

UTEP History Department Ph.D. Program – Policies and Guidelines

Welcome-

UTEP's history Ph.D. program capitalizes on the location of our campus and the strengths of our faculty by focusing on the study of the U.S.-Mexico border region. The El Paso-Juárez metropolitan area, with a population of two million, offers students varied research and cultural opportunities. The University Library supports graduate study and research with a range of computerized services, in addition to a permanent collection of more than 1.3 million items. This includes substantial and quickly growing deposits of original documents and newspaper collections from both sides of the border. Our Institute of Oral History, meanwhile, holds a collection of over 1,000 records relating to the history of the border region. Perhaps most importantly, the UTEP campus is nestled in the foothills of the Franklin Mountains, almost literally a stone's throw away from the U.S.-Mexico border in far west Texas.

Our program as well as our location makes our students key contributors to the body of knowledge about the rich histories of borderlands, frontiers, and boundaries here and across the globe. In addition to a main field in Borderlands history, students also choose two other fields, one in either Latin American or United States history, and one on a facet of Transnational/World history of their own choosing. This provides a broad basis of knowledge so that our graduates are highly competitive for positions both within and outside of academia.

This guide is intended for Ph.D. students in the UTEP History Department's Borderlands Ph.D. program. Additional information can be found through the UTEP Graduate School, the UTEP History Department, and the Director of the Doctoral Program.

Contents:

Program Expectations--Overview
Opportunities for Teaching
Language Exam
The Dissertation—From Committee
to Completion
Preparing Portfolios and Advancing
to Candidacy

Professional Development
Funding and Annual Reviews
Additional Program Policies
Program Administration and Further
Questions

Program Expectations -- Overview

The Ph.D. program has three elements: coursework; oral exams and the doctoral portfolio; and the research and writing of a dissertation.

For full-time students, the expectations are:

Graduate Coursework [Approximately 4 semesters (depending on rollover and transfer credits) for those entering with an M.A. in History; 6 semesters for those entering with a B.A. in History]. As described in the Graduate Catalogue, at least 63 hours of course work is required, although most students will accumulate more credit hours.

Students will take a *Literature and Methodology* course for each of their three major fields: Borderlands; U.S. or Latin American history; and World/Transnational history. These are the broadest historiographical courses the department offers, and should generally be taken as early in one's program as possible.

Students are also required to take nine hours of *Research Seminars*. Seminar courses are designed to focus on the production of a research paper based on primary sources, as opposed to studies courses, the focus of which is on the reading of secondary sources on a given topic and the writing of reviews and/or historiographical papers. Students are not required to take a research seminar in every field, but they are encouraged to take a seminar in Borderlands history and one in their main field.

Each student will also take several other core courses. Students will enroll in 9 hours (3 classes) of *HIST 5345: Independent Reading*, and a minimum of 3 hours (1 class) of *History 6300*, Advanced Topics in Historiography, both of which are taken when preparing the portfolio. Students will often take more than one 6300, but only one will count toward the total hours required for the program. This course is taken on a pass/fail basis. The final core course is *History 6320: History Teaching and Learning*. Each student will also take nine hours of dissertation courses: *History 6301*, *History 6398*, and *History 6399*. Most students will take more than nine hours, but only nine hours will count towards graduation.

The remaining 21 hours can be chosen from among Studies courses, Literature and Methodology courses other than those required for a student's three fields, additional seminars, public history courses, internships, and courses in other departments (with the approval of the Ph.D. Program Director). Students may opt to take up to two undergraduate courses for graduate credit—graduate students will be assigned extra work in these courses. Finally, students may arrange additional independent readings courses (*History 5345*) with individual professors, separate from those associated with completion of the portfolio, but are encouraged to do so sparingly, since these courses lack the broad discussion available in organized classes.

This course of study amounts to a total of 13 courses taken prior to work on the portfolio and dissertation. Of these 13 courses, students should take approximately five courses in each of

their major fields (U.S. or Latin America, and Borderlands) and three in their minor one (World History), with the goal of covering their respective fields broadly.

As students select courses, they should work with their mentors and instructors to identify materials from classes to include in their graduate portfolios, including historiographic essays, synthesis essays, review essays, book reviews, field bibliographies, research papers, and other forms of scholarly work.

All students will have Three Fields. All students will have a major field in Borderlands History. They will all choose an additional major field from either Latin American or United States History. And they will have a third, minor field based on one of two options in World/Transnational History: *Option One* will focus thematically in the realm of Transnational/World History; while *Option Two* will focus on Teaching World History. In both instances, the student should apply their knowledge of the concerns underlying Borderlands history to parts of the world not covered in their other fields.

The Transnational/World Field Option One: With this option a student might focus on a transnational theme (diaspora, slavery, migration, Atlantic Studies, etc.); on the comparative study of non-U.S./Mexico borderlands; or on a particular issue, such as race, gender, or empire, in at least two different regions. The field should be broadly conceived in geographical and thematic terms, and will need the approval of the Graduate Program Committee. Students will begin thinking about how to define their third fields during their first semester in the program, either in the Transnational/World Literature and Methodology course or with the help of a workshop dedicated to that issue and the advice of their mentors and the doctoral advisor. They will be expected to define their third fields and a field advisor by the middle of their second semester in the program. Students must have written documentation from the faculty member, who has agreed to work with them on their third field. Students then work closely with the advisor to draft their third field proposal. The proposal must be approved by the advisor before submitting to the GPC for approval. Third field proposals should give a concise sense of the geography, theme, time period, and central questions; mention a few historiographically significant books; and include a preliminary bibliography. The proposal should be less than 1.5 pages [500 words max] and the preliminary bibliography should include a minimum of 15 books.

The Teaching World History Option Two is designed to prepare students to teach both halves of world history survey courses typically taught at college level. By the middle of students' second semester in the program, they will be expected to declare a field advisor, among faculty who either teach the world history survey or specialize in an area outside of the Americas. Students in this field are not required to draft a third field proposal. Instead, students are required to serve as Assistant Instructors for one or both halves of world history survey (HIST 2301 & HIST 2302). Students will take the standard courses in World/Transnational History as required by the PhD Program Guidelines, and they will submit some or all of the papers written in those classes to their portfolio. Students also need to design and submit syllabi for both halves of world history; to be included in their portfolio. A broad historiographic essay about the development of world history and a review essay of current world history texts and primary

source readers must be included in the portfolio as well. Students may be required to submit additional papers if their advisor deems it appropriate.

During coursework, all students *must* pass the language exam (see details below).

Those entering the Ph.D. program with an M.A. in history or a related field may apply for credit toward the course requirements. See below for additional details.

After students complete all coursework in Literature and Methodology, Seminars, and Studies, they will enroll in “Portfolio” courses, which are numbered 6300. Students will enroll in these courses with professors that are overseeing their Portfolio fields (U.S. or Latin America, Borderlands, World). They must fill out the proper request forms and have them signed by the professor, or they must receive confirmation to enroll by emailing the Graduate Secretary and securing approval from the professor with whom they are taking the 6300.

During the semester in which they plan to defend their Portfolio (three fields, dissertation proposal, and field materials) and move to Candidacy, students enroll in HIST 6301 with their dissertation director. They will also enroll in 6300 with the faculty overseeing their fields. During the first semester *AFTER* candidacy, students will enroll one time for HIST 6398 with their dissertation director. From thereon until graduation, students will enroll in 6399 with their dissertation director. Students who are ABD are only required to take three credit hours per semester (6398 or 6399) until graduation. This is considered full time by the Graduate School. If students have difficulties with the Office of Financial Aid regarding full time status, immediately inform the Ph.D. Program Director and dissertation chair. Due to federal regulations, students may not receive a full amount of financial aid when they are registered for 3 hours, despite being considered full time by the Department and Graduate School.

Courses Taken for Undergraduate Credit or Courses from other Departments

If students want to take undergraduate courses in the History Department or graduate courses outside of the History Department, they must seek approval from the Director of the PhD Program and the professor teaching the class first. If possible, the PhD Program Director must see the syllabus and communicate with the professor teaching the class to determine that the additional work assigned to the student is sufficient for graduate credit. After these steps are completed, the student must sign up for an Independent Reading (HIST 5345) with the instructor, but attend the class per the schedule in the syllabus. Students must also confirm that the courses taken outside of the History Department are counted for credit in the Department, per the relevant field. Please do so immediately after the end of the semester in which you completed the course. Using the Program of Study, students must insert the courses into one of their three fields: U.S. or Latin America, Borderlands, and World/Transnational history.

Transfer or Rollover of Previous Graduate Work

Incoming doctoral students with prior graduate work in history (or closely related fields) who wish to receive transfer credit (for courses taken at another university) or rollover credit (for courses taken at UTEP) toward the Ph.D. must fill out the department’s transfer and rollover form (available from the department secretary). They should attach as much of the material requested—syllabi, papers, catalogue copy—as possible so we can ascertain how the courses

they have taken will fit in their program of study. The required core courses, such as Literature and Methods (HIST 6351—54) and History Teaching and Learning (HIST 6320) cannot be met by transfer credit. All information should be submitted to the Ph.D. Program Director no later than December 1 of the first semester in the program, who will confer with the Graduate Program Committee and the Graduate School about what can be accepted. Transfer courses must generally be equitable with History Department courses in terms of content, required reading and assignments. A maximum of thirty hours of prior course work can be accepted.

Description of Courses

Studies Courses (HIST 5305, 5306, 5304, 5309, 5312, 5316)

Broad thematic courses that cover historical content and discussion of the literature. Within the particular field (U.S., Latin America, etc.), specific themes and time periods vary with each professor. Students may write a number of different essays of varied lengths.

Literature and Methods Courses (HIST 6351, 6352, 6353, 6354)

Courses focus on the ways in which scholars have addressed particular issues in the field. Emphasizes critical analysis of scholarly debates, changing interpretations in the literature, and major debates in the field. Students typically write, among other things, an extended historiographical paper.

Seminars (HIST 5370, 5374, 5376, 5377, 5382)

These courses focus on primary source original research, and entail discussions of research methodologies and the steps associated with conceptualizing and completing a research paper.

Independent Readings for Portfolio (HIST 5345)

As students finalize their organized courses (seminars, studies, research literature and methods), they will shift into Portfolio work. Students will enroll in one HIST 5345 with each person chairing a portfolio field, for a total of three courses (9 hours). In these one-on-one courses, students focus on each field, revising old papers and writing a few new ones. These courses are effectively the same as HIST 6300.

Advanced Topics in Historiography (HIST 6300)

The purpose of these classes is the same as that of HIST 5345, which is the completion of the portfolio fields. Students must enroll in at least ONE 6300, which will count towards graduation, but they typically need a few more. Additional 6300 courses beyond three (3 credits) will not count toward graduation.

Dissertation Preparation (HIST 6301)

This course is designed for students who are writing their dissertation proposal. Students will register for this class with the dissertation chair/advisor only during the semester in which they plan to defend their dissertation prospectus. This class is required. Only 3 credit hours will count towards graduation.

Dissertation (HIST 6398)

Students enroll in this class one time (3 credit hours) during the semester immediately after defending their dissertation prospectus and advancing to candidacy. This class is required and only 3 credit hours count towards graduation.

Dissertation (HIST 6399)

This course is designed for students who are actively writing their dissertation. One course (3 credit hours) is required, but students will take several of these until they graduate.

Grad Courses Offered by the History Department

- History 5302: Intro to Public History
- History 5304: Studies in Public History
- History 5305: Studies in Unites States History
- History 5306: Studies in World History
- History 5309: Studies in Latin American History
- History 5312: Studies in Borderland History
- History 5316: Studies in European History
- History 5345: Independent Reading
- History 5370: Seminar - United States History
- History 5374: Seminar in Borderlands History
- History 5376: Seminar in World History
- History 5377: Seminar - Latin American History
- History 5382: Seminar - European History
- History 5390: Public History Internship
- History 5393: Independent Research
- History 6300: Advanced Topics in History
- History 6301: Dissertation Preparation
- History 6320: History Teaching and Learning
- History 6351: Lit/Method Borderlands History
- History 6353: Lit/Method of U.S. History
- History 6352: Lit/Meth Mex/L. Amer. History
- History 6354: Lit/Method of Transn/World History
- History 6398: Dissertation
- History 6399: Dissertation

The Graduate Portfolio and Oral Exams (1 year after completion of coursework)

A full checklist for the portfolio follows, but this is an intensive process in which students demonstrate their mastery of three fields of historical study through synthetic, historiographic, research essays, annotated bibliographies, and oral exams to review and comment on these materials. It also includes the dissertation proposal and professional materials, described below.

The portfolio process seeks to integrate the main elements of being a historian—teaching, research, professional development, public outreach and service. The portfolio models the process of professionalization and self-assessment required of successful historians; and its requirements provide a holistic approach to doctoral training: it provides an avenue for students

to demonstrate mastery of skill sets that are crucial for advancement in the historical profession, without the arbitrariness of high-stakes time-limited testing. Completing the portfolio should clarify the goals of Ph.D. work and encourage students to think about their dissertations and their careers earlier in the program.

Students will generally need to apply for grants for dissertation research during this year.

Research and Writing of the Dissertation (2 years)

A dissertation project should be original in concept, using primary sources insufficiently analyzed elsewhere, and eminently doable, ideally to be researched in one year and written in one more. As students complete their dissertations, they should simultaneously be entering the professional job market while researching possibilities for publishing their dissertation research. Please be aware of the considerable amount of time required for the writing of the dissertation. Students should account for the time needed for faculty to read and comment on chapters, and for students to make revisions. Students should also make themselves familiar with the style and format of dissertations, and the administrative procedures required by the UTEP Graduate School.

Although it is standard for Ph.D. programs to expect students to specifically dedicate one year for research and one year for writing, we encourage students to begin this process much earlier. Students may begin exploring dissertation topics—or even writing a chapter—in research seminars during coursework. Students may also use Literature and Methodology, as well as Studies courses, to explore the historiography and thematic dimensions of their dissertations. Additionally, students may require additional research or writing time depending upon individual topics, life demands, and other factors.

Opportunities for Teaching

Incoming full-time Ph.D. students will normally be offered Teaching Assistantships, both to help fund their studies and to train them as teachers. These are nine-month appointments (they don't include summer terms) at 20 hours/week (half time), which make students eligible for medical insurance benefits and for non-resident tuition coverage. These assistantships will usually be provided for five academic years, but continuing appointments are not automatic; students must remain in good standing and make substantial progress toward their degrees. Appointments also ultimately depend on the availability of university funding.

Guidelines on Doctoral Students Teaching Courses

Teaching Assistants will assist professors in large lectures with grading and other tasks. The department is committed to the principle that, whenever possible, doctoral students be given at least one opportunity to teach their own section of the U.S. History survey or World History. This will normally be done during a summer term or after Teaching Assistant funding has run out, not when students are serving as Teaching Assistants.

To teach their own courses, students must be in good academic standing and have completed all course work in the field in which they wish to teach. Students who have not passed the Spanish

exam by the end of 36 hours will not be considered for teaching assignments. Past performance as assistants in the large sections of U.S. and World History will also be taken into consideration.

Students wishing to teach a course must submit an application form, provided by the graduate secretary, on or before the deadline specified by the Chair of the Department. A copy of the student's current transcript must accompany the application. Applicants may be asked to submit sample syllabi or other materials as determined by the Chair and the Program Director.

The instructional and scheduling needs of the Department, as determined by the Department Chair, will be of paramount importance in deciding which students will teach. A willingness to teach on Saturdays or in the evening may enhance a student's chances of being appointed.

In exceptional cases, students nearing the end of their dissertations may be allowed to teach upper-division courses directly related to the topics of their dissertations. A proposed syllabus and SAQ results from any previously taught courses must accompany the application. Again, the instructional and scheduling needs of the Department will be the deciding factor.

Students may also explore teaching opportunities in other departments, such as Chicana/o Studies, Women and Gender Studies, and the Center for Inter-American and Border Studies. Students should contact these departments well in advance and consult with them about their teaching needs and course offerings. Many students have also taught at EPCC.

Outside Employment

Teaching Assistant positions are intended for the support of Ph.D. students who are dedicating themselves full time to their degree programs. For that reason, the history department's policy is that outside employment for students with Teaching Assistant positions will be limited to a maximum of ten hours a week. This would preclude teaching a class at another institution or in another UTEP department. In extraordinary circumstances students may petition the Department Chair and Doctoral Program Director for an exception.

The Language Exam

Ph.D. students are expected to pass the language exam by the time they have completed 36 semester hours of course work. This exam will generally be in Spanish, but an alternative language may be accepted when the Graduate Program Committee deems it appropriate to the student's dissertation research plans. Upon entry into the program, students may have the opportunity to take a "practice exam" to assess their proficiency in Spanish, and to provide students with a sense of how to prepare for the exam. This exam will have no bearing on the status of the student.

The official language exam will be given once each spring and fall semester (typically in late October or early November, and late February or early March). At the beginning of each semester the graduate secretary will put out a notice to all Ph.D. students, asking that any students wishing to take the exam that semester notify the secretary in a timely fashion.

The exam will consist of an approximately 600-word passage of academic prose in Spanish, which students will have two hours to translate into English. Two faculty members, designated by the Ph.D. Program Director, will provide the student(s) with the name of the historian from whose work the selection is to be taken at least one month in advance of the exam. These same faculty members will select the passage and grade the exams. A printed Spanish-English dictionary is the only aid permitted. Students who fail the exam can retake it in subsequent semesters until they pass.

All Ph.D. students will attempt the Spanish examination at least once during their first year in the program. Beginning in their second year at UTEP, students who have not yet passed the examination will attempt it each semester that it is offered until they complete the requirement. Failure to attempt the exam may result in the student receiving a lower priority for fellowships, teaching, travel, and other subsidies and services provided by the department.

Students with an undergraduate or graduate degree from an institution where Spanish is the language of instruction are exempt from this requirement. They must, however, submit adequate TOEFL scores for admission to the Ph.D. program.

The Dissertation—Forming a Committee and Submitting a Proposal

The dissertation proposal is submitted as part of a student's Portfolio ("The Portfolio") and defended in the second oral exam (scheduled within two weeks of the oral exams for the historical fields and professional materials). Proposals should be written in consultation with a dissertation committee.

Composition of Dissertation Committees

Students should begin thinking about dissertation topics and advisors during the first year of the program, and should identify a dissertation advisor by the end of the second year. The student is free to talk with a potential dissertation advisor even as they have an assigned Mentor, during the first year or two of the program. The student and the dissertation advisor will agree on the composition of a committee, which will normally consist of three members of the history department, and a member from another department at UTEP (a non-historian). With the approval of the dissertation advisor, the non-historian from UTEP may be replaced by a non-historian at another university. The student may request *another historian* (in addition to the three from our department) from another university, as well. This person does not substitute for UTEP History Department faculty: they would count as an additional person, bringing the total number of committee members to 5. All committee members will sign the requisite paperwork (discussed below) upon completion of the dissertation proposal defense. From that point forward, those individuals will constitute "the dissertation committee." If at any time one committee member leaves, for whatever reason, a replacement member must be chosen immediately. The student and the dissertation chair must inform the Ph.D. Program Director and the Graduate School of any and all personnel changes immediately. Changes in dissertation chairs must be cleared with the Program Director and Graduate School.

Students who have a committee member who is NOT a member of the full time, tenure track faculty at UTEP must obtain permission to have that person on the committee. Students must contact their dissertation chair, PhD Program Director, and the Graduate School before proceeding to the dissertation proposal defense. The non-UTEP committee member must fill out paperwork supplied by the Graduate School. The Graduate School reviews the application and may approve membership to the “Graduate Faculty” for a maximum of three years. Upon the end of that three year period, the committee member must resubmit their materials to seek approval for another three years. If you are working on your dissertation for three years after you defend the proposal and advance to candidacy, it is your responsibility to confirm that such committee members are in good standing before you apply for graduation.

The Dissertation Proposal

While the expectations of dissertation advisors vary, proposals are typically 12-15 pages of text, plus bibliography. The proposal should serve as a roadmap to the dissertation and thus do the following things:

1. Introduce the topic
 - a. Clearly describe the research topic
 - b. Present the central questions that drive the dissertation
2. Explain how the dissertation will make a contribution to the field
 - a. Discuss the historiography in the relevant fields or subfields
 - b. In the discussion of how the work will be situated within the extant literature, explain how it will contribute to historical knowledge.
 - c. Cite relevant authors, books, and arguments.
3. Describe research methods and theoretical framework
 - a. What theoretical and/or conceptual approaches will inform the work?
 - b. What is the methodology or methodologies employed?
4. Describe the primary sources
 - a. What major sources will be used?
 - b. Where are the sources and how will those sources be accessed?
5. Outline the dissertation
 - a. Provide a preliminary breakdown of chapters.
 - b. Explain how chapters forward the goals and arguments of the dissertation.
6. Present a timeline for completion of work
7. End with a bibliography of published sources (references in the prospectus and in the dissertation itself should follow the Chicago Manual of Style).

Since students will not have done the bulk of their dissertation research prior to writing their proposals (though they are encouraged to choose seminar paper topics with the dissertation in mind), it is understood that the dissertation may deviate from the blueprint that the proposal offers. The proposal is, however, a critical tool in that it: 1.) Establishes basic parameters and a sense of direction that the student and the committee have agreed on; and 2.) Provides a basis for grant proposals. Students should meet often with their dissertation advisors as they work on their proposals. They should also familiarize themselves with UTEP’s guidelines for writing dissertations and theses.

Preparing Portfolios and Advancing to Candidacy

Students will begin preparing their portfolios from the first semester of their enrollment in the doctoral program. Students are encouraged to write papers that might potentially meet some of the expectations for the three fields of the Portfolio. Students are strongly encouraged to write papers that reflect the chronological and thematic breadth and depth of their three fields, rather than focus solely on subfields or issues narrowly related to their dissertations. They are expected to work continually on these portfolios (adding papers, book reviews, review essays, etc. into the portfolio) and to seek help from their mentors and the department's Doctoral Program Director. Professors will be encouraged to inform them, at the end of each course, how they might improve the work they did for that course for inclusion in the portfolio. The Ph.D. Program Director will also solicit comments from the professors about student progress in their courses.

Students should also keep a running annotated bibliography of all books read (assigned or otherwise) for each field, grouping them by themes and providing brief annotations (no more than 2 sentences per book; a paragraph write-up of a group of linked books can also work well). We strongly suggest that students work on this annotated bibliography at the end of each semester, adding books that they read for classes to the larger bibliographies that will be submitted for the Portfolio. Students will not be required to read a minimum number of books or be evaluated on the length of their book lists. They must simply do the reading necessary to complete the tasks required in the portfolio, and to have a working knowledge of the main content, themes, and historiographies of their fields.

As a student moves towards the end of his or her course work, the student will confirm the faculty members on the portfolio committee, in consultation with their dissertation chair/director/advisor. (See the posted caucus lists for eligible professors; consult with the caucus chairs in choosing the faculty members you will work with). The chair of the dissertation typically oversees one of the fields, but in the event that they do not serve in this capacity, the chair will nonetheless oversee the process and work with the student and chairs of the fields.

During their last semester of coursework, the student, in consultation with the dissertation chair/advisor, will schedule a meeting with the portfolio committee to discuss how the student will complete the field materials in a timely manner. This meeting is important so that the student has clear directions for focusing on the portfolio, particularly if they are starting it during the summer. A series of emails may suffice if scheduling conflicts prohibit a meeting. In the course of working with the committee, the student will ask the faculty member overseeing each of his or her fields to determine what additional work the student needs to do for that field. The faculty member overseeing a given field may require the reworking of papers done in a course that the student wishes to include in the portfolio, and assign one or two new synthetic and/or historiographical essays. There is no set, predetermined number of previously written papers that the student may submit to the Portfolio. The number of papers should reflect the general

coverage and representation of skill sets required to move forward with the field. *These expectations will be spelled out clearly, in writing*, and to some extent in conjunction with the entire portfolio committee during the portfolio committee meeting. The chair of the dissertation will oversee and facilitate this process. The student will then complete the preparation of portfolio materials for the fields, in History 5345 and 6300 courses (see above discussion in “Coursework”).

The dissertation advisor will assist the student to compile the Professional Materials (CV, teaching and professional philosophies, course syllabi, etc.) and the dissertation proposal.

When students believe they have finished a field for the portfolio, they will submit their work to the faculty member they are working with in the field, who will provide written assessments. If the faculty member overseeing a given field agrees that the work is acceptable, the field will be accepted as ready for the oral examination. Students should continue this process until all three fields are ready. When the dissertation advisor, in consultation with the dissertation committee, believes the prospectus and remainder of the portfolio is acceptable, the defense/oral exams will be scheduled. Students and dissertation chair will talk with the departmental secretary to reserve a room for both defenses in the Portfolio (one day for the defense of field materials and a separate day for the defense of the proposal). Students should submit their material (in one large document, PDF, or MS Word format) at least three weeks before they hope to schedule an oral exam and recognize that exams will generally be given between September and April.

Both defenses are generally closed to the public. ~~through advertisement via the listserv, posters in the hallway, etc.~~ However, if the student and dissertation advisor agree to open the dissertation proposal defense, they may do so. The portfolio defense will generally remain closed.

Portfolio Checklist

A completed portfolio will include the following materials. Please note that the numbers of papers and materials listed below are the *maximum additional papers possibly requested* by faculty. There is no maximum or minimum of previously written papers to be submitted. Portfolios will most likely contain materials above and beyond the additional new materials possibly requested of faculty overseeing a field.

Checklist

- 1). Table of Contents
- 2). C.V. and possibly a resume’
- 3). List of courses taken
- 4). Copies of all annual activities reports
- 5). Professional Materials
 - A Professional Essay (max. 15 pages) which will provide an intellectual rationale for choosing the fields s/he chose; demonstrate how his or her program of study—both fields and choice of dissertation topic—coheres; and indicate how that program of study has been shaped by being undertaken in a program that focuses on the Borderlands.
 - Teaching materials, including:

- Sample syllabi for survey courses in the student's two major fields
 - Statement of teaching philosophy
 - Course materials and teaching evaluations for any courses the student has actually taught, and/or reflections on a student's AI experience
 - Paper presented (or to be presented) at a conference.
 - Scholarly publications, if any.
 - Grant proposal tailored to a particular funding source. Ideally this would be an already-submitted proposal, but not necessarily so.
- 6). Evidence of additional scholarly or creative activities, such as museum exhibits or other significant work in Public History
 - 7). Synthetic and/or historiographical essays, organized by field
 - Intended to complement and flesh out work done in courses—no more than one additional paper for the minor (third) field, and no more than two additional papers for each major field. These papers will require students to read well beyond what they have done in their course work; each should be no longer than twenty pages.
 - 8). Historiographical papers or collections of book reviews, organized by field.
 - No more than one *additional* historiography for each field, complimenting previously written papers drawn from course work.
 - 9). Minimum of two research papers written in seminars, organized by field.
 - 10). Final exams or other essays from course work, organized by field.
 - 11). Final bibliography for each field.
 - Organized thematically and succinctly annotated – a few sentences per book, or paragraphs describing linked works.
 - 12). Dissertation prospectus
 - 13). Any other materials the student feels demonstrate scholarly or teaching accomplishments
- The entire Portfolio can approach 500 pages long. For obvious reasons, the Portfolios should be submitted to committee members in electronic format. Students should include hyperlinks in the table of contents to take readers directly to specific papers, bibliographies, etc., in the Portfolio. Students are advised to speak with the dissertation advisor as well as other students who have advanced to candidacy for advice about compiling and organizing the Portfolio. *Please be aware that the compilation of the Portfolio requires some time.*

Portfolios have typically been organized in the following manner, though this order is not mandatory:

- 1). Table of contents
- 2). CV
- 3). List of courses taken
- 4). Annual Activities Reports
- 5). Professional Materials
- 6). Materials from three fields
- 7). Dissertation proposal

Defense / Oral Examinations

Oral exams will be undertaken in two meetings scheduled no more than two weeks apart. The first session will cover the materials within three fields, but also the professional materials. All questions will relate to, and build from, the material at hand, including what students might reasonably be expected to know based on their book lists. The exam will run about two hours long, with approximately thirty minutes dedicated to each field and thirty minutes to more general materials. Students will pass, fail, or be awarded distinction in this exam based on simple majority vote. A student may retake this exam once, if necessary. Upon failing for a second time, however, the student's record will be reviewed by the department's Graduate Program Committee to determine if she or he should be allowed to continue in the program.

The second oral exam will be the defense of the dissertation prospectus, with some additional discussion of the professional essay, and other portfolio materials. If the student fails the first exam, the prospectus defense will be postponed.

Upon passing the two parts of the oral examinations a student can formally advance to doctoral candidacy. Students must complete and submit several important forms, such as a request to advance to candidacy and a *new degree plan* (with relevant signatures from faculty and administrators) in order to advance to candidacy. These forms can be found on the Graduate School Website. Once completed with the relevant signatures, the students must obtain signatures from the Ph.D. Program Director, the Dean of the College of Liberal Arts, and then the Dean of the Graduate School. All forms will be submitted to the Graduate School, but students are encouraged to save copies for their personal files.

http://graduate.utep.edu/mission_vision.html

Students must also obtain a Department of History form that serves as proof that the student successfully defended their portfolio and dissertation proposal, and has advanced to Candidacy. Contact the Graduate Secretary for this form.

Professional Development, Career Diversity, Public History, and Internships

Professional Development and Career Diversity

As noted previously in this document, the Department of History is dedicated to Professional Development and Career Diversity. In addition to our work with the American Historical Association, the Department has implemented a series of workshops to address aspects of the profession that are not typically covered in classes. Several workshops are scheduled per semester, and they address issues such as: securing external funding for research, preparing for the job market, preparing a job talk, completing the dissertation, devising the third field, publishing articles, submitting papers to conferences, etc. Doctoral students are encouraged to attend these workshops. The Department works with the Graduate School and their professional development efforts, which include numerous workshops and lectures every semester.

Career Diversity and Professional Development are integral to our training as historians, regardless of where we find employment: at a research institution, community college, or in a public history job such as a museum. There are core skills (the AHA Five Skills detailed below) that help everyone, wherever they “do history.” These initiatives are also practical and useful as faculty in universities need all of the Five Skills, faculty may work with institutions such as museums, and history PhDs actively pursue a career in archives or historical consulting. Additionally, more history PhDs move across these varied fields and hold positions in and outside of the academy.

To support these varied career paths and to train our PhDs with crucial skill sets, we seek to incorporate these Five Skill Sets into most aspects of the program.

- Intellectual Confidence
- Digital Literacy
- Quantitative Literacy
- Collaboration
- Communication

These skill sets can be incorporated into classroom exercises, but they can also be obtained while working with the Association for Applied Borderlands History, the Institute for Oral History, through internships, and in the standard array of PhD program activities. Students will have the opportunity to attend workshops in the Department and Graduate School, the Center for History Teaching and Learning, shadow faculty and administrators in the university, and meet community members working in an array of fields. In short, historians require skills and experiences in addition to and beyond the skills of researching, writing, and teaching.

Certificate in Public and Oral History

The History Department has a deep dedication to Public History, particularly Oral History and Museum Studies. Building on that legacy, the Certificate in Public and Oral History will train MA and PhD students in the methodology and practice of public history, focusing particularly on museums and oral history. Public history is a broad field that encompasses archives, museums, historical interpretation, and historic preservation, among others. Oral history, which is often classified as a subsection of public history, is the methodology and practice of collecting recorded oral interviews that are historically contextualized and made available for researchers and others. This certificate emphasizes oral history and museum exhibits. Students must complete 12 hours of coursework (four classes), consisting of a mixture of organized “classroom instruction” (i.e. in a museum or in the community conducting interviews, etc.) and one internship. The guidelines for the Certificate are posted on the History Department website.

Internships

The History Department has established partnerships with several, units, organizations and institutions on and off campus to provide internship opportunities for graduate students. Students may register for an Internship for course credit and collaborate with, for instance, the Chamizal National Monument, the El Paso County Historical Society, and the El Paso History Museum. Internships offer students with important skill sets and experiences that may not be obtained in a formal classroom setting. Students learn valuable skills such as collaboration and

communication with varied audiences, digital and social media strategies, oral history techniques, museum theory and curation, and archival methods. In addition, students are required to complete a written component that fulfills the expectations of the partner entity as well as the scholarly expectations of the PhD Program Portfolio. Paid internships are not allowed for credit, during the school semester. Paid internships are allowed during the summer if students are not enrolled in coursework. Internship paperwork and the relevant forms can be found on the History Department website.

Funding and Annual Reviews of Student Performance

On January 20 of each academic year, all students must submit Annual Activities Reports to the Director of the PhD Program. They must also submit a CV. The *Annual Activities Reports* reflect the commitment of the History Department to provide students with positive and constructive feedback about their status in the program. They also constitute our effort to meet the University of Texas System requirement, through the UTS Milestone's Agreement that all students will be assessed on an annual basis. The Reports summarize courses completed and grades received; courses in progress; and other steps taken toward completion of the degree during the past year (such as passing the language exam, papers presented at conferences, research undertaken, articles published, and ideas for the dissertation).

Students will submit an electronic version of the Annual Activities Report to the Department Administrative Assistant, who will give them to the Ph.D. Program Director, who will forward it to the students' mentor or dissertation advisor. Mentors/advisors will review these materials and, after consultation with the faculty members the mentor deems appropriate, return them to the Ph.D. Program Director, who will add comments. Both sets of comments will be forwarded to the Graduate Program Committee. The Program Director will also solicit comments from faculty about student performance in classes; and the Director will solicit information about student performance as an TA from instructors that they have worked with.

The GPC will then assess the Annual Activities Reports, which will include comments from mentors/dissertation advisors, and the Director of the PhD Program. The GPC will also consider faculty comments on student performance in the classroom, timely progress through coursework, and the portfolio and dissertation stages. The GPC will provide written feedback to the student, and the student will have the opportunity to discuss these reviews with the Ph.D. Program Director. These assessments will prove relevant for doctoral funding, access to travel and research monies, options for summer teaching, and overall status in the program. The GPC will also handle all cases of low grades, delayed or failed exams/portfolios, and other matters pertaining to performance in the program. Students may be placed on probationary status if performance is deemed insufficient for doctoral level training. In extreme cases the GPC may recommend to the Graduate Studies Committee removal of the student from the Ph.D. program.

Further Reviews – Low Grades, Delayed or Failed Exams/Portfolios

Ph.D. students who receive two or more grades of "C" may be placed in probationary status by the Graduate Program Committee, but with full input from other faculty members who have a

particular interest in the student, such as a potential dissertation director. The Graduate Program Committee will make a recommendation to the Graduate Studies Committee as to whether the student should be allowed to continue in the program. The Graduate Studies Committee will make the final decision. The affected student has the right to appear before both the Graduate Program Committee and the Graduate Studies Committee.

Students receiving a grade of “F” and/or having a GPA fall below 3.0 will be automatically placed on probation, and their future status in the program will be assessed by the GPC. Withdrawal from the program may be recommended.

Full-time students will be expected to complete their portfolios and take their oral exams within a year of finishing their coursework. Students failing to take these exams within a year of completion of courses may be placed in probationary status by the Graduate Program Committee, which will consider whether they should be allowed to continue in the program. The Graduate Studies Committee will make the final decision. The affected student has the right to appear before both the Graduate Program Committee and the Graduate Studies Committee.

Ph.D. students who fail the oral field exam more than once may be placed in probationary status by the Graduate Program Committee, but with full input from other faculty members who have a particular interest in the student, such as a potential dissertation director. The Graduate Program Committee will make a recommendation to the Graduate Studies Committee as to whether the student should be allowed to continue in the program. The Graduate Studies Committee will make the final decision. The affected student has the right to appear before both the Graduate Program Committee and the Graduate Studies Committee.

Academic Integrity and Professional Conduct

All doctoral students must abide by the UTEP regulations governing general student conduct as outlined in the Handbook of Operating Procedures. Acceptable conduct includes abiding by policies pertaining to academic integrity, plagiarism, and intellectual honesty. Students are also expected to maintain the highest levels of professional behavior in the classroom, university and departmental workspaces, and in their capacity as Teaching Assistants. Aggressive, disruptive, and inappropriate behavior, and discrimination on the basis of race, gender, nationality, religion, sexual orientation or otherwise are unacceptable and grounds for discipline. The Graduate Program Committee, in consultation with History Department faculty and relevant University representatives, will address issues on a case by case basis should they arise. The Handbook is available on the website for the UTEP Office of Student Life, Division of Student Affairs. (<http://sa.utep.edu/studentlife/>)

Additional Policies and Procedures

Mentoring

Each student will be assigned a faculty mentor when they enter the program. This mentor will guide the student through the program until the student chooses a dissertation advisor no later than the fourth semester of the program. The mentor will be responsible for helping the student

recognize how course work, portfolio, and dissertation are interrelated, and for overseeing the initial process of portfolio compilation, while the student is taking classes. This mentor will also be responsible for being sure the student understands the progress expected of her or him in the program, and for compiling, in consultation with the Program Director, a provisional program of study during the student's first semester.

M.A. for students enrolled in the Ph.D. program

Students who enter the Ph.D. program directly upon completion of the bachelor's degree will be reviewed formally at an early stage of their graduate careers (normally at the completion of 18 semester credit hours of graduate work) to determine whether they should be encouraged to continue their work for the degree. Those who are cleared for continuation toward the doctorate will be awarded an M.A. after completing thirty-six hours of approved coursework, including nine hours of research seminars; these students will not be required to complete an M.A. thesis or to submit a revised seminar paper in lieu of a thesis. Students interested in obtaining their MA while in the PhD Program should contact the MA advisor for instruction on the process.

Early in the semester in which they will complete the thirty-six hours (check with the Graduate School for deadlines), students should fill out an Application for Graduate Degree form, available on the Graduate School website.

MA for Students who voluntarily withdraw from the Ph.D. program or who are denied permission to continue in the Ph.D. program

Students who have been reviewed and who are denied permission to continue work toward the doctorate, or those who voluntarily withdraw from the doctoral program, will be permitted to complete the M.A. degree (Plans 1, 2, 3 or 4) according to existing departmental requirements.

Conference Attendance and Travel Funding

The department encourages travel by students to scholarly conferences and meetings. Conferences are a primary means of sharing our research and building professional, scholarly networks. We encourage attendance at conferences that range in scope from local and state historical associations, to national and international organizations. PhD students in our department regularly attend a few conferences, such as the Western History Association, the Rocky Mountain Council on Latin American Studies, the Texas State Historical Association, the National Council for Public History, and the National Association of Chicana/o Studies, to name a few. Students should investigate their websites for the deadlines and requirements for submitting papers, and they should also search for funding that may defray the cost of attendance. Some conferences offer travel grants and awards for graduate students. In addition to presenting individual research papers, students should consider creating a panel to present at a conference, drawing from other PhD students and faculty at multiple universities.

All students should first apply for funding to History Department, and then the Graduate School and the Dean's office, as early in the academic year as possible since funds often run out. The Graduate School offers several awards, but applications must be submitted approximately 10 weeks in advance of the date of travel. Once responses are received from these sources, the department will attempt to defray other costs, particularly for students who have an official role in a conference, such as reading a paper or serving on a roundtable. Please see the department

website for the travel request forms. Travel application forms are also available in the department office. Students not making good progress in the program (i.e. poor performance as documented in the Annual Activities Reports) will not be funded for travel.

Research Funding

Funding of doctoral students is guaranteed for five years. Students preparing to work on their dissertations after year five will need to seek outside sources of funding. Generally, it is advisable to begin to apply for funding about a year ahead of time—when you begin work on your portfolio—because the process can be a long one. Most application deadlines fall between September and January.

Finding grants that are appropriate for your project takes time and persistence. Opportunities for research funding are constantly changing, but places to get started include: H-Net groups (go to www.h-net.org); government grants, www.grants.gov; and the web site of the American Historical Association (AHA), <http://www.historians.org/members/Grants/Index.cfm>. Students should also subscribe to H-Grad and H-Announce to receive notices about grant opportunities. Many students will qualify for dissertation fellowships from the Ford Foundation and the American Association of University Women. The History Department offers several *Frances G. Harper Dissertation Research Awards* on an annual basis, and the UTEP Graduate School, College of Liberal Arts, the Provost Office, and the Office of the President have a small number of fellowships. Students should apply for multiple grants rather than relying on one source.

The Graduate School maintains a database of external grants, as well as links to two large databases held at the University of Illinois and the University of California at Los Angeles (<https://www.utep.edu/graduate/funding/external-funding.html>).

The History Department and Graduate School also offer a series of workshops to teach students how to search for funding, write and submit grant applications, and apply for fellowships.

The Program of Study and Degree Plan

The Department requires the use of the Program of Study (POS) to help organize your course schedule, keep track of program requirements, and to map out the timely completion of your degree. Copies of the POS are available on the department website. You should bring an updated copy of the POS to all meetings with the Director of the Ph.D. Program, your mentor, and your dissertation chair. The Degree Plan (found on the Graduate School website), must be maintained and submitted to the Graduate School at three points in time: by the end of your first year, when you apply to advance to Candidacy (ABD), and when you apply for graduation.

Graduation Procedures

Completing your Ph.D. involves more than simply defending your dissertation: it involves a lot of paperwork and submitting applications by strict deadlines, sometimes far in advance of the date of your dissertation defense. *See the Graduate School website for a list of graduation forms you must submit and deadlines you must meet*, and a detailed list of the ten steps associated with graduation, but in summary, you must do the following. During the semester in which you plan to defend your dissertation, you must “file for graduation.” You must also submit a form that expresses your intent to graduate, confirm the date of your defense, and you must pay a fee. You

must also submit your dissertation to the Graduate School to receive confirmation of proper formatting (see the format template on the Graduate School website). When you defend your dissertation, you must fill out a “Dissertation Completion/Defense” form, which requires the original signatures of your committee members, the Ph.D. Program Director, and the Dean of the College. You must submit a final degree plan, a CV, a professional bio, and fill out the “Survey of Earned Doctorates.” You must also submit multiple copies of the cover page from your dissertation, with original signatures, to the Graduate School. You are also required to have your dissertation archived by the University. All forms must be submitted to the Graduate School.

Please be aware of the deadlines as stated by the University and the Graduate School. There are specific deadlines for “filing for graduation,” submitting a completed dissertation, etc. Some students who wait until the last moment to defend may learn that they do not have enough time to make revisions and submit their finished project. This can result in the unfortunate situation where the student is not allowed to walk in commencement, graduate that semester, etc. Please see the extensive array of instructions and forms on the Graduate School website.

Leave of Absence Policy

Students desiring a leave of absence from their studies should address their request to the PhD Program Director, with a brief explanation of the reasons for their request and the anticipated date of their return. Students must also inform their mentors and/or dissertation directors as well as the Chair of the Department. It is understood that students on leaves of absence do not have access to faculty services (consultations about their studies, etc.) Students on leaves of absence remain subject to the time limits for completion of their degrees that are stipulated in the current graduate catalog. Students must inform the Ph.D. Program Director a semester in advance of their returning to the program. It is the responsibility of the student to register for the proper classes and to address any potential complications with the Office of Financial Aid.

Students Enrolled in the Program for Eight or More Years

If students are unable to graduate by the end of their eighth year in the program, they must request an official exemption to continue with their degree. This request must be filed with the Ph.D. Program Director by the beginning of the 16th semester. The Chair of the Department and the dissertation chair must also be informed of the request. The student must provide a written explanation for the need to request additional semesters, and they must append a timeline and plan of action for completion of the dissertation and degree. The Ph.D. Program Director will inform the Graduate School of the student’s request and their proposed date of graduation.

Coverage for Out of State Tuition

An individual who is classified as a non-resident or foreign student may qualify, under certain exceptions, for resident (in state) tuition rates and other charges while continuing to be classified as a non-resident or a foreign student. A Waiver of Non-Resident Tuition Rate must be submitted to the Department’s Graduate Secretary each semester. Waivers CANNOT be processed after the official census day. (No exceptions). You can find the form under the Graduate School website.

Health Care

Assistant Instructors and Teaching Assistants are eligible for health insurance. If you are appointed to at least 20 hours per week; and your appointment is expected to continue for at least 4 ½ months you are eligible for basic coverage. Waivers must be submitted at the beginning of each semester, before census day. Ph.D. students may also be eligible for health insurance over the summer if they complete the proper paperwork and meet certain requirements. Contact the Office of Human Resources Services for information or questions. The Department of History is not responsible for your communication with Human Resources.

Student Notice of Award (SNOA)

The SNOA is the name for a mechanism or a process used to do several things in the University. It is the name for the process by which the University administers scholarships and award money; and it is a means by which students can pay tuition before those funds reach a student's bank account. In summary, a student may choose to have the cost of their tuition pulled from their A.I. stipend (paycheck) before the beginning of the school year. Students must inform the Department Graduate Secretary of their decision during the first week of August, preceding the beginning of each school year. If students decide against the SNOA, they may need to take out an emergency loan to pay for tuition (before classes are dropped due to non-payment), and then pay down the loan once the student receives a pay check.

Please note that ANY SNOA (tuition or fellowship) factors into the amount of other awards and financial aid that are available to a student. If a student takes out the maximum amount of financial aid AND accepts a SNOA to pay tuition, it may limit the amount they can accept if they receive a special scholarship from the University. Please consult the Financial Aid office for further explanation of these issues, as this is not the expertise of the Department.

Program Administration and Further Questions

The Graduate Studies Committee is composed of all history department faculty who are tenured or tenure-track. It provides general oversight over the program and makes policy, in direct consultation with the Graduate Program Committee.

The Graduate Program Committee is charged with administering the doctoral program. It is chaired by the Ph.D. Program Director. Other faculty members on the committee include the chairs of the four doctoral caucuses (Borderlands, U.S., Latin America, and World) and the M.A. Advisor. The department chair serves in an *ex-officio* capacity. The committee includes three student representatives, two from the doctoral program and one from the masters' program. Student members of the Graduate Program Committee will participate in discussions related to general policies—degree requirements, practices and procedures—for the M.A. and Ph.D. programs. They will have a vote on these issues. They will not participate in discussions of, or vote on, issues that concern the records and performance of individual students.

The four caucuses are comprised of tenured and tenure-track department faculty members who are specialists in a particular area (Borderlands, U.S., Latin America, and Transnational/World). Faculty members often serve in more than one caucus – see the posted list for details.

In addition to serving on the Graduate Program Committee, caucus chairs oversee the process of compiling portfolios and the administration of qualifying exams in their respective fields.

If you have any further questions, please contact the Graduate Program Committee for more details.