



MASTER OF ARTS IN HISTORY

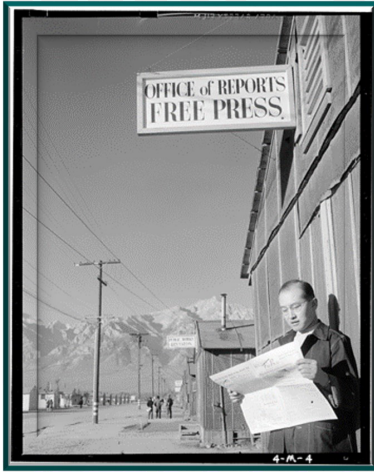


GUIDE FOR GRADUATE STUDY

Department of History
California State University, Long Beach
Revised June 2026

The Master of Arts in History at the Beach

Welcome to History Graduate Studies at the Beach! The following Guide for Graduate Study is designed for both prospective and current graduate students.



About the Program

CSULB's Masters degree in history is ideal for students planning to pursue Ph.Ds, for secondary teachers, for professionals seeking a graduate degree, and for lifelong learners.

Our graduates have gone on to doctoral programs at Princeton, Yale, Cornell, UCLA, University of London, University of California at Santa Barbara, and University of California at San Diego among others. Other graduates are successful secondary teachers and community college faculty, and professionals working in government, real estate, business, archives, and the National Park Service.

This five-semester program offers students close contact with faculty mentors, rigorous training in historical methods (critical analysis, synthesis, and writing), and an opportunity to tailor their programs to pursue specific interests in U.S., European, World and Ancient History.

Students build expertise in two fields of concentration and choose among three final projects: Comprehensive Exams, a Thesis, or a Teaching Unit (primarily for secondary teachers and people planning to pursue community college teaching).

National recognition, close contact with faculty, evening class schedules, and affordable tuition make our program an excellent choice for full-time students and working professionals alike.

Program Highlights

- ◆ One-on-one mentoring from nationally recognized faculty
- ◆ Individualized program plans that balance disciplinary training with personal interests
- ◆ Three choices of culminating projects, Comprehensive exams, Thesis, or Teaching unit (for secondary teachers and future community college instructors), let students tailor their programs to their degree goals
- ◆ Evening classes accommodate work and family schedules
- ◆ Cost effective

Additional Opportunities and Resources:

- ◆ Opportunities to work as writing tutors and undergraduate course facilitators
- ◆ Opportunity to participate in the History Graduate Student Association, which fosters a vibrant graduate student community and which organizes student conferences, hosts guest speakers and films, and sponsors professional development events
- ◆ Each year, one history M.A. student is chosen as an intern for *The History Teacher*, and gets to learn about academic publishing by working on the largest-circulating peer-reviewed history journal in the U.S.
- ◆ Institutional support available for conference travel and research

Applying to the History M.A. Program

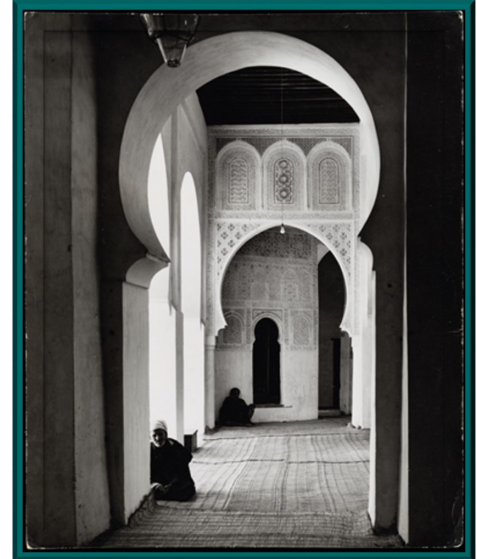
Minimum Requirements for Admission

1. Complete a four-year college course of study and hold an acceptable baccalaureate degree from a regionally accredited institution by the end of the summer term prior to Fall enrollment.
2. An overall and History GPA of 3.0 or higher.
3. Substantial previous coursework in History.

How to Apply

You will need to apply both to the university, through [Cal State Apply](#), and to the history department.

1. Submit University Application through Cal State Apply
2. Submit Official Transcripts to CSULB electronically to AppES-IDPTrans@csulb.edu
3. Submit the following documents to the History department:
CLA-HistoryGraduateProgram@csulb.edu
 - a. Statement of Purpose
 - b. Scholarly Writing Sample
 - c. C.V
4. Have 3 letters of recommendation sent to the History department directly from your recommender.



For questions about the program or the substance of the application please contact the Graduate Advisor, Dr. Caitlin Murdock, at C.Murdock@csulb.edu. For questions about the status of your application please contact the History Graduate Coordinator, Marcy Bacani at Marcy.Bacani@csulb.edu

- Application fee information is found on the [Admissions website](#)
- Financial aid information is found on the [Financial Aid website](#)
- N.B. — GRE scores are not required from applicants to our program

Program Requirements

Course Requirements

The History M.A. requires 10 courses (30-31 units). Students typically choose to take two courses per semester, but have the option of adjusting their course loads to accommodate work schedules etc.

Core Courses

The following are required of all students. [9 units]

- ◆ History 501 [must pass with at least a B]
- ◆ History 502 [must pass with at least a B]
- ◆ History 590

Fields of Study Courses [18 units]

Students must complete 9 units of graduate-level coursework (500/600 numbered courses) in each of two fields (United States, World, Modern Europe, and Ancient History).

The 18 units (total) for both fields must include:

- ◆ Two 510s, one in each field of concentration. Students may take a maximum of two 510s in each field with different instructors and/or topics.
- ◆ One Research Seminar: 611 (Ancient and Medieval), 631 (European), Hist 641 (World), 673 (U.S.). Each research seminar may be repeated to a maximum of six (6) units.
- ◆ Typically, one or two of the field-specific courses are directed studies connected to a student's culminating project (595 for comprehensive exams, 698a/698b for theses, 695 for the Teaching Unit).



Elective Courses [3 units]

The elective course should be a History graduate course (500/600 numbered) or a graduate course in a supporting discipline and related to your field(s) of concentration. In some cases, an upper-division undergraduate course (400 level) may be accepted. Upper-division courses taken before the completion of a Bachelor's degree may not be repeated. Upper-division undergraduate and non-History courses require the consent of the Graduate Advisor. For thesis students, History 698 (Thesis Writing) will serve as the elective. For students choosing the Teaching Emphasis, History 605 will serve as the elective. History 605 may also be chosen as an elective by students not pursuing the Teaching Unit.

Culminating Project Courses [6-7 units]

Courses taken as part of the culminating project will be applied to either the field or elective unit count.

- ◆ Students writing a thesis need to enroll in History 698a (Prospectus Preparation) and History 698b (thesis writing).
- ◆ Students taking exams will likely complete a directed study course, History 595, in preparation for each of their two exams.
- ◆ Students with a teaching emphasis must successfully complete History 605 for three units and History 695 for three units.

Faculty Teaching in the Graduate Program:

Nimisha Barton (Ph.D., Princeton University, 2014)

Assistant Professor; Modern Europe, France

Blutinger, Jeffrey (Ph.D., University of California, Los Angeles, 2003)

Professor; Jewish Studies

Bolaños, Isacar (Ph.D., Ohio State University, 2019)

Assistant Professor; Ottoman Empire

Cleary, Patricia (Ph.D., Northwestern University, 1989)

Professor; U.S., Colonial

Dabel, Jane (Ph.D., University of California, Los Angeles, 2000)

Professor; U.S., African American, Editor of *The History Teacher*

Flach, Kate (Ph.D., University of California, San Diego, 2018)

Assistant Professor; Modern U.S.

İğmen, Ali (Ph.D., University of Washington, 2004)

Professor; Modern Europe Central Asia and Russia

Jenks, Andrew (Ph.D., Stanford University, 2002)

Professor; Europe, Russia

Judge, Rajbir Singh (PhD, University of California, Davis 2018)

Assistant Professor; South Asia

Kuo, Margaret (Ph.D., University of California, Los Angeles, 2004)

Professor; Modern China

Larsen, Mik (Ph.D., University of California, Los Angeles, 2015)

Interim David Hood Professor of Ancient History

Li, Guotong (Ph.D., University of California, Davis, 2007)

Professor; Late Imperial China

Luhr, Eileen (Ph.D., University of California, Irvine, 2004),

Professor; U.S.

Mizelle, D. Brett (Ph.D., University of Minnesota, 2000)

Professor; U.S.

Murdock, Caitlin (Ph.D., Stanford University, 2003)

Professor; Modern Europe, Germany, Central and Eastern Europe

Piña, Ulices (Ph.D. University of California, San Diego, 2017)

Assistant Professor; Latin America, Mexico

Quam-Wickham, Nancy L. (Ph.D., University of California, Berkeley, 1994)

Professor; U.S., Western

Rael, Carie (Ph.D., Rutgers, 2023)

Assistant Professor; U.S.

Schrank, Sarah (Ph.D., University of California, San Diego, 2002)

Professor; U.S., Urban

Shafer, David (Ph.D., University of London, England, 1994)

Department Chair, Professor; Modern Europe, France

Takeuchi, Michiko (Ph.D., University of California, Los Angeles, 2009)

Professor, Japan

Wilford, Hugh (Ph.D., Exeter University, 1991)

Professor; U.S.

Program Details and Options

Advancement to Candidacy

Advancement to Candidacy is a formal contract in which a student commits to the course program and culminating project (Comprehensive exams, Thesis, or Teaching unit) with which they will complete the program. After advancement, students can make some changes to the specific courses in the contract by consulting with the graduate advisor. Changes made without consulting the graduate advisor may not be approved and may result in a longer time to degree. A student's culminating project can only be changed under extraordinary conditions after they have advanced to candidacy.

Students should usually advance to candidacy after having completed 12-15 units in the program (i.e. usually after their second semester or early in the third semester in the program). Students will need to meet with the Graduate Advisor to decide on a Degree Plan and file for advancement. To advance, the student must have passed 501 and 502 with at least a B.

All graduate students must satisfy the university's Graduation Writing Assessment Requirement (GWAR). Students who earned a 4.0 or higher on the Writing portion of the GRE, completed a Bachelor's Degree or equivalent from an accredited college or university in the U.S., or non-U.S. institution where the primary language of instruction is English are not required to take the GWAR exam. All others must attempt the GWAR in the first semester they enroll and pass it by the time they advance to candidacy.

Culminating Projects

Students choose among three culminating projects to complete their degrees: Comprehensive Exams, a Thesis, or a Teaching Unit (primarily for secondary teachers and future community college instructors). Students must advance to candidacy before embarking on their culminating projects.

Comprehensive Exams

Comprehensive exams provide students with a breadth of knowledge within each of their two areas of concentration as well as familiarity with the historiographical debates and methods in those fields.

1. **Procedures for Comprehensive Examinations: Constituting Exam Committees:** Students who choose Comprehensive Examinations must meet with the Graduate Advisor to discuss possible exam committees. This meeting usually happens during the student's second semester as they prepare to advance to candidacy. Exam students form two committees, one in each in their fields of concentration, with two faculty on each. The chair of each committee must be a tenured or tenure-track member of the History Department. With the approval of the Graduate Advisor and exam committee chair, one committee member may be a full-time adjunct faculty member of the history department, or a professor from another department or from another campus. After consultation with the Graduate advisor, the student should complete the Comprehensive Exam Committee form (available on the [Graduate program website](#)) and submit it to the Graduate Coordinator.
2. **Preparing the Reading List:** The student will create a reading list in consultation with his or her committee the semester before the exam is to be taken. The reading list should provide breadth of knowledge in the field of concentration and reflect key issues and/or debates that have shaped that field. Lists should have a guiding theme and are typically subdivided into 3-5 sub-themes. The full list should be sufficiently broad to qualify as "comprehensive." Although the length of the reading lists will vary, they must include a minimum of 40 books and articles (with an emphasis on books), and should normally not exceed 60 citations. Once the student and committee have agreed on a final list, the student will submit a copy of that list and the Reading List Approval Form (available on the [Graduate program website](#)) to the Graduate Advisor and to their committee members for approval. The final list is a contract between the student and their committee. Once it has been submitted, signed and filed, it can no longer be changed by either party.

Deadlines to Submit Exam Reading Lists:

- ◆ Fall Exams: May 1st
- ◆ December 1 for exams the following Spring semester.



3. **Preparing for the Exam:** The semester that a student plans to take an exam they will usually register for History 595 (Comprehensive Exam Preparation) with their committee chair. The committee chair will prepare a 595 course contract outlining the requirements and grading for the directed study course. Students preparing for exams are expected to maintain regular communication with both exam committee members and should prepare in consultation with both committee members.
4. **Scheduling the Exam:** Students taking a Fall Exam must schedule that exam with the Graduate Coordinator no later than September 1. Students taking a Spring exam must schedule that exam no later than February 1.

Comprehensive Exam Scheduling

- ◆ All exams must begin on a weekday during normal business hours.
- ◆ Fall exams must be taken no earlier than October 1 and no later than December 1, with the above proviso in mind.
- ◆ Spring exams must be taken no earlier than March 1 and no later than May 1, with the above proviso in mind.

5. *Taking the Exam:* Students will have 72 hours to answer two exam questions in essays of approximately 10–12 pages each (double spaced, 12 point font, one-inch margins). These essays should be more than just a review of the literature, and should demonstrate a student’s understanding of key issues, theories, methods, and debates in their chosen fields as well as an understanding of the discipline of history. One of the two questions will be explicitly historiographical.

In broad terms the questions may address the following issues:

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?

6. *Assessment and Results:* At the end of the 72 hour exam period, the student will submit responses to both exam questions to the department. One copy must be submitted electronically to Canvas (the chair of the comprehensive exam committee is responsible for setting up the assignment for the student on Canvas). Another copy should be submitted to the committee members and to the Graduate Coordinator.



The members of the student’s comprehensive exam committee have 14 days to read and evaluate the essays. Once they have done so, they return a completed Comprehensive Exam Evaluation Form to the Graduate Coordinator (who will have sent them the form when the students submitted the exam). The Graduate Advisor will notify the student of the exam results.

The student may receive the following marks; Pass with Distinction, Pass, Requires Revision to Pass, or Fail. Once the examination is complete and the student has passed the examination, the Graduate Advisor (with the help of the Graduate Coordinator) 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 Requires Revision to Pass the committee will ask the student 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 of study may be required as part of this second evaluation.

Thesis

The thesis offers students the opportunity to produce a major piece of original historical research and to situate that research within the wider historiography. Theses are usually written in one of the student’s two fields of concentration and in close consultation with a committee of three faculty members. The thesis option is best suited for students with a clear research agenda and strong critical thinking, organizational, and writing skills. All thesis students are required to prepare and defend a prospectus of their intended research to the department. If a student chooses to pursue a thesis that requires non-English-language sources, they will be required to demonstrate reading knowledge of the appropriate language(s). A thesis can be good preparation for those intending to pursue a Ph.D., but is not required for further graduate work.



Procedures for pursuing a thesis:

1. Choosing the Thesis Option: Although students who choose to write a thesis formally commit to this option when they advance to candidacy (and complete at least one 510 colloquium), those considering the thesis should consult with the Graduate Advisor, identify and consult with potential committee members, and begin defining and exploring their intended topics as soon as possible.
2. Choosing a Committee and Presenting a Prospectus: Thesis candidates will recruit a potential committee of three faculty members when the student has completed approximately 9-12 units (usually by the end of the second semester in the program). The student will usually advance to candidacy and undertake the prospectus on the intended research the following semester. The prospectus provides the student and the committee with a shared understanding of the thesis topic, likely primary sources, theoretical approach, historiographical context, and research timeline. Producing the prospectus requires the student to work with their committee to hone the topic and assess its feasibility. Committee members should be actively engaged in guiding the student, encouraging revision and redirection if necessary.

Students preparing a prospectus should enroll in History 698a with their intended committee chairs. The prospectus consists of two parts: 1.) An approximately ten-page project proposal outlining the

thesis topic and significance, the intended sourcebase, feasibility, planned theoretical approach, and historiographical context and contribution. 2.) A fifteen-minute oral defense to the Graduate Committee and department faculty. This presentation creates a sense of rigor and seriousness about the thesis while giving students an opportunity to showcase their projects. 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 thesis students are prepared for the rigors of a major research and writing project.

All committee members must review and approve both the written and oral portions of the prospectus before the student can formally commit to the thesis option. If after reviewing the prospectus the committee decides that a student is unlikely to produce a successful thesis, they will direct the student to switch their culminating project to comprehensive exams.

3. Researching and Writing the Thesis: Students should pursue their research on the thesis in a 600-level research seminar and continue it in History 698b (Directed study—Thesis Writing) with their thesis chairs. History M.A. theses should be between 80 and 120 pages in length. It is vital to maintain close communication with the thesis committee and the Graduate Advisor. If a student makes satisfactory progress on the thesis in History 698b they will receive a grade of “RP” until the thesis clears university review.

All theses must be submitted to Turnitin through Canvas. The chair of the Thesis Committee is responsible for setting up the assignment for the student on Canvas. Once the committee approves the thesis, it must be submitted to the College of Liberal Arts and to the University Thesis Office. A final grade for 698b and the M.A. degree are awarded only once the thesis has been cleared by both the college and the university.

The Emphasis in Teaching History

The emphasis in teaching history is intended primarily for secondary teachers who are seeking a graduate degree in history as opposed to one in education. In some cases, it is also appropriate for M.A. students planning a career in history education, whether at the community college level, in museums, or in some other venue. A unique program in the state of California, the emphasis in teaching provides candidates with in-depth understanding of current research in the expanding field of historical thinking and teaching of history. Candidates develop a two-week teaching plan that implements current research, historiography, and methods into appropriate classroom pedagogic practice. The Teaching Unit consists of all lesson plans, teaching materials, and assessments, and is accompanied by a historiography of the scholarship about the student's chosen topic. The Teaching Unit will conclude with an action research plan of the candidate's teaching practice and include an analysis of student work from a component of the teaching unit and a detailed planned description for future revisions. Choice of topic, development of teaching materials, assessments, and historiography will be established in consultation with the student's committee. Teachers who complete this project will have a finished, tested unit to carry back for use in their classrooms as well as a framework for developing units in future.

Procedures for pursuing the Emphasis in Teaching History

1. Preparing for the Teaching Option: Students should begin considering possible topics for their unit of instruction and consult with potential committee members and the graduate advisor during their first and second semester in the program. Topics should be broad enough to merit a two-week unit in a secondary history class or survey-level university history course. Secondary teachers will naturally wish to develop teaching units that align to their grade-level topics and should consider state or AP content as well as Common Core standards as appropriate. Students interested in developing units for introductory college-level courses should consult syllabi, college-level textbooks, and, whenever possible, observe survey-level community college or university History courses.
2. Choosing the Teaching Option: After completing 6-9 units—and before taking History 605—students who wish to choose the Teaching Option should consult with the Graduate Advisor and meet with potential committee members to discuss prospective unit topics. The committee consists of two faculty members, one of whom should preferably be a History 605 instructor. The chair of the committee must be a tenured or tenure-track faculty member of the History department, and the committee member may be tenured, tenure-track, or non-tenured faculty member of the History department or, pending the Graduate Advisor's approval, a faculty member in another relevant university department. A candidate may include a third committee member if the candidate chooses to teach their unit in the committee member's history survey course and with the approval of the 605 instructor and Graduate Advisor.
3. Before advancing to candidacy, the student must submit a proposal to their committee that includes: a summary of the teaching topic and explanation of its alignment with a secondary or university history survey course, a project outline, a timeline for completion, names of committee members, and evidence that the student has made preliminary arrangements for teaching the unit in a specific course. A candidate is solely responsible for making their arrangements for placement, but their committee must approve the placement.
4. The candidate's committee and the graduate advisor will determine whether the project is feasible or whether the student should switch to exams as their capstone project. If they approve the proposal, the student will advance to candidacy after completing fifteen units, including History 605. The Teaching Unit Approval Committee Agreement form is available on the History Graduate Canvas page.



5. **Required Coursework:** After taking nine to twelve units and completing the proposal described above, students should enroll in History 605. In History 605, they will begin work on both their teaching unit and their action research plan.
6. **Teaching the Unit:** Candidates writing a teaching unit will take History 695 (Directed Study) with their committee chair for three units after completing History 605 and advancing to candidacy. History 695 is usually taken in the same semester when they teach their unit or in the semester before they plan to teach it. In 695, students will continue to develop and finalize their unit of instruction. They will be assessed on a preliminary reading list, an annotated bibliography on the unit topic, a final twenty-five page historiography, all lesson plans, teaching materials and assessments to be used in the teaching unit, and an action research plan. The annotated bibliography and historiography should address the development of the scholarship associated with their topic of instruction, and it should demonstrate a M.A. degree level of analysis of the appropriate historical literature. Although the student will formally enroll in 695 with their committee chair, both committee members are responsible for guiding and assessing work in the course. The committee member responsible for pedagogy (usually the 605 instructor) will oversee and assess lesson plans, teaching materials, assessments, and the action research plan. The committee member in charge of historical content will oversee and assess the bibliography and historiography.
7. The student should meet with their committee advisor regularly over the course of the semester. A student will receive an "Incomplete" for History 695 until their unit has been taught and the action research is conducted and evaluated; in keeping with university policy regarding the assignment of an "incomplete" grade, this must take place within a year of the 695. Committee members will provide feedback on all aspects of the final project until its completion and submission for final evaluation for the conferring of the M.A. degree. All aspects of the final project lessons should be original work.

Teaching units should be submitted to Turnitin through Canvas. The chair of the Teaching Unit Committee is responsible for setting up the assignment on Canvas.

Graduate History Courses

HIST 501 - Historical Thinking and the Discipline of History

Introduces students to skills and dispositions required to succeed in M.A. program. Examines history of profession, professional dispositions of discipline, and key historical thinking skills including historiography, cause and consequence, evidence and interpretation, comparison, agency, and periodization.

HIST 502 - Historical Research and Writing

Introduces research, analytical, and writing skills necessary in History discipline and M.A. program. Focuses on development of skills pertaining to analysis of sources, use of theoretical and conceptual approaches, conduct of research, and presentation of oral reports and written work.



HIST 510 - Selected Topics in the Literature of History

Reading and discussion of major works and intensive study of bibliography and bibliographical aids.

May be repeated for a maximum of 6 units per field of concentration with different faculty and/or topics.

- A. Ancient
- B. Modern Europe
- E. World
- F. United States

HIST 512 - Migration and Ethnicity in Modern China

Examines Chinese emigration and internal migration since the seventeenth century, in Southeast Asia, the Americas and Oceania, and Europe. Explores factors that have shaped Chinese emigration and migration in the modern period, as well as impact on world history.

HIST 518 - Central Asia and Afghanistan, Twentieth Century

Introductory survey of the history of change and continuity in Afghanistan and Turkistan (currently Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) during the Twentieth Century.

HIST 540 - The Silk Roads

Examines the Silk Roads from the first century BCE to the end of the fifteenth century CE from a world historical perspective. Emphasis is on economic integration, cultural diffusion, exchange and syncretism, and comparative demographic and political development.

HIST 541 - Mediterranean World

Focus on pre-modern Mediterranean world up to geographical shift of political power and wealth to the Atlantic world with an emphasis on the exchange and interaction of peoples and ideas.

HIST 542 - The Indian Ocean in World History

Examines the Indian Ocean from 600 CE to the nineteenth century from a world historical perspective. Emphasis is on how the Indian Ocean connected diverse regions, societies and polities, and facilitated the circulation and modification of commodities, cultural practices and ideas.

HIST 543 - The Early Modern Atlantic World

Examines early modern Atlantic from a world historical perspective with an emphasis on cultural encounter and exchange, environmental interaction, and comparative colonial development from early Iberian maritime expansion through the Atlantic revolutions and wars of independence.

HIST 544 - The Pacific Ocean in World History

Examines the Pacific World from the pre-modern period to the twentieth century from a world historical perspective. Emphasis is on how the Pacific Ocean connected diverse regions, societies and polities, and facilitated the circulation and modification of commodities, cultural practices and ideas.

HIST 560 - Slavery in Latin America

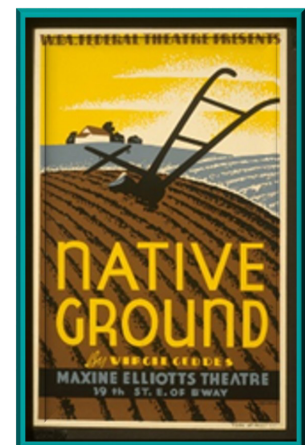
Exploration courses and upper division standing. Systems of forced labor in Latin America since European arrival; the slave trade; slavery in economic context; resistance and negotiation; plantations and urban slavery; slaves in the independence wars; manumission and slavery abolition; Afro-latino Americans post slavery.

HIST 565 - Painting as Power: The Politics of Visual Culture in the Early Modern Spanish Empire

Explores the history of the Spanish Empire (Spain and Spanish America) ca. 1500-1800 through the politics of visual culture (paintings, maps, clothing, festivals, architecture.) Historical focus on the social, cultural, and political implications of visual culture. Emphasis on the connections between metropolitan and colonial culture and politics and reading visual culture as historical documentation.

HIST 568 - Public Art, Monuments, and Memory

Historical examination of the role of public art and monuments in shaping civic identity and public memory in the United States. Traces the creative ways that artists and citizens alike have challenged official representations of American history and culture.



HIST 577A - American Cultural History

Development of American way of life treated in terms of values, behavior and institutions, themes of individualism, community, ethnic diversity and social reform.

HIST 577B - American Cultural History

Development of American way of life treated in terms of values, behavior and institution, themes of individualism, community, ethnic diversity and social reform.

HIST 590 - Selected Topics in Comparative History

Themes in cross-cultural and comparative history. Topics will vary by instructor. Past topics have included comparative nationalism, comparative empires, and comparative revolutions. May be repeated to a maximum of 6 units with different faculty and/or topics.

HIST 592 - Proseminar in World History

Discussion and analysis of recently published historical works and materials from a world history perspective.

HIST 595 - Special Preparation

Special preparation for the M.A. examinations. May be repeated to a maximum of 6 units. Students should enroll in History 595 with the chair of their comprehensive exam committee and may not take more than one 595 with the same professor.

HIST 605 - Research in History Teaching, Learning, and Cognition

Examines the extensive recent scholarship in history teaching, learning, and cognition, with an emphasis upon the significance and implementation of historical methodology and thinking in the classroom.

HIST 611 - Seminars in Ancient and Medieval History

Directed reading and research in Ancient and Medieval history. May be repeated to a maximum of 6 units with different faculty and/or topics.

HIST 631 - Seminars in European History (including Britain and Russia)

Directed reading and research in European history. May be repeated to a maximum of 6 units with different faculty and/or topics.

HIST 641 – Seminars in World History

Directed reading and research in history, focusing on selected topics in World History.

HIST 673 - Seminars in United States History

Topics in domestic or international affairs from colonial times to present. May be repeated to a maximum of 6 units with different faculty and/or topics.

HIST 695 - Directed Readings

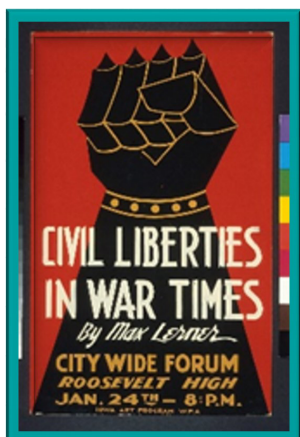
Directed Readings and Directed Research. 695 is also used for the culminating work in the Teaching Emphasis. Topic, requirements, and grade breakdown must be clearly stated on the contract. May be repeated to a maximum of 6 units. Students may not take more than one 695 with the same professor.

HIST 697 - Directed Research

Individual research. Aspiring thesis students will use this to prepare and present a thesis prospectus. Students using 697 for the thesis prospectus must take it with their thesis committee chair.

HIST 698a & 698b - Thesis

A directed study course series used for researching and writing a M.A. thesis.



Directed Study Course Guidelines

1. Contact the Graduate Advisor before taking a Directed Study course.
2. All Directed Study contracts will be placed in graduate student files.
3. Directed study contracts must be submitted by the first Friday of classes in the semester the student is taking the course.

Language Requirements and Translation Exam

Candidates for the M.A. degree in history who choose to write a thesis for which non-English language sources are relevant must demonstrate competency in one relevant foreign language. Exceptions are granted only with the approval of the chair of a graduate student's committee and the Graduate Advisor. Thesis students must either pass the language exam or be exempted before presenting their prospectuses and advancing to candidacy.



The language competency requirement may be met in two ways:

1. Through an examination by a faculty member with expertise in the student's language. The two-hour exam will consist of direct translation and a paraphrase of previously unseen texts of a minimum of 500 and maximum of 700 words (or linguistic equivalent) in the student's field. Students may use a hard copy dictionary, but may not have access to grammar guides or computers.
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. All coursework completed must be within five years of admission to the graduate program.

Purpose of the Language Exam:

This exam is designed to test M.A. students' ability to read and understand foreign language texts in their field/area. The student must demonstrate a clear understanding of syntactical structures and some basic knowledge of cultural references.

Preparing for the exam:

In addition to acquiring a command of the grammar and syntax, students may prepare for the exam by translating passages from a journal articles and monographs in the discipline. This will ensure familiarity with a multiple styles of writing and sets of vocabulary.

Results:

The professor in charge of the exam grades the translation, and the student will receive an official letter or e-mail with the result. One copy is also sent to the Graduate Advisor and another is kept in the student's file in the Department office.

Students may retake the examination until they pass it, with the following limits: 1) They must wait at least one month after an unsuccessful exam before making a second attempt. 2) An additional attempt(s) must be approved by the Graduate Advisor and thesis committee chair.

Grading:

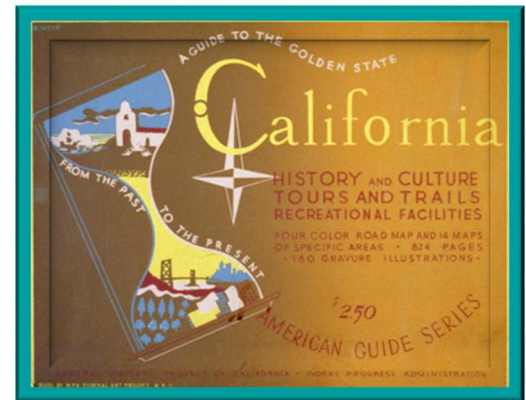
Graduate translation exams receive a grade of Pass or Fail; “Pass” signifies a grade of B or better.

Pass:

Translated and paraphrased texts contain the main ideas and important details of the foreign language text. Vocabulary and grammar reflect the appropriate level of sociolinguistic features found in the foreign language text. English translation/paraphrase consists of grammatically correct sentences that form a coherent text that could stand on its own as an understandable piece of prose.

Fail:

Translated and paraphrased text lack significant main ideas or important details of the foreign language text. Vocabulary and grammar do not reflect the appropriate level other sociolinguistic features found in the foreign language text. English translation/paraphrase contains ungrammatical sentences or sentence fragments, lacks coherence, and cannot stand on its own as a text.

**Academic Integrity and Honesty:**

Cheating and plagiarism are serious offenses and will not be tolerated. The university defines plagiarism as “the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Both quoted and paraphrased materials must be given proper citations. Self-plagiarism is generally defined as re-use of one’s own work for multiple assignments within one or multiple courses, or presenting previous work in another context without citing it as one’s own.”

Moreover, academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Such actions will be subject to disciplinary action.

All written assignments for a course must be submitted in hard copy and electronically through Canvas to Turnitin to ensure the authenticity of the presented written work. A single act of cheating or plagiarism will result in a failing grade in the course, regardless of other graded course assignments. All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, according to University policy.

<https://www.csulb.edu/academic-senate/policy-academic-integrity-regarding-cheating-and-plagiarism>

Graduation

Students must file for graduation at least one semester in advance of the semester they intend to graduate (i.e. students intending to graduate at the end of Fall semester must apply for graduation the previous Spring semester). <https://www.csulb.edu/student-records/apply-to-graduate-graduate-students>

In order to graduate, students must complete all requirements for the degree and be enrolled in the university. All students planning to graduate should meet with the Graduate Advisor for a graduation check to ensure that their Degree Plan, filed to advance to candidacy, corresponds to their course history. If you apply to graduate but will not complete all degree requirements on time, you must change your intended graduation date.

Other Matters

A graduate student must be enrolled every semester until graduation and make progress in the M.A History program, unless they have filed an educational leave. 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. If a student breaks enrollment, they must reapply to the university and the department. Students must have successfully completed one semester of the M.A. program before they are eligible for educational leave.

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, comprehensive exam, or teaching unit they must enroll in GS 700 through the College of Professional and Continuing Education (CPIE). Students who have already taken at least two GS 700s must obtain their committee chair's certification of progress before the Graduate Advisor approves another GS 700.

Both the History Department and the University require that graduate students maintain at least a B average in their graduate work. A grade of C (or lower) is unsatisfactory for any course. A grade of C in such a course has to be compensated for by an A grade in another such course. Graduate students may neither repeat/delete nor may they take any course that is applied toward the student's M.A. program on a CR/NC basis. If a student wishes to take a course outside of the program on a CR/NC basis, then they must obtain the approval of the Graduate Advisor.

Useful Contacts:

Department of History:

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Phone: 562/985-4431

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Marcy Bacani, Graduate Coordinator

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Important Links

Department of History: <https://cla.csulb.edu/departments/history/>

Graduate Application and Admissions: www.calstate.edu/apply

University Grad Studies: <http://www.csulb.edu/graduate-studies>

University Financial Aid: <http://www.csulb.edu/financial-aid>

University Library: <http://www.csulb.edu/library/>

Thesis Office: <https://www.csulb.edu/thesis-and-dissertation-office>

Guidelines for Graduate Studies 700 (GS 700) Credit Course: <https://www.cpace.csulb.edu/courses/graduate-studies-700>

Educational Leave: <https://www.csulb.edu/student-records/educational-leave>

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