CLARK UNIVERSITY

STRASSLER CENTER FOR HOLOCAUST AND GENOCIDE STUDIES

Strassler Center for Holocaust and Genocide Studies



Doctoral Programs Handbook

October 2026

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Overview

Since 1998, the Strassler Center at Clark University has gained international standing as the foremost Ph.D. program training students in Holocaust History, the Armenian Genocide, and other genocides perpetrated around the globe. The Strassler Center additionally established in 2021 an interdisciplinary Ph.D. program in Genocide Studies.

The study of genocides, mass atrocities, crimes against humanity stands at the core of the Strassler Center for Holocaust and Genocide Studies. Faculty and students use multifaceted approaches to foster greater knowledge about causes, conduct, and consequences of genocide, and they germinate ideas as conveners of international symposia, workshops, and conferences that broaden the boundaries of genocide studies by introducing lesser-known cases and novel approaches.

Home to a rich undergraduate program and two doctoral programs, the Strassler Center trains professionals who work in academic institutions, museums, memorials, and NGOs to teach about and research genocides, foster their memorialization, offer healing and aid to their victims, and search for solutions to prevent further mass atrocities and large-scale human rights violations.

The **Ph.D. in History** is for students who have a background in the discipline of history or related fields, e.g., through their B.A. or M.A. studies. They are interested in further familiarizing themselves with historiographical methods in order to locate the Holocaust, the Armenian Genocide, and other events of mass violence in their specific societal, political, and cultural contexts. These students aim at careers in academia, museums, and archives which favor a strong background in history.

The **Ph.D. in Genocide Studies** trains students in inter- and multidisciplinary approaches that increasingly shape the field. They learn about large-scale human rights abuses and events of mass violence in the past as well as in the present and how to apply their knowledge and skills in problem-oriented work and real-life contexts. In line with the increasing societal relevance of genocide studies, these students pursue careers as leaders in government agencies, NGOs, in the rich spectrum of pedagogical institutions such as museums, memorials, and teacher-training initiatives, and in academic programs that are committed to Holocaust, Genocide, and Human Rights studies.

In both programs, students receive a full tuition subvention. During the first three years of the Ph.D. program, they work as teaching assistants and are paid a salary as members of the graduate student union; in years four and five they receive fellowship support in the form of an annual living stipend and research bursary. Years 1 and 2 are committed to course work, preliminary dissertation research, professional training, and acquisition of

foreign language skills. In Year 3, students prepare and sit for their comprehensive exams and participate in their prospectus defense. Year 4 is fully dedicated to dissertation research, and Year 5 typically to writing the dissertation.

Clark University is a small research university, and the Strassler Center is home to a set of small programs (including an undergraduate concentration) whose academic and pedagogical dynamic comes from intense, often daily interaction of faculty, graduate students, undergraduates, and administrative staff. Doctoral students in our programs form lifelong friendships and build rich networks in the field of genocide studies and beyond. They conduct innovative research in archives around the world, with survivors of genocides, and at sites of mass violence. They secure prestigious fellowships, including those offered by the United States Holocaust Memorial Museum, the Conference on Jewish Material Claims against Germany, the Fulbright Foundation, and the National Association for Armenian Studies and Research. They travel the globe to present their research at conferences and academic institutions. They publish in peer-reviewed journals and contribute chapters to edited volumes. After graduating, they revise their dissertations for publication with leading academic presses and secure jobs in a variety of academic, pedagogical, and political institutions around the globe.

Clark University is a learning community characterized not only by a commitment to discovery, understanding, and knowledge, but also by deep appreciation for its importance to individual lives and change in our society. Clark University embraces equal opportunity and affirmative action as core values: we believe that cultivating an environment that embraces and promotes diversity is fundamental to the success of our students, our employees, and our community. This commitment applies to every aspect of education, services, and employment policies and practices at Clark.

This Handbook applies to both doctoral programs unless otherwise noted.

Personnel and Contact Information

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Orientation

In the week prior to the start of the fall semester, incoming students are required to attend an orientation to familiarize them with Clark University and the Strassler Center.

Registration

The Graduate School Office or the Registrar's Office will provide information on registration and other matters before students arrive at Clark University.

To discuss and register for courses in their first semester at Clark, incoming students meet with the Director of Graduate Studies (DGS) before or after arriving at Clark, in person or electronically. This consultation will include a discussion of language and other requirements.

Student Status

Resident status normally applies to students registered for three courses per semester. The three-course load includes directed reading, directed research, and directed writing courses as well as regularly scheduled courses. Resident students are required to be enrolled as full-time students taking either courses or directed readings (or some combination thereof) up until the doctoral examinations and dissertation proposal are complete. Once a student has completed all requirements for the Ph.D. except for the dissertation, the student advances to "All but Dissertation" (ABD) status. The total time in residence, starting from matriculation, is normally three years.

Non-resident status is accorded to students who have completed their required coursework. Non-resident students have only their dissertation to complete, and may only sporadically use Clark facilities (library, computer, etc.), although these facilities are fully available to them.
However, they must still register for three non-resident credits to retain full-time student status. Non-resident students must pay the University non-resident fee, which the Strassler Center will cover as long as the student remains in good standing. Students who fail to register will be withdrawn and must request to be readmitted with the permission of their department head and the Dean of Graduate Studies.

The combined resident and non-resident status shall not exceed six years. Students may request additional time and, if granted, pay a higher fee. Such students must show significant progress on their dissertation by submitting two satisfactory chapters each year to their dissertation adviser or they will be withdrawn from the University.

Part-time: Clark University does not allow part-time status for resident Ph.D. students. Full time students, either resident or non-resident, may defer federal loans and must carry health insurance that meets Massachusetts state law requirements. Part-time non-resident students are not eligible for loan deferments.

A Leave of Absence may be granted with the approval of the Director of the Strassler Center and the Dean of Research and Graduate Studies for a designated period, not to exceed one year in total (as per university requirements), to students who can present a valid reason for temporary suspension of their graduate studies. Students on leaves of absence are not eligible for loan deferments or any Clark benefits, and time on leave does not count towards progress to degree.

All students therefore have one of three statuses: full time, non-resident, or an approved leave of absence. Otherwise, the student is assumed to have withdrawn and must file for reinstatement if they wish to continue in the program. To recommence graduate studies, reinstatement must be approved by the Strassler Center Director and the Dean of Research.

Financial Support

In years 4 and 5, the Strassler Center provides a research bursary to support expenses related to research in accordance with university guidelines. Policies and procedures governing the use of these funds—including requirements for submitting budget plans and obtaining an advance and/or reimbursement—are available from the associate director. Students may request an advance of up to 50% of their annual bursary each semester (if the student expects that expenses for a single term will exceed that amount, they should consult with the Director

of Graduate Studies). Because income from these endowed funds is distributed quarterly, the Center cannot guarantee that funds will be available in advance. Unused bursary funds do not carry over from one year to the next. Because the fellowships in years 4 and 5 are intended to support degree completion, they are not governed by the Collective Bargaining Agreement (CBA).

Taxes

All fellowship and assistantship stipends are considered taxable income by the United States Internal Revenue Service (IRS) and by the state of Massachusetts.

Note: The following is general information about taxes for graduate students. It is not meant to represent advice or assumed to be error free. For specific questions about your tax responsibilities, please contact the Internal Revenue Service, an accountant, or an income tax service.

Each student is responsible for determining how the tax law applies to his or her own situation. Please consult with a tax expert well in advance of the tax due date, which is generally on or around April 15, should you have any questions.

U.S. Citizens and Resident Aliens

Fellowship stipends do not generally have tax taken out at the time of payment and fellowship earnings will not be included in a federal W2 form. As such, if you received fellowship income for the entire calendar year you will not receive a W2 form from Clark University. However, all students are expected to report these earnings as taxable income and it is the responsibility of the student to keep the necessary records. IRS Publication 970, "Tax Benefits for Education," explains how these amounts should be reported on your tax return. Graduate students may exclude from fellowship income monies spent for tuition and fees, books, supplies, and equipment required for courses. Tax treatment of specific items may change from year to year, so it's important to visit the IRS website for the most recent regulations.

Nonresident Aliens

Clark is required to withhold 14% in federal taxes and 5.00% in state taxes from fellowship stipends, unless the student is eligible for exemption under a tax treaty. You can visit the IRS Tax Treaties page for more information and find links to treaties for individual countries on the United States Income Tax Treaties - A to Z page. Tax treaties can reduce the % taken out or negate it entirely. Treaty exemption paperwork must by filled out through your Sprintax account. Contact the ISSO office for more information.

External Fellowship Incentive Policy

The Strassler Center will provide incentive supplements for external fellowship awards received for students in good standing in years 4 and 5 (with ABD Status). External fellowship awards are fellowship monies awarded to graduate students via competitive external funding agencies based on the student's initiative and application. These stipulations apply to students who receive external funds (students who began in AY 2022/2023 are exempt from the policy but might choose to opt into the program).

1) Students who receive major external fellowships that are less than the Strassler Center stipend will receive a top-up to meet the Strassler Center fellowship stipend plus an incentive payment to make the total annual package equal to $36,000. A major external award is defined as a fellowship that equals 60% or more of the total graduate student package.
2) Should the student receive a fellowship that equals or exceeds the Strassler Center stipend, but is lower than $36,000, they will receive an incentive payment so that the total annual package is equal to $36,000. The incentive payment includes the student's research bursary for that year.
3) If the student receives an external fellowship that is $36,000 or more, they will not receive Strassler Center funds or an incentive.
4) If students receive a fellowship that allows for concurrent funding, they may accept both fellowships but will not receive an incentive payment. Students accepting concurrent funds **must** provide a letter from the funding director (or equivalent) giving permission to accept concurrent funds. This letter must be sent to the DGS and the associate director within one month of the student having accepted the fellowship. In cases where one of the two fellowships is from the Strassler Center, the combined funds will not equal more than $50,000 and the Strassler Center contribution will be reduced accordingly. In cases where the student has won two external fellowships that allow for concurrent funding, students may keep the full amount of each fellowship, and no Strassler Center contribution will be provided above 50,000.
5) Students who receive an external fellowship might, in some cases, prefer to reserve their Strassler Center funding for a sixth year. In this case, the student will opt out of the top-up and incentive program and will take only the funds from their external fellowship. Meanwhile, their Strassler Center Fellowship will be

reserved for a sixth year should they wish to take it. If a student selects this option, they must arrange the details with the DGS and associate director at the time of the receipt of their fellowship. It cannot be organized retrospectively.

6) Students may be able to hold several smaller awards concurrently depending on the amount of the award and whether the awards allow concurrent funding. Students with possible funding from multiple sources should contact the DGS and associate director.
7) Likewise, many fellowships have specific stipulations regarding the receipt of funding from other sources. Should a student win such a fellowship, the Strassler Center will defer to the rules of the granting body to ensure that the student is able to receive the award.
8) While the above serves as the guiding policy, the DGS retains discretion to make exceptions in individual cases, subject to the availability of funds. Because income from these endowed funds is distributed quarterly, the Center cannot guarantee that funds will be available in advance. Accordingly, any request for an advance of Strassler Center funds will be considered on a case-by-case basis.
9) While the above is the guiding policy, the DGS has discretion in individual cases based on available funds.
10) For every external fellowship that you receive, students are required to fill out the "External Fellowship Intake Form". Please see the Department Administrator to receive the form.

Professional Development Requirements

All students (Years 1 through 5) are expected to submit a publishable biannual report on their research and professional activities (including research and conference trips) of 400 to 600 words to the associate director on October 5 and May 5.

Teaching Assistantships

Serving as a Teaching Assistant offers an opportunity for Strassler Center doctoral students to learn how to teach at the college level. Through the TA experience, students will acquire practical skills and tangible knowledge. The program also aims to strengthen the ability to reflect upon and articulate what constitutes effective teaching, and to put that into practice. In addition, TAs may expect to gain increased knowledge about the content of

the course.

Students of both Ph.D. programs are required to serve as Teaching Assistants during their first, second and third years, in one course per semester, typically in undergraduate lecture classes offered by HGS faculty, occasionally also in lecture classes of non-HGS History faculty and HGS affiliated faculty.

TA assignments are administered by the DGS. The TA duties are determined by the instructor or supervisor and will be outlined in the assignment letter.

TAs are evaluated through teaching evaluations (if applicable) and by the faculty at the end of the semester. The student evaluations are administered by the Strassler Center, and faculty will provide expectations and feedback on the TA performance. The feedback provides important and valuable data that would support the students' job applications. TAs should read the evaluations, submit copies to the department administrator for filing, and keep copies of them for future reference.

Dissertation Advisor

The relationship of student and faculty advisor is of utmost importance to the student's success and development and extends beyond intellectual interests into professional persona and conduct. In both programs, the DGS serves as primary faculty advisor to incoming students during their first year. By the end of the first year, typically during its second term, students are required to secure the agreement of a core center faculty member to serve as their dissertation advisor.

No faculty member is required to serve as dissertation advisor. However, once the faculty member has agreed to direct a dissertation, the advisership should not be relinquished without strong reasons an explanation of which will be provided to the student and the DGS in writing.

A student who wishes to change their dissertation advisor will inform the DGS and discuss with them the reasons and the options for a change. The change requires the written approval of the DGS and the written consent of the new advisor.

Should a faculty leave Clark University and decline to continue serving as a dissertation advisor, the student will be given utmost assistance in finding a new advisor. Ordinarily, however, the departing faculty will be expected to continue directing dissertations already in progress.

Coursework

The first two years of both programs are dedicated to coursework. The aim of coursework

is to expose students to a variety of relevant academic fields, to hone their analytical skills in reading and research through intense scrutiny of the relevant scholarship, to provide a foundation for the students' examination and research fields, and to teach them to do independent research. It is expected that full-time students will do substantial reading on their own in their fields, above and beyond what is assigned in class. This reading may be done over the summer, or during the semester, e.g., in self-organized study groups.

Students in both programs must take twelve courses at the graduate level to qualify for the Ph.D. The typical full-time course load is three courses per semester, one of which is a research course (e.g., seminar, independent study). Students may petition for a heavier course load under exceptional circumstances.

Ph.D. in History:

The twelve courses include

HIST/HGS 368 (History: Theory, Method, and Practice) or, upon approval of the DGS, an equivalent course introducing theory and methods of history.

- Two *history* courses outside of Holocaust and Genocide Studies (i.e., offered by History Department faculty excluding HGS faculty). Students need to secure approval for these two courses from the DGS.
- Two courses outside of the History Department (i.e., offered by faculty outside of the History department). Students need to secure approval for these two courses from the DGS.
- Two directed studies, thematically and/or methodologically related to the dissertation project.

At least four of the twelve courses should be research seminars.

Ph.D. in Genocide Studies:

The twelve courses include

HGS/SSJ 330 (Theory and Methods in Genocide and Human Rights Studies) or, upon approval of the DGS, an equivalent course introducing theory and methods of genocide studies.

Four electives chosen from at least four different disciplines, understood as Clark departments or defined by the disciplinary design of the course and the disciplinary training of the instructor. (Directed studies with non-Clark faculty do not count as one of these four electives.) The choice of these four electives must be approved by the DGS.

Two directed studies thematically and/or methodologically related to the dissertation project.

The twelve courses are to be chosen in a way that at least four of the following major areas are covered by thematically focused courses: 1) Americas and Australia, 2) Africa, 3) East and South Asia, 4) Middle (Near) East (including former Ottoman Empire), 5) East Europe (Slavic Europe, Balkans, former Russian Empire), 6) Central, Western, and Northern Europe. The DGS approves the selections.

Directed Studies

Typically, directed study courses are taken with the dissertation advisor or other Clark faculty. Students may enroll in 200 or 100-level courses in non-graduate departments/programs as HGS 399 courses (directed study) upon approval and provision of the instructor who will determine graduate-appropriate assignments.

External tenured and tenure-track faculty at reputable institutions and programs that provide expertise not represented at Clark are eligible to teach directed studies in conjunction with an HGS core faculty member (typically the dissertation advisor) who ensures the observance of Clark graduate teaching standards.

Students' petitions for directed studies with non-Clark faculty, including members of their dissertation committees, need to be approved by the DGS *and* the dissertation advisor *before* contacting the respective instructor. The dissertation advisor will discuss syllabus and requirements with the external faculty. If approved by DGS and dissertation advisor and agreed upon by the external faculty, all relevant information and materials need to be submitted to the associate director by October 30 for a course in the following spring semester and by April 30 for a fall semester course.

Second-Year Paper

During their second year in the doctoral program, students in either Ph.D. program will produce an article-length paper of original research (about 30-40 pages). The paper is intended to be a substantive piece of original scholarship using primary sources and/or discussing major scholarly issues and debates. It may but does not need to be produced in conjunction with a course. In contrast to a term paper, the second-year paper reflects a longer, sustained research and writing process intended to prepare students for the (even longer) process of completing a dissertation. Topics should be selected in consultation with the student's dissertation advisor and should correspond with the student's own research interests and major field of study. A revised version of the paper may be published as an article or become part of the dissertation. Students should select a topic for this paper and

commence research during their first semester at Clark and should plan to have a final draft of the paper completed no later than in their second year.

Grades

Instructors have the option of grading by letter or by pass-fail grades. Only courses in which a student receives a B or better, or a pass (assuming at least a B performance), may count for graduate credit.

Language Requirements

Students in both Ph.D. programs must demonstrate competency in one research-appropriate language (other than English for native English speakers) and pass a language exam by the last day of classes of their second year. Often, the dissertation advisor will require the student to demonstrate proficiency in *additional* languages, if critical to the proposed research. The dissertation advisor discusses with the student the choice of the required language(s) in their first year and supervises the related progress of the student until they have passed the exam.

Students may be exempted from the language requirement if 1) the research-appropriate language is their native language; or, 2) if they have received a degree from an institution that conducts its courses primarily in that language and if the student successfully submitted a BA or MA thesis written in that language.

The DGS in conjunction with the associate director oversees the language exams and expects students to meet with them in Year 1 to discuss their plans for fulfilling their language requirements, including specifying arrangements they will make for tutoring (if needed) and summer language courses to which they will apply (again, as necessary). External fellowships are available for the study of some languages; guidance is provided by the DGS.

The Center will bear the cost of no more than two exams in any one language, and no more than four exams in total (no matter how many languages a student chooses for examination). The costs of all additional testing (above the limit of four) are the responsibility of the student.

In unusual circumstances, including documented learning disabilities or an unusually ambitious research-related language acquisition plan, a grace period will be allowed during which a student may continue in the program in conditional good standing beyond these deadlines.

Note that students are *not* permitted to sit their oral comprehensive exams or defend their prospectus until they have passed their language proficiency exams.

Upon approval by the dissertation advisor and the DGS, students in the Ph.D. in Genocide Studies program may choose to replace the language requirement by acquiring additional methods training through further classes, typically, the equivalent of two semesters of coursework during the academic year and/or summer. Such courses include but are not limited to: GIS/spatial analysis, statistics, data visualization, advance quantitative and/or qualitative methods. The student must obtain permission from their doctoral advisor and the DGS prior to course registration. Additionally, the student must produce a final, culminating project that directly relates to their research topic, and showcases the application of the skills acquired. The project, designed in consultation with their advisor, will be evaluated on a pass/fail basis. All requirements must be completed by the last day of classes of their second year.

Students will no longer be in good standing if they are unable to meet these requirements and, in accordance with university guidelines, will be required to withdraw from the program.

Proto- and Pre-Dissertation Proposals

Students should begin early in their first year thinking about their dissertation project, in conjunction with their dissertation advisor. Tentative ideas about the project will result in a proto-proposal of four to six pages, including a) an introduction (brief abstract), b) a concise assessment of related literature, c) a larger section on research questions, d) a list of possible primary sources or types of such sources. The proto-proposal may serve as a basis for grant and fellowship proposals.

The proto-proposal is due by the last day of classes of the first year. The DGS and the dissertation advisor must approve it.

A similarly organized but extended and possibly revised pre-proposal (six to ten pages) is due by the last day of classes of the second year. This is done in consultation with the dissertation advisor, and the advisor must approve the final product.

First and Second Year Reviews

Good communication at the right time and a sense of progress are crucial to success in graduate school. The following evaluation procedures are geared to that end.

Students will participate in an annual review of their progress at the end of the first and of the second years of study. These reviews are based on evaluations from faculty with whom the student has taken courses, including directed readings. The dissertation advisor solicits these evaluations and writes a redacted evaluation. The student meets in person or virtually with the dissertation advisor to discuss experiences, progress, challenges, and

aspirations, and to review summer research plans based on the proto or pre-dissertation proposal.

It is the student's responsibility to schedule these reviews at a time convenient for the dissertation advisor, typically between the last day of classes and commencement, or shortly thereafter.

A satisfactory annual review is required for the student to stay "in good standing" and to proceed in the program. The dissertation advisor shares the result of the review including the redacted version of the evaluations of the courses taken by the student with the DGS for approval.

Comprehensive Examination

The purpose of the comprehensive exam is to prepare the student to teach in fields beyond their dissertation topic, to engage intelligently in academic or public discussions in these fields, and to provide a broad background for research. Fields are broadly conceived chronologically, geographically, or topically.

The field examination aims to ascertain whether the student has achieved a grasp of the field as a whole and - by examining the student's capacity to integrate material and develop a coherent sense of the field- - whether they have begun to develop their own interpretation of it. The examination also tests the student's understanding of the relevant scholars' interpretations. Students should be able to answer exam questions with some detailed examples of events, patterns, or circumstances to bolster their case as well as lay out and assess the arguments other scholars have brought to bear on the issue.

All field exams are oral examinations of one hour per field, and students are examined in the three fields at the same time (in one three-hour block). Each field has its own examiner although all examiners may and often do participate in all three areas of examination. Students must pass this examination during their third year in the program, *before* their dissertation prospectus defenses. The DGS decides about exceptions from this order.

Each student is responsible for preparing *three fields.*

In the **History** Ph.D. program, the three fields are:

1) World History from the Renaissance to the present, with a focus on but not limited to the larger period (typically one or two centuries), the region, or the thematic field that constitutes the context of the student's dissertation project.

2) Genocide Studies, with a focus on but not limited to the genocide or event of mass violence that is the subject of the student's dissertation project, e.g., the Holocaust, the

Armenian genocide, the Rwandan genocide of 1994, the Cambodian genocide, etc.

3) A specific field designed around the candidate's research interests and tailored to their dissertation proposal, such as the history of the relevant region (Ottoman empire; Great Lakes region; East & Slavic Europe; East Asia; etc.), or a relevant concept or methodological approach (gender; trauma; neighborhood violence; collective memory; transitional justice; etc.), each applied to a longer period (e.g., the 19th or 20th century).

In the **Genocide Studies** Ph.D. program, the three fields are:

1) Genocide Studies at large, covering several major events of mass violence and the relevant theoretical and methodological approaches and debates of the field.

2) The history and the present time of the larger region relevant to the student's dissertation project, e.g., the Americas; Africa; East Asia; South Asia; Middle (Near) East (including former Ottoman Empire); East Europe; Central and Western Europe.

3) A specific field designed around the candidate's research interests and tailored to their dissertation proposal, such as the genocide under consideration, a relevant concept, or methodological approach.

Students must consult with their dissertation advisor on the mix of fields and specialties. The advisor must approve the field choices. Modifications or redefinitions of the fields need the approval of the dissertation advisor and the DGS.

All field exams are oral examinations of one hour per field, and students are examined in the three fields at the same time (in one three-hour block).

The committee is made up of professors in each of the three fields. The examination committee can be but does not need to be the same as the dissertation committee. Typically, at least two of the committee members are Clark faculty with strong teaching expertise in the related field of examination. Students discuss and clear the composition of the committee with their dissertation advisor, secure the agreement of the other committee members, and finally the approval of the Director of Graduate Studies.

Once the field exam committee is established, the student informs the four HGS core faculty members, the associate director, and the department administrator of the composition of the committee.

The student should begin to develop reading lists for each of the fields a full year before the exam. Each list should include some fifty books or seminal articles and range from scholarship currently regarded as "classic" to "cutting edge" that enable the student to acquire comprehensive knowledge of that field. It is thus highly recommended to include a reasonable number (half a dozen or so) of books that survey the entire field, such as

Adam Jones, *Genocide. A Comprehensive Introduction;* David Cesarani, *Final Solution. The Fate of the Jews 1933-1949;* Mark Mazower, *Dark Continent. Europe's Twentieth Century;* Eric Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991.* All lists are submitted to the dissertation advisor for approval. Once obtained, students submit the relevant list to the scholar in charge of that field for further discussion and approval. Lists must be finalized three months before the exam date. Neither student nor any committee member can change the lists after that point.

The examination is graded in three ways: Pass, Fail, or in rare and outstanding cases, Pass with Distinction. The grade is determined immediately after the exam is concluded. All committee members vote on the grade for each field, and on the final total grade. Failure in a field requires the student to reschedule examination in that field. If one field examination must be rescheduled, at least two members of the committee must be present: the faculty member with primary responsibility for that field and one other. If two fields must be rescheduled, only the faculty members with primary responsibility for the rescheduled fields must be present.
Other committee members may be present, but this is not required. No part of the oral exam can be rescheduled more than once. Students who fail the oral exam twice will be dismissed from the program.

Dissertation Committee

Normally during-but no later than by the end of-their second year, students establish their dissertation committee. The dissertation committee consists of four members including the dissertation advisor who serves as chair. At least two members of the committee (including the chair) must be tenured or tenure-track Clark faculty. Up to two members may be faculty or senior scholars at leading academic institutions in or outside of the U.S. All committee members must have a Ph.D.

Students discuss and clear the composition of the committee with their dissertation advisor, who serves as its chair, and secure the approval of the DGS as well as the agreement of the three additional committee members. It is recommended to secure the approval of the DGS before contacting prospective committee members.

Once the dissertation committee is established and all four members have confirmed their participation, the student informs the DGS, the HGS core faculty members, the associate director, and the department administrator of the composition of the committee (names, title, affiliation, email address and personal website if available).

Occasionally, students may wish to change the composition of their Ph.D. committee. This is acceptable and permissible as long as the committee conforms to the above

requirements. A change to the committee begins with a discussion between student and dissertation advisor, or with the DGS should the change be requested by the dissertation advisor. The procedure for replacing committee members follows the one stipulated above for the composition of the initial committee.

Dissertation Prospectus

The prospectus should set out the aim of the dissertation, the questions it raises, how other scholars have treated the subject. It describes the dissertation's contribution to the field, as well as the study's methods, the types of sources to be used, and it presents preliminary hypotheses.

Typically, it includes the following sections:

Introduction - summary of the purpose and the major research question of the dissertation.
Literature review - what have other scholars written on the topic of the dissertation and its research context?
Significance - why do we need this study; in which ways will it move beyond existing studies?
Research question -well organized and detailed outline of the issues the dissertation will explore.
Methodology- outline of the approach(es) the project will pursue.
Sources -types and examples of primary sources that will be used to answer the research questions.
Chapters - tentative TOC, i.e., outline of the dissertation chapters.
Bibliography- primary and secondary sources used and cited in this prospectus.

The expected length of a dissertation prospectus is fifteen to twenty pages, double-spaced, with footnotes as appropriate following the *Chicago Manual of Style,* and it should be written to serve as a basis for grant applications. The student discusses drafts of the prospectus with their dissertation advisor and the other committee members, normally in the first semester of the third year, and secures the dissertation advisor's approval.

It is the student's responsibility to arrange a time convenient to all committee members for the two-hour dissertation prospectus defense colloquium to which all program faculty and graduate students are invited. In the History Ph.D. track, all faculty and graduate students of the History Department are also invited.

The student submits an electronic copy of the prospectus three weeks ahead of the colloquium to the department administrator of the Strasser Center. The department

administrator circulates the prospectus to the above audience no later than two weeks before the colloquium.

The dissertation advisor and the three other dissertation committee members attend in person. The dissertation advisor decides about exceptions by way of virtual attendance of committee members and/or student.
At the colloquium, the student will give a thirty-minute synopsis of the subject and approach and then open the floor for questions and discussion.

The dissertation prospectus must be successfully defended by the last day of classes of the third year.

Dissertation Research and Writing

After achieving ABD status, doctoral candidates are encouraged to engage in researching and writing their dissertation speedily and effectively. During the research and writing process, it is the student's responsibility to regularly convene with the dissertation advisor and provide them with evidence of satisfactory progress towards completion. The dissertation advisor establishes the modalities and a schedule for this communication.

The dissertation must make an original contribution to the candidate's field of specialization. Students are advised to ensure that their research will not duplicate work already published elsewhere.

Plagiarism is a significant professional breach in academia; be aware of Clark's policy on academic integrity. Plagiarism refers to the presentation of someone else's work (ideas, concepts, findings, or language) as one's own, without proper citation of references and sources, whether or not the work has been previously published. Claims of ignorance about the rules of attribution, or of unintentional error, are not a defense against a finding of plagiarism.

The dissertation is to be based on (and must name) all relevant primary and secondary sources, including those most recently published.

The completed dissertation should be a well-written and well-organized typescript fitting, in format, the University guidelines (for binding etc.) and consisting of the front matter (title page; preface; table of content, list of tables, list of illustrations, each of these three with page references), the text (introduction; main body, divided into chapters and subchapters; conclusion), and the references (notes, to be placed at the bottom of each page, at the end of each chapter, or at the end of the complete text; appendices; bibliography).

Typically, a dissertation manuscript runs approximately three hundred pages.

Dissertation Defense

It is anticipated that the student shares drafts of the complete dissertation or its chapters with all members of the dissertation committee several months ahead of the desired defense of the dissertation. Students revise their dissertation or portions thereof in response to the feedback and, possibly, extensive criticism of committee members. Once approved by the dissertation advisor, the resulting highly advanced, "defensible" draft of the complete dissertation includes the title page, the TOC (with page numbers), all chapters, figures, tables, the bibliography and all appropriate declarations will be shared with the committee to be the subject of the dissertation defense. A printed copy of the defensible draft will be placed for faculty review in the main office of the Strassler Center (in the History PhD program, also in the office of the History Department) and an electronic version will be shared with the DGS and the Strassler Center Director.

The dissertation defense is considered a working session of approximately one hour. It starts with a reflection by the student on the main results of the dissertation, its contribution to the research field as well as the limitations of the dissertation. All committee members attend, in person or virtually. The defense will discuss the strengths and deficiencies of the dissertation and offer suggestions for further revisions, e.g., for a possible publication.

If the dissertation is approved by the dissertation committee, the student has completed the final requirement of the Ph.D. and is permitted to proceed with preparations for graduation. If the dissertation committee does not approve the dissertation, the committee needs to submit in writing the reasons for its decision, which may include recommendations for required revisions.

Submission of the Dissertation and Graduation

The process of submitting the dissertation, the formats to be observed, and the timeline for graduation is determined by the Graduate Arts and Sciences Office of the University. Students are advised to check the instructions on the website of the Graduate Studies in Arts and Sciences and communicate possible questions with its office as early as possible.

Duration of the Program

It is expected that it will take students five full years to complete the Ph.D. program, and it is anticipated that students will defend their dissertations no later than in September of Year 6. Students are strongly encouraged to finish by the end of Year 6 at the latest. They must complete the requirements within seven years of active enrollment. Approved

leaves of absence do not count against the time limit, but time spent in nonresident status does. Note that funding by the Center is guaranteed for five years only with *no* possibility of extension.

Students who will not finish the degree requirements within the time allotted may request an extension of time to complete those requirements. Such requests normally will be for no more than one academic year. Petitions should include a timeline for completion of the degree requirements and must be approved by the dissertation advisor and the DGS before submission to the Dean of Research and

Graduate Studies for final approval. Typically, only one extension of time will be granted. In extenuating circumstances where a second extension may be required the petition will be reviewed by a faculty committee.

Students who require more than three non-resident years must request additional time and, if granted, pay a yearly fee, and they must show significant progress on their dissertation by submitting <u>two</u> satisfactory chapters each year to their dissertation advisor. Students who do not submit two satisfactory chapters in a year will be withdrawn from the University.

Progress to Degree: Years 1 to 6

<u>First Year</u>:

1. Familiarize yourself with all parts of this *Handbook* and the University's *Graduate Student Handbook.*
2. Take and pass three courses in fall, and three in spring. Make sure your GPA is 3.0 or higher.
3. Plan for taking a Directed Study in spring or the following fall, if you wish so, and honor the deadlines for submitting the paperwork.
4. Serve as Teaching Assistant in one course in fall and one in spring.
5. Work toward your first language exam.
6. Submit reports to the associate director on October 5 and May 5.
7. Secure your dissertation advisor, ideally at the beginning but no later than at the end of the second term.
8. Work on, submit, and discuss with your advisor your proto-proposal.
9. Start thinking about your second-year paper.
10. Develop and discuss with your advisor a research plan for the summer.
11. Attend Strassler Center events, engage in the Q&A sessions, and fulfill professional development requirements.
12. Schedule and pass the first-year review with your advisor before the end of

the semester.

13. Apply, as is required, for external grants and fellowships, particularly those that support language study relevant to your dissertation project.

Second Year:

1. Familiarize yourself with updates of this *Handbook* and the University's *Graduate Student Handbook*
2. Take and pass three courses in fall, and three in spring. Make sure your GPA is 3.0 or higher.
3. Serve as Teaching Assistant in one course in fall and one in spring.
4. Plan for taking a Directed Study in spring if you wish so and honor the deadlines for submitting the paperwork.
5. Prepare your second language exam, if required.
6. Submit reports to the associate director on October 5 and May 5.
7. Work on, submit, and discuss with your advisor your pre-proposal.
8. Complete your second-year paper.
9. Discuss with your advisor, and secure, your dissertation committee.
10. Start working on the reading lists for your field exams, discuss them with your advisor, and secure the field exam committee.
11. Develop and discuss with your advisor a research plan for the summer.
12. Attend Strassler Center events, engage in the Q&A sessions, and fulfill professional development requirements.
13. Schedule and pass the second-year review with your advisor before the end of the semester.
14. Apply, as is required, for external grants and fellowships.

Third Year:

1. Familiarize yourself with updates of this *Handbook* and the University's *Graduate Student Handbook.*
2. Serve as Teaching Assistant in one course in fall and one in spring.
3. Submit reports to the associate director on October 5 and May 5.
4. Work toward your dissertation prospectus and your field exams; both will require most of your time and need careful planning.
5. Schedule both the field exams and the prospectus defense in conjunction with your dissertation advisor, the committee members, and the Center's department administrator and associate director.

6. Honor the deadline for submitting your dissertation prospectus.
7. After passing field exams and defending your prospectus, discuss with your advisor your research plans for the rest of this and the following year (four).
8. Attend Strassler Center events, engage in the Q&A sessions, and fulfill professional development requirements until you are ABD.
9. Apply, as is required, for external grants and fellowships, especially those for the summer and your fourth year.

Fourth Year:

1. Familiarize yourself with updates of this *Handbook* and the University's *Graduate Student Handbook.*
2. Spend the entire year on dissertation research. Refrain from overcommitting yourself with other activities.
3. Submit reports to the associate director on October 5 and May 5.
4. Apply, as is required, for external grants and fellowships to support research.
5. Maintain communication with your dissertation advisor according to a schedule set up with them.

Fifth Year:

1. Familiarize yourself with updates of this *Handbook* and the University's *Graduate Student Handbook.*
2. Spend the entire year on dissertation research and move quickly toward writing. Refrain from overcommitting yourself with other activities.
3. Submit reports to the associate director on October 5 and May 5.
4. Apply, as is required, for external grants and fellowships, especially those that support additional research and/or dissertation write-up.
5. Maintain communication with your dissertation advisor according to a schedule set up with them.
6. Once you close in on finishing the dissertation manuscript and have discussed drafts with your advisor and the other members of your dissertation committee, consider scheduling the defense and plan for submitting the dissertation.

Sixth Year and Beyond

1. Familiarize yourself with updates of this *Handbook* and the University's *Graduate Student Handbook.*
2. Use as much time as possible to finish writing your dissertation. Refrain

from overcommitting yourself with other activities.

3. Apply, as required, for external grants and fellowships, especially those that support dissertation write-up.
4. Maintain communication with your dissertation advisor according to a schedule set up with them.
5. Once you close in on finishing the dissertation manuscript and have discussed drafts with your advisor and the other members of your dissertation committee, schedule the defense and plan for submitting the dissertation.

Code of Conduct

Students are expected to act as good citizens of the Center. Adherence to the following guidelines is required. Failure to fulfill them may jeopardize support and advice by Center faculty and staff, including a student's ability to secure letters of recommendation from faculty and letters of support for visits to archives.

1. Respond to Center faculty and staff emails and Center invitations within 24 hours on workdays; use the automatic response message when you are traveling and unable to return emails immediately.
2. Attend Center lectures, lunches, and proposal defenses (Years 1-3).
3. Respect your fellow students and contribute to the culture of collegiality especially in

   the student offices. Disagreements about office etiquette, use of facilities, or other matters should be resolved quickly and respectfully.
4. Consider student offices as your workplace. Do not use them for overnight accommodation. Upon completing the dissertation, you must clear your desk and return keys within the month.
5. Meet with visiting scholars and other dignitaries when asked (Years 1- 3).
6. Follow Rose Library book checkout and return procedures rigidly.
7. Serve as a buddy for incoming students and for visiting graduate students during Center conferences (Years 1-3)
8. Submit reimbursement requests to the department administrator according to specifications.
9. Submit reports on your progress to the associate director twice a year and include interesting research findings, meetings attended, papers delivered.

Policy on CHATGPT or other A.I. created/A.I. Augmented Work

High-level writing, analytical, and critical thinking skills are foundational expectations of graduate students. Therefore, students are not permitted to use any A.I. tool to generate ideas, argument, content, or any piece of writing in their classes or during their graduate training (this includes: all drafts of the prospectus, the dissertation etc.). Every submission should be an original composition that the student themselves wholly created.

Using a product or technology identified above to help you edit your written work for style and grammar is not a violation of the university's statement on academic integrity, as long as you cite the tool you have used. Students wishing to use Al as a component of the research process or to generate maps, graphs or other visual/analytic tools should do so in consultation with their primary advisor.

Faculty reserve the right to use Artificial Intelligence (Al) detection software to find instances of Al-generated writing in student submissions. The findings are binding and can be subject to student code of conduct, academic integrity, and plagiarism policies. Students who use Al software to compose assignments will face disciplinary action.

In Good Standing Policy

To be considered in good standing, students must

1. Comply with this *Handbook* as well as the University's *Graduate Student Handbook.*
2. Pass first- and second year reviews.
3. Pass foreign language competency exam prior to the last day of classes Year 1 (first language), prior to the last day of classes Year 2 (second language if required).
4. Complete RA and TA assignments in Years 1, 2, and 3.
5. Schedule, sit, and pass your comprehensive oral exams no later than at the last day of classes of Year 3.
6. Schedule and pass your dissertation proposal defense no later than at the last day of classes of Year 3.
7. Maintain communication with your dissertation advisor according to a schedule set up with them.
8. Progress satisfactorily with your dissertation original research (evaluation by your dissertation advisor).

Out of Good Standing

A student who fails to meet the In-Good-Standing policies must meet with a committee consisting of the student's advisor(s), any Clark faculty committee members (if the student has a committee), the Director of Graduate Studies, and the Strassler Center Director. Following the faculty's "oversight" meeting, it is the responsibility of the DGS to ensure that this check-in meeting is held with the student. The committee meets with the student and makes a recommendation to the Center Director on the continuance of the student in the graduate program. The committee and/or the student may recommend that the student leave the program or that she/he is granted a "grace period" during summer break or over a specified timeframe in which the student is given the opportunity (with or without a leave of absence) to meet the requirements of the program. Appeals against the Center's termination decision should be addressed to the Dean of Research and Graduate Studies, clearly stating the grounds for appeal. The Dean may choose to convene a subcommittee of the Graduate Board to consider the appeal.

Grievance Procedures

Ordinarily, difficulties that may arise between students, faculty, and staff are resolved through informal discussions between the individuals involved. When a student believes that such discussions have not led to a fair outcome, the student may ask the DGS and/or the Center Director to intervene. They will attempt to resolve the issue informally through discussions with those involved. If the student considers that these methods have failed, the student may ask the Director to convene a meeting of at least three faculty, two of whom are on the student's committee or have worked closely with the student. Either the Center Director or the DGS shall be the third member of this committee, as long as one or both are viewed as "neutral" parties (i.e., not on the student committee or subject of the grievance). If the aggrieved student believes that one of the faculty members is biased against them, the Center Director will not appoint that faculty member to the committee. Students who believe that they have not been treated fairly through such procedures may appeal the decision to the Dean of Graduate Studies. If the grievance falls under Title IX, the student may reach out to the Title IX coordinator at Clark.