

GRADUATE HANDBOOK
for students in the Department of
HISTORY OF SCIENCE AND TECHNOLOGY
Homewood campus (revised July 2022).
Department website: <http://host.jhu.edu/>

I. INTRODUCTION

The Program in the History of Science, Medicine, and Technology is run jointly by two separate departments on different campuses. History of Science and Technology is located in Gilman Hall on the Homewood Campus. History of Medicine is located at the Medical Campus in East Baltimore.

The Department of the History of Science and Technology at Homewood has a long tradition dating back to Arthur Lovejoy's renowned History of Ideas Club. A formal program in the history of science began on the Homewood campus in 1962 under the leadership of Harry Woolf, and became a full department in 1964. It has become an internationally-recognized center for graduate training and research, and its graduates have gone on to top positions in universities and museums throughout the world. The Department's offices on the Homewood campus are on the third floor of Gilman Hall. At Homewood, the administrative coordinator's office is in 301E Gilman Hall.

The Institute of the History of Medicine was founded with the aid of a Rockefeller grant in 1929 and is the oldest academic department of its kind in the United States. It pioneered graduate education and research in the history of medicine and public health. The Institute played a prominent role in the development of medical history as an academic discipline and still has an important place within the School of Medicine. It has responsibility for editing the *Bulletin of the History of Medicine*, the premier journal in the field. The Institute has faculty and administrative offices on the 3rd floor of the Welch Library at the medical complex in East Baltimore, including a seminar room and an outstanding collection of rare books in the history of medicine.

It is important to be mindful of the many crucial administrative and other differences that separate the two departments. Students who wish to study history of science and technology must apply to the History of Science and Technology Department, and earn their degrees from the School of Arts and Sciences. Students who wish to focus on the history of medicine must apply only to the Institute of the History of Medicine and receive their degree from the School of Medicine.

Like most departments at Johns Hopkins, we have preferred a common law tradition of customs and usages over formal bureaucratic guidelines and procedures. Departmental requirements continually evolve to reflect the current consensus among faculty and students about the best way to prepare our graduates for the challenges and opportunities ahead. We hope that

this handbook will provide a convenient guide to the Program's policies and traditions. This handbook is intended to supplement, not substitute for, such official documents as the university catalogue. General policies may be found at the Graduate Board website: <http://homewoodgrad.jhu.edu>

Please see the following links for School policies and resources for students:

Probation, funding withdrawal, and dismissal policies are here: <https://homewoodgrad.jhu.edu/academics/policies/>

Graduate Board policies regarding preliminary and final exams may be found at: <https://homewoodgrad.jhu.edu/academics/graduate-board/graduate-board-oral-exams/>

University resources for graduates and postdocs regarding job searches and professional development: <https://homewoodgrad.jhu.edu/professional-development/>

Students seeking guidance and opportunities to develop as educators are recommended to connect with the various programs offered through the Center for Teaching Excellence and Innovation. <https://ctei.jhu.edu/>

For support and advising on issues relating to gender and the achievement of women students <https://studentaffairs.jhu.edu/women-resources/>

University Teaching Assistant Resources: <https://homewoodgrad.jhu.edu/professional-development/teaching-assistant-resources/>

For students looking for resources for writing and finishing the dissertation, the Center for Leadership Education offers an excellent workshop geared towards exactly that aim. They also offer a variety of graduate courses geared towards professional development: <https://engineering.jhu.edu/cle/>

Students and departments needing guidance on the new policy towards family leave and resources may find relevant information here: <https://homewoodgrad.jhu.edu/student-services/family-resources-for-students-and-postdoctoral-fellows/>

Students struggling with mental health problems are advised to contact the Counselling Center at <https://studentaffairs.jhu.edu/counselingcenter/>

II. WHAT IS GRADUATE SCHOOL?

The graduate school experience differs significantly from undergraduate studies. Graduate school is for advanced professional training. Students may not realize what that status entails; the kind of learning that takes place and the level of application that is required in a graduate program. Classes are small; you may even find yourself to be the only student in a

class. There are not a lot of grades or small assignments that provide you with feedback on your progress. Instead, such feedback comes in the form of comments, suggestions, discussions, and from the models of good scholarship that are constantly before you. The relationship with professors is also different; it starts resembling more of an apprenticeship and grows gradually, under the best circumstances, into a collegial collaboration towards the end of your studies. Ideally, the relationships built with your fellow students and professors will continue through your professional life after graduation.

The greatest assets in graduate school are self-discipline, a real passion for learning, and a serious desire to pursue scholarly research. Be prepared to have your ideas challenged, your analytical, research, and writing skills tested and sharpened. The primary function of the program is to train you to be a professional scholar able to make original contributions to knowledge. No matter how talented or trained you are already, you still have more to learn and you still need “polishing.” Be prepared to accept and, in fact, seek out constructive criticism and learn from it.

The activities of discussion and critiquing go on all the time. Whether in a class or seminar, in the colloquium, or in informal discussion with students and faculty, you should be learning by observing and taking note of what is going on around you in order to adopt the highest standards of the profession. Pay attention to the models you encounter. Critique and carefully judge them, for they are not all of equal merit. Emulate and learn from the best, and reject the mistakes and weaknesses of the inferior. Learn not to repeat errors and strive to critique your own work in terms of argument, evidence, clarity, and originality more thoroughly with each new project.

You should always feel that you can take initiative with your graduate career. Get in touch with a faculty member to discuss an idea or propose a project. If there is a course you would like to see taught, or a discussion group you would like to organize, get in touch with a faculty member and suggest it. Not everything will be possible immediately, but much of what we do in this department is in response to student initiatives. Your future career will depend upon writing and publishing, so keep writing frequently and look for opportunities to publish your work. Your faculty advisor will be happy to help you with this; don't be discouraged if they suggest that your text is not ready or suitable for submission for publication. It is important that your debut on the academic stage bring you credit and applause!

Graduate study is intense and demanding. It is expected that you will work full-time toward your degree including through the summer (for which you are receiving a stipend). You should not hold any other employment. As you advance in your graduate studies, there may be opportunities to learn in other academic settings, for example, by serving as a Research Assistant, doing copyediting, performing organizational or promotional activities for a program or a grant, etc. These opportunities will provide you with experience and skills essential for academic life, so you may consider them as a kind of professional development. Such additional opportunities should not be considered until after the successful end of your second year.

Academic life presents numerous exciting opportunities and it is tempting to try to engage in all of them. Nevertheless, it is important to pace yourself and find balance. Combine periods of

intense study with activity that refuels your mind and body. It is also important to think critically about how you spend your time so as not to detract from the energy needed to continue to make serious progress in the program.

III. ACADEMIC LIFE

Choosing an advisor

In your first year you will choose or be assigned a faculty advisor, depending on your interests. Near the beginning of the second year, if you have not already done so, you should determine the area in which you wish to specialize and choose an advisor who is willing and able to supervise the rest of your graduate studies. Your advisor should help you design a coherent, individualized program of studies. Your advisor will be the person you expect to be your dissertation advisor. If your interests change, you may change advisors. Your dissertation advisor must be within your own department for bureaucratic functions, because the systems of the two schools are not integrated, but you may work with faculty in either department as well as in other departments across the university on research projects and fields.

Academic Requirements until Dissertation

All pre-dissertation students in the department have the same requirements to fulfill. During the period before the dissertation, you are working both to attain a general mastery of the history of science and technology, and to learn the skills of academic research and writing. As you progress, you will begin to specialize in a few specific areas, and ultimately to choose a dissertation topic. The requirements for achieving ABD (all-but-dissertation) status include:

- Passing the two first-year exams
- Completion of required coursework
- Writing, presentation, and defense of a “second-year” research paper
- Passing two language proficiency exams
- Completion of three specialization fields
- Submission of a dissertation prospectus.

Coursework

All full-time students are required to register for a minimum of nine credits each semester. Pre-ABD students are required to register for three graduate courses each semester. Graduate courses are coded 600-800; you may also register for combined graduate/undergraduate courses coded 400. Coursework is the primary means by which you begin to acquire knowledge of the history and historiography of science and technology, and learn how to do research and write. Pre-ABD students should register for the Colloquium (which is listed as a course). The Colloquium meets weekly on Thursday afternoon and generally alternates between HOST topics (Homewood) and HOM topics (East Baltimore). HOST students are required to attend the Homewood colloquia; they are not required, but welcome, to attend the HOM colloquia. Colloquia involve either a paper presentation (45-50

minutes) followed by Q&A or a pre-circulated paper for discussion. Faculty and advanced students sometimes present at the colloquium, and graduate students present their second-year research papers at the colloquium (see below).

ABD students in residence are strongly encouraged to register for a seminar pertinent to their interests. Sometimes, a professor may create a graduate section to an undergraduate seminar, but you should not assume that any undergraduate course would have one. If you find that it is essential for you to take an undergraduate course, please contact the instructor to discuss a possible graduate section or adjunct. Also, feel free to suggest courses to the relevant faculty--some of the most successful faculty-student interactions have been the result of a seminar jointly designed by faculty and graduate students, giving both an opportunity to explore a topic of mutual interest as colleagues.

There are different kinds of graduate courses.

1. Graduate sections of the survey courses
2. Methods course
3. Research seminars
4. Historiography courses
5. Courses tied to specialization fields

1. Graduate sections of the survey courses. The purpose of the first-year study is to provide students with a basic grounding in the subject matter and methodology of the history of science and technology. All first-year graduate students will take two semesters of the three-semester chronological survey course in the history of science. These three survey courses are offered on a rotating basis: "History of Science: Antiquity to the Renaissance," "The Scientific Revolution," and "The Rise of Modern Science." All students are required to take *two* for the first-year examination (which two depends on what is offered that year). Students are however encouraged to attend the third course as well in order to make up the full survey and provide a broad sweep of the history of science that may well awaken a new interest and/or prove useful in teaching during your future career.

In each case, graduate students will attend the relevant undergraduate survey lectures twice a week. In addition to the undergraduate lectures and reading material, there will be a graduate reading list and seminar for each survey and you will meet weekly in seminar format to discuss these readings with the faculty member teaching the course. It is *essential* that you complete the readings, come prepared to the graduate seminar, and participate in the discussions. This is the *primary* place in which first-year training takes place. Students will complete their first-year requirements by passing an examination at the end of each semester based on the survey course taken in that semester. This exam is a 24-hour take-home, generally with three essay questions. *Speak to your advisor and to the faculty leading the graduate discussion sections about specific requirements for the exam and guidance about the types of questions you will be expected to answer.*

2. Methods. Students must take "Research Methods in the History of Science, Medicine, and Technology" at some point within their first three years of study. This is a one-semester

course designed to introduce students to the methodology and techniques of historical research and analysis. The content of the course varies considerably from year to year depending on who is teaching it, and thus it is judicious to speak to both your faculty advisor and the instructor for a given semester about which iteration of the course would be best suited to your needs and interests. The course may be taken in the first year, but may also be deferred to a later year.

3. Research Seminars. Research seminars allow students to get deeply involved in a research project, one which may well extend beyond the life of the seminar itself. We strongly encourage students to work up promising research topics for scholarly publication. While a research-oriented seminar will focus on a particular topic or theme, the themes vary from year to year (as does the professor teaching it). These seminars are often taken by more advanced students. In some years a selection of seminars may be available, while in other years a single seminar will be taken by all students. Once again, graduate students should feel free to suggest topics for research seminars to the faculty to produce a jointly-designed (and even run) seminar.

Make sure to register for at least one research seminar each semester, as this kind of graduate course enables you to *fulfill the requirement of writing at least one research paper a semester*. The intent of this requirement is to ensure that all of our students have the necessary research and writing skills to tackle their dissertations. You should expect to write papers outside your area of special interest; this is an opportunity to broaden your knowledge and learn to use a variety of sources. Explore and experiment. While it is understood that students will rarely be able to produce a paper of fully publishable standard in the short space of a semester, we hope that some of these papers, after having been more fully developed, would be suitable for presentation at conferences and, ultimately in most cases, publication. These research papers may be written in a variety of contexts; you will be able to work with a variety of faculty members in developing the skills of historical research and writing.

4. Historiography Courses. Another occasional course is a reading seminar focused on historiographic issues. Such courses might explore new work in the field, or cover scholarship on a particular topic. In many cases the final assignment for such a course would be a historiographical paper surveying the ways various authors approach a certain issue or question. It is sometimes possible to write a research paper at the end of a historiography seminar. Please consult with the course instructor if this possibility is open to you. If you need a course to produce a research paper, make sure to inquire about this option before the beginning of the semester.

Note that there are many other types of course which can be arranged by a student with a professor, such as independent studies and directed readings. You may also take courses in other departments. Talk with your advisor if you feel uncertain about what counts as a course. Graduate courses in most departments are pass/fail.

5. Fields. One of the important responsibilities of the second and third year is the choice and completion of *three* fields. A field is intended for the student to gain and demonstrate the mastery of a specific body of knowledge, valuable for the student's own scholarly work, able to

expand the student's breadth of expertise, and as a preparation for future teaching. A field, therefore, should be neither too narrow nor too broad. Each student will select fields in consultation with their advisor, who can best discuss the possibilities and determine what is narrow and what is broad.

One field must be within the Department, one in an external department (generally a historical discipline), and the third is negotiable depending on the student's interests and needs. The second field is especially intended to give students broader knowledge. Often this field will be done with faculty in the History Department but many other departments, such as History of Art, Philosophy, Classics, and Modern Languages and Literatures, also have faculty doing outstanding historical research and students may work with faculty in those departments, with their advisor's permission. The third field can be completed *either* within the Department or in another department. It can also extend beyond historical subjects and may involve a scientific subject, for example. In rare cases, a student's research interests may not be addressed by any Hopkins faculty member, and that student, with their advisor, may select an outside faculty member with whom to do a field. Our students have also done historical fields with curators or research historians at the Smithsonian Institution and elsewhere.

Fields can take many different forms. Sometimes a field can be based on a seminar supplemented by additional readings and sometimes it is done as an independent study with the professor. In the latter case a student should register for Directed Readings and Dissertation with the faculty who is guiding the field. This course will count as one of the three courses per semester.

Exact requirements for completing a field will be worked out with individual faculty, but in general involve a solid year of work. The requirements may include a research paper, a historiographical essay, a written exam, an oral exam, sample syllabi, or some combination of the above.

When a field is completed, remember to request a brief letter from the faculty advising the field to the Department Chair, establishing that the requirements have been met for the field.

Second-Year Paper

One of the major milestones in our graduate program is what we call the Second-Year Paper. This is a research paper that a graduate student develops in their first three semesters and presents to the departmental colloquium in their second year, generally (but not necessarily) in the spring semester. The paper must be an original investigation based on historical sources, and should stand as testimony to the student's readiness and ability to take on a more extensive dissertation project. The paper should be 25-35 pages in length, plus bibliography.

Second Year Papers may originate in a variety of projects. Some of our past students utilized their MA research to develop a more robust and academically-sound paper. Other students developed a research paper they wrote in their first year. Yet others begin their

dissertation research on a small scale, and write a paper that is directly related to their dissertation topic. The paper could also, if your advisor agrees, originate in a side interest, or what we call a “pet” project. The paper’s origin and quality determines its future--some will simply fulfill the requirement, others might be published as a journal article, become a chapter in the dissertation, or evolve into a dissertation outline.

In preparing the Second Year Paper, students are expected to work closely with a faculty advisor. Students should consult their advisor about their proposed topic and research questions, meet regularly to discuss research progress and methods, and submit drafts in preparation for the final presentation. A complete first draft should be ready for review *no later than the first day of the semester in which it is to be presented*. Students should also work with their advisor and the Colloquium organizer to set the date for the Colloquium presentation. The finished version of the paper should be submitted to the advisor *at least one month before the scheduled presentation*. The final draft must be submitted to administrator one week prior to the Colloquium presentation.

It is important to be mindful of the schedule leading up to the Colloquium presentation of the paper. Although the presentation itself may take place in March or April of student’s second year, the paper (and its drafts) need to be completed much earlier to allow faculty advisor feedback and revisions. Students for whom English is not a native language should also budget for language editing. Usually, students use the summer after their first year to conduct the necessary research (archival, oral, or otherwise). Some students, who are confident in their topic, begin their research toward the Second Year Paper over the winter of their first year. Consult with your faculty advisor and make a timeline, calculating back from the Colloquium presentation date.

Positive evaluation of the Second Year Paper by the department faculty is a necessary precondition to proceeding towards ABD status. In cases when students have needed additional time and experience to improve their research and writing skills before going on to their fields and dissertation, the department has recommended that they prepare an M.A. thesis. In such cases, one year of residency, satisfactory completion of course work, demonstrated competency in one foreign language, and the submission of an acceptable M.A. thesis, generally in the range of 75-100 pages, are required. Only one reader is required for M.A. theses. Although the master's essay might be interpreted as “remedial,” it is a valuable opportunity to hone skills and to prepare for writing a stronger, more compelling dissertation. Many of our students who have been asked to write master's essays have published them (or parts of them) in scholarly journals, and then gone on to complete the program and embark on distinguished careers. Others have chosen to leave the program with a master's degree, and sometimes students who simply decide that Ph.D. work is not for them will choose to complete a master's degree. The Department does not offer the M.A. as a freestanding degree program.

Languages

All graduate students must demonstrate reading proficiency in **two languages** (in addition to English!). Languages should be related to student’s focus in their research and

dissertation. *It is rarely possible to write a good research paper or dissertation or have a successful research career without a mastery of foreign languages. English is NOT enough.* It is advisable to consult with your faculty advisor or with the Director of the Graduate Studies if you are unsure which languages you should learn. Proficiency is shown by means of an exam, normally administered by a faculty member in the Department if possible, or in other cases by a faculty member in another department or by the relevant language department. Students may choose to take advantage of the reading courses offered by the Modern Languages and Literatures Department, as well as the free intensive summer language courses sponsored by the Singleton Center for the Study of Premodern Europe. If your first language is not English, you may choose to count your native language as one of the two required for the degree. In specific cases, such as native speakers or other demonstrated proficiency, the department may decide not to require an exam. Language requirements should be completed *by the end of the third year*. Speak to your advisor or to the Director of the Graduate Studies about fulfilling the requirement in different languages, as the procedures vary depending on the language.

Prospectus

A prospectus is your research and writing plan for your dissertation. Prospectuses should show that you have already done a significant amount of research, allowing you to formulate a well-informed and realistic plan, complete with a clear statement of thesis or hypotheses. It should manifest familiarity with the relevant primary and secondary literature, explain what research questions guide your inquiry, and your preliminary or provisional answers to those questions, and propose research methods and sources. It should also include a timeline for completion. At the same time, it is important to keep in mind that like all plans, a dissertation plan is bound to change. It is normal to be uncertain about particular elements of your plan when you submit your prospectus. It is important to have a good plan that will *enable you to start writing*, not to have everything already figured out before you even begin writing your dissertation. In fact, thoughts, ideas, and conclusions generally become clear and rigorous *only after* the writing has begun in earnest. Do not delay in getting started on your writing. It is far more productive to throw out first attempts than not to write anything at all. Although the prospectus should be submitted by the end of the summer after your third year, your dissertation plan will keep evolving as you make more discoveries in the archive and hone your argument in writing.

You should discuss the exact specifications for your Prospectus with your dissertation advisor (by this point you should be certain who this person is). The length can be highly variable depending upon what your advisor requires and the nature of your work. It should address the following:

- A concise description of your project. Many students have found it useful to write a description of their dissertation in the fewest possible words (no more than 35) as a test to see if they have adequately thought through and defined their topic, and are therefore ready to proceed with it
- description of your historical case
- research questions
- preliminary hypothesis/thesis
- listing of relevant primary literature, its availability, and how it addresses your questions

- a review of the secondary literature dealing with similar questions and topics (historiographical essays from your reading seminars and fields can be very useful here)
- explanation of the significance of your research, what broader issues do we learn from exploring this case?
- explanation of specific parameters of your study, why this specific time frame? why this geographic region? why these particular actors?
- explanation of the research methods you are planning to employ
- preliminary chapter outline, with two or three sentences explaining each chapter
- timeline, including travel, fellowships, funding, time to be spent at each location and time allocated to writing each chapter.

Your advisor should review your prospectus and *notify the departmental administrator when the prospectus is approved*. Usually, approval of the prospectus would be the final step towards achieving ABD status. Please check with the departmental administrator that all the requirements have been completed and recorded.

Professionalization Activities

It is highly advisable to participate in professional conferences and workshops related to your field of study. Conferences and workshops not only allow you to get feedback from specialists outside of your department, but also offer opportunities to meet other scholars, develop intellectual relationships, and help you find and define your own communities of interest.

The most prominent association in our field is the History of Science Society (HSS), which usually holds its annual conference in November. Many members of our Department also participate in the annual meetings of the Society for the History of Technology (SHOT) which also take place in the Fall. Sometimes HSS and SHOT meetings are run in conjunction. Many historians of science and technology also attend the annual American Historical Association. If you specialize in a particular geographical region or time period, you would be advised to attend conferences and workshops specific to that area, such as, for example, the Association for Asian Studies (AAS), the Renaissance Society of America (RSA), and so forth. In addition, you will discover that there are numerous other smaller conferences and workshops worth attending. Smaller and less famous conferences often prove to be more rewarding than the massive ones where individual participants too easily remain anonymous. These smaller conferences provide especially good opportunities for getting to know other scholars, both junior and senior, within your specific historical niche, and for exhibiting your own expertise and interests through both conversations and the presentation of your research.

While conferences and workshops are very exciting and thought provoking, they can also be physically draining and put a serious demand on your research time. Be wise in your decisions about which conference(s) to attend. Make sure you get what you need out of the event you choose to attend. If you choose to present a paper, be sure to vet the paper with your advisor first, and perhaps arrange of reading group of your fellow graduate students to discuss it and provide feedback.

Satisfactory Progress

The phrase “satisfactory progress” is one you will hear repeatedly. There is no absolute and ironclad definition of such progress, except to say that it is defined by the student's advisor in conjunction with the Department, and is tailored to specific circumstances and needs. Although the definition varies according to your year in the program and from student to student, certain general guidelines apply to everyone. The following list indicates what requirements should be completed by the end of the year indicated. *All students should aim to complete everything within five years.*

- 1st year: completion of first year exams, coursework, and writing of research paper(s).
- 2nd year: successful presentation of the second-year paper in the Colloquium, work on "fields," complete the M.A. thesis (if one is being written), define a dissertation topic.
- 3rd year: completion of fields and languages, refine dissertation topic, apply for external funding for your 4th year, if needed.
- 4th year: prospectus written and accepted by *first month* of fall term, dissertation research underway. Many students choose to spend their 4th year on archival research or conducting oral histories. Traveling abroad may require external funding and affiliation with local institutions, both of which should be secured in the course of the third year.
- 5th year: continue research and writing. *Aim to complete and defend the dissertation.*
- 6th year: dissertation finished, if not in the 5th year. Generally, there is no departmental funding past the 5th year of graduate study, and students are advised to apply for external grants if they expect to go beyond five years in the program.

Some students have finished in fewer than five years, and in rare occasions, far fewer. Others may take longer to complete due to a difficult language requirement or required prolonged research abroad. *The single most important assessment of satisfactory progress is made by your advisor; the two of you should work out concrete plans for assessing satisfactory progress from year to year.* However, final decisions about satisfactory progress are made by the Department as a whole, when it meets in the spring to review the progress of each individual student. If progress is not satisfactory, students may be denied funding or asked to leave the program. Each year you should think of April 1 as your unofficial deadline: be prepared to show your advisor what you have accomplished to date that year, so your advisor can speak for your progress in the faculty meeting later that spring.

Annual report requirement: The Graduate Board now requires that all students complete a year-end progress report of their activities, indicating what has been accomplished during the school year, and what papers or other work are yet to be completed in the current year. This report should also address plans for the upcoming school year. Indicate your progress in the doctoral program thus far, such as any requirements completed, courses taken, exams, and any academic activity such as papers published or papers given at conferences, etc. Include your “Independent

Development Plan” at the end, addressing short- and long-term academic goals and professional development activities. Make sure to discuss your post-graduation plans. *This report must be submitted and discussed with your advisors by April 1st. Incorporate your advisor’s feedback and submit the finalized report to the department Chair, and copy to the Administrative Assistant, no later than April 15th.*

The Dissertation

Nothing will do more to shape your future career than the choice of subject and the quality of your dissertation. The subject will be negotiated between you and your advisor, sometimes with the assistance of other faculty members with particular expertise in the field. Please note that you should not expect to be given a project. *The origin and development of the dissertation topic is up to you.* Different faculty have different philosophies about how much input to give students in this important and fundamental task. All will be willing to help you refine the topic, point out strengths and weaknesses, and direct you towards potentially useful sources or experts. But the foundational choice of theme and questions is up to you. Choose among various specific topics within a broader range of material that interests and excites you. You want to be certain that what you are proposing is novel, significant, and feasible. However good the topic, if you can't research and write it up within two or at most three years, consider something else.

In selecting a project, remember that you will be making a serious investment of your time and energy over the next several years. Your first book will almost certainly be derived from the dissertation. Be prepared to conduct a thorough search of the literature. You don't want to reinvent the wheel or get scooped. Give some thought to logistics. Will your dissertation require six months of field work in Russia? How will you support yourself? Do the archival sources you need actually exist, and if so, are they accessible? Are there any special restrictions on photocopying or publishing material from the collections? A little advance preparation can save a lot of anguish later on. Your advisor, other faculty, and advanced graduate students can provide some pointers based on hard-won experience. Feedback from your advisor up front can save you from making some costly mistakes.

University regulations require that every candidate pass a Graduate Board Oral Examination, for which there are two departmental examiners and three examiners from other departments within the university. There are technically three ways to fulfill that requirement: an exam on all of the fieldwork done by the candidate, a defense of a dissertation proposal, or a defense of the dissertation. In practice within our department, as is usual among the humanities, the third option is the norm. Generally, you and your advisor will discuss appropriate examiners and two alternates. Your advisor or the departmental administrator will take care of scheduling. In special circumstances, where we do not have the relevant expertise in-house, one examiner may be appointed from outside the university.

Defending the dissertation. At completion, the dissertation will be read by your advisor and one other member of the department, before the final defense. Your advisor should already have read and commented upon each chapter of the dissertation as they are completed. The defense itself lasts about two hours, with each examiner taking a turn questioning you. The

defense is not an interrogation; it is a conversation among colleagues about a piece of research, and an opportunity for you to glean valuable feedback from experts that you will need in the process of transforming the dissertation into a book manuscript. After a successful defense you will send one copy of the thesis to the library electronically and provide a second bound copy to the department. For the rules on formatting and submission guidelines, consult the MSE Library's website under "Electronic Theses and Dissertations": <http://www.library.jhu.edu/library-services/electronic-theses-dissertations/>

Meeting the official fall and spring deadlines for the defense affects whether tuition needs to be paid, degree conferral dates, and commencement ceremonies. Otherwise, a defense can be scheduled at any time.

Residency and non-resident status.

Students who are *not* receiving departmental support and who are ABD may apply for "non-resident" status. Tuition for a non-resident student is 10% of the amount for students in residence. Non-residents may work on campus part-time (fewer than 20 hours per week) but may not receive a stipend, be a TA or other teaching positions, and may not register for classes (but must register as a non-resident student). See the website of the Graduate Board for regulations and forms.

It is important to understand that "non-resident" still means "full-time student." *It is not for the purpose of freeing up time for other pursuits or delaying your completion.* Your student loans will continue to be deferred while you are non-resident. You are also eligible for, but not required to take, Homewood health insurance.

Term Leave of Absence

At Homewood, students may be placed on Term Leave of Absence when they are unable to continue their graduate studies for personal or health reasons. Such a leave of absence is for a specified period of time, not longer than two years. As in the case of non-residency, students on leave of absence are not expected to be physically present at the Homewood campus, nor are they allowed to register or be on the University payroll. No fees are charged; the leave is considered an interruption of the degree program; and in this case you are no longer a full-time student. Therefore, unlike non-resident status, if you are on leave of absence, you cannot complete your dissertation. Nor will your student loans be deferred. [Unlike Homewood, the Medical School does not have fixed limits to its Leave of Absence policy; the length of time that a student is allowed to be on leave is at the discretion of the department.]

A change in status, non-residency, and/or leave of absence, is not routine or automatic. On each campus, you must apply for such a status, and follow through on paperwork, etc. If you are a student with a Visa, you need to work with the Office of International Services at Homewood or with the Visa Office at the Medical School in order to make certain that your change in status will not cause visa complications. Homewood requires a signature from OIS on the application form for leave of absence or non-residency. *All students should think carefully about the potential implications of their choice of status.*

The Graduate Board limits non-resident status to a maximum of ten semesters. Regardless of the length of non-resident status or leaves of absence, the maximum duration of graduate studies for any given student cannot exceed ten years.

IV. FUNDING.

Basic funding from the Krieger School provides tuition, stipend, and health insurance. Usually, first-year students receive fellowships, that is, they receive funding without the obligation of service to the department in the form of teaching or research assistance. For these fellowships, taxes are not withheld, although the fellowship is taxable. After the first year, students will be expected to serve as Teaching Assistants (TAs). Some students enter the department with external funding, such as that from the National Science Foundation (NSF), or a Mellon Fellowship. When students have external funds of this kind, the department will sometimes renegotiate the level of support provided by the Krieger School.

Summer Plans

The university offers year-round support to graduate students. It is the Department's expectation therefore that the student will devote *most of the summer* (minus some reasonable vacation time) to fulfilling degree requirements, including doing research on dissertation projects. Students will be asked to provide a statement outlining summer plans by April 15. Summer funding is contingent on having an acceptable plan for activity that fulfills degree requirements. Your plans should be discussed in advance with your advisor and should be approved by your advisor.

Teaching Assistants

Being a teaching assistant is preparation for being a professor. Usually, being a TA involves running a discussion section, where the TA runs the discussion part of the course, grades student work, and assists in other ways. Although the University expects TAs to teach two sections per semester, in the Department students generally teach only one section of a course. TAs are expected to work an average of 10-12 hours per week. In a large lecture course, most weeks will not require the full ten hours, but during the two or three times in the semester when exams or papers need to be graded, it may be more than ten hours. If you find yourself consistently taking a good deal more than ten hours a week, you should seek advice from other students, your advisor, or the professor of the course; it may be that they can help you to prepare more efficiently. (For teaching assistantships, *taxes are withheld* from your pay.)

Funding after Third Year

The Department generally guarantees funding for up to five years, *contingent on satisfactory progress*. After the third year, funding may be in the form of a teaching assistantship or fellowship stipend. You will be required to be a teaching assistant for six semesters during the first five years of funded work, but the timing of those teaching semesters can vary. For instance,

we may provide fellowship stipends for one semester during each of your fourth and fifth years in order to free up time for dissertation research and writing. Students are expected to apply for outside funding for dissertation research and writing. If you get a grant, not only are you supported and have an impressive line to add to your CV, but scarce departmental resources will stretch farther for your colleagues.

The American Historical Association publishes a guide to grants of interest to historians; it is probably the best starting point for external funding. Announcements of grant and fellowship opportunities regularly appear in the newsletters of the History of Science Society, the American Historical Association (its newsletter is called *Perspectives*), the Society for the History of Technology, and the Organization of American Historians, which all members receive. For those working on Premodern European topics, the Singleton Center for the Study of Premodern Europe offers our students a wide variety of fellowships, grants, exchange possibilities, and other support. <https://krieger.jhu.edu/singleton/>

Other Department Support for Professional Development

Conferences & Research

The Department offers its students support towards research expenses and attendance at conferences. This funding is meant to encourage professional development. For extended trips abroad your advisor should know of your travel plans, in case prior approval is needed. Be sure to inform the School if you are planning to travel to a country that poses any danger (war, disease, etc.).

V. ADMINISTRATIVE AND PRACTICAL MATTERS

Two schools, two rules

The Program occupies an odd position straddling the Homewood campus and the School of Medicine in East Baltimore. Some of our students are registered at one, and some at the other. We don't have "dual citizenship." Perhaps the first difference between the two schools you'll encounter is in registering for courses. The university uses online registration; course and schedule information is also available online. If you wish to register for a course taught at the School of Medicine, even if it is within our program, you cannot register online, but must fill out a paper "interdivisional registration form," which also requires a signature from the advisor or department chair. Homewood students must register every semester before the registration deadline; failure to do so may result in financial penalties or residency inaccuracies.

Borrowing privileges from the Milton S. Eisenhower (MSEL) and Welch libraries may differ: be attentive to different return dates and late fees. Welch books may be ordered from the same Library Services Center storage facility as Eisenhower books, but may have different due dates: watch for these kinds of discrepancies.

Health insurance and medical care differ for students at different campuses. Homewood students report for basic medical care to the Student Health and Wellness Center. The Counseling Center provides counseling and referrals. You must go to your own campus' clinic, and you must get a referral from them to see a specialist and have it covered by student health insurance.

Keys to Gilman

Our administrator will give you a key that fits the graduate student workroom and lounge, the main departmental office door (Gilman 301), and the storage closet opposite the kitchen. All keys are to be returned within *two weeks* after you have submitted your dissertation to the library, or two weeks after withdrawal/termination from the program.

Student-Faculty Communication

Much communication between students and faculty is carried on informally. Graduate training is largely an apprenticeship process: stay in contact with your advisors and other faculty. Whenever you don't know something, just ask, no matter how simple or trivial it may be. It is impossible for faculty to anticipate everything a student may need to know: they will count on you to come to them when you need something or are confused.

For general issues that affect all students within the Department, the graduate students may opt to choose one or two students to meet with the Chair or Director of Graduate Studies as representatives of rest of the students. However, students should feel free to bring any problems to the Chair or Graduate Coordinator at any time, either as groups or individuals.

If your problem is more individual, your first faculty recourse should be your advisor. They can explain department policy and rules, and help you straighten out difficult situations.

Library and Photocopying

You may request a shared carrel in the MSE Library. The lockable (unshared) locker is a convenient place to safely stash books while working elsewhere in the library. See Support Services about the availability of a carrel and locker. (Due to renovations beginning in 2022, carrels and lockers may not be available.)

For personal copying on the Homewood copier, you'll be charged a fee of five cents per page. You are expected to pay your account in a timely way. The computers in the student workroom in Gilman are networked to our photocopier. For course-related copying when you are a TA, you will not be charged, as each course has its own account.