

**MASTER OF ARTS IN HISTORY**  
**Website: [www.csulb.edu/history](http://www.csulb.edu/history)**

**Welcome to the Graduate Division in the History Department at California State University, Long Beach.**

The following information is intended to guide you through your course of studies. You should consult with the Graduate Advisor as you plan your program each semester and whenever you have questions. The CSULB Graduate Program in History offers students a wide-ranging spectrum of fields as well as an excellent faculty, actively involved in research, publication, and professional organizations. Graduate classes are small seminars, the Library has many resources, and it is possible to work closely with faculty mentors. Furthermore, there is a Graduate History Student Association that allows students to plan events related to their interests. Some graduate students may become involved as facilitators in the teaching of undergraduate surveys; others may be able to become involved with the Department's national journal, *The History Teacher*, as student associate editors during their tenure in the Graduate program.

***Mission Statement***

The History Department's Graduate Program is committed to imparting historical knowledge and cultivating intellectual curiosity, critical thinking, and oral and written communication competency. The department is not only dedicated to pursuing understanding of the past for its own sake but also to preparing students to live in the twenty-first century world as global citizens. For that reason, the History department recognizes the need to expose students to knowledge of diverse peoples, cultures, and history; the need to explore different historical perspectives; and the need to communicate that knowledge clearly and effectively. Furthermore, the History Department believes that teaching and research are inseparable; this conviction is exemplified by its teacher-scholar faculty.

**Master of Arts in History**

***Requirements***

The Master of Arts in History is a program of 30 minimum units as defined below.

***Core Courses*** required of all students. [6 units]

- History 501
- History 590

***Field of Study Courses*** [18 units]

There are two options for M.A. students depending on how they choose their fields of study. The fields are 1) Africa and the Middle East, 2) Ancient/Medieval Europe, 3) Asia, 4) Latin America, 5) Modern Europe, 6) United States, and 7) World. A student may propose a field other than those cited above with the consent of the Graduate Advisor and her/his graduate committee.

**Option One**

Students pursuing one field of concentration must complete 18 units of graduate-level coursework (500/600 numbered courses) in their field.

These 18 units must include:

- 510 in the field
- 510 outside of the field of concentration
- Research Seminar; for example, 611 (Ancient/Medieval), 631 (European), 663 (Latin American), 673 (U.S.), and 682 (East Asian). Each research seminar may be repeated to a maximum of six (6) units.

**Note:** *Students may take only two (2) 510s for credit towards the M.A. degree.*

## **Option Two**

Students pursuing two fields of concentration must complete 9 units of graduate-level coursework (500/600 numbered courses) in each field.

These 18 units (total) must include:

- two 510s, one in each field of concentration.
- Research Seminar; for example, 611 (Ancient/Medieval), 631 (European), 663 (Latin American), 673 (U.S.), and 682 (East Asian). It is recommended that you take a research seminar in each of your fields if that is possible. Each research seminar may be repeated to a maximum of six (6) units.

**Note:** *Students may take only two (2) 510s for credit towards the M.A. degree.*

## **Elective Courses** [6 units]

6 Units of Electives are allowed. These must be upper-division or graduate courses (400/500/600 numbered) in History or supporting disciplines related to your field(s) of concentration. Two of these courses may be upper-division courses marked with an asterisk only if they have not been taken before the completion of a Bachelor's degree.

## **Culminating Project Courses**

Students writing a thesis need to enroll in History 698 with their thesis advisor for four (4) units. Students taking exams will likely complete a 595 for exam preparation as part of their field option courses.

## **Independent Study Course Selection**

The courses for Special Preparation (595), Directed Reading (695), Directed Research (697), and Thesis (698) may be applied to the 18 unit total only with the permission of the graduate advisor.

History 595 may be taken for Comprehensive Examination preparation or upper-division course taken as a graduate-level course. Topic, requirements, and grade breakdown must be clearly stated on the contract, which must be filed by the supervising instructor with the department office early in the semester.

History 695 may be taken for Independent Readings or Research. Topic, requirements, and grade breakdown must be clearly stated on the contract, which must be filed by the supervising instructor with the department office early in the semester.

History 697 may be taken for Thesis Research and only with the student's thesis committee chair.

History 698 must be taken for Thesis writing and only with the student's thesis committee chair. History 698 must be taken for four (4) units.

A student may accumulate 6 units (maximum) each of History 595, 695, or 697. Students may not repeat 595, 695, or 697 with the same instructor or on the same topic; only rarely will exceptions to this policy be made and only with prior approval of the graduate advisor and supervising instructor. For more information about independent studies courses, see Appendix 2.

### ***Advancement to Candidacy***

Students should see the Graduate Advisor to file an Advancement to Candidacy after they have completed at least 6 units but no more than 15 units of graduate coursework. A signed Comprehensive Examination Approval form or Thesis Agreement Form and a completed Program Planner must be submitted to the Graduate Advisor before Advancement.

To advance, the student must have taken a 501 as well as have passed the Graduation Writing Assessment Requirement (GWAR; also known as the WPE, Writing Proficiency Exam) or appropriate designated course. The GWAR is administered several times every academic year by the University Testing Office. It must be attempted in the first semester of graduate work and passed by the time of advancement. The exam may be waived if the student has earned a 4.0 or higher on the Writing portion of the GRE or has taken the examination as an undergraduate in the CSU system.

Advancement must take place at least two semesters prior to taking the Comprehensive Exams or completing the Thesis and soon after a Comprehensive Examination Approval Form or Thesis Committee Agreement Form has been filed with the department. In other words, it is at this point that a student must commit to taking exams or writing a thesis. Advancement to Candidacy is a formal contract listing the courses the student has taken, is taking, and will take. Changes to the contract may be made in consultation with the Graduate Advisor. Once advanced, students must file for graduation at least one year in advance of their anticipated graduation date.

### **Culminating Projects**

In order to culminate their M.A. degree in History, students must take either comprehensive exams in one field (two periods) or in two fields or write a thesis on one field or incorporating two fields.

Comprehensive exams require filing a Comprehensive Examination Approval Form with the department. A thesis requires filing a Thesis Committee Agreement Form and enrolling in History 698 with the thesis advisor for four (4) units.

## ***Comprehensive Exams***

### ***Principles Guiding the Comprehensive Examination:***

The comprehensive examination reflects our department's commitment to the production of historical knowledge and the cultivation of intellectual curiosity, critical thinking, and oral and written communication skills. M.A. degree candidates taking comprehensive exams will accordingly be asked to show their faculty mentors what they know and what they can do in their chosen field(s) of study.

The relationship between the student and his or her principal advisor is the key to successful completion of the comprehensive exams. While this mentoring relationship may have begun in a graduate seminar, it will take on new depth as the student works with his or her advisor to create reading lists and draft practice exam questions that define the field (or fields) of study. While assembling a reading list sounds simple, it is actually a challenging and serious work of scholarly training. With the assistance of their advisors, students will consider a range of significant works and organize them in order to reveal the theoretical and methodological foundations of their field(s) of study.

Students must submit this reading list and practice questions or sample topics to the department's Graduate Committee for approval before sitting for exams, making regular communication with their advisor and other exam committee members essential. Because graduate students will work with faculty members with different theoretical and methodological backgrounds, the faculty acknowledges that when students are asked to write about fields of historical study that they will understand and engage the discipline in a variety of ways. Some students will write in "dialogue with" or "against" current historical scholarship. Some students may wish to undertake a substantial revision of a field of study, challenging its canonical works. Accordingly, the comprehensive examination presents more than just an opportunity to synthesize ideas about your chosen fields of study—it is a time to demonstrate your mastery of both the facts and concepts of history and the historical perspectives and skills that are increasingly essential to our lives as global citizens in our twenty-first century world.

### ***Comprehensive Exam Committees:***

Students who choose to take Comprehensive Examinations must form two (2) committees (with two faculty on each; at least one faculty member on each committee must be a tenured or tenure-track member of the History Department and the chair of the committee must be a tenured or tenure-track member of the History Department). One committee member may be a professor from another department or from another campus from whom the student has taken a class that is part of her/his Advancement to Candidacy.

As preparation for exams, the student will establish a reading list in consultation with his or her adviser and other committee members. The works included on this list will demonstrate the coherence and breadth of the student's fields of concentration. More specifically, the resulting list will identify the key issues and/or debates that have shaped the field(s) of concentration. The length of the reading lists will vary; about 40 citations are appropriate. The precise number and type of citations and the manner in which the reading list will be organized should be worked out in consultation with the student's exam committee. Sample reading lists will be available in the Departmental Office. Students preparing for exams are expected to maintain regular communication with their exam committee members, as the relationship between the student and his or her committee and advisor is a crucial determinant of one's success in the program.

### ***Nature of the Comprehensive Examinations:***

The Comprehensive Examinations are scheduled each Fall and Spring semester. Comprehensive exams for students who have chosen one Field of Study may be divided into two or more chronological sections. Students take two exams, one in each of the parts of their Field (for example, U.S. to 1877 and U.S. since 1850) or their Sub-Fields (for example, Ancient Greece and Rome and U.S. to 1877).

When the student and his or her committee agree that the reading list is complete and thoroughly understood by the candidate, the student should be prepared to answer two questions for each field. Responses to both questions must include a historiographic component, that is, they must place content knowledge in a wider historiographic context. **Potential exam topics, practice questions, and the final reading list are to be submitted to the department Graduate Committee via the Graduate Advisor for approval before sitting for exams. Please check with the Graduate Advisor for the due dates for these materials, which will be approximately 6-8 weeks prior to the exam.** Your exam should be scheduled for no later than the fourteenth week of the semester. The department Graduate Committee will evaluate the reading list, topics, and practice questions as they prepare the two questions that will appear on the exam.

Based on the reading lists, the exam questions should allow the student to address the following issues in two take-home essays of 7-10 pages each (double-spaced, 12 pt font):

- What are the parameters and substance of the field of study?
- What are the theoretical foundations of the field of study?
- What are the relevant methodologies and new directions of research that inform the scholarship of the field of study?
- How is the field of concentration in dialogue with broader trends in the discipline?

More than just a review of the literature, these discussions should include the key issues that allow the student to integrate theory and method in their fields of study and show how they contribute to the student's critical formulation of the discipline of history.

Students will have 72 hours to submit responses to both questions of each exam for a given field in hard copy to the department office and electronically through Turn-It-In. If a student is taking exams in more than one field or sub-field at a time, 72 hours will be allotted for each exam.

### ***Results of the Comprehensive Examinations***

The members of the student's comprehensive exam committees will then read the essays. Committee members have 14 days to return evaluations of the papers after the office staff distributes them (usually within three days).

The student may receive the marks Pass with Distinction, Pass, Pass with Reservations, or Fail. Once the examination is complete and the student has passed the examination, the Graduate Advisor forwards the decision to Enrollment Services and Graduate Records. In the event of an evaluation of "Fail," the student may retake an exam once. In the event of a mark of Pass with Reservations, the student will be directed by the committee to rewrite all or a portion of the exam. Rewrites must be completed within 7 days of the formal notification of exam results. At the completion of the student's additional work, the committee will evaluate the exam again. An oral examination on the field(s) of study may be required as part of this second evaluation.

Only one of a student's two field exams may receive a mark of Pass with Reservations. In the event that both exams receive a Pass with Reservations, the student will be required to retake all or parts of one of the exams, receiving a Pass or higher to complete the requirements for the degree.

## **Thesis**

### ***Principles Guiding the Master's Thesis in History***

The History Master's Thesis is a major written project consisting of multiple chapters on a historical topic, based on research in primary sources. The writing of a Master's Thesis in history reflects a student's commitment to primary source research, analysis of historical documents, disciplinary methodologies, questions of historiographic context, and the clear articulation of one's arguments and evidence in well-written prose. A successful thesis thus demonstrates critical thinking, organization skill, and attention to detail.

### ***Choosing to Write a Thesis***

Students should consult with the graduate advisor and their course faculty for advice about whether they should attempt to write a thesis or should instead take the comprehensive exams. They should begin their thesis work as soon as they have identified a viable topic and consulted with potential members of their thesis committee. Graduate students formally decide on the thesis option at the time of Advancement to Candidacy after having completed 15 units (including one 510 Colloquium), at which time they also have to form a three-faculty member thesis committee and reach agreement with the committee on a general thesis topic. The committee and topic signature page must be submitted at the same time as the advancement to Candidacy form is drawn up with the Graduate Advisor in History.

### ***Thesis Committees:***

Students who choose to write a thesis must form a committee of three faculty members, at least two of whom must be faculty members in the History Department. The chair of the committee must be a tenured or tenure-track member of the History Department. One committee member may be a professor from another department or from another campus from whom the student has taken a class that is part of her/his advancement to Candidacy contract. **It is strongly advised that students have at least one class during their tenure as graduate students from each faculty member on their committees.** Check with the Graduate Advisor for Thesis Committee forms.

### ***The Thesis Prospectus and Presentation***

The writing of a thesis prospectus before advancing to candidacy is essential for providing a clear guide, or roadmap, through the thesis writing process. The prospectus provides the student and the committee with a shared understanding of the thesis topic and the project at hand. Producing the prospectus forces the student to work with his or her committee in approving the topic and provides adequate time for revisions or redirection, whichever the case may be.

Along with a commitment to the production of historical knowledge, critical thinking, and the cultivation of intellectual curiosity, our department is also committed to the development of oral and written communication skills. In this vein, Master's students choosing the thesis route are required to present their thesis prospectus in a 15-minute oral presentation to the graduate committee and department faculty and be prepared to answer questions pertaining to the prospectus. This presentation creates a sense of urgency, rigor, and seriousness about the thesis while giving the student the opportunity to showcase his or her

unique project. It enables the department to assist students in choosing the most appropriate culminating project, reinforces a sense of community among the graduate students, and makes certain that students writing a thesis are prepared for the task.

After the completion of 9-12 units, the student should meet with his/her thesis committee chair to discuss the thesis topic and to begin work on the thesis proposal outline. Before advancing to candidacy, the student must circulate to her/his committee a thesis proposal draft that includes and addresses the following elements: research topic, project outline, key questions, historiographic contexts, sites for primary source research, timeline for completion, and the names and departments of committee members. The student should meet with members of her/his committee to talk about what is expected at the presentation and how the proposal should be improved and revised before the presentation.

After revision and resubmission of the proposal and the completion of 15 units, the student must present the thesis proposal to a meeting of the thesis committee, graduate committee, and other history faculty. These meetings will be scheduled at least twice per year, once in the fall and once in the spring. The presentation of the thesis proposal should be limited to fifteen minutes and will be followed by a question and answer session. Assuming that the faculty assent to the proposal, the student will be advanced to candidacy.

### ***Completing the Thesis***

Research on the thesis should begin in a 600-level research seminar and be continued in directed studies courses under the supervision of the thesis committee. It is vital to maintain close touch with the faculty supervising your work as well as the Graduate Advisor.

Students writing theses will take History 698 with their thesis committee chair for four (4) units.

### ***Language Requirement***

All candidates for the M.A. degree in history who have selected to write a thesis must demonstrate competency in one foreign language. Exceptions are granted only with the approval of the chair of a graduate student's committee and the Graduate Advisor. The language competency requirement may be met in three ways:

1. Through an examination by a faculty member with expertise in the student's language. The exam will be a translation of about a 500-word text to be completed in two hours; a dictionary is allowed.
2. By taking the equivalent of two full years of university level foreign language courses, with an average GPA of 3.0 in those courses. If the primary concentration is in Ancient/Medieval, a student may also fulfill this requirement by taking one year of Greek and one year of Latin. All course work completed must be within five years of admission to the graduate program.
3. By taking and passing the Educational Testing Service Graduate Foreign Language Exam.

## Other Matters

All graduate students must be enrolled every semester until graduation, unless they have filed an educational leave. If you do so, you will have to reapply to the university and the department. If students have completed all the courses required by their advancement to candidacy contracts but have not yet successfully completed all the requirements for a thesis or comprehensive exam, they must enroll in GS700 through University Extension. **A student should never break residency from the University during his/her graduate program. Any student who is unable to enroll in a particular term (Fall, Spring) for personal or professional reasons must request a formal leave from the University.**

Both the History Department and the University require that graduate students maintain at the very least a B average in their graduate work although a higher average is expected. In particular, a C is an unsatisfactory grade in 500- and 600-level courses. A grade of C in such a course has to be compensated for by an A grade in another such course. Graduate students may not repeat/delete nor can they take any course on a CR/NC basis while in the graduate program.

### *Graduate Program Fields*

Africa and the Middle East

*Middle East*

*Africa*

Ancient and Medieval

*Greece and Rome*

*Middle Ages*

*Byzantine*

Asia

*East Asia*

*Southeast Asia*

*Central Asia*

*South Asia*

Latin America

*Colonial Latin America*

*Modern Latin America*

Modern Europe

*Renaissance, Reformation, and Early Modern (1350-1789)*

*Modern (1715-1918)*

*Twentieth Century (1870-present)*

United States History

*Early U.S. (to 1865)*

*Recent U.S. (since 1865)*

World History

*World before 1700*

*Post-1700 World*

*Empires, Decolonization, and Modernization*

***Important Links:***

Graduate Admission:	<a href="http://www.csumentor.edu/AdmissionApp/">http://www.csumentor.edu/AdmissionApp/</a>
University Grad Studies	<a href="http://www.csulb.edu/divisions/aa/projects/grad/">http://www.csulb.edu/divisions/aa/projects/grad/</a>
University Grad Handbook	<a href="http://www.csulb.edu/divisions/aa/projects/grad/handbook/index.html">http://www.csulb.edu/divisions/aa/projects/grad/handbook/index.html</a>
University Financial Aid	<a href="http://www.csulb.edu/depts/enrollment/financial_aid/">http://www.csulb.edu/depts/enrollment/financial_aid/</a>
University Library	<a href="http://www.csulb.edu/library/">http://www.csulb.edu/library/</a>
Thesis Office	<a href="http://www.csulb.edu/library/guide/serv/thesis.html">http://www.csulb.edu/library/guide/serv/thesis.html</a>

***Useful Contacts***

Department of History	Location: FO2-106 Phone: 562/985-4431 <a href="http://www.csulb.edu/colleges/cla/departments/history/">http://www.csulb.edu/colleges/cla/departments/history/</a>
Dr. Houri Berberian Graduate Advisor	Location: FO2-215 Phone: 562/985-4524 E-mail: <a href="mailto:hberber@csulb.edu">hberber@csulb.edu</a>
Dr. Nancy Quam-Wickham Department Chair	Location: FO2-102 Phone: 562/985-4432 E-mail: <a href="mailto:quamwick@csulb.edu">quamwick@csulb.edu</a>
Cris Hernandez Grad Administrative Coordinator	Location: FO2-106 Phone: 562/985-4432 E-mail: <a href="mailto:cherna13@csulb.edu">cherna13@csulb.edu</a>
Greg Armento History Librarian	Location: LIB-314 Phone: 562/985-4367 E-mail: <a href="mailto:garmento@csulb.edu">garmento@csulb.edu</a>

## ***Faculty***

- \***Berberian, Hourì** (Ph.D., University of California, Los Angeles, 1998, Associate Professor; Middle East, World)
- \***Berquist, Emily** (Ph.D., University of Texas, Austin, 2007, Assistant Professor; Colonial Latin America)
- \***Blutinger, Jeffrey** (Ph.D., University of California, Los Angeles, 2003; Assistant Professor; Jewish Studies)
- Burke, Albie D.** (Ph.D., University of Chicago, 1967, Professor; U.S., Constitutional)
- \***Cleary, Patricia** (Ph.D., Northwestern University, 1989, Professor; U.S., colonial)
- Collins, Keith E.** (Ph.D., University of California, San Diego, 1969, Professor Emeritus; U.S., Southern U.S.)
- \***Dabel, Jane** (Ph.D., University of California, Los Angeles, 2001, Associate Professor; U.S., African American, Co-Editor of *The History Teacher*)
- \***Hood, David C.** (Ph.D., University of Southern California, 1966, Professor; Ancient)
- \***Igmen, Ali** (Ph.D., University of Washington, 2004, Assistant Professor; Modern Europe Central Asia and Russia)
- \***Jenks, Andrew** (Ph.D., Stanford University, 2002, Assistant Professor; Russia)
- \***Johnson, Troy R.** (Ph.D., University of California, Los Angeles, 1994, Professor; American Indian Studies and U.S.)
- \***Kaminsky, Arnold P.** (Ph.D., University of California, Los Angeles, 1976, Professor; South and Southeast Asian, British Empire, World)
- \***Kelleher, Marie** (Ph.D., University of Kansas, Lawrence, 2003, Assistant Professor; Medieval)
- \***Kuo, Margaret** (Ph.D., University of California, Los Angeles, 2004, Assistant Professor; Modern China)
- \***Lazarowitz, Arlene** (Ph.D., University of California, Los Angeles, 1982, Associate Professor; Jewish Studies and U.S. Diplomatic)
- \***Li, Guotong** (Ph.D., University of California, Davis, 2007, Assistant Professor; Late Imperial China)
- \***Luhr, Eileen** (Ph.D., University of California, Irvine, 2004, Assistant Professor; U.S.)
- \***Mizelle, D. Brett.** (Ph.D., University of Minnesota, 2000, Associate Professor; U.S.)
- \***Murdock, Caitlin** (Ph.D., Stanford University, 2003, Assistant Professor; Central and Eastern Europe)
- \***Quam-Wickham, Nancy L.** (Ph.D., University of California, Berkeley, 1994, Department Chair, Professor; U.S., Western; Co-Editor of *The History Teacher*)
- \***Schrank, Sarah** (Ph.D., University of California, San Diego, 2002, Associate Professor; U.S., Urban)
- Schwartz, Donald** (Ph.D., New York University, 1987, Professor Emeritus; Modern Europe)
- \***Sedrez, Lise** (Ph.D., Stanford University, 2005, Assistant Professor; Latin America, Environmental History)
- \***Shafer, David** (Ph.D., University of London, England, 1994, Associate Professor; Modern Europe, France)
- \***Wilford, Hugh** (Ph.D., Exeter University, 1991, Assistant Professor; U.S.)

\* Teaches in Graduate Program

***Appendix 1: Nature of the Comprehensive Examinations***  
(for Students Matriculated Prior to Fall 2006)

The Comprehensive Examinations are scheduled each Fall and Spring semester. Comprehensive exams for students who have chosen one Field of Study may be divided into two or more chronological sections. Students take two exams, one in each of the parts of their Field (for example, U.S. to 1877 and U.S. since 1860) or their Sub-Fields (for example, Ancient Greece and Rome, and U.S., to 1877). Each exam is four hours long. Each student has to answer a total of three questions in each exam. The first question will be on historiography. Students will have no choices; only one question will be asked. The other two sections will be on the students fields or, if doing one field, on two periods. Here students will be given two choices for each section and will have to answer one question per section. The student can choose to take his/her exams in sequential semesters (Fall, Spring or Spring, Fall), but he/she must submit a Comprehensive Examination Committee Approval Form by October 15 in the Fall and March 15 in the Spring. See Graduate Advisor for form and due date.

## ***Appendix 2: Independent Study Course Guidelines***

Please consult the information and guidelines below regarding Independent Study Courses.

- 1) Contact the graduate advisor with any questions. Don't try to guess your way through graduate school.
- 2) All Independent Study contracts will be placed in the graduate student files.
- 3) THE DEADLINE FOR STUDENTS TO SUBMIT AN INDEPENDENT STUDIES CONTRACT IS THE FIRST FRIDAY OF THE FIRST WEEK OF FALL AND SPRING SEMESTER. AFTER THE FIRST WEEK OF CLASSES, WE CANNOT GUARANTEE INSTRUCTOR ASSIGNMENT.
- 4) 595s are for Comprehensive Exams preparation or upper-division course taken as a graduate-level course. Topic, requirements, and grade breakdown must be clearly stated on the contract.
- 5) 695s are Independent Readings or Research. -- Topic, requirements, and grade breakdown must be clearly stated on the contract.
- 6) 697s are Thesis Research - may only be taken with student's thesis committee chair.
- 7) 698s are Thesis writing - may only be taken with student's thesis committee chair.
- 8) The maximum number of times a student may enroll in 595 and 695 is two each and they must be not be with the same professor or on the same topic.