

Seton Hall University
Department of History

Graduate Studies
Handbook

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Graduate Studies Handbook

About the Program

The Master of Arts (M.A.) in History provides training to students pursuing a range of careers, including education, public service, archival management and library science. It is also a valuable preparation for those planning to undertake doctoral studies in history. In addition, the program welcomes applications from non-traditional students who wish to study history for its own sake without any career plans in mind. Working closely with knowledgeable and widely published professors, students are exposed to the best work currently being done in the historical profession. As taught at Seton Hall, history is both an excellent mental discipline and intellectual pleasure. Many of our graduates have gone on to achieve distinction in the historical profession.

Degree Requirements

The Master of Arts (M.A.) in History is a 10 course (30 credits) program with two tracks:

- ◇ Thesis Track
- ◇ Examination Track

The **Thesis Track** requires successful completion of a two-semester sequence, Thesis I and Thesis II (6 credits). Those wishing to pursue doctoral studies in other institutions are strongly urged to complete a thesis. If you take the thesis option, you must conduct your research and writing in consecutive semesters – thus Fall and Spring, Spring and Summer, Summer and Fall.

The **Examination Track** requires successful completion of a comprehensive oral examination. Students opting for the Examination Track register for HIST 9110 Examination Readings (3 credits) in the semester before they intend to take their comprehensive examination.

All students, whether Thesis Track or Examination Track, must take HIST 6190: The Historian's Craft and at least one Graduate Seminar (HIST 7221-7550).

The Historian's Craft is an introduction to the craft of historical thinking, writing and research, exploring both the practice and philosophy of history and looking at the ways in which the study of the past has been conducted and justified over the centuries. It examines various styles of historical thought that have attracted historians over the years and asks if, and why, they compel intellectual respect.

The *Graduate Seminar* involves intensive reading and are intended to familiarize students with major historiographical trends in specific fields of historical inquiry. At least one Graduate Seminar must be chosen from among the following courses:

HIST 7211 Graduate Seminar (GS) in European History

Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in European History. 3 credits

HIST 7351 Graduate Seminar (GS) in American History

Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in American History. 3 credits

HIST 7490 Graduate Seminar (GS) in Global History

Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in Global History. 3 credits

HIST 7550 Graduate Seminar (GS) in Catholic History

Through a set of directed readings, this course will introduce students to the major historiographical issues that have arisen in the secondary literature relating to a specific topic in Catholic History. 3 credits

Special Topics/Independent Study Courses

The History Department offers a wide variety of graduate-level courses but it is not always possible to accommodate every intellectual interest. If you have an area you would like to explore which is not covered in the regular course offerings, think about approaching a faculty member to lead you in a course of directed readings which qualify as Special Topics/Independent Study courses worth 3 credits.

Receiving Credit

For all courses, you must pass with a grade of B or higher for the credits to count towards your degree. If you achieve an overall GPA of 3.67 (A-) or better, you will graduate with honors.

Receiving Transfer Credit

Students may transfer a maximum of six graduate credits from other institutions. Students may not transfer to their Seton Hall graduate degree any course which has been applied to a degree at another institution. To receive transfer credit (which must be from an accredited college or university), you must provide the Director of Graduate Studies with an official transcript from the credit-awarding institution and a copy of the course syllabus for which you seek transfer credit.

Advising

In addition to the Director of Graduate Studies, all students must work with a designated departmental adviser who will act as a mentor for his or her program of studies. This adviser will be assigned to the student in consultation with the Department Chair, the Director of Graduate Studies, and the Faculty member in question.

After you have completed 12 credits (four courses), you must opt either for the Thesis Track or the Examination Track. Meeting together with the Director of Graduate Studies and the Chair of the department, you will be assigned a Faculty Mentor who will guide you along the track you have chosen. Your mentor should be someone to call upon for advice, encouragement, and professional support.

You should take courses at your own pace. Some students wish to graduate as soon as possible while others wish to take their time about it. It is entirely up to you. However, you should think about sequencing your classes sensibly and efficiently so as to make the most of your time in the program. Here, for example, is one possible way of doing the degree:

Semester I: 2-3 classes, one being a required course (either The Historian's Craft or a Graduate Seminar)

Semester II: 2-3 classes, one being a required course (either The Historian's Craft or a Graduate Seminar)

Semester III: 0-1 class, plus Thesis I (to research a thesis)

Semester IV: 0-1 class, plus Thesis II (to write, submit and defend a thesis)

There are other ways of structuring your course of studies. This one is only a suggestion. However, it is a good idea to think about these matters sooner rather than later. That is why you should make consult the Director of Graduate Studies and your Faculty Mentor as to the sequence that best suits your own needs.

Dual Degree (BA/MA) students

For students enrolled in the B.A./M.A. degree program, a total of 12 credits (four History graduate elective courses) taken during their fourth and fifth year of study will apply both toward the major requirements for B.A. degree and toward the M.A. degree.

All other requirements are the same as those for the single MA degree.

Graduate Assistantship

The History Department offers on a competitive basis one graduate assistantship per academic year. The graduate assistant is open to full-time students (i.e., those taking 9 credits per semester) and comes with full tuition-remission and a stipend of \$5250 over 10 months. For this, the graduate student must devote 20 hours per week to the History Department, assisting faculty with research and offering various forms of pedagogical support.

Remaining in the Program

University policy requires all graduate students to register for each consecutive term throughout their graduate studies, including the semester in which the degree is awarded (Reference: Graduate Catalog – Academic Policies and Procedures – Continuity). It is possible to take a leave of absence but you must inform the Director of Graduate Studies and the Registrar's Office of your wish to do so. (Failure to do so will result in your having to register retroactively for the missed semester or semesters and this will require payment of a fee.) Students who are actively working on their thesis but are not required to complete any additional courses must register for THCN 8000: Thesis Continuation. See also **Thesis Continuation**, below.

Graduation

You need to tell the Registrar's Office when you intend to graduate. It doesn't happen automatically. Here's the link to do so: <https://www13.shu.edu/offices/policies-procedures/registrar-application-for-graduation.cfm>.

The M.A. Thesis

The capstone of the Thesis Track is the researching, writing, and defending of a thesis. There are three stages to the successful completion of a thesis – approval of the topic, research and writing of the paper, final defense. Each is important in itself and each must be taken seriously.

Thesis Proposal and Approval

Before embarking on your project you must submit for the approval of the Graduate Committee a proposal in which you outline both the object of your inquiry and the methods by which you intend to conduct it. *Please note: This proposal must be submitted and approved before the end of the semester prior to that in which you register for thesis research.*

Before you write the proposal you should find a member of the History Department who is prepared to work with you on it. By helping you to formulate the proposal, the faculty member does not commit himself or herself to act as your thesis adviser but the likelihood is that he or she will indeed fulfill that role.

A successful thesis proposal must be precisely defined. Your task is to examine in depth a specific problem, not to explore at length, and with little attention to detail, a more general one. That does not mean that you should ignore, or consider as secondary, the broader conclusions that may be drawn from such a study. Your first duty, however, is to offer a close analysis of a clearly defined historical problem. Thus (for example) you may propose to write about “Poverty in Dublin 1890-1920” rather than (for example) “The Rise and Fall of the Roman Empire” (which has, in any case, been done already).

The primary purpose of a thesis proposal is to help you formulate the right questions: Why you have chosen a particular topic? What purpose is served by examining it at length? What weaknesses in current historiography may be remedied by your treatment of it? What theoretical perspectives do you bring to the subject? Are you asking a new question about an old subject or an old question about a new one? The best way of thinking of the thesis proposal is as a first draft of your introductory chapter, the place where the historiographical and theoretical concerns of the work are outlined for the reader.

You should only write the proposal after you have defined the topic and refined the question with the advice of a faculty member. Do not write a proposal and shop it around. Find a faculty member first! Then, after you have done enough

research to formulate an outline, you should draw up a bibliography of the major primary and secondary sources and, again in consultation with the faculty member, you should write up your proposal. Once submitted to the Graduate Committee, there is a very good chance that it will be approved, precisely because you and a faculty member have already worked on it.

Your thesis-proposal must include:

A title

A narrative of between 5 and 10 double-spaced pages in which you give an account of the current state of research on the topic and, in addition, an indication of the way in which you propose to add to it

A bibliography

A list of proposed primary sources and, where appropriate, an indication of permission to use them

The name and approval of your thesis adviser.

Thesis Writing

You should not be intimidated by the task you set yourself – after all, mastering a subject ought to be enjoyable – but you should also realize the nature of the obligations you have undertaken.

Some of these obligations are technical.

- The thesis should be between fifty and seventy pages in length, excluding bibliography
- It should be typed on 8 ½ x 11 paper, in double space, with standard margins.
- References, footnotes and bibliography should conform to the *Chicago Manual of Style*.
- It should contain a list of contents and clearly defined sections and chapters.
- It should include a one-page abstract.
- It should conform to submission guidelines for inclusion in the Seton Hall Library e-repository. These may be found here: <https://library.shu.edu/dissertations-services/thesis>

Some of them are practical.

- You must arrange with your adviser a precise schedule of meetings.
- These meetings may vary from adviser to adviser depending on circumstances but typically you should meet at least once every two weeks for the two semesters in which you work together.
- You should arrange well in advance any necessary research trips

Finally, you should remember the virtues of clarity and lucidity. Style is important! Your adviser will help you present your findings in a readable fashion but please try to make his or her life easier by carefully editing your work before you submit it. You will be judged not only on the quality of your research and the coherence of your argument but also on the maturity with which you present your findings.

Thesis Continuation

If you find yourself unable to complete and defend your thesis within the two-semester framework, you should apply to the Registrar's Office for Thesis Continuation (THCN 7999-THCN 8000). Thesis Continuation allows you to continue in the program to complete the thesis.

Thesis Defense

Your completed thesis must be submitted to your adviser three weeks before the end of the second semester of thesis research. In consultation with the graduate director, your adviser will then appoint an examining committee to consist of your adviser and two other faculty members. At your defense, you will be asked to make a brief presentation of your findings and then to answer questions put to you by the examiners. Normally a defense lasts between an hour and an hour and a half.

After the defense you may be asked to make some revisions to your thesis. Once these have been made, you must do two things: 1) provide a copy of the revised thesis to your adviser who will verify that that revisions have been made and 2) submit the thesis electronically, in PDF form, to the library. (Here: <https://library.shu.edu/dissertations-services/thesis>) Your adviser will then submit your grade to the Registrar's Office.

The Comprehensive Examination

The capstone of the Examination Track is the Comprehensive Examination. Students must register for HIST 9110: Examination Readings in the semester in which they intend to take their comprehensive exam.

This examination takes one of two forms:

Oral Examination

A set of questions will be given in advance from which a faculty committee will choose four and upon which they will examine a student. The examination lasts one and a half hours. These questions will be drawn from courses already taken at Seton Hall.

Teacher's Portfolio

A student may opt to present for his or her final project a Teacher's Portfolio, a self-directed research program with practical classroom application. The idea of the teacher's portfolio is to collect and arrange a set of materials used in teaching a history class – say, the Holocaust or the Vietnam War or the rise of American feminism or whatever. Typically, the materials would include primary sources, secondary sources, a literature review, artefacts, oral histories, and so on. As with the oral examination described above, the student will explain and defend the portfolio in front of a faculty committee (and such other members of the Seton Hall history community who choose to attend the examination).

Any student wishing to take the comprehensive examination – under either form – must alert the Director of Graduate Studies at least one semester in advance of the fact.

For a full list of university policies and procedures related to graduate study, please consult the Seton Hall University Graduate Catalog.

Faculty Profiles

William Connell, Ph.D. (University of California, Berkeley)

I study a wide range of problems in Italian and Italian American History, and European history in general, with particular concentrations in medieval and Renaissance intellectual history, humanism, social history and state-building. In recent years I have been working on projects concerning interactions between 16th century Florence and northern Europe, Renaissance historical writing, Niccolò Machiavelli's political thought, early interactions between Italy and America, and prosecutions for blasphemy in early modern Europe

Sara Fieldston, Ph.D. (Yale University)

I am a historian of the post-World War II United States specializing in the histories of childhood, the Cold War, and America in the world. I'm particularly interested in the ways in which culture shapes politics, and this focus is at the center of both my research and my teaching. My book, *Raising the World: Child Welfare in the American Century* (Harvard University Press, 2015), explores the nexus of culture and politics by examining American efforts to assist children around the world during the three decades following the Second World War. Child welfare programs, I argue, were at once humanitarian gestures and political projects aimed at expanding the United States' global hegemony.

I am currently at work on two book projects. The first, titled *Growing Up America: Youth and Politics since 1945*, is a collection of essays on youngsters and American politics co-edited with Susan Eckelmann Berghel and Paul Renfro. The second project is a history of American tourism, focusing on souvenir-hunting and shopping, that explores issues of consumption, commodification, and empire. At Seton Hall, my courses include America Since 1945, the History of New York City, and the History of the Family in America.

Sean Harvey, Ph.D. (College of William and Mary)

I study colonial North America, the United States between the American Revolution and the Civil War, the 18th- and 19th-century Atlantic world, and Native American history.

My first book, *Native Tongues: Colonialism and Race from Encounter to Reservation*, examined intercultural communication between Natives and Euro-Americans and how these gave rise to theories about Native languages and the clues they were thought to hold about the ancestry and social development of peoples. I argue that those ideas informed the administration of U.S. colonialism, guiding efforts to understand and simplify Native diversity on the one hand, and justifying the

elimination of Native languages on the other. I also argue that genealogical and psychological ideas became fused for much of the 19th century in a conception of race that transcended mere physical appearance.

Looking at the career of Albert Gallatin, I am currently working on a project that examines Geneva in the closing years of the *ancien régime*, western Pennsylvania in an era of Native-white violence and the Whiskey Rebellion, political-economic aspirations and conflicts in the national capitals of Philadelphia and Washington around the turn of the nineteenth century, diplomatic circles in Paris and London in the decade after the Congress of Vienna, and New York City as it emerged as the U.S. financial and literary metropolis.

William James Hoffer, J.D. (Harvard), Ph.D. (Johns Hopkins University)

I teach a number of subjects including legal, economic and military history all with a view towards understanding how governments change and are affected by change with a focus on the United States. As both a lawyer and historian, I combine a number of different techniques not necessarily to find answers, but to start asking good questions. I bring this perspective to my research as well, which concentrates on political and legal history in the modern U.S. though future projects will look earlier. I believe that universities are the greatest contributors to human advancement and am very pleased to be a small part of that effort.

Nathaniel Knight, Ph.D (Columbia University)

I have been at Seton Hall teaching Russian and East European history, Western Civilization and Historical Methods since 1998. Before that I received my Ph.D. from Columbia University and lived in Russia for several years. In my research on nineteenth century Russia I have written, among other things, about scientific societies, folklore collectors, ethnographic exhibitions and expeditions, Orientalism, and Russian conceptions of nationhood. Forthcoming work includes studies of Russian scholarly biography, particularism in Russian science, Russian conceptions of race and a monograph on the history of Russian ethnography.

Anne Giblin Gedacht Ph.D (University of Wisconsin)

My research focuses primarily on the social and cultural history of modern Japan from 1852-1953. My interests include Japanese migration, regional identity formation, borderland studies, settler colonialism, and nation-building. Presently, I am working on a book manuscript titled *Turning North: Migration, Mobility, and Identity in Japan's Tohoku Region, 1872-1937*. This work will examine the domestic history of Japan using a global perspective with case studies in the Philippines, colonial Manchuria, Canada, the United States, and Brazil. Over the past decade I have lived and worked in Japan, Indonesia, the Philippines, Israel, Singapore, and Brunei.

Larry Greene, Ph.D (Columbia University)

I specialize in the study of the Civil War, African American History, Great Depression and World War II, and the History of the South. I have taught courses in these areas over the course of the years. My present research interests involve the future publication of books on Harlem and the relationship between African Americans and Germany. The latter is the result of my research on the African American expatriate community and travelers in Europe.

Maxim Matusevich, Ph.D (University of Illinois)

As the now defunct Soviet Union was teetering on the brink I decided to exchange the land of socialism for the land of opportunity. This highly successful transaction landed me in the state of Oklahoma, which I had read about in John Steinbeck's novels but never knew actually existed. For the next 15 years I made a very slow but steady progress across the continent towards the beckoning lights of New York City. Since my arrival at Seton Hall University in 2005 I have been teaching courses in Global, African, and Cold War history. I also co-direct a study abroad program for Seton Hall students in the city of my birth - St. Petersburg, Russia. In my research and writing I focus on the history of cultural and political encounters between Africa and Russia/Soviet Union. I also direct of the Russian and East European Studies Program.

Vanessa May, Ph.D. (University of Virginia)

I am interested in the history of women and gender in the United States. My book examines the public debate over domestic service in the late nineteenth and twentieth centuries. I explain how and why domestics, the largest category of women workers before 1940, did not win protective labor legislation until 1974. In contrast, women industrial workers benefited from this legislation as early as 1908. I investigate the debate over domestic service from both sides of the class divide, assessing middle-class women's reform programs as well as domestics' efforts to determine their own working conditions. I argue that working-class women sought to define the middle-class home as a workplace even as employers and reformers strictly regarded the home as private space.

Mark Molesky, Ph.D. (Harvard University)

I study a wide range of subjects in modern and early modern European history, with particular emphasis on intellectual and cultural history. My interests include the Lisbon Earthquake of 1755, the European and American Enlightenments, environmental history, the history of science, narrative history writing, the history of Franco-American relations, World War I and II, the Holocaust, and the history of classical scholarship. My recent book, *This Gulf of Fire: The Destruction of Lisbon, or Apocalypse in the Age of Science and Reason* (Knopf, 2015), was awarded the 2016 Phi

Alpha Theta Book Award for Best Subsequent Book and was a finalist for the *Los Angeles Times* Book Prize.

Dermot Quinn, D.Phil. (Oxford University)

Since coming to Seton Hall in 1990 I have taught courses in British and Irish history and have written widely on those subjects. My first book, *Patronage and Piety: English Roman Catholics and Politics 1850-1900* examined the political behavior of a small but highly articulate community in Victorian Britain. My second book, *Understanding Northern Ireland*, tries to make sense of the part of the world I come from. I suppose you could say that my third book, *The Irish in New Jersey: Four Hundred Years of American Life*, tries to make sense of the part of the world I've come to.

I'm also interested in the history of Seton Hall and in Catholic intellectual history, especially in the thought of the English writer, G.K. Chesterton. I am associate editor of *The Chesterton Review*, a scholarly journal based at Seton Hall.

Golbarg Rekabtalaei, Ph.D. (University of Toronto)

I am a cultural and social historian of modern Iran and modern Middle East at large. My research focuses on the relationships between culture and cultural production, modernity, cosmopolitanism, urbanization, nationalism, and revolutions. More specifically, I am interested in the role of cinema, in concrete form and onscreen, in facilitating cosmopolitan imaginations and hybrid subjectivities in early twentieth century Tehran. I was a Postdoctoral Teaching Fellow at North Carolina State University from 2015 to 2017. At Seton Hall, I teach courses on the history of the Middle East, World History I, and World History II.

Thomas Rzeznik, Ph.D (University of Notre Dame)

I am a historian of American religion, with a particular interest in the development of religious institutions and the social and economic dynamics at work within American religious life. I am author of *Church and Estate: Religion and Wealth in Industrial Era Philadelphia*, which examines the lives and religious commitments of that city's industrial elite during the late nineteenth and early twentieth centuries. I am currently working on a history of Saint Vincent's Hospital (NYC).

Since 2013, I have been co-editor of *American Catholic Studies*, the oldest, continuously-published Catholic scholarly journal in the United States.

Kirsten Schultz, Ph.D. (New York University)

I began studying the history of Iberia and Latin America as an undergraduate exchange student at the Universidad Complutense in Madrid. My book *Tropical Versailles* (2001) examined the ways in which the Napoleonic invasion of Portugal transformed understandings of monarchy and empire in Rio de Janeiro, Brazil. My current research examines governance in the eighteenth-century Portuguese Empire in America. At Seton Hall, along with Western Civilization and Latin American History I and II, I teach courses on the political and cultural history of Latin America and Iberia.

Laura Wangerin, Ph.D. (University of Wisconsin)

I am a medievalist and a legal historian. My main areas of research are the Ottonians, the tenth century Saxon dynasty that founded what would become the Holy Roman Empire, and the Anglo-Saxons, who ruled in England from the fifth to the eleventh centuries. My current book project focuses on Ottonian government, research which offers new ways of understanding medieval kingship, ideologies of rulership, and the administration of justice throughout the medieval European world. I am also interested in medieval queenship, and my next book project will examine Ottonian queens, continuing my examination of medieval governance by investigating the complex relationships between women, power, sanctity, and legitimacy.

Director of Graduate Studies Michael A. Cook. Program Director Marina Rustow. Department & Program Manager Karen N. Chirik. This Handbook is intended to provide practical information on the policies, procedures, and resources of both the Department of Near Eastern Studies and the Program in Near Eastern Studies. Other sources of information you may wish to consult are the relevant sections of the Graduate School Academics webpage and our website. Programs of graduate study have been established at Northern Michigan University to assist the students in gaining advanced knowledge within a chosen discipline and to facilitate the transformation from the role of student to that of professional scholar. Graduate assistantships attract good students.