

Handbook of Graduate Studies



UNIVERSITY OF NEW MEXICO HISTORY DEPARTMENT

2010-2011



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Introduction

Welcome to the History Graduate Program at the University of New Mexico!

The UNM Department of History

The University of New Mexico Department of History has a strong national and international reputation for research, teaching, and professional work. Our department has an especially strong reputation in U. S. Western and Latin American History, but we also have strengths in medieval history, European history, and American history more broadly. The UNM history faculty have won several prestigious research fellowships, including grants from the Fulbright Scholars Program, the American Council of Learned Societies, and the National Endowment for the Humanities, as well as many awards for the books and articles that they have produced. History faculty and students are active in the field of public history, where they contribute to a range of historical endeavors from scholarly editing and publishing to producing documentary film and museum exhibits. For more information on recent events and publications involving our faculty and students, please see the department's 2007 Newsletter. Those interested in the graduate program may also wish to contact the History Graduate Student Association (HGSA), which organizes professional and social activities for graduate students in history.

The department maintains close affiliations with a number of organizations that represent a wide range of interests and scholarship on the UNM campus. One is the New Mexico Historical Review, which publishes a quarterly academic journal focused on New Mexico and the Southwest region, its peoples, and their cultures. The Center for the Southwest takes an interdisciplinary approach in providing colloquia, film presentations, and lecture series devoted to the Southwest region. Members of our faculty are actively involved with both the academic programs in Latin American Studies as well as the scholarly activities sponsored by the Latin American and Iberian Institute, the Southwest Hispanic Research Institute, and the Center for Regional Studies at UNM.

Also associated with the Department of History is the Institute for Medieval Studies, which coordinates an interdisciplinary academic program and offers outreach to high schools as well as an annual public lecture series each spring. The relatively new International Studies Institute which represents the Asian, European, and Russian Studies Programs, is developing an academic program and holds an annual public lecture series organized around significant global topics each autumn. Finally, the organization Western Writers of America has its home in the department and publishes Roundup Magazine.

Strong teaching, however, is always at the heart of the department's work. It is a point of pride that tenure-track professors teach almost all the undergraduates in our department. From 2004 to 2007, the UNM History Department also participated in the Carnegie Initiative on the Doctorate, a national program designed to strengthen the design and administration of doctoral programs across the country. In 2008-2011, the History Department will also collaborate with New Mexico public school districts in support of the Rio Grande Valley Teaching American History Grant, a US Department of Education grant that helps public school teachers obtain their Masters in History. Students at all levels find our faculty members open, friendly, and accessible, dedicated to preparing students for professional and intellectual pursuits, and eager to share knowledge both in class and in informal situations.

The Graduate Handbook

The Handbook of Graduate Studies is designed to help graduate students and their faculty advisors navigate departmental and university requirements for graduate degrees in History. Students are responsible for understanding and fulfilling the graduate requirements that pertain to their program, as established by the Department of History and the Office of Graduate Studies. In the course of their studies, and in consultation with the Graduate Director, faculty advisors, and department staff, students will select con-

centrations, fulfill requirements, form committees, and complete all necessary paperwork. Students should prepare all forms – particularly for OGS – well in advance of published deadlines, since most forms require signatures from multiple faculty members. Failure to meet departmental or OGS deadlines may delay examination and/or graduation dates. Please see the Critical Deadlines section of the Handbook for a list of important dates in the Fall and Spring semesters.

The Handbook includes copies of all forms students need to complete degree requirements, which may be used as worksheets for students consulting with faculty advisors. Students should not submit forms directly from the Handbook, but rather obtain copies via the Administrative page of the History Department's website (<http://www.unm.edu/~hist/admin/index.html>) or the History Department Office. For additional information, please visit the Graduate Study pages of the department's website (<http://www.unm.edu/~hist/graduate/index.html>) or contact the department directly.

A digital copy of the *Handbook of Graduate Studies*, including hyperlinks, can be accessed from the Policies page of the department's website (<http://www.unm.edu/~hist/admin/policies.html>).

M.A. Program Requirements

This document outlines the minimum requirements for the M.A. in History at UNM. Students should understand that graduate study in history is not satisfied by course work alone, but by independent study and preparation for the Master's examination (and research and writing of the thesis under Plan I). It is the students' responsibility to seek guidance from appropriate faculty members in the preparation of their program.

The Department of History offers the M.A. degree under Plan I (with thesis) and Plan II (without thesis). Plan I may be undertaken only with the advance approval of a professor in the appropriate field.

I. UNIVERSITY REQUIREMENTS

The University Catalog states the general requirements for the Master's degree. In brief, these are as follows:

Plan I (Thesis)

1. Students must present at least 24 hours of graduate-level (500-level and above) course work beyond the bachelor's degree.
2. At least 50% of course credits must be completed after admission to the graduate program.
3. Students must enroll for at least 6 hours of thesis (History 599) credit. All theses must be written in English.

Plan II (No Thesis)

1. Students must present at least 32 hours of graduate-level (500-level and above) course work beyond the bachelor's degree.
2. At least 50% of course credits must be completed after admission to the graduate program.

Seven-Year Rule

All master's degree work, including applied non-degree hours, transferred credits, and thesis, must be completed within 7 years. Course work older than 7 years cannot be used to fulfill requirements for the master's degree.

For further details, consult the University Catalog.

II. HISTORY DEPARTMENT REQUIREMENTS:

In addition to the University Requirements (see Section I above), the program of studies for the M.A. degree requires the following:

1. Students entering the M.A. program must have completed a Bachelor's degree in History or its equivalent, including an advanced course in Historiography or a senior thesis in History, as determined by the History Department Graduate Evaluation Committee (GEC).
2. Graduate course in Advanced Historiography (History 664): Every History graduate student must take this course, normally in the first year of study.
3. Foreign language requirement: M.A. students must demonstrate a proficiency in one language other than English. This requirement may be fulfilled either by language examination or course work (see Section V below).

4. A Master's examination covering the Field of Concentration for Plan I students and Primary and Secondary Fields of Concentration for Plan II students (see Section VI below).

5. At least one graduate-level seminar (History 666 and higher) in each Field of Concentration (see Section III below).

Limit on problems courses: Problems courses (History 697-698) are individually arranged by the student and professor. Their purpose is to supplement and fill gaps in the Department's regular course offerings. Without specific authorization from both the department and the Office of Graduate Studies, no more than two Problems courses may count toward the Master's degree. Problems courses are not seminars and do not count as such.

Graduate seminars: Normally graduate students will be required to take at least one half of their required course hours (exclusive of Thesis hours) in seminars (History 666 and higher). A student may take a maximum of two seminars from one professor.

III. FIELDS OF CONCENTRATION

Students working under Plan I shall select one Field of Concentration from the following; students working under Plan II shall select a Primary Field of Concentration and Secondary Field of Concentration from the following:

- The Western World to 1500
- Europe 1500-1815
- Europe 1815-present
- United States
- American West
- Latin America
- Asia

The M.A. Program of Study must include at least one graduate seminar in each Field of Concentration. The M.A. examination(s) will be based on the Field(s) of Concentration selected by each student (see Section VI below).

IV. THE GRADUATE COORDINATOR AND THE COMMITTEE ON STUDIES

The Graduate Coordinator is familiar with all the rules and regulations concerning graduate students and is the authority on what they mean and how they should be interpreted, though appeals may be made to the History Department Graduate Advisory Committee (GAC). Students should meet with the Graduate Coordinator every semester and keep him/her apprised of their progress.

Each student shall, by the end of the second semester of study, establish a Committee on Studies in consultation with the Graduate Coordinator. The composition of the Committee may subsequently be altered with the Graduate Coordinator's approval. The Committee should have at least three members.

The Committee on Studies supervises the student's general program of study and guides the student's preparation for M.A. examinations. Students should consult with their Committees on Studies on a regular basis.

Students who fail to meet with their Committee on Studies through their own negligence shall, at the discretion of the Graduate Coordinator and with the approval of the Department Chair, not be permitted to continue their program until the problem has been rectified.

V. FOREIGN LANGUAGE REQUIREMENT

All M.A. students are required to demonstrate proficiency in a language other than English. This requirement may be fulfilled either by passing the Departmental language examination or by presenting 12 credit-hours of coursework in that language completed during their period of graduate study at UNM with grades of B or better.

Students are expected to demonstrate progress toward fulfilling the Language Requirement within the first two semesters of graduate study, either by attempting the language examination or beginning course work in the language. The language requirement must be completely fulfilled before taking the M.A. examination.

For details on the Language Requirement and the Departmental language examination, see the sheet on the "History Department Foreign Language Requirement."

VI. MASTER'S EXAMINATION

The Master's examination is a written, pass/fail examination of the student's Master's-level command of the discipline and the Field(s) of Concentration. Students under Plan I (Thesis) take a Master's examination in their one Field of Concentration, while students under Plan II take an examination in both the Primary and Secondary Fields of Concentration.

Master's examinations will be given in the fall and spring. Notice of the exact date will be posted well in advance and students should sign up with the Department Administrator at least four weeks before the scheduled time. Master's examinations will be offered in Summer sessions only in exceptional circumstances as approved by the GAC; for a Summer examination, students must petition the GAC, with support from their Committee on Studies, before April 1.

No student may take the Master's examination until all incompletes have been removed and the Language Requirement has been fulfilled. Before taking the examination, students must also file an Application for Candidacy (also known as the Program of Studies) with the Office of Graduate Studies (OGS), formally summarizing their program of studies; this form is available in the Department office. The Application for Candidacy must be approved by the Committee on Studies and the Graduate Coordinator before submission to OGS.

Faculty in the respective sections will prepare the examination questions and designate a committee of examiners in each Field of Concentration. All students being examined in the same Concentration will take the same examination.

For students under Plan II, both the Primary and Secondary Concentration examinations are three (3) hours in length. The Secondary Concentration examination will be comprehensive but the candidate will not be expected to show as much command of substantive detail or bibliographical knowledge as in the Primary Concentration.

A student who fails either the Primary or Secondary Concentration examination must repeat the entire exam at a subsequent regularly scheduled date. A second failure terminates the student's graduate study.

The Chair of the student's Committee on Studies chair shall report the examination results to the student. In the chair's absence, the Graduate Coordinator or Department Chair may report the results.

Examinations in absentia: A student may in exceptional circumstances take language and/or M.A. examinations in absentia. Exceptional circumstances will be determined by the Graduate Advisory Committee upon recommendation of the student's Committee on Studies. It shall be the responsibility of the Graduate Coordinator to make appropriate arrangements for all exams given in absentia.

Ph.D. Program Requirements

The Ph.D. program in history at the University of New Mexico offers students the best possible preparation for the challenges and opportunities of the historical profession in the twenty-first century. Seminars and graduate-level courses provide depth within a particular field and also allow students to attain a unique intellectual breadth that complements study along traditional chronological and geographic lines. Through courses in historical methods and historiography, as well as the opportunity to take courses in other departments, students in our program will be able to approach their work with theoretical and interdisciplinary sophistication. Finally, our examination structure emphasizes qualities essential for success as a professional historian: excellence in writing and in public presentations and assurance in professional interactions. In sum, UNM students will be well prepared to carry out innovative work, by writing excellent dissertations, teaching with confidence a variety of courses, working as public historians, or pursuing any other opportunities that the historical profession might offer.

This document describes university and departmental requirements that students must meet to obtain the Ph.D. in History, as well as the opportunities and procedures that shape students' passage through the doctoral program. Please see Appendix A, "Steps to Completing the Doctorate in History ('007)," for an overview of the program's schedule, requirements, and forms. Students should also consult the Office of Graduate Studies (<http://www.unm.edu/grad/index.html>) and the Department of History (<http://www.unm.edu/~hist/index.html>) for announcements and updated information relating to the doctoral program. Doctoral students who began the program prior to Fall 2007 may elect to complete the doctoral requirements inaugurated in 2007-2008 by indicating this catalog when filing departmental and university forms.

I. Program of Doctoral Study

Advisement: The Graduate Coordinator and the Committee on Studies:

The department requires that in the course of the first year a student select an academic advisor, select fields of concentration, and form a Committee on Studies (COS). Also in their first year of study, doctoral students must enroll in Advanced Historiography (History 664) and attempt to fulfill the language requirement. For administrative advisement, students should rely on the Graduate Coordinator, who is familiar with program requirements at the departmental and university levels. The Coordinator normally meets with each graduate student on campus at least once each academic year and keeps abreast of each student's progress in the program.

By the end of the first year of study, each student must consult with the Graduate Coordinator to constitute a Committee on Studies, the composition of which subsequently may be altered with the approval of the Graduate Coordinator. The COS should consist of four faculty, including the student's principal academic advisor as Chair and additional faculty with expertise in each of the student's areas of concentration; a faculty member may decline any COS appointment. The COS supervises the student's general program of study and guides the student's preparation for the qualifying examination. Students are therefore urged to consult regularly with their Committee on Studies, especially their Chair on a regular basis.

Language Requirement:

Each student must demonstrate a reading knowledge of one language other than English, either by passing the departmental language exam (administered four times a year) or by presenting 12 credit hours of coursework in that language, completed during the student's graduate study at UNM with grades of B or better. Students with a Regional Concentration in Latin American or European history must also demonstrate competence in a second foreign language appropriate to their course of study. Each lan-

guage exam requires the translation into English of an approximately 600-word selection from a modern scholarly text in the foreign language. A dictionary may be used, and there is a two-hour limit. An examination in any one language may be taken three times. After a third failure, the exam may be repeated at the discretion of the Department Chair and the student's Committee on Studies.

Students are expected to demonstrate progress toward fulfilling the Language Requirement within the first two semesters of graduate study, either by attempting the language exam or beginning language coursework. The language requirement must be completely fulfilled before taking the Qualifying Exam. For greater detail on the Language Requirement, including those languages (such as native languages) in which UNM has no resident classes or experts, students should see the "Language Requirement" sheet available in the department and consult with the Graduate Coordinator.

Coursework:

Normally, students enroll in at least one graduate seminar (History 664 to 696) each semester. The university catalog states that students must present at least 48 credit hours beyond the bachelor's degree, including at least 24 hours of coursework taken at UNM and at least 18 hours following admission to the Ph.D. program. For further details on the level and distribution of these credit hours, please consult the UNM Catalog. See Appendix B, "Course Requirements for the Doctorate in History ('007)," for an overview of departmental course requirements.

The thirty graduate credit hours required for the PhD fall into four different categories: 1) Advanced Historiography and Historical Research Methods (6 credits), 2) Regional Concentration (12 credits, seminar), 3) Thematic Concentration (6 credits, seminar), and 4) Outside Field/Public History requirement (6 credits). Two of the six seminars taken in the Concentrations must be research seminars.

1) Advanced Historiography and Historical Research Methods (6 credits)

Recognizing the importance of general training for success as a professional historian, the UNM History Department requires doctoral students to take courses in both *Advanced Historiography* (664) and *Historical Research Methods* (665). *Advanced Historiography* introduces students both to the fundamental paradigms of the historical profession and to the more recent theoretical debates and ideas that have shaped historical discourse. *Historical Research Methods* emphasizes the skills and techniques necessary for historical research, such as the identification of primary sources, archival research, and the technical procedures necessary to produce publishable articles.

2) Regional Concentration (12 credits)

Students will select one of three broad Regional Concentrations. Within that concentration, they will designate a Specialization that is defined either chronologically or regionally. The available Regional Concentrations, along with the Specializations found within each of them, are as follows:

1. U.S./American West
 - U.S. to 1877
 - U.S. since 1877
 - American West
2. Latin America
 - Early Latin America (to 1810)
 - Modern Latin American (since 1810)
3. Europe
 - Late Antiquity and the Middle Ages
 - Middle Ages and Early Modern Europe
 - Modern Europe

The Regional Concentration provides students with substantial background in a particular geographic, historical field, and the regions chosen here represent the UNM history department's areas of strength. (See Appendix C, "Regional Concentrations.") A chronological or geographic specialization within each concentration allows students to examine a particular period or topic in greater depth, thus acquiring the preparation essential for writing a strong dissertation.

In terms of course distribution, students must take at least four seminars in the Regional Concentration, including one seminar outside of the Specialization. Students choosing to specialize in American West, for example, would take at least three seminars within that area, and another seminar in U.S. history outside of the West.

3) Thematic Concentration (6 credits)

The UNM History Department offers seven different Thematic Concentrations, described in greater detail in Appendix D, "Thematic Concentrations."

1. Gender and Sexuality
2. Race and Ethnicity
3. Frontiers and Borderlands
4. War and Society
5. Environmental History
6. Religion
7. Politics and Economy

Normally, each graduate seminar will fit into one or two of these thematic areas; students may consult the Graduate Coordinator to determine which seminars correspond to particular Regional and Thematic Concentrations. Students must take at least two seminars in the Thematic Concentration, at least one of which will fall outside the Regional Concentration. The Thematic Concentration will thus provide geographic breadth to students' programs, preparing them to work more effectively within world history courses and other general history programs. A thematic approach to coursework will also provide a useful intellectual framework for dissertation research.

Because of the department's traditional strengths in the fields of American West and Latin American history, a student whose Regional Concentration encompasses one of these fields may petition the Graduate Coordinator, with support from his or her COS Chair, to substitute the other field for the Thematic Concentration. In other words, a student whose Regional Concentration is Latin American history may substitute the American West for a Thematic Concentration, and vice-versa.

4) Outside Field/Public History (6 credits)

Because of the importance of interdisciplinary approaches in today's historical profession, graduate students in the UNM History Department will also pursue at least two graduate-level courses outside of the history department. These courses are intended to complement a historian's normal course of studies. These courses can be in another department, such as Anthropology or Foreign Languages and Literatures, or they can form part of an interdisciplinary program, such as Religious Studies or Medieval Studies. The only requirements are that both courses must be in the same department or program and that they be offered at the graduate level. Students whose interests lie chiefly in public history may instead substitute for this requirement two courses relating to that field, normally but not exclusively offered in the History Department. Please Note:

The department also offers doctoral students the option of taking History 696: *Dissertation/Professionalization Workshop* (3 credit hours, P/NP), a course that, in addition to providing a forum to review grant proposals and dissertation chapters, addresses issues such as preparing a c.v., job interview techniques, writing syllabi, and identifying opportunities for conference participation and publication.

Problems Courses (History 551-552) are individually arranged by the student and professor, created to supplement and fill gaps in the department's regular offerings. Without specific authorization from the department and the Office of Graduate Studies, no more than two Problems courses may count toward any degree requirement. Problems courses are not seminars, and do not count as such.

II. The Qualifying Examination

Graduate-level examination and evaluation is an ongoing process, not limited to a single set of tests administered at a given point during a student's career. The examination process therefore incorporates earlier and presumably revised written work contained in a student's dossier, a more formal exam intended to address all aspects of a student's preparation in courses and seminars, and finally an oral presentation. An exam committee will be constituted to review the dossier, administer the exam, and evaluate the public presentation.

Prior to the semester in which a student takes the oral examination, the student's Application for Candidacy must be approved by the COS and Graduate Coordinator, and the student must have fulfilled all language requirements and resolved all course Incompletes. After the portfolio has been approved by the CQE, the student must notify the Department Administrator of his or her intention to take the oral exam; this must occur at least four weeks prior to the proposed examination date.

The Committee for the Qualifying Examination:

As they enter their fourth semester of full-time study, doctoral students should assemble the Committee for the Qualifying Exam (CQE). The CQE will consist of five members: three faculty members representing the Regional Concentration (one of whom, typically, will be the student's COS Chair), and two representing the Thematic Concentration. There will be no overlapping roles among committee members, and in most circumstances, the committee should be composed of faculty members from whom the student has taken courses. A former UNM faculty member who wishes to do so may chair or serve on the CQE of any advisee who takes the examination within one year of the faculty member's departure.

In consultation with this committee, each student will develop a reading list of the scholarly literature that he or she will be expected to have mastered at the time of the examination. These lists should include a minimum of sixty books within the Regional Concentration and forty books within the Thematic Concentration (or the equivalent in a mix of books and scholarly articles). These figures, of course, represent minimum standards and provide only a rough guide; the members of a student's CQE determine the scope and size of a particular reading list.

The Examination:

1. The Dossier

The purpose of the dossier is to gather together students' best written work for the CQE's review and more generally to establish a record of the student's course of study for the doctorate. The dossier will include syllabi from courses relevant to the student's two concentrations and from the methods and historiography courses, as well as the reading list described above and a sample of the student's written work. This sample (not to exceed a total of fifty pages) will represent not only the best papers that the student has submitted, but also writing that the student may have continued to revise thereafter. Preparation of the dossier thus offers faculty and students an opportunity to develop a student's writing skills further before in-depth dissertation research has begun. The CQE is also responsible for encouraging the student to formulate a dissertation topic during the preparation for the qualifying examination. At the committee's discretion, a student may be asked to add more material to the dossier. If, upon review, the committee feels that

the dossier indicates mastery of the field, it will set a date for the student's qualifying exams during the following semester.

2. The Oral Examination

The second component of the doctoral qualifying examination consists of a three-hour oral discussion and evaluation, with the entire exam committee meeting together with the student. The dossier — to which the committee shall have access at least four weeks before the exam — shall serve as the foundation for evaluation, setting the basic expectations for the material to be covered. The purpose of the exam is twofold: to allow students to demonstrate their familiarity with the key information and historiographical debates within their fields, and to allow students and faculty to communicate in a professional capacity about important questions within the field. The examination is evaluated on a pass-fail basis.

3. The Public Presentation

Within two weeks of passing the oral examination, students will deliver an oral presentation on a topic that falls within their regional area of specialization. The presentation, similar in format and scope to an upper-division undergraduate course lecture or an equivalent public history oral presentation, might also address a student's Thematic Concentration; the precise topic of the lecture, as well as venue and audience, will be determined by the committee in consultation with the student. Typically, the exam committee chair will help guide the preparation of this lecture, which the committee as a whole will, again, evaluate on a pass-fail basis.

III. The Dissertation

The dissertation is the culminating research product of the doctoral program. It shall: be an in-depth, scholarly examination of an original research question in history; represent a significant, monograph-length contribution to historical scholarship based on primary sources; and conform to the professional and intellectual standards of the discipline.

The Dissertation Committee

The dissertation committee will be formed of at least four members. In addition to the Director, at least two members must hold regular full-time appointments at UNM. A third member must hold a regular full-time appointment outside of the History Department, either at UNM or at another accredited institution. Committee members will be selected by the student and Committee Chair, with the approval of the Graduate Coordinator. A former UNM faculty member may continue to direct the dissertation of a student who achieves doctoral candidacy, establishes a dissertation committee, and submits an approved dissertation prospectus prior to the faculty member's departure; under such circumstances, a current faculty member must also serve as co-chair.

The Dissertation:

1. Prospectus

Normally in the first semester after all exam requirements have been completed, a student will choose a dissertation committee, write a dissertation prospectus (10-15 pages, plus bibliography), and defend the prospectus before the dissertation committee. If the prospectus is not approved within the first full semester after passing the qualifying examination, the student will receive a "No Progress" grade, as a matter of department policy. For additional details on the prospectus, students should consult with their dissertation committee as well as the departmental sheet "Dissertation Prospectus."

2. Completing the Dissertation

Students must enroll for at least 18 total hours of dissertation (History 699); enrollment in any given semester may be for 3, 6, 9, or 12 hours. Dissertation enrollment may begin on or after, but not before, the semester the student takes the qualifying examination. Once started, continuous enrollment for at least 3 dissertation hours each semester must be maintained until the degree is completed. Once admitted to candidacy, students must complete all degree requirements (i.e. the dissertation) within five years. Extensions of time will be granted only upon approval by the student's Committee on Studies, the History Department Graduate Advisory Committee, and OGS.

The Department of History adopts the latest edition of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* as the guide to style for all dissertations. All deviations in style from Turabian must be approved by a student's dissertation committee. Please consult the pages of the Office of Graduate Studies for detailed requirements for formatting the final dissertation manuscript. All dissertations must be written in English.

3. The Dissertation Defense

After completion of the dissertation, and before it is submitted to OGS, all candidates must complete an oral defense of the dissertation in front of their dissertation committees. In order to graduate in a given semester, the examination must be held at a reasonable time prior to the published dates for submission of dissertation to OGS (see below). At least three weeks prior to the dissertation defense, the candidate will inform department administrators of the date and time of the scheduled defense and, at least two weeks prior, the candidate must submit a complete copy of the dissertation to each member of the examination committee. The dissertation director will chair the examination, which will involve all members of the dissertation committee. The examination is open to all members of the UNM community.

Doctoral dissertations must be submitted to committee members, the department chair, and OGS according to the following schedule:

<i>Submit to:</i>	<i>Dissertation Committee</i>	<i>Department Chair</i>	<i>OGS</i>
Fall Semester	October 1	November 1	November 15
Spring Semester	March 1	April 1	April 15

APPENDIX A: Steps to Completing the Doctorate in History ('007)

TIME FRAME	STUDENT ACTIONS	FORMS REQUIRED
Semesters 1-4	<p>I. PROGRAM OF STUDY <i>Define Program of Study:</i></p> <ul style="list-style-type: none"> • Consult Graduate Coordinator • Choose Academic Advisor and Concentrations • Form Committee on Studies (COS) <p><i>Fulfill Language Requirement(s):</i></p> <ul style="list-style-type: none"> • Exam(s) or • Language Courses <p><i>Complete Coursework:</i></p> <ul style="list-style-type: none"> • Take <i>Advanced Historiography (664)</i> and <i>Historical Research Methods (665)</i> • Regional Concentration (4 seminars) • Thematic Concentration (2 seminars) • Outside Field/Public History (6 credits) 	<p>“Committee on Studies” (Semester 2)</p> <p>“Application for Candidacy for the Doctoral or MFA Degree” (Semester 4)</p>
Semesters 4-5	<p>II. QUALIFYING EXAMINATION <i>Form Committee for Qualifying Exam (CQE)</i> <i>Take the Examination</i></p> <ul style="list-style-type: none"> • Prepare and Submit Dossier • Take Oral Examination • Make Public Presentation 	<p>“Committee for Qualifying Exam” (Semester 4)</p>
Thereafter (up to 5 years)	<p>III. DISSERTATION <i>Establish Dissertation Committee</i> <i>Write the Dissertation</i></p> <ul style="list-style-type: none"> • Submit and Defend Prospectus • Research and Write Dissertation • Defend Dissertation 	<p>“Appointment of Dissertation Committee”</p> <p>“Approval of Dissertation Prospectus”</p>

APPENDIX B: Course Requirements for the Doctorate in History ('007)

REGIONAL CONCENTRATION	THEMATIC CONCENTRATION
<p>1. U.S./American West (Specializations: U.S. to 1877, U.S. since 1877, American West)</p> <p>2. Latin America (Specializations: Early Latin America (to 1810), Modern Latin America (since 1810))</p> <p>3. Europe (Specializations: Late Antiquity and the Middle Ages, Middle Ages and Early Modern Europe, Modern Europe)</p> <p>Distribution of courses:</p> <ul style="list-style-type: none"> • At least 4 seminars, totaling 12 credit hours • At least 1 seminar in Regional Concentration but outside of Specialization 	<p>1. Gender and Sexuality</p> <p>2. Race and Ethnicity</p> <p>3. Frontiers and Borderlands</p> <p>4. War and Society</p> <p>5. Environmental History</p> <p>6. Religion</p> <p>7. Politics and Economy</p> <p>Distribution of courses:</p> <ul style="list-style-type: none"> • At least 2 seminars, totaling 6 credit hours • At least 1 seminar outside Regional Concentration
<p>At Least Two of the Above Courses Must Be Research Seminars</p>	
<p>ADVANCED HISTORIOGRAPHY (664) AND HISTORICAL RESEARCH METHODS (665)</p> <ul style="list-style-type: none"> • 2 courses, 6 credit hours 	
<p>OUTSIDE FIELD/PUBLIC HISTORY</p> <ul style="list-style-type: none"> • 2 courses, 6 credit hours • Graduate-level courses • Both classes taken in another Department or Program or in the field of Public History 	
<p>Total Graduate-level Credit Hours Required: 30</p>	

APPENDIX C: Regional Concentrations

U.S./American West (Ball, Cahill, Connell-Szasz, Cornell, Garcia y Griego, Hutton, Reyes, Sandoval-Strausz, Scharff, Smith, Truett, Yazawa)

The Department of History offers a regional concentration in United States/American Western History. The U.S. faculty focuses on American Colonial History, Constitutional and Legal History, Gender, Social, and Intellectual History, as well as twentieth-century politics and economics. In addition, about nine faculty members teach and write on some aspect of the American West, with areas of specialization that include the Spanish Borderlands, Native American history, Environmental History, western Popular Culture, Women in the West, and the twentieth-century West. Since about a third of the department specializes in some aspect of the History of the West, UNM boasts one of the most intense regional programs now available.

Latin America (Bieber, Gauderman, Hall, Hutchison, Truett)

Students who select Latin America as a regional field will benefit from diverse faculty whose research specializations encompass Mexico (and the U.S.-Mexican border), the Andes, Brazil, and the Southern Cone. Typically our research and teaching interests complement the thematic concentrations, with strengths in gender and sexuality, race and ethnicity, environmental history, religion, and political economy. Within the Latin America regional field, students will have the option of specializing on the early or modern periods while simultaneously enjoying the opportunity for a broader general preparation that encompasses both periods.

Europe (Bokovoy, Ferguson, Graham, Monahan, Sanabria, Slaughter, Steen)

Students who select Europe as a regional field will benefit from diverse faculty whose research specializations encompass the Late Antiquity, Medieval, Early Modern, and Modern periods. Regional interests are Iberia, the Mediterranean, France, Italy, the Balkans, France, the British Isles, the Low Countries, Russia, and Eastern Europe. Typically our research and teaching interests complement the new Carnegie thematic fields: Gender and Sexuality, Religion, Race and Ethnicity, War and Society, Frontiers and Borderlands, Environment, Politics and Economy. The specializations within the European field are: Late Antiquity and Medieval; Medieval and Early Modern; and Modern.

APPENDIX D: Thematic Concentrations

Gender & Sexuality (Ball, Bokovoy, Cahill, Cornell, Ferguson, Gauderman, Hall, Hutchison, Reyes, Slaughter, Scharff)

In all societies, people articulate and represent relations of power through gender. Gender grows out of, and in turn structures institutions and material conditions. At a biological level, most human beings encounter the world through bodies that are similar in most regards, but different according to variations that make us male and female. But what those differences mean to us—culturally and materially—are questions we work out socially. Gender varies from place to place, and time to time, but gender is present in all societies. In order to understand how history is gendered, we need to know women's history. The field of women and gender history, in research, teaching and method, will engage historical topics including: sexuality, work, family, religion, education, law, art, politics, technology, and environment.

Race and Ethnicity (Bieber, Bokovoy, Cahill, Connell-Szasz, Cornell, Gauderman, Reyes, Sanabria, Sandoval-Strausz, Scharff, Steen, Truett, Yazawa)

Understandings of race and ethnicity shape modern day social relations much as they have shaped the historical past. This field examines how notions of race and ethnicity are defined, sustained and transformed over time and explores how political, social and economic consequences that arise from competing ideas of racial and ethnic identity. We do not see race and ethnicity as discrete phenomena; instead we will examine the ways in which they overlap or merge both ideologically and in terms of identity-based political and social movements. Concepts of culture and cultural change will also be incorporated into this field.

Frontiers and Borderlands (Ball, Bieber, Bokovoy, Cahill, Connell-Szasz, Cornell, Gauderman, Hall, Hutton, Monahan, Porter, Reyes, Risso, Sanabria, Scharff, Smith, Truett)

Envisioning a frontier as a “peripheral geographic area where economic and political incorporation is not assured, and where the outcome of cultural encounters remains in doubt” permits exploration of multiple forms of cross-cultural influence: power, trade, migration, ideas and identity. Conceiving of borderlands as geographical spaces that are both land- and sea-based also allows an exploration of imperial (and non-imperial) relations in the broadest possible context. This is a field that seeks to generate dialogue between diverse geographical regions such as the Atlantic, Pacific, and Indian Oceans, the Mediterranean, Central Asia, Africa, the Americas, and Europe.

War and Society (Ball, Bokovoy, Cornell, Hall, Hutton, Porter, Slaughter, Steen, Yazawa)

War has been defined as “the violent clash of organized social units” and such clashes have taken place from the beginning of recorded time and in all parts of the world. It has shaped and reconfigured local, regional, national, and international borders, relationships, and systems, and prompted social, cultural, and political changes. Internal wars and revolutions profoundly impact civil society. War is capable of being studied from a wide variety of perspectives including traditional military history and political analysis of the role that war may play in state. More recently, historians of war have adopted methodologies from economic, social and cultural history. They have begun to look at the consumption of wartime propaganda and military culture and the material and emotional experience of the non-combatant, the effects of war on gender identities (both male and female), and the dynamics of military regimes, paramilitary organizations, and the blurring of the historical distinctions between 'war' and 'peace'.

Environmental History (Cahill, Monahan, Sandoval-Strausz, Scharff, Truett)

To understand, shape, and control nature have been long-standing goals of many human societies. This thematic field of concentration focuses on the ways that historical engagement with urban and rural environments, conceptions of nature, and development and application of technologies have shaped – and been shaped by – cultural values, social interactions, political dynamics, and economic exchange. We also seek to understand the ways in which space and time are mutually constitutive, and to see how landscapes, as the physical meeting points of culture, nature, space and time) both structure and respond to historical change.

Religion (Hall, Gauderman, Graham, Hutchison, Risso, Sanabria, Sandoval-Strausz, Steen, Yazawa)

This field deals with the interplay of spiritual beliefs and secular power, an enduring and difficult historical theme. Religious belief and practice have helped to shape political, social, cultural, and intellectual forms over time. In some cases (ancient Europe, early Islamic Middle East) state and religious practice have been all but synonymous. In others such as medieval Europe, religion has simultaneously opposed secular government and provided the theoretical framework on which that government's legitimacy depended. At various times, religion has provided an ideology for conquest and colonization (the Crusades, the sixteenth-century European expansion) and doctrines of resistance and revolution (European reformation, modern liberation theology). Religious texts have provided the intellectual foundations for erudite and obscure theological speculation, while at the same time popular festivals and ceremonies for the same religions were helping to forge common cultural and state identities. Spiritual impulses continue to motivate mass social action and provide inspiration for intellectual and artistic endeavors. This thematic focus, therefore, highlights a historical theme of broad importance that will enrich most any future program of teaching and research.

Politics and Economy (Ball, Bieber, Bokovoy, Cahill, Cornell, Ferguson, Hall, Hutchison, Hutton, Monahan, Sanabria, Sandoval-Strausz, Slaughter, Smith, Truett, Yazawa)

This field deals with the many ways in which societies allocate resources, distribute power, and administer populations. Political decision making and economic restructuring have long been leading explanations for historical change, and we therefore focus on the particular dynamics of governance, law, state formation, production, trade, and consumption. Students will be trained to recognize politics as encompassing international diplomacy, public culture, the instrumentalities of dynastic and democratic states, and popular movements, as well as the exercise of small-scale, everyday authority through status, comportment, persuasion, violence, and resistance. The economic realm is likewise broadly defined to include everything from local subsistence and barter economies to national and imperial markets to capitalism and globalization.

Foreign Language Requirement

All graduate students in History should be able to use historical sources or literature in languages other than English. Consequently, all students in the M.A. and Ph.D programs in History at UNM must fulfill the following foreign language requirement:

- Master's students: One language other than English
- Doctoral students: One language other than English, and one additional language for Ph.D students preparing a Primary Field of Concentration outside of U.S. history (U.S. or American West)

Ways of Fulfilling the Language Requirement

The Language Requirement may be fulfilled in two ways:

- (1) Passing a Departmental language examination;
- (2) Presenting 12 credit-hours of course work in that language from an accredited institution, completed during the period of graduate study at UNM with grades of B or better.

All beginning graduate students are expected to demonstrate progress toward fulfilling the Language Requirement within the first two semesters of graduate study, either by attempting the language examination or beginning course work in the language. The language requirement must be completely fulfilled before taking the M.A. or Ph.D examinations.

Departmental Language Examination

Language examinations are given four times a year, normally in September, November, February, and April. Each examination is a pass/fail translation exam consisting of an approximately 600-word selection from a modern scholarly text in the foreign language; Latin examinations will consist of approximately 400 words. Students may use a dictionary. Time limit is 2 hours.

Students are encouraged to consult with the Chair of their Committees on Studies to ensure that the choice of language(s) is appropriate to the specific program of studies, and for guidance in preparing for the language examination. Note in particular that previous examinations are available from the Graduate Secretary for student review.

The student may take the language examination three times. After a third failure, the examination may be repeated by permission of the Chair of the Department and the student's Committee on Studies.

Students planning to take a language exam should sign up with the Department Secretary not later than three weeks before the examination date.

Native American languages

Graduate students who wish to fulfill a Department language requirement using an American Indian/Alaska Native language will obtain approval of their COS & then inform the Graduate Coordinator (GC)

For languages taught at UNM, the requirement may be fulfilled via the conventional 12-credit course option. If the student elects or if the language is not taught at UNM, the student may fulfill the requirement by passing a special language exam. In this case, the student will provide the GC with the name & qualifications of a language instructor who can administer the exam. If Credentials Committee determines that the instructor's qualifications are suitable, the GC will contact the instructor & invite him/her to assume this responsibility.

As much as possible, the exam will adhere to the departmental language exam guidelines, which require the student to demonstrate an ability to translate approximately 600 words of modern, scholarly text into English within two hours. If the language is primarily oral, then the instructor may examine the stu-

dent orally, with the approval of the student's COS. The instructor will determine the proficiency of the student in the language on a pass/fail basis and inform the GC of the results in a timely manner.

MA Students Enrolled in the Teaching American History Program

Students participating in the Teaching American History Program may substitute an equivalent skill for the language requirement, consisting of the presentation to the student's Committee on Studies of a portfolio of eight lesson plans reflecting coursework done in the M.A. program, accompanied by a five-page narrative explaining how the student used the coursework in his/her lesson plans. The portfolio must be accompanied by a letter of support from the COS chair, and submitted and approved by the Committee on Studies in the semester prior to the semester in which the M.A. comprehensive exams are administered.

Thesis/ Dissertation Deadlines

There has been a tendency for graduate students working on the final stages of theses and dissertations to submit their final (and often not-so-final) drafts to their committees and to the Chair with barely enough time before deadlines for committee and Graduate Office approval. This leaves insufficient time for the student to make revisions if the committee members feel such are warranted, and very little time for the Chair to review several theses and dissertations at once.

It is in the interests of both the student and the department that the process of review and approval of theses and dissertations be more orderly and less frantic. To that end the department has established the following deadlines for submission of the final version of the thesis/dissertation to the committee and the department Chair:

M. A. candidates:	Fall semester graduation:	October 1
	Spring semester graduation:	March 1
	Summer graduation:	May 1
Ph. D. candidates:	Defendable draft to all members of dissertation committee:	
	Fall semester graduation:	October 1
	Spring semester graduation:	March 1
	Final draft to department Chair:	
	Fall semester graduation:	November 1
	Spring semester graduation:	April 1

Summer defense and completion only in extraordinary circumstances.

It should be clearly understood that the Chair is expected to review all dissertations and theses before signing the approval sheets. The Chair's approval represents the department faculty, independent of the student's committee members, who stand in a different relationship with the student other than the department as a whole.

Theses /dissertations which are unsatisfactory with regard to grammatical errors and style, or which contain serious flaws, will be returned to the student's major professor for correction of the deficiencies before approval.

Academic Dishonesty

I. Guidelines for Cases of Academic Dishonesty

1. Cases of academic dishonesty in undergraduate courses. According to the UNM Pathfinder, Article 3.2, in cases of suspected academic dishonesty, the faculty member should meet with the student and allow the student to explain what happened. If the faculty member then judges that academic dishonesty has occurred, the faculty member may then choose to impose a sanction. For the complete policy, go to the Pathfinder at <http://www.unm.edu/~pathfind/>. Under “Policies” click on “Full Text.” Then click on “Student Grievance Procedure” and scroll down to Article 3, “Academic Dishonesty.”

Typical sanctions may include:

Grade reduction or grade of F on the assignment
Additional assignments or rewrite of the assignment
Grade reduction or grade of F in the course
Forced withdrawal from the course

In addition, the faculty member may report the incident to the office of the Dean of Students for further disciplinary action at the University level.

2. Cases of academic dishonesty in graduate courses. Academic dishonesty is significantly more serious at the graduate level than the undergraduate level, because it is a violation of the ethics of the professional field which the student aspires to join. Ignorance of professional standards of scholarship is egregious at this level. Therefore, in addition to whatever sanctions the faculty member may choose to impose (as outlined in point 1, above) the faculty member must also report the case to the Graduate Director, and the chair of the Committee on Studies (if the student has one).

3. Student appeals. If a student believes that s/he has received unfair treatment in an academic matter, s/he should follow the procedures outlined in Article 2 of the Pathfinder. This includes meeting with the instructor to discuss the matter, then if necessary meeting with the department chair. If the dispute cannot be resolved informally through these means, then the student may file a grievance with the Dean of the College of Arts & Sciences. For the complete policy, go to the Pathfinder at <http://www.unm.edu/~pathfind/>. Under “Policies” click on “Full Text.” Then click on “Student Grievance Procedure” and scroll down to Article 2, “Academic Disputes.”

Slightly different procedures apply to graduate students. Graduate students should consult with the Office of Graduate Studies to discuss applicable rules and regulations even prior to meeting informally with faculty to resolve an academic dispute. For the complete policy, go to the Pathfinder at <http://www.unm.edu/~pathfind/>. Under “Policies” click on “Full Text.” Then click on “Graduate Student Grievance Procedure.”

II. What is Academic Dishonesty?

UNM Policy on Academic Dishonesty

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including

dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

(<http://www.unm.edu/~pathfind/>. Under "Policies" click on "Full Text." Then click on "Policy on Academic Dishonesty.")

Forms of Academic Dishonesty

Students should ask their professors for clarification of these terms if they have any questions or confusion.

1. Plagiarism. You commit plagiarism if you fail to acknowledge the sources of any ideas or information in your paper which are not common knowledge or your own personal knowledge. In other words, plagiarism is claiming credit for ideas and information that are not your own.

This includes:

- Copying word for word from sources without adequate documentation
- Using phrases and ideas from sources without adequate documentation
- Paraphrasing or summarizing a source without adequate documentation
- Misrepresenting source material
- Purchasing a pre-written paper
- Letting someone else write a paper, or portions of a paper, for you
- Paying someone else to write a paper, or portions of a paper, for you
- Using someone else's data to complete an assignment

2. Collusion. You collude in academic dishonesty if you collaborate with another person in an unauthorized manner in academic assignments.

This includes:

- Allowing someone else to write your papers
- Allowing someone else to copy your work
- Writing a paper for another person
- Taking a test or exam in place of another person
- Taking any action that could enable another student to violate the UNM Policy on Academic Dishonesty.

3. Fraud. You commit fraud if you falsify or invent data or source material.

4. Multiple Submissions. It is unethical to submit assignments (or parts of assignments) for credit in more than one class without the permission of the instructors.

III. Plagiarism and How To Avoid It

Why is it important to acknowledge sources in academic writing?

In universities, scholars produce new knowledge through interactions with others. We read articles

and books written by other scholars, and discuss our ideas with our colleagues, whether informally or at professional conferences. Virtually nobody comes up with a brilliant new idea in total isolation – and even if they did, the first thing they would have to do is to demonstrate how their new idea fits into the existing field of knowledge.

So we are always building on each other's knowledge, and this is just as true for students as for professors. When a student writes a paper for a history class, s/he is in effect entering the historians' community of discourse, and must therefore abide by the same rules that professional historians do. Historians are continually in dialogue not only with other historians, but also with voices from the past. It is crucial therefore to acknowledge where the ideas in your papers come from, not only to give credit where credit is due, but also to clarify where you make your own original contribution to the field.

Plagiarism occurs when an author takes credit for work that is not the author's own. This is a kind of intellectual theft, and it is extremely serious no matter what form it takes, whether purchasing an essay online, or misusing sources in more subtle ways.

In order to clarify some of the different forms that plagiarism can take, please read the following passage, and then study the various good and bad uses of the source that follow.

The original text:

Lefebvre, Georges. *The Coming of the French Revolution*. Translated by R. R. Palmer. New York: Vintage Books, 1947.

[p.3] The ultimate cause of the French Revolution of 1789 goes deep into the history of France and of the western world. At the end of the eighteenth century the social structure of France was aristocratic. It showed the traces of having originated at a time when land was almost the only form of wealth, and when the possessors of land were the masters of those who needed it to work and to live. It is true that in the course of age-old struggles (of which the Fronde, the last revolt of the aristocracy, was as recent as the seventeenth century) the king had been able gradually to deprive the lords of their political power and subject nobles and clergy to his authority. But he had left them the first place in the social hierarchy. Still restless [p. 4] at being merely his "subjects," they remained privileged persons.

Meanwhile the growth of commerce and industry had created, step by step, a new form of wealth, mobile or commercial wealth, and a new class, called in France the bourgeoisie, which since the fourteenth century had taken its place as the Third Estate in the General Estates of the kingdom. This class had grown much stronger with the maritime discoveries of the fifteenth and sixteenth centuries and the ensuing exploitation of new worlds, and also because it proved highly useful to the monarchical state in supplying it with money and competent officials. In the eighteenth century commerce, industry, and finance occupied an increasingly important place in the national economy. It was the bourgeoisie that rescued the royal treasury in moments of crisis. From its ranks were recruited most members of the liberal professions and most public employees. It had developed a new ideology which the "philosophers" and "economists" of the time had simply put into definite form. The role of the nobility had correspondingly declined; and the clergy, as the ideal which it proclaimed lost prestige, found its authority growing weaker. These groups preserved the highest rank in the legal structure of the country, but in reality economic power, personal abilities and confidence in the future had passed largely to the bourgeoisie. Such a discrepancy never lasts forever. The Revolution of 1789 restored the harmony between fact and law. This transformation spread in the nineteenth century throughout the west and then to the whole globe, and in this sense the ideas of 1789 toured the world.

1. Word-for-word plagiarism. This is copying directly from the source without correct acknowledgment.

Unacceptable use of source:

Class conflict was an important element of the French Revolution. By 1789, the social structure of France was aristocratic. Although through the centuries the king had largely been able to deprive the lords of their political power and subject nobles and clergy to his authority, they retained the first place in the social hierarchy.

Analysis of the plagiarized passage:

Although a few words were changed or omitted, this passage is virtually the same as the first paragraph in the original text. It is not a paraphrase, but a copy. Direct quotes should always be enclosed in quotation marks, accompanied by correct citation.

Acceptable use of the source:

Class conflict was an important element of the French Revolution. As historian Georges Lefebvre has observed, aristocrats had lost much of their political power by the end of the eighteenth century, but they retained “the first place in the social hierarchy.”¹

2. Mosaic. This is integrating key terms and phrases from a source into your own text without proper acknowledgement. Your text is not purely your own, but rather a mosaic of your words and someone else’s.

Unacceptable use of source:

For centuries before the Revolution, the French bourgeoisie had been growing in wealth and importance. The bourgeoisie supplied money to the royal treasury in times of crisis, and staffed government posts. Yet the aristocracy and clergy retained the highest rank in the legal structure. The Revolution would resolve this tension by reconciling fact and law.

Analysis of the plagiarized passage:

This passage is mostly in the author’s own words, but it still has nuggets of information and special terms that are directly copied from the original without acknowledgement. Using a direct quote in your paper is like letting another person interrupt you when you are speaking – you should only allow really worthwhile interruptions!

Acceptable use of the source:

For centuries before the Revolution, the French bourgeoisie had been growing in wealth and importance. Yet legally it was subordinate to the aristocracy and the clergy. In the words of historian Georges Lefebvre, the triumph of the bourgeoisie in the Revolution “restored the harmony between fact and law.”²

3. Paraphrase. Paraphrasing is not a bad thing in itself. It can be a very useful tool for condensing another writer’s points and integrating them smoothly into your text. But paraphrasing is only OK if you acknowledge your source and distinguish it from your own argument.

Unacceptable use of source:

One of the root causes of the French Revolution was the tension between the aristocracy and the bourgeoisie. French society was still aristocratic in the second half of the eighteenth century, meaning that status was derived from wealth based in the control of land and agricultural production. Over the centuries, the

king had succeeded in expanding his political power at the expense of the aristocrats, but as a group they maintained the highest social status.

Analysis of the plagiarized passage:

The author has not copied any phrases or key words directly from the original, but there is not a single idea here that did not originate with Lefebvre, who is not acknowledged at all. It would be better for the author to deploy Lefebvre's claims in a way that supports her own argument and clearly differentiate between her ideas and Lefebvre's.

Acceptable use of source:

Events as complex as the French Revolution have multiple causes and consequences. Yet it is tempting to seek one master cause and effect to explain them. One of the most enduring theories of this kind is George Lefebvre's argument that the Revolution was essentially a class struggle between the aristocracy and the bourgeoisie. In his analysis, the status of the French aristocracy was derived from land-based wealth in the pre-industrial era. The aristocracy retained its social status and legal privileges even as it lost real political power to the king. But it would be impossible for the aristocracy to maintain its status as the importance of the bourgeoisie increased.³ Thus the primary cause of the Revolution was the inevitable clash of material-based interests.

4. Summary of a single source. This is similar to a paraphrase, but more concise. Again, it can be a useful tool for conveying another author's key points, but only with proper documentation.

Unacceptable use of source:

The French Revolution can be understood as a conflict between two classes: the aristocracy, whose wealth was based on land ownership; and the bourgeoisie, whose wealth was produced through trade, manufacturing, and service. In the late eighteenth century, the French aristocracy retained their high social status, enforced by legal privilege, even though they had lost much real political power to the king and much real economic power to the bourgeoisie. During the revolution, the bourgeoisie achieved social status and political power at the expense of the aristocracy.

Analysis of the plagiarized passage:

This passage sums up two paragraphs of the original text. Like the example of paraphrasing, it does not copy words and phrases directly from the original, but it does reproduce all the key ideas of the original without acknowledgement. Again, a summary is best used to give a brief overview of another author's ideas, but in the context of advancing your own analysis.

Acceptable use of the source:

For much of the twentieth century, the class-based analysis exemplified by Georges Lefebvre was the dominant interpretation of the causes of the French Revolution. According to this theory, the Revolution was the inevitable clash between the aristocracy, whose wealth was based on land ownership; and the bourgeoisie, whose wealth was produced through trade, manufacturing, and service. In the late eighteenth century, the French aristocracy retained their high social status, enforced by legal privilege, even though they had lost much real political power to the king and much real economic power to the bourgeoisie. During the Revolution, the bourgeoisie would achieve political power and social status that matched their economic might.⁴ Although Lefebvre mentions such cultural factors as "ideology" and "confidence in the future," he treats them essentially as manifestations of social class.⁵ It is only in recent years that class-based analysis has given way to more cultural explanations in historiography of the Revolution.

5. Misrepresenting source material. Besides copying them without acknowledgement, sources can also be misused by distorting their original meaning, purpose, or spirit. This can happen because the source was misunderstood (a grave error) or because a quote was taken out of context.

Unacceptable use of source:

In the eighteenth century, the French bourgeoisie had no power at all and no role in government or cultural life. Instead, according to historian Georges Lefebvre, it was the aristocracy and the clergy that “preserved the highest rank in the legal structure of the country.”⁶

Analysis of the plagiarized passage:

The author quotes Lefebvre accurately, but the way he presents the quote alters its meaning. Lefebvre did not claim that the bourgeoisie had no power, or that the aristocracy and clergy had the only kind of power worth having. Using a direct quotation to reinforce an idea that is contrary to the original author’s point is dishonest.

6. Another misuse of sources: inventing them

It may seem obvious that making up a source that does not exist is fraud. Yet it is also dishonest to list sources in a paper that you did not bother to consult – your reader trusts you that those sources would back you up, but what if you’re wrong? Likewise, claiming that “The critics agree . . .” or “Most historians of the French Revolution believe . . .” is a totally unsubstantiated and dangerous claim, unless you have actually made a comprehensive study of all the critics or all the historians of the French Revolution.

Finally, a note on sources in this document.

If this document were a formal essay where the same source was cited over and over again consecutively, it would have been correct to use *Ibid.* instead of repeating the author’s name in the footnotes. However, given the purpose of this document, it seemed more straightforward to cite the author and page number anew in each footnote. Be sure to consult the *Chicago Manual of Style* for guidelines on the correct use of footnotes.

End Notes for the Guidelines for Cases of Academic Dishonesty

1 Georges Lefebvre, *The Coming of the French Revolution*, trans. R. R. Palmer (New York: Vintage Books, 1947), 3.

2 Lefebvre, 4.

3 Lefebvre, 3.

4 Lefebvre, 3-4.

5 Lefebvre, 4.

6 Lefebvre, 4.

Graduate Funding

Students enrolled in the UNM History Program rely on a diverse array of funding sources, only some of which are supplied by the Department of History. On this page, we offer an overview of the types of financial support offered by the department itself, as well as information about other funding sources offered across the UNM campus. Rules governing student employment and financial aid are administered by the [Office of Graduate Studies](#).

History Department Funding

Graduate Assistants (GA)

Typically awarded to students as they enter the program, GAships are multi-year awards (up to two years for MA students, and up to three for PhD) that pay yearly stipends of \$12,000 to \$13,000, plus tuition and health benefits. GAs are assigned to work half-time with faculty instructors in large undergraduate courses, where their duties include grading, advising, and other duties specified by the instructor. To apply, prospective students simply submit to the department a [Financial Aid Form](#) along with their application for admission, and may view the criteria for GA awards [here](#). Applicants for Spring admission who indicate financial need will be evaluated for funding only in the Spring semester, along with applicants for Fall admission. When possible, the department awards single-year GAships to continuing students who have not received departmental funding. Those students who have not received multi-year GAships upon admission may [apply](#) to the department at the start of the Spring semester.

Graduate Teaching Assistants (GTA)

A graduate student who has already served as a GA and remains eligible for GAship may [apply](#) to serve as a Graduate Teaching Assistant, who, in addition to performing the regular GA duties, runs discussion sections for undergraduates enrolled in Western Civilization and US History courses. GTAs receive a slightly higher annual stipend than GAs.

Readers (RA)

Graduate student Readers grade the work of undergraduate students enrolled in medium to large courses, but are not responsible for holding office hours or performing other duties. Students enrolled in the graduate program may [apply](#) at the start of each semester to hold a quarter-time position as a course Reader, for which they receive \$1,500 plus health benefits.

Teaching Associates (TA)

Each semester, the department offers several sections of its undergraduate survey courses that are staffed by history doctoral students who have passed their qualifying exams (ABD). In addition, most semesters the department offers graduate students in this category the opportunity to design and teach a topics course at the undergraduate level. TAs receive a payment of \$3,361, plus health benefits, for each course.

Travel to Conferences

The History Department Chair offers some support to graduate students participating in professional conferences. Please consult the [Department Administrator](#) for further information.

Frederick G. Bohme Memorial Prize

An award of \$600 to \$800 is given to the student who authors the best paper on the history of New Mexico and the Southwest. The paper must deal with some aspect of the history of the Southwest from early times to the present, preferably in a way that engages, but need not be exclusively centered on, New Mexico history. To apply or nominate a deserving paper, click [here](#).

Dissertation Fellows

The department offers two competitive fellowships to History PhD students who are writing their dissertations. More details on these one-year awards, which provide a stipend of approximately \$8,000, can be viewed [here](#).

UNM Graduate Funding

Dissertation Fellowships

Each spring, department faculty nominate candidates for the [OGS Graduate Dean's Fellowship](#), The Regents' Fellowship, and the Latin American and Iberian Institute's Dissertation Fellowships, which offer stipends in the amount of \$2,000 to \$10,000 yearly to support the completion of the dissertation.

Graduate Fellowships and Employment

Several units on campus offer multi-year fellowships and employment opportunities. A few of these include:

[Center for Regional Studies \(Montoya Fellowship\)](#)

[Center for the Southwest](#)

[Center for Southwest Research](#)

[New Mexico Historical Review](#)

[New Mexico Higher Education Department \(HED\) Fellowship](#)

[University of New Mexico Press](#)

Interdepartmental Graduate Assistantships

Each spring, the College of Arts & Sciences accepts applications from graduate students wishing to serve as Graduate Assistants outside of their home departments in the subsequent academic year. Graduate students in History regularly teach in the English and the Spanish and Portuguese departments. Please contact the [Graduate Director](#) for information about this program.

Research and Travel

Graduate students may apply each semester for funds supporting field research and conference travel:

[Field Research Grant \(LAI\)](#)

[Research, Project, and Travel \(RPT\) Grant \(OGS\)](#)

[Student Research Allocations Committee \(SRAC\) Grant \(GPSA\)](#)

Critical Deadlines

(Please consult the University Academic Calendar for semester, holiday, and examination schedules, and the Office of Graduate Studies Calendar for additional information on OGS deadlines.)

Fall Semester

August 21:

Applications for Readerships due in History.

September 1:

Applications for Teaching Associateships for Spring semester due in History

First week in September:

Departmental Language Exams held this week.

September 15:

MA Program of Studies form due in History, for students planning to take comprehensive exams in the Spring semester.

PhD Exam Committees (pre-2007) and PhD Committee for the Qualifying Examination (post-2007) due in History, for students planning to take PhD exams in the Fall semester

September 25:

Research, Project, and Travel (RPT) Grant applications for fall support due at OGS.

Student Research Allocations Committee (SRAC) Grant applications due at the GPSA

October 1:

MA Theses due in History for Fall semester graduation.

PhD Dissertations due to Dissertation Committee for Fall semester graduation.

PhD Application for Candidacy forms due in History, for students planning to take comprehensive exams in the Fall semester.

October 15:

Applications for admission to History graduate programs for Spring semester due in Office of Admissions and History.

Fall Break:

MA and PhD Exams administered in the week following Fall Break.

November 1:

PhD Dissertations due in History for Fall semester graduation.

November 15:

MA theses and PhD Dissertations due at OGS.

Third week in November:

Departmental Language Exams held this week.

Spring Semester

January 15:

Applications for admission to History graduate programs for Fall semester due in Office of Admissions and History.

January 27:

Applications for Readerships due in History.

February 5:

Application for Graduate Assistantships (new and renewals) and Teaching Associateships for Fall semester due in History.

Research, Project, and Travel (RPT) Grant applications for spring support due at OGS.

February 8:

Departmental Language Exams held this week.

February 15:

MA Program of Studies form due in History, for students planning to graduate in the summer.

PhD Exam Committees (pre-2007) and PhD Committee for the Qualifying Examination (post-2007) due in History, for students planning to take PhD exams in the Fall semester

February 19:

Student Research Allocations Committee (SRAC) Grant applications due at the GPSA.

March 1:

MA Theses due in History for Spring semester graduation.

PhD Dissertations due to Dissertation Committee for Spring semester graduation.

PhD Application for Candidacy forms due in History, for students planning to take pre-2007 comprehensive exams in the Spring semester.

Higher Education Department (HED) Fellowship application due in OGS.

March 15:

PhD Qualifying Examination Dossier due to examination committee, for students taking post-2007 exams in the Fall semester

MA and PhD Exams (pre-2007) administered in the week following Spring Break.

First week in April:

Departmental Language Exams held this week.

April 1:

PhD Dissertations due in History for Spring semester graduation.

April 15:

Applications for departmental dissertation and best paper awards due in History.

MA theses and PhD Dissertations due at OGS.

May 1:

MA Theses due in History for Summer graduation.

Applications for Graduate Teaching Assistantships for 2010– due in History

MA Program of Studies form due in History, for those planning to take comprehensive exams in the Fall

DECLARATION OF COMMITTEE ON STUDIES M.A. IN HISTORY, U.N.M.

STUDENT'S NAME: _____

UNM ID #: _____ DATE FIRST ENROLLED: _____

CATALOG YEAR: Before 2007-2008 _____ 2007-2008 or After _____

____ PLAN I (w/ thesis) FIELD: _____

____ PLAN II FIELDS: 1) _____
2) _____

- | |
|-------------------------------------|
| <u>M.A. Fields of Concentration</u> |
| American West |
| United States |
| Western World to 1500 |
| Europe 1500 to 1815 |
| Europe 1815 to Present |
| Latin America |
| Asia |

History 500, 665, OR 664: Completed _____ Yes _____ No
INDICATE COURSE TAKEN _____

LANGUAGE REQUIREMENT:

LANGUAGE _____ EXAM OR COURSEWORK _____ FULFILLED _____ YES _____ NO
(CIRCLE ONE)

COMMITTEE ON STUDIES:

The following faculty are asked to serve on the Committee on Studies of the student named above:

- 1) _____ (Chair) _____ Initial if approved
- 2) _____ (Member) _____ Initial if approved
- 3) _____ (Member) _____ Initial if approved

This form must be completed, initialed by all faculty members listed above, and submitted to Professor Hutchison for her signature within the first year of graduate study.

_____ Dr. Elizabeth Hutchison
Graduate Director

THE UNIVERSITY OF NEW MEXICO
DEPARTMENT OF HISTORY

Appointment of MA Thesis Committee

Name: _____

Topic of Thesis: _____

Thesis Committee: The following faculty are asked to serve on the MA thesis committee of the above-named student:

Name (Typed)	Initial if approved
_____ Thesis Director	_____
_____	_____
_____	_____
_____	_____

Signature of Thesis Director _____ Date _____

Approved _____ Date _____
Graduate Director

Revised 11/28/07

UNM ID# _____

11. Applied Credit: List courses used to fulfill graduate degree requirements while in non-degree, extension or undergraduate status at UNM. Please see the section on APPLIED GRADUATE CREDIT in the *University Catalog*.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2006)	Instructor

12. Transfer Courses: List courses completed at an institution other than UNM but used to fulfill requirements for this degree. Official transcripts required.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2005)	Institution Name

13. Transcribed Graduate Certificate Courses: List courses completed to fulfill the requirements established by the certificate program as listed on front page.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2003)	Instructor

14. Language and/or Skill Requirements: (this section to be completed by Faculty Graduate Director only)
 If your program requires a language and/or skill, has this student met the requirement? Yes No n/a

 Signature of Faculty Graduate Director

UNM ID # _____

• Credits used to fulfill requirements for any other degree may not be applied toward this degree

• You are responsible for knowing all UNM graduate regulations and requirements, as well as those specific to your graduate program. You are encouraged to obtain a *University Catalog* and obtain copies of your program's particular graduate requirements

15. APPROVALS (Unit #1 – Primary)

Signature of Student _____ Date _____

Signature of Major Advisor _____ Date _____

Major Advisor (printed or typed name) _____ Date _____

Signature of Faculty Graduate Director or Graduate Unit Chair _____ Date _____

Signature of Dean of Graduate Studies _____ Date _____

16. APPROVALS (Unit #2 – Dual/Certificate)

Signature of Student _____ Date _____

Signature of Major Advisor _____ Date _____

Major Advisor (printed or typed name) _____ Date _____

Signature of Faculty Graduate Director or Graduate Unit Chair _____ Date _____

Signature of Dean of Graduate Studies _____ Date _____

FOR OGS USE ONLY
 Time limit for completion of degree: _____

Entered: _____

Degree: _____ Major: _____ Major Code: _____

Plan I Plan II

Coursework [] _____ Required Courses: _____

Diss/Thesis [] _____

500 Min [] _____

Prob Max [] _____

Master's hrs [] _____

Lang/Skill (1) _____ (2) _____ Transf / ND / Ext / UG _____

GPS (3.0) _____ Instr. (50%) _____ Time Limit _____ Extension _____

Pcst Masters _____ 18 hrs after _____ 24 @ UNM _____ Doc / MFA Comp _____

Processor _____ Approved as presented this date _____

DECLARATION OF COMMITTEE ON STUDIES PH.D. IN HISTORY, U.N.M.

STUDENT'S NAME: _____

UNM ID #: _____ DATE FIRST ENROLLED: _____

Fields of concentration:

I. Regional Concentration:

Concentration: _____

Specialization: _____

II. Thematic Concentration:

<u>Regional Concentrations and Specializations:</u>
1. U.S./American West
• U.S. to 1877
• U.S. since 1877
• American West
2. Latin America
• Early Latin America (to 1810)
• Modern Latin American (since 1810)
3. Europe
• Late Antiquity and the Middle Ages
• Middle Ages and Early Modern Europe

HISTORY 664: COMPLETED _____ YES _____ NO

HISTORY 665: COMPLETED _____ YES _____ NO

OUTSIDE FIELD: _____ COMPLETED _____ YES _____ NO

<u>Thematic Concentrations:</u>
1. Gender and Sexuality
2. Race and Ethnicity
3. Frontiers and Borderlands
4. War and Society
5. Environmental History
6. Religion

Language Requirement:

LANGUAGE # 1 _____ EXAM OR COURSEWORK FULFILLED _____ YES _____ NO
(CIRCLE ONE)

LANGUAGE # 2 _____ EXAM OR COURSEWORK FULFILLED _____ YES _____ NO
(IF REQUIRED) (CIRCLE ONE)

COMMITTEE ON STUDIES:

The following faculty are asked to serve on the Committee on Studies of the student named above:

- 1) _____ (Chair) _____ Initial if approved
- 2) _____ (Member) _____ Initial if approved
- 3) _____ (Member) _____ Initial if approved
- 4) _____ (Member) _____ Initial if approved

This form must be completed, initialed by all faculty members listed above, and submitted to Professor Hutchison for her signature within the first year of graduate study.

Dr. Judy Bieber
Graduate Director

UNM Department of History
Ph.D. Committee for the Qualifying Examination (post-2007)

The Ph.D. Comprehensive Examination Committee consists of five faculty members, three faculty members representing the Regional Concentration and two representing the Thematic Concentration.

Student's name: _____

UNM ID #: _____ Date first enrolled: _____

Faculty Chair of the Examination Committee: _____

Ph.D. Concentrations: _____

The following faculty are asked to serve on the Qualifying Examination Committee of the student named above:

- 1) _____ (Chair) _____ Initial if approved
- 2) _____ (Member) _____ Initial if approved
- 3) _____ (Member) _____ Initial if approved
- 4) _____ (Member) _____ Initial if approved
- 5) _____ (Member) _____ Initial if approved

This form must be completed, initialed by all faculty members listed above, and submitted to Professor Hutchison for her signature at the start of the semester *prior* to the semester in which the Qualifying Examination will be taken.

Graduate Director signature _____ Date _____



The University of New Mexico

THE UNIVERSITY OF NEW MEXICO
Office of Graduate Studies
APPLICATION FOR CANDIDACY FOR THE DOCTORAL or MFA DEGREE
 Please print legibly or type.

This application is to be submitted to the Dean of Graduate Studies during the term in which you have passed the comprehensive examination and fulfilled any language or research skill requirement. Your application will be approved only if your graduate grade point average is at least 3.0 in courses taken since admission to the doctoral program as well as in all courses listed on this application. The Application for Candidacy should be submitted for review/approval to the department for program signatures and, finally, submitted to the Dean of Graduate Studies by the end of the term that the PhD/MFA Comprehensive Examination is completed but no later than the term before he/she wishes to graduate.

1) Personal Information

UNM ID Number: _____ Date: _____

Name (as it appears on UNM record):

 First Middle Last

Other Names used at UNM

 First Middle Last

Local Address:
 Street _____ City _____ State _____ Zip _____ Telephone _____

Permanent Address:
 Street _____ City _____ State _____ Zip _____ Telephone _____

Email Address: _____

2) Degree(s) currently held (list degree, major, institution & date conferred for each): Print legibly/ No Abbreviations

Degree	Major	Institution	Date Conferred
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3) UNM Degree Sought: Select appropriate Degree option: (list exactly as shown in the University Catalog)

Graduate Unit/Department: _____

Doctoral Degree Only: PhD MFA Graduate Certificate Only

Doctoral Degree: PhD MFA (plus Graduate Certificate)

Degree Abbreviation (Primary Program)	Major	Banner Major Code
_____	_____	_____
Degree Abbreviation (Certificate)	Major	Banner Major Code
_____	_____	_____

4) Concentration (if any): _____ 5) Minor (if any): _____

6) Term and year in which you expect to complete all requirements for this degree:

 Fall/Spring/Summer Year

Revised 06/06/08

13) LANGUAGE/SKILL REQUIREMENT HAS BEEN MET

 Verified by signature of Dissertation advisor

1. During the term in which you have passed the comprehensive exam and fulfilled any language or research skill requirement, you should submit this application, accompanied by the signed forms that certify those requirements.
2. After approval, changes may be made only upon written recommendation of the Chairperson or Graduate Director of the graduate unit to the Dean of Graduate Studies. Extensive changes require submission of a revised application.
3. Credits used to fulfill requirements for any other degree may not be applied toward this degree, other than Master's Program Credits listed in Section 2 above.
4. The number of non-degree credits, extension credits, and transfer credits that may be applied toward this degree varies depending upon the Catalog selected, as well as the particular graduate program.
5. Students are responsible for knowing all UNM graduate regulation and requirements related to their degree as well as those specific to their program.
 - Credits used to fulfill requirements for any other degree may not be applied toward this degree.
 - You are responsible for knowing all UNM graduate regulations and requirements, as well as those specific to your graduate program. You are encouraged to obtain a *University Catalog* and obtain copies of your program's particular graduate requirements.

14) APPROVALS (Unit #1 – Primary)

 Signature of Student

 Date

 Signature of Major Advisor

 Date

 Major Advisor (printed or typed name)

 Date

 Signature of Faculty Graduate Director or Graduate Unit Chair

 Date

 Signature of Dean of Graduate Studies

 Date

15) APPROVALS (Unit #2 – Certificate)

 Signature of Student

 Date

 Signature of Major Advisor

 Date

 Major Advisor (printed or typed name)

 Date

 Signature of Faculty Graduate Director or Graduate Unit Chair

 Date

 Signature of Dean of Graduate Studies

 Date

Revised 06/06/08

HISTORY CONTACTS

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<http://www.unm.edu/~hist/index.html>

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history@unm.edu

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Associate Chair: [Dr. Jason Smith](mailto:jssmith@unm.edu) (jssmith@unm.edu)

Graduate Director: [Dr. Judy Bieber](mailto:jbieber@unm.edu) (jbieber@unm.edu)

Undergraduate Director: [Dr. Kimberly Gauderman](mailto:kgaud@unm.edu) (kgaud@unm.edu)

Honors Advisor: [Dr. Andrew K. Sandoval-Strausz](mailto:aksandov@unm.edu) (aksandov@unm.edu)

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Administrative Assistant: [Dana Ellison](mailto:dellison@unm.edu) (dellison@unm.edu)

Office Assistant: [Barbara Wafer](mailto:bwafer@unm.edu) (bwafer@unm.edu)

History Graduate Student Association (HGSA):

<http://www.unm.edu/~hgsa/>

President: [Brian Turo](mailto:bturo@unm.edu) (bturo@unm.edu)

Vice-President: [Sarah Nezzler](mailto:snezzler@unm.edu) (snezzler@unm.edu)

Treasurer: [David Luna](mailto:dluna1@unm.edu) (dluna1@unm.edu)