

I. THE PROGRAM OF GRADUATE STUDY

The Department of History offers graduate work leading to the degree of Doctor of Philosophy with concentrations in Ancient history, East Asian history, European history, History of Science, Latin American history, Middle Eastern history, and United States history. A Master of Arts degree in history is also offered, with concentrations in Chinese Studies, European history, History of Science, Judaic Studies, and United States history.

The duration of the Ph.D. program is five to eight years. University and departmental regulations stipulate that the maximum tenure of graduate study at UCSD is eight years, while seven years is the limit for receiving any type of university financial support. Normally, during the first two years, students participate in courses, write two research papers, complete language requirements, define major and minor fields of study, and take at least one minor field examination. In the third year the student normally completes all outstanding minor field and language requirements, defines a dissertation topic, and passes a qualifying examination in the major field, at which time the student officially advances to candidacy for the Ph.D. Advancement to candidacy must occur at least before the end of the fourth year, and in some programs, such as Ancient History and East Asian Studies, extra language requirements may make 4th year advancement the norm. Most students spend their fourth year doing field research, and their fifth and sixth years writing their dissertation, although exact time to completion of the degree varies depending on funding, preparation, and the requirements of the specific project.

A. Advising

Upon enrolling, students will be assigned a general adviser in their field group. Each entering student and adviser meet to discuss the selection of courses and the overall plan of study. After identifying a specific area of dissertation research, the student may select a different adviser, after consultation with and approval of the two faculty members involved. This adviser will serve as the student's dissertation adviser. In appropriate cases, dissertation co-advisers may be chosen. Once an adviser has been chosen, any further changes must be petitioned in writing to the graduate coordinator.

During the first year of residence, each student, with the approval of their assigned graduate adviser, selects one major field and two minor fields of study. Within the major field, the student will work to identify a special interest from which the dissertation can develop. The first minor is ordinarily a supplementary field within the student's area of concentration, while the second minor is a complementary field outside the area of concentration and may be in another discipline or area of study. (See requirements by field group.)

In addition to the primary adviser, students may consult with the **Graduate Coordinator**, who is the staff member in charge of graduate studies in the department, as well as with the **Director of Graduate Studies** (who also serves as Chair of the Graduate Committee), who is the faculty member serving in this capacity. The Director of Graduate Studies is also the department's liaison with the Office of Graduate Studies (OGS). The Director's duties include coordinating graduate instruction across the fields, reviewing and signing various university forms pertaining to departmental graduate affairs, administering funds for graduate support and departmental travel allowances, and overseeing the graduate admissions process. The director will also assist the History Guild in organizing periodic meetings and workshops with graduate students on topics of general concern, and will hold an annual "town meeting" each spring to gather student feedback on the program. The Graduate Coordinator works with students to prepare

paperwork concerning exams (departmental language exam, advancement to candidacy, final defense, minor and major field exams, etc). General Petitions, leave of absence, spring evaluations, and other forms relating to academic progress or registration should also be directed to the Graduate Coordinator along with payroll and timekeeping for TAs and Readers. The Student Affairs Manager supervises the Department Student Affairs Unit and processes all tuition and fee scholarships, fellowship support, and grants for graduate students.

B. General Course Categories and Requirements

A normal full-time program consists of twelve units (or three four-unit courses) per quarter. Ph.D. students are required to complete at least one of the following minimum formal courses of study prior to their qualifying examination: (1) two two-quarter research seminars, three one-quarter historiography courses in the major field, and four other courses (which may be a combination of colloquia, conjoined courses, or directed readings, but which must include one cross-field graduate colloquium like HIGR 200); or (2) three two-quarter research seminars (not necessarily in the same field), three one-quarter historiography courses in the major field, and three other courses (which may be a combination of colloquia, conjoined courses, or directed readings, but which must include one cross-field graduate colloquium like HIGR 200). Students are encouraged to take their first research seminar in their major field during the initial year of graduate study.

TA Ships: After the first year, most students' full-time program includes two regular academic courses each quarter (8 units), and employment as a 50% Teaching Assistant, which counts as four units.

1) Historical Scholarship Courses

Each field group has a sequence of colloquia, taught over the course of 1-2 years, designed to introduce students to the major works and important controversies in the field.

HIGR 210: Historical Scholarship on Modern Chinese History (3 qtrs.)

HIGR 211: Historical Scholarship on Modern Japanese History (2 qtrs.)

HIGR 212: Historical Scholarship on Modern East Asian History

HIGR 213: Sources on Modern Chinese History

HIGR 214: Readings in Japanese on Modern Japan

HIGR 217 A-B-C: Historical Scholarship on Pre-Modern Chinese History (3 qtrs.)

HIGR 220: Historical Scholarship on European History, 1500-1715

HIGR 221: Historical Scholarship on European History, 1715-1850

HIGR 222: Historical Scholarship on European History since 1850

HIGR 238: Introduction to Science Studies

HIGR 240: Colloquium in Science Studies

HIGR 241: Advanced Approaches to Science Studies

HIGR 255: Historical Scholarship in Ancient History

HIGR 265A-B-C: The Literature of American History (3 qtrs.)

HILA 267/268/269: Historical Literature of Latin American History (3 qtrs.)

HIGR 271: New Research Direction in U.S. History

2) Research Seminars

Each field group or sub-group offers one two-quarter research seminar each year, so that the student normally takes one research seminar in each of the first two years. The goal of these seminars is the writing of a research paper based on primary sources, and the identification of a potential dissertation topic. The model and the standard for the seminar papers is a monographic article that makes a scholarly contribution to the field. In the first quarter students read and research intensively; by the end of the quarter they are expected to develop a prospectus for a research paper. When materials are not in English, it is assumed that the student can use the appropriate language in research. The instructor provides guidance on research methods and the appropriate bibliographic tools. The selection of the paper topic requires special care to insure that the paper can be completed within the two quarters. In the second quarter, students write their papers and present them to the seminar. In addition, instructors may encourage students to submit their research seminar papers to be presented at various conferences and/or to be published.

HIGR 215A-B: Research Seminar in Modern Chinese History

HIGR 216A-B: Research Seminar in Modern Japanese History

HIGR 230A-B: Research Seminar in Early Modern Europe

HIGR 231A-B: Research Seminar in Modern European History

HIGR 239A-B: Seminar in Science Studies

HIGR 247A-B: Readings and Seminar on Colonial Latin America

HIGR 248A-B: Readings and Seminar on Latin America, National Period

HIGR 260 Research Seminar in Ancient History

HIGR 267A-B: Research Seminar in United States History

HIGR 275A-B Research Seminar in Middle Eastern History

3) Cross Field Thematic Graduate Colloquia

In addition to the graduate courses offered by the field groups, the department will offer at least one and up to three cross-field colloquia each year, which are designed to cross geographical and chronological boundaries. Two of these courses are taught at least every other year under this rubric:

HIGR 200: History and Theory [Required for US, Europe and LA]

An introductory graduate course for students in all fields. Themes include cross-field historiography and theory, interdisciplinary approaches to history and historical method. (May be taken twice for credit, if the reading list is significantly different).

HIGR 205: Feminist Historical Studies

An introduction to feminist historical studies, this course will provide students with training in women's history, in the feminist theories that undergird that scholarship, and in gender analysis. (May be taken twice for credit, if the reading list is significantly different).

HIGR 207: Nationalism, Colonialism and Race

A transdisciplinary and comparative course on the interplay of nationalism, colonialism and race (as well as class and gender/sexuality) in the 19th and 20th centuries.

*All Ph.D. students are required to complete at least one cross-field graduate course (typically in the HIGR 200 – HIGR 208 series) before advancement to candidacy. Students are strongly encouraged to meet this requirement in their first year, as their field and program of study permits.

4) Undergraduate/Graduate Colloquia (160/260 and above)

The department also offers a number of joint graduate/undergraduate courses each year, limited to 15 students, and identified by the slashed number, ie, 160/260. Course topics change each year, depending on the faculty members who teach them, but they can be both field-specific and cross-field. Graduate Students may count a total of three of these conjoined colloquia towards their degree credits.

5) Directed Readings (HIGR 298)

In general, the department believes that historical competence and skills are best developed in the group context provided by seminars and colloquia. However, in cases where such options are not available, a student may make arrangements with a particular faculty member to plan a directed reading course (298). The faculty member and student develop an agreed-upon reading list, and then set up a series of meetings to discuss the readings (usually either weekly or bi-weekly), and written work submitted for evaluation. For the first two years of the Ph.D. program, 298 courses must be taken for a letter grade. Circumstances that justify such arrangements include the need to pursue a special topic in preparation for the minor and/or major qualifying examinations.

A graduate student may use an upper division undergraduate lecture course in history or in other fields of study as the basis for their 298. In such cases, students must obtain the consent of the instructor prior to enrollment and consult with them to design a program of additional readings, individual meetings, and/or writing requirements to supplement the undergraduate materials and lecture attendance.

6) Other Course Options

The Department of History permits and encourages graduate students to work with faculty members in other departments and other universities. This course option may be advisable in the following situations: to complete one of the minor fields for the Ph.D., to prepare for a research seminar in an advanced field in which the student has insufficient preparation, or to review a field prior to taking the qualifying examination. The Departments of Anthropology, Communication, Ethnic Studies, Literature, Philosophy, Political Science, and Sociology are those most commonly involved. Also, students have an opportunity to interact with a variety of organized research units on campus: the Center for Iberian and Latin American Studies (CILAS); the Center for U.S. and Mexican Studies (CUSMS); the Council on East Asian Studies (CEAS), the School of International Relations and Pacific Studies (IR/PS); and the Science Studies Program.

In addition, San Diego State University (SDSU) makes its graduate program and courses available. Acceptable courses include both graduate courses (600-700 level) and other courses that carry graduate credit (500 level). Students must have a graduate grade point average of 3.5 or higher to enroll. Enrollment in a course at SDSU requires approval by the instructor of that course and the graduate advisers on both campuses. Students may not enroll for more than one course per term. The number of credits carried by a student in any one term may not exceed the equivalent of a full-time academic load at either campus. Student should consult the Graduate Coordinator before enrolling to confirm that the course will be accepted for UCSD credit towards their degree.

Please see the departmental graduate coordinator if interested in taking courses at SDSU or at any other

UC Campus.

C. Evaluation of Academic Work

The department expects all graduate students to do “A” level work. Grades below “B-” are considered evidence of unsatisfactory progress; a “C+” or any lower letter grade is recorded on the transcript, but is regarded as the equivalent of a failure. Required field courses must be taken for a letter grade. Students are strongly encouraged to take their entire first-year program for letter grades. These grades assist the department in evaluating the student’s academic progress and in determining future financial support. Post first-year students may take elective courses for satisfactory/unsatisfactory evaluation. Grades of “I” (Incomplete) must be changed to a letter grade by the end of the quarter following the quarter in which the course was taken. The grade will be recorded as a failure if the work has not been completed by then.

Students whose grade point average falls below 3.0 during an academic year may continue in the program only in exceptional circumstances.

Each spring in the years before the student has advanced to candidacy, faculty members from the field group will meet with each student individually to discuss the student’s progress. In addition, the faculty adviser will submit a written evaluation for the student’s file. Students are entitled to include a response in their permanent record. Once they are advanced to candidacy, graduate students continue to receive annual written evaluations of their progress from their respective faculty dissertation advisers. These evaluations are to be read and signed by the student, the adviser, at least three of the faculty members on the student’s dissertation committee, and the department chair.

D. Language Requirements

- Ph.D. candidates in Chinese, European, and Latin American history must demonstrate competence in two foreign languages.
- Ph.D. candidates in History of Science, Japanese, and United States history, as well as M.A. candidates in European and Latin American history, must demonstrate competence in one foreign language.
- Ph.D. candidates in Ancient history must demonstrate competence in two modern foreign languages, as well as the relevant ancient languages.
- Ph.D. candidates in Middle Eastern history must possess a sound foundation in reading Arabic or Turkish (Ottoman Turkish or modern Turkish) as a requirement for admission to the program. Reading competence in two languages in addition to English is required before advancement to candidacy: the regional language Arabic or Turkish above, and a modern European language (other than English) related to the major field of specialization.

Additional languages appropriate to the special field of study, as well as language requirements for a candidate in fields other than those already mentioned, may be required by the Graduate Committee in consultation with the student’s adviser.

Students may satisfy the foreign language requirement in one of the following ways:

- (a) By completing, with a grade of B- or better in each term, a two-year language sequence from the student’s undergraduate institution. Such a sequence must have been completed within two years of the time the request is made to the Graduate Committee for certification of competency.

- (b) By completing, while a graduate student, a two-year, lower-division sequence in the language approved by the Graduate Committee, with a satisfactory (S) grade in each term.
- (c) By completing, while a graduate student, a one-year, upper-division sequence in the language approved by the Graduate Committee, with a satisfactory (S) grade in each term
- (d) By passing a translation examination administered by the department. (This is the only option available for Chinese and Japanese.) A faculty examiner chooses a text that is approximately 3-4 paragraphs, and historical in nature. Students are given two hours to take the exam, and are permitted the use of a dictionary. The criteria for evaluation are somewhat subjective, but will focus on the grasp of meaning and concepts, rather than word for word translation. Exams will be offered twice a year, once in the fall quarter and once in the spring quarter. Students may also petition the graduate coordinator to take them at an alternative time. At the beginning of the fall and spring quarters, the graduate coordinator will poll students about their intentions to be tested, and will schedule an exam time, usually in the sixth week of classes.

Students are urged to complete at least one foreign language examination by the end of the first year of study and must do so by the beginning of the third year of study. Failure to meet this requirement is grounds for denial of financial support. No student may take the oral qualifying examination before completing all language requirements.

E. Ph.D. Examinations

1) Minor Fields

Ph.D. candidates are strongly encouraged to take at least one minor field examination by the end of the first year, and to complete the second minor exam by the end of the second year. All minor fields must be completed before the major field exam can be taken. Generally, the department recognizes two types of minor fields. The first is a teaching field. That is, passing a minor field in an area certifies, on a student's record and resume, that the student has mastered the literature and the major issues in another geographical or chronological field such that the student is qualified to teach in that area. (An example would be a minor field in modern Japanese history for an East Asian history student specializing in modern China; or Early Modern European history for a Modern Europeanist.) A second type of minor field is designed to familiarize a student with a range of theoretical, comparative and/or transnational issues, which will be useful in the formulation of a dissertation topic and future research in the student's major field. In some cases, this minor field is pursued outside the department (in consultation with the student's adviser): an example might be a minor in the Department of Ethnic Studies for a student working on race and ethnicity in the US. In other cases, the student may identify a faculty member or series of faculty members within the department who focus on a particular theme, such as gender, citizenship or imperialism.

The minor field is defined by a reading list agreed on by the student and the minor field adviser(s). As a guideline, the reading list should encompass about three quarters' worth of coursework (which may be taken with up to three faculty members), and include about 50 titles, with 40-70 titles representing a reasonable range, depending on the combination of books and articles. The list is intended to establish what will be expected of the student and to prevent confusion over the material to be covered. The list should be finalized at the beginning of the quarter during which the student plans to complete the minor field.

Completion or evaluation of a minor field takes several forms, depending on the policies of different field groups or individual professors.

- 1) A one hour oral examination
- 2) A 3 hour or 24 hour take-home written exam
- 3) An “un-timed” synthetic essay, 25-30 pages, that organizes the scholarship of the field
- 4) 3 shorter papers (8-10 pages) encompassing 3 single quarter’s worth of reading. This option is especially appropriate in cases where the student is working with more than one faculty member on a minor field.
- 5) Developing a course syllabus in the field

Students who fail a minor field examination may petition the Graduate Committee for permission to sit for the examination again at any time during the following two quarters, as long as pre-candidacy time limits are not exceeded. A second failure results automatically in dismissal from the program.

2) The Major Field: Oral Qualifying Examination and Candidacy

Students are normally expected to take their qualifying examination no later than the spring of their third year of study (except as otherwise specified by the individual fields), and required to do so within four years. Students must fulfill all course work, minor field, and language requirements before taking the qualifying examination. The qualifying examination is an oral test in the student’s major field of study, conducted by at least five examiners. A minimum of three examiners must be members of the Department of History, and usually they will be in the student’s major field. The fourth can be either a faculty member from inside the department but outside the major field, or someone from another department. The fifth must be a tenured faculty member in another department. The student’s minor field adviser(s), whether inside the department or in another department, often serves in this “outside” capacity on the orals committee, although this is not required. Students should consult with their adviser about the composition of the examining committee well before their examination. In addition, the membership of the committee must be approved before the exam by the Department Chair and the Dean of Graduate Studies. The student must meet with the Graduate Coordinator at least 7 weeks prior to the orals date to arrange for the submission of this paperwork and for the scheduling of the exam.

The purpose of the major field oral examination is two-fold: 1) To evaluate the student’s knowledge of the major research field and 2) to discuss the student’s dissertation project (with the exception of the US field, which holds a separate meeting for this purpose, no later than two months after the exam)

The exam lasts between 2-3 hours, and is structured to give each of the five committee members an opportunity to ask questions of the student, based on the major field reading list. When the prospectus is also under discussion, usually the last half hour is reserved for this purpose. When the exam is over, the student leaves the room and the committee decides whether the student has passed the exam and advanced to candidacy.

a) The major field book list should be drawn up by the student in consultation with the faculty adviser, and should be finalized at least 30 days before the date of the exam. Each major field list will reflect the unique interests of the student, while also incorporating core themes of the field. Some field groups have formal core lists that may comprise a part of each student’s total list, while others do not. In all cases, students are expected to organize their major field lists according to the specific themes/nations/issues that have informed their graduate study, since no major field list can be all-inclusive.

The number of titles on a major field list should be around 100, with 80 to 120 titles representing a reasonable range. The date of the examination is determined by consultation between the candidate and the examining committee.

b) The discussion of the dissertation project will be framed by a 5-10 page prospectus written by the student and submitted to the committee with the book list, at least 3 weeks before the exam. The purpose of the discussion is to determine the feasibility of the scope of the project and to offer suggestions about source materials and research strategies.

Should a student fail the examination, the examining committee will clarify the weaknesses in the exam, so that the student can prepare to take it a second time. If a second oral examination is warranted, the department requires that it should be taken no later than one quarter after the first examination. If the student fails the oral examination a second time, his or her graduate studies in the department will be terminated.

An M.A. degree may also be awarded to continuing Ph.D. students upon successfully passing the oral qualifying examination. The M.A. is not automatically awarded; students must apply in advance to receive the degree, but no additional work is required. Note: Students who wish to receive an M.A. degree as part of the Ph.D. program must apply for Master's degree candidacy by the end of the second week of the quarter in which they expect to receive the degree. Please see the Graduate Coordinator regarding this application.

The various requirements noted above apply to students who have done no previous graduate work in history. If a candidate has completed some graduate work before entering UCSD, appropriate adjustments in course work may be approved by general petition to the Graduate Committee. Nevertheless, all candidates are required to meet language requirements, pass field examinations, and complete and defend a dissertation.

F. The Dissertation

1) Research: While the dissertation is the student's principal concern beginning around the fourth year of graduate study, the student is well advised to begin thinking about a topic from his/her first year at UCSD. The research seminars are good venues to explore potential dissertation topics, and the summers of the first and second years can be used for preliminary research, including exploration of archival resources in the United States and abroad. Such early investigations will help in the preparation of a thesis prospectus and will be of special benefit to students who hope to compete for research fellowships in the third or fourth years of study. Most students spend a year—usually their fourth year--doing primary research, either in the field, in archives or in libraries, depending on the nature of their sources and their location.

2) Writing the Dissertation: After completing all relevant examinations and language requirements, usually beginning in the fourth year, the student is expected to write a dissertation under the supervision of his/her faculty adviser and doctoral committee. The Department of History's guidelines for the dissertation are as follows:

It should:

- Represent an original and significant contribution to knowledge.
- Be based upon primary research.
- Clearly demonstrate the capacity of the student to pursue independent historical research.

- Be written in clear and coherent prose.

The scope of the dissertation and its length will depend upon the nature of the problem and the documentation. The department encourages students to complete their research and writing by the end of their sixth year of study, although seven years is still within normal departmental expectations. The scope and length of the dissertation should therefore be such that a complete project can be executed in no more than three to four years, but it should also be capable of further development for publication as a series of articles in scholarly journals, or as a book.

3) The Dissertation Defense: Students are expected to remain in contact with the members of their doctoral committee throughout the dissertation-writing process. The student may submit draft chapters to the members of their doctoral committee for preliminary suggestions, but the student is required to submit a final copy of the manuscript at least four weeks before the scheduled defense date to each member. At the beginning of the quarter in which the student expects to complete the dissertation, s/he should meet with the graduate coordinator to arrange the filing of paperwork and the scheduling of the dissertation defense. At the dissertation defense, the student may make an introductory statement about the origins and evolution of the project, and then each of the five committee members has an opportunity to question the student on 1) the conceptualization of the dissertation 2) its theoretical framework 3) its use of evidence 4) its bibliography 5) its contribution to the field and 6) its potential for transformation into a publishable form. The defense lasts for 2 hours and is closed to the general public, although the student may invite specific individuals to attend.

The committee may recommend that the dissertation be approved without changes, in which case the student must simply prepare a final copy that meets the formal formatting requirements established by OGS. The committee may also recommend that the dissertation be approved with minor changes, subject to the oversight of the student’s adviser. A third option is that the committee may recommend major revisions and re-submission, in which case the entire committee must be reconvened.

G) Guidelines for PhD Completion

***See Appendix A for Ph.D. Program Time Limits**

1st Year	All courses must be taken for a letter grade Research Seminar and Field Group Historiography Courses Cross-field Graduate Colloquium (Recommended) One language requirement Select an adviser in major field Define major and two minor fields with advisor Complete one minor field
2nd Year	Second Research Seminar and Remaining Field Group Required Courses Completed language requirement Completed Second Minor Field

3rd Year	If not done so already, complete all minor field exams, language requirements, and course work (12 4-unit courses required) Write a dissertation prospectus in preparation for the major field exam and for outside funding applications Pass Qualifying exam in major field
4th Year	Primary/Field/Archival Research for the Dissertation
5th - 7th Years	Writing and Completing Dissertation. Note: While students may take an 8 th year to complete the Ph.D., they may not receive financial support from the University or the Department, including TAs or Readerships, after the 7 th year.

H. Professional Meetings

Students are encouraged to attend, participate in, submit papers for, and serve on panels at academic conferences and meetings. In most cases, departmental funds of up to \$500 are available to meet transportation costs for students to submit papers or serve as commentators at one scholarly meeting per year.

I. Scholarly Articles

Students who have written seminar or M.A. papers of high quality are assisted and encouraged to revise them for publication in scholarly journals.

J. Job Placement

A job announcement memo board adjacent to the Graduate Reading Room contains up-to-date fellowships and job announcements. Students expecting to complete the Ph.D. normally work with their major adviser on job placement. In addition, the Department Chair annually selects a member of the faculty to serve as the Graduate Placement Officer. Duties for this position include discussing employment procedures and initiatives for prospective job-hunters. At the beginning of each academic year, a general memo will be sent to graduate students identifying the faculty member chosen as Placement Officer. During the academic year in which they finish their dissertation, students should also prepare a placement file for deposit in the Career Services Center on campus.

II. FINANCIAL AID AND FELLOWSHIP SUPPORT

Upon recommendation of the Department of History, several types of financial aid are available to graduate students: teaching assistantships, readerships, research assistantships, fellowships and travel grants, and full or partial remission of fees and tuition. Graduate students are eligible for one or a combination of these five forms of financial support.

Entering students who receive a multi-year financial package are either offered fellowships or readerships, along with fee and tuition remission plus a stipend during their first year, and in subsequent years will be offered guaranteed employment as a Teaching Assistant.** In some cases, guaranteed dissertation writing funds are part of such a package. Regardless of the initial financial package, the department seeks to ensure that all continuing Ph.D. students are financially supported, which includes payment of tuition and/or fees as well as a stipend. In recent years all students needing support have received either fellowships, teaching assistantships, or research assistant positions. To the extent that resources are insufficient to meet the need, the department, on the advice of the graduate committee, will rank students using a combined criterion of academic performance and financial need.

A) Teaching Assistantships

(See Section IIIA for additional information on TAships)

Most of the financial support to continuing students comes in the form of Teaching Assistantships, either inside the department or in one of the college lower-division writing programs, such as “Making of the Modern World” (ERC), “Dimensions of Culture” (Marshall), “Humanities” (Revelle), “Culture, Art, and Technology” (6th College), or the Muir Writing Program. A full-funding “50%” TAship requires students to spend 20 hours per week/220 hours per quarter, divided among: attending lectures, holding office hours, and leading two discussion sections in each of the three quarters.

Inside the history department, there are TA positions in the two lower-division US sequences and the one lower-division East Asian sequence. Any student interested in these positions should contact the Graduate Coordinator at the beginning of the spring quarter. There are also a limited number of TAships in upper-division history courses, and students should also notify the Graduate Coordinator if they wish to be considered for these positions.

The colleges issue calls for applications for their TA positions during the winter quarter, and students seeking a position outside the department are encouraged to apply for more than one program. The interview and selection process is organized by the colleges, not by the History department. There are also TAships available in language instruction through the Department of Linguistics and the Chinese Studies Program, but these are limited in number and usually restricted to native speakers. Information on how to apply for all these programs will be posted by the Graduate Coordinator. Students must maintain a minimum grade point average of 3.0 in order to receive academic employment on campus.

**Note: Even those who have received guaranteed multi-year funding packages are responsible for applying for specific TA positions.

B) Readerships

The department also offers partial funding in the form of Readerships. A “25%” Readership requires that

a student attend an upper-division lecture course and grade assignments. A Readership pays fees and a stipend that depends on the exact number of assignments and students. Available readerships will be announced at the beginning of each quarter by the Graduate Coordinator, and students should then contact the faculty member teaching the course. Readerships are built into many first-year funding packages, but even in the case of these guaranteed readerships, students are responsible for securing a specific readership each quarter. First-year students who enter without guaranteed funding may also apply for readerships, as well as continuing students interested in partial employment funding. Continuing students who are already employed as a 50% TA must petition to add a 25% Readership to their funding package.

C) Research Assistants

The graduate students from the Department of History may have available research assistantships from Academic Senate or extramural funds assigned to faculty in support of their research. For a research assistantship assigned by a faculty member, work involves bibliographies, research data processing, data collection, editing, etc. Individual faculty assign and monitor actual work, which is not to exceed 20 hours per week for a 50% appointment, or 10 hours per week for a 25% appointment. Students may contact individual faculty members or the Graduate Coordinator to identify research assistantship opportunities.

D) Fellowships

1) Fellowship Packages

The Department offers a small number of fellowship packages, like the Regent's Fellowship, the San Diego Fellowship and the Cota Robles, which include tuition, fees and a stipend of \$18,000. These packages are usually reserved for first year students.

2) Tuition and Fee Scholarships

Within the limits of available funds, tuition scholarships are available to graduate students who are not legal residents of the state of California. Non-resident students who are citizens of the United States are expected to file for California residency before their second year at UCSD. It is the responsibility of the student to file a declaration of residency with the Registrar's Office. If a non-resident student takes a leave of absence, they must re-file for in-state residency upon their re-enrollment. Residency information can be found at www.registrar.ucsd.edu or contact Resident Deputy at (858) 534-4586, residence deputy@ucsd.edu.

For non-US citizens, tuition is covered only for PhD students for a maximum of three years, if the student was admitted with a guaranteed multi-year funding package. To the extent that funds are available, tuition and/or fee scholarships may be offered to continuing students not otherwise receiving support. Under university policy, only graduate students with a minimum grade point average of 3.0 or higher are eligible for tuition and/or fee scholarships.

For students who are not receiving any financial support, OGS grants partial remission of fees after advancement to candidacy (for the duration of what is known as "normative time"). Whenever a student delays advancement, the number of normative time quarters is reduced accordingly. After expiration of normative time, students must complete the dissertation or resume full payment of fees.

3) Research Grants

All students are expected to apply for outside fellowships to fund field research, usually conducted in the fourth year. The graduate coordinator keeps an updated folder of funding opportunities for research in the graduate reading room, but the student is responsible for identifying specific fellowships and keeping track of application deadlines. Many of the major research fellowships are submitted in the fall of the year before they would be used, so students are encouraged to start the process of identifying fellowship opportunities, writing a proposal, and securing recommendation letters during the spring and summer before applications are due.

The department also has limited funds to assist graduate students with research expenses. Students may apply for a maximum of \$1,500 a year to cover travel, subsistence and other expenses for research purposes. Preference for these research awards will be given to students who are advanced to candidacy, are within normative time limits, and have not received previous research funding from the department. Awards may be reduced if demand exceeds the resources of the fund. Students should contact the Graduate Coordinator to apply.

Students with guaranteed dissertation funding (as stipulated in their letter of admission) may use all or part of this money for research travel. A student who is intending to use their guaranteed dissertation funding should notify the graduate coordinator during the spring quarter of the year before its intended use.

4) Travel Grants for Scholarly Meetings

See Section I H

5) Dissertation Fellowships

The department may also fund a limited number of dissertation fellowships, depending on annual budgetary considerations. Dissertation fellowships are intended to give advanced graduate students the opportunity for dedicated writing time. Priority will be given to those students likely to complete their dissertation during the academic year in which the fellowship is awarded. Graduate students wishing such support must apply to extramural sources and submit copies of those applications together with a formal application to the department for dissertation-year support. Dissertation fellowships awarded by the department from block grant funds normally include a stipend (presently \$8,000) and scholarships for the payment of fees and, if applicable, non-resident tuition. The department may reduce the amount of the stipend, fee, and tuition assistance to provide support to more students.

Students with guaranteed dissertation funding (as stipulated in their letter of admission) may use some or all of this funding as a writing fellowship. A student who is intending to use their guaranteed dissertation funding should notify the Graduate Coordinator during the spring quarter of the year before its intended use.

6) Loans

Students can also apply for loans from the UCSD Financial Aid Office. In order to apply for a loan, the student must fill out one of the financial aid forms (FAF) distributed by the Financial Aid Office.

7) Travel between UC campuses

The University has funds to pay for research and conference travel to another UC campus. The Inter-UC Travel contact is Gail Parish at gparish@ucsd.edu.

III. TEACHING OPPORTUNITIES

A) Teaching Assistantships

In addition to providing funding opportunities, Teaching Assistantships are an integral part of the graduate program at UCSD, providing training and experience in undergraduate teaching. All students, regardless of their funding needs, are encouraged to spend at least one year as a Teaching Assistant.

Training of teaching assistants is the responsibility of the program in which the teaching is done. For teaching assistants employed within the History Department, an orientation seminar will be offered at the beginning of the fall quarter. The seminar will be organized by the faculty teaching coordinator, in collaboration with a senior TA, both of whom serve as advisers for first time Teaching Assistants throughout the year. In addition, departmental teaching assistants attend one four-hour training session given by the Center for Teaching Development prior to the beginning of instruction in the Fall Quarter.

For teaching assistants employed by the college programs or in the Linguistics Department, training sessions are organized by these programs to orient students in specific course content and methodologies. These seminars are often scheduled during the week prior to the beginning of instruction in the Fall Quarter. Training continues throughout the academic year in weekly staff meetings.

Teaching assistants both inside and outside the department are evaluated by the course instructor. The instructor visits a teaching assistant's section at least once each quarter and reviews a representative sample of papers and exams for fairness and consistency of grading. The instructor prepares a written evaluation of the teaching assistant at the end of the quarter, and the teaching assistant acknowledges the instructor's comments by signing the evaluation. The TA also has the opportunity to include a written response in their file.

B) Adjunct Instructors

There are some opportunities for advanced graduate students in the final year of their program to serve as the primary instructor ("Assoc-In") for an upper-division course in the history department. First, a graduate student may be asked to teach an existing course to replace a faculty member on leave. Second, a graduate student may apply to teach a course of their own design during one of the summer school sessions. Third, students in the last year of the program may apply for the Faculty Fellowship, which provides a two-year adjunct teaching position in the History Department. Students should consult with the Graduate Coordinator for relevant deadlines and application procedures.

IV. THE PH.D. PROGRAM BY FIELD GROUP

All Ph.D. students are required to complete at least one cross-field graduate course (typically in the HIGR 200 – HIGR 208 series) before advancement to candidacy. Students are strongly encouraged to meet this requirement in their first year, as their field and program of study permits.

A. Ancient History

Faculty: David Noel Freedman, David Goodblatt, William Propp

Students in ancient history will be expected to demonstrate a broad mastery of the entire field, with special concentration as follows:

1. Major Fields

- (a) The history of Israel in the biblical period.
- (b) The history of the Jewish people in antiquity.

2. First Minor

- (a) One of the fields listed above not chosen as the major field.
- (b) Greek and Roman history.
- (c) The Middle East before Islam (western Asia and northeastern Africa from the sixth century b.c.e. to the seventh century c.e.).

3. Second Minor

- (a) A field of history outside ancient history.
- (b) A related discipline, offered through another department.

4. Language Requirements

- (a) All students will be expected to demonstrate a reading knowledge of two modern foreign languages, usually French and German. This requirement may be satisfied by any of the means recognized by the department.
- (b) All students will be expected to demonstrate a reading knowledge of at least one and usually two of the three following ancient languages: Greek, Hebrew, and Latin. The languages will be chosen as appropriate to the student's particular interests and the requirement will be satisfied by departmental examination.

(c) The second and sometimes third language not elected under (2) may be required if necessary for the student's research. Additional languages, such as Akkadian, Aramaic, Egyptian, Ugaritic, Phoenician, and middle and modern Hebrew, may be required as necessary for the student's research. The required level of competence will be set as appropriate to the student's needs and the requirement will be satisfied by departmental examination.

5. Core Courses

HIGR 255 Historical Scholarship in Ancient History

HIGR 260 Research Seminar in Ancient History (2 qtrs.)

B. East Asian History

Faculty: Joseph Esherick, Tak Fujitani, Weijing Lu, Paul Pickowicz, Sarah Schneewind, Stefan Tanaka

Students in East Asian history will be expected to demonstrate a broad competence in the entire field, with special concentration as follows:

1. Major Fields

(a) Modern China

(b) Modern Japan

2. Minor Fields

Students majoring in Chinese history will be expected to pass three minor fields for abroad perspective on East Asian history:

(a) Pre-modern Chinese history

(b) Modern Japanese history

(c) A history field outside of East Asia, or a discipline outside of history.

For students majoring in Japanese history:

(a) A field in history.

(b) A related field offered through another department.

Note: One of the minor fields must not focus exclusively on East Asia.

3. Language Requirements

(a) For students majoring in Chinese history: students must demonstrate a reading and speaking knowledge of Chinese and a reading knowledge of a second foreign language related to the student's research interests.

(b) For students majoring in Japanese history: students must demonstrate a reading and speaking knowledge of Japanese. Depending on specialization, reading knowledge of a second foreign language might be necessary.

4. Core Courses

For Chinese History Students:

HIGR 210: Historical Scholarship on Modern Chinese History (3 qtrs.)

HIGR 211: Historical Scholarship on Modern Japanese History (2 qtrs.)

HIGR 212: Historical Scholarship on Modern East Asian History

HIGR 213: Sources on Modern Chinese History

HIGR 215A-B: Research Seminar in Modern Chinese History

HIGR 217 A-B-C: Historical Scholarship on Pre-Modern Chinese History:

For Japanese History Students:

HIGR 211: Historical Scholarship on Modern Japanese History (2 qtrs.)

HIGR 212: Historical Scholarship on Modern East Asian History

HIGR 214: Readings in Japanese on Modern Japan

HIGR 216A-B: Research Seminar in Modern Japanese History

C. European History

Faculty: Frank Biess, Nancy Caciola, Robert Edelman, Tom Gallant, Deborah Hertz, Judith Hughes, David Luft, John Marino, Patrick Patterson, Pamela Radcliff, Cynthia Truant

The graduate program in European history aims to achieve a dual objective: to develop a broad mastery of the major themes and scholarship in the field, as well as to encourage a special focus of research within a single nation or region in either the modern or early modern era.

1) Major fields

Within the major field, national specialization is offered in modern Germany, Spain, Austria, Russia and Greece, and in early modern Italy and France. Regional specialization is offered in Central/Eastern Europe and in the Mediterranean.

- (a) Modern Europe
- (b) Early Modern Europe

2) First Minor Field

The first minor field should be selected from within the parameters of European history, but in a chronological period outside that of the major field.

- (a) Ancient Mediterranean
- (b) Medieval Europe
- (c) Early Modern Europe
- (d) Modern Europe
- (e) A Second National History

3) Second Minor Field

The second minor field is designed either to develop a non-European teaching expertise or to pursue broader theoretical reading related to the research interests of the student.

- (a) A Geographical Area Outside Europe
- (b) History of Science
- (c) A transnational thematic or theoretical concentration, such as gender history, citizenship, nationalism, etc.
- (d) A thematic or theoretical concentration rooted in another discipline, such as anthropology, sociology, art history, ethnic studies or literature.

4. Language Requirement

All European Ph.D. students must show reading proficiency in two European languages other than English.

5. Core Courses

HIGR 220: Historical Scholarship on European History, 1500-1715

HIGR 221: Historical Scholarship on European History, 1715-1850

HIGR 222: Historical Scholarship on European History since 1850

HIGR 230A-B: Research Seminar in Early Modern Europe

HIGR 231A-B: Research Seminar in Modern European History

D. History of Science

Faculty: Cathy Gere, Tal Golan, Naomi Oreskes, Robert Westman

Note: Students should indicate whether they are also applicants for admission to the interdepartmental program in Science Studies (communication, history, philosophy, and sociology of science).

1. Major Fields

- (a) Science in early modern Europe.
- (b) Science in the eighteenth and nineteenth centuries.
- (c) Science in the twentieth century.
- (d) Another field of comparable breadth, defined in consultation with the major field adviser.

2. First and Second Minor Fields

Any two of the following may be selected, in consultation with the major field adviser:

- (a) Science Studies (mandatory for students in the Science Studies program).
- (b) Any of the other fields offered by the department, provided that it offers general historical understanding of the same period as the major field.
- (c) A field of History of Science not chosen as the major field.

- (d) A second field of history, provided that it concentrates on a period or region other than that chosen for the first minor field.
- (e) A related discipline, offered through another department. Note: this field may be in the physical or life sciences.

3. Language Requirement

Competency in one or two languages in addition to English before advancement to candidacy is required. The requirement will vary depending on the chosen major field.

4. Core Courses

HIGR 236A-B: Seminar in History of Science

HIGR 238: Introduction to Science Studies

HIGR 239: Seminar in Science Studies

HIGR 240: Colloquium in Science Studies

HIGR 241: Advanced Approaches to Science Studies

E. Latin American History

Faculty: Christine Hunefeldt, Ev Meade, Michael Monteon, Eric Van Young

Doctoral candidates in Latin American History are expected to gain a broad chronological and geographical mastery of the field as a whole. The oral examination in the major field, while concentrating on the student's special area of interest, will be a comprehensive examination covering the whole field of Latin American history.

1. Major Fields

- (a) The national period of Latin America, with a specialty in the Andean Republics, Brazil, the Caribbean, Mexico, or the Southern Cone countries.
- (b) Colonial Latin America, with an emphasis on one major region.

2. First Minor

The student should select either the national period or the colonial period as a chronological supplement to the major.

3. Second Minor

- (a) The history of another geographic area outside Latin America and the Caribbean.
- (b) An area of discipline offered through another department, related to the student's dissertation or preparation for university teaching.

4. Language Requirement

Competency in two languages in addition to English before advancement to candidacy is required. Normally, the first of these will be Spanish. The second may be Portuguese or another European or non-European language, including an indigenous language of the Americas.

5. Core Courses

HILA 267/268/269: Seminar in the Literature of Latin American History

HIGR 247A-B: Readings and Seminar on Colonial Latin America

HIGR 248A-B: Readings and Seminar on Latin America, National Period

F. Middle Eastern History

Faculty: Hasan Kayali, Michael Provence

The objective of the doctoral program in Middle Eastern history is to achieve broad expertise in the modern history of the Middle East and to develop a special focus in the history of the late Ottoman Empire or its successor states.

1. Major Fields

- (a) Late Ottoman history (approximately 1780 to 1920).
- (b) Colonial and national period of the post-Ottoman Middle East with a specialty in the Arab East, Turkey, Egypt, etc.

2. Minor Fields

Any two of the following:

- (a) The field of Middle Eastern history not chosen as a major field (see above).
- (b) The modern history of a geographic area outside of the Middle East (ordinarily in European history).

- (c) A related geographical or topical field (e.g., medieval Middle East, Iran, gender studies) offered through another department.

3. Language Requirements

Students must possess a sound foundation in reading Arabic or Turkish (Ottoman Turkish or modern Turkish) as a requirement for admission to the program. Reading competence in two languages in addition to English are required before advancement to candidacy: the regional language Arabic or Turkish above, and a modern European language (other than English) related to the major field of specialization.

4. Core Courses

HIGR 275A-B Research Seminar in Middle Eastern History

Additional Courses Pending Approval

G. United States History

Faculty: Luis Alvarez, David Gutierrez, Mark Hanna, Rachel Klein, Michael Parrish, Rebecca Plant, Nayan Shah, Daniel Widener

1. Major Field

- 1. United States History

2. First Minor

- (a) One of the following topical fields: African-American history, Asian American history, Atlantic history, history of the borderlands and Southwest, Chicano history, economic history, legal and constitutional history, political history, social and cultural history, history of the South, history of the West, history of women, gender and sexuality or one designed in consultation with the adviser.

3. Second Minor

- (a) A geographic area outside the United States in either the pre-modern or modern period.
- (b) A related discipline, offered through another department.

4. Language Requirement

Competence in one language in addition to English before advancement to candidacy is required.

5. Third Year Seminar

U.S. History students are encouraged in their third year of study to complete HIGR 271, New Research Directions in U.S. History.

6. Core Courses

HIGR 265A-B-C: The Literature of American History

HIGR 267A-B: Research Seminar in United States History

HIGR 271: New Research Direction in U.S. History

H. Other Fields

Students may be admitted to graduate study leading to the Ph.D. in fields other than those listed above upon the recommendation of a faculty member. In such cases, a special program of study appropriate to the field will be devised by the major field adviser, subject to the approval of the department's Graduate Committee.

Note: The department also offers graduate work in African history. When appropriate, students may select minor fields in this area.

V. THE M.A. PROGRAM IN HISTORY

The MA program is designed to introduce students to the basic skills of historical research as well as to the debates about, and the approaches to, historical scholarship in a specific field. The program can be completed in one year, and includes 9 four-unit courses in a major field. Financial aid is not available for Masters' students, but they may be employed as Readers for departmental courses.

The Department offers MAs in European history, US history and History of Science and administers interdisciplinary MA programs in Judaic Studies and Chinese Studies. The department also provides the opportunity for students to design special MA programs in areas such as African History and Medieval European History. In consultation with an appropriate faculty member students may petition the department for approval for a special MA. Students interested in pursuing an M.A. degree in Latin American Studies are encouraged to apply for admission to the UCSD Center for Iberian and Latin American Studies (CILAS) M.A. degree program. Required courses vary for each major field (see below), but all courses must be taken for a letter grade.

At the end of the final quarter of enrollment, Masters' students must pass a comprehensive one-hour oral exam in their field with three faculty examiners who have worked with them. The main examiner (usually the Research Seminar instructor) will approve the student's orals list, consisting of 40 to 70 books and articles that have been read over the course of the year. The student may also identify general

themes as a way to organize the questioning during the exam. The student should provide all members of the examining committee with a copy of the list, at least one week before the exam.

A. European History

Candidates for the M.A. degree in European history pursue a program concentrating on the history of early modern and modern Europe. Some training in a discipline other than history is also recommended. The requirement of nine courses (thirty-six units) is normally distributed as follows:

1. A two-quarter Research Seminar, either HIGR 230 or 231.
2. Cross-Field Historiography Course: HIGR 200
3. European Historiography Courses: HIGR 220,221 and/or 222. Each year 1-2 of these historiography courses are offered, and the student must take these.
4. Two courses in pre-industrial Europe, 1450-1750: HIGR, 220 and 221, or HIGR 230 may be counted for this distribution requirement.
5. Two courses in industrial Europe since 1750: HIGR 221, 222 or HIGR 231 may be counted for this requirement, as well as appropriate graduate level colloquia.

Note: HIGR 221 may NOT be used for both (3) and (4).

6. One course in a discipline other than history, if relevant to the student's program.
7. The remaining courses may be chosen, in consultation with the graduate adviser in the student's field, from among the available undergraduate/graduate colloquia (#260s-280s)

B. History of Science

The MA program in History of Science provides a broad background in, and preparation for, a variety of careers related to science and technology, business, journalism, education, government, or for more advanced degree work. The nine courses (thirty-six units) required are normally distributed as follows:

1. Two courses in science in early modern Europe.
2. Two courses in science since 1750.
3. A two-quarter graduate research seminar.
4. The remaining courses are chosen in consultation with the faculty in history of science. For students whose previous training has been mainly scientific, these will include courses in historical fields other than the history of science. For students who already have historical training, they may include one or more courses related to the sciences.

C. United States History

This area of concentration offers the MA candidate a broad grounding in the literature of American history from the colonial period to the present. In addition to a shared core of courses, students specialize in a topical field of their own choosing. Training in a related discipline outside of history is encouraged. The requirement of nine courses (thirty-six units) is distributed as follows:

1. HIGR 265A-B-C: The literature of American History. These colloquia are required of all entering graduate students in United States History.
2. A two-quarter research seminar.
3. Two courses in a single topical field chosen from African-American History, Asian American history, Atlantic history, history of the borderlands and Southwest, Chicano history, economic history, legal and constitutional history, political history, social and cultural history, history of the South, history of the West, or history of women, gender and sexuality.
4. Two additional courses (eight units) chosen in consultation with the student's adviser. These courses may be in a related field outside the department.
5. At least six of the nine courses must be colloquia or graduate-level courses. Students may take conjoined courses, directed readings, research seminars, or the 265 series to meet this requirement.

D. Chinese Studies

Chinese Studies is an interdisciplinary program that allows the graduate student interested in China to take advantage of the university's offerings in various departments to build a coordinated graduate program leading to an M.A. degree in history. Although the program is offered under the auspices of the Department of History, the student also selects courses in Anthropology, Linguistics, Literature, Political Science, and Sociology, as well as History.

E. Judaic Studies

Judaic Studies is an interdisciplinary program that allows students interested in many areas to build a coordinated graduate program leading to an M.A. Courses which count toward the degree may be in a wide array of university programs and Departments, including history, literature, anthropology, political science, sociology, and philosophy.

Degree Requirements:

- The M.A. degree will be granted for 36 credits, ordinarily completed in one or two years.
- Students may enroll in no more than two undergraduate courses.
- All courses should be approved by the faculty mentor of the student.

- A thesis is required, worth 8 units of credit, enrolled as Judaic Studies 296

VI. DEPARTMENT OF HISTORY FACULTY

Luis Alvarez (Ph.D., University of Texas at Austin 2001; assistant professor) has teaching and research interests in comparative race and ethnicity, popular culture, Chicana/o studies, Latina/o studies, African American studies, U.S.-Mexico borderlands, transnationalism, resistance, identity and community formation, cultural theory. His book, The Power of the Zoot: Identity and Resistance in US Youth Culture during World War II, will be published by the University of California Press.

Frank Biess (Ph.D., Brown 2000, associate professor) specializes in Twentieth-Century German History. His teaching interests include Modern German and Italian History, the history of World War II, post-1945 European history as well as 20th century world history. His broader thematic interests include the history of war and violence, gender (especially masculinity), memory, and the history of emotions. His current research project focuses on the history of fear and anxiety in postwar Germany. It examines the various ways in which catastrophic experiences in the past shaped German anticipations of the future from the immediate post-World War II period to the very recent past.

Nancy Caciola (Ph.D., University of Michigan 1994; associate professor) is a European medieval historian with an emphasis on the religious and popular culture of the later Middle Ages. She is interested in attitudes towards women in the Middle Ages, in sainthood, and in the genre of stories known as *mirabilia* ("wonders.") Her current research investigates medical, theological, and popular-cultural definitions of life and death in the period from 1000 to 1400.

Robert Edelman (Columbia University, 1974; professor) teaches the history of the Russian Empire and Soviet Union as well as the history of global sport. His past work has focused on the political history of the late Russian Empire and rural history. More recently, he has worked on sport both in the USSR and in the rest of the modern world. His research has centered on spectator sport and popular culture, with particular emphasis on soccer. Thematically, he is concerned with the interaction of popular culture and politics, the construction of masculinities and the development of culture bodily cultures. A contributor to the New York Times and public radio, he has served as a consultant for CBS, PBS, ESPN, HBO, ABC and the BBC.

Joseph W. Esherick (Ph.D., University of California, Berkeley 1971; professor and Hsiu Chair in Chinese Studies) teaches modern Chinese history. His research interests focus on the intersection of social and political history, social movements, and popular culture. He has published books on the 1911 Revolution, the Boxer Uprising, Chinese local elites, Chinese cities, and Chinese archives. He is currently working on a family history and a book on the Chinese revolution.

David Noel Freedman (Ph.D., Johns Hopkins University 1948; professor and Endowed Chair in Hebrew Biblical Studies) teaches Judaic studies, the Bible, archaeology, and the history of the ancient Near East. He is the General Editor of The Anchor Bible and The Eerdmans Critical Commentary Series. He has authored and co-authored several books including: Pottery, Poetry, and Prophecy, The Nine Commandments; Divine Commitment and Human Obligation; The Unity of the Hebrew Bible; Psalms 119: The Exaltation of Torah; and What Are the Dead Sea Scrolls and Why Do They Matter?

Takashi Fujitani (Ph.D., University of California, Berkeley 1986; associate professor) teaches and researches across a range of areas and topics. He focuses especially on modern and contemporary Japanese history, East Asian history, and transnational history (primarily U.S./Japan and Asia Pacific). Much of his past and current research has centered on the intersections of nationalism, colonialism, war, memory, racism, ethnicity, and gender, as well as the disciplinary and area studies boundaries that have figured our ways of studying these issues. He is currently completing a transnational and comparative study of ethnic and colonial soldiering (Koreans in Japan, Japanese in the U.S.).

Tom Gallant (Ph.D., Cambridge University, UK, 1982; professor and Nicholas Family Endowed Chair in Modern Greek History) specializes in modern Greek history with special interest in rural society and culture, banditry, piracy and violence, masculinity and gender, cultural identity, imperialism and law, and the social history and anthropology of the Mediterranean. His most recently published books are Modern Greece, Experiencing Dominion: Culture, Identity and Power in the British Mediterranean, and The 1918 Anti-Greek Riot in Toronto. His new books are Murder on Black Mountain: Love and Death on a Nineteenth Century Greek Island and Blood on their Hands: Crime, Criminal Justice and Policing in the British Mediterranean. He is the editor of the ten-volume Edinburgh History of the Greeks and author of volume nine on the Nineteenth century.

Cathy Gere (Ph.D., University of Cambridge 2001; assistant professor) specializes in the history of medicine, the life sciences, and the historical sciences in the nineteenth and twentieth centuries. Her current research project on "The Utilitarian Self" concerns the intersection of moral philosophy and the neurosciences in nineteenth century Britain. It examines how the experimental investigation of sensory-motor psychology and localization of brain function were entangled with the political project of British Utilitarianism.

Tal Golan (Ph.D., University of California at Berkeley 1997; associate professor) specializes in modern History of Science, and in the relations between science, technology and law. Golan teaches courses on the development of modern science from the 17th century forward. His broader thematic interests are in the growing relations between science, technology, professionalization, and the modern state. His present research is focused on the history of Israeli science. It argues that the very viability of the Zionist project, and later of the State of Israel, has been largely based on scientific and technological excellence, which has guaranteed military superiority, economic prosperity, and cultural rejuvenation.

David Goodblatt (Ph.D., Brown University 1972; professor and Endowed Chair in Judaic Studies) is a specialist in Jewish history, the history of Judaism, and the Middle East in the pre-Islamic period. Since he focuses on a transnational community living in a world of multi-ethnic empires, he of necessity deals with issues of group identity, diaspora, colonialism, imperialism and subaltern studies--all wheels recently re-invented. His most recent book is Elements of Ancient Jewish Nationalism

David Gutiérrez (Ph.D., Stanford University 1988; professor) focuses on Chicano history, comparative immigration and ethnicity, and the history of citizenship. His current work focuses on the dynamic historical tension between citizens and non-citizens in the United States over the course of the twentieth century. Exploring how the forces of global capitalism often trumped the interests of exclusive nationalists in the American context, he examines the changing definition of citizenship over time, the shifting contours of the international debate over immigration, and the growing importance of non-

citizens in contemporary life.

Mark Hanna (Ph.D., Harvard University, 2006; assistant professor) Mark's dissertation, *The Pirate Nests: The Impact of Piracy on Newport and Charles Town, 1670-1730*, not only challenges prevailing interpretations of piracy; it also uses the phenomenon of piracy to illuminate the history of early America in the Atlantic World. His research is quintessentially multidisciplinary, with a legal historical base grounded in the Navigation Acts, early trials from the Admiralty courts, and shipping records; an interdisciplinary historical analysis of the economic underpinnings, social networks, and political support of pirate activity on land and sea; and the cultural nuance of print culture, both the literary world of historical fiction and the more ephemeral rough-and-tumble of early newspapers.

Deborah Hertz (Ph.D. University of Minnesota 1979; professor and Herman Wouk Chair in Modern Jewish Studies) specializes in Modern Jewish History, history of women in Europe, and modern German history. Hertz's research to date ([Jewish High Society in Old Regime Berlin](#)), and the forthcoming [How Jews Became Germans: The History of Conversion and Assimilation in Berlin](#) has focused on understanding how Jewish assimilation in Germany can illuminate broader issues relevant to the history of ethnic and religious minorities. Her current project is a history of radical Jewish women in the era between 1874 and 1918, where she seeks to explain what various movements for social change offered to Jewish women.

Judith M. Hughes (Ph.D., Harvard University 1970; professor) is a specialist in modern European diplomatic and political history, British history, and the history of psychoanalysis.

Christine Hunefeldt (PhD., University of Bonn-Germany; professor) specializes in Andean nineteenth and twentieth centuries history, with research on gender and family relations, ethnicity and race, power relations, and sustained development. Her present research projects include politics on the border between Peru and Bolivia, German migration to the Andes, and the political representation of indigenous populations after the implementation of the decentralization laws in Peru and Bolivia in the 1980s.

Hasan Kayali (Ph.D., Harvard University 1988; associate professor) is a specialist in modern Middle Eastern history. His work focuses on the late Ottoman Empire and the transition to nation-states. He teaches courses on the history of the Middle East in the Islamic period, with emphasis on Turkey and the eastern Arab lands. His current research is on the relationship of Anatolian and Syrian socio-political processes and the re-fashioning of collective identities in the immediate aftermath of World War I.

Rachel N. Klein (Ph.D., Yale University 1979; associate professor) teaches courses in U.S. cultural history from the 18th through the mid-20th centuries. Her past research and publications dealt with the American South and the politics of slavery during the Revolutionary and Early National Eras. More recently, her research has focused on art institutions and their relation to bourgeois notions of citizenship. She is completing a book that is tentatively titled, "Culture Wars: Art, Authority, and the Transformation of Taste in 19th-Century New York."

Weijing Lu (Ph.D., University of California, Davis, 2001, assistant professor) specializes in gender and women's history in the Ming and Qing eras. More broadly, she is interested in the social and cultural history of pre-modern China. She teaches courses on women, family, culture and society, and East Asian history. The topics of her research range from the family, marriage, the female chastity cult and women's work, to the cultural and intellectual shifts of China's late imperial period. She is currently working on a

project that explores the meanings of marriage as defined by the classics, interpreted by educated men and women, and manifested in daily conjugal and familial interactions in the Qing period.

David S. Luft (Ph.D., Harvard University 1972; professor) teaches modern European intellectual history, modern Austrian and central European history, Humanities, and a graduate seminar on History and Theory. He belongs to the Central European history group in the department, and he is currently writing a book on The Austrian Tradition in German Culture: An Intellectual History. Earlier works include Robert Musil and the Crisis of European Culture: 1880-1942 (Berkeley, 1980), Precision and Soul (Chicago, 1990), and Eros and Inwardness in Vienna: Weininger, Musil, Doderer (Chicago, 2003). He is the Executive Secretary of the Society for Austrian and Habsburg Historians and serves on the editorial board of The German Quarterly. In 2004-2005 he was a Fulbright/IFK Fellow in Cultural Studies in Vienna.

John A. Marino (Ph.D., University of Chicago 1977; associate professor and Department Chair) is a specialist in early modern European history and Renaissance and Reformation Europe. He has received Fulbright, Newberry Library, and National Endowment for the Humanities Fellowships, and has served as the Vice-President and President of the Sixteenth Century Society and Conference. Prof. Marino is the author of Pastoral Economics in the Kingdom of Naples (1988), and is the editor or co-editor of five other books: Good Government in Spanish Naples (1990); Early Modern History and the Social Sciences: Testing the Limits of Braudel's Mediterranean (2002); Early Modern Italy 1550-1796 (2002); A Renaissance of Conflicts: Visions and Revisions of Law and Society in Italy and Spain (2004); Spain in Early Modern Italy: Politics, Society, and Religion, 1500-1700 (2006). He works on the historical anthropology of the Mediterranean, the history of the book, pre-modern social, economic, and cultural history in sixteenth and seventeenth century Italy.

Everard Meade (Ph.D., University of Chicago, 2004; assistant professor) studies the history of modern Mexico, with an emphasis on capital punishment, human rights, journalism, and the relationship between Mexico, Central America, and the United States. He is completing a book on the policy, practice, and elimination of capital punishment in Twentieth-Century Mexico.

Michael P. Monteón (Ph.D., Harvard University 1974; professor) specializes in Latin American political and economic history, with a special emphasis on Argentina, Chile, and Mexico. He teaches courses on these countries and on urban history, dictatorship, and U.S. interventions in the region. He is currently writing a study of government and society in the Mexico of Plutarco Elías Calles, 1920-1935, and a general survey of Latin America in the 20th Century.

Naomi Oreskes (Ph.D., Stanford University 1990; professor and Director of Science Studies Program) teaches the history of earth sciences, twentieth century science and technology in America, and gender and science.

Michael Parrish (Ph.D, Yale, 1968; professor) specializes in 20th century United States history, with a special emphasis upon the history of American law, constitutional change, and law and religion. He offers undergraduate and graduate courses in American legal history (1600-present), the constitutional history of the United States, and law and religion in American history. He is completing a biography of civil rights lawyer Joseph L. Rauh, and his current research focuses on the Supreme Court and capital punishment, and the California Supreme Court during the tenure of Chief Justice Rose Bird.

Patrick Hyder Patterson (Ph.D., University of Michigan, Ann Arbor, 2001; J.D, University of Virginia, 1988; assistant professor) specializes in 19th- and 20th-century Eastern Europe and the Balkans, with emphasis on cultural and political history, nationalism and ethnicity, and religion. He teaches courses on the history of these regions, on the historiography of modern Europe, on Islam and immigration in contemporary Europe, and on the history of the international law of war crimes and genocide. His present research projects focus primarily on consumption, business culture and advertising, tourism, and everyday life in socialist Eastern Europe; chief among these is a book project on consumer culture in those countries -- Yugoslavia, Hungary, Czechoslovakia, and the GDR -- that managed to deliver a socialist version of the "Good Life" following WWII. He is now embarking on a new project that addresses the relationship between political Christianity and Islam in contemporary Eastern and Western Europe.

Paul G. Pickowicz (Ph.D., University of Wisconsin 1973; professor; UC San Diego Endowed Chair in Modern Chinese History) is a specialist in twentieth century Chinese history. His research deals with fragile urban-rural alliances in peasant-based revolutions, explosive tensions in village-state relations, the rise and fall of state socialist societies, and the vicissitudes of culture-- including popular cultures of resistance and the many political dimensions of filmmaking. He is currently working on a book entitled Dilemmas of Victory, a study of the social, political, and cultural "messiness" of the post-revolutionary era in China, 1949-1953.

Rebecca Jo Plant (Ph.D., Johns Hopkins University, 2001; assistant professor) specializes in twentieth-century U.S. history. She teaches courses that focus on nineteenth- and twentieth-century America, women's and gender history, and the emergence of a therapeutic culture. Her primary interests lie in the history of the emotions, the rise of the psychological professions and the construction of gendered subjectivities. She also has expertise in the area of maternalist politics and welfare state development. Currently, she is completing a book on the history of motherhood from the 1920s through the early 1960s, focusing on motherhood as a familial role, civic identity, and bodily experience. In the future, she intends to study the problem of combat fatigue among American servicemen during and after World War II.

Jeremy Prestholdt (Ph.D., Northwestern University, 2003; assistant professor) research interests include Globalization, Consumer Culture, and African History. His book, Domesticating the World: African Consumerism and the Genealogies of Globalization, is being published by the University of California Press.

William H. C. Propp (Ph.D., Harvard University 1985; professor; Harriet & Louis Bookheim Professor of Biblical and Related Languages) specializes in the civilizations and languages of the ancient Near East, as well as in biblical and Judaic Studies. He gives instruction in northwest Semitic epigraphy, Assyriology, Aramaic, Near Eastern history, the Hebrew Bible, and modern Hebrew languages, and literature. His particular interest is applying models from cultural anthropology to the study of ancient texts.

Michael Provence (Ph.D. University of Chicago 2001, associate professor) specializes in modern Middle Eastern history with an emphasis on the colonial and post-colonial Arab world. His teaching interests include all periods of Middle Eastern and Islamic history, but focus on Euro-American imperialism and colonialism in the Middle East and various typologies of indigenous resistance over the past 150 years.

His present project is a history of the Arab East in the period of direct colonial rule between 1920 and 1950. The project views the period by examining the rebellions that emerged in each of the new colonial post-Ottoman states as part of a unified movement. Both colonial and post-colonial nationalist historiography has underscored the separateness of the various revolts, while contemporary participants claimed they were all part of an undifferentiated struggle. The project explores both the shared Ottoman past of the region and the shared past of several decades of British and French military occupation and martial law.

Pamela Radcliff (Ph.D., Columbia University 1990; associate professor) specializes in 20th century Spanish history, teaches courses on interwar Europe, European women's history, and world history, and has broader thematic interests in gender, citizenship, labor, transitions to democracy and imperialism. She has published a book on labor and community mobilization in pre-Civil War Spain, and co-edited a volume on women's history in 19th and 20th century Spain. Her present research project, Making Democratic Citizens: Associations, Gender and the Origins of the Democratic Transition in Spain, examines the discursive practices of the civil society associations of the 1960s-70s and their contribution to the construction of new forms of citizenship within the framework of the dictatorship.

Nayan B. Shah (Ph.D., University of Chicago 1995; associate professor) specializes in Asian American history, United States cultural and political history, race and sexual politics.

Sarah Schneewind (Ph.D., Columbia University; associate professor) has published two books on the relations between state and society during the Ming era: Community Schools and the State in Ming China, which studies the local implementation of one central policy, and the more popular A Tale of Two Melons: Emperor and Subject in Ming China. She has edited a collection of essays on the creation and use of the image of the Ming dynastic founder through today. Schneewind teaches Chinese history up to about 1850, and Japanese history through the Hei'an period at the lower-division level. Her current interests include omenology and shrines to living men; thinking about the production and use of historical sources; the long history of East-West sharing of ideas and things and the related historiography; and popular involvement in the autocratic, bureaucratic Ming government.

Stefan Tanaka (Ph.D., University of Chicago 1986; professor) is a specialist in modern Japanese history. Stefan Tanaka is author of two books on modern Japan, *Japan's Orient: Rendering Pasts into History* (1993) and *New Times in Modern Japan* (2004). His current work inquires into the social constitution of time in modern societies. In particular, he is interested in the technologies of communication and the ways that pasts have been formulated through various media.

Cynthia Truant (Ph.D., University of Chicago 1978; associate professor) has taught at UCSD since 1988. Her expertise is in European social and cultural history, particularly that of France, from about 1650 to 1850. Some of her specific interests are: the working classes, gender studies, the European Enlightenment, European and French Revolutions (from 1688 to 1871), and the urban history of Paris. She has many cross-cultural and cross-disciplinary interests as well: comparative gender studies, comparative revolution and social movements, and cross-national urban studies. She has, for example, taught "Introduction to Social Movements" which focuses on the late 20th century across cultures for the Program in Critical Gender Studies three times in the recent past. Her aim is to incorporate interdisciplinary and cross-cultural issues in all of her courses.

Eric Van Young (Ph.D., University of California, Berkeley 1978; professor) focuses on colonial and nineteenth-century Latin American history, with an emphasis on Mexico. His thematic interests include rural history, peasant movements and political violence, cultural history, historiography, and biography. Currently he is in the research phase for a biography of Lucas Alaman, 19th-century Mexican statesman, entrepreneur, and historian, within the larger context of post-independence political culture. He has chaired the Department of History (2000-2004) and will serve as Interim Dean of the Division of Arts and Humanities for 2007-08.

Robert S. Westman (Ph.D., University of Michigan 1971; professor) teaches the cultural history of early modern science, especially the Copernican question and occult philosophies of nature.

Daniel Widener (Ph.D. New York University, 2002; assistant professor) teaches African-American and Californian history. His work examines expressive culture, race and ethnicity and political radicalism.

Adjunct Faculty

Michal R. Belknap (Ph.D., University of Wisconsin 1973; professor, California Western School of Law) teaches modern American legal and constitutional history.

Amy Bridges (Ph.D., University of Chicago 1980; professor, Political Science, UCSD) specializes in United States urban history.

Suzanne Cahill (Ph.D., University of Chicago 1978; full adjunct professor, History, UCSD) is an expert in Medieval China, the Tao, and Taoists saints. Her work also includes research on women in Medieval China.

Paul W. Drake (Ph.D., Stanford University 1971; professor, Political Science, UCSD) teaches political science, with an emphasis on Latin America.

Steven Erie (Ph.D., University of California, Los Angeles 1975; full professor, Political Science, UCSD) focuses on United States urban history.

Peter Smith (Ph.D., Columbia University 1966; professor, Sociology, UCSD) teaches history and sociology of science, with a focus on comparative politics and Latin America.

Professors Emeriti

Guillermo Céspedes (Ph.D., University of Madrid 1946) is a specialist on colonial Spanish America.

Stanley A. Chodorow (Ph.D., Cornell University 1968; provost, University of Pennsylvania) is a specialist in medieval history, legal and constitutional history, political theory, and the history of politics, 1050-1300.

Gabriel Jackson (Ph.D., University of Toulouse 1952), an historian of Spain, specializes on the Spanish Civil War and other aspects of modern Spain.

Thomas A. Metzger (Ph.D., Harvard University 1967) is a specialist on the institutional and intellectual history of premodern China.

Allan Mitchell (Ph.D., Harvard University 1961; professor) is a specialist in Franco-German history and the European rail network in the nineteenth century.

Alden A. Mosshammer (Ph.D., Brown University 1971; professor) teaches the history of ancient Greece and Rome and early Christianity.

Earl Pomeroy (Ph.D., University of California, Berkeley 1940) focuses on the social history of the American West, Western regional history, and historiography.

Edward Reynolds (Ph.D., University of London School of Oriental and African Studies 1972; professor) studies African history, with a focus on West African economic history and missionary history.

David R. Ringrose (Ph.D., University of Wisconsin 1966; professor) is a specialist on early modern Europe, with an emphasis on the economic history of Europe and the history of Spain.

Martin J.S. Rudwick (Ph.D., University of Cambridge 1958; professor) focuses on the earth and life sciences of the eighteenth and nineteenth centuries and the historical relations of scientific and religious practices.

Ramon Eduardo Ruiz (Ph.D., University of California, Berkeley 1954; professor) Latin American history, with major interests in Cuba and Mexico.

APPENDIX: PH.D. PROGRAM TIME LIMITS

- Pre-candidacy limit (PCTL) — 4 years maximum registered time in which a student must advance to Ph.D. candidacy.
- Support limit (SUTL) — 7 years maximum time during which a doctoral student is eligible for support.
- Total time limit (TRTL) — 8 years maximum registered time in which a student must complete all Ph.D. requirements.

Office of Graduate Studies Normative Time is 6 years; the period within which students at UCSD, under normal circumstances, are expected to complete requirements for the Ph.D.

Time limits are affected by the following:

- Up to three-quarters time spent on leave or withdrawn from the graduate program will not count in the above limits.
- Time spent withdrawn in excess of three quarters will count toward the normative and support time limits for a student who is readmitted to the graduate program.
- Time spent at UCSD as a master's, non-degree graduate, or intercampus exchange student will count in the above time limits.
- Adjustment to the time limits, for students who change departments or enroll for one year or more of half-time study, may be made upon departmental recommendation and approval by the Dean of Graduate Studies. Students who withdrew from the University prior to Winter 1989 and who have subsequently been readmitted will not have periods of withdrawal in excess of three quarters counted against their support time limit.

Students will not be permitted to continue in doctoral status if they have not advanced to candidacy before the expiration of the pre-candidacy time limit or if they have not completed their program before the expiration of the total time limit. Students will not be permitted to receive UCSD-administered financial support after the expiration of their support time limits.

