

HISTORY DEPARTMENT

Ph.D HANDBOOK

2022-2023

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I. INTRODUCTION

This handbook lays out the Department's policies and procedures, but it is also intended as a helpful guide for students as they navigate different stages of their careers in the History Department at Fordham. It should be consulted alongside the Graduate School of Arts and Sciences Academic Policies and Procedures Guidebook (available for download here: <https://bulletin.fordham.edu/gsas/resources/handbook/>) Note that in case of any contradictions between this handbook and the GSAS Guidebook, the GSAS Guidebook shall take precedence.

A. ADVISING

Director of Graduate Studies

The Director of Graduate Studies (DGS) is the official advisor to all graduate students. The DGS can help students understand their options and stay on track as they fulfill their program requirements, and develop their professional skills. Prior to registering each semester, students must consult with the DGS in person to review their forthcoming schedules. Once a plan for the semester is agreed upon, the DGS can then remove the "advisor hold", so that students may register on time. Beyond facilitating registration, the DGS is available to discuss general questions about the program, coordinate with faculty at critical junctures, facilitate longer-term planning, and generally support students through the ups and downs of the Ph. D.

Faculty Mentor

Each Ph. D student who is admitted has a faculty of interest who has agreed to guide the student as he/she/they begin(s) the Ph.D program. Usually this faculty member will become the student's faculty mentor. While the DGS is the official advisor for administrative matters and is involved in guiding students through many aspects of the program, the faculty mentor is the central scholarly and professional figure in the student's Ph.D experience, and for this reason is the person students most often think of as their "advisor". Practically, this role is represented by the faculty mentor's role as lead examiner for the student's comprehensive examination, lead member of the student's proposal committee, and convener of the student's eventual dissertation committee. However, the faculty mentor's actual contribution will be felt through innumerable tasks throughout the student's progress through the Ph.D. Several are indicated in the sections below, but many more are performed without any explicit remit. These may include introductions to professional networks, advice about publication venues, recommendations for jobs and funding, discussions about work-life balance, and guidance in managing professional relationships, in addition to regular feedback on research and writing. Students should invest in building a strong, open, productive, and mutually respectful relationship with their faculty mentors. This entails thoughtful communication, good planning, and adequate preparation. With luck, a graduate student's relationship with his or her faculty mentor will be warm and

rewarding, and it will extend well past the completion of the Ph.D, but this kind of close engagement demands consistent effort from all involved.

Remember, that most students are guided by multiple faculty members with different strengths and affinities, and the DGS is always available to help students navigate various aspects of the Ph.D as well.

B. REGISTRATION

The main portal through which all students check their registration status, search for classes, add or drop classes, pay tuition, and access DegreeWorks (the interface that lists all the courses you have taken), and manage other student services is my.Fordham.edu. You will need your main Fordham username (name@fordham.edu) and password to log on to my.Fordham.edu. Each semester, the DGS must remove the “advisor hold” from student accounts before they can add or drop courses, including those needed for registration after Comps. Other holds, such as those incurred for financial delinquency, must be resolved with the appropriate department (e.g., the [bursar](#) in the case of a financial hold). Once resolved, financial holds are removed by the Assistant Dean for Academic Programs, Joanne Schwind. (adgsas@fordham.edu).

Enrollment Status

Full-Time Status

Students wishing to accept University funding, defer payment of student loans, or satisfy visa requirements, must be enrolled with full-time status. To be considered a full-time Ph.D. student, one must be registered for *at least* 10 credits each semester (Fall and Spring—there is no summer credit requirement).

For those still completing coursework, this is usually accomplished by taking three 4-credit History Department graduate courses, though variations are possible. On occasion the DGS will approve a semester plan in which a student is enrolled in fewer than three courses to facilitate preparation for the required language exams. In such cases, the student should fill out a “Matriculated Student Status Certification” (MSSC) form and have it signed by the Chair or DGS, so that the Department can ask GSAS to “force” full-time status. The form is available on the GSAS/Forms and Resources website at:

https://www.fordham.edu/info/25610/graduate_resources/9013/forms_and_registration/1

For students who have already completed coursework, full-time status is met by a combination of the appropriate course registration (listed below) and the approval of the “Matriculated Student Status Certification” form.

- Comprehensive exam preparation: Register for HIST 0912 Requirement Prep (0-Credit), which will automatically be changed by the dean’s office to HIST 0930 Ph.D. Comp.exam-History (0-Credit) once the exam is passed.
- Proposal preparation: Register for HIST 0950 Proposal Development (1-credit). Once the proposal is accepted by the department, the dean’s office will automatically change the student’s registration to HIST 0960 Proposal Acceptance (3-credits)

- NEW Ph.D candidates (First semester ABD): Register for [HIST 0970 Dissertation Mentoring](#) (0-Credit)
- Continuing Ph.D candidates (ABD >1 semester): Register for [HIST 9999 Dissertation Direction](#) (1-Credit)

Courses with credits will require tuition payments if not covered by University tuition scholarships. *All active students must register each semester to remain in good standing.*

Part-Time Status

Students enrolled in the Ph.D program on a part-time basis are considered half-time if they are registered for 5-9 credits. Those needing documentation should fill out the “[Matriculated Student Status Certification](#)” form as appropriate. Part-time enrollment does not change the eight-year time to completion of the Ph.D. You can find your time limit in Degree Works next to “Expected Graduation Term” and more information in [Section 7.3](#) of the GSAS Guidebook.

Part-time students who have completed required coursework should consult the registration instructions above for the [appropriate courses during Comps preparation, proposal writing, and Ph.D candidacy](#).

II. DEGREE REQUIREMENTS

A. COURSEWORK

Basic Course requirements

Fordham offers the Ph.D. degree in history with concentrations in two areas:

- 1) Medieval History
- 2) Modern History (European, U.S., or Global History since 1500).

To earn the Ph.D degree, a student must take eight courses (30-32 credits) beyond the Master's Degree. (See [Appendices](#) for checklists).

Several different 4-Credit history graduate seminars are offered each semester, ranging across periods and areas as well as themes and approaches. Courses should be selected in consultation with one's faculty mentor and the DGS, with the goal of balancing breadth and depth. Considerations should include preparation for comps, exploration of potential fields and methods that might inform the proposal, and the scholarly requirements of future dissertation research.

Each of the two concentrations in the Ph.D program has the following additional course requirements:

Medieval History Proseminar/Seminar

All Ph.D. students in Medieval History are required to take a Proseminar/Seminar sequence (these must be taken consecutively).

Those planning to attend part-time may want to put off taking the sequence until they have

completed a couple of regular graduate classes. The content of the Proseminar/Seminar varies according to the individual faculty member leading the seminar, and is usually devoted to the sustained exploration of a single topic. Though the sequence is typically taken in the first year, a student may elect to take it in the second year if the content is more appropriate.

Students begin the preliminary stages of their research for their (second semester) Seminar papers during the Proseminar and continue that research in the Seminar. The spring Seminar is primarily dedicated to the students' research. Typically, the goal of the Seminar is to produce a 40-60 page original research paper of publishable quality.

Medieval Ph.D. students who have already completed their M.A. at Fordham are required to take a second Proseminar/Seminar sequence. An oral exam may be required at the discretion of the mentor.

Modern History Methods/Research Colloquium

All Ph.D. students concentrating in Modern History must produce a major research proposal in the fall semester, typically as the final project of HIST 5300 History Theory and Methods: The Historian's Tools. Proposals should include the outline of a project to be completed in the following semester, a discussion of scholarship relevant to the topic, a description of the source material to be used, and a detailed timetable for completion of the project. The proposal must secure the support of a faculty mentor qualified to guide the project in the spring.

In the spring, all Modern History Ph.D students who have successfully completed a research proposal in the previous semester will write a major research paper (of 40-60 pages in length). Students will take a 3-Credit HIST 8999 Research Tutorial with the faculty member who supported the proposal, and will concurrently enroll in the 1-credit HIST 8000 Research Colloquium with the DGS. The Colloquium will meet periodically to share student progress, discuss the research/writing process, and present material. Successful completion of the 40-60 page research paper is a requirement of the Ph.D degree

Independent tutorials

Independent tutorials are an important option for our Ph.D students. They are designed to complement existing graduate seminars, so that students are not only exposed to broad topical or thematic courses with peers, but are also challenged to explore material of more individual interest. An independent tutorial may be set up by the student in cooperation with a faculty member, and the plan of study should clearly outline, readings, assignments, objectives, and meetings. Students are expected to have weekly contact with their tutorial leaders. An independent tutorial is *not* an independent study course that a student can do on his/her own, and should only be taken when there is a clear need for training outside of available seminars.

Independent tutorials afford a unique opportunity to work directly with a faculty member. They require a great deal of initiative on the part of the student, and should reflect a clear set of intellectual goals. Tutorials must be approved by the DGS, and it is advisable to consult the DGS before working out the plan of study, since the DGS will need to assess the timing and significance of the tutorial in light of the student's overall course plan and future seminar offerings.

History tutorials are 4-credit courses, with the exception of the 3-credit tutorial taken in conjunction with the 1-credit Research Colloquium. Students wishing to register for an independent tutorial should complete a [Graduate Tutorial Form](#) with the supervising faculty mentor, and submit the signed form to the DGS for review and approval.

Courses Taken Outside of the Department

Full-time Ph.D students in the first two years of study may take up to one course each semester outside of the History Department (but a maximum of two may be counted toward degree requirements). This is an important way to cultivate interdisciplinary skills and to explore research interests from new perspectives. Students who are considering an outside Comps field may need to do coursework with a faculty member from another department as well. If working with a Fordham faculty member, students may take either a regularly offered graduate course or an independent tutorial. Students should be aware that courses outside of History are often given for 3-credits rather than 4-credits, and plan accordingly.

All courses taken outside of the Department must be approved by the student's faculty mentor and the DGS

Inter-University Doctoral Consortium (IUDC)

Matriculated PhD students who have completed at least one year of doctoral coursework (or 20 credits) may register for courses at the following New York metro-area universities in the Inter-University Doctoral Consortium:

- Columbia University
- CUNY Graduate Center
- New York University
- Princeton University
- Rutgers University
- Graduate Faculty, New School
- Stony Brook University
- Teachers College, Columbia University

Only one consortium course may be taken each semester, and the History department reserves the right to limit the type of courses and total number of credits taken through the consortium.

To register for consortium courses, fill out the [Inter-University Doctoral Consortium Registration Form](#). Then obtain the signature of the DGS or Chair of History as well as the signature of the GSAS Director of Academic Programs and Support, who is Fordham's IUDC Coordinator. You should contact the IUDC Coordinator of the host University for help obtaining the course instructor's signature. Once all signatures have been obtained at the home and host institutions, it is the student's responsibility to return a copy of the signed form to both the Department and to the GSAS Office of Academic Programs and Support. Contact information and details about registration can be found at [Fordham's IUDC website](#).

It is the student's responsibility to identify relevant courses and register for ZZGA 0920 Consortium Registration. Deadlines for making consortium course changes (add, drop, change of grade type) are governed by the [GSAS academic calendar](#), but it is critical to plan ahead and register for consortium courses before the host institution's registration deadline.

Pedagogy Tutorial

Ph.D. students must take a 4-credit HIST 8999 Pedagogy Tutorial before they can teach undergraduate courses in the Department, usually in the History Core. The Pedagogy Tutorial is a special variant of the independent tutorial that is focused on training students for the specific demands of the undergraduate history classroom. Once students enroll in a Pedagogy Tutorial with a faculty teaching mentor, they then attend all classes for an Understanding Historical Change (UHC) section that the mentor is teaching that semester, meet regularly with the teaching mentor, and develop a syllabus and course plan for a future UHC course of their own. During the semester, the student is required to give at least two lectures and lead at least two class discussions with faculty supervision. In addition, the student will be required to attend a limited number of class sessions taught by other faculty to establish points of comparison. Students should also be prepared to assist with a limited amount of grading to learn appropriate evaluation skills. Mentors for the Pedagogy Tutorial are expected to be resources for students throughout their teaching at Fordham and will be well-qualified to assess students in teaching recommendations.

The Pedagogy Tutorial also counts towards completion of the [Preparing Future Faculty \(PFF\)](#) program

Auditing (See [5.3.6](#) GSAS Guidebook)

Students who audit courses are not allowed to take the final examination, prepare class assignments or write term papers. No letter grade is given, but the transcript will show "Audit" for the course unless attendance in the course is unsatisfactory.

Doctoral candidates who have completed the coursework required for their degree and who are registered for proposal development or dissertation direction may audit one course each semester without charge, with approval of the dean.

Students registered for a credit-bearing course may change their status to that of an auditor with the written approval of the department chairperson or program director, and the dean, in accordance with GSAS Academic Calendar deadlines.

Students who audit courses and are not Fordham doctoral candidates must pay full tuition for them. Students may make a special request to the dean to use University tuition scholarships to cover tuition for audited courses, but such requests are very rarely granted.

0-Credit Language Study

Each semester, up to twenty GSAS students across the University will be approved to take undergraduate language courses (other than French and German) offered by the Department of Modern Languages or Classics Department. This opportunity is only offered during the regular

school year and GSAS students will only be accommodated in sections with fewer than 18 students and the express permission of the instructor. History Ph.D students in good standing may request permission to register in an undergraduate language course by submitting the “0-Credit Language Study Application” (available under “Registration and Coursework Forms” [here](#)) during the semester *before* they plan to commence study. Priority will be given to students who need language skills to complete degree requirements, such as dissertation research or language exams. Spaces are limited!

Accepted GSAS students will complete all course requirements, including written work, exams, and daily class preparation. Students’ work will be graded SAT/UNSAT and they will sign an agreement indicating that they will complete these tasks.

GSAS students are charged only a \$100 language fee per semester for these 0-credit registrations; the fee is not covered by any GSAS tuition scholarships or awards.

B. LANGUAGE REQUIREMENTS

Coursework does not automatically fulfill the language requirement. Language exams are given in a wide variety of foreign languages and are administered by History Department faculty to assess reading proficiency at a level appropriate for research, including archival work. Students who feel prepared to take a language exam should contact an appropriate faculty member directly to discuss and schedule the exam.

A list of History Department faculty who can administer language exams can be found here: https://www.fordham.edu/info/20763/phd_in_history/1603/language_exam/1

Language exams generally consist of translating about 600-800 words of academic prose from the relevant language to English. The student is given two hours to translate the material with the aid of a hard-copy dictionary.

Ph.D. students must show proficiency in at least two languages. Medievalists in the Ph.D. program are required to show proficiency in two modern languages as well as in Latin or another classical language of research, such as Greek. Modern History students may fulfill part of their language requirement by taking and getting at least a B+ in a graduate level statistics or coding course (this might involve creating a tutorial to augment an undergraduate course offering). Medieval and Modern History Ph.D students who have passed a language examination in Fordham’s History MA program will be able to count that examination towards their Ph.D requirement automatically. Language proficiency demonstrated at other History MA programs may count at the discretion of the student’s faculty advisor and the DGS, but an examination may still be required.

Students may take graduate level courses, such as HIST 5090 French for Reading (1 semester) or HIST 5001/5002 Graduate German for Reading I/II (Fall/Spring sequence) or apply to take 0-Credit undergraduate language courses (other than French or German). These courses do *not* fulfill the language requirement on their own; they are intended to help students prepare for their exams. For languages deemed appropriate by a student’s mentor but not available at Fordham, permission for special arrangements will have to be requested through GSAS, and

exceptions may be granted only in very unusual cases.

C. COMPREHENSIVE EXAM

Ph.D. Students have up to one year from the time they complete course work to take their Comprehensive Examinations (“Comps”). Extensions must be requested in writing from the DGS, who will forward the request, together with a recommendation, to the dean’s office. Students will be examined orally in four fields for a total of two hours, with each examiner given thirty minutes to ask questions.

Typically, students will be examined in three fields closely related to the student’s research and one “outside” field, aimed at establishing an interdisciplinary or future teaching competency. Normally, all examiners are members of the History faculty, but in exceptional cases faculty members from other departments may participate with the approval of both the faculty mentor and the DGS, as well as consideration of precedent (The GSAS Dean’s approval may be needed). It is normal for faculty members acting as examiners in Comprehensive Exams to have taught students in two or more courses. Should students wish to take their Comps with the instructor of only one of their courses, the instructor or the DGS may require the student to take additional tutorials.

Students are expected to fulfill the [language requirement](#) before taking the comprehensive examination, and scheduled examinations may be delayed until that condition is met. In exceptional cases where preparation of the student’s final language would delay Comps for more than one year after coursework, students who only need to pass one more language may request to take Comps and then fulfill the final language required within a year of passing Comps. This must be pre-approved by the faculty mentor and the Graduate Committee, and **under no circumstances will a student’s proposal be accepted before the full language requirement is fulfilled.** Furthermore, the Department will not recommend students for Distinguished Fellowships without completion of the language requirement.

In preparation for their Comps, students are responsible for the following:

1. Conferring with the faculty mentor and the DGS to select the four History faculty to serve on their examination committees, and identify the title and scope of each field.
2. Creating, in consultation with the examiner, a reading list in each of the four examination fields (about 50-80 items)
3. Setting the date for the exam
4. Notifying the DGS and History Department secretary of the date by completing a “Doctoral Comprehensive Examination Announcement” form.

Students register for HIST 0912 Requirement Preparation while preparing for the comprehensive exam. For the semester during which students intend to actually take the exam, they register for both the following:

- HIST 0912 Requirement Preparation
- HIST 0930 Ph.D. Comp.exam-History

D. PROPOSAL

Once students successfully pass their Comprehensive Examinations, they have up to one year to develop and submit their dissertation proposals to the department. Students should consult extensively with their faculty mentors as they begin work on the proposal, and it is recommended that preliminary discussions begin before Comps in order to better integrate examination material with proposal and dissertation planning. The faculty mentor should work closely with the student throughout the proposal, research and writing process. In almost all cases, the faculty mentor will chair the Dissertation Committee at the time of defense.

Proposals are usually at least twenty pages (20) in length—although they can vary in length depending on the requirements of the student’s mentor—and discuss the historical topics and problem(s) to be addressed, the methodology to be used, the historiography and primary-sources to be consulted, and a summary of the argument the student intends to explore. It should also help to organize and clarify the student’s progress towards completion. Beyond these formal requirements, the proposal will serve as the basis for future funding applications and will be an invaluable resource for building scholarly networks. Students are encouraged to write with this potential in mind.

Once the proposal is accepted by the mentor and two other faculty readers (collectively known as the Proposal Committee), the student should contact the departmental secretary, who will prepare the necessary paperwork, including the Dissertation Title Approval Form (available [here](#)). See the section on [Registration](#) for the courses and fees associated with this stage.

Although students have up to one year for Comps and up to one year for proposal acceptance, funding considerations make it highly advisable to complete both in under 3 semesters if possible. Students making good progress should be able to finish their dissertations within three years of the proposal. While this varies, all students should be aware that GSAS sets an upper limit of eight years from the enrollment in the Ph.D (or ten years from enrollment in the History MA at Fordham). See [Graduation Requirements](#) for more.

E. DISSERTATION

Dissertation Committee

As students begin work on the proposal, they must also assemble the core of their Dissertation Committees. The committee consists of a student’s mentor, two readers (usually the same individuals from the Proposal Committee), and two examiners (normally recruited when the dissertation nears completion). While mentors and readers generally comment on multiple drafts of the dissertation, examiners usually only read the last draft and participate in the defense. Examiners may include faculty from outside of the History Department or from other Universities, and they should be chosen in consultation with the faculty mentor.

Dissertation Defense

When a student and his or her mentor and readers believe that the dissertation is ready to defend, the student should set a date for the defense and notify the DGS and departmental

secretary, who will request completion of the appropriate forms. If changes need to be made to the dissertation committee or dissertation title, a “[Revised Dissertation Title and or Revised Committee Approval Form](#)” must be submitted. The student's dissertation committee will pose questions to the student regarding the dissertation's main argument, historiographical component, methodology, and use of sources. Recent circumstances have moved many defenses to remote platforms, but it is unclear how long this policy will last, since previously no more than one examiner was allowed to participate in the dissertation defense remotely.

Dissertation

All dissertations must be in the proper format to be accepted by the GSAS. For the proper formatting of the dissertation, please consult “[Appendix F: Dissertation Style Requirements](#)” of the online GSAS Policies and Procedures Guidebook. If, after the oral defense, any changes to the dissertation are required, they should be completed according to the formatting guidelines and approved by the dissertation committee. Once all changes are approved, you must upload your dissertation to [ProQuest/UMI](#)

F. GRADUATION REQUIREMENTS

Time to Completion

All requirements for the doctoral degree must be completed within eight years of the first semester of matriculation in the Ph.D program for those students who enter with a master's degree from another institution, or within ten years of the first semester of matriculation for those students who completed a master's degree from Fordham and then continued directly into the Ph.D program. Time limit requirements apply to both full and part time students.

Students who need to do so may apply for an extension to the doctoral time limit by making a formal request before the conclusion of their final academic year. Such a request must be made through the DGS; must be approved by the dissertation mentor, readers, and the department chairperson; and must receive the written approval of the dean. An extension to the time limit for degree completion will be granted only if, in the dean's judgment, there is sufficient evidence that the degree will be completed expeditiously and that the dissertation will be of high merit. Because of the detailed requirements of the extension request (see Section [7.8](#) of the GSAS Policies and Procedures Guidebook for further information), it is advisable to begin the process before the halfway point of the final semester (as shown in Degree Works under “Expected Graduation Term”). In certain cases, students may be required to retake language examinations or even Comps, both of which expire after five years.

Application to Graduate

Graduate degrees are granted in late February, mid May, and late August of each academic year. Prior to those months, the DGS will request that those students who anticipate that all of the requirements for their degree will be met confirm their intention to graduate.

Students who anticipate graduating need to apply online at My.fordham.edu for their degree. The deadline is usually at least a month prior to graduation, and students will receive an email from the GSAS reminding them to apply to graduate. Dates may be found in the [GSAS academic calendar](#). Even if students are unsure that they will graduate, it is best to register

online since otherwise their diploma will be delayed, and their names will not be listed correctly for that graduation date. It is always possible to withdraw from the list. Although there are three graduations, there is only one diploma ceremony, at Commencement in mid-May; those graduating the previous August and February participate in Commencement along with the May graduates. For more information on Commencement please see <https://www.fordham.edu/info/25754/commencement>. Details of GSAS the diploma ceremony, including doctoral apparel, etc., can be found at: https://www.fordham.edu/info/26724/gsas_diploma_ceremony.

Required Paperwork

Once the dissertation is uploaded to ProQuest UMI, you must complete the [Survey of Earned Doctorates](#) (SED) before submitting all paperwork required to the Graduate School of Arts and Sciences Office of Academic Programs and Support in Keating 216. Details can be found [here](#), and forms are listed under “Dissertation Forms” on the [GSAS Student Resources](#) page. After all the paperwork is in, you are warmly invited to make an appointment to present your dissertation to the Dean of GSAS.

G. CO-TUTELLE

A Co-tutelle is an individually tailored contractual arrangement comprising joint doctoral research supervision between two institutions on behalf of a matriculated doctoral student. Co-tutelles are designed to augment and support scholarly cooperation between researchers and doctoral students, as well as enhance doctoral student mobility as required by the scope and focus of the student’s doctoral research and dissertation project. The result of a completed Co-tutelle is that each partnering institution awards a separate doctoral degree in relation to a single dissertation. Co-tutelles are only available in partnership with Universities that are not accredited in the U.S. For more information, including information on eligibility and how to apply, please see Fordham’s [co-tutelle](#) pages and consult with your mentor and the DGS. Application would proceed after the acceptance of the proposal in the History Dept but will require significant preparation in advance.

III. Funding

A. 5-YEAR FUNDING

Full-time students receive financial aid packages for up to five years at the doctoral level. All GSAS funding, with the exception of some [Distinguished Fellowships](#), is tied to work as a [Graduate Assistant](#) (GA) in Years 1-2 or as a [Teaching Fellow](#) (TF) in Years 3-5. The time commitment is 18 hours per week, though duties and workload may vary throughout the semester.

Graduate Assistants may be assigned to work in the Department office (this includes responsibilities for digital communications), assist with Department events or faculty research,

work in units outside of the Department (such as the [Writing Center](#) or [American Studies](#)), or participate in specific projects (such as the [Bronx African American History Project](#)). Teaching fellows will begin teaching Understanding History Change (UHC) courses, which are History's broad range of introductory Core Curriculum offerings, and might eventually teach upper level courses of their own design. The expected teaching load is 1:1.

Students who have not exhausted their eligibility for aid must apply each year to continue their financial aid packages. GSAS will inform students of the deadline (often in February) and procedure for doing so. To continue on aid, students must maintain the stipulated GPA for financial aid (3.5) and be making satisfactory progress towards their degree, as defined by the degree requirements above. See Section [7.4](#) of the GSAS Guidebook for more details.

Some important requirements/stipulations for GSAS funding:

- All recipients must be certified by GSAS as full-time students.
- All applicants are to complete a FAFSA application yearly.
- All New York State resident applicants for financial aid must apply for TAP.
- No recipient of GSAS funding is to hold outside employment without the permission of the graduate dean.

Funding after 5 Years

After five years of GSAS funding, students who have taken the department's graduate Pedagogy Tutorial may be hired as [Teaching Associates \(TAs\)](#). TAs teach their own sections of one of the department's Core undergraduate courses. They are hired according to the needs of the department and are paid by the number of course sections taught. In addition to a stipend, they receive a tuition remission worth three tuition credits each semester. Teaching Associates usually have to teach three sections a year, but may not teach more than two sections in any one semester.

For details of stipends amounts in the current year, see https://www.fordham.edu/info/21275/stipends_and_scholarships

Students continuing past Year 5 are also strongly encouraged to apply for a [Senior Teaching Fellowship](#) or [Alumni Dissertation Fellowship](#), though the latter will terminate eligibility for any future internal or external awards, since it is based on the promise of timely completion.

B. DISTINGUISHED FELLOWSHIPS AND EXTERNAL FUNDING

GSAS Distinguished Fellowships (DFs) are awarded in several different categories, and are the graduate school's premier academic honor. They offer funding with reduced or waived teaching duties and therefore are critical for archival research and writing. Though it is not guaranteed, GSAS has generally been able to extend funding for students who receive Distinguished Fellowships by up to one additional year.

Applications for Distinguished Fellowships are due at the beginning of the Spring semester preceding the fellowship year and results are usually announced by late March. An overview of the fellowship categories is provided below, but for up to date information on the application process and deadlines, please check the [Distinguished Fellowships](#) page. Students are strongly encouraged to discuss the timing and preparation for applications with their mentors and the DGS several semesters in advance of the actual application cycle.

Research Fellowship

The [Research Fellowship](#) (RF) offers support for students who wish to develop their own dissertation research projects or to learn methods or tools that they will use for their dissertation research. It is ideal for those needing to focus on archives or data analysis, as well as for those who would like to work on articles for publication alongside their dissertation chapters. It is also a good opportunity to present at conferences and prepare for applications to prestigious external fellowships. Students with a strong record of achievement often apply in Year 3, when they have comps finished and have made significant progress on their proposals, though some students opt to apply in Year 4, when their research projects are already underway.

Senior Teaching Fellowship

The [Senior Teaching Fellowship](#) (STF) provides support for those students who have already built a record of excellence in teaching, as demonstrated by SEEQs, teaching evaluations, and innovative pedagogical methods. There are several junctures at which a Senior Teaching Fellowship might be especially helpful. Please consult your faculty mentor and the DGS.

Alumni Dissertation Fellowship

The [Alumni Dissertation Fellowship](#) (ADF) is the final award that an excellent doctoral candidate may receive. The student may apply for this 12-month award only after the department has accepted the proposal and the dean has approved the dissertation title and committee. In recent years, successful applicants have had more than one article accepted for publication at the time of application, and a persuasive case for finishing the dissertation within the fellowship year. Unlike Research Fellowship and Senior Teaching Fellowship recipients, students holding an Alumni Dissertation Fellowship may not apply for summer research funding from the University while holding the ADF.

External Funding

The Department strongly encourages Ph.D students to plan for and apply to external funding. Many archives, libraries, and museums have small research grants for short-term work. There are also several prestigious external fellowships and pre-doctoral residencies that will allow you to work on your dissertation without teaching duties and the requirement to be near NYC. Please consult your faculty mentor and the DGS to discuss how to strengthen your qualifications and consider your options for external funding. It is also advisable to make an

appointment with Fordham's [Office of Prestigious Fellowships](#) and pay attention to Departmental announcements of annual competitions.

C. RESEARCH SUPPORT

Students at several stages of their Ph.D may apply for research support from the Department, GSAS, and the [Graduate Student Council](#) (GSC).

History Department

Archival Research Assistantship

The Department runs an annual competition for a one-semester Archival Research Assistantship (ARA). The purpose of the ARA is to permit travel for archival research necessary to the dissertation in either the Fall OR Spring semester. The position will only be open to students who have not yet had an opportunity to do substantial archival research and whose dissertation proposals have been accepted before the registration period for the semester in which the award will be held. Applicants will be ranked, and if the top candidate's proposal is not accepted as anticipated, an alternate will be selected to hold the ARA in his or her place.

The recipient of the ARA will be expected to perform research or other administrative duties for faculty members (up to a maximum of 10 hours a week) if it is possible at the location where the student is doing his/her own research. Recipients will be exempt from teaching responsibilities for that semester.

O'Connell Travel Grant

The [O'Connell Initiative in the Global History of Capitalism](#) invites applications for the O'Connell Travel Grant for graduate student research (\$1,000) that requires archival consultation abroad or elsewhere in the United States. The grant is open to all graduate students at both the M.A. and Ph.D. levels. It supports research across all historical fields, time periods, and geographical areas. Priority will be given to publishable projects that promote interdisciplinarity grounded in historical research, that interrogate and recover the many formations, practices, and scales of capitalist phenomena and/or varying forms of resistance to such manifestations, and research that advances the understanding of capitalism's social, cultural, economic, and/or ecological imprint. More information can be found [here](#).

GSAS and GSC

Graduate Student Research Support Grant

Each Fall and Spring, GSAS and GSC offer the [Graduate Student Research Support Grant](#), which has three types of funding:

1. Conference Participation

Up to U.S. \$1,000 for participation in a national conference and up to U.S. \$1,500 for participation in an international conference, and up to U.S. \$750 for attendance at a national or international conference

2. Research

Up to U.S. \$1,500 for research activities related to either an applicant's thesis; preparation of a dissertation prospectus; or the dissertation project, where the objective is to distinguish the dissertation in its field nationally or internationally, and/or to increase the competitiveness of an application for external funding.

3. Alternative Learning Experiences

Up to U.S. \$1,500 for activities that will aid meaningfully in strengthening an applicant's research or professional competencies, but which are not tied to the same types of conference participation or research activities as outlined above. This is an excellent choice for supporting language study unavailable through regular coursework.

IV. GRADUATE GROUPS AND RESOURCES

The [Graduate Student Council](#) (GSC) is a student government organization that advocates on the behalf of graduate students on a variety of concerns. It also fosters community and supports personal and professional development through many events throughout the year. The GSC is an important component of student life, and is a gateway to an array of [resources](#), [services](#), and [common interest groups](#).

A. FORDHAM HGSA

The Fordham History Graduate Student Association (HGSA) is a student-run group whose primary goal is the professional and personal development of graduate students in our Department. The HGSA regularly holds professional development workshops, as well as colloquia where graduate students are given the opportunity to present and discuss potential ideas for research, chapters of their dissertation, papers for publication, and conference presentations. The HGSA also holds socials where graduate students meet in an informal setting for food and drinks. During the summer the HGSA continues to foster the academic community through socials and meetings off-campus. Graduate school is challenging and the Fordham HGSA provides a community of support and intellectual interaction outside the classroom. Please forward any questions or suggestions to fordhamhgsa@gmail.com. The current presidents of the HGSA are Owen Clow (oclow@fordham.edu), Benjamin Bertrand (bbertrand3@fordham.edu), and Reece Brosco (rbrosco@fordham.edu).

B. GSAS FUTURES

GSAS Futures is a professional development initiative that promotes career pathway preparation for our students across the arts and sciences. Adopting the view that career preparation involves a total emotional and intellectual commitment, Futures coordinates programming that encourages students to thrive while navigating the rigors of their graduate programs and thinking critically about their professional next steps. GSAS Futures is run by graduate students for graduate students and coordinates with many offices across the University to inform and support students in all aspects of their graduate experience and future plans.

As a hub for professional development activities across the university, Futures coordinates student- and department-driven programming that includes:

- Leadership Programs & Training in New Technologies
- Academic & Collaborative Careers Skill-building Workshops
- Networking, Career Planning, & Mentoring Resources and Events
- Well-Being Events, Resources, & Graduate Working Groups

C. CURA PERSONALIS

Fordham is committed to the Jesuit ideal of [*cura personalis*](#), or “care of the whole person”, and the History Department takes this mission very seriously, though graduate studies are notoriously challenging on many fronts. We take seriously the goal of wellness and believe that healthy, ethical, and happy people make the best scholars in the long run and are great companions through good and bad times. The Ph.D will have ups and downs, but there are many people in the Department who want to get to know you and help you through the process. We’re in it together.

Those of you interested in wellness programs on campus, should look out for relevant [GSAS Futures](#) events and consult [GSAS Self-Care Resources](#). New initiatives begin each year.

Students interested in exploring their psychological and emotional health are also encouraged to explore the resources at the [Office of Counseling and Psychological Services](#), which is developing programs tailored to graduate student concerns.

[University student resources](#) abound, including [Student Health Services](#), [Disabilities Services](#), the [Office of Multicultural Affairs](#), among many others. These organizations can improve your quality of life, but they are also available to help you address discomforts and complaints you may experience.

For those interested in taking time off, please discuss your situation and your questions with the DGS, who will help you to explore your options for either medical or non-medical leave.

V. SUMMER OPPORTUNITIES

A. WAYS TO SPEND A SUMMER

There are innumerable productive ways to spend a summer during the Ph.D, and it is impossible to cover them all. However, it is important to take some time to assess your needs and think creatively. While accelerating your progress through coursework or doing Comps and proposal prep might be good choices, do not overlook the value of taking “me-time”, reflecting on your personal and intellectual life, and recovering from an exhausting but rewarding school year!

You might also consider:

- Improving or expanding your language skills. Don’t forget paleography or coding languages!
- [Exploring archives](#), either as part of your dissertation research or as a low-stakes way to get used to the likely unfamiliar environment of the research library and archival collection. It will be advantageous to experiment with your workflow and data management choices (and test your sensitivity to dust!), and there are many [archival collections](#) in the New York area (NYPL, UN, AMNH, New York Historical Society,

etc.), or close to wherever you are spending your summer. Dipping a toe into the archival waters does not have to take up the entire season and it can be both fun and enlightening.

- Taking an [internship](#). There are many offered around New York, both academic and professional. This might be a great time to explore public history, rare books, creative media, museum curation, or alternatives to academia. Many internships are circulated through the year, and you can also search Fordham's [Handshake](#) through Career Services. If you find an internship that requires academic credit, you may speak with the DGS about an Internship tutorial (1 credit).
- Presenting a paper as a conference to share your work, get feedback and get the word out about your research, preferably in an exotic locale (does New Jersey count?)
- Teaching as an adjunct at a regional or community college. This is a great way to gain experience and earn some extra money. While you cannot adjunct at Fordham before your Ph.D is complete, often other institutions will consider M.A. students and Ph.D candidates for their positions. The DGS will circulate some calls for applicants, but other graduate students are a great resource.
- Making money in general! Work that isn't linked to your PhD might be a great way to earn extra cash, learn some new skills, and also avoid burnout. Fordham sometimes has hourly paid positions related to Departmental or University projects. These will be announced if available.

B. FUNDING OPPORTUNITIES

The GSAS/GSA [Graduate Student Research Support Grant](#) can be used during term time, but is often most helpful for summer research, learning, or conference presentation. Please see the relevant section above. Similarly the [O'Connell Travel Grant](#) may be used for summer archival research. Short-term fellowships to libraries, museums and other research collections (such as the [Library of Congress](#) or the [Huntington Library](#)) are other possible sources of support, and often involve you in the intellectual life of the institution you are visiting.

GSAS Summer Research Fellowship

The GSAS Summer Research Fellowship is for students who have at least 18 graduate credits and would like to devote the summer to the preparation of proposals to apply for prestigious fellowships, articles for publication and conference papers. In disseminating these awards, the highest priority will be given to summer projects designed to prepare a student to apply for prestigious fellowships, and secondly to improve a student's professional credentials (beyond the normal expectation of the program).

For more details, see the [Summer Research Fellowship](#) page.

GSAS Santander International Internship Fellowship

Santander International Internships Fellowships provide support for masters and doctoral students who wish to devote the summer to working with an international non-governmental organization (NGO). The fellowship provides financial support for travel, visas, living and program expenses, and the amount will vary, depending on the details of student proposals. Graduate students in good standing who will have completed at least one semester of full-time

graduate study (minimum of 9 credits) in the GSAS by the time the Fellowship begins are eligible to apply. More details can be found [here](#). The deadline is usually in April.

GSAS Mary Magdalene Impact Fellowship

Students whose research relate to the area of women in Christianity, may consider the [Mary Magdalene Impact Fellowship](#).

VI. TEACHING RESOURCES

One of the great strengths of Fordham's Ph.D program is that all students graduate with a strong track record of teaching that augments their own intellectual and scholarly capacities. Regardless of students' future career interests, the experience of running an independent course section, and, in some cases, designing new upper level courses, demonstrates a level of independence and skill that is invaluable for personal and professional development.

Preparation for teaching begins with the mentorship model of the Pedagogy Tutorial but the Department, and Fordham as a whole, offers a wide array of support services and learning opportunities.

A. JESUIT PEDAGOGY SEMINAR

This interdisciplinary colloquium meets six times during the Spring semester to offer advanced graduate students the chance to explore Jesuit Pedagogy. Led by faculty in Philosophy, English, and Theology, the seminar provides a structure for reading, reflection, discussion and experimentation as well as personal mentorship by faculty members across the Arts and Sciences who are excellent undergraduate teachers themselves. Cross-disciplinary pairing helps to enforce the understanding that Ignatian Pedagogical principles are not limited to just one field or one group such as the humanities. Mentors and graduate students visit each other's classrooms and exchange syllabi, lesson plans, and grading samples. They then meet to discuss their observations. The seminar concludes with the public presentation of a hands-on final project integrating the seminar experience and the student's own classroom community.

Participants receive a stipend of ~\$4000 for their work in the Spring term, and applications, which are usually due in November, are evaluated on a combination of teaching record and the applicants thoughtful reflection on pedagogy. Details can be found on the [Jesuit Pedagogy Seminar](#) page.

B. PREPARING FUTURE FACULTY PROGRAM

The Preparing Future Faculty Program (PFF) is an extensive teaching training experience that showcases the outstanding training our students already receive and both deepens and develops those skills. The program emphasizes mentorship, discipline-based pedagogy, digital pedagogy, and diversity training, adding value to the pedagogical training GSAS students already receive.

The program is designed to integrate and augment training within the History department, and has been designed for maximum flexibility throughout the Ph.D process. Students can join at

any time and participate in as many or as few events and experiences as they wish, though only those who successfully meet all [six teaching competencies](#) will receive a Certification of Completion. The PFF program is also intended to help you substantiate your existing teaching credentials by providing you with a teaching portfolio developed over the course of your involvement.

For more information, please explore the [Preparing Future Faculty Program](#) page.

C. [INCLUSIVE PEDAGOGY AND STUDENT ENGAGEMENT](#)

Fordham's Provost office offers an ongoing series of events for faculty and graduate instructors to discuss an array of issues, such as microaggressions, rethinking disabilities, digital pedagogical tools, redesigning syllabi and new approaches to grading, among many others. The initiative also highlights Fordham's ongoing commitment to diversity in teaching, and the work that is entailed in making the University's goals a reality. The series sometimes ask leaders who have thought about key issues to share their experiences, and other times simply brings faculty and graduate students together to share their questions and insights. The spirit of the series emphasizes the importance of our Fordham "grassroots" experiences and the incredible pedagogical resource that we have in one another. It is lively and informative, and graduate students are a valued part of this community

D. EXCELLENCE IN GRADUATE TEACHING AWARD

GSAS runs an annual prize for excellence in graduate teaching. Application information and past winners can be found [here](#).

E. DIGITAL TOOLS

Fordham's [Faculty Technology Services](#) is available to graduate students who are teaching undergraduate courses. Besides tools and resources such as [training](#) and support for Blackboard, Faculty Technology Services offers an expanding list of innovative applications for teaching (and your own research) as part of its [Academic Computing Environment](#) (ACE). It also runs walk-in centers to assist instructors with course material conversion and multimedia production. Graduate students are particularly encouraged to contact Shawn Hill (shill18@fordham.edu) to explore ways that Fordham's technology services can help you do more, more easily and effectively in the classroom. Students might also want to get involved with the [Graduate Student Digital Humanities](#) (GSDH) charter group to explore digital pedagogy (and research!) with interested and invested peers.

F. WRITING CENTER

If you have interest and expertise in this area, you may be assigned to use your Graduate Assistant hours to help undergraduates in the [Writing Center](#). It is a great boon to all of our graduate instructors that we reliably have a historian at the Writing Center to guide students through the issues particular to our discipline. You can also refer students to the Writing Center and we encourage your students to make it an active part of your classroom, so that it is not simply an "emergency" resource.

G. FORDHAM INTERNET SOURCEBOOK

This is one of the most used sources of online primary materials in the world, and it is an important resource for both instructors and students. It is in the process of being transferred to a new digital platform, but the original resource is still available across a broad range of topics and periods. If you are interested in editing, updating, or submitting new translations of sources, please contact Emeritus Professor Dr. Maryanne Kowaleski (kowaleski@fordham.edu) for more information on how to get involved. All contributions will be credited

VII. PROFESSIONAL DEVELOPMENT

Professional development is an important part of History's graduate program. Not only is it critical to prepare students for future careers, we believe that skills associated with "marketability" can be built-into our everyday scholarly work. Whether you are committed to a career in academia, interested in "adjacent" alternative careers (secondary education, archives, museums, public history, journalism) or paths leading farther afield (technology start-ups, NGOs, politics, consulting, etc.), history gives you unparalleled research, analysis, and communication skills. By consciously cultivating these skills, as well as your time-management, networking, creative thinking, and problem-solving skills, you will strengthen your credentials both inside and outside of academia.

The work of University faculty obviously hinges on research, teaching, and publication, but it takes service, organization, diplomacy, and initiative to imagine and realize group projects. While the University and the History Department offer programs targeted at specific professional development concerns, we strongly encourage students to think of their normal activities as students and scholars in terms of career competencies, especially if they are still exploring multiple options for the future. There is no job in which taking responsibility, accomplishing tasks on time and working both independently and with others are not important. Nevermind the special knowledge and skills you will acquire on your individual journey.

The most obvious resources for professional development during your Ph.D in History are the [Office of Career Services](#) (also available to alumni), [GSAS Futures](#) (which runs networking events, self-exploration initiatives and the popular [Three Minute Thesis](#) competition among many other programs), and the Department's own [History Graduate Student Association](#) (HGSA), which organizes discussions about publication, presentation, the academic interview process, and other critical topics. Students should also consult [GSAS Career Resources](#).

Throughout the year the Department will organize several professional development events, some of which are planned well in advance, such as a compatible careers writing workshop and humanities alumni "speed dating" event spearheaded by the Center for Medieval Studies.

Others make use of visiting scholars/alumni and other opportunities to bring together people who have been there before, across many career trajectories. These will be announced through Departmental communications, and are likely to include job talk practice sessions, conference presentation workshops, application letter training, and discussions about work-life balance. It is important for graduate students to clarify their own goals and interests and let the Department know how we can support your professional development through targeted events and activities. We also encourage you to share information about internships, opportunities, and learning experiences with the graduate community.

A. FELLOWSHIP IN HIGHER EDUCATION LEADERSHIP

History Ph.D students who have completed all required coursework may apply to become Fellows in Higher Education Leadership. Fellows help carry out the vision of the Dean, and also contribute their own ideas to the Graduate School. The Fellows program is based on collegial mentorship, and is tailored to match the unique interests and skills of the Fellow with current GSAS initiatives. The access and training it gives GSAS students is unparalleled.

Fellows also have opportunities to better the social and academic lives of graduate students at Fordham by assisting in the development of new policies and supporting the implementation of new student development and professionalization programs. Past Fellows have helped launch GSAS Futures, develop the Preparing Future Faculty program, coordinate the inaugural dissertation/thesis boot camp, support Fordham's Middle States re-accreditation activities, and develop the new GSAS strategic plan under the Continuous University Strategic Planning (CUSP) framework.

Ph.D candidates who are interested in exploring careers in higher education leadership are invited to apply for the [Fellowship in Higher Education Leadership](#) in summer. Fellows are required to commit 8-10 hours per week and will be given a stipend each semester.

VIII. DEPARTMENT PRIZES

A. LOOMIE PRIZE

The History Department annually awards the Loomie Prize (with a cash prize and certificate awarded in December) to the best seminar paper produced during the previous academic year. All MA and PhD students who have taken the proseminar/seminar sequence or a research tutorial are eligible.

The award honors the many years of teaching and service by Rev. Albert J. Loomie SJ, a long-time member of the department who died in November, 2002. Educated at Fordham Preparatory School, Fr. Loomie received his BA from Loyola University in Chicago; a PhL from West Baden College; his STL from Woodstock College; and a PhD from London University. He joined the Fordham faculty in 1958, where he rose to full professor in 1969, served as Department Chair in 1978-81, and retired in 1993.

Past winners can be found [here](#).

Appendices

Appendix A: Requirements for a Ph.D degree from the History Department

The Ph.D. program requires an additional eight courses (30-32 credits) beyond the M.A. degree. Upon completion of course work and language requirements, Ph.D. students will take their Comprehensive Examinations (“Comps”). The student then proposes a dissertation with a formal written proposal. After the completion of the dissertation, its oral defense, and final submission to the Dean of the Graduate School of Arts and Sciences, the Ph.D. is formally awarded.

The concentrations vary slightly in their requirements, but all require the maintenance of a minimum GPA of 3.5.

Medieval History Concentration

- Eight courses (a minimum 30 credits) beyond the M.A. degree. Two of these eight courses must consist of the year-long Proseminar/Seminar sequence.
- Reading proficiency in two modern languages as well as Latin or another language of research.
- Oral Comprehensive Examinations in four fields, at least three of which must be in the area of concentration. The fourth field may be in any other historical field or in another discipline, such as art history, literature, medieval studies, philosophy, political science, or theology.
- Dissertation proposal development (1 credit) and acceptance (3 credits) to be completed within one year of comprehensive examination.
- Dissertation and defense

Modern History Concentration

- Eight courses (minimum 30 credits) beyond the M.A. degree. These courses must include a Research Tutorial and concurrent Research Colloquium.
- Reading proficiency in two foreign languages (one of these may be fulfilled by taking and getting at least a B+ in a statistics course)
- Oral Comprehensive Examinations in the student’s field of proposed research and three fields determined by the student, the mentor, and the Director of Graduate Studies. Each part of the exam will be based on a reading list (of books and articles) developed by the student in collaboration with faculty mentors in each field.
- Dissertation proposal development (1 credit) and acceptance (3 credits) to be completed within one year of comprehensive examination.
- Dissertation and defense.

Appendix B: Checklist PhD Modern History

Coursework

Research Tutorial (HIST 8999)& Colloquium (HIST 8000) (3 + 1= 4 credits)

Pedagogy Tutorial (4 credits)

Modern History Courses (22-24 credits)

Course Name	# of Credits
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Total: _____

Additional Requirements

Reading proficiency in two foreign languages

Language #1: _____ Language #2: _____

Oral Comprehensive Exams (four fields)

Field 1: _____

Field 2: _____

Field 3: _____

Field 4: _____

Dissertation Proposal

Dissertation

Dissertation Defense

Appendix C: Checklist PhD Medieval History

Coursework

Proseminar/Seminar Sequence (8 credits)

Pedagogy Tutorial (4 credits)

Medieval History Courses (18-20 credits)

Course Name	# of Credits
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Additional Requirements

Reading proficiency in three foreign languages

Language #1: _____ Language #2: _____

Latin ^s / Greek ^s

Oral Comprehensive Exams (four fields)

Field 1: _____

Field 2: _____

Field 3: _____

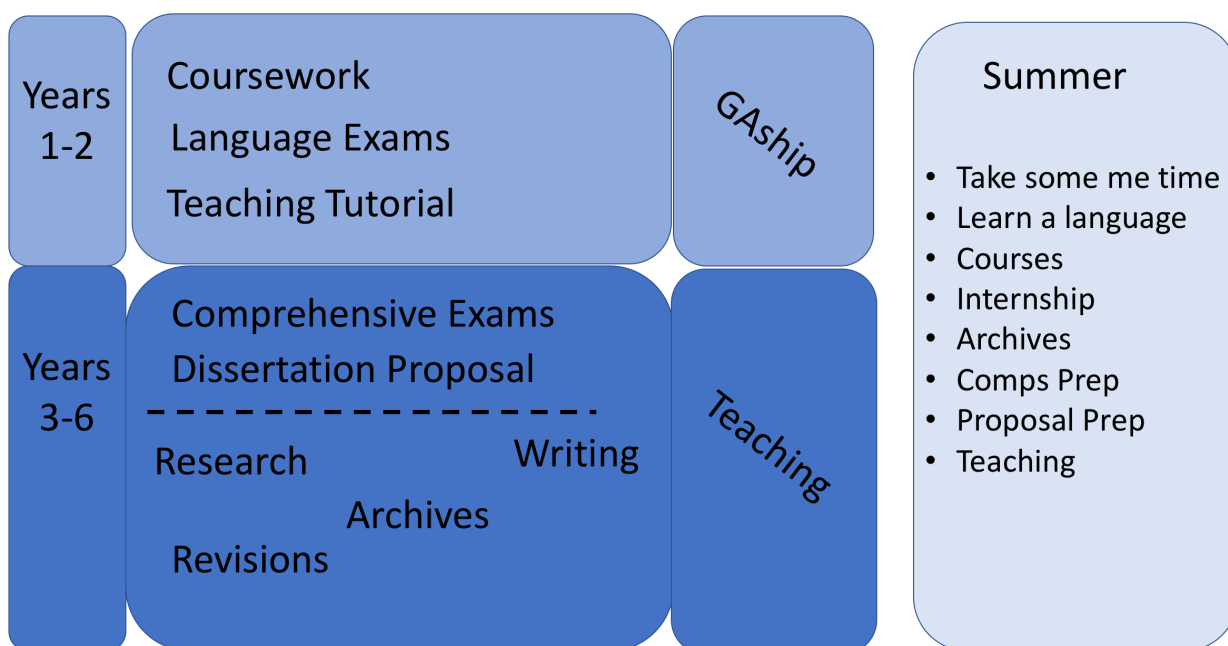
Field 4: _____

Dissertation Proposal

Dissertation

Dissertation Defense

Appendix D: Progress through the Ph.D



Things to consider as you progress through your degree:

- Will you need to use archives located outside of the NY metro area? At what juncture? For how long and/or for how many trips? Can this be done during summers or breaks? Will you need time free from teaching to accomplish this? How and when can you build your archival skills to prepare for your primary research and for funding applications?
- Will you be applying for a DF or external funding? In what year? When do applications open and close? Do these fellowships require nomination? How can you prepare your skills and CV within the normal progress of your degree?
- Will you be submitting a paper to a conference or journal for publication? In what year? How can you plan ahead and build-in time for revision during your degree?
- What careers are you interested in and how can you integrate training and experience into your degree program?

[This page](#) may be helpful as you think about your trajectory to completion and your personal as well as professional goals.

Appendix E: Important Dates 2022-2023

Aug 15	Last day to apply to graduate and submit degree requirements for August 2022 graduation
Aug 22	GA Fall 2022 assignments begin
Aug 31	Fall 2020 classes begin
Sep 8	Last day to Add/Drop a class for Fall 2022
Late Oct	Registration meetings with DGS for Spring 2023
Nov	Spring 2022 registration (dates depend on credit hours)
Dec 1	Deadline to withdraw without incurring WF or request an incomplete
Dec 13-21	Last day of classes (by day of the week)
Dec 16	GA Fall 2022 Assignments end
Dec 31	Last day to apply to graduate for Feb 2023
Jan 3	GA Spring 2023 assignments begin
Jan 13	Last day for Submission of Degree Requirements for February 2023 graduation
Jan 17	Spring 2023 Classes begin
Jan 20	DF applications due
Jan 25	Last day to Add/Drop a class for Spring 2023
Feb 5	Last day to apply to graduate for May 2023
Late Mar	Registration meetings with DGS for Summer and Fall 2023
Apr	Summer and Fall 2023 registration (dates depend on credit hours)
Apr 15	Deadline for responding to funding offer (all continuing students must reply)
Apr 21	Deadline to withdraw without incurring WF or request an incomplete
May 3-15	Last of classes (by day of the week)
May 5	Last day for Submission of Degree Requirements for May 2023 graduation
May 19	GA Spring 2023 Assignments end
May 20	University Commencement