective requirement.

Directed Study Course Selection

The courses for Special Preparation (595), Directed Reading (695), Directed Research (697), and Thesis (698) may be applied to the 18-unit total only with the permission of the Graduate Advisor. All Directed Study courses must be filed with the department office by the first Friday of the first week of instruction of each semester.

History 595 may be taken for Comprehensive Examination preparation or upper-division course taken as a graduate-level course. Topic, requirements, and grade breakdown must be clearly stated on the contract.

History 695 may be taken for Directed Readings or Research. Topic, requirements, and grade breakdown must be clearly stated on the contract.

History 697 may be taken for Thesis Research and only with the student's thesis committee chair.

History 698 must be taken for Thesis writing and only with the student's thesis committee chair. History 698 must be taken for four (4) units.

A student may accumulate 6 units (maximum) each of History 595, 695, or 697. Students may not repeat 595, 695, or 697 with the same instructor or on the same topic; only rarely will exceptions to this policy be made and only with prior approval of the Graduate Advisor and supervising instructor. For more information about Directed Study courses, see Appendix 1.

Advancement to Candidacy

Students should see the Graduate Advisor to file an Advancement to Candidacy after they have completed at least 9 units but no more than 15 units of graduate coursework. A signed Comprehensive Examination Approval Form, Thesis Agreement Form, or Teaching Unit Committee Approval Form and a completed Program Planner must be submitted to the Graduate Advisor before Advancement.

To advance, the student must have passed 501 with at least a B as well as have passed the Graduation Writing Assessment Requirement (GWAR; also known as the WPE, Writing Proficiency Exam) or appropriate designated course. The GWAR is administered several times every academic year by the University Testing Office. It must be attempted in the first semester of graduate work and passed by the time of advancement. The exam may be waived if the student has earned a 4.0 or higher on the Writing portion of the GRE, has taken the examination as an undergraduate in the CSU system, or completed a Bachelor's Degree or equivalent from an

accredited college or university in the U.S., or non-U.S. institution where the primary language of instruction is English.

Advancement must take place at least two semesters prior to taking the Comprehensive Exams, completing the Thesis or completing the Teaching Unit and soon after a Comprehensive Examination Approval Form or Thesis Committee Agreement Form, or Teaching Unit Approval Form has been filed with the department. In other words, it is at this point that a student must commit to taking exams, writing a thesis, or doing a history teaching emphasis. Advancement to Candidacy is a formal contract listing the courses the student has taken, is taking, and will take. Changes to the contract may be made in consultation with the Graduate Advisor. When the Advisor has approved those changes, a formal Change of Program must be filed. Once advanced, students must file for graduation at least one semester in advance of the semester they intend to graduate. Students intending to graduate at the end of Fall semester must apply for graduation at the beginning of the previous Spring semester; likewise, if students intend to graduate at the end of Spring, they must file for graduation at the beginning of the previous Fall semester.

Culminating Projects

In order to culminate their M.A. degree in History, students must take a comprehensive exam in each field of study, write a thesis on one field or incorporating two fields, or create a two-week Teaching Unit.

Comprehensive exams require filing a Comprehensive Examination Approval Form with the department. A thesis requires filing a Thesis Committee Agreement Form and enrolling in History 698 with the thesis advisor for four (4) units. The Teaching Emphasis requires filing a Teaching Unit Approval Committee Agreement Form and enrolling in and successfully passing History 605.

Comprehensive Exams

Principles Guiding the Comprehensive Examination:

The comprehensive examination reflects our department's commitment to the production of historical knowledge and the cultivation of intellectual curiosity, critical thinking, and oral and written communication skills. M.A. degree candidates taking comprehensive exams will accordingly be asked to show their faculty mentors what they know and what they can do in their chosen field of study.

The relationship between the student and his or her principal advisor is the key to successful completion of the comprehensive exams. While this mentoring relationship may have begun in a graduate seminar, it will take on new depth as the student works with his or her advisor to create reading lists and draft practice exam questions that define the field of study. While assembling a reading list sounds simple, it is actually a challenging and serious work of scholarly training. With the assistance of their advisors, students will consider a range of significant works and organize them in order to reveal the theoretical and methodological foundations of their field of study.

Students must submit this reading list and practice questions or sample topics to the department's Graduate Committee for approval before sitting for exams, making regular communication with their advisor and other exam committee members essential. Because graduate students will work with faculty members with different theoretical and methodological backgrounds, the faculty acknowledges that when students are asked to write about fields of historical study that they will understand and engage the discipline in a variety of ways. Some students will write in "dialogue with" or "against" current historical scholarship. Some students may wish to undertake a substantial revision of a field of study, challenging its canonical works. Accordingly, the comprehensive examination presents more than just an opportunity to synthesize ideas about the chosen fields of study. It is a time to demonstrate mastery of both the facts and concepts of history and the historical perspectives

and skills that are increasingly essential to our lives as global citizens in the twenty-first century.

Comprehensive Exam Committees:

Students who choose to take Comprehensive Examinations must form two (2) committees (with two faculty on each; at least one faculty member on each committee must be a tenured or tenure-track member of the History Department and the chair of the committee must be a tenured or tenure-track member of the History Department). With the approval of the Graduate Advisor and exam committee chair, one committee member may be a professor from another department or from another campus from whom the student has taken a class that is part of her/his Advancement to Candidacy. The Comprehensive Exam Committee form is available on the department website.

As preparation for exams, the student will establish a reading list in consultation with his or her adviser and other committee members. The works included on this list will demonstrate the coherence and breadth of the student's fields of concentration. More specifically, the resulting list will identify the key issues and/or debates that have shaped the field of concentration. The length of the reading lists will vary; about 40 citations are appropriate. The precise number and type of citations and the manner in which the reading list will be organized should be worked out in consultation with the student's exam committee. Sample reading lists will be available in the Departmental Office. Students preparing for exams are expected to maintain regular communication with their exam committee members, as the relationship between the student and his or her committee and advisor is a crucial determinant of one's success in the program.

Nature of the Comprehensive Examinations:

The Comprehensive Examinations are scheduled for Fall and Spring semester.

When the student and his or her committee agree that the reading list is complete and thoroughly understood by the candidate, the student should be prepared to answer two questions for each field. Responses to both questions must include a historiographic component, that is, they must place content knowledge in a wider historiographic context. A final reading list and Reading List Approval Form (available on the department website), signed by the Comp Exam Committee, are to be submitted to the department Graduate Committee via the Graduate Advisor for approval before sitting for exams. The department Graduate Committee will evaluate the reading list, topics, and questions as they discuss the two questions that will appear on the exam.

Based on the reading lists, the exam questions should allow the student to address the following issues in two take-home essays of 7-10 pages each (double-spaced, 12 pt font):

- What are the parameters and substance of the field of study?
- What are the theoretical foundations of the field of study?
- What are the relevant methodologies and new directions of research that inform the scholarship of the field of study?
- How is the field of concentration in dialogue with broader trends in the discipline?

More than just a review of the literature, these discussions should include the key issues that allow the student to integrate theory and method in their fields of study and show how they contribute to the student's critical formulation of the discipline of history.

Students will have 72 hours to submit responses to both questions of each exam for a given field in hard copy to the department electronically to Dropbox (Turnitin) through BeachBoard. The chair of the comprehensive exam committee is responsible for setting up the Dropbox spot for the student.

Reading List and Reading List Approval Schedule

- For Fall exams, reading lists and approval forms are due to the Graduate Advisor in hard copy on or by May 1.
- For Spring exams, lists and approval forms are due to the Graduate Advisor in hard copy on or by December 1.

Comprehensive Exam Scheduling

- All exams must begin on a weekday, i.e., Monday through Friday.
- Fall: Exams must be taken no earlier than October 1 and no later than December 1, with the above proviso in mind.
- Spring: Exams must be taken no earlier than March 1 and no later than May 1, with the above proviso in mind.

Deadlines for Scheduling Your Exam with the Department's Grad Administrator

- Fall exams: September 1
- Spring exams: February 1

Assessment and Results of the Comprehensive Examinations

The members of the student's comprehensive exam committees will then read the essays. Committee members have 14 days to return evaluations of the papers after the office staff distributes them (usually within three days). Students may also submit exam responses via email if committee members are in agreement. Committee members will use the Comprehensive Examination Rubric to evaluate exams. The rubric is also available through Beach Board to students who may use it to help them prepare for the exam.

The student may receive the following marks; Pass with Distinction, Pass, Pass with Reservations, or Fail. Once the examination is complete and the student has passed the examination, the Graduate Advisor forwards the decision to Enrollment Services and Graduate Records. In the event of an evaluation of "Fail," the student may retake an exam once. In the event of a mark of Pass with Reservations, the student will be directed by the committee to rewrite all or a portion of the exam. Rewrites must be completed within 7 days of the formal notification of exam results. At the completion of the student's additional work, the committee will evaluate the exam again. An oral examination on the field of study may be required as part of this second evaluation.

Only one of a student's two field exams may receive a mark of Pass with Reservations. In the event that both exams receive a Pass with Reservations, the student will be required to retake all or parts of one of the exams, receiving a Pass or higher to complete the requirements for the degree.

Thesis

Principles Guiding the Master's Thesis in History

The History Master's Thesis is a major written project consisting of multiple chapters on a historical topic, based on research in primary sources. The writing of a Master's Thesis in history reflects a student's commitment to primary source research, analysis of historical documents, disciplinary methodologies, questions of historiographic context, and the clear articulation of one's arguments and evidence in well-written prose. A successful thesis thus demonstrates critical thinking, organization skill, and attention to detail.

Choosing to Write a Thesis

Students should consult with the Graduate Advisor and their course faculty for advice about whether they should attempt to write a thesis or select one of the other options as a culminating project. They should begin their thesis work as soon as they have identified a viable topic and consulted with potential members of their thesis committee. Graduate

students formally decide on the thesis option at the time of Advancement to Candidacy after having completed 15 units (including one 510 Colloquium), at which time they also have to form a three-faculty-member thesis committee and reach agreement with the committee on a general thesis topic. However, the process toward formal decision must begin much earlier, as explained below under Process. The Thesis Committee Agreement Form must be submitted at the same time as the Advancement to Candidacy form is drawn up with the Graduate Advisor in History. The Thesis Committee Agreement Form is available on the department website. This form must be filled out in consultation with the Graduate Advisor when the student has completed 9 to 15 units. Without acknowledgement of consultation from the graduate advisor, faculty will not agree to serve on the committee. After formation of the student's committee, this form should be returned to the Graduate Advisor.

Thesis Committees:

Students who choose to write a thesis must form a committee of three faculty members, at least two of whom must be in the History Department. The chair of the committee must be a tenured or tenure-track member of the History Department. With the approval of the Graduate Advisor and thesis committee chair, one committee member may be a professor from another department or from another campus from whom the student has taken a class that is part of her/his Advancement to Candidacy contract. It is strongly advised that students have at least one class during their tenure as graduate students from each faculty member on their committees. Consult the Graduate Advisor to review and approve the Thesis Committee Form before your committee members sign. -The form is available on the department website.

The Thesis Prospectus and Presentation

The writing of a thesis prospectus before advancing to candidacy is essential for providing a clear guide, or roadmap, through the thesis writing process. The prospectus provides the student and the committee with a shared understanding of the thesis topic and the project at hand. Producing the prospectus forces the student to work with his or her committee in approving the topic and provides adequate time for revisions or redirection, whichever the case may be.

Along with a commitment to the production of historical knowledge, critical thinking, and the cultivation of intellectual curiosity, our department is also committed to the development of oral and written communication skills. In this vein, Master's students choosing the thesis route are required to present their thesis prospectus in a 15-minute oral presentation to the Graduate Committee and department faculty and be prepared to answer questions pertaining to the prospectus. This presentation creates a sense of urgency, rigor, and seriousness about the thesis while giving the student the opportunity to showcase his or her unique project. It enables the department to assist students in choosing the most appropriate culminating project, reinforces a sense of community among the graduate students, and makes certain that students writing a thesis are prepared for the task.

Process

After the completion of 9-12 units, the student should meet with his/her thesis committee chair to discuss the thesis topic and to begin work on the thesis proposal outline. Before advancing to candidacy, the student must circulate to her/his committee a thesis proposal draft that includes and addresses the following elements: research topic, objective, design and methodology, project outline, key questions, historiographic contexts, sites for primary source research, timeline for completion, and the names and departments of committee members. The student should meet with members of her/his committee to talk about what is expected at the presentation and how the proposal should be improved and revised before the presentation.

After revision and resubmission of the proposal and the completion of 15 units, the student must present the thesis proposal to a meeting of the thesis committee, graduate committee, and other History faculty. These

meetings will be scheduled at least twice per year, once in the fall and once in the spring. The presentation of the thesis proposal should be limited to fifteen minutes and will be followed by a question and answer session. Assuming that faculty assent to the proposal, the student will be advanced to candidacy.

Completing the Thesis

Students should pursue their research on the thesis with vigor in a 600-level research seminar and continue it in directed study courses under the supervision of the thesis committee. It is vital to maintain close communication with the faculty supervising one's work as well as the Graduate Advisor.

Students writing theses will take History 698 with their thesis committee chair for four (4) units. History M.A. theses are expected to be between 80 and 120 pages in length.

All theses must be submitted to Dropbox (Turnitin) through BeachBoard. The chair of the Thesis Committee is responsible for setting up the Dropbox spot for the student.

The Emphasis in Teaching History

Principles Guiding the Development of the Teaching Unit

The emphasis in teaching history will be of great benefit to teachers of history (and those considering the teaching of history) who are seeking a graduate degree within the discipline of history as opposed to education. A unique and distinctive program within the state of California, the emphasis in teaching provides candidates with in-depth understanding of current research in the expanding field of historical thinking and teaching of history. By developing a two-week Teaching Unit, candidates will implement current research, historiography, and methods into appropriate classroom pedagogic practice. The two-week Teaching Unit consists of all lesson plans, teaching materials and assessments to be accompanied with a historiography of the scholarship of the chosen topic of student investigation. It will also conclude with an action research plan of the candidate's teaching practice with an analysis of student work from a component of the teaching unit and a detailed planned description for future revisions. Choice of topic, development of teaching materials, assessments, and historiography will be established in consultation with the student's committee.

Choosing the Emphasis in Teaching History

Students should consult with the Graduate Advisor and their course faculty for advice about whether they should attempt to create a teaching emphasis or select one of the other options as a culminating project. Students must apply to the teaching emphasis track by presenting a proposed topic of instruction and an affiliated teaching course to a subcommittee made up of 605 instructor(s), the Graduate Advisor, and faculty in the student's field. This topic, described below, should be proposed before the student enrolls in History 605.

During their first and second semester in the program, students should begin considering possible topics and aligned courses for their unit of instruction and consult with potential committee members. Potential topics should be broad enough to merit a two-week unit in a secondary history class or survey-level university history course. Secondary teachers will naturally wish to develop teaching units that align to their grade-level topics and should consider state or AP content as well as Common Core standards as appropriate. Students interested in developing units for introductory college-level courses should consult syllabi, college-level textbooks, and, whenever possible, observe survey-level History courses at the community college or university.

Graduate students formally decide on the teaching option at the time of Advancement to Candidacy after having completed 15 units, at which time they also have to form a two-faculty-member committee and reach

agreement with the committee on a general topic for the unit of instruction. However, the process toward formal decision must begin much earlier, as explained below under Process.

Teaching Unit Committee:

Students choosing the Teaching Unit option must form a committee of two (2) faculty members, one of whom should preferably be a History 605 instructor. The chair of the committee must be a tenured or tenure-track faculty member of the History department, and the committee member may be tenured, tenure-track, or non-tenured faculty member of the History department. The Teaching Unit Approval Committee Agreement form is available on the department website.

Where appropriate and in consultation with the 605 instructor and Graduate Advisor, a candidate may include a third committee member if the candidate chooses to teach her/his unit in the committee member's history survey course. For more information about adding a potential third member to a teaching emphasis committee, please refer to the "Process" section and the graduate advisor.

Process:

After the completion of 6-9 units—and before taking History 605—the students should meet with his/her teaching emphasis committee chair and additional committee member to discuss prospective unit topics.

Before advancing to candidacy, the student must circulate to her/his committee a proposal that includes and addresses the following elements: a summary of the teaching topic and explanation of its alignment with a secondary or university history survey course, a project outline, a timeline for completion, names of committee members, and evidence that the student has made preliminary arrangements for teaching the unit in a specific course. A subcommittee made up of the candidate's committee and the graduate advisor will determine whether the project is feasible or whether the student should switch to exams as her/his capstone project. Assuming that faculty assent to the proposal, the student will be advanced to candidacy after the completion of fifteen units.

In consultation with her/his committee, once a candidate's units of instruction and action research plan have been designed, she/he will teach this unit and research her/his instructional practice in either her/his secondary history classroom or a history survey course at CSULB or a local community college. At CSULB or the community college, it is expected that the candidate should attend the entirety of the class for the duration of the semester and assist the instruction of the professor as applicable. Internships are available at some local community colleges. A candidate is solely responsible for making her/his arrangements for placement, but her/his committee must approve the placement.

Completing the Teaching Unit

After taking nine-twelve units and completing the proposal described above, students should enroll in History 605. In History 605, they will begin to construct their teaching unit as well as develop their action research plan.

Candidates writing a teaching unit will take History 695 with their committee chair for three units after the completion of History 605. History 695 may be taken after or at the time of advancement to candidacy. At this time, candidates will continue to develop and finalize their unit of instruction. Students in 695 will be assessed based on a preliminary reading list, an annotated bibliography on the topic of the unit of instruction, a final twenty-five page historiography, all lesson plans, teaching materials and assessments to be used in the teaching unit, and an action research plan. The annotated bibliography and historiography should address the development of the scholarship associated with their topic of instruction, and it should demonstrate a M.A. degree level of analysis of the appropriate historical literature.

The student should meet with her/his committee advisor regularly over the course of the semester to provide updates on her/his progress. A student will receive an "Incomplete" for History 695 until her/his unit has been taught and the action research conducted and evaluated; in keeping with university policy regarding the assignment of an "incomplete" grade, this must take place within a year of the 695. Committee members will provide feedback on all aspects of the final project until its completion and submission for final evaluation for the conferring of the M.A. degree.

All aspects of the final project lessons should be original work. Teaching units should be submitted to Dropbox (Turnitin) through Beachboard. The chair of the Thesis Committee is responsible for setting up the Drop box spot for the student.

Language Requirements and Translation Exam

All candidates for the M.A. degree in history who have selected to write a thesis must demonstrate competency in one foreign language. Exceptions are granted only with the approval of the chair of a graduate student's committee and the Graduate Advisor. The language competency requirement may be met in two ways:

1. Through an examination by a faculty member with expertise in the student's language. The exam will consist of direct translation and a paraphrase of previously unseen texts of a minimum of 500 and maximum of 700 words (or linguistic equivalent) in the student's field to be completed in two hours; a dictionary is allowed.
2. By taking the equivalent of two full years of university level foreign language courses, with an average GPA of 3.0 in those courses. If the primary concentration is in Ancient/Medieval, a student may also fulfill this requirement by taking one year of Greek and one year of Latin. All coursework completed must be within five years of admission to the graduate program.

Purpose of the Language Exam:

This exam is designed to test M.A. students' proficiency in the language: their ability to read and comprehend foreign language texts in their field/area. The student must demonstrate a clear understanding of syntactical structures and some basic knowledge of cultural references.

Rules governing the exam:

Each exam is two hours in length and consists entirely of passages to be directly and accurately translated, as well as passages to be paraphrased, into idiomatic English. Passages to be translated and paraphrased will total about 500 to 700 words (or linguistic equivalent).

Students may use a vocabulary dictionary (print) of the language during the exam but cannot use one that includes grammar rules. Pocket size paperback dictionaries are generally insufficient. Students may not use a computer.

Process:

Students may retake the examination until they pass it, but within the limits that follow: 1) They may retake the exam no sooner than within one month of an earlier attempt, in consultation with the Graduate Advisor and thesis committee chair. 2) Students must retake the exam before Advancement to Candidacy and no later than the same semester of the thesis prospectus presentation.

The professor in charge of the exam grades the translation, and the student will receive an official letter or e-mail with the result. One copy is also sent to the advisor and another is kept in the student's file in the Department office.

Preparing for the exam:

In addition to acquiring a command of the grammar and syntax, students may prepare for the exam by translating passages from a number of journal articles and monographs in the discipline. This will ensure familiarity with a multiple styles of writing and sets of vocabulary.

Grading:

Graduate translation exams receive a grade of Pass or Fail; "Pass" signifies a grade of B or better.

Pass:

Translated and paraphrased texts contain the main ideas and important details of the foreign language text. Vocabulary and grammar reflect the appropriate level of sociolinguistic features found in the foreign language text. English translation/paraphrase consists of grammatically correct sentences that form a coherent text that could stand on its own as an understandable piece of prose.

Fail:

Translated and paraphrased text lack significant main ideas or important details of the foreign language text. Vocabulary and grammar do not reflect the appropriate level other sociolinguistic features found in the foreign language text. English translation/paraphrase contains ungrammatical sentences or sentence fragments, lacks coherence, and cannot stand on its own as a text.

Academic Integrity and Honesty:

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations. Graduate students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." The university defines plagiarism as "the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming." (http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html)

Moreover, academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Such actions will be subject to disciplinary action. All written assignments for a course must be submitted in hard copy and electronically through BeachBoard to Dropbox (Turnitin) to ensure the authenticity of the presented written work. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments. All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, based on University policy. For more information, please see http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

Other Matters

A graduate student must be enrolled every semester until graduation and make progress in the M.A History program, unless she/he has filed an educational leave. A student should never break residency from the University during her/his graduate program. Any student who is unable to enroll in a particular term (Fall, Spring) for personal or professional reasons must request a formal leave from the University. If a student breaks enrollment, she/he must reapply to the university and the department.

If students have completed all the courses required by their Advancement to Candidacy contracts but have not yet successfully completed all the requirements for a thesis or comprehensive exam, they must enroll in GS 700 through University Extension. GS 700 is used by students who need additional time to complete their thesis or exams. Students who have already taken at least two GS 700s must obtain their committee chair's certification of progress before the Graduate Advisor signs another GS 700. The deadline for graduate students to register for GS 700 is at the end of the add-drop period of the semester or other session in which the student wishes to maintain continuous enrollment for the purpose of completing the culminating activity or graduating.

Both the History Department and the University require that graduate students maintain at the very least a B average in their graduate work although a higher average is expected. In particular, a C (or lower) is an unsatisfactory grade in any course. A grade of C in such a course has to be compensated for by an A grade in another such course. Graduate students may neither repeat/delete nor may they take any course that is applied toward the student's M.A. program on a CR/NC basis. If a student wishes to take a course outside of the program on a CR/NC basis, then she/he must obtain the approval of the Graduate Advisor.

Graduate Program Fields of Study

Africa and the Middle East
Middle East
Africa

Ancient and Medieval Europe
Greece and Rome
Middle Ages
Byzantine

Asia
East Asia
Southeast Asia
Central Asia
South Asia

Latin America
Colonial Latin America
Modern Latin America

Modern Europe
Renaissance, Reformation, and Early Modern (1350-1789)
Modern (1715-1918)
Twentieth Century (1870-present)

United States History
Early U.S. (to 1865)
Recent U.S. (since 1865)

World History
Pre-1800 World
Post-1800 World

Important Links:

Department of History: <http://www.csulb.edu/colleges/cla/departments/history/>

Graduate Application and Admissions: http://www.csulb.edu/divisions/aa/catalog/current/admissions/graduate_application_procedures.html

University Grad Studies: http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/graduate_studies.html

University Financial Aid: http://www.csulb.edu/depts/enrollment/financial_aid/

University Library: <http://www.csulb.edu/library/>

Thesis Office: <http://www.csulb.edu/library/guide/serv/>

Guidelines for Graduate Studies 700 (GS 700) Credit Course: http://www.ccpe.csulb.edu/continuinged/course_listing/programdescription.aspx?Course_ID=20721&course_version=1

Educational Leave: <http://www.csulb.edu/depts/enrollment/registration/details.html#anchor2>

Useful Contacts

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Note: Forms are available on the department website and on Beachboard.

Faculty Teaching in the Graduate Program:

Berberian, Hourì (Ph.D., University of California, Los Angeles, 1997, Professor; Middle East, Caucasus, World)

Berquist, Emily (Ph.D., University of Texas, Austin, 2007, Assistant Professor; Colonial Latin America)

Blutinger, Jeffrey (Ph.D., University of California, Los Angeles, 2003; Associate Professor; Jewish Studies)

Cleary, Patricia (Ph.D., Northwestern University, 1989, Professor; U.S., Colonial)

Curtis, Kenneth (Ph.D., University of Wisconsin, 1989, Professor; Africa, World)

Dabel, Jane (Ph.D., University of California, Los Angeles, 2001, Professor; U.S., African American, Co-Editor of *The History Teacher*)

Hood, David C. (Ph.D., University of Southern California, 1966, Professor; Ancient)

İğmen, Ali (Ph.D., University of Washington, 2004, Associate Professor; Modern Europe Central Asia and Russia)

Jenks, Andrew (Ph.D., Stanford University, 2002, Associate Professor; Russia)

Kelleher, Marie (Ph.D., University of Kansas, Lawrence, 2003, Professor; Medieval)

Kuo, Margaret (Ph.D., University of California, Los Angeles, 2004, Associate Professor; Modern China)

Lazarowitz, Arlene (Ph.D., University of California, Los Angeles, 1982, Professor; Jewish Studies and U.S. Diplomatic)

Li, Guotong (Ph.D., University of California, Davis, 2007, Assistant Professor; Late Imperial China)

Luhr, Eileen (Ph.D., University of California, Irvine, 2004, Associate Professor; U.S.)

Mizelle, D. Brett (Ph.D., University of Minnesota, 2000, Professor; U.S.)

Murdock, Caitlin (Ph.D., Stanford University, 2003, Professor; Modern Europe, Germany, Central and Eastern Europe)

Ponce de Leon, Charles (Ph.D., Rutgers University, 1992, Professor; U.S.)

Quam-Wickham, Nancy L. (Ph.D., University of California, Berkeley, 1994, Professor; U.S., Western; Co-Editor of *The History Teacher*)

Schrank, Sarah (Ph.D., University of California, San Diego, 2002, Professor; U.S., Urban)

Shafer, David (Ph.D., University of London, England, 1994, Department Chair, Professor; Modern Europe, France)

Takeuchi, Michiko (Ph.D., University of California, Los Angeles, 2009, Assistant Professor, Japan)

Wilford, Hugh (Ph.D., Exeter University, 1991, Professor; U.S.)

Appendix 1: Directed Study Course Guidelines

Please consult the information and guidelines below regarding Directed Study Courses.

1. Contact the Graduate Advisor before taking a Directed Study course.
2. All Directed Study contracts will be placed in the graduate student files.
3. THE DEADLINE FOR STUDENTS TO SUBMIT A DIRECTED STUDY CONTRACT IS THE FIRST FRIDAY OF THE FIRST WEEK OF EACH SEMESTER. AFTER THE FIRST WEEK OF CLASSES, WE CANNOT GUARANTEE INSTRUCTOR ASSIGNMENT.
4. 595s are for Comprehensive Exams preparation (or for taking an undergraduate course at the graduate level). Topic, requirements, and grade breakdown must be clearly stated on the contract.
5. 695s are Directed Readings or Research. Topic, requirements, and grade breakdown must be clearly stated on the contract.
6. 697s are for Thesis Research and may only be taken with the student's thesis committee chair.
7. 698s are for Thesis Writing and may only be taken with the student's thesis committee chair.
8. Students may enroll in 595 and 695 a maximum of two times each. Students may not take more than one 595 or 695 with the same professor.

Appendix 2: The Very Basics
The “DO”s and “DON’T”s of Graduate School
[according to your professors]

1. DO read the Graduate Handbook; you should know and understand the requirements.
2. DO know deadlines; they are your responsibility.
3. DO meet and communicate early and regularly with the Graduate Advisor as well as your professors.
4. DO open your mind to new ideas, methodologies, approaches as well as challenges, intellectual and personal.
5. DO the reading. There is no point in being a graduate student if you do not.
6. DO participate in class and listen to your classmates' ideas. More than undergraduate coursework, graduate classes rely on exchanges between students rather than exchanges between students and the professor.
7. DO begin thinking about your exams or thesis committee from the beginning.
8. DO understand that we expect you to behave as if you were a full member of the historical profession.
9. DO revise, revise, and revise your written work and ask for peer editing from your colleagues; it is part of being in the profession.
10. DO look for venues in which to present your research (this, too, is an important part of being in the profession).

1. DO NOT assume that the workload or expectations for graduate school is the same as that for your undergraduate degree. There will be no handholding in graduate school.
2. DO NOT assume that faculty will automatically be on your committee.
3. DO NOT ignore instructions or email messages from the graduate advisor or your professors.
4. DO NOT turn in late, sloppy, unedited, and/or grammatically and stylistically poor writing assignments.
5. DO NOT expect immediate turnaround for reading lists, thesis chapters, or completed theses. If you are working on a long-term project like exams or a thesis (or a thesis prospectus!), you need to take your committee members' schedules into consideration and visit them during office hours.
6. DO NOT ask for recommendations without a proper lead time (at least one month).
7. DO NOT plagiarize – it is disrespectful to your professors and is a serious violation of our profession's code of ethics. As such, it is a way to signal to us that you do not belong in our program or our profession.
8. DO NOT dominate a seminar discussion, even if it is your specialty -- you can learn from the insights of your colleagues.
9. DO NOT expect that you can write a graduate paper the night before it is due -- you cheat yourself out of a real opportunity to learn.
10. DO NOT – unless there is an emergency or you are ill – be tardy or miss class.

