

# Harvard Graduate School of Arts and Sciences

## ARCHIVE: 2014-2015 Handbook

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### GSAS Handbook

As a new academic year begins I extend a most cordial welcome to you. If you are a newcomer to Harvard, this handbook will give you a general introduction to the Graduate School and help you to get acquainted with its history, organization, degree programs, regulations, services, and many other details of interest and importance. If you are returning to a familiar setting, you will find that this handbook is designed to serve as a regularly updated source of reference for many purposes, in particular academic policies and procedures. Supplementary information is provided in other publications and web resources from the Graduate School and the Faculty of Arts and Sciences' Registrar's Office. However, as no publication can offer exhaustive coverage, let alone answers to all questions, please keep in mind that the Dean's Office, the Office of Student Affairs, the Admissions and Financial Aid office, and departmental directors of graduate studies are all available for personal consultation.

My best wishes for a productive year.

Xiao-Li Meng, Dean of the Graduate School of Arts and Sciences

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### Message from the Dean

As a new academic year begins I extend a most cordial welcome to you. If you are a newcomer to Harvard, this handbook will give you a general introduction to the Graduate School and help you to get acquainted with its history, organization, degree programs, regulations, services, and many other details of interest and importance. If you are returning to a familiar setting, you will find that this handbook is designed to serve as a regularly updated source of reference for many purposes, in particular academic policies and procedures. Supplementary information is provided in other publications and web resources from the Graduate School and the Faculty of Arts and Sciences' Registrar's Office. However, as no publication can offer exhaustive coverage, let alone answers to all questions, please keep in mind that the Dean's Office, the Office of Student Affairs, the Admissions and Financial Aid office, and departmental directors of graduate studies are all available for personal consultation.

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### I - Introduction to GSAS

**Harvard and Radcliffe and the Graduate School of Arts and Sciences**

**Officers of the Graduate School of Arts and Sciences**

**Administrative Board**

**Committee on Graduate Education**

**Graduate Policy Committee**

**Academic Council for Inter-Faculty PhD Programs**

# Harvard Graduate School of Arts and Sciences

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## Harvard and Radcliffe and the Graduate School of Arts and Sciences

Founded in 1636 by vote of the Great and General Court of the Massachusetts Bay Colony and named for its first donor, the Reverend John Harvard, who left his personal library and half his estate (about 800£) to the new institution, Harvard College was born into the Puritan tradition. The University today is still governed under its original charter granted by the Colony in 1650. This, with amendments and John Adams' further definition in the fifth chapter of the Massachusetts Constitution of 1780, is the authority under which Harvard operates.

The earliest visible Harvard, despite almost a century of previous existence under the close scrutiny of the clergy and magistrates of the Bay Colony, is an eighteenth-century institution. In the College Yard stand Harvard's oldest buildings, plain and in the best sense homely with their brick exteriors, straightforward appearance, and unassuming design. Massachusetts Hall (1720), Wadsworth House (1726), and Holden Chapel (1744) are the earliest. Hollis Hall, built at the expense of the Colony, dates from 1763. Harvard Hall (1766) stands on the site of a seventeenth-century building of the same name. It burned down one wintry night in 1764, destroying the 5,000-volume college library (then the largest in North America) and the scientific laboratory and apparatus. This was the Harvard of the well-known Burgis and Revere engravings—except for old Stoughton College, which suffered so much damage from occupation by Continental troops during the Revolution that it had to be torn down in 1781. A new Stoughton Hall (1805), Holworthy Hall (1812), and Charles Bulfinch's famous University Hall (1815) form the outline of the original Yard.

For its first 200 years of existence, Harvard was relatively small, proudly provincial, ambitiously intellectual, but still a college with a conservative, set curriculum emphasizing rhetorical principles, rote learning, and constant drilling. The faculty was very small and the president did a little of everything, including teaching, assisted by junior faculty like the remarkable Henry Flynt (1676–1760), tutor and disciplinarian who spent fifty-five years as a Harvard tutor and sixty years as a fellow of the Corporation. Particularly outstanding among the faculty was Professor John Winthrop, AB 1732, who held the Hollis Professorship and taught mathematics and science (then called “natural and experimental philosophy”) from 1738 to 1779. Next to Benjamin Franklin, Winthrop was probably the greatest man of science of the colonial era. Another distinguished early figure was the Jewish scholar Judah Monis, AM Hon. 1720, who taught Hebrew from 1722 to 1760.

During the first 230 years of its existence, Harvard College retained its old framework as an English college modeled on Oxford and Cambridge, though with some developments of its own. In time, many of the faculty members who had pursued postgraduate work at German

universities saw shortcomings in the English model. One of the most important developments was the establishment of professorships in the undergraduate department, which was an innovation on the English idea of a college. The greatest departure from the English precedents, and a long step towards the foundation of a real university, was the establishment of the three professional schools of Divinity, Medicine, and Law. Medical studies began in 1782, and law and divinity became graduate departments in 1816 and 1817, respectively. Even so, the College did not start to take on the aspect of a true university until mid-century, when a library building (1841), an observatory (1846), a scientific school (1847), a chemistry laboratory (1857), and a natural history museum (1860) were built. From 1820 until 1872 the University consisted of the College and the three professional schools, with the later additions of the Dental School, the Scientific School, and the Bussey School of Agriculture. The gap in this constitution was that there was no equivalent of the German Faculty of Philosophy (i.e., of the Arts and Sciences) at the graduate level. One of President Charles William Eliot's great innovations was the establishment of a Graduate Department.

The Graduate Department was created in January 1872 by action of the Governing Boards. The Academic Council was appointed to administer and recommend candidates for the degrees of master of arts, master of science, doctor of philosophy, and doctor of science. When the establishment of a Graduate Department was first put before the College faculty, there was much opposition. It was said that the University had insufficient funds to teach undergraduates properly, and the Graduate Department would weaken the College. To which President Eliot replied, as Professor Palmer remembers, "It will strengthen the College. As long as the main duty of the faculty is to teach boys, professors need never pursue their subjects beyond a certain point. With graduate students to teach, they will regard their subjects as infinite, and will keep up that constant investigation which is so necessary for the best teaching." In 1872, Harvard boldly announced that the new degrees of PhD and SD would be given to properly qualified graduates on examination after certain periods of residence at the University; and that the degree of AM would henceforth be given to any graduate of any respectable college on an examination upon a single year's study. This announcement was unprecedented in this country, and it was an omen of great promise for the future. As the Harvard historian Samuel Eliot Morison described it:

Up to that time there were no facilities at Harvard for the training of men in the liberal arts after taking their first degree, although advanced instruction in the natural sciences had been given in the Lawrence Scientific School for over twenty years, without a degree to reward the students' efforts. Harvard men who wished to be trained as scholars in the humanities and the social sciences had to study abroad. It was now provided that the MA should be given in the future for not less than a year's postgraduate study in approved subjects, and after examination; the class of 1869 was the last whose members were allowed to take the MA for 'keeping out of jail five years and paying five dollars,' as the saying was. The PhD was to be conferred after a more advanced examination and the acceptance of a dissertation deemed a 'contribution to knowledge'. William E. Byerly (AB 1871) took the first Harvard PhD, in mathematics, in 1873 (Byerly Hall, headquarters of the Graduate School, is named for him) and James O. Averill (AB Amherst 1870) took the first MA of the new dispensation the following year.

In 1871–72, the list of seventy-four courses open to graduates was made up from the regular courses of study offered to undergraduates. The elective system, established five years earlier in 1867, made it possible for the regular College courses to offer material for graduate study. Before that date almost all of the work of the College had comprised required courses, and nearly the whole time of professors was given to hearing lessons recited. The development of the elective system, encouraged by President Eliot, called for a great increase in the number of teachers of all grades; this made it possible for the professors to offer advanced courses for the better students.

When the Graduate Department was founded, there was no distinction between undergraduate and graduate studies; and no hard-and-fast line has ever been drawn between them. Graduate students simply took elective studies that they had been unable to take in the College. In 1875–76, courses primarily for graduates made their first appearance in the catalogue. A very significant departure was made in 1877–78. “Besides the regular courses of instruction,” states the catalogue, “graduates may often make arrangements to obtain advice or direction and in some cases special instruction, in the pursuit of higher studies, from professors or other competent persons.” This “special instruction” by professors began to appear in the catalogues after 1885.

In 1872, twenty-eight students were attracted to the new program. No fewer than thirteen of the first twenty-eight graduate students were officers of the University, consisting of one professor, one assistant professor, ten tutors or instructors, and one proctor. The quality of the early doctors in arts and sciences (1873–78) is indicated by such names as John Trowbridge, William K. Brooks, William Everett, N. S. Shaler, Henry Cabot Lodge, J. Walter Fewkes, Frank A. Gooch, and Charles Sedgwick Minot. In the second year, 1873–74, thirty-five candidates enrolled for the higher degrees, and in 1874–75, forty candidates enrolled; in this year five students received income from the Harris, Kirkland, and Parker Fellowships, the last paying a stipend of \$1,000 a year.

Professors C. L. Jackson, Farlow, Child, and Goodwin were among the early members of the faculty most interested in promoting graduate studies. However, to no one excepting President Eliot is the Graduate School so indebted as to Professor of Astronomy and Mathematics James Mills Peirce, who, as secretary of the Academic Council from 1872 to 1890 and dean of the school to 1895, devoted himself to the promotion of graduate instruction. From the administrative reorganization of 1890 the Graduate Department emerged as the Graduate School of Harvard University, under the new Faculty of Arts and Sciences, but with administrative officers of its own. In 1905 the name was changed to the Graduate School of Arts and Sciences in order to distinguish it more clearly from the professional schools. Professor Peirce was succeeded as dean by John Henry Wright, professor of Greek, who served from 1895 until 1908, when the number of students had increased to 406. The succeeding deans were Professor of Medieval History Charles Homer Haskins (1908–24), and Professor of English John L. Lowes (1924–25). By 1929, under the deanship of Professor of Classical Archaeology George Henry Chase (1925–39), the number of students in the school had grown to roughly 1,000 and the Administrative Board of the Graduate School deliberated over the report of the Committee on Further Restriction of Entrance to the Graduate School. Dean Chase reported the Committee was unanimous in recommending restrictions on admission and wrote, “The members feel that the purpose of any restrictions should be to

improve the quality of students who resort to the school rather than to attempt to set a definite number of students whether in the whole school or in the several divisions and departments.” The reasons that most affected the Committee’s decision were that the Harvard professional schools and other graduate schools, notably Yale and Princeton, had become more restrictive, and several candidates had entered the Graduate School after being refused admission by these other schools. Another concern was that the number of students put a serious strain upon those who directed research.

In the early 1930s, enrollments continued to increase, then dropped significantly in 1935 to 765 students and increased again to a high of 1,113 students in 1939. Chemistry Professor Arthur Becket Lamb held the deanship during 1940–43 and Howard Mumford Jones, Abbott Lawrence Lowell Professor of Humanities, was appointed dean during 1943–44 when elaborate plans for the postwar period were undertaken. The vital importance of the work of the Graduate School in postwar years was emphasized in President James Bryant Conant’s statement, “The recruiting of the nation’s ranks of highly-trained scholars and specialists, after the hiatus of the war years, will be one of the very vital tasks confronting American universities when the day of peace arrives.” The question of admission to the Graduate School became paramount in the course of 1945–46 as former servicemen, encouraged by financial assistance from the government, began to make applications in vast numbers. In contrast to the years before 1940 when the school received about 800 applications on the average, the year 1945–46 saw more than 4,000 applications. To keep the school within manageable limits, a large proportion had to be denied, and inevitably the standards for admission had to be raised. While no rigid quotas were set, the departments set upper limits on the number of new students they could accommodate. Beginning in 1945, all applicants were asked to submit letters of recommendation, which had been required previously only of fellowship applicants. Though the school had been reduced to 393 students in 1943–44, new applications and review procedures were put into place, and by 1946–47 there were 1,969 students enrolled. Serving as dean from 1946–49, Professor of Government Payson S. Wild, Jr. assessed the situation, “So far, veterans have performed as well if not better scholastically than nonveterans and the problems of readjustment, so dreaded in advance, have not materialized to any great extent.” He concluded that the G.I. Bill had helped to “democratize the PhD,” but he was much concerned about what to do after the federal subsidies were gone. Dean Wild was followed by Francis M. Rogers, professor of the Languages and Literatures of Portugal (1949–55). Serving as dean from 1955 to 1971, Professor of Greek and Latin John Peterson Elder saw the Graduate School into an era of new relations with the federal government and the admission of women to the Graduate School in 1962. Prior to 1962, women graduate students had been enrolled in the Radcliffe Graduate School.

The Harvard Annex was formed in 1879 to provide women with the opportunity to study with Harvard professors. From the beginning, graduate education was integral to Radcliffe’s mission. Among the first twenty-seven students to enroll in September 1879 were two graduates (one from Smith and one from Vassar). In 1882, the Harvard Annex was incorporated as the Society for the Collegiate Instruction of Women. As Arthur Gilman, the secretary of the College wrote in the 1891 report: “We have no higher duty to advanced specialists and to graduates coming from other institutions than giving them the advantages which Harvard College offers so liberally to our whole body. These students come to our

classes in yearly increasing numbers and they are very welcome.” The first AM certificate was granted in 1890. In 1894, Radcliffe was chartered by the Commonwealth of Massachusetts as a degree-granting institution and the AB and AM degrees were awarded. The PhD was first awarded in 1902. Radcliffe diplomas were signed by the presidents of Harvard and Radcliffe, sealed with both seals and were in every way equivalent to the Harvard degree. The Harvard Board of Overseers resolved that Radcliffe graduate students should be admitted to any courses of instruction designed for Harvard graduates, and in the fall of 1894, fifty-one courses (marked with a double dagger††) were listed in the Harvard catalogue and opened to graduate women.

The Radcliffe Graduate School grew from these informal beginnings to be the largest graduate school among the women’s colleges by 1930. The school was reorganized in 1934 when the Office of the Dean of the Graduate School was created. Bernice Brown Cronkhite (PhD 1920), who had served as dean of both undergraduates and graduates (1923–34), was appointed dean of the Graduate School and served until 1960. To many, Dean Cronkhite personified the Graduate School. She counseled students, administered the school, raised funds for scholarships, and was the driving force behind the construction of the Cronkhite Graduate Center (named in her honor in 1971), the residence for graduate women. She was succeeded by Wilma Kerby-Miller (1960–62).

The school graduated 784 PhDs, 3,284 AMs and SMs, and 976 MATs between 1890 and 1962. The holder of a Radcliffe PhD, according to the report *Graduate Education for Women: The Radcliffe PhD* (1951) was, typically, a professor at a women’s college or a state or municipal university, since appointments at major private universities, such as Harvard, were largely closed to women. The school attracted students from all over the world. Graduates before 1917 tended to earn their degrees in classical philology, history, or philosophy. The first doctorate in science was awarded in zoology in 1910. Mary S. Locke was the first African American to receive an AM, in 1893, and Eva B. Dykes was one of the first African Americans to receive her PhD, in 1921. Other notable holders of the Radcliffe PhD are: the late philosopher Suzanne Knauth Langer; astronomer Cecilia Payne Gaposchkin, the second woman to receive tenure in the Harvard Faculty of Arts and Sciences; Hanna Holborn Gray, former president of the University of Chicago; geophysicist Margaret Kivelson; and Rulan Chao Pian, who recently retired as professor of East Asian languages and civilizations and professor of music. In 1962, the Radcliffe Graduate School ceased to admit women or to grant degrees. Women thereafter were admitted directly to and enrolled in the Harvard Graduate School of Arts and Sciences.

In 1969, a review of graduate education was conducted by a faculty committee chaired by History Professor Robert Lee Wolff. The committee considered the implications of the recent rapid rise in the number of students admitted to the Graduate School, the resulting demands on the resources of the faculty, and other aspects of graduate students’ careers. The Wolff Report confronted the decrease in public and private fellowships and shrinking job opportunities and recommended that the size of the Graduate School be reduced from its 1969 total of over 3,000 students by at least twenty percent, with the goal of 2,400 students in five years’ time. The report also foreshadowed the initiation of a need-based financial aid plan, based on the premise that all students who are admitted must have adequate support.

Richard Victor Jones, professor of applied physics, served as dean (1971–72), followed by Philosophy Professor Burton Spencer Dreben (1973–76) and Edward Louis Keenan, professor of history (1977–84). In 1977–78, Dean Keenan reported that the previous trends of the early and mid-seventies persisted: the numbers of applications and first-time enrollments continued to decline slowly; and attrition, particularly in the humanities and social sciences, remained at levels higher than those of earlier years. In 1984, the final year of his term, Dean Keenan reported that while the increasingly gloomy projections about the job market for PhD recipients were accurate, the effect of the narrowing opportunities had been somewhat mitigated by several forms of institutional and individual response. In 1982–83, first-year enrollments increased for the first time since 1978.

In 1985, the Committee to Study the Graduate School, chaired by Professor of Physics Karl Strauch, addressed issues such as the organizational structure of the Graduate School and the relationship between the GSAS organization and the academic departments. The Strauch Report generally endorsed the continuation of the GSAS policy of admitting only students with adequate financial support, and suggested improvements in teaching fellow appointment policies and procedures. Citing indications from several departments that they would like to be able to admit more students, the report recommended a modest increase in the size of the Graduate School and gave highest priority to increased funding for graduate student support. With the reorganization of the Graduate School in 1985, Sally Falk Moore, professor of anthropology, was appointed as the fourteenth dean of the Graduate School of Arts and Sciences, and John B. Fox, Jr., who had previously served as dean of Harvard College (1976–85), became the administrative dean. An effort was made to streamline the functions of the Graduate School and to make it more responsive to the needs of students and faculty. Substantial new funding for graduate students was made available from the Faculty of Arts and Sciences.

Brendan A. Maher, Edward C. Henderson Professor of the Psychology of Personality, became dean of the Graduate School in 1989. Dean Maher focused on the circumstances of graduate students themselves—the length of time it takes them to complete their degrees, the support they receive from the faculty, and how financial aid can be most effectively used in aiding them to completion of their degrees. Consideration was also given to how Harvard can best respond to changing national trends in graduate education.

Christoph Wolff, William Powell Mason Professor of Music, provided leadership to the Graduate School as dean from 1992 to 2000. A number of successful initiatives began during his tenure. While continuing to give attention to many of the issues addressed by Dean Maher, Dean Wolff undertook a broad review of the academic programs in the Graduate School, establishing closer links with all FAS graduate programs. Focusing on shortening the time it takes for students to complete the PhD degree, Dean Wolff, in 1993–94, established a policy, according to which students ordinarily will not be permitted to register beyond their tenth year in the Graduate School. By limiting time to degree, GSAS was able to make better use of its limited resources and encourage students to make efficient use of their time. GSAS continued its involvement with the Mellon Foundation Graduate Education Program that began in 1991 to improve graduate student time to degree and established an important new program of in-house humanities and social science fellowships, including the Harvard Graduate Society, the Eliot, and the Packard. With the assistance of Ford Foundation funding, in 1994, Dean Wolff

established a program of interdisciplinary faculty/student research workshops in the social sciences and humanities that allowed the participants to discuss shared scholarly interests and individual student works-in-progress. Founded in 1991 as the Graduate Student Center, Dudley House continued, with Dean Wolff's support, to develop as the principal place for students from different departments and programs to interact. Dudley House, as a center for the graduate community, is a resounding success.

Dean Wolff's interest in improving the financial aid for graduate students led to the implementation of a report issued in May 1998 by the Faculty Committee on Graduate Student Support, chaired by Professor Peter T. Ellison. As a result of the report, FAS Dean Jeremy Knowles approved increases to the Graduate School financial aid budget. These funds facilitated the initiation in 1999 of a new cohort-based financial aid plan for the Humanities and Social Sciences. The plan has allowed GSAS to increase the amount and duration of GSAS financial aid awards.

Margot N. Gill succeeded John Fox in 1994 as administrative dean of the Graduate School. Dean Gill had served as the GSAS Dean for Student Affairs from 1986 to 1993.

Peter T. Ellison (PhD 1983, Anthropology), the John Cowles Professor of Anthropology, served as dean of the Graduate School from 2000 to 2005. During his term, Ellison oversaw a massive increase in financial aid to incoming students, an improvement to dissertation-completion funding for incoming students in the humanities and social sciences, the addition of new housing for graduate students, the creation of several new interdisciplinary and interfaculty PhD programs, the formation of the Harvard Integrated Life Sciences Program, and a summer language program for incoming international students.

Theda Skocpol (PhD 1975, Sociology), the Victor S. Thomas Professor of Government and Sociology, served as dean of the Graduate School from 2005 to 2008. One of her first initiatives was the establishment of the Graduate Policy Committee through which faculty from FAS and interfaculty PhD programs advise GSAS on policy issues and review graduate programs on a regular cycle. During her tenure, Skocpol enhanced the data-gathering and analytic capacities of GSAS that inform new policies to improve students' time to degree and optimal job placements. She launched an annual prize to honor program innovations in PhD education and a seed fund to help departments improve their programs of mentoring, training, and placement. Like her predecessors, Skocpol raised new funds for fellowships and research grants.

Allan M. Brandt, the Amalie Moses Kass Professor of the History of Medicine and professor of the history of science, served as dean of the Graduate School from 2008 to 2012. During his term, Brandt shepherded the Graduate School through a period of fiscal downturn, focusing resources on increasing the graduate student stipend, improving the admission and recruitment of underrepresented minorities, and improving the advising and mentoring structure for PhD students. The transformation in admissions practices that Brandt led, including the appointment of an assistant dean for diversity and minority affairs, resulted in the enrollment of a record number of minority students. He initiated a new approach to curricular development with the launch of the Graduate Seminars in General Education, directly involving graduate students in the development of Harvard College's new undergraduate curriculum. Brandt also prioritized the creation of programs that help graduate students navigate a challenging academic job market, helping to develop pathways for PhDs in industry and policymaking as

well as the academy. He was instrumental in increasing support for and recognition of graduate student teaching, endorsing innovative projects for the training of teaching fellows at the Derek Bok Center for Teaching and Learning. Such programs have helped GSAS students fulfill and expand their critical roles in sustaining Harvard's academic excellence at both the undergraduate and graduate levels.

Xiao-Li Meng (PhD 1990, Statistics), the Whipple V.N. Jones Professor of Statistics, became dean of the Graduate School August 15, 2012.

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## Officers of the Graduate School of Arts and Sciences

**Drew Gilpin Faust**, BA, MA, PhD, president of Harvard University

**Michael D. Smith**, BS, MS, PhD, Edgerley Family Dean of the Faculty of Arts and Sciences

**Xiao-Li Meng**, BS, PhD, dean of the Graduate School of Arts and Sciences

**Margot N. Gill**, BA, MA, PhD, administrative dean of the Graduate School of Arts and Sciences

**Russell E. Berg**, BS, MA, dean for admissions and financial aid

**Emily Burns**, BS, admissions and financial aid officer for the Social Sciences

**Robert Byrne**, manager of GSAS residence halls and FAS facilities

**Eileen Doherty**, BA, MBA, assistant dean for finance and budget

**Josephine M. Ferraro**, AB, coordinator for financial aid, senior admissions and financial aid officer for the Natural Sciences

**Ann Hall**, AB, MSc, director of communications

**Alex Kent**, BS, admissions and financial aid/special students and visiting fellows officer

**Winnie Keung**, BS, director of information systems/analyst

**Robert LaPointe**, BS, senior admissions and financial aid officer for the Humanities

**Liz Moss Levine**, BS, senior financial analyst

**Garth O. McCavana**, BA, MA, PhD, dean for student affairs

**John McNally**, BA, MBA, assistant dean, Harvard Integrated Life Sciences

**Judy Mehrmann**, BA, MA, senior admissions and financial aid officer for the Social Sciences

**Robert Moss**, BA, MA, MBA, senior analyst

**Tracey Newman**, BA, MA, admissions and financial aid officer for the Natural Sciences

**Patrick O'Brien**, BA, MEd, assistant dean of student affairs

**Stephanie A. Parsons**, BA, assistant director of diversity and minority affairs

**Jon Petitt**, BA, ALM, director of alumni relations and publications

**Rosemary Schulze**, BA, administrative officer

**Lisa Simpson**, admissions and financial aid officer for the Humanities

**Ashley Skipwith**, BA, MA, director of residential life

**Christine Sumner**, AA, director of admissions

**Sheila Thomas**, BA, PhD, assistant dean for diversity and minority affairs

**Hongping Tian**, BS, PhD, MPH, director of international strategy and development and special assistant to the Dean of GSAS

**Cynthia Verba**, BA, MA, PhD, director of fellowships

**Jacqueline Yun**, BA, MS, director of student services

**Susan Zawalich**, BA, MA, administrator of Dudley House

**James Hogle**, BS, PhD, professor of biological chemistry and molecular pharmacology,  
professor of biophysics, Master of Dudley House

**Doreen Hogle**, BS, JD, Co-Master of Dudley House

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### Administrative Board

The Administrative Board of the Graduate School of Arts and Sciences is appointed annually by the president and fellows of Harvard College with the consent of the Board of Overseers upon the recommendation of the Dean of the Faculty of Arts and Sciences. Faculty members are appointed in the fall. Student members are appointed, if necessary.

The President of the University, and the Dean of the Faculty of Arts and Sciences, *ex officio*

**Xiao-Li Meng**, dean (chair)

**Margot N. Gill**, administrative dean

**Patrick O'Brien**, assistant dean of student affairs (secretary)

**Michael Burke**, registrar, FAS

**Russell E. Berg**, dean for admissions and financial aid

**Garth McCavana**, dean for student affairs

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### Committee on Graduate Education

The Committee on Graduate Education is responsible for considering all matters concerning graduate education that might come before the Faculty Council or the full Faculty of Arts and Sciences and for advising the Dean of the Faculty and the Deans of the Graduate School on matters pertaining to graduate education.

The faculty members of the Committee are selected from the Faculty Council in the fall. The President of the Graduate Student Council serves ex officio, and other student members are named in the fall.

#### Faculty Council Members

Professor Sylvaine Guyot  
Professor Nicholas Harkness  
Professor Matthew Liebmann  
Professor Susan Mango  
Professor James McCarthy

#### Administrative Members

Xiao-Li Meng, Dean, Chair of CGE  
Allen Aloise, Dean for Administration and Finance  
Mohan Boodram, Dean for Admissions and Financial Aid  
Mike Burke, FAS Registrar  
James Hogle, Master of Dudley House  
Garth McCavana, Dean of Student Affairs  
Susan Zawalich, Dudley House Administrator

#### Student Members from the GSC

Darcy Frear, ex officio  
Summer Shafer  
Katherine Prater

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## Graduate Policy Committee

The Graduate Policy Committee (GPC) addresses key issues such as time to degree, mentoring, and the training of graduate students for teaching. Representing the natural sciences, social sciences, and humanities, the committee brings a broad perspective to analyzing major policy changes. Departments have the opportunity to discuss with the GPC topics of interest including modifying curriculum, changing requirements, and setting future goals. The committee comprises approximately ten faculty members from a variety of departments and programs, both within the Faculty of Arts and Sciences and in the interfaculty programs.

**Xiao-Li Meng, Chair**

*Dean, Graduate School of Arts and Sciences*

*Whipple V.N. Jones Professor of Statistics*

**Margot Gill**

*Administrative Dean, Graduate School of Arts and Sciences*

**Richard T. Born**

*Professor of Neurobiology*

**David Damrosch**

*Ernest Bernbaum Professor of Comparative Literature*

**Catherine Dulac**

*Professor of Molecular and Cellular Biology*

**Mark Elliott**

*Mark Schwartz Professor of Chinese and Inner Asian History*

**Laura Frahm**

*Assistant Professor of Visual and Environmental Studies*

**Gerald Gabrielse**

*George Vasmer Leverett Professor of Physics*

**Gonzalo Giribet**

*Professor of Organismic and Evolutionary Biology*

**Jerry Green**

*David A. Wells Professor of Political Economy*

*John Leverett Professor*

*Senior Fellow of the Society of Fellows*

**Daniel Jacob**

*Vasco McCoy Family Professor of Atmospheric Chemistry and Environmental Engineering*

**Shigehisa Kuriyama**

*Reischauer Institute Professor of Cultural History*

**Jeffrey Schnapp** (on leave AY15-16)

*Professor of Romance Languages and Literatures*

**John Stauffer**

*Professor of English and Professor of African and African American Studies*

**Mary Steedly**

*Professor of Anthropology*

**Karen Thornber**

*Harris K. Weston Associate Professor of the Humanities*

**Christopher Winship**

*Diker-Tishman Professor of Sociology*



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## Academic Council for Inter-Faculty PhD Programs

The Academic Council for Inter-Faculty PhD Programs is composed of the several deans responsible for PhD programs offered jointly by the Faculty of Arts and Sciences and the Faculties of Medicine, Public Health, Design, Business, Divinity, and the Harvard Kennedy School. The Council coordinates and oversees these programs, makes recommendations for improvements, and evaluates proposed new programs.

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## II - Academic Calendar

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### Academic Calendar 2014-15

When an official deadline falls on a holiday observed by the University, the effective deadline is the next working day.

#### July 2014

##### July 1, Tuesday.

- **Applications for Non-Resident Status** for the fall term or academic year are due in academic departmental offices. Students submitting after this date will be charged a late registration fee of \$50 plus an additional \$5 for each week thereafter.
- **Applications for part-time study** are due in the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

##### July 31, Thursday.

- Fall deadline for **waiving Harvard University Student Health Insurance Plan**, if eligible.

#### August 2014

##### August 11, Monday.

- Deadline for November degree candidates to **submit degree application** to FAS Registrar's Office. See **timeline** for additional information.
- Deadline for November degree candidates to submit a completed and signed **application for a secondary field**.

##### August 18, Monday.

- 9:00 a.m. **Online registration** for fall academic term opens for all GSAS students including Special Students and Visiting Fellows

See **Chapter V**, Registration and Enrollment, for detailed information on pertaining policies.

##### August 25, Monday.

- 9:00 a.m. – 12:30 p.m., International Student Orientation, Harvard Hall 202.

##### August 26, Tuesday.

- Official registration period end of spring 2014 term.
- Deadline to submit work for Incomplete grades from the fall 2013 term.

##### August 27, Wednesday.

- 9:30 a.m. – 12:30 p.m., **Orientation for New Students**, Memorial Hall, Sanders Theatre
- 12:30 p.m.–3:30 p.m., DudleyFest, Dudley House and Boylston Hall.
- 11:59 p.m. Deadline for all GSAS students including Special Students and Visiting Fellows to **register online** for the fall term. Students who fail to register will be charged a late

registration fee of \$50 plus an additional \$5 for each week thereafter.

November degree candidates who have not yet submitted a dissertation must register online.

See **website** for information on cross-registration.

Resident students who register late must file a Study Card within five business days of the date of their registration. Subsequently, the late Study Card fee will be assessed.

- Official registration period start of fall 2014 term.

### **August 27, Wednesday and 28, Thursday.**

- Derek Bok Center Fall Teaching Conference. See **website** for more information.

## **September 2014**

### **September 2, Tuesday.**

- Fall term and academic year begins. First meeting of classes.

### **September 7, Monday.**

- University Holiday: Labor Day

### **September 9, Tuesday.**

- Study Card Day. Completed Study Cards are due between 9:00 a.m. and 5:00 p.m., in the Dudley House, Common Room. Students who fail to submit a Study Card will be charged \$40 for each week late.

Any Study Card submitted after Study Card Day requires the instructor's signature for every course listed.

Resident students who register late must file a Study Card within five business days of the date of their registration; subsequently the late Study Card fee will be assessed.

To change courses after the Study Card has been filed, students must submit a petition to add or drop a course with the FAS Registrar's Office, 20 Garden Street. Special Students should file the petition at Richard A. and Susan F. Smith Campus Center 350.

### **September 10, Wednesday.**

- Deadline for November degree candidates to **submit approved dissertations** to FAS Registrar's Office who would like fall term tuition charge and Student Health Fee and Student Health Insurance Plan removed from their term bill (retroactive to July 31).

If November degree candidate submits approved dissertation by this date, registration for fall term will be cancelled, fall tuition charge will be removed and fall Student Health Fee and Student Health Insurance Plan will be cancelled. Student will be billed for any medical costs incurred during the period following July 31. See **timeline** for additional information.

### **September 11, Thursday.**

- Deadline for November degree candidates to **submit approved dissertations** to FAS Registrar's Office. Students submitting on this date will be responsible for the fall term Student Health Fee and Student Health Insurance Plan.
- Last day on which student may withdraw from their program and cancel registration for the fall term without payment of tuition. Students withdrawing after this date will be charged tuition pursuant to calendar in **Chapter VIII**, Tuition Associated with Mid-Term Withdrawal.

### **September 15, Monday.**

- Make-up examinations for spring 2014 term begin.

### **September 19, Friday.**

- Last day students from other schools may file cross-registration petitions for fall term with the FAS Registrar's Office. See **website** for information on cross-registration.
- Deadline to add or drop a fall course without paying a fee. After this date there is a \$10 fee for each add/drop form filed. If two add/drop forms are filed simultaneously, only one processing fee is charged.

### **September 26, Friday.**

- Fall tuition charge and fall Student Health Fee and Student Health Insurance Plan will be removed from the term bills of students who are not registered for the fall term by this date. Students who are not registered for the fall term by this date will enter Lapsed Registration status as outlined in **Chapter V**, Lapsed Registration.

### **September 30, Tuesday.**

- Enrollment deadline for fall academic term and full academic year **HUSHP coverage for dependents**.
- Enrollment deadline for full academic year **optional dental coverage**.

## **October 2014**

### **October 13, Monday.**

- University Holiday: Columbus Day

### **October 20, Monday.**

- Last day to add (or register for) fall courses. After this date students may add (or register for) units of TIME only. To add a course after this date an approved Petition to Add must be submitted to the GSAS Student Affairs office, Richard A. and Susan F. Smith Campus Center.
- Last day for graduate students to add or change SAT/UNS grading option for designated language courses.

### **October 28, Tuesday.**

- Last day to drop a fall course. To withdraw from a fall course after this date an approved Petition to Withdraw must be submitted to the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center. A grade of "WD" will be notated on the student's transcript for course if Petition is approved.

## **November 2014**

### **November 11, Tuesday.**

- University (Administrative) Holiday: Veterans' Day: (observed by staff). FAS classes will be held as scheduled.

### **November 14, Friday.**

- Conferral date for November degrees.

### **November 24, Monday.**

- Deadline for March degree applicants to **submit degree application** to FAS Registrar's Office. See **timeline** for additional information.
- Deadline for March degree candidates to submit a completed and signed **application for a secondary field**.

### **November 26, Wednesday.**

- Thanksgiving recess begins.

### **November 30, Sunday.**

- Thanksgiving recess ends.

## **December 2014**

### **December 1, Monday.**

- **Applications for Non-resident Status** for the spring term are due in academic departmental offices. Students submitting after this date will be charged a late registration fee of \$50 plus an additional \$5 for each week thereafter.

### **December 3, Wednesday.**

- Last day of fall term classes.

### **December 4, Thursday.**

- Fall term Reading Period begins.

### **December 10, Wednesday.**

- Deadline to submit approved Petition to Withdraw to GSAS Office of Student Affairs to withdraw from fall term course. (See **Chapter V**, Variations in Program). A grade of "WD" will be notated on the student's transcript for course if Petition is approved.
- Fall term Reading Period ends.

### **December 11, Thursday.**

- Fall term examinations begin.

### **December 20, Saturday.**

- Fall term examinations end.

### **December 21, Sunday.**

- Winter recess begins. (Most University offices closed during recess.)

## **January 2015**

### **January 1, Thursday.**

- Winter recess ends.

### **January 2, Friday.**

- University offices reopen.
- Applications from continuing students for 2014–2015 grants due in the GSAS Office of Financial Aid, Richard A. and Susan F. Smith Campus Center.

### **January 12, Monday.**

- **January@GSAS** begins.

**January 16, Friday.**

- Deadline for March degree candidates to **submit approved dissertations** to FAS Registrar's Office.

**January 19, Monday.**

- University Holiday: Martin Luther King Day

**January 21, Wednesday.**

- 9:00 a.m. **Online registration** for spring academic term opens for all GSAS students including Special Students and Visiting Fellows

See **Chapter V**, Registration and Enrollment, for detailed information on pertaining policies.

**January 23, Friday.**

- **January@GSAS** ends.

**January 25, Sunday**

- Official registration period end of fall 2014 term.

- Deadline to submit work for Incomplete grades from the spring 2014 term.

**January 26, Monday.**

- Spring term begins. First meeting of classes.
- 11:59 p.m. Deadline for all GSAS students including Special Students and Visiting Fellows to **register online** for the spring term. Students who fail to register will be charged a late registration fee of \$50 plus an additional \$5 for each week thereafter.

March and May degree candidates who have not yet submitted dissertation must register online.

See **website** for information on cross-registration.

Resident students who register late must file a Study Card within five business days of the date of their registration; subsequently the late Study Card fee will be assessed.

- Official registration period end of fall 2014 term.
- Last day to submit work for Incomplete grades from the spring 2014 term.

**January 30, Friday.**

- Study Card Day. Completed Study Cards are due between 9:00 a.m. and 5:00 p.m., in the Dudley House, Common Room. Students who fail to submit a Study Card will be charged \$40 for each week late.

Any Study Card submitted after Study Card Day requires the instructor's signature for every course listed.

Resident students who register late must file a Study Card within five business days of the date of their registration; subsequently the late Study Card fee will be assessed.

To change courses after the Study Card has been filed, students must file a petition to add or drop a course with the FAS Registrar's Office, 20 Garden Street. Special Students should file the petition at Richard A. and Susan F. Smith Campus Center 350.

- Official registration period start of spring 2015 term.

### **January 31, Friday.**

- Spring deadline for waiving **Harvard University Student Health Insurance Plan**, if eligible.
- Enrollment deadline for spring term **HUSHP coverage for dependents**.

## **February 2015**

### **February 6, Friday.**

- Last day on which student may withdraw from their program and cancel registration for the spring term without payment of tuition.

Students withdrawing after this date will be charged tuition pursuant to calendar in Chapter VIII, Tuition Associated with Mid-Term Withdrawal.

- Deadline for May degree candidates to **submit approved dissertations** to FAS Registrar's Office who would like spring term tuition charge and Student Health Fee and Student Health Insurance Plan removed from their term bill. If May degree candidate submits approved dissertation by this date, registration for spring term will be cancelled, spring tuition charge will be removed, and spring Student Health Fee and Student Health Insurance Plan will be cancelled (retroactive to January 31). Student will be billed for any medical costs incurred during the period following January 31. See **timeline** for additional information.

### **February 9, Monday.**

- Make-up examinations for fall term 2014 begin.

### **February 13, Friday.**

- Last day students from other schools may file cross-registration petitions for spring term with the FAS Registrar's Office. See **website** for information on cross-registration.
- Deadline to add or drop a spring course without paying a fee. After this date there is a \$10 fee for each petition filed. If two petitions are filed simultaneously, only one processing fee is charged.

### **February 16, Monday.**

- University holiday: Presidents' Day.

### **February 26, Wednesday.**

- Spring tuition charge and spring Student Health Fee and Student Health Insurance Plan will be removed from the term bills of students who are not registered for the spring term by this date. Students who are not registered for the spring term by this date will enter Lapsed Registration status as outlined in **Chapter V**, Lapsed Registration.

## **March 2015**

### **March 9, Monday.**

- Last day to add (or register for) spring courses. After this date students may add (or register for) units of TIME only. To add a course after this date an approved Petition to Add

must be submitted to the GSAS Student Affairs office, Richard A. and Susan F. Smith Campus Center.

- Last day for graduate students to add or change SAT/UNS grading option for designated language courses.

**March 10, Tuesday.**

- Conferral date for March degrees.

**March 14, Saturday.**

- Spring recess begins.

**March 22, Sunday.**

- Spring recess ends.

**March 24, Tuesday.**

- Last day to drop a spring course. To withdraw from a fall course after this date an approved Petition to Withdraw must be submitted to the GSAS Office of Student Affairs, Richard A. and Susan F. Smith Campus Center. A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.

**March 27, Friday.**

- Deadline for May degree applicants to degree application to FAS Registrar’s Office. See **timeline** for additional information.
- Deadline for May degree candidates to submit a completed and signed **application for a secondary field**.

## **April 2015**

**April 29, Wednesday.**

- Last day of spring classes.

**April 30, Thursday.**

- Spring term Reading Period begins.

## **May 2015**

**May 6, Wednesday.**

- Deadline to submit approved Petition to Withdraw to GSAS Office of Student Affairs to withdraw from spring term course. (See **Chapter V**, Variations in Program). A grade of “WD” will be notated on the student’s transcript for course if Petition is approved.

**May 7, Thursday.**

- Spring term Reading Period ends.

**May 8, Friday.**

- Final examinations begin.

**May 15, Friday.**

- Deadline for May degree candidates to **submit approved dissertations** to FAS Registrar’s Office.

**May 16, Saturday.**

- Final examinations end.

**May 25, Monday.**

- University Holiday: Memorial Day.

**May 28, Thursday.**

- Commencement. Conferral date for May degrees.



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### Degree Calendar 2014-15

| For a diploma for an advanced degree to be awarded on | Degree recommendations and dissertations are due at the Registrar's office on | Degree applications are due at the Registrar's office on* |
|---|---|---|
| November 14, 2014                                     | September 11, 2014  | August 11, 2014   |
| March 10, 2015  | January 16, 2015  | November 24, 2014   |
| May 28, 2015  | May 15, 2015  | March 27, 2015  |

\*In exceptional circumstances, the registrar will accept late applications during the next week only; there is a late fee of \$50.

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### Degree Calendar 2015-16

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| For a diploma for an advanced degree to be awarded on | Degree recommendations and dissertations are due at the Registrar's office on | Degree applications are due at the Registrar's office on* |
|---|---|---|
| November 13, 2015                                     | September 11, 2015  | August 10, 2015   |
| March 8, 2016   | January 15, 2016  | November 24, 2015   |
| May 26, 2016  | May 13, 2016  | March 25, 2016  |

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\*In exceptional circumstances, the registrar will accept late applications during the next week only; there is a late fee of \$50.

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### Future Academic Calendars

The five-year academic calendar is maintained by the Registrar.

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### Storm and Emergency Conditions

The Faculty of Arts and Sciences rarely cancels classes. However, faculty and section leaders who need to commute should not put themselves in danger during serious storms, and may choose to cancel their individual classes. Students may find the following information helpful:

- Graduate students who decide that they cannot make it to class should consult the course materials for instructions on informing the course's instructional staff of planned absences from class. If such procedures have not been provided, then the student should inform the instructor or the teaching fellow of the planned absence by email or by telephone.
- Students may find instructions in the course materials that indicate how the instructional staff would inform students of the cancellation of a class or section meeting. For example, many courses inform students of the cancellation via an announcement posted at the course's home page on the Web, via an email to the class attendees, or by leaving a message on the voice mail system of a centralized departmental telephone. FAS offices and academic departments will be open depending on staff availability and whether there are critical functions in progress. Call the central number for that office before going there.

Final examinations and make-up examinations are never cancelled and students should report to their examination rooms on time.

On the very rare occasion when FAS cancels classes, an announcement will be posted at [emergency.harvard.edu](https://emergency.harvard.edu) and the University website ([my.harvard.edu](https://my.harvard.edu)).

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### Admission to Degree Programs

Generally, only applicants holding the AB or its equivalent, with distinguished undergraduate records, are admitted to the Graduate School.

Admission procedures, deadlines, and fees, and how to apply for financial aid are described on our website, [www.gsas.harvard.edu](http://www.gsas.harvard.edu). Students may apply for admission for the fall term only; there are no spring term or summer admissions.

Accuracy is expected in all documents provided by applicants. If a candidate for admission makes inaccurate statements or submits false material, appropriate action will be taken. In most cases, these misrepresentations are discovered during the admission process and the application is rejected. If a misrepresentation is discovered after a candidate is admitted, the offer of admission normally will be withdrawn. If a misrepresentation is discovered after a student has registered, the case will be reviewed by the dean of student affairs and, if appropriate, he will request that the GSAS Administrative Board review the case. The Administrative Board will determine the action to be taken. If the discovery occurs after a degree has been awarded, the degree normally will be rescinded.

Individuals holding a PhD or its equivalent, or who have completed most of the work required to earn the PhD elsewhere, may apply to a PhD program in the Graduate School only if it is an unrelated field of study. In view of the large number of excellent applicants for the limited number of admission vacancies in the Graduate School, preference for admission and financial aid will be given to those who have not already had an opportunity to receive a PhD degree here or elsewhere. As an alternative, such people may apply for visiting fellow status (see **Chapter IV**).

No student registered in GSAS shall, at the same time, be registered in any school or college either of Harvard University or of any other institution. GSAS students may not be simultaneously enrolled in two PhD programs. Students ordinarily may receive the PhD degree from only one program in the Faculty of Arts and Sciences. Any student enrolled in a GSAS PhD program and another program such as the Law School, must receive permission from the department and the Dean's Office. The student will have to be on leave from GSAS while taking courses in a non-GSAS program. If the student at the time of admission has plans to enroll in another program, those plans should be discussed with the department or committee before the student accepts the offer of admission.

The dean of the Graduate School alone has the authority to make offers of admission. The Graduate School will not accept more than three applications from any non-enrolled individual during the course of his or her academic career.



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## Reapplications and Other Categories of Admission

### Reapplying to the Graduate School

Individuals who previously applied to a GSAS degree program and were not admitted should apply via the Graduate School's standard **online application** for admission process through the Office of Admissions and Financial Aid.

Individuals who were previously admitted to a GSAS degree program who did not enroll for the term to which they were offered admission or who were not registered students long enough to be required to pay tuition should apply via the Graduate School's standard **online application** for admission process through the Office of Admissions and Financial Aid.

### Transferring Admission to a Different Degree Program in the Graduate School

Students currently or formerly enrolled in a GSAS degree program who wish to apply for admission to a degree program other than that to which they were previously admitted, should apply via the Graduate School's standard **online application** for admission process through the Office of Admissions and Financial Aid.

Students who have received a degree from a GSAS degree program, including AB/AM and AB/SM degree recipients, and who wish to apply for admission to a degree program, should apply via the Graduate School's standard **online application** for admission process.

Students who are approved to transfer admission to a different degree program in the Graduate School receive financial credit for tuition paid when they were previously registered and credit toward the PhD tuition requirement.

### Readmission to the Graduate School

Students who were previously enrolled in a GSAS degree program long enough to have paid at least one installment of tuition and who then held a registration status of withdrawn or lapsed for at least one full term should **apply for readmission** to return to registered student status in the same GSAS degree program. Completed applications should be submitted to the Office of Student Affairs.

Students who are readmitted to the same degree program in the Graduate School receive financial credit for tuition paid when they were previously enrolled.

## Non-Degree Admission to the Graduate School

Individuals who wish to engage in non-degree study or research at the Graduate School may apply for Special Student or Visiting Fellow status via a separate, standard **online application** for admission process through the Office of Special Students and Visiting Fellows.

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### Transferring Admission to a Different Degree Program in the Graduate School

Students currently or formerly enrolled in a GSAS degree program who wish to apply for admission to a degree program other than that to which they were previously admitted, should apply via the Graduate School's standard **online application** for admission process through the Office of Admissions and Financial Aid.

Students who have received a degree from a GSAS degree program, including AB/AM and AB/SM degree recipients, and who wish to apply for admission to a degree program other than that from which they received their degree, should apply via the Graduate School's standard **online application** for admission process through the Office of Admissions and Financial Aid.

Students who are admitted to transfer admission to a different degree program in the Graduate School receive financial credit for tuition paid when they were previously registered and credit toward the PhD tuition requirement.

Courses completed for a master's degree in the Faculty of Arts and Sciences may count toward academic requirements for the PhD at the discretion of the department.

The Graduate School will not accept more than three applications to transfer admission to a different degree program from any individual during the course of his or her academic career and will not accept more than two applications to transfer admission for a single academic term.

Admitted students must pay any outstanding University bills or overdue loan payments before they will be permitted to enroll in the different degree program.

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### Readmission

Students who were previously enrolled in a GSAS degree program long enough to have paid at least one installment of tuition and who then held a registration status of withdrawn or lapsed for at least one full term should **apply for readmission** to return to registered student status in the same GSAS degree program. Completed applications for readmission should be submitted to the Office of Student Affairs, Richard A. and Susan F. Smith Campus Center. Applications for readmission must be submitted by January 2 for the following fall term. Applicants will be considered for readmission to the fall term only. There is no application fee for applying for readmission.

The Graduate School will not accept more than three applications for readmission from any individual during the course of his or her academic career. Ordinarily, a student who has been required to withdraw from GSAS (for any reason other than the G10 enrollment cap) may not apply for readmission until two academic terms have passed.

Readmission is not automatic and requires approval by both the degree program and the dean of the Graduate School. Readmission, if offered, may be conditional, requiring performance of a specific task at a specific standard, either prior to or following readmission.

The application for readmission must be submitted with 1) the readmission supplemental form; 2) one letter of recommendation; 3) a current GSAS transcript; and 4) transcripts of any formal academic training taken since leaving the Graduate School.

Students applying for readmission should contact the degree program in which they were previously enrolled to clarify courses and exams to be taken, to specify the time frame or duration to completion of the degree, to confirm consent of their faculty advisor and committee, and to determine what additional supporting documentation should be submitted with their application.

Consideration is given to the record of each applicant, the length of absence, the activities undertaken during the absence, and the number of student places available in the department. To be offered readmission, a student may need to provide evidence of ability to pay tuition during the enrolled terms and should inquire with his/her prior to applying.

### Readmission for Degree

Students who were previously enrolled in a GSAS degree program and who then withdrew, having completed all degree requirements except the dissertation defense (if applicable) and submission of the dissertation, may apply for **readmission for degree**. Completed applications

for readmission for degree should be submitted to the Office of Student Affairs, Richard A. and Susan F. Smith Campus Center.

The application for readmission for degree must be submitted with 1) a letter from the student's advisor, indicating that the student is ready to defend his or her dissertation, and 2) a statement of purpose written by the student.

Readmission for degree applications are accepted on a rolling basis, since students may receive a November, March, or May degree.

Students readmitted for degree enter a registration status of "Pending Degree" and are expected to meet deadlines outlined in the **Degree Calendar**. Students who fail to submit their dissertation prior to the noted deadline will revert to a registration status of "Withdrawn" following passage of the deadline.

## **Financial Requirements for Readmission and Readmission for Degree**

Students readmitted to the same degree program in which they were formerly enrolled are charged the active file fee, at the rate current when readmission is approved, for the intervening terms since their last registration, with a maximum charge of \$1,000. Readmission will not be completed until all fees or any other indebtedness to the University or overdue loan payments are paid.

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### Change of Subject Within a Degree Program

Degree candidates are admitted to work toward a specific degree in a specific discipline or subject within a specific department based on the selections made in the application for admission and the offer of admission made by the dean of the Graduate School. A student wishing to work toward the same degree and in the same degree program to which they were admitted but in a different discipline or subject should file a completed **Petition to Change Subject** at the Office of the Registrar.

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### IV - Academic Programs

#### Degree Programs

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Ad Hoc Degree Programs

AB-AM, AB-SM Programs

Programs Offered in Conjunction with Other Faculties

MD-PhD Simultaneous Degree Program

JD/PhD Coordinated Program

Exchange Scholar Program

Special Student Status

Visiting Fellow Status

Harvard Summer School

Harvard Extension School

Certificate in Teaching English to Speakers of Other Languages (CITESOL)

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### Degree Programs

Degree programs are administered by divisions, departments, and committees, as authorized by votes of the faculty. References to “departments” throughout the Handbook are meant to indicate any degree-granting unit, as appropriate.

The degree programs are listed in the following table and are described in detail on the website, [www.gsas.harvard.edu](http://www.gsas.harvard.edu). Degree candidates should be thoroughly familiar with the program description and requirements for their department as outlined in **Chapter VI**. The degrees offered are the AM, Master of Arts; SM, Master of Science; ME, Master of Engineering; MFS, Master of Forest Science; PhD, Doctor of Philosophy. The AM in parentheses indicates that the degree is awarded only in the course of study for the PhD.

| Department, Division or Committee                        | Degree Subject                                  | Degrees Offered |
|--|---|-----------------|
| African and African American Studies                     | African Studies                                 | PhD (AM)        |
|  | African American Studies                        | AM, PhD         |
| American Studies   | American Studies                                | PhD             |
| Anthropology   | Anthropology                                    | AM, PhD         |
| Architecture, Landscape Architecture, and Urban Planning | Architecture                                    | PhD (AM)        |
|  | Landscape Architecture                          | PhD (AM)        |
|  | Urban Planning                                  | PhD (AM)        |
| Astronomy  | Astronomy and Astrophysics                      | PhD (AM)        |
| Biological Sciences in Dental Medicine                   | Biological Sciences in Dental Medicine          | PhD             |
| Biological Sciences in Public Health                     | Biological Sciences in Public Health            | PhD             |
| Biology: Medical Sciences, Division of                   | Biological and Biomedical Sciences              | PhD*            |
|  | Biological Chemistry and Molecular Pharmacology | PhD*            |
|  | Cell and Developmental Biology <sup>±</sup>     |                 |
|  | Cell Biology                                    | PhD*            |
|  | Developmental and Regenerative Biology          | PhD             |
|  | Genetics <sup>±</sup>                           | PhD*            |
|  | Genetics and Genomics                           |                 |
| Human Biology and Translational Medicine                 | PhD*  |                 |

|   |  |                  |
|---|--|------------------|
|   | Immunology                                       | PhD*             |
|   | Microbiology and Immunobiology                   |                  |
|   | Microbiology and Molecular Genetics <sup>±</sup> | PhD*             |
|   | Neurobiology                                     | PhD*             |
|   | Pathology  | PhD*             |
|   | Speech and Hearing Bioscience and Technology     | PhD*             |
|   | Virology   | PhD*             |
| Biology, Molecular and Cellular             | Biology  | PhD (AM)         |
|   | Biochemistry                                     | PhD              |
| Biology, Organismic and Evolutionary        | Biology  | PhD (AM)         |
| Biophysics                                  | Biophysics                                       | PhD              |
| Biostatistics                               | Biostatistics                                    | PhD (AM)         |
| Business Economics                          | Business Economics                               | PhD (AM)         |
| Business Studies                            | Organizational Behavior                          | PhD              |
| Celtic Languages and Literatures            | Celtic Languages and Literatures                 | AM, PhD          |
| Chemical Biology                            | Chemical Biology                                 | PhD*             |
| Chemical Physics                            | Chemical Physics                                 | PhD              |
| Chemistry and Chemical Biology              | Chemistry  | PhD (AM)         |
| Classics                                    | Ancient History                                  | PhD (AM)         |
|   | Byzantine Greek                                  | PhD(AM)          |
|   | Classical Archaeology                            | PhD (AM)         |
|   | Classical Philology                              | PhD(AM)          |
|   | Classical Philosophy                             | PhD (AM)         |
|   | Medieval Latin                                   | PhD(AM)          |
|   | Modern Greek                                     | PhD (AM)         |
| Comparative Literature                      | Comparative Literature                           | PhD (AM)         |
| Earth and Planetary Sciences                | Earth and Planetary Sciences                     | PhD (AM)         |
| East Asian Languages and Civilizations      | East Asian Languages and Civilizations           | PhD (AM)         |
|   | History and East Asian Languages                 | PhD (AM)         |
| Economics                                   | Economics  | PhD (AM)         |
| Education                                   | Education  | PhD              |
| Engineering and Applied Sciences, School of | Applied Mathematics                              | SM, ME, PhD      |
|   | Applied Physics                                  | SM, ME, PhD      |
|   | Computational Science and Engineering            | SM, ME           |
|   | Computer Science                                 | SM, ME, PhD      |
|   | Engineering Sciences                             | SM, ME, PhD      |
| English                                     | English  | PhD (AM)         |
| Forestry <sup>‡</sup>                       | Forest Science <sup>‡</sup>                      | MFS <sup>‡</sup> |
| Germanic Languages and Literatures          | Germanic Languages and Literatures               | AM, PhD          |

|   |  |          |
|---|--|----------|
| Government  | Political Science  | PhD (AM) |
| Health Policy   | Health Policy  | PhD      |
| History   | History  | PhD (AM) |
| History of Art and Architecture                           | History of Art and Architecture                            | PhD (AM) |
| History of Science  | History of Science   | AM, PhD  |
| Human Evolutionary Biology                                | Human Evolutionary Biology                                 | PhD      |
| Inner Asian and Altaic Studies                            | Inner Asian and Altaic Studies                             | PhD      |
| Linguistics   | Linguistics  | PhD (AM) |
| Mathematics   | Mathematics  | PhD (AM) |
| Medical Science, see Biology                              |  |          |
| Middle Eastern Studies                                    | Regional Studies—Middle East                               | AM       |
|   | Anthropology and Middle Eastern Studies                    | PhD      |
|   | History of Art and Architecture and Middle Eastern Studies | PhD      |
|   | History and Middle Eastern Studies                         | PhD      |
| Music   | Music  | PhD (AM) |
|   | Performance Practice                                       | AM       |
| Near Eastern Languages and Civilizations                  | Near Eastern Languages and Civilizations                   | AM, PhD  |
| Philosophy  | Classical Philosophy                                       | PhD (AM) |
|   | Philosophy   | PhD (AM) |
| Physics   | Physics  | PhD (AM) |
| Political Economy and Government                          | Political Economy and Government                           | PhD (AM) |
| Psychology  | Psychology   | PhD (AM) |
| Public Policy   | Public Policy  | PhD      |
| Regional Studies—East Asia                                | Regional Studies—East Asia                                 | AM       |
| Regional Studies—Russia, Eastern Europe, and Central Asia | Regional Studies—Russia, Eastern Europe, and Central Asia  | AM       |
| Religion  | The Study of Religion                                      | PhD (AM) |
| Romance Languages and Literatures                         | Romance Languages and Literatures                          | PhD (AM) |
| Slavic Languages and Literatures                          | Slavic Languages and Literatures                           | PhD (AM) |
| Social Policy   | Sociology and Social Policy                                | PhD      |
|   | Government and Social Policy                               | PhD      |
| Sociology   | Sociology  | PhD (AM) |
| South Asian Studies                                       | South Asian Studies  | AM, PhD  |
| Statistics  | Statistics   | AM, PhD  |
| Systems Biology   | Systems Biology  | PhD*     |
| Visual and Environmental Studies                          | Film and Visual Studies                                    | PhD (AM) |

\*A terminal AM degree may be awarded to a student not continuing for the PhD degree; the student must complete the AM degree requirements as specified by his or her program.

‡Please note that the program in Forestry is not accepting applications for the 2015–2016 year.

±Students admitted as of 2012–2013 are not eligible to select these subjects.

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# Harvard Graduate School of Arts and Sciences

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## Harvard Integrated Life Sciences (HILS) Program

Harvard Integrated Life Sciences (HILS) is a federation of Harvard life sciences PhD programs, departments, and subject areas that facilitates cross-disciplinary academic and research collaboration, supports student mobility, and encourages extracurricular participation by its student, faculty, and staff members.

HILS brings together faculty and students from twelve PhD programs across four Harvard faculties: the Faculty of Arts and Sciences, the School of Dental Medicine, the Medical School, and the Harvard T.H. Chan School of Public Health. This structure allows the examination of—and provides research opportunities in—emerging interdisciplinary areas of investigation in the life sciences. HILS oversees and supports programs and subject areas leading to the PhD in:

- biological and biomedical sciences
- biological sciences in dental medicine
- biological sciences in public health
- biophysics
- chemical biology
- chemistry and chemical biology
- immunology
- molecular and cellular biology
- neuroscience
- organismic and evolutionary biology
- systems biology
- virology

These academic areas represent the depth and breadth of current thinking in the life sciences. Please visit each program's website for further details. Additional information about HILS can also be found on the **HILS website**.

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# Harvard Graduate School of Arts and Sciences

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### Ad Hoc Degree Programs

The Faculty of Arts and Sciences has authorized the establishment of special *ad hoc* PhD programs when a student's approved program extends beyond the academic discipline of a single department. Each *ad hoc* committee ordinarily consists of four members, three of whom must be members of the Faculty of Arts and Sciences and represent at least two established departments, usually the home department and an additional department. The chair of an *ad hoc* committee must be a full-time, resident, teaching member of the Faculty of Arts and Sciences. The proposed program of study and the membership of the committee must be approved by the GSAS Administrative Board. *Ad hoc* applications will be reviewed on three occasions during the year. Ordinarily, deadlines for the *ad hoc* applications are September 1, January 1, or May 1. A student must have completed a full year of graduate study and achieved an outstanding academic record in an established PhD degree program in order to apply to transfer to an *ad hoc* PhD program. A student interested in an *ad hoc* program should make an appointment to speak to Patrick O'Brien, the assistant dean of student affairs, and should file an intra-Faculty of Arts and Sciences transfer application and an *ad hoc* program of study form, available from the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center.

Ordinarily, when a student transfers to an *ad hoc* degree program, the original department retains financial responsibility for the student.

Master's degrees are not awarded in *ad hoc* subjects. (See the **GSAS *ad hoc* web page** for steps to forming an *ad hoc* program.)

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### AB-AM, AB-SM Programs

Harvard College students with advanced standing may apply to be admitted by certain departments to work toward one-year Master's programs administered by the Graduate School of Arts and Sciences. Students pursuing this degree remain registered in Harvard College and bracket courses on the undergraduate transcript to count toward the AM or SM. The advanced standing adviser for Harvard College is located in the Office of Undergraduate Education, University Hall, First Floor North and is available to advise students on the process for bracketing courses. The requirements for the Master's degree are set by the department. If the Master's requirements are met at the end of the fourth year in the College, the student will be eligible to receive the AB and the AM or SM simultaneously. Students who receive the Master's degree at that time are considered to have completed their first year of graduate school. Graduate transcripts are established for these students, and if admitted to a PhD program in GSAS they are for all purposes, including tuition charges, considered second-year graduate students.

Further information about the AB/AM program is available [here](#).

To apply for admission to a PhD degree program while enrolled in an AB-AM or AB-SM program, students must submit an application for an intra-Faculty of Arts and Sciences transfer using the online [application to GSAS](#).

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### Programs Offered in Conjunction with Other Faculties

The Faculty of Arts and Sciences formally cooperates with other faculties and schools in several degree programs leading to a PhD. Such PhD programs currently include: Business Economics and Organizational Behavior in cooperation with Harvard Business School; Political Economy and Government, Social Policy, and Public Policy in cooperation with Harvard Kennedy School; Architecture, Landscape Architecture, and Urban Planning in cooperation with the Harvard Graduate School of Design; the Study of Religion with Harvard Divinity School; the several medical sciences (DMS), Chemical Biology, and Systems Biology with Harvard Medical School; Biophysics, Physics, Applied Physics, and Engineering with the Medical School and the Division of Health Sciences and Technology, Massachusetts Institute of Technology; Health Policy with Harvard Medical School, Harvard T.H. Chan School of Public Health, Harvard Kennedy School, Harvard Business School and Harvard Law School; Biological Sciences in Public Health and Biostatistics with Harvard T.H. Chan School of Public Health; and Biological Sciences in Dental Medicine with Harvard School of Dental Medicine; and the PhD in Education with the Harvard Graduate School of Education. Students in such collaborative programs are PhD candidates in the Graduate School of Arts and Sciences, and as such are subject to the rules and regulations of the Faculty of Arts and Sciences.

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### MD-PhD Simultaneous Degree Program

A simultaneous degree program is one in which the Faculty of Arts and Sciences has agreed to integrate its PhD program with a professional degree program so that students pursue both degrees at the same time. Currently, the only such program is the MD-PhD program, offered in cooperation with Harvard Medical School.

Students in the MD-PhD program should register according to policy outlined in **Chapter V**. An adjustment will be made in the departmental G-year for the years a GSAS student is registered in the Medical School.

This program is offered to students in the natural sciences and, on a limited basis, to students in the social sciences. Students applying for the MD-PhD Program in the social sciences must submit separate applications to HMS and to the GSAS PhD program of their choice. For information on the MD-PhD program contact [mdphd@hms.harvard.edu](mailto:mdphd@hms.harvard.edu).

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### JD/PhD Coordinated Program

Students completing the Coordinated Program receive a JD from Harvard Law School (HLS) and a PhD from the Graduate School of Arts and Sciences. The Coordinated JD/PhD Program is open to PhD candidates who have the support of a GSAS advisor and who apply to and are admitted to both the Graduate School and Harvard Law School during his or her graduate years of study noted in this section. Prospective students must apply to and be separately admitted to both the Law School and a GSAS PhD program before applying to participate in the Coordinated JD/PhD Program.

Students may apply to both schools during the same admissions year, or may apply to the second school while enrolled at the first. In order to participate in the Coordinated Program, current HLS students must apply and be admitted to GSAS during the 1L or 2L year. Similarly, current PhD candidates must apply and be admitted to the Law School during the G1, G2, or G3 year, in order to be eligible for the Coordinated Program. PhD candidates who apply to and are admitted to HLS after the G3 year at GSAS must then separately apply to the Coordinated Program. The JD/PhD committee reviews these applications to determine admission to the Coordinated Program.

Once admitted to both programs, students complete a plan of study, which must be approved by the students' GSAS advisor and HLS advisor or Law School Professor Matthew Stephenson. Submission of this plan of study to GSAS and the Law School confirms enrollment in the Coordinated Program. Students in the Coordinated Program are jointly advised by two primary faculty advisors – one at HLS and one at GSAS.

Students must have satisfactorily completed at least 16 half courses in their GSAS department to receive the PhD and must meet residency and tuition requirements as outlined in **Chapter VI**. Students will ordinarily be enrolled for at least four years (8 terms) in GSAS. Pursuant to ABA rules, students must complete all requirements for the JD degree within seven years of the date they first enroll in HLS; they may graduate from HLS before completing the PhD.

Students are required to complete the first-year program, three upper-level fall or spring semesters, and two winter terms at HLS, for a total of five fall and spring semesters (as opposed to the traditional six terms) and three winter terms. In lieu of the sixth HLS semester generally required of JD students, students in the Coordinated Program may take a semester at GSAS, completing courses or dissertation work pre-approved by HLS, and equivalent to at least 10 HLS credits. This GSAS semester may be taken only after a student has matriculated at HLS and completed his or her entire first year of study there. Students and their faculty advisors will determine the most appropriate sequencing for each student's course of study.

Students will be eligible for GSAS funding during the terms they are enrolled in GSAS, following the standard pattern of funding for students in the social sciences and the humanities. Students must pay five semesters of full tuition at HLS. Students will be eligible for Law School financial aid during the five terms in which they are enrolled and pay tuition there. Additional JD/PhD funding for law school tuition and fees not otherwise covered by need-based aid may be awarded on a competitive basis to eligible JD/PhD students. Students in the Coordinated Program may only register in one school during any given term and should register as non-resident students studying at another Harvard school while registered at HLS according to policy outlined in **Chapter V**. An adjustment will be made in the departmental G-year for the years a GSAS student is registered in HLS. Students who wish to explore the Coordinated Program are encouraged to contact Thomas Graca, Director of Academic Affairs (HLS), or Patrick O'Brien, assistant dean of student affairs (GSAS) ([studaff@fas.harvard.edu](mailto:studaff@fas.harvard.edu)).

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# Harvard Graduate School of Arts and Sciences

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### Exchange Scholar Program

The Exchange Scholar Program facilitates study by PhD candidates at other participating graduate schools for a limited period of time (usually no more than one academic year) who wish to take advantage of particular educational opportunities not available at Harvard. Courses taken for credit and/or research conducted at the host institution will be listed on the student's Harvard academic record. Exchange scholars are generally accorded all the benefits available to the host institution's resident graduate students, and receive a student identification card that permits access to libraries, laboratories, health services, and athletic facilities.

Harvard Exchange Scholars visiting elsewhere are charged the appropriate GSAS resident tuition. They retain eligibility for Harvard tuition and stipend grants. Harvard Exchange Scholars visiting from other institutions are charged the Student Health Fee and are enrolled in and charged for the **Harvard University Student Health Insurance Plan**. These fees remain on their term bill unless waived.

Exchange Scholar agreements currently exist between GSAS and University of California, Berkeley; Brown University; University of Chicago; Columbia University; Cornell University; Massachusetts Institute of Technology; University of Pennsylvania; Princeton University; Stanford University; and Yale University.

**Exchange Scholar applications** are available from the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center and online. Applicants should describe what is to be studied, where, when, and with whom.

The application must be approved by the PhD candidate's academic advisor, department chair or director of graduate studies, and dean of student affairs. The application is then forwarded to the host institution for approval of the professors with whom work is to be done, the department chair or director of graduate studies, and the dean. Applications should be completed two months before the registration date of the host school. Students considering this status should inform their host department of their interest and if possible find an appropriate advisor in that department prior to submitting their application. The host advisor's name should be indicated on the application.

If an Exchange Scholar would like to participate in the program for more than two terms, the student should arrange to have his/her advisors at the host and home institutions write letters to Patrick O'Brien, GSAS assistant dean of student affairs, explaining the student's activities at the host institution and why continuing at that institution would be in the student's best academic interest. The student should also complete and submit a new Exchange Scholar

application. Students whose advisor has been recruited by the host institution should indicate on their initial application their planned length of stay.

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### Special Student Status

Courses in the Faculty of Arts and Sciences are open to individuals who have sound reasons for not wishing to enter a degree program, who hold a bachelor's degree or its equivalent, and who are able to present evidence of fitness for admission at the graduate level via the required online application process. Such persons are admitted by GSAS and registered as Special Students. Special Student status is a non-degree status in the Faculty of Arts and Sciences. Persons denied admission to GSAS degree programs cannot apply for Special Student status for the same academic year without express permission from the Special Students and Visiting Fellows Office.

Detailed information outlining the **Special Students Program** and **application instructions** are available from the **Special Student and Visiting Fellows Office**, Richard A. and Susan F. Smith Campus Center 350, 617-495-5392.

### APPLICATIONS

| Application Deadline | Term/Year                              | Notification of Admissions Decisions |
|----------------------|--|--------------------------------------|
| March 1              | fall term only or entire academic year | April/May                            |
| October 1            | spring term only                       | November/December                    |

Prospective Special Students may apply for admission to one academic term (fall or spring) or a full academic year (September through May). Special Student status is normally limited to one academic year, with extension only possible via a required online reapplication process. Students are expected to follow the Proposed Plan of Study stated in their application and to which they were admitted.

### TUITION AND FEES

Special Student tuition is charged on a per-half-course basis, according to the Graduate School of Arts and Sciences' full **tuition schedule**. The 2014–2015 rates are:

| Course Rate | Tuition per Term |
|-------------|------------------|
| 1 Course*   | \$5,052          |
| 2 Courses*  | \$10,104         |
| 3 Courses*  | \$15,156         |
| 4 Courses*  | \$20,208         |

\*Please note that some language courses are listed in the catalog as intensive (e.g., French Acd. Intensive Beginning French: Special Course). All intensive courses are one full academic year in duration (meeting in fall and spring terms) and listed as full courses. Full courses will be charged at the two half-course rate (\$10,104) as a half-course (\$5,052) each academic term.

All registered Harvard University students, including Special Students, are automatically enrolled in the **Harvard University Student Health Program (HUSHP)**, and charges are applied to their term bill. HUSHP is a comprehensive health program comprised of two parts: the Student Health Fee and the Student Health Insurance Plan. The Student Health Fee covers most services at Harvard University Health Services and the Harvard University Student Health Insurance Plan provides medical, hospital, and specialty care through the insurance provider Blue Cross Blue Shield (BCBS) of Massachusetts and prescription drug coverage through Express Scripts. Students who meet certain requirements may apply to receive a waiver of one or both health fees. Special Students enrolled in two or more courses may not waive the Student Health Fee, but those who meet certain requirements may be eligible to waive the Student Health Insurance Plan. All waiver requests must be completed online prior to the appropriate deadlines published by HUSHP. Medical insurance requirements and policies governing billing and overdue bills are the same for Special Students as for degree candidates.

There is no tuition reduction for courses that are not taken for credit as Units of TIME (see **Chapter V**).

A registered Special Student who drops all courses (withdraws from GSAS) or a portion of their courses will be charged a portion of tuition per course according to the schedule for Tuition Associated with Mid-Term Departure in **Chapter VIII**.

Financial aid is not available for Special Students from any part of the University. Students are advised to seek aid from outside sources.

### ACADEMIC CREDIT

While Special Students are admitted to courses offered by the Faculty of Arts and Sciences, they are not degree candidates in either Harvard College or GSAS. Special Students do, however, enjoy many of the same privileges of degree candidates in the University. The Office of the Registrar will provide a transcript of credits earned following completion of each academic term for students who do not have an outstanding term bill balance.

Special Students may take four half-courses per term and may not take more without express permission from the Special Students and Visiting Fellows Office. United States Citizenship and Immigration Services regulations require that all foreign nationals who are conducting study in the United States and holding a Harvard-sponsored F-1 visa be registered for full-time study (at least four concurrent half-courses per academic term).

Special Students may later apply for admission to a degree program through the regular GSAS admissions process (see **Chapter III**), but status as a Special Student carries no commitment whatsoever regarding subsequent admission to any part of the University.

A Special Student who is later admitted to a degree program in GSAS may be eligible for academic and financial credit for courses completed as a Special Student as outlined in **Chapter V**. Such credit is granted only for graduate-level courses that are valid for the specific GSAS degree program in which the student is enrolled. Upon completion of one term in a GSAS degree program, students may petition their academic department for credit for work done as a Special Student. A maximum of eight half-courses may be used for credit for a PhD or a two-year Master's program; a maximum of four half-courses may be used for credit for a one-year Master's degree. GSAS PhD candidates who receive academic and financial credit for work done as a Special Student become eligible for reduced tuition sooner in their degree program. Current or prospective PhD candidates should consult the appropriate **financial aid officer** to learn how tuition charges are affected in their case.

For more information about the Special Student status, please visit the **Special Student web page**.

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### Visiting Fellow Status

Individuals holding a doctoral degree or its equivalent, or with comparable professional experience, may apply via a required online application process to be a Visiting Fellow in the Graduate School of Arts and Sciences. Applications to Visiting Fellow status are also accepted from advanced doctoral candidates in domestic and international universities who have completed all coursework and would like to pursue research at Harvard.

Although Visiting Fellows are sometimes invited by departments or research centers to participate in seminars or other organized activities, they are expected for the most part to pursue their research independently as full-time researchers. Visiting Fellow status is a non-degree status in the Faculty of Arts and Sciences. Visiting Fellows are registered full-time graduate students in the Graduate School of Arts and Sciences. They have access to the libraries, athletic and other general facilities of the University, and are eligible to apply for membership in the Harvard Faculty Club. However, Visiting Fellows are not members of any Harvard University faculty. Persons denied admission to degree programs in the Graduate School of Arts and Sciences cannot apply for Visiting Fellow status for the same academic year without express permission from the Special Students and Visiting Fellows Office.

Visiting Fellows are registered, full-time, graduate research students and are permitted to audit but not permitted to officially enroll in courses. Visiting Fellows are not degree candidates and do not take courses for academic credit. Although they may attend courses, they cannot sit for final examinations and do not receive grades for completed courses. Visiting Fellows and other auditors are normally not permitted to attend basic skills courses such as languages or computer science.

Those who wish to enroll in courses for academic credit or in basic courses to learn new skills (such as languages) should apply for Special Student status.

Office space throughout the Graduate School of Arts and Sciences is extremely limited and few departments have offices available for Visiting Fellows. Carrel or study space is occasionally available in Widener Library; applications should be made to the Widener stack division, if possible before the beginning of a term. For more information on carrels and study spaces, please visit the [Harvard Libraries website](#).

Detailed information outlining the [Visiting Fellows Program and application instructions](#) are available from the [Special Student and Visiting Fellows Office](#), Richard A. and Susan F. Smith Campus Center 350, 617-495-5392.

| Application Deadline | Term/Year                              | Notification of Admissions Decisions |
|----------------------|--|--------------------------------------|
| March 1              | fall term only or entire academic year | April/May                            |
| October 1            | spring term only                       | November/December                    |

Prospective Visiting Fellows may apply for admission to one academic term (fall or spring) or a full academic year (September through May). Visiting Fellows status is normally limited to one academic year, with extension only possible via a required online reapplication process.

### TUITION AND FEES

Visiting Fellows pay reduced tuition of \$10,508 for the 2014–2015 academic year (\$5,254 per academic term).

All registered Harvard University students, including Visiting Fellows, are automatically enrolled in the Harvard University Student Health Program (HUSHP) and charges are applied to their term bill. HUSHP is a comprehensive health program comprised of two parts: the Student Health Fee (\$496/term) and the Student Health Insurance Plan (\$1,183/term). The Student Health Fee covers most services at Harvard University Health Services and the Student Health Insurance Plan provides medical, hospital, and specialty care through Blue Cross Blue Shield (BCBS) of Massachusetts and prescription drug coverage through Express Scripts. Visiting Fellows, as full-time students, may not waive the Student Health Fee, but those who meet certain requirements may apply for a waiver of the Student Health Insurance Plan. All waiver requests must be completed online prior to the appropriate deadlines published by HUSHP. Medical insurance requirements and policies governing billing and overdue bills are the same for Visiting Fellows as for degree candidates.

Total tuition and fees equal \$13,866 for the academic year or \$6,933 per academic term.

For more information about Visiting Fellow status, please visit the [Visiting Fellows website](#).

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## Harvard Summer School

### **HARVARD SUMMER SCHOOL**

51 Brattle Street

617-495-4024

[www.summer.harvard.edu](http://www.summer.harvard.edu)

The Harvard Summer School offers semester-long courses during a seven-week session. Students enrolled in the Graduate School may, with the approval of their departments, register in Summer School courses for academic credit toward a higher degree. A separate application must be made and tuition paid to the Summer School. Tuition paid to the Summer School does not count toward the minimum financial requirements for graduate degrees. PhD candidates may apply for a Harvard Summer School Tuition Fellowship. For details, go to the GSAS Office of Fellowships [website](#).

GSAS students may obtain academic credit toward a higher degree for work done in the Summer School. The student must submit an Application for Academic Credit for Work Done Elsewhere at the Registrar's Office requesting that the work be counted toward the higher degree. Courses taken at the Harvard Summer School following a student's registration in GSAS will be listed on the student's GSAS transcript. Summer School courses taken prior to registration in GSAS will not be listed, but a notation that credit was granted for courses taken at the Summer School will appear on the transcript.

Complete Summer School information is available at [www.summer.harvard.edu](http://www.summer.harvard.edu) or 51 Brattle Street, Cambridge, MA 02138, 617-495-4024.

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### Harvard Extension School

#### **HARVARD EXTENSION SCHOOL**

51 Brattle Street

617-495-4024

[www.extension.harvard.edu](http://www.extension.harvard.edu)

Students at the Graduate School may register in courses at Harvard Extension School for academic credit. Extension School courses may not be counted toward higher degrees granted by GSAS, but only toward the Extension School undergraduate and graduate degrees and certificate programs. Some graduate students find these courses useful in preparing for language examinations or to fill other educational needs. Harvard Extension School courses are not part of Harvard cross-registration. GSAS students interested in taking these courses must register and pay full tuition to the Extension School.

Complete Extension School information is available at [www.extension.harvard.edu](http://www.extension.harvard.edu) or 51 Brattle Street, Cambridge, MA 02138, 617-495-4024.

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# Harvard Graduate School of Arts and Sciences

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### Certificate in Teaching English to Speakers of Other Languages (CITESOL)

The job-market for graduates in several fields has become difficult at a time when classrooms across America are enrolling increasing numbers of non-native speakers of English. Moreover, the global importance of English in industry and commerce is fueling interest in education via the English language in all phases of education around the world.

These trends suggest that Harvard graduate students who are planning to become educators—whether in the USA or abroad, and at all levels of instruction—might enhance their career prospects and professional success by adequately preparing themselves to teach English as well as other subjects to non-native speakers. The course of study leading to the Certificate in Teaching English to Speakers of Other Languages (CITESOL) offers precisely such an opportunity free of charge to all PhD candidates in GSAS.

The CITESOL program, which is meant to be taken over the course of fifteen months, involves applied linguistics training and practice during the course of the PhD studies of GSAS students who have completed their general exams. Students in the program take four courses, including a practicum in teaching.

Students completing these requirements work with full-time IEL instructors in the subsequent Harvard Summer School session to acquire classroom experience in the context of an intensive ESOL program before receiving the Certificate at Commencement in the following spring.

Interested students should complete an application available from the Graduate School of Arts and Sciences, and submit it along with a current C.V. and a letter of recommendation from their department by January 17, 2015.

Questions about the application process should be directed to **Dr. Lilith M. Haynes** (617-495-2947) or the **GSAS Office of Student Affairs** (617-495-1814).

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### Registrar's Office

FAS Registrar's Office

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# Harvard Graduate School of Arts and Sciences

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### Registration Categories

All degree candidates must register continuously in one of the following registration categories until receipt of the degree:

**Resident student:** Students in the Boston area engaged primarily in degree work register in this category.

**Traveling scholar:** Students outside the Boston area engaged primarily in degree work register as traveling scholars by filing an application for non-resident status (see **Non-resident students**).

**Leave of absence:** Degree candidates whose time will be devoted primarily to other than degree work register on leave of absence by filing an application for non-resident status (see **Non-resident students**).

**Studying at another Harvard school:** Degree candidates registered in another Harvard school register in GSAS by filing an application for non-resident status (see **Non-resident students**). The academic year (2014–2015) is divided into two registration periods: fall term, August 27–January 26; and spring term, January 27–August 25.

Students who take Summer School courses register separately in the Summer School and separately are responsible for associated Summer School fees.

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# Harvard Graduate School of Arts and Sciences

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### Resident Students

Full-time resident degree candidates must register for four half-courses or the equivalent in TIME for each term. Students who do not take action with regard to their registration status may be subject to **Lapsed Registration and Degree Candidacy**. Ordinarily, students are not permitted to register for a fifth unit of TIME. Degree candidates may register for up to six half-courses in each term without payment of additional tuition. Additional courses are charged at the per-course rate.

If a student's program includes a half-course extending throughout the academic year (as opposed to a full course, which is equivalent to enrollment in a half-course each term), the student must register for at least four additional half-courses in each term in order to maintain full-time status.

The same is true if a student is cross-registered in another faculty for a course with quarter-course credit only. The student must register for at least four additional half-courses.

Students may register for 100/1000-level or 200/2000-level courses, which are letter-graded courses of instruction, or for 300/3000-level courses, which may be individual courses of reading and research, graduate seminars, or direction of the dissertation. Courses at the 300/3000 level are graded only SAT or UNS.

A graduate student may register for courses, such as language courses, in the group labeled "Primarily for Undergraduates," provided the student's department approves such registration via the study card. Normally these courses may not be counted toward the minimum course requirements for a higher degree. The undergraduate pass-fail option is not open to graduate students. However, with the permission of the instructor, GSAS degree candidates may enroll in designated language courses on a SAT/UNS basis. See the **Academic Calendar** for the deadline to request this status. GSAS degree candidates who wish to enroll in one of the designated language courses on a SAT/UNS basis must file a petition with the Registrar's Office. Language courses taken on a SAT/UNS basis may not be counted toward the minimum course requirements for a higher degree.

### Units of TIME

At the discretion of departments, students may register for TIME as a means of indicating that appropriate independent work is replacing numbered courses. TIME is undertaken with a faculty advisor who must sign the study card. One unit of TIME is equivalent to one half-course. Enrollment in four units of TIME may serve to indicate that a student is engaged in full-time study. Units of TIME are ungraded.

The three types of TIME are as follows: TIME-C, for course-related work; TIME-R, for research-related work; and TIME-T, for teaching fellow-related work. Students may register for TIME-C when independent work is being undertaken that is not specifically indicated in a numbered course. TIME-R may be used to indicate that research work is being undertaken that is not directly related to the student's dissertation work (i.e., additional laboratory research for a faculty member). TIME-T may be used to indicate that a student has received a teaching appointment and is engaged in teaching a course. It is inappropriate for graduate students to receive credit for the same work for which they are financially compensated, therefore, TIME-T should be used and not the course being taught.

## Simultaneous Course Enrollment

Students ordinarily may not enroll in courses that meet at the same time or overlapping times. It is the student's responsibility to ensure that there is no overlap in the meeting times of his or her courses. Exceptions to this rule may be granted only by the Registrar and are rarely granted. Graduate students requesting exemption to this rule must file a petition with the Registrar's Office. The petition must include the reason for the simultaneous enrollment and an explanation of how the work will be completed for both courses.

Students may audit courses with the permission of the instructors concerned. However, auditors may not take course examinations or receive course grades; audited courses do not appear on students' transcripts.

## Part-Time Students

A degree candidate may, under certain circumstances, petition the department and the GSAS Student Affairs Office for permission to enroll as a part-time student. These circumstances should represent changes that have occurred since initial enrollment. Part-time students are charged at the per-course rate (see **Chapter VIII**). Students at the reduced or facilities tuition rate ordinarily do not consider part-time status. The tuition requirements are described in **Chapter VIII**. Usually, Harvard grants will be reduced to reflect part-time status.

**Applications for part-time study** are available from the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center or can be downloaded from the Web. Completed applications are due in the Office of Student Affairs by the date indicated in the Academic Calendar (**Chapter II**). Separate applications must be filed for each academic year. On the application students should indicate the reasons that part-time status is sought and the number of courses for which they wish to register each term. Part-time study ordinarily is approved for the following reasons:

1. having to care for small children at home;
2. personal ill health;
3. severe illness of other family members;
4. extreme financial strain in cases in which the student has dependents.

In addition, the School of Engineering and Applied Sciences has provision for a limited number of students who are admitted to the Master of Science (SM) program to study on a part-time basis.

Massachusetts law requires that any full-time or part-time student enrolled in an institution of higher learning in Massachusetts participate in a qualifying student health insurance program

or in a health plan of comparable coverage. All Harvard students are automatically enrolled in the **Harvard University Student Health Program (HUSHP)** and charges are applied to their student bill.

Foreign nationals with student visas who are not permanent residents of the United States may only register for part-time study if they are in their last term and have three or fewer courses remaining to complete their program. International students must have their part-time petitions signed by the Harvard International office.

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### Registration for Resident Students

Resident students are expected to register online at the beginning of each term by the deadline indicated in the Academic Calendar (see **Chapter II**). Online registration is available at the [my.harvard.edu](http://my.harvard.edu) portal. Students must satisfy any holds placed on their registration prior to the registration deadline.

To be allowed to register students must have paid all outstanding University bills; must have submitted required immunization documents; and, if an international student, they must have presented his or her credentials to the Harvard International Office. A financial hold indicates that the student must clear his or her account with the Student Receivables Office before being allowed to register. A medical hold usually requires the submission of further immunization documentation to Medical Records at Harvard University Health Services. The International Office may also place a hold on the registration of a foreign student if the student has not yet presented his or her credentials to that office.

Students who do not register or submit an application for non-resident status by the prescribed registration deadlines as noted in the Academic Calendar may enter **lapsed registration status** in accordance with the schedule indicated in the **Academic Calendar**.

The late registration fee is \$50.00 during the first week and increases by \$5 for each additional week. Students who know in advance that their academic work will delay their return to Cambridge more than three weeks past registration should file an application for non-resident status in accordance with noted deadlines. Non-resident students can retain resident student privileges as indicated earlier in this chapter.

A student registering late for a term is charged tuition from the beginning of the term. All international students registering in the Graduate School for the first time, or reregistering after an absence of one or more terms, must report to the Harvard International Office, Richard A. and Susan F. Smith Campus Center, eighth floor, before registration. Upon presentation of their passport and entry permit, or other evidence of immigration status, they will receive a clearance for registration.

Students with non-resident status for the fall term or spring term who are returning for the subsequent term following completion of their status must register online as a resident student by the day indicated in the **Academic Calendar** and file a study card by the designated date. At the time of registration, Voter Registration Affidavit forms will be available for those students who wish to register to vote in Massachusetts. Students may also obtain information on voter registration online.

Special Students and Visiting Fellows should contact the Special Students and Visiting Fellows office for possible variations.

## Study Cards

In addition to online registration, students must file a study card each term by the date indicated in the Academic Calendar (see **Chapter II**). Study cards may be filed at the Registrar's Office prior to the day on which they are due in Dudley House, Lehman Hall. If a student registers late, the study card is due within five working days of registration. The study card must list at least four half-courses or the equivalent in TIME, unless an application for part-time study has been approved. Instructions explaining the process of obtaining signatures on the study card are provided with the study cards. Students should contact their departments or the Registrar's Office to determine which signatures are required. The fine for late filing of study cards is \$40 per week or part of a week late. Any study card filed after the prescribed date must bear the instructor's signature for each course listed. Degree candidates may register for up to six half-courses in each term without payment of additional tuition. Additional courses are charged at the per course rate

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### Cross-Registration into Courses Offered by Other Faculties

Through cross-registration, GSAS students may take courses given by other Harvard faculties (except for the Harvard Extension School and the Harvard Summer School), and courses given by the Episcopal Divinity School, the Tufts University Fletcher School of Law and Diplomacy, Brown University, and the Massachusetts Institute of Technology.

Special Students should contact the **Special Students office** for possible variations.

All courses listed in the Faculty of Arts and Sciences Courses of Instruction must be taken through GSAS, and graded accordingly, even though they may also be listed in another school's catalogue. Only courses not listed in the Courses of Instruction may be taken by cross-registration and graded according to the other school's system.

The following limitations govern courses taken for academic credit by cross-registration:

1. They usually may not represent more than one-half the student's total program of study in any term.
2. They must be of an advanced nature, i.e., equivalent to this faculty's courses "For Undergraduates and Graduates" or "Primarily for Graduates." In the case of the Massachusetts Institute of Technology, they cannot be graduate courses of reading and research.
3. Students may not cross-register for courses so crowded that the additional enrollment by cross-registration would create an undue burden on the instructors.
4. The courses must cover subjects not available under this faculty.
5. They must not constitute a program that is alien to the program in which the student is formally registered.

All GSAS students who cross-register at another school must complete the online cross-registration petition.

Students taking courses outside the Faculty of Arts and Sciences by cross-registration are subject to all the rules, regulations and deadlines of GSAS as well as those of the other school. It is the student's responsibility to be informed of the grading policy at other Harvard schools or other institutions. Cross-registered students are graded according to the other school's grading policy.

GSAS students should be informed of the host school's deadlines and regulations as outlined on the **Cross-registration website**.

Please note that some schools have additional short terms for some courses. A credit conversion chart is provided on the **Cross-registration website**.

GSAS students who wish to change their programs after filing the cross-registration petition must file a petition to add or drop a course with the FAS Registrar, who will notify the other school. GSAS students must comply with GSAS deadlines for adding and dropping courses and petitioning for extensions of time to complete incomplete grades, unless the other school's deadlines are earlier. GSAS students who cross-register into full-year courses must file both fall and spring term cross-registration petitions.

Full-time students in the professional schools of Harvard University, and in the Episcopal Divinity School, the Tufts University Fletcher School of Law and Diplomacy, Brown University, and the Massachusetts Institute of Technology may take courses offered by the Harvard Faculty of Arts and Sciences.

Students taking courses in the Faculty of Arts and Sciences may register for 100/1000-level or 200/2000-level courses, which are letter-graded courses of instruction, or for 300/ 3000-level courses, which may be individual courses of reading and research, graduate seminars, or direction of the dissertation. Courses at the 300/3000 level are graded only SAT or UNS. The option to enroll in designated language courses on a SAT/UNS basis is not open to cross-registered students.

Students in other schools taking courses in the Faculty of Arts and Sciences must comply with GSAS regulations concerning examinations, make-up examinations, and the completion of incomplete grades (see section, **Grade and Examination Requirements**). Students who wish to make a change in courses after the original cross-registration petition has been submitted should notify their own registrar, who will inform the FAS Registrar. All of the above must conform to GSAS deadlines, unless a student's own school's deadlines are earlier.

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### Registration in Two Harvard Schools

No student registered in GSAS shall at the same time be registered in any school or college either of Harvard University or of any other institution. GSAS students may not be simultaneously enrolled in two PhD programs at Harvard or elsewhere nor may a student be enrolled in more than one degree program within GSAS. Students ordinarily may receive the PhD degree from only one program in the Faculty of Arts and Sciences. If the student at the time of admission has plans to enroll in another program, those plans should be discussed with the department or committee before the student accepts the offer of admission.

GSAS students enrolled in two Harvard degree programs should not register simultaneously in residence in the two faculties. When registered in another Harvard school, a GSAS degree candidate should file an **application** for non-resident status with GSAS.

Ordinarily, no GSAS tuition fees are charged for terms in which a student is registered in residence in another Harvard school. Students may defer the payment of GSAS tuition, but they are responsible for meeting GSAS academic and tuition requirements before they receive their degree (see **Chapter VIII**).

GSAS students who wish to take a course in the Faculty of Arts and Sciences while their primary registration is in another Harvard school should do so by cross-registering back into FAS.

The registrar's calculation of Graduate-year (G-year) does not stop while the student is non-resident in GSAS and attending another Harvard school. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is registered at another Harvard school. An adjustment to the department G-year can be made for the years a GSAS student is fully engaged in another Harvard School as an official participant in the MD-PhD or JD/PhD Coordinated Program.

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### Variations in Program

#### Changing Courses During Term

To change a course after the study card has been filed, a student must file a petition to change a course during the term with the registrar. (Special Students should file petitions at Richard A. and Susan F. Smith Campus Center 350.) There is a fee schedule listed in the Academic Calendar (see **Chapter II**).

Students must obtain the instructor's signature in order to add a course or TIME. The seventh Monday of a term is the last day a student may add a course; thereafter only TIME may be added. The ninth Tuesday of a term is the last day to drop a course. The instructor's signature is not required to drop a course; however, unless the course being dropped is a fifth course, students must add another course or TIME in order to maintain registration at the four-course level. A course that is dropped by the deadline will not appear on a student's record.

The ninth Tuesday of the spring term is the last day students may elect to divide a full course with half-course credit for the fall term and receive the mid-year grade as the fall-term grade.

Petition forms are available in the Registrar's Office; the instructor's signature is required.

Students may not divide with credit courses designated in Courses of Instruction as "indivisible."

If a student wishes to postpone taking the spring-term half of an indivisible full course or a half course, the half may be "suspended," with the instructor's permission, by filing a petition to add or drop a course by the deadline for dropping a course in the spring. The student may then take the second half at a later time and petition to "combine" both halves of the course for one grade.

Students who wish to add or withdraw from a course after the deadlines for adding or dropping courses must file a petition with the Dean's Office in Richard A. and Susan F. Smith Campus Center. Petition forms are available **online**. Such petitions ordinarily are approved only in cases of serious illness or emergency or other exceptional circumstances. There is a \$50 fee for petitions filed and approved after the deadlines.

If a petition to withdraw from a course after the drop deadline is approved, the course will appear on the student's record with the notation WD in place of a grade, indicating that the student withdrew from the course. Students may petition to withdraw from a course through the last working day before the first day of the examination period.

#### Change of Subject

Each degree candidate is admitted to work toward a specific degree in a specific discipline under a specific department. A student who wishes to work toward a degree at the same level in a different subject within the department to which he or she was admitted should file an **application for change of subject** with the registrar.

## **Transfer to a Different Degree or Department**

To change degree or to transfer to a different department or committee, a degree candidate should complete a **GSAS online application**.

Courses completed for a Master's degree in the Faculty of Arts and Sciences may count toward academic requirements for the PhD at the discretion of the department.

A student who transfers from a GSAS Master's degree program to a PhD program receives financial credit toward the PhD tuition requirements. A student transferring from one GSAS PhD program to another also receives financial credit for tuition previously paid. Graduate students are permitted to apply only three times as a transfer/readmit student to other programs and only twice during one admissions season.

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## The Grading System

### Letter Grades

The Graduate School of Arts and Sciences uses the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E. The grade of E is a failing grade.

### Non-letter Grades

**ABS** Students who miss a regularly scheduled mid-year or final examination, arranged by the Office of the Registrar during the mid-year or final examination period, are given a failing grade of ABS, which will be changed only if the student is granted and takes a make-up examination. The grade of ABS should not be assigned to students who miss an examination administered by the course. (See Examination Requirements below.)

**EXC** Graduate students may be excused from a final examination or other course assignment by their division, department, or committee chairs on the basis of having passed departmental examinations or other requirements. At the written request of a chair, the registrar records the grade of EXC (Excused). If students elect to take the final examination and complete the course, they receive a letter grade.

**INC** A graduate student who receives a grade of INC (Incomplete), which is granted only at the discretion of the instructor, must complete the work of the incomplete course before the end of the term following that in which the course was taken, even if the student's registration status during that term is leave of absence, unless she or he is given an earlier deadline by the instructor. If the work is not submitted by that time, the INC becomes a permanent grade, unless the student has petitioned successfully for an extension. Petition forms may be obtained from the registrar, the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center, or on the **GSAS website**; the fee for each approved petition is \$15. Students should discuss the completion date with the instructor. A petition should not be submitted until the student knows that the work will be completed by the agreed upon date. Petitions must be approved by the instructor, the Director of Graduate Studies, and the Office of Student Affairs. Petitions ordinarily are granted only in cases involving serious illness or other unforeseen events beyond the control of the student. Extensions, when granted, ordinarily will not exceed one additional term. INC grades incurred in cross-registered courses in another school are subject to GSAS rules and deadlines unless the other school's deadlines are earlier. Extensions must be approved both by GSAS and by the other school. Incomplete grades cannot be changed once a final degree has been awarded.

**SAT/UNS** For graduate students, Satisfactory indicates that the course was passed with distinction (B- or above). The grade of SAT/UNS is used in graduate courses of Reading and Research (300-level courses) which must be graded Satisfactory/Unsatisfactory. SAT/UNS is also an option for GSAS degree candidates in some foreign language courses. Permission of the course head is required to take language courses on a SAT/UNS basis. These courses may not be counted toward the minimum course requirements for a higher degree. See the **Academic Calendar** for relevant deadlines.

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## Grade and Examination Requirements

### Grade Requirements

The minimum standard for satisfactory work in the Graduate School is a B average in each academic year. A grade of C or INC is offset by a grade of A, and a D by two A's; no account is taken of plus or minus. Grades of E or an unexcused ABS are failing. A grade of UNS is unsatisfactory. A course in which a student receives an E or a permanent INC or ABS may be retaken for credit at a later time, in which case both grades will appear on the student's transcript. The pass/fail grading option is not available to graduate students. In many departments, students are expected to maintain an average well above the GSAS minimum (see Degree Requirements, **Chapter VI**).

### Examination Requirements

To obtain credit in a course for which there is a regularly scheduled final examination, or both a mid-year and a final examination arranged by the office of the Registrar, a student must take such examinations unless previously excused by the department (see **Non-letter Grades**).

A student absent from a final examination because of illness must fill out a petition for a make-up examination at **Harvard University Health Services (HUHS)** within twenty-four hours of the beginning of the examination. In an emergency, if the student is unable to go to HUHS, or is being treated elsewhere, the petition may be requested from the Registrar's Office. In this case, the student must also file a letter from a physician certifying the date and nature of the illness. Students who are unable to take an examination at the scheduled time due to a documented condition should contact the Accessible Education Office as soon as the need is apparent to discuss make-up examination accommodations and procedures.

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, should obtain a make-up petition from the Registrar's Office. All make-up petitions must be filed with the Exams Office within one week of the end of the examination period. Students who do not take the regularly scheduled final examination in a course receive a grade of ABS (Absent), unless excused by their department (see **Non-letter Grades**). A grade of ABS is permanent on a student's record if a make-up petition is not filed or not granted, or if the make-up examination is not attended. Make-up examinations are given in February for fall term final examinations and in September for spring term final examinations.

Students who, for sufficient reason, cannot be in Cambridge at the time of a final or make-up examination may petition to take the examination in another place. In **absentia petitions** and

information are available at the Registrar's Office. Completed petitions must be filed thirty days before the regularly scheduled examination date.



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### Credit for Graduate Work Done Elsewhere

A PhD student who has completed at least one full term of satisfactory work in the Graduate School of Arts and Sciences may file an application at the Registrar's Office requesting that work done in a graduate program elsewhere be counted toward the academic residence requirement. Forms are available [online](#).

No more than the equivalent of eight half-courses may be so counted for the PhD.

An application for academic credit for work done elsewhere must contain a list of the courses, with grades, for which the student is seeking credit, and must be approved by the student's department. In order for credit to be granted, official transcripts showing the courses for which credit is sought must be submitted to the registrar, unless they are already on file with the Graduate School. No guarantee is given in advance that such an application will be granted. Only courses taken in a Harvard AB-AM or AB-SM program, in Harvard Summer School, as a GSAS Special Student or FAS courses taken as an employee under the Tuition Assistance Program (TAP) may be counted toward the minimum academic residence requirements for a Master's degree.

Academic and financial credit for courses taken as a GSAS Special Student or FAS courses taken as a Harvard employee prior to admission to a degree program may be granted for a maximum of four half-courses toward a one-year Master's and eight half-courses toward a two-year Master's or the PhD degree.

Applications for academic and financial credit must be approved by the student's department and should then be submitted to the Registrar's Office.

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### Non-Resident Students

There are three statuses to which students may apply to register for an academic term or year with non-resident status:

1. **Traveling Scholar** status designates degree candidates outside the Boston area who are engaged primarily in their degree work.
2. **Leave of Absence** status designates degree candidates whose time will be devoted primarily to activities other than degree work. Any student who is teaching more than three-fifths averaged over the year must be a teaching assistant instead of a teaching fellow, and must register on leave of absence rather than in residence.
3. **Studying at Another Harvard School** status designates GSAS degree candidates who are registered and conducting study at a Harvard faculty other than FAS.

### Applying for Non-resident Status

Students may apply for non-resident status for a term or an academic year. Non-resident students register by submitting an application for non-resident status to their academic department. Applications must be approved by the student's advisor, the departmental director of graduate studies, and the Office of Student Affairs. International students must obtain approval from the Harvard International office. Separate applications must be filed for each academic year of non-resident status.

Forms are available on the Non-Resident website. Beginning with applications for non-resident status for the spring 2015 academic term, applications will be completed and submitted **online**.

Students will, ordinarily, be granted a leave of absence for only one year prior to the successful completion of general examinations. Only in unusual circumstances will an extension be considered. Ordinarily, a student will not be granted non-resident status during his/her first year in the Graduate School.

Applications for non-resident status are due in department offices by July 1 for the fall term or academic year, and by December 1 for the spring term. Applications submitted afterward are subject to late registration fees. The student will be charged \$50 plus \$5 for each week that the application is late. See the **Timeline of Non-Resident Process** for details.

Applications will not be approved if a student has an outstanding term bill or is delinquent in repayment of a Harvard loan. When a student's application is held up for such reasons, the date the bill is paid is taken as the date of registration, with late fees charged accordingly.

Students applying for non-resident status may request to delay payment of the required full or reduced tuition, and instead pay the active file fee or the facilities fee, ordinarily for a total of

no more than two years prior to completion of the tuition requirements (see **Chapter VIII**). Students delaying payment of tuition should be aware that the required tuition, at the rates current at the time of payment, must be paid prior to the receipt of the degree (see **Chapter VIII**).

Immigration regulations require F-1 or J-1 visa holders to maintain full-time enrollment status while in the United States. F-1 or J-1 students who are considering applying for leave of absence or traveling scholar status must speak to an advisor in the Harvard International Office, Richard A. and Susan F. Smith Campus Center 864, 617-495-2789, and must obtain approval of his or her non-resident application.

The registrar's calculation of Graduate-year (G-year) does not stop while the student is a non-resident. Adjustments to the department G-year may be made for reasons outlined in **Chapter VI**. Students may take a leave of absence for such reasons after informing their advisor and departments and obtaining the approval of the Dean's Office.

## Traveling Scholars

Traveling scholars are expected to maintain contact with their advisors on a regular basis, and inform the advisors of their progress. If a student has non-resident status for more than two years, the Office of Student Affairs will contact the department or committee to discuss the student's situation.

Traveling scholars may request a formal letter of introduction, the "Dazzler," from the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center. This letter may be helpful in obtaining access to libraries, archives, and resources elsewhere.

Traveling scholars are automatically enrolled in HUSHP. If students have comparable health insurance coverage, they may qualify to waive the Student Health Insurance Plan. Additionally, they are also eligible to waive the Student Health Fee. Visit the HUSHP website for information on waiving.

## Leave of Absence

Satisfactory Progress requirements as outlined in **Chapter VI** may be interrupted by a single year of department-approved leave. In the special case of a student who wishes to obtain a professional degree or is employed by the US military, the approved leave period can be extended beyond a single year.

Repayment of educational loans cannot be deferred by students registered on leave of absence unless the students are simultaneously registered in another school. Harvard grants toward tuition usually are not available for students on leave of absence.

HUSHP coverage will be impacted by taking a leave of absence. Students should refer to the Leave of Absence policy on the HUSHP website or contact [mservices@huhs.harvard.edu](mailto:mservices@huhs.harvard.edu) for more details.

## Studying at Another Harvard School

GSAS students who are registered in another Harvard school should not register in residence simultaneously in GSAS; rather, they should file an application for non-resident status with GSAS. Ordinarily, no GSAS fees are charged and scheduled tuition is delayed for terms in

which a student is registered in residence at another Harvard School (see **Chapter VIII**). To receive a PhD degree from the Graduate School, students will be responsible for paying two years of full tuition and two years of reduced tuition to GSAS unless the PhD degree is completed in fewer than four years from initial registration. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is registered at another Harvard school. These students are responsible for GSAS tuition requirements outlined in **Chapter VIII**.

Students Studying at Another Harvard School will not be charged health insurance coverage via their status at the Graduate School. Instead, their health insurance will be managed by the Harvard school in which they are registered.

## Non-Residency Fees

Degree candidates on leave of absence in the Boston area ordinarily are charged the facilities fee, rather than the active file fee, and retain resident privileges. If a student on leave does not need access to Harvard facilities, faculty, or services for the period of leave, the student may request to be charged the active file fee. Degree candidates who are full-time Harvard employees and on leave of absence with GSAS are ordinarily charged the active file fee. Non-resident students must pay the facilities fee during their final term in which they submit their dissertation.

Any student charged full or reduced tuition, or the facilities fee, is entitled to have a resident student identification card and to use University facilities. All non-resident students, irrespective of the fees paid, will continue to have email access. See **Chapter VIII**, Tuition and Fees.

## Use of the Libraries

All registered students or students on leave paying the facilities fee receive unlimited library privileges and access to the HOLLIS catalog and library e-resources. Traveling scholars paying the active file fee will have access to HOLLIS catalog and library e-resources. Students on leave who pay the active file fee do not have library privileges or access to e-resources. Any Harvard student on leave may apply for alumni privileges that include six days of Widener stack access within a twelve-month period from the date of application, unlimited use of all the reading rooms in Widener Library (including the ability to have books retrieved from the Widener stacks to the Phillips Reading Room), and access to Lamont Library, Cabot Library, Chemistry Library, Fine Arts Library, Harvard-Yenching Library, Loeb Music Library, Physics Library, and Tozzer Library. As a courtesy, six books may be checked out from Widener Library. Access to e-resources is always available at the terminals within the Harvard libraries. If more access is needed, the student may purchase a Special Borrower card. Fees are as follows:

- 3 mos @ \$75.00
- 6 mos @ \$125.00
- 1 year @ \$200.00

**Students Departing Mid-Term:** Students planning to depart on leave or travel midway through a term for the remainder of said term or academic year should register for the term either in residence or as a non-resident student paying the facilities fee. Those registered in residence

should apply for non-resident status for the remainder of the term or year, stating in the application when they plan to leave. Students departing mid-term are charged in accordance with the schedule outlined in **Chapter VIII**. Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.

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### Involuntary Leaves of Absence

The administrative dean of the Graduate School may place a student on involuntary leave of absence for the following reasons:

1. Medical circumstances: (a) The student poses a direct threat to the health or safety of the student or others or has seriously disrupted others in the student's residential community or academic environment; and (b) the student's behavior or threatening state is determined to be the result of a medical condition, or the student refuses to cooperate with efforts deemed necessary by the University Health Services to evaluate the cause of the student's behavior or threatening state. In some circumstances, the level of care and accommodation may exceed the resources or appropriate staffing capabilities of a university or may be beyond the standard of care that a university health service can be expected to provide or monitor, in which case continued enrollment may constitute a serious disruption of the residential community or the academic environment, justifying an involuntary leave of absence.
2. Alleged criminal behavior: The student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities with such behavior.
3. Risk to the community: The student has allegedly violated a disciplinary rule of GSAS and the administrative dean concludes that the student poses a significant risk to the safety or educational environment of the community.

Prior to placing a student on involuntary leave of absence, the administrative dean will consult with the dean for student affairs, with other officers of the University (for example, with the office of the director of Harvard University Health Services in the case of leave for medical reasons) or with the Administrative Board.

Students will be notified in writing of the decision to place them on involuntary leave of absence. The student may ask the dean, in writing or in person, to reconsider the decision. If the decision remains unchanged, the student may petition the Administrative Board.

Placement on involuntary leave of absence is not disciplinary, and a student who wishes to take a voluntary leave of absence rather than being placed on involuntary leave of absence will ordinarily be allowed to do so.

Transcripts and other external reports will not distinguish between voluntary and involuntary leave of absence. However, an incident that gives rise to an involuntary leave of absence may subsequently result in disciplinary action.

A student who has been placed on involuntary leave of absence is subject to the same rules that apply to a student granted a voluntary leave of absence. Any student on a leave of absence must remain away from Harvard if so instructed by the administrative dean or the Administrative Board.

A student who has been placed on involuntary leave of absence and who subsequently petitions to return to GSAS will be required to demonstrate to the Administrative Board that the circumstances that led to the placement on leave of absence have been satisfactorily addressed. Any disciplinary matter must be resolved before a student on leave of absence will be allowed to return. If the leave is for medical reasons, evidence for the student's readiness to return will include consultation with Harvard University Health Services so that the Health Services may advise the Board whether the medical condition that resulted in the behavior or threatening state is under control through treatment or no longer exists.

The decision whether to allow a student to return to the Graduate School rests with the Administrative Board.

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### Withdrawal

A degree candidate who does not intend to register for a term should file a withdrawal notice with the Office of Student Affairs in Richard A. and Susan F. Smith Campus Center. The date the student signs his/her withdrawal notice will in most cases be the effective date of the student's withdrawal.

Students departing mid-term are charged in accordance with the schedule outlined in **Chapter VIII**. Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.

All current courses will be dropped automatically for students who withdraw from the Graduate School before the drop deadline. If a student withdraws from the Graduate School after the deadline, current courses will remain on the transcript with a WD designation. The last working day prior to the first day of the examination period is the final day by which a student may withdraw and receive the notation WD in place of a grade.

Withdrawn students may later apply for readmission as outlined in **Chapter III**.

### Departmental Withdrawal Notice

Ordinarily graduate students who have not met satisfactory progress requirements or who have not maintained contact with their departments for more than two terms are subject to being withdrawn from the program at the discretion of the department. The department will make a reasonable effort to contact the student to outline what actions must be taken to obtain or return to satisfactory progress. If the effort to make contact is unsuccessful and/or if the student continues to not make satisfactory progress, the student will then be withdrawn.

Department withdrawal forms are available from the Office of Student Affairs.

Students who are withdrawn by the department and would like to apply for readmission should consult **Chapter III**.

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### Lapsed Registration

Students who do not take action with regard to their registration status, including but not limited to registration, withdrawal, or submission of an application for non-resident status for the fall term by September 26 or for the spring term by February 26 will enter a registration status of lapsed. Students with a lapsed registration status do not have access to University physical resources (their identification card is deactivated) and do not have access to many electronic resources (but retain access to their email account). Students may not remain in a lapsed registration status for more than one term.

If the student continues in a non-registered status, the student's degree candidacy will be lapsed upon completion of the academic term for which the student did not take action. The student will be charged a \$250 lapse-of-candidacy fee. His or her registration status for the academic term will be recorded as lapsed and the student may be subject to withdrawal.

Students whose degree candidacy has been lapsed or who have been withdrawn must apply for readmission to the Graduate School (as outlined in **Chapter III**) in order to register for a future term and are responsible for any fees associated with readmission.

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### G-10 Enrollment Cap

PhD candidates, ordinarily, will not be permitted to register beyond their tenth year in the Graduate School; however, exceptions to this rule may be made for students who have taken parental leave or for students with other special circumstances. If an exception is requested, GSAS requires 1) a letter from the advisor explaining the progress the student has made and the reason for the request, and 2) a letter from the student explaining the plan of completion. The department G-year will be taken into consideration. Students no longer enrolled because of this policy will be withdrawn (as outlined in **Chapter V**) and may apply for readmission to the Graduate School to register for the purpose of receiving the degree when their dissertation is complete.

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### Transcripts and Certifications

Students and alumni may request transcripts, letters of certification, and degree and enrollment verifications at [transcript.fas.harvard.edu](https://transcript.fas.harvard.edu) from the National Student Clearinghouse.

Once a final degree is awarded, no change can be made in a transcript.

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## FERPA and Access to Student Records

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) is a federal law that gives students certain rights with respect to their education records.

### Education Records

Harvard’s Faculty of Arts & Sciences (FAS), which includes both Harvard College and the Graduate School of Arts and Sciences, routinely maintains records for its students that describe and document their work and progress. These education records generally include records such as permanent and local addresses, admissions records, enrollment status, course grades, reports and evaluations, completion of requirements and progress toward the degree, records of disciplinary actions, letters of recommendation, and other correspondence with or concerning the student.

### Access

To be useful, students’ records must be accurate and complete. The officials who maintain them are those in charge of the functions reflected in the records and the offices where the records are kept. These ordinarily include the Registrar of FAS, as well as certain officers of the Graduate School of Arts and Sciences, Harvard College, and the Faculty of Arts and Sciences, including, for example, the divisional deans, the chairs of academic departments and/or concentration committees, the director of admissions, the dean of freshmen, the Allston Burr resident deans, and the head tutors or directors of undergraduate studies, the GSAS dean of admissions and financial aid, and the GSAS dean for student affairs. All students have access to their own education records and may contribute to them if they feel there is need for clarification. Students wishing access to their education records should contact the FAS Registrar’s Office or the GSAS Office of Student Affairs. Ordinarily, students are asked to submit a written request that identifies the specific record or records he/she wishes to inspect. Access will be given within 45 days from the receipt of the request. When a record contains information about more than one student, the student requesting access may inspect and review only the portion of the record relating to him or her. Students also are not permitted to view letters and statements of recommendation to which they waived their right of access, or that were placed in their file before January 1, 1975.

The Graduate School’s policy is that letters of recommendation for admission are to be used only for the purpose for which they were intended. Exceptions to this policy may be made only upon written request of the student and receipt of the written permission of the recommender.

Students who are applying for fellowships and prizes may consider establishing a dossier with the Office of Career Services.

Students should direct any questions they have about the accuracy of records to the person in charge of the office where the records are kept. If questions still remain, the matter may be referred to the Associate Registrar for Enrollment Services in the FAS Registrar's Office. Should it be necessary, a hearing may be held to resolve challenges concerning the accuracy of records in those cases where informal discussions have not satisfactorily settled the raised questions.

## Directory Information

The Faculty of Arts & Sciences regards the following information as directory information, that is, information that, under FERPA, can be made available to the general public: full name, reported date of birth, dates of attendance, concentration, class year, digitized image (please note that while Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission), local or campus residence address and telephone number, university email address, secondary school (for college students), undergraduate college (for GSAS students), hometown or city at the time the application for admission was filed by the student, original class at time of matriculation, degree candidate status, date of graduation (actual or expected), degree(s) received with field of concentration and level of honors granted (if any), department of study, University prizes, fellowships, and similar honors awarded, and, in certain cases, students' and parents' or guardians' home addresses and telephone numbers. For Harvard College, directory information also includes: House affiliation, and height and weight of members of athletic teams. Please note that Harvard University's definition of directory information, **found here**, may include elements in addition to those used by FAS, and that requests for directory information received at the University level thus may result in disclosure of such additional elements.

Students may direct FAS not to disclose their directory information, usually known as putting in place a "FERPA Block." To do so, a student must inform the FAS Registrar's Office in person, and sign a form requesting that the information be blocked. Students should be aware of the possible consequences of putting in place a FERPA Block, such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet. Students who have previously chosen to put in place a FERPA Block may decide to reverse this decision, also by informing the FAS Registrar's Office in writing.

## Other Disclosures permitted under FERPA

In addition to permitting the disclosure of directory information, as set forth above, FERPA permits disclosure of educational records without a student's knowledge or consent under certain circumstances. For example, disclosure is permitted to Harvard officials with a legitimate educational interest in the records, meaning that the person needs the information in order to fulfill his or her professional responsibilities, including instructional, supervisory, advisory, administrative, academic or research, staff support or other duties. "Harvard officials" include: faculty; administrators; clerical employees; professional employees; Harvard University Health Services staff members; Harvard University Police Department officers; agents of the

University, such as independent contractors performing functions on behalf of FAS or the University; members of Harvard's governing boards; and students serving on an official FAS, College, GSAS or University committee, or assisting another Harvard official in performing his or her tasks. A student's education record also may be shared with parties outside the University under certain conditions, including, for example, in situations involving a health and safety emergency. In addition, the FAS Registrar's Office will forward a student's education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

If either Harvard College or the Graduate School of Arts and Sciences finds that a student has committed a disciplinary violation involving a crime of violence or a non-forcible sex offense, then FAS also may, if legally permitted and appropriate in the judgment of Harvard College or the Graduate School of Arts and Sciences, disclose certain information about the disciplinary case. The disclosure may include the student's name, the violation committed, and the sanction imposed.

## **Student Rights under FERPA**

As set forth above, under both Harvard policy and FERPA, students and former students may inspect and review certain of their education records that are maintained by Harvard. They also have the right to: exercise limited control over other people's access to their education records; seek to correct their education records if they believe them to be inaccurate, misleading or otherwise in violation of their FERPA rights; file a complaint with the U.S. Department of Education if they believe Harvard has not complied with the requirements of FERPA; and be fully informed of their rights under FERPA. Complaints regarding alleged violation of rights of students under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920.

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### Privacy and Directory Information

Harvard policy protects the privacy of students. Generally, only directory information is available. Directory information includes a student's full name, reported date of birth, dates of attendance, digitized image (note that although Harvard classifies photos and images as directory information, these are rarely released to parties outside the University without the student's permission), local address and telephone number, email address, undergraduate college, hometown or city at time of application for admission, and dates of degrees received or expected with field and department of study, University prizes, fellowships, and similar honors awarded.

A student may choose not to allow the release of his or her directory information, in which case the Registrar's Office will omit all the information listed above from records containing directory information. However, the student must inform the Registrar's Office, in writing, of that decision. Students should be aware of the possible consequences of withholding directory information, such as missed mailings, messages, and announcements, non-verification of enrollment or degree status, and non-inclusion in the Harvard Commencement booklet. All other educational records are routinely available only to University officers and staff with a legitimate need for access. Exceptions to this firm policy, such as those in connection with judicial proceedings, are very limited and are permitted only when authorized by law and by Harvard policy.

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### Common Requirements

Continuous registration (see **Chapter V**), a satisfactory grade record (see **Chapter V**), and evidence that satisfactory progress is being made toward the degree are required of all candidates for graduate degrees offered by the Faculty of Arts and Sciences. Additionally, all programs have residence requirements, both financial and academic, and many programs have language requirements.

For specific program requirements, consult **Chapter VI**.

### MASTER OF ARTS (AM)

Not all departments offer an AM degree. Many departments that offer the degree do not admit applicants for the AM only; and it is available only as a continuing Master's on the way to the PhD. In other subjects the AM is awarded as a terminal degree.

The School of Engineering and Applied Sciences offers the only programs from which a student may receive a Master's degree from part-time study. The minimum residence requirements are: (academic) eight completed half-courses at the level prescribed by the department and (financial) one year at full tuition. Part-time SM students are expected to complete the degree in two years. Units of TIME may not be used to fulfill the residence requirement for the AM degree. Some programs' requirements exceed these minima.

Students in Master's degree programs who are no longer taking courses but have unfulfilled academic requirements for the degree (e.g., language exams, papers, or coursework to complete), must register either in residence, traveling scholar, or leave of absence until all requirements are completed. Master's candidates who have completed all their degree requirements do not have to be registered for the term in which they submit their degree applications.

Courses taken to satisfy minimum requirements for a Master's degree may not have been used to meet the requirements for another Harvard Master's or professional degree. Courses completed for a Master's degree in the Faculty of Arts and Sciences may count toward academic requirements for the PhD at the discretion of the department.

Students ordinarily are eligible for Master's degrees only in the program to which they were formally admitted. However, the Administrative Board of the Graduate School will entertain petitions from PhD candidates to receive a master's degree in another program provided that the department whose degree is requested (a) has approved a policy of awarding master's degrees to students in another program; (b) has determined what requirements such students must have fulfilled; (c) certifies that the student has met the requirements; and (d) has voted to support the student's petition.

Normally, a student may receive only one Master's degree from the Faculty of Arts and Sciences. However, in exceptional cases, a second AM may be awarded to PhD candidates provided that the above conditions have been met and that the tuition requirement of one year of full tuition for each degree received has been satisfied. Students who previously received a Master's degree as a Master's student or through the advanced standing (AB/AM or AB/SM) programs may receive a second master's as a PhD student without additional tuition being paid.

A Master's degree cannot be granted in an *ad hoc* subject.

## **OTHER MASTER'S DEGREES**

The Master of Science (SM) is offered only by the School of Engineering and Applied Sciences. SM candidates are not expected to continue to the PhD at SEAS. The residence requirements are: (academic) eight half-courses and (financial) one year at full tuition. The Master of Engineering (ME) also is offered only by the School of Engineering and Applied Sciences. It is a two-year program of advanced courses with research leading to a Master's thesis. The requirements for the ME degree are eight half courses, plus eight additional research-oriented courses at the 300-level that result in the completion of the required ME thesis. ME candidates are not expected to continue to the PhD at SEAS. The residence requirements are: (academic) sixteen half-courses and (financial) two years at full tuition. The Master in Forest Science (MFS) is offered by the Harvard Forest in Petersham, Massachusetts. The residence requirements are: (academic) no courses but full-time for one year and (financial) one year of full tuition. Students work as paid research assistants in the summer preceding initial registration. A thesis is required and must be defended. The procedure for applying for these degrees is as described below.

**Units of TIME** may not be used to fulfill the residence requirement for the SM, MA or MFS.

## **DOCTOR OF PHILOSOPHY (PHD)**

The PhD degree signifies mastery of a broad discipline of learning together with demonstrated competence in a special field within that discipline. The discipline is specified on the diploma. Requirements for the PhD vary considerably from discipline to discipline,. Requirements listed below are required by the faculty of all PhD programs. Individual departments have additional specific requirements which are published later in this chapter.

The requirements for the degree of doctor of philosophy are:

**Academic Residence:** A minimum of two years of full-time study in residence in the Graduate School of Arts and Sciences. The academic residence requirement can be reduced by as much as one year (eight half-courses) if the candidate's department grants academic credit for work done elsewhere (see **Chapter V**). A department may also adopt other criteria for measuring progress and may certify the amount of progress to the administrative dean of the Graduate School under the so-called "equivalency rule."

PhD candidates must register continuously until receipt of the degree.

**English Proficiency:** All incoming GSAS PhD students who are non-native speakers of English and have not received their undergraduate degree from an English-speaking institution will have their English proficiency screened based on the iBT TOEFL speaking score. Students who have not met the English language requirement will be required to take communication

courses to develop their English language skills as part of their preparation for teaching and their professional development. Students will not be allowed to teach until they have met the English language requirement.

**Financial Requirements:** Payment of two years of full tuition and two years of reduced tuition is required, unless the time from the student's initial registration to completion of the degree is less than four years. PhD candidates are charged two years (four terms) of full tuition, then two years (four terms) of reduced tuition, and, thereafter, the facilities fee.

**General Examination:** In most subjects the student must pass a general examination or other preliminary or qualifying examinations before undertaking independent research on a dissertation. Normally—when the nature of the field and previous preparation permit—students should pass these examinations by the end of the second year of full-time academic residence.

**PhD Dissertation:** The student's dissertation prospectus must be approved by the department. A student who wishes to present a dissertation as a published article, series of articles, book or other document, or a manuscript that has been accepted for publication, must have the approval of the department concerned. In no case, however, may a dissertation be presented that has already been submitted toward another degree, either at Harvard or elsewhere.

Detailed information concerning the PhD dissertation is provided in an online supplement, ***Guidelines for the PhD Dissertation***.

The **Degree Calendar** indicates the dates by which approved dissertations must be submitted online to the Registrar.

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### Satisfactory Progress Requirements

All students in the Graduate School of Arts and Sciences must be making satisfactory progress in order to be eligible for any type of financial aid. The following five provisions are the general definition of satisfactory progress. Specific department modifications are included in the department's descriptions of requirements in **Chapter VI**.

1. During the first two years of graduate study, any student who has completed expected requirements is considered to be making satisfactory progress.
  2. In each of the first two years a student must have achieved the minimum grade-point average required by this faculty, a B average (see **Chapter V**, Grade and Examination Requirements).
  3. By the end of the third year, a student must have passed general examinations or the departmental equivalent.
  4. By the end of the fourth year, a student must have obtained approval of a dissertation prospectus or its departmental equivalent.
  5. By the end of the fifth year and each subsequent year during which a student is allowed to register, he or she must have produced at least one acceptable chapter of the dissertation.
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### Exceptions to the Requirements

A student who has not met degree requirements or an established deadline may, with departmental endorsement, be granted the status of “grace” for one year and remain eligible for institutional aid (but not federal Title IV loans and/or work-study) during this period. At the end of the grace period, the student must have rectified the deficiency and be in compliance with all other established criteria in order to be considered to be making satisfactory progress. Ordinarily, only one such period of grace will be granted to a student during graduate studies. If a student continues to not make satisfactory progress, a department may withdraw the student. Only students making satisfactory progress are eligible for federal Title IV funding. Students in “grace” status are not eligible to hold teaching appointments.

If a student has been given sufficient time to make up requirements and still has considerable work to do, the student may be placed in “unsatisfactory status” during which time the student may not teach or receive financial aid.

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### Adjustment to Department G-Year

The adjustment of the department G-year gives flexibility in determining the completion of department requirements as well as the application of the Graduate School's **G-10 Enrollment Cap**. In the FAS humanities and social sciences departments this adjustment will be reflected in the years in which the guaranteed teaching fellowship will be available and will allow for an extension of eligibility to apply for dissertation completion fellowships.

1. An adjustment to the department G-year of one year can be made for a medically documented severe illness. Contemporaneous documentation must be submitted to the Accessible Education Office and should include a letter explaining the illness signed by the physician responsible for the care of the student.
2. An adjustment of one year can be made for childbirth or other major family-related interruptions of timely progress in a graduate student's work. Students who desire this adjustment in the department G-year based on a change in family circumstances should contact their department and request this change. The department will notify GSAS of this adjustment.
3. An adjustment to the department G-year can be made for all the years that a student is on active service in the US military.
4. An adjustment to the department G-year can be made for the years a GSAS student is fully engaged in another Harvard School as an official participant in the MD-PhD or JD/PhD Coordinated Program.
5. An adjustment of one year can be made for students entering a PhD program from a GSAS AM program.

Students who desire a change in their department G-year based on one of the above reasons should contact their department. A leave of absence is not necessary to receive an adjustment for reasons 1 and 2 above.

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### Departmental Requirements

For further information or details about departmental requirements, students should consult the *Programs of Study* publication available at the GSAS Admissions office. For the most up-to-date information about requirements, please contact the departmental offices.

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## African and African American Studies

### The First Two Years

#### Courses

- The interdepartmental nature and purposes of the program require that students cut across departments in selecting courses. However, to ensure a coherent program of study, they should plan their schedules in consultation with the program chair. Their program of study must include:
  - A minimum of two years of full-time study (sixteen half-courses or equivalent).
  - The “Colloquium in American Studies” during the fall term of their first and second years.
  - Two graduate seminars. These seminars should be taken from among the offerings of two different departments. Normally the student will take one seminar in each term of the first year of residence.
  - Two courses in a coherent field from outside the United States (e.g., English literature; Latin American history; comparative gender).
  - The remainder of the student’s program (lecture courses, reading courses, and, with the approval of the chair, TIME) will consist of work in fields appropriate to the student’s general examination. (See under “Examinations.”) Reading courses and TIME are ordinarily not part of a student’s program until the second term of the second year. If such courses are taken earlier, eleven half-courses (lectures, conference courses, and seminars) must be completed by the end of the fourth term.
- All programs must be approved by the chair.
- All coursework and language requirements must be met before taking the oral examination.

#### Incomplete Grades

Students may have only one Incomplete when they register for their next term.

The Graduate School of Arts and Sciences rules must be followed: A graduate student who receives a grade of INC (Incomplete), which is granted only at the discretion of the instructor, must complete the work of the incomplete course before the end of the term following that in which the course was taken, or request an extension of time for the Incomplete at the GSAS Dean’s Office (see **Chapter V**, “Grade and Examination Requirements”).

All Incompletes must be resolved before taking the general examination.

## Language Requirement

Candidates for the degree must have a reading knowledge of two of the following languages: French, German, or Spanish. Students are furthermore encouraged to develop fluency in one of two required languages and reading knowledge in the other that is adequate for working with primary or secondary works in that language. Other languages relevant to the student's program may be substituted with the permission of the chair.

No student may take the general examination until the language requirements have been met. The student must fulfill language requirements by passing two examinations given by the history department or the English department; and in case of a substitution, by passing an equivalent examination in a language department. Fellowships for developing language fluency are available for the summer between the first and the second year. Students are also encouraged to enroll in at least one course for credit in which advanced work with texts in other languages is undertaken.

One language must be passed in the course of the student's first year of residence. Students who fail to do so may be denied continuance in the program.

Students who have one language requirement unfulfilled at the beginning of their second year of residence must pass a history or English department language examination in September of their second year. If they do not pass the language examination, they must enroll in an approved language course and pass a history or English department language examination in January.

## Advising

In a small program such as American Studies, the chair, who is also the director of graduate studies, generally advises students in the pre-generals period. However, students are encouraged to form relationships with faculty members, who may eventually serve as an advisor.

Students ordinarily choose their own advisors after generals.

For some students the members of the examination committee also become dissertation advisors. Others choose their dissertation advisors between the general examinations and acceptance of the dissertation prospectus.

During the dissertation stage, each graduate student forms a dissertation advisory committee:

- 1) The first model involves a committee of three, all of whom advise and sign off on the dissertation, and take roughly equal responsibility in its direction.
- 2) The second model calls for a principal director who takes primary charge of advising the dissertation, with a second and third reader involved to a greater or lesser degree according to the wishes of the student and the faculty members involved.
- 3) The third model involves two co-directors, both of whom are involved equally and continually with the project, with a third reader to be brought in at some later stage.

The advising mode chosen will be formally indicated to the department at the time the prospectus is submitted. It will bear the signatures of the advisors and note their status. At least two of the advisors must be members of the Faculty of Arts and Sciences in any of the three models.

A faculty member not on the American Studies committee may serve as a member of a dissertation committee or as a third reader.

The History of American Studies Committee is responsible for resolving potential issues between the advisors and the students.

## Grade Requirements

Students must maintain a grade average of B+ or better in each year of graduate work. Each student must do work of an A or A- level in at least one seminar.

## General Examination

Students must pass a two-hour oral examination conducted by four members of the faculty no later than the end of September in their third year.

One hour of that examination will be devoted to the student's major field, and one half-hour each to two minor fields.

The major field must cover the full chronological sweep in a single discipline such as history, literature, law, or musicology. Normally, there will be two examiners in the major field. They may divide the field chronologically or thematically as long as there is full coverage of themes central to teaching and scholarship in the discipline.

Minor fields should be chosen from two areas of study distinct from the major field. A minor field may be defined chronologically or thematically as long as it covers a significant range of material, minimally a century. For example, a student whose major field is American literature, and whose primary area of interest is nineteenth-century fiction, might prepare one minor field in nineteenth-century US history and another in nineteenth-century music. Or, a student whose major field is US history, and who plans to write a dissertation on race relations in the 1930s, might prepare a minor field in American protest literature over time and another in African-American Studies.

Field preparation should be seen as laying a broad foundation for future teaching and scholarship rather than as specific preparation for writing a dissertation. Although the program will supply guidelines, students should work closely with individual faculty in selecting courses appropriate to their fields and in designing reading lists for oral examinations. In the term before taking examinations, students should submit their reading lists to the committee for approval.

If a student fails the oral examination, and the examining committee agrees that the student may retake it, the committee will set a date (not earlier than six months after the date of the first examination) by which the second examination must be taken.

## The Dissertation

After the general examination has been passed, the student will select a dissertation topic and arrange for dissertation advisors. The choice of a topic and advisors must be submitted to the committee for approval. Students must also submit a draft of the dissertation prospectus to their primary advisor no later than April 1 in their third year. The dissertation should be characterized by a familiarity with the historical treatment of two or more fields in the program. Before the end of May of their third year the student will present at a conference at which a

discussion of the prospectus will take place before faculty and students in the program. Upon completion of two substantial chapters and upon recommendation of the advisors, students defend the finished part of the work as well as an outline for the completion of the dissertation in front of an audience consisting of faculty and students in the program as well as a broader academic public.

At least one month before the date set by the Graduate School for the deposit of the dissertation for the award of the degree in November, March, or May, the candidate must submit to the dissertation advisors a completed draft of the dissertation for final approval. Ordinarily the course of studies can be completed within six years. Any candidate for the degree who has not submitted a completed dissertation within five years after passing the general examination will be withdrawn unless, prior to the deadline, the candidate presents evidence that the dissertation can be finished within a specified extension and therefore receives an extension from the committee. See *The Form of the PhD Dissertation*.

## Dissertation Review

- Students entering the program will defend their dissertation. The review committee will consist of the student's dissertation committee plus one additional member drawn from the American Studies program, a Harvard department, or from outside the university.
- The student should submit the final draft of the dissertation to her/his committee no later than two months before the Registrar's deadline for final submission. The student will inform the American Studies administrator that the draft has been submitted, and the administrator will gain the approval of the dissertation director before scheduling the review. The dissertation review will normally occur not later than April 15 for a May degree, not later than September 15 for a November degree, and not later than December 15 for a March degree.
- The review will last for ninety minutes. It will begin with a five-to-ten-minute presentation, in which the student will offer an overview of the dissertation's thesis, method, argument, and findings. The candidate will also offer her/his assessment of the work's contributions to scholarship and indicate areas in which feedback is sought. Following this brief presentation, each committee member will offer approximately five to ten minutes of comment, during or after which a conversation will ensue, the objective of which is to indicate the dissertation's strengths and weaknesses and provide advice for publication. The committee may require minor revisions that can be completed quickly, before the Registrar's submission deadline.
- Once the dissertation has been successfully defended, members of the dissertation committee will sign the dissertation acceptance certificate. The dissertation director will then write a report, ranging from a paragraph to a few pages, which summarizes the discussions of the review committee. The report shall be sent to the student with a copy to the American Studies administrator, ideally no later than two weeks after the review.
- Upon successful defense of the dissertation, the student must submit the dissertation according to the FAS Registrar's procedures, and arrange for one bound copy to be sent to the American Studies Program office. It is additionally suggested that an inexpensively bound copy of the final version be given to the dissertation director.

- This requirement is for all students in the program filing for the PhD degree after June 2009. A student may petition to have the dissertation review waived for reasons of hardship.
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## Architecture, Landscape Architecture, and Urban Planning

Students may study for a PhD degree in architecture, landscape architecture, or urban planning. These three degrees are administered by a committee of the Faculty of Arts and Sciences in cooperation with the Faculty of Design.

The program is intended for persons who wish to enter teaching and advanced research careers in the history and theory of architecture, architectural technology, landscape architecture, and urban form from antiquity to the present; or the analysis and development of buildings, cities, landscapes, and regions with an emphasis on social, economic, technological, ecological, and infrastructural systems. (The PhD program does not prepare students for licensing as design practitioners in any of these fields. For information on professional programs, contact the Graduate School of Design, Admissions Office, 48 Quincy Street, Cambridge, MA 02138, (617) 495-5453.) For information on professional master's programs, contact: Harvard Graduate School of Design Admissions Office, 48 Quincy Street, Cambridge, MA 02138; 617-495-5453.

### The First Two Years

#### Courses

Two years of full-time study while registered in the Graduate School of Arts and Sciences are required. Eight courses must be taken in the major subject area and eight in the disciplinary minor (see below). A pro-seminar in Discourse and Methods must be taken each year. Reading courses and TIME are ordinarily not part of a student's program until the second year.

Course information may be found in the current Courses of Instruction offered by the Faculty of Arts and Sciences as well as in the course catalogues printed by Harvard's other professional Schools, including the GSD catalog. These publications are also available online.

#### Major Subject and Disciplinary Minor

The interfaculty and interdisciplinary structure of the program requires that students cross intellectual boundaries. All students must master a major area of their respective field, including the historical development and current state of research on the subject. In addition, every student must demonstrate competence in the methods of inquiry used for research in his

or her major subject. The disciplinary minor is a specific field in a narrower area of study chosen by the student and subject to faculty review; in principle it should comprise a coherent and clearly defined area of scholarly inquiry that may be interdisciplinary in nature.

## **General Knowledge of the Field**

The PhD is an academic degree, but holders of the PhD in the design fields may be interacting with scholars and professionals. The PhD program prepares its graduates for teaching in a range of institutions of higher education (including liberal art colleges, research universities, and professional schools) Therefore, in addition to academic requirements, it is expected that every PhD student possess general knowledge of the basic skills of architecture, landscape architecture, and urban design.

## **Languages and Quantitative Ability**

Candidates for the degree in architecture must normally have a reading knowledge of at least one languages other than English in which there is broad and important literature related to their field or major subject. Every student must have a level of quantitative skills appropriate for research in the major subject.

## **Grades**

The Graduate School of Arts and Sciences requires that all students maintain an average of B or better in each year of graduate study. All Incomplete grades must be removed before the end of the next regular term.

## **Advising**

The chair of the PhD committee will assign a faculty member as the student's advisor at the time of registration in the program. This advisor will assist in planning the student's academic program. In addition, not fewer than two faculty members, appointed by the chair in consultation with the student, will be made available for advising regarding the general examination, prospectus, and the dissertation

## **Master of Arts (AM)**

The department does not admit candidates for a terminal AM degree. PhD candidates, after having completed eight half-courses with satisfactory grades, may apply for a master's degree. The degree may also be offered to students unable to complete the PhD.

## **Teaching Fellowships**

Teaching fellowships are considered important for a student's professional training and are guaranteed in the third and fourth years. Normally a student teaches two to four sections per year.

## **General Examination**

Students are expected to take the general examination in the fifth term of residence, and no later than one year after completion of the required coursework. The examination, which is given only during the fall and spring terms of the academic year, tests the student's mastery of the general field of scholarship, specific interpretive problems within that field, and their ability to research and write a dissertation.

At least two months prior to the date of the examination, the student will meet regularly with the examination committee and will formulate a proposal describing the general and specific fields to be covered in the examination as well as possible examination questions.

The examination comprises a major and minor field. The general field is typically a broad area of history and theory of architecture, landscape architecture, or urban planning (for example, "modern architecture from 1750 to the present"). The specific field is a narrower area of study chosen by the student and subject to faculty review; in principle it should comprise a coherent and clearly defined area of scholarly inquiry that may be interdisciplinary in nature.

The examination will normally consist of two or three written essays, one in the general field (eight hours) and one or two in the specific field. Within one week of the written examination, the student and the examination committee will meet to evaluate the written essays and conduct an oral examination. At the end of the sixth semester and after the general examination has been completed, the student will write and present their dissertation prospectus to their chosen dissertation committee. The committee will conduct an oral examination of the dissertation proposal. The purpose is to provide a formal occasion to discuss and gain approval of the dissertation topic.

Students whose performance on any part of the examination and prospectus defense is not satisfactory will be given one opportunity to repeat all or part of it.

## Dissertation

The dissertation will be directed by a committee consisting of one primary advisor and at least two secondary advisors or readers.

Two readers must be from the Faculty of Arts and Sciences or the Standing Committee; one reader will normally have expertise in the minor field and one or more readers must be from the Graduate School of Design faculty.

Students are normally expected to complete the program (including defense and approval of the dissertation) within seven years of admission. Students who require more than five years to complete the dissertation after passing the General Examination must petition the Standing Committee in order to extend their time.

The completed manuscript of the dissertation must be submitted to the director and readers no less than six weeks before the formal defense. The degree recommendation of the dissertation committee is due at the Registrar's Office per its assigned completion deadlines. The final copy of the dissertation must conform to the requirements described in *The Form of the PhD Dissertation*.

## Length of Program

Students are normally expected to complete their program (including approval of the dissertation) within seven years of entering the program. If more than five years elapse

between the passing of the general examination and the completion of the dissertation, the student will normally be required to retake all or parts of the general examination.

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## Astronomy

### Committee on Academic Studies (CAS)

The CAS in the Department of Astronomy has the primary responsibility for administering the graduate program. The purpose of the committee is to ensure that students receive adequate guidance, to see that uniform academic standards are applied, and to define the professional qualifications expected by the department for advanced degrees in astronomy. At regular intervals the committee reviews the progress of each graduate student. It also reviews and approves study programs, arranges oral examinations, and names dissertation examination committees and dissertation advisory committees.

### Advising

A faculty advisor is assigned to each incoming graduate student to help the student make informed decisions about coursework and research opportunities.

Each student is free to choose a new advisor at any subsequent time, but should inform the department administrator and the CAS of such changes after obtaining the new advisor's consent.

Study plans are prepared by students in consultation with their advisor at the start of each fall term, and are submitted to the CAS.

### The First Two Years

#### Course Requirements

Students are expected to obtain a satisfactory grade (A or B) or otherwise demonstrate knowledge of the material in *AY 251* or *Physics 251a* (graduate-level quantum mechanics), or *Physics 210* (general relativity). Other advanced physics courses may be substituted upon petition to the CAS.

Candidates for advanced degrees should obtain a broad knowledge of astronomy by obtaining a satisfactory grade (A or B) or by passing an oral examination in one core course: *AY 200* (Radioactive Astrophysics) plus at least five electives chosen from the list below:

- Astronomy 151: Astrophysical Fluid Dynamics
- Astronomy 189: Exoplanet Systems
- Astronomy 193: Noise and Data Analysis in Astrophysics
- Astronomy 201a: Stellar and Planetary Astrophysics

- Astronomy 201b: Interstellar Medium and Star Formation
- Astronomy 202a: Galaxies and Dynamics
- Astronomy 202b: Cosmology
- Astronomy 215hf: Topics in Contemporary Astrophysics
- Astronomy 218: Radio Astronomy
- Astronomy 219: High Energy Astrophysics
- Astronomy 224: Solar System Dynamics
- Astronomy 231: Optics for Astronomers
- Astronomy 251: Quantum Mechanics for Astrophysics
- Astronomy 253: Plasma Astrophysics

One of the five astronomy electives may be replaced with a 200-level course in applied mathematics, computer science, physics, or planetary sciences at the discretion of the Director of Graduate Studies.

In addition, students are expected to take for credit *Astronomy 301hf* (Journal Club) which meets weekly. This course is intended as an opportunity for substantive discussion, as a venue for students to find out about research activities, and as a forum to foster interaction between students and faculty. Students must register for the course every year, and will be expected to make one presentation each year except in their first and last years.

During the second half of the fall term of the first year, a Basic Astronomy Placement Test will be given. This will cover the basic concepts/core of astronomy and astrophysics as covered by the undergraduate texts *The Physical Universe* by Shu and *An Introduction to Astrophysics* by Carroll & Ostlie. If a student does not pass this written placement examination, the student must take an individual oral examination on material at the same level to be given at the start of the second term.

## Research Project

Before beginning work on a dissertation, a student must complete one Research Project. The purpose of the project is to introduce students to methods of research and to ensure that they can organize material and present it cogently in written form. The topic may be in the area of intended thesis work, although research in another area is encouraged. No research project or paper carried out before the student has registered for graduate study at Harvard will be accepted for this requirement.

Each research project must have a faculty supervisor who approves the subject material and ensures that the written report meets the appropriate standard. Students are expected to select an area of research in their second term in residence, and should submit a proposal for a research project to the CAS before May 1st of their first year. This is a short statement of the intended research and does not require prior completion of any phase of the work.

The CAS will appoint Research Exam Committees for all students. This committee consists of the research project supervisor and three other members of whom will be appointed the chair. The REC will advise the CAS on the suitability and scope of the research proposal. Normally students devote the summer following their first academic year to research their project and continue this work throughout the second year. On completion of this research, the student writes a Research Project Report. The student may work as a member of a research group,

but the Project Report should be written entirely by the student, though it need not be the final version submitted for publication. The report need not describe a completed research project, but can be a description of work accomplished. Its total length should not exceed 50 pages. The Research Project Report is evaluated by the Research Exam Committee which also conducts a brief oral examination on the subject of the research as well as related astrophysics. The research examination is normally scheduled two weeks after the submission of the research report. Exams generally last two hours and include the presentation, questions, and committee deliberation. Students who have not completed their research exams by the end of the first semester of their third year will be required, with their advisor, to meet with the CAS. Salary/stipend support may be withdrawn and the student may be suspended if he or she has not completed their research exam by the end of the third year.

## Foreign Language Requirement

The Department of Astronomy has no formal requirement in foreign languages. Students should, however, be familiar with the scientific literature in foreign languages that relates to their own work.

## Master of Arts (AM)

Graduate students in Astronomy are admitted to the PhD program only. The AM degree will be awarded upon satisfactory completion of the University residence requirement: a minimum one year of full-time study in residence or equivalent. Candidates for the master's degree must successfully complete the above departmental requirement of one core astronomy course (*AY 200*), plus either *AY 251* or *Physics 251a* or *210*, and five additional electives.

Harvard undergraduates with advanced standing may also complete a master's degree in astronomy and astrophysics during their fourth year. They should be admitted to the GSAS and complete eight half-courses including *AY 200*, *301hf* (two semesters), and six electives from the list given under "Course Requirements". (*Physics 251* or *210* is not required for the combined AB/AM degree). None of these eight courses can be counted for the AB degree. Some of these courses should be taken during the third year, since most are only offered in alternate years. Therefore interested students should contact the department early, preferably during their first or second year.

## Teaching Requirements

Department of Astronomy graduate students are required to satisfactorily teach for two terms. A student's teaching will be evaluated by the course head. Students who are not proficient in the English language are required to demonstrate to the course head their proficiency before they will be allowed to teach. Various routes to improving English communications skills are available through the University; the department will help students achieve the necessary proficiency. The Derek Bok Center for Teaching and Learning offers activities and services to aid those who teach, and is especially useful for new teaching fellows or those who are unfamiliar with teaching in the American classroom setting.

The first two terms of a student's teaching are part of her/his compensation package from the department (unless the student has an external fellowship, see below). Many students wish to teach more than the required amount. The department believes that students should have this

opportunity if they are in good academic standing and are making good progress toward their degree. Students who undertake additional teaching will normally keep half of their teaching stipend if sufficient research funds are available. Students that wish to teach additional courses should obtain the consent of their advisors and, by University rules, must be in good academic standing. If a student has received an outside fellowship that permits additional support, they may keep the stipend from teaching in addition to the fellowship. Students also may not teach more than one course per term without the consent of the Committee on Academic Studies. It is the responsibility of the student and their advisor to ensure that additional teaching (beyond the two required terms) will not slow progress toward completion of academic/degree requirements.

## Dissertation

### Thesis Advisory Committee

Soon after passing the Research Exam, the student should submit to the CAS a dissertation proposal and a list of possible dissertation advisory committee members.

The thesis advisory committee monitors the student's progress toward the completion of the dissertation, giving both advice and supervision. It includes members with interests and knowledge broadly related to the dissertation research. The student and committee should meet together at least once per term. In advance of each meeting the student provides the committee members with a brief summary of current progress and problems.

### PhD Dissertation

It should generally take a student two to three years to complete the PhD dissertation. Before the final oral examination, the student is required to give a public lecture on the dissertation topic. Information on due dates for degree applications and submission of dissertations may be obtained from the department administrator. The final manuscript should conform to the requirements described in the booklet *The Form of the PhD Dissertation*.

### Final Oral Examination

The Committee on Academic Studies will appoint a committee to conduct a final oral examination at which the candidate will defend their PhD dissertation. The examining committee will normally include at least one member from outside the Department of Astronomy and two departmental faculty members. The examination will be confined to the dissertation and topics bearing directly on it.

### Duration of Graduate Study

Duration of graduate study should not ordinarily exceed five years, and students in their sixth year are encouraged to finish promptly.

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## Biological Sciences in Dental Medicine

### Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Biological Sciences in Dental Medicine (BSDM) students to continue enrollment in the Graduate School of Arts and Sciences. BSDM determines progress by considering the following: performance in courses; satisfactory performance on the preliminary qualifying examination; demonstration of adequate research ability and/or level of improvement; and acceptable ethical conduct.

### THE FIRST TWO YEARS

#### First-Year Advisors

Each first-year student is assigned two faculty advisors: one serves as his or her program advisor and another serves as the back-up faculty advisor. Advisors will be assigned by matching research interests from among the members of the Standing Committee for BSDM.

#### Courses and Grades

The particular courses a student is required to take may vary based upon his or her academic background. In addition to the Core curriculum some students are required to take additional courses to ensure a broad background in basic science. GSAS states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

#### Rotations

Laboratory rotations are required to ensure some breadth of research experience and exposure to different research areas and laboratories in BSDM. Students are expected to have completed satisfactory rotations in at least two labs prior to fulltime dissertation research. Any student who begins his or her dissertation work in a new lab (one in which he or she has not done a rotation) must consider the first three months as a rotation. This allows for evaluation by both the student and the mentor. The choice of rotation must be approved by the program director.

#### *The Conduct of Science*

Medical Sciences 300, *The Conduct of Science*, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the

BSDM program must register to take this course when it is offered either in their first or second year.

### *Introduction to Research*

This weekly, two-hour course meets from September through December, and is required for all first-year BSDM students. These weekly meetings include discussions of the many practical and philosophical/ethical issues related to biomedical research, and provide a useful forum for stimulating interactions between PhD students and other Doctoral candidates and dental students interested in basic research. Participation in this course ensures that students get to meet several members of the BSDM and other graduate training program faculties.

### *Laboratory and Radiation Safety Course*

All incoming BSDM graduate students are required to take the Harvard University Laboratory and Radiation Safety Courses before beginning any type of lab work at Harvard. Students who have already completed these Harvard courses will not be required to repeat them. All students entering a dissertation lab not located at Harvard School of Dental Medicine or Harvard Medical School must report to their department administrator's office at that institution for additional information on training.

## **Advising**

Advising of students is multi-layered, distributed among advisors, committees, the director of Biological Sciences in Dental Medicine, the program coordinator, and GSAS. First- and second-year students are monitored by their program advisor and also have a backup advisor. After a student selects a dissertation laboratory, a dissertation advisory committee is formed. Together with the dissertation advisor, it monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

## **Teaching**

Each student is encouraged to serve as a teaching fellow (unpaid) for one term. Students may undertake additional teaching or tutoring responsibilities, but only with permission of their dissertation research advisor, if they have one, and permission of the director of Biological Sciences in Dental Medicine. Students may meet the teaching expectation through extensive participation in an outreach program for students in Boston-area schools.

## **Preliminary Qualifying Examination**

Each student is required to pass a preliminary qualifying examination administered by BSDM. Each student should follow the BSDM program's preliminary qualifying examination procedures. This examination is usually given in the second year. The examination consists of a written proposal that is defended orally. Any student who has not attained a clear pass after a second examination will be asked to withdraw from the BSDM program. A student is not allowed to register for the fourth year if she or he has not passed the preliminary qualifying examination.

## **YEAR THREE AND BEYOND**

### **Dissertation**

## Selecting a Dissertation Advisor

Selection of a dissertation advisor is a two-step process: Before a student may officially begin dissertation work in a laboratory, he or she fills out a Dissertation Advisor Declaration Form (available from the BSDM program office) and obtains approval from the director of the Biological Sciences in Dental Medicine Program.

## Dissertation Advisory Committees (DAC)

An important policy of Biological Sciences in Dental Medicine is that each graduate student establish a dissertation advisory committee (DAC) to provide timely and considered advising. The DAC helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements. This method of dissertation advising works well—but only if the DAC meets and reports on a regular basis.

The student's DAC should be formed in consultation with the student and the student's dissertation advisor. The committee should have three members not including the advisor. The dissertation advisor may be an ex officio member. The student bears primary responsibility for setting up the DAC and ensuring that it meets in timely fashion. The students should meet with his or her committee as soon as possible after the preliminary examination, but in all cases by the end of graduate year three and each twelve months thereafter. Beginning with the fourth graduate year, students will be allowed to register for the upcoming year(s) only if their DAC has met and filed a formal report within the past twelve months.

The DAC will meet as a group and report annually. Beginning no later than the fifth year, the DAC will ask if the research project is heading toward a plausible dissertation. The DAC may decide to meet more than one time a year for students in their fifth year and above, or in special circumstances.

The chair of the DAC is responsible for preparation of the report, which should be signed by all committee members immediately upon conclusion of the meeting. The chair will submit the report to the program coordinator, who distributes copies to the student, to members of the DAC, and to the student's dissertation advisor and program advisor. Immediate submission of the DAC report is important, not only so potential problems can be remedied quickly but so the student's registration status is not jeopardized.

## Preparation for the Dissertation Defense

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. The BSDM program coordinator will provide a dissertation information packet specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by the program coordinator. The first step is completion of two forms: the Application for Degree form and the Program Approval form. The deadline for submitting these forms can be more than three months before the student expects to receive the degree.

Students must have a DAC report on file in the BSDM office stating that the student may begin writing the dissertation prior to processing dissertation defense paperwork.

The dissertation must show original treatment of a fitting subject, contain a scholarly review of the pertinent literature, give evidence of independent research, and be clearly, logically, and carefully written. Students are expected to give a public seminar on their dissertation research.

## Attributions to Dissertation

The PhD dissertation is expected to contain a substantial amount of independent research work of publishable quality. In addition to chapters of research, each dissertation must contain introduction and conclusion chapters that present the themes of the dissertation and summarize the accomplishments. In some cases the student has done all of the work in the dissertation; more often portions of the dissertation result from collaborative research. In all dissertations containing collaborative results, the dissertation should indicate concisely who contributed the work.

It is permissible for more than one student to include work from the same collaboration or publication as long as the required attributions are clear, justified, and complete.

Individual chapters can be reprints of published articles as long as there are comprehensive introduction and conclusion chapters written by the student. See GSAS's *The Form of the PhD Dissertation* for information on the use of copyrighted material.

## Examiners

The student and the student's dissertation advisor must select at least four examining committee members: an examination chair, usually the chair of the DAC, and three examiners. If an alternate examiner is required, then the alternate must receive a copy of the dissertation and be available on the date of the defense.

The director of Biological Sciences in Dental Medicine will approve the members from a list submitted by the candidate and his or her advisor (Proposed Dissertation Examiners form). All proposed examiners must be a rank of assistant professor or higher, full time. At least one member of the examination committee and the chair of the examination must be faculty from Biological Sciences in Dental Medicine and/or the Division of Medical Sciences; the dissertation advisor is not eligible to be an examiner or the chair, but usually attends the examination ex officio. To broaden the examination and enhance its significance, one member of the Examination Committee must be from outside Harvard University. Candidates are required to have one, but not more than one, member of the DAC become a member of the Examination Committee. The Examination Committee chair, in most cases the chair of the DAC, does not function as a voting examiner but may participate in the questioning of the candidate.

## BSDM Vacation Policy

Graduate study in Biological Sciences in Dental Medicine is considered a full-time endeavor. Students are entitled to official student holidays and vacation days observed by the University or the institutions at which their dissertation laboratories are located. Graduate study is a year-round activity that continues between terms and throughout the summer months. Students planning to be away at times other than official vacations may do so only with the approval of the director of Biological Sciences in Dental Medicine, designated program advisor, or their dissertation advisor if they are in a dissertation research laboratory.



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## Biological Sciences in Public Health

### Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Biological Sciences in Public Health (BPH) students to continue enrollment in the Graduate School of Arts and Sciences. Biological Sciences in Public Health determines progress by considering the following: performance in courses; satisfactory performance on the preliminary qualifying examination; demonstration of adequate research ability and/or level of improvement; acceptable ethical conduct; and participation in other scholarly activities of the student's program.

### The First Two Years

#### First-Year Advisors

The BPH program director is responsible for advising first-year students. With assistance from the program director, graduate students select courses and laboratory rotations that best suit their needs. The program director will provide academic and nonacademic guidance until a dissertation advisor is selected, typically at the end of year one. Thereafter, most direction given to students will be from the dissertation advisor and from the dissertation advisory committee.

#### Courses and Grades

In general, the BPH program expects that students will receive B or better grades in core and required classes to reflect their command of these topics. If students do not receive a B or better, they may be required to take additional courses to make up this deficiency. The Graduate School of Arts and Sciences (GSAS) states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year. A grade of C or Incomplete is offset by a grade of A, and a D by two A's. Pluses and minuses are ignored for this calculation.

Students must take three 5-credit core courses. In addition, students must take at least 7.5 credits of approved courses in which critical reading and discussion of research papers are a major focus. In addition to the above requirements, students must take a minimum of 5 credits of additional coursework (either critical reading or core courses) to be selected in consultation with the dissertation advisor. It is recommended that students particularly seek out advanced

courses that include a proposal writing exercise to prepare for the Preliminary Qualifying Examination. Each student designs an individualized, flexible curriculum plan with advice from the BPH program director and his or her advisor.

The particular courses a student is required to take may vary based upon his or her academic background. In addition to the core curriculum, some students are required to take additional courses to ensure a broad background in basic science and/or to correct any deficiencies in their grades.

## **Waiver of Course Requirements**

For some students who have successfully completed graduate-level coursework, BPH course requirements may be waived if graduate-level competence is demonstrated to the program director before the end of the first semester of year one. A “Course Waiver Form” may be requested from the BPH Program Office. A signed copy will be kept in the student’s file as documentation of the director’s authorization to grant an exemption to a student from further coursework in these areas.

## **Rotations**

BPH students are required to do official laboratory rotations before selecting a dissertation advisor who is a member of the BPH faculty. Laboratory rotations permit students to gain familiarity with several different laboratories, not only to learn concepts and techniques, but also to help select a laboratory in which they will complete their dissertation research. Students perform 2 to 3 nine-week laboratory rotations in different laboratories and receive a total of five credits per rotation. By the end of the first year, all students are expected to have chosen a dissertation laboratory.

Before beginning any rotation, the laboratory head and the student must reach an agreement about what the project will involve and the length of the rotation. In addition, the laboratory head and student should explore whether or not this is a potential dissertation laboratory. To receive credit, a Rotation Registration Form must be completed and signed by the student and laboratory head prior to beginning the rotation. This form is then submitted to the BPH Program Office for final approval.

At the culmination of each laboratory rotation, the faculty advisor submits a Rotation Evaluation Form to the BPH Program Office. Students present research from their rotations at the annual Assembly Day, held each spring. Students also meet with the program director to discuss their laboratory rotation performance.

## **The Conduct of Science**

Medical Sciences 300, The Conduct of Science, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the BPH Program must register to take this course, generally in the fall of their second year.

## **Laboratory Safety**

All incoming BPH graduate students are required to take the Harvard University Laboratory Safety Radiation Safety Courses (scheduled during orientation) before beginning any type of

lab work at Harvard. Students who have already completed the Harvard courses will not be required to repeat them. All students entering a dissertation lab not located at the Harvard T.H. Chan School of Public Health must report to the safety office at that institution for additional information on training.

## **Credit for Work Done Elsewhere**

The program may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. Courses for official GSAS credit cannot appear on the student's undergraduate transcript. The maximum allowable credit for courses taken elsewhere is eight half-courses awarded at the discretion of the BPH Curriculum Committee.

## **Selecting a Dissertation Advisor**

Typically after completion of two rotations, and no later than the beginning of the second year, BPH students are required to select a dissertation advisor who is a member of the BPH faculty. To formalize the academic and financial responsibilities of the dissertation advisor, a Dissertation Declaration Form must be signed and submitted to the BPH Program Office.

## **Preliminary Qualifying Examinations (PQE)**

At the end of the second year, BPH students take a Preliminary Qualifying Examination (PQE). The purpose of the PQE is to assess the student's preparation and ability to embark on original scientific investigation. The primary goal of the PQE is to evaluate the student's ability to identify and articulate a clear hypothesis for his/her dissertation topic based upon familiarity with relevant literature, to propose critical experiments designed to prove or to disprove the hypothesis, and to interpret experimental outcomes in a manner that indicates awareness of the limitations of the methods used. It is not expected that preliminary data will be presented to support the hypothesis.

Second year BPH students preparing to take their PQE must first complete the BPH Preliminary Qualifying Exam Course Form, listing their coursework taken to fulfill program requirements. The BPH Program must approve of progress before the student proceeds in the PQE process. Then, students are expected to choose, in consultation with their faculty mentor, a topic for their exam. The PQE topic is ordinarily related to the topic of the student's dissertation. A PQE examination committee is chosen by the student and faculty advisor, consisting of a PQE chair and two additional examiners, and must meet with program approval. Normally, the PQE chair is from the same department as the student, and should be an experienced examiner. Of the two additional examiners, one must be a member of the BPH faculty and the other may be an external (non-BPH) faculty member.

During the preparation of the proposal, students may consult with faculty and other students. Consultation on general issues (clarification, technical advice, etc.) is appropriate, but solicitation regarding ideas for specific aims or experimental design is inappropriate. Faculty members, including dissertation advisors, should not read written drafts of the proposal in order to provide extensive help. Further, students should not seek feedback from the members of their exam committee.

Ten calendar days prior to the scheduled exam, the student shall submit to the chair and members of the PQE a printed copy of these guidelines and a ten-page dissertation proposal (excluding references). A copy of the proposal should also be provided to the BPH Program Office and the dissertation advisor. The proposal should be no more than 10 pages (excluding references), single spaced, Arial font size 11. The exam proposal should include the following sections:

1. **Specific Aims:** List the broad, long-term objectives and the goal of the specific research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, or develop new technology. Half of one page is recommended.
2. **Background and Significance:** Briefly sketch the background leading to the proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the research described in this application by relating the specific aims to the broad, long-term objectives. If the aims of the application are achieved, state how scientific knowledge will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions. Summarize your preliminary work, and work of others, that support the proposed research. Two to three pages are recommended.
3. **Research Design and Methods:** Describe the research design conceptual framework, procedures, and analyses to be used to accomplish the specific aims of the project. Briefly summarize how the data will be collected, analyzed, and interpreted. Describe any new methods that may be developed, and advantages over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims. Highlight anticipated outcomes and potential pitfalls. Six to eight pages are recommended.
4. **References (author, title, journal, inclusive pages, year)**

The PQE chair will serve not only as an examiner, but will also oversee the administering of the exam and arbitrate problems. The chair will also see that the PQE Report Form is completed and on file in the BPH Program Office. The dissertation advisor will be asked to attend the PQE exam to review the student's preparation for the exam with the committee, but will not be present during the oral examination. For the PQE examination, students should be prepared to defend and explain the hypothesis, methods and anticipated results. The student should be ready to respond to questions based on knowledge obtained through the required courses, seminars and reading from the area of research from which the topic was chosen. The format is a fifteen-minute student presentation summarizing the proposal, followed by questions from the examiners. The oral examination will last about 2 hours and is expected to cover areas that are both directly and tangentially related to the proposal topic. Outcomes are: Pass, Pass with Qualifications, or Fail.

## Advising

Advising of students is multi-layered, distributed among advisors, committees, program heads, program coordinators, BPH, and GSAS. The BPH program provides all students with a set of academic guidelines that describes advising. In general, first- and second-year students are monitored by the BPH program director. After a student selects a dissertation laboratory, a dissertation advisory committee is formed. In parallel with the dissertation advisor, it monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

## Teaching

While the program does not have a teaching requirement, the BPH program encourages interested students to gain meaningful teaching experience as part of their graduate training. Students may undertake additional teaching or tutoring responsibilities, but only with permission of their dissertation research advisor, if they have one, and permission of their program head.

## Year Three and Beyond

### Dissertation Advisory Committee (DAC)

The purpose of the Dissertation Advisory Committee (DAC) is to help set research goals and to monitor progress toward the completion of degree requirements. Ordinarily, the DAC is composed of three faculty members, in addition to the dissertation advisor, who serves in an ex-officio capacity. At least one member must be outside the student's department and at least one member must be part of the BPH faculty. Selection of the DAC should be made by the student in consultation with his/her dissertation advisor and the membership of DAC communicated to the BPH Program Office. Ordinarily, the DAC chair will be a member of the BPH Program. Students bear primary responsibility for setting up the DAC and ensuring that it meets every six to nine months to assess student progress. At each DAC meeting the student shall meet privately with the committee, with the dissertation advisor out of the room, and vice-versa for the dissertation advisor, with the student out of the room. A formal report must be filed with the BPH Program Office after each meeting documenting progress to date and recommendations for further work. This report includes a self-evaluation by the student, feedback from the dissertation advisor, and recommendations from the DAC committee.

### Dissertation Proposal

Students submit a written dissertation proposal to the dissertation advisory committee within six months of successfully completing the Preliminary Qualifying Exam. The DAC and student will meet to discuss the proposal, and committee members will provide the student with feedback, guidance and suggestions to help define the dissertation project in terms of scope, direction and general quality. A copy of the dissertation proposal should be attached to the DAC Report and submitted to the BPH Program Office. At this initial DAC meeting, it is not expected that extensive preliminary studies have been completed, but the scope and focus of the dissertation research should be defined. A clear plan for completing all of the work required for the PhD within five years should be presented. While it is understood the plans will evolve over the course of dissertation research, especially since highly creative projects

engender some risks and delays of unexpected nature arise, students are encouraged to strive for this goal. The proposal should include the following sections:

1. Abstract
2. Specific Aims
3. Background and Significance
4. Experimental Design, including expected results and interpretations
5. References (author, title, journal, inclusive pages, year)

## **Timing of DAC meetings**

Prior to the beginning of the 6th semester, all students are expected to have completed their PQE and to have had a DAC meeting to discuss their proposal. The BPH Program is required to give the Graduate School of Arts & Sciences an accounting of student progress via Satisfactory Progress Reports, a key component of which is regular DAC meetings for students in G-3 and above. Unsatisfactory progress will be reported for any student who fails to have DAC meetings at 6-9 month intervals. However, this may be changed to satisfactory progress at the submission of a DAC report to the BPH Program Office. In addition, students are strongly encouraged to monitor their course/grade records to ensure that they are complete and accurate. It is anticipated that DAC meetings will be more frequent for students G-4 and above. All students must demonstrate to the DAC committee a plausible track towards degree completion by year 5 or they may not be allowed to continue in the program. Beginning in year G-6 and above, the BPH program director should be invited to attend all DAC meeting to ensure that progress towards degree completion is being made.

## **Organization of the DAC meeting**

1. Student and faculty alternately leave the room. To provide an opportunity for both student and advisor to communicate with DAC members on a confidential basis, the meeting will start with the student leaving the room and then the advisor leaving the room upon the student's return. In the absence of the student, the advisor will have a chance to present his/her assessment of the student's progress and whether the student is on course to graduate in a timely fashion. The student self-evaluation portion of the DAC report form should be discussed (this should have been reviewed by the student with their P.I. prior to the DAC meeting). In the absence of the advisor, the student may likewise communicate his/her own assessment of his/her progress and whether the advisor and the laboratory environment provide the support that he/she needs. Again, the student self-evaluation form can help frame this discussion. This is also an opportunity to share with the committee any other problems of a confidential nature with which the student needs help.

2. Student presentation. The main part of the meeting will consist of a 20-40 minute presentation by the student of results and plans. Committee members will typically interrupt the presentation with questions, and the presentation is followed by a discussion of progress and future plans. The advisor should interject minimally so that the student has the opportunity to demonstrate mastery of the field and scientific maturity surrounding ongoing and future work. The second and subsequent DAC meetings should include a written 3-page Research Progress Report:

- A. **Specific Aims:** If the aims have been modified from the original DAC meeting proposal, the revised aims should be presented and the reasons for the modifications.
- B. **Studies and Results:** The studies directed toward specific aims and the positive and negative results obtained should be presented, as well as any technical problems encountered and how addressed.
- C. **Significance:** A brief discussion on the significance of the findings to the current state of the scientific field.
- D. **Plans:** A summary of plans to address the remaining Specific Aims, including any important modifications to the original plans.

3. **Comments/feedback given to student by DAC.** The DAC should comment on student's progress on experimentation and whether it has the potential to lead to one or more first-author publications. The committee should evaluate the student's ability to think independently, including development of hypotheses, practical approaches for testing hypotheses, critical interpretation of data, understanding relevance of results in light of current thinking in the field, and judging how to effectively pursue the line of investigation.

4. **Reporting student's progress.** The BPH program director will review the DAC report form, but confidential concerns of the DAC should be directly communicated if they arise. These communications do not need to be shared directly with the student or dissertation advisor, and may be verbal or written.

## **DAC Oversight for Granting the PhD**

GSAS requires each student to complete a body of primary research of publishable quality. While a first-author research paper is not required to attain the degree, the vast majority of graduating students will have at least one published first-author, peer-reviewed, primary research paper at least submitted or largely prepared prior to graduation. In addition, the DAC committee should evaluate the scientific maturity, independence and original thinking in considering the student's readiness to graduate. When the DAC committee agrees that the student has met the requirements for earning a PhD and is ready to begin writing his/her dissertation, the Committee will "check the box" on the student's DAC Report Form that indicates this. The student's dissertation defense must take place within 3–6 months of the date on which the box is checked.

## **Application for the Degree**

The candidate obtains two forms:

- 1. **Application for Degree:** Available **online**; to be signed by the director and submitted to the registrar in Cambridge by the student.
- 2. **Dissertation Defense Committee Form:** Obtained at the BPH Program Office and signed by the director.

## **Dissertation Acceptance Certificate**

Before the examination, the BPH program office will provide the chairperson of the exam committee with two copies of the Dissertation Acceptance Certificate. Both copies must be

signed by all readers of the dissertation at the end of the examination and returned to the BPH program office. The BPH program office forwards one signed certificate to the GSAS Registrar's Office in Cambridge. If extensive corrections are to be made, the BPH program office will hold the certificate until the chair of the examination committee notifies them that corrections have been made and approved. The second form serves as the official record of the examination for the BPH program.

## **Binding and Delivery of the Dissertation Following the Examination**

Following the examination, the student, with the help of the dissertation advisor, should make any necessary corrections to the dissertation. It is then the student's responsibility to submit copies of the dissertation in the following manner:

1. Electronic copy submitted online (containing a scanned copy of the Acceptance Certificate) through **ProQuest** by the specified date for the term.
2. One bound copy to the BPH Program Office.
3. One bound copy to the Dissertation Advisor's department.

## **BPH Vacation Policy**

Graduate study in Biological Sciences in Public Health is considered a full-time endeavor. Students are entitled to official student holidays and vacation days observed by the University or the institutions at which their dissertation laboratories are located. Graduate study is a year-round activity that continues between terms and throughout the summer months. Students planning to be away at other times may do so only with the approval of their program director, or their dissertation advisor if they are in a dissertation research laboratory.

For more extensive information about requirements for Biological Sciences in Public Health, students should consult the BPH Program Office.

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## Biology, Division of Medical Sciences

### Satisfactory Progress

Until attainment of the PhD degree, satisfactory progress is required for Division of Medical Sciences (DMS) students to continue enrollment in the Graduate School of Arts and Sciences. Each program in the Division of Medical Sciences determines progress by considering the following: performance in courses; satisfactory performance on the preliminary examination; demonstration of adequate research ability and/or level of improvement; acceptable ethical conduct; participation in other scholarly activities of the student's program; and required activities of the Division of Medical Sciences.

### The First Two Years

#### First-Year Advisors

Each first-year student is assigned a faculty advisor or committee to assist in course selection. Sometimes the advisor serves as the academic advisor to all first-year students in that program. This process continues until each student has an individual dissertation advisory committee (DAC) in place.

#### Courses and Grades

The particular courses a student is required to take vary among programs. In addition to each program's Core curriculum, some programs require that students take additional courses to ensure a broad background in basic science. GSAS states that the minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

#### Rotations

Laboratory rotations are required to ensure some breadth of research experience and exposure to opportunities in the Division of Medical Sciences and to give the student a trial period before making a commitment for dissertation work. Students are expected to have completed satisfactory rotations in at least two labs prior to full-time research; many students complete three rotations, which is strongly recommended. Any student who begins his or her dissertation work in a new lab (one in which they have not done a rotation) must consider the first three months as a rotation. This allows for evaluation by both the student and the mentor.

## ***The Conduct of Science***

Medical Sciences 300, The Conduct of Science, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the Division of Medical Sciences must register to take this course when it is offered either in their first or second year. According to NIH Guidelines students in their upper years, usually the fifth year or above, must take the Conduct of Sciences Refresher Course offered by the Division.

## ***Laboratory and Radiation Safety Courses***

All incoming DMS graduate students are required to take the Harvard University Laboratory and Radiation Safety Courses (scheduled during orientation) before beginning any type of lab work at Harvard. Students who have already completed these Harvard course will not be required to repeat them. All students entering a dissertation lab not located at HMS must report to their department administrator's office at that institution for additional information on training. In addition, DMS students who intend to do rotations or dissertation work at Massachusetts General Hospital (MGH) must take the MGH laboratory and radiation courses.

## **Credit for Work Done Elsewhere**

The programs may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. Courses for official GSAS credit cannot appear on the student's undergraduate transcript. The maximum allowable credit for courses taken elsewhere is eight half-courses.

## **Advising**

Advising of students is multi-layered, distributed among advisors, committees, program heads, program administrators, DMS, and GSAS. The division provides all students with a set of academic guidelines that describes advising. This varies in specific form for the individual programs in DMS. In general, first- and second-year students are monitored by academic advisors or academic advisory committees. After a student selects a dissertation laboratory, a dissertation advisory committee is formed. In parallel with the dissertation advisor, it monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

## **Master of Arts (AM)**

The programs in the Division of Medical Sciences offer PhD training and do not accept candidates for a master's degree. Only under exceptional circumstances does the faculty award a master's degree. Eligibility is determined on a case-by-case basis.

## **Teaching**

DMS encourages students to gain meaningful teaching experience as part of their graduate training. While DMS does not have its own teaching requirement, several individual programs include a term of teaching among the academic requirements. Students who have passed their

qualifying examination and have met their program's teaching requirement may undertake additional teaching or tutoring responsibilities, but only with permission of their dissertation research advisor and the Division of Medical Sciences. Applications to teach in a course must be submitted to the Division of Medical Sciences for approval. Students should not teach more than one quarter or one section of time in any given semester. Students 6<sup>th</sup> year and above are not allowed to teach.

If students plan to do any teaching during a semester the student must list "Time-T" on his/her study card. Example, if a student plans to teach one-quarter of his/her time, he/she must sign up for one "Time-T". The student's dissertation advisor and program academic advisor or program head must sign the study card.

## **Preliminary Examinations**

Each student is required to pass a preliminary examination administered by the student's program. Each student should follow his or her program's preliminary examination procedures. This examination is given at the end of the first year or in the second year. The preliminary examination varies somewhat from program to program. The common format consists of a written proposal that is defended orally. Continued enrollment for any student who has not attained a clear pass after a second examination, if one had been approved, will be determined by a committee of faculty from the student's program and the director of graduate studies for the Division of Medical Sciences. A student is not allowed to register for the fourth year if she or he has not passed the preliminary examination.

## **Dissertation**

### **Selecting a Dissertation Advisor**

Selection of a dissertation advisor is a multi-step process: Before a student may officially begin dissertation work in a laboratory, his or her selection of a dissertation advisor must be approved by the director of graduate studies for DMS. When a student decides on a dissertation advisor he or she initiates this process by obtaining a Dissertation Advisor Declaration form (DAD) available from each program administrator.

### **Dissertation Advisory Committees (DAC)**

An important policy of the Division of Medical Sciences is that each graduate student must establish a dissertation advisory committee (DAC) to provide timely and considered advising. The DAC helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements.

This method of dissertation advising works well—but only if the DAC meets and reports on a regular basis. Specific and stringent guidelines ensure that every student obtains maximal benefit from this system. Many of these guidelines are set forth in the Division of Medical Sciences Timeline to Degree.

The student's DAC should be formed in consultation with the student and the student's dissertation advisor. The committee should have three members not including the advisor. The dissertation advisor may be an ex officio member. Each student bears primary responsibility for setting up the DAC and ensuring that it meets in a timely fashion. The student should meet

with his or her committee as soon as possible after the preliminary examination, but in all cases by the end of graduate year three and each twelve months thereafter. Beginning with the fourth graduate year, students will be allowed to register for the upcoming year(s) only if their DAC has met and filed a formal report within the past twelve months.

The DAC will meet as a group and report annually. Beginning no later than the fifth year, the DAC will ask if the research project is heading toward a plausible dissertation. The DAC may decide to meet more than one time a year for students in their fifth year and above, or in special circumstances.

The chair of the DAC is responsible for the preparation of the report, which should be signed by all committee members immediately upon conclusion of the meeting. The chair will submit the report to the program administrator, who distributes copies to the student, to the program advisory committee, and to the office of the Division of Medical Sciences. Immediate submission of the DAC report is important, not only so potential problems can be remedied quickly, but so the student's registration status is not jeopardized.

## **Preparation for the Dissertation Defense**

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available in the division office specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by a member of the division staff. The first step is completion of two forms: the "application for degree" form and the "program approval" form. The deadline for submitting these forms can be more than three months before the student expects to receive the degree.

Students must have a DAC report on file in the Division of Medical Sciences office stating that the student may begin writing the dissertation prior to processing dissertation defense paperwork.

The dissertation must show original treatment of a fitting subject, contain a scholarly review of the pertinent literature, give evidence of independent research, and be clearly, logically, and carefully written. Students are expected to give a public seminar on their dissertation research.

## **Attributions to Dissertation**

The PhD dissertation is expected to contain a substantial amount of independent research work of publishable quality. In addition to chapters of research, each dissertation must contain introduction and conclusion chapters which present the themes of the dissertation and summarize the accomplishments. In some cases the student has done all of the work in the dissertation; more often portions of the dissertation result from collaborative research. In all dissertations containing collaborative results, the dissertation should indicate concisely who contributed the work.

It is permissible for more than one student to include work from the same collaboration or publication as long as the required attributions are clear, justified, and complete.

Individual chapters can be that of published articles as long as there are comprehensive Introduction and Conclusion chapters written by the student. Use of actual reprints as a

chapter is not permissible. A Word document of the published article must be used in place of a reprint as pages in the dissertation must be consecutively numbered. **Any dissertation that varies significantly from the Graduate School guidelines or is not neat and readable is subject to required stylistic revision before acceptance by the University.** (See the **Form of the PhD Dissertation** handout, available through the DMS office or online.)

## Examiners

The student and the student's dissertation advisor must select at least four examining committee members: an examination chair, usually a member of the DAC, and three examiners. If an alternate examiner is requested, then the alternate must receive a copy of the dissertation and be available on the date of the defense.

The director of graduate studies of the Division of Medical Sciences and the head or designated faculty member of the candidate's program will approve the members from a list submitted by the candidate and his or her advisor ("Proposed Dissertation Examiners" form). All proposed examiners must be the rank of assistant professor or higher. At least one member of the examination committee and the chair of the examination must be faculty from the Division of Medical Sciences; the dissertation advisor is not eligible to be an examiner or the chair, but usually attends the examination *ex officio*. To broaden the examination and enhance its significance, one member of the examination committee must be from outside Harvard University. Candidates are required to have one, but not more than one, member of the DAC become a member of the Examination Committee. The Examination Committee chair, who in many cases is the chair of the DAC, does not function as a voting examiner but may participate in the questioning of the candidate.

Past collaborators and co-authors are usually not appropriate to be examiners. It is the student's responsibility to indicate any possible relationship of this kind. Faculty members who have collaborated with the student or the student's advisor on the student's area of research within the past five years may not serve on the exam committee. Faculty with whom the student has done a regular laboratory rotation in the process of selecting the dissertation laboratory are eligible if there are no other collaborations. Students may petition DMS to approve examiners whose collaboration with the student or advisor was not directly related to the dissertation research.

## DMS Vacation Policy

Graduate study in the Division of Medical Sciences is considered a full-time endeavor. Students are entitled to official student holidays and vacation days observed by the University or the institutions at which their dissertation laboratories are located. Graduate study is a year-round activity that continues between terms and throughout the summer months. Students planning to be away at times other than official vacations may do so only with the approval of their program head, designated program advisor, or their dissertation advisor if they are in a dissertation research laboratory.

For more extensive information about the Division of Medical Sciences requirements, students should consult the Division of Medical Sciences and their program offices.



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## Biophysics

### The First Two Years

The academic requirement for the PhD degree consists of not less than two years— at least one of which must be in residence at the Harvard Graduate School of Arts and Sciences— devoted to advanced studies approved as suitable preparation for the degree by the Committee on Higher Degrees in Biophysics.

In estimating the extent of a candidate's study for the degree, the advanced work done in other graduate departments of Harvard or of other universities will be considered.

A year's work for a resident student normally consists of four courses (eight half-courses) of advanced grade. Under certain conditions summer courses taken at the Marine Biological Laboratory in Woods Hole may be counted for credit toward the degree.

The biophysics program anticipates completion of formal course studies in the first two years.

### Languages

There is no language examination but students are encouraged to gain a reading knowledge of one foreign language, preferably German, Russian, or French.

### *The Conduct of Science*

Medical Sciences 300, *The Conduct of Science*, is a discussion forum on ethics and the proper conduct of science. It is designed to provide discussion among new and continuing students and faculty on matters of responsible scientific practice and ethics. All students in the biophysics program must register to take this course when it is offered in either their first or second year.

### *Radiation Safety Course*

All incoming biophysics graduate students are required to take the Harvard University Radiation Safety Course before entering into any type of lab work at Harvard. Students who have already completed the Harvard course will not be required to repeat it. All students entering a dissertation lab not located at Harvard Medical School (HMS) must report to the Radiation Safety office at that institution for additional information on training. In addition, students who intend to do rotations or dissertation work at Massachusetts General Hospital (MGH) must take the MGH radiation course.

## Teaching Requirement

Students are required to assist with the teaching of one course by the end of their second year of study.

## Advising

The program chair meets with each student at least two times during his or her first and second years to monitor progress.

After completing the preliminary qualifying examination (PQE), students are assigned a dissertation advisory committee (DAC) that will periodically review and advise on students' dissertation progress.

## Preliminary Dissertation Qualifying Examination

Before beginning dissertation research, it is normally necessary for the student to fulfill the following requirements: 1) pass one Harvard course in four subject areas listed in the *Programs of Study* publication; 2) do satisfactory work in three laboratory rotations; and 3) submit and defend an original research proposal (qualifying examination).

The purpose of the qualifying examination is to ensure that the student is adequately prepared to embark on dissertation research. The examination is normally given at the end of the fourth term of residence before the chair and three examiners knowledgeable in the field of the research proposal. Re-examination will be permitted.

As a rule, students who have not completed and passed the qualifying examination by the end of their second year of graduate study will be put on unsatisfactory status.

Students who submit and fail the qualifying examination may be requested to withdraw from the program.

## Selecting a Dissertation Advisor

When students have decided on a special field of study and on the dissertation advisor with whom they wish to work, they request approval from the Committee on Higher Degrees in Biophysics through the Program Chair.

## DISSERTATION

### Dissertation Advisory Committee (DAC)

Upon successful completion of the qualifying examination, a student must arrange for the appointment of a DAC, which will monitor and report on the progress of the student on an annual or biannual basis. The DAC should consist of at least three faculty members exclusive of the student's dissertation advisor. Dissertation Advisors are required to attend DAC meetings for their student mentees.

A prospective sixth-year student must have obtained approval of a dissertation prospectus or its departmental equivalent.

### Preparing for the Dissertation Defense

It is expected that the preparation of a dissertation will usually require full-time work for no fewer than one-and-a-half years, following the qualifying examination. The dissertation must give evidence of independent original research and be clearly, logically, and carefully written in proper English. The final manuscript must conform to the requirements described in *The Form of the PhD Dissertation*. A student who expects to complete a dissertation in time to receive a degree the following May, November, or March must file an application for degree, accompanied by a signature of approval from the program chair, at the Registrar's Office of the Faculty of Arts and Sciences, not later than a date specified each year in this handbook. Copies of the completed typewritten dissertation must be submitted to the Dissertation Examining Committee and the chair of the Committee on Higher Degrees in Biophysics at least two weeks before the final examination is scheduled to take place. To obtain a degree at the end of the academic year, sufficient time must be allowed for the examination, dissertation correction, and binding.

## Examiners

Each student and the student's dissertation advisor must select three examining committee members to be submitted to the chair of the Committee on Higher Degrees for approval. In accordance with GSAS policy, three signatures are required on the dissertation acceptance certificate; two examiners signing the dissertation acceptance certificate must hold an FAS faculty appointment. The chair of the Committee on Higher Degrees in Biophysics may serve in the capacity of an FAS appointed signatory.

## Public Seminar and Private Oral Defense

The dissertation examination has two components: public seminar and private oral defense. In the oral defense, the candidates will be questioned on the subject of the dissertation and its relation to the student's special field and collateral subjects. If the reading committee is unable to agree on its recommendations, the Committee on Higher Degrees in Biophysics will decide the question of the acceptance of the dissertation.

On completion of all the requirements, the original bound dissertation, with the Dissertation Acceptance Certificate signed by the reading committee, will be submitted by ProQuest to the Office of the Registrar of FAS, for inspection by any member of the Faculty of Arts and Sciences.

After Commencement, an original bound copy will be deposited in the Harvard Library, open to public inspection. A second bound copy will be kept by the committee chair, and a third bound copy will be kept by the department in which the student worked.

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## Biostatistics

Biostatistics involves the theory and application of statistical science to analyze public health problems and to further biomedical research. The faculty includes leaders in the development of statistical methods for clinical trials and observational studies, studies on the environment, and genomics/genetics. The department's research in statistical methods and bioinformatics and its interdisciplinary collaborations provide many opportunities for student participation. The Department of Biostatistics offers the PhD through GSAS. The Master of Science is available through the Harvard T.H. Chan School of Public Health.

Current departmental research areas include Bayesian inference, bioinformatics, causal inference, computationally-intensive methods, decision sciences, design and analysis of clinical trials, experimental design, high dimensional data analysis, machine learning, measurement error, missing data, multivariate and longitudinal studies, network analysis, quantitative genomics, semiparametric methods, sequential methods, spatial statistics, statistical computing, statistical genetics, stochastic processes, surveillance methods, and survival analysis, among other areas. Areas of application include biology, cancer, clinical research, computational biology, the environment, epidemiology, genetics, health disparities, health policy, HIV/AIDS, infectious diseases, neurology, and psychiatry, among other areas.

Collaborative research activities include coordination of national and international clinical trials, participation in studies of potential environmental hazards, collaboration on novel genetic and genomic studies, evaluation of health interventions and medical technologies, consultation with federal, state, and local agencies, and working with biomedical scientists in other Harvard-affiliated institutions.

The PhD program in Biostatistics trains students in the areas of probabilistic and statistical theory, biostatistical and bioinformatics methods, statistical computation and algorithm development, the ability to collaborate and communicate effectively with scientists in related disciplines, and the ability to teach biostatistics and bioinformatics effectively to general or specialized audiences. The PhD program includes training in the development of methodology, consulting, teaching, and collaboration on a broad spectrum of health-related problems.

The Department offers the PhD in Biostatistics with two areas of interest: Biostatistics and Bioinformatics. Students select the area of interest most appropriate to their background and interests, and satisfy the specific degree program requirements for their area of interest.

## The First Two Years

### Advising and Course Selection

Each first-year student is assigned a faculty advisor by the Biostatistics Student Advising Committee. The faculty advisor will assist the student in course selection and other academic issues until the student has selected a dissertation advisor. The Student Advising Committee oversees student advising and orientation, funding concerns, teaching and research assistantships, and other related matters.

The particular courses a student is required to take may vary based upon his or her academic background. The specific requirements for the PhD in Biostatistics are outlined in the **Biostatistics Graduate Student Handbook**, including requirements for the areas of interest in Biostatistics or Bioinformatics. The director of graduate studies is responsible for reviewing the student's program of study and has the authority to consider exceptions to the rules and regulations established by the department. The recommendations of the director of graduate studies are forwarded to the department chair for final approval.

Advising of students comes from faculty advisors, course instructors, the Biostatistics Student Advising Committee, the director of graduate studies. All students are monitored by the Committee on Academic Standing. Third- and higher-year students are also monitored by their dissertation advisor and their research committee.

## Credit for Work Done Elsewhere

The program may excuse a student from some of the program course requirements in consideration of courses taken elsewhere. Only graduate courses taken after the bachelor's degree may be given official GSAS credit toward the PhD degree. The maximum allowable credit for courses taken elsewhere will be determined by the Registrar's new credit hours for the new student information system. Students petitioning for credit for work done elsewhere should seek the approval of the director of graduate studies. The recommendations of the director of graduate studies are forwarded to the department chair for final approval.

## Master of Arts (AM)

No one is admitted as a candidate for the AM, only for the PhD. Nevertheless, the requirements for the master's degree must be satisfied by all students as they move toward the PhD and are expected to be completed by the end of the fourth term. The AM degree may be granted when these requirements are fulfilled. In addition, the department may confer a terminal AM on students who will not be completing the requirements for the PhD.

For the AM degree, four terms of coursework with a minimum average grade of B is ordinarily required. With the department's approval, students with a previous graduate degree in a medical, scientific, or statistical field and with prior sufficient prior statistical training may qualify for the AM degree with two terms of coursework. The specific requirements for the AM in Biostatistics are outlined in the **Biostatistics Graduate Student Handbook**. Upon fulfilling the AM requirements, students should submit an application for the master's degree.

Applicants interested in the Master of Science program in Biostatistics should apply through the Harvard T.H. Chan School of Public Health.

## Teaching

The Biostatistics program encourages its students to gain meaningful teaching experience as part of their graduate training. All PhD students participate as a teaching assistant in courses offered by the department.

## Computing

Students entering the PhD program in Biostatistics are expected to have experience with a programming language and one or more statistical packages. Given the increasing reliance of statistical practice on computing technology, students are recommended to take one or more courses in statistical computing as part of their program.

## Qualifying Examinations

Each student must take and pass two qualifying examinations: a written qualifying examination and, later, an oral examination.

The written qualifying examination assesses the student's background in probability and statistical theory and in applications. It is administered annually by the Biostatistics Qualifying Examination Committee. The written examination is typically given just prior to the spring term of the second academic year. The Biostatistics Qualifying Examination Committee supervises the writing and grading of the examination. Students may be allowed to retake the examination at most once, with Departmental approval. A student who has not passed the written qualifying examination after two attempts will be asked to leave the program.

The oral qualifying examination assesses the student's potential to perform research in a chosen field, and examines the student's knowledge of his or her fields of study. The oral examination should be scheduled within three terms of passing the written examination. The student nominates a dissertation committee of at least three faculty members who will give this examination. The membership of the Dissertation Committee must be approved by the director of graduate studies. The oral exam must be scheduled at least three weeks in advance. The student will prepare a written report summarizing the topic and reviewing the relevant literature. This written report must be given to the dissertation committee at least three weeks prior to the examination. Successful completion of the written qualifying examination is a prerequisite for taking the oral qualifying examination.

## Dissertation Advisor Selection

Students select their dissertation advisors following their successful completion of the written qualifying examination. The dissertation advisor will take over the duties of academic advising from the student's faculty advisor. A student's selection of dissertation advisor must be approved by the director of graduate studies.

## Research Committee

After a student has passed the written qualifying examination, the student, in consultation with the dissertation advisor, nominates a research committee to oversee the student's progress. The research committee ordinarily consists of the dissertation advisor, who serves as the chairperson, and two or more faculty members. The membership of the research committee must be approved by the director of graduate studies.

The research committee will provide timely and considered advising to the student. The research committee helps set logical goals for the completion of the dissertation and monitors progress toward completion of degree requirements.

The student is responsible for arranging periodic meetings with the research committee. The student and his or her dissertation advisor will prepare a written report twice per year.

## **Preparation for the Dissertation Defense**

The FAS Registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available from the Registrar's Office or from the biostatistics administration office specifying the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted.

The dissertation should be an original contribution to scientific knowledge. It can contribute to a subject matter field through innovative application of existing methodology, can produce an original methodological contribution, or be a combination of the two.

Acceptance of the dissertation is the responsibility of the student's research committee, the department, and GSAS. When the dissertation is complete, the student defends it to the research committee at a public presentation. The defense must be scheduled at least three weeks in advance. Copies of the dissertation should be given to members of the research committee and the department chair at least two weeks before the defense.

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## Business Economics

### Program of Study

Each candidate's program of study will be developed in consultation with the Chairs of the Programs and Admissions Committee. The normal program is outlined below.

### The First Two Years

#### Advising

The Policy and Admissions Committee (PAC) designates faculty members at the Business School and the Faculty of Arts and Sciences as sponsors for each student upon entrance into the Business Economics (BE) program. The sponsors, in conjunction with the PhD Program Offices, will assist the student in deciding which courses to take and how to fulfill various degree requirements. It is expected that students will establish relationships with other faculty members, and it is possible that the major academic advisory role may be assumed by different faculty members in the dissertation stage of a candidate's program. However, students are strongly advised to consult with the sponsors and with the PhD Program Offices during all stages of PhD work.

#### Coursework

- Two one-term courses in microeconomic theory (Econ 2010 a, b) are required.
- One one-term course in macroeconomics theory (Econ 2010 c) is required.
- Two one-term courses in graduate quantitative methods (Econ 2110 and 2120) or a more advanced course in econometrics are required.
- One additional one-term graduate level course is required. This course should be chosen to help prepare for advanced course work in the second year. Econ 2010d is one possibility. Other possible courses could be in mathematics, statistics, computer science, or psychology. The advisor's approval of the course selected for this requirement is necessary.
- Completion of the business history requirement. The business history requirement may be completed in several ways including the Business History Seminar, a pre-approved individual studies course, or a pre-approved MBA course.
- Four one-term courses to satisfy the course requirement of the Special Field Exam, which occurs at the end of the student's second year. See Special Field Exam for additional information.

- All courses should be completed with a grade of B or better.

## Business Education for Scholars and Teachers

Completion of the three-course BEST series offered during January terms.

**BEST Organizations:** This three-week, full day immersion course introduces students to basic functions an operating organization, including accounting and management, marketing, management, finance, and operations.

**BEST Markets:** This two-week course introduces students to how operating organizations deal with external markets, such as having a strategy, understanding capital markets, and thinking broadly about markets from a multidimensional viewpoint, through case-based classes at HBS.

**BEST Teach:** This one-week course introduces students to curriculum development, module development, presentation skills, and teaching methods.

## Field Research Requirement

The purpose of the Field Research requirement is to provide students with the opportunity to engage in a field experience that will expose them to organizations and markets dealing with real-world challenges and help them advance their own research agenda. The Doctoral Program Office is committed to funding this opportunity and for providing assistance, if needed, in finding appropriate field research sites. As an example, a student whose research involves analysis of economic policy or financial markets could use this opportunity to visit the Federal Reserve Bank of New York to gain exposure to policymakers, applied economic research, data, and financial market activity.

Faculty advisor(s) will be responsible for approving a submitted field research plan to ensure that it is in line with the student's research agenda. Students are expected to prepare a report and present their work according to a timeline established by the faculty advisor(s) and Doctoral Programs Office. Further considerations are detailed on the doctoral programs intranet site.

## General Exam

A written general exam in microeconomic theory is required toward the end of the first year of study; students must pass this exam with a grade of B or better.

## Field Exam

The Field Exam is a written examination jointly administered through the Economics department at the Graduate School of Arts and Sciences (GSAS) in conjunction with the Business Economics program. The purpose is to test an area or areas of study in business economics and related fields in economics.

The Business Economics Policy and Admissions Committee (PAC), in coordination with the Economics Graduate Instruction Committee (GIC) will communicate a list of fields to students at the start of each academic year so that students planning to take field exams that year may choose courses to satisfy their field's requirements. For example, international Macroeconomics is an approved course for both the international and the macroeconomics fields; however, one course cannot count toward two fields. Students must take two approved

courses for credit in order to satisfy the requirements for testing in a field. As such, a minimum of four courses needs to be taken for credit. To maintain a minimum breadth of knowledge, a student who wishes to take an exam outside of the offered list needs approval from the Chairs of the Business Economics Program.

By mid-March of the second year, students will complete a “Field Exam” Form, which requires students to indicate their two fields and the four courses they completed in accordance to the requirement. The Business Economics Chairs will sign off on the form to confirm the appropriateness of the courses and fields selected.

## Timing

The Field Exam is completed in May of the students’ second academic year, (during the week following the spring term exams). The date is predetermined by the Business Economics PAC in conjunction with the Economics Department at the Graduate School of Arts and Sciences.

Students must take the field exam by the end of their second year, with the exception being students who take the field courses in their first year and can take the exam early. Field exams can only be delayed after permission is granted by the Business Economics Program Chair in consultation with the student’s advisor. Extraordinary circumstances such as health related issues are also taken into consideration when determining timing.

## Administration

Each field exam will be three hours long. Whenever possible, exam schedules will be coordinated so that students will not be expected to take both exams on the same day. Students should be prepared, however, to take the exam as scheduled.

The exam for each field will contain multiple questions, one (or more) from each of the courses that meet the field requirements (assuming at least one student has taken that course as part of their field requirement). Students will only be required to answer questions from the courses they have taken. For instance, if four courses meet the requirement, then on the exam, a student will get to choose which two of the four questions to answer. As for courses taken outside Harvard, such as at MIT, questions will be generated internally by the relevant faculty in the field.

## Grading

After students complete the exam, the examination committee members grade each answer on a four-point scale (Excellent, Good, Fair, Not Passing). If a student receives a “Not Passing” grade, he or she is not guaranteed an opportunity for re-examination and may be withdrawn from the program. The decision to allow re-examination will depend on a consensus of the faculty in the field taken with the Business Economics PAC. The particular form of the re-exam will be determined by the faculty in the field and can take the form of an oral or written exam.

## Year Three and Beyond

### Teaching Requirement

Students are required to complete a teaching engagement of one full academic term that includes at least 8 hours of front-of-class teaching experience and at least 16 hours of

teaching preparation time.

## Research Progress Report

At the end of their third year, students are required to present their research ideas to a committee comprising of at least two faculty members, including representatives from HBS as well as FAS. The committee will provide feedback and decide if the student is making satisfactory progress toward the degree. Students will receive coordinated advice from faculty regarding the students' progress and be given detailed recommendations for future research plans, particularly with respect to possible job market paper and dissertation plans. If both faculty committee members are present for a student's seminar presentation (e.g., the PhD Finance Lunch), this could fulfill the Research Progress Report requirement in terms of demonstrating a student's research development, so long as the student schedules a meeting with each faculty committee member for coordinated feedback post-presentation.

## The Dissertation

After passing the Special Field Exam, students are expected to enroll in a working seminar or participate in an informal lunchtime seminar group. Students in their third year or beyond must present in the working seminar (or informal lunchtime seminar) at least once per year. The student selects a faculty dissertation committee consisting of three members of the Harvard faculty; two of whom must be members of the Faculty of Arts and Sciences (one must be in the Department of Economics and one must be from the Business School). Under the dissertation committee's advisorship, the student will proceed to complete the dissertation research. The dissertation should demonstrate the candidate's ability to perform original research that develops in a scholarly way a significant contribution to the knowledge and understanding in the chosen special field. The requirement is that the analysis and evaluation of relevant data yield significant and independent conclusions.

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### **Business Studies**

**(See Organizational Behavior)**

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## Celtic Languages and Literatures

### The First Two Years

#### The First Year

Eight half-courses. Should include at least three 200-level half-courses, two of which must be in early Irish or early Welsh language (unless satisfied elsewhere). The ability to read Latin and either French or German. The ability to read these languages is to be demonstrated as follows:

For Latin, successful completion (B-grade or better) of Harvard Latin Aab; for French, successful completion (B- grade or better) of Harvard French Ax; for German, successful completion (B- grade or better) of Harvard German Ax. An equivalent qualification acquired at Harvard or elsewhere (and approved by the director of graduate studies or Celtic department chair) or a departmental examination may also demonstrate competence in any of the languages noted above.

Note: Any coursework offered in satisfaction of this requirement must normally be taken in addition to the eight half-course requirement. The demonstration of ability to read Latin and either French or German may be postponed until the second year.

A grade of Incomplete, whether in Celtic department courses or in courses in other departments, must be converted into a letter grade before the end of the next registration period, or it will become permanent unless the student has successfully petitioned the GSAS Dean's Office for an extension of time.

Students must make up Incomplete grades in required courses before taking the general examination.

#### The Second Year

Students would normally be expected to take eight half-courses, two of which must be 200-level courses in early Irish or early Welsh, whichever has not been satisfied in the first year or elsewhere. This requirement is exclusive of the Latin, French, and German requirement as noted above. The remaining language requirement, namely the ability to read French or German, is to be demonstrated. Any language requirement deferred from the first year must also be met.

### Master of Arts (AM)

Ordinarily, students are not admitted to the department to pursue a terminal AM degree. For students matriculated in the Celtic department and working toward the PhD, and students matriculated in other departments of GSAS, the minimum requirements for the AM in Celtic are:

- A minimum of six half-courses in the department, three of which must be introductory, intermediate, and advanced courses in early Irish or early Welsh (or their equivalents) and at least one additional half-course in another Celtic language.
- Two additional half-courses related to the field of Celtic studies and approved by the department's director of graduate studies.
- The ability to read Latin, to be demonstrated by successful completion (B-grade or better) of Harvard Latin Aab (or its equivalent elsewhere) or departmental examination.
- The ability to read French and/or German, to be demonstrated by successful completion (B-grade or better) of Harvard French Ax and/or German Ax (or equivalent elsewhere) or departmental examination.

## Teaching

Students will normally be eligible for teaching fellowships during their third and fourth years. Students holding the master's degree may be eligible in their second year. Students teaching in courses offered by members of the department faculty must participate in the teaching fellows (TF) orientation program at the beginning of the term in which they will teach, as well as attend course lectures and weekly TF meetings with the course head. Students who are fluent in speaking, reading, and writing one of the modern Celtic languages may be eligible to teach introductory and intermediate courses in that language.

## General Examination

The general examination is a two-hour oral examination in the general field of Celtic studies, augmented by the student's special interests within Celtic or an allied field, normally structured for the purposes of the examination as reading lists of primary and secondary sources in four or five areas.

It is conducted by the student's committee, normally comprising at least two members of the Celtic department and one additional faculty member.

It is expected that the examination will be taken in the third year of PhD residency, ordinarily in the fall. In exceptional circumstances, it may be taken in the spring of the third year.

In cases of unsatisfactory performance, the student may normally take the examination a second time. A student who does not pass on the second attempt must withdraw from the program. A student who has not passed the general examination by the end of the fourth year must withdraw.

## Dissertation

As soon as possible after passing the general examination, and not later than the end of the term following successful completion of the examination, the candidate must identify a dissertation director and submit a prospectus of the proposed dissertation.

Early in the semester following the approval of the prospectus, the candidate, in consultation with the dissertation director, will invite two other readers, one of whom must be a member of the Faculty of Arts and Sciences, to serve as additional readers and to offer guidance as the dissertation progresses. This procedure must have the approval of the chair of the Celtic department.

Members of the dissertation committee must receive a final draft of the complete dissertation by the beginning of August for a November degree, the end of November for a March degree, and the end of March for a May degree.

The final manuscript of the dissertation must conform to the requirements described in **The Form of the PhD Dissertation**.

Students are encouraged to complete the PhD before the end of the sixth year.

## Dissertation Defense

Upon completion of the dissertation, the candidate will be required to defend it before an audience comprising members of the dissertation committee together with an invited audience of faculty and students. Once the dissertation has been successfully defended, the members of the dissertation committee will sign the dissertation acceptance certificate.

## Ad Hoc Degrees

Interested parties should consult the Celtic department's director of graduate studies and review the GSAS *Ad hoc* Program requirements described earlier in this handbook.

## PhD Secondary Fields

The Celtic department encourages students who have a background and interest in a subject closely related to the field of Celtic studies (e.g., Classics, Comparative Literature, Historical Linguistics, Medieval Studies, Romance Languages and Literatures) to consider completing a secondary field in that area. Please see the list of Secondary Fields in PhD Studies in the Graduate School of Arts and Sciences *Programs of Study*.

## PhD Secondary Field in Celtic Medieval Languages and Literatures

Please see the description of the PhD Secondary Field in Celtic Medieval Languages and Literatures at the end of **Chapter VI**.

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## Chemistry and Chemical Biology

### The First Two Years

### PhD Course Requirements and Research

Students must pass four advanced half-courses in chemistry and/or related fields (e.g., biochemistry, physics, etc.) with average grades of B or higher. Grades of B- will count as a pass if balanced by a B+ or better on a one-for-one basis. An advanced course is one designated in the announcement of courses as “for undergraduates and graduates” or “primarily for graduates” with the exception of the following courses that cannot be used for credit toward the PhD degree in Chemistry: Chemistry 100r, 135, 145, 160, and 165; Physics 143a, 143b; Chemical Biology 2200, and Molecular and Cellular Biology 121. Courses numbered 300 or above also do not count toward this requirement.

All incoming graduate students (G1s) are required to take Chemistry 301hf. Scientific Teaching and Communication: Practicum in their first year. This course will teach graduate students how to communicate scientific concepts in the classroom.

During Orientation, incoming students will formulate a Plan of Study in consultation with a member of the Curriculum Advising Committee (CAC). The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.

Students normally satisfy the letter-graded requirements in the first two years of graduate studies. In consultation with the CAC, special arrangements may also be made in the following circumstances:

- (a) Advanced courses passed with honor grades by a Harvard undergraduate, who is subsequently admitted to the Graduate School, may be counted in fulfillment of the departmental course requirement. They may be counted for residence requirements only if in excess of the courses required for the AB degree.
- (b) Students who have taken elsewhere the equivalent of a Harvard advanced course may, by arrangement with the Curriculum Advising Committee, meet the requirement with respect to that course without enrollment by fulfilling such requirements as the instructor in the course stipulates (see **Chapter V**, "Credit for Work Done Elsewhere").

Admission to a research group is strongly encouraged at the start of or during the student's second term. All students should enter a research group by June 30<sup>th</sup> of their first year.

## Rotations

Incoming graduate students are required to participate in three 4-week rotations in different laboratories, OR they may conduct one 8-week and one 4-week rotation in two different laboratories. The goal of the rotations is to broaden a student's scientific perspective by exposure to the science and environment of different laboratories. Students may rotate with faculty outside the Chemistry and Chemical Biology Department. Anyone wishing to do a rotation in an outside department is encouraged to contact the outside faculty member directly to discuss the possibility of a rotation.

## Advising

During Orientation, each incoming student meets with an assigned member of the Curriculum Advising Committee (CAC) to formulate a Plan of Study. The CAC advises students on their academic plans, approves required courses, and assists in decisions related to the PhD program. Any changes to the original Plan of Study must be discussed with and approved by a member of the CAC.

During rotations, once in a lab, each rotation student will be assigned a graduate student or postdoctoral mentor. Mentors are a valuable resource for rotation students, providing guidance and advice regarding lab practices and policies.

All students should enter a research group by June 30<sup>th</sup> of their first year. Once a student joins a research group, the faculty member of that group becomes the student's advisor. If a student subsequently finds that another area of research more closely matches his or her interests, the student should consult with the director of graduate studies.

At the end of their first year students are expected to form, in consultation with the director of graduate studies, their Graduate Advising Committee (GAC). The GAC consists of the student's advisor and two other faculty members, one of whom must be a CCB faculty member. Students report their progress to the GAC at least once per year, beginning in their G2 year. The GAC may require more frequent meetings depending on the student's progress, especially as the dissertation defense nears. Students are expected to present and defend a research proposal anytime between the first semester of their 2nd year and the end of their 4th year in the presence of their GAC. Any one of the G2, G3, or G4 GAC committee meetings can serve as the independent research proposal meeting. The objective of these meetings is to bring focus to the timely completion of degree requirements, to foster (non-advisor) faculty-student interactions, and to provide career counseling.

Students are encouraged to consult with the director of graduate studies on any issues that affect graduate student life.

## Oral Examinations

Students are expected to present and defend an independent research proposal anytime between the first semester of their 2nd year and the end of their 4th year (June 30<sup>th</sup>). Any one of the G2, G3, or G4 GAC committee meetings can serve as the independent research proposal meeting. Students are required to choose topics that are distinct from their PhD research, and the final topic should be arrived at in consultation with their advisor. The student with his/her advisor will decide when to present the independent proposal.

Completing an independent research proposal will expand a student's base scientific knowledge and provide a formal exercise in identifying research projects in interesting and promising areas of research. The objectives of the independent research proposal program are:

1. To provide students the opportunity to:
  1. Think deeply and creatively about a significant research problem and propose how that problem can be addressed experimentally.
  2. Develop writing skills by preparing a clear and concise scientific document.
  3. Develop oral presentation skills and engage in scientific discourse.
2. To provide students with a forum to receive constructive, critical feedback from faculty members.

The oral exam is expected to be 30 to 60 minutes in duration. During the presentation, students should be prepared to answer questions concerning the proposal topic as well as allied areas. Questions of a more general nature or of topical interest (e.g. recent CCB seminars) may also be asked. At the end of the independent research proposal presentation, there will be a short discussion on research progress to date.

## Language

A thorough command of oral and written English is required. Incoming PhD students who are non-native speakers of English and who have not received their undergraduate degree from an English-speaking institution will have their English proficiency tested by the Institute of English Language (IEL). Students who are not deemed proficient will be required to take courses at the IEL to develop their English language skills as part of their preparation for teaching and professional development. Students will not be allowed to teach until they are deemed proficient.

## Teaching

All students are expected to teach in the spring term of their first year and during one term of the second year based on teaching needs. With their advisor's approval, a student may also teach in subsequent years.

## Satisfactory Progress

Continuation in the degree program is contingent on the following: (1) satisfactory completion of required coursework, (2) successful presentation and defense of a research proposal in accordance with policy set by the Graduate Advising Committee (GAC), (3) admission to a research group during the second term in residence, unless extension of time has been approved by the director of graduate studies, and (4) satisfactory progress in 300-level research courses.

## Dissertation

The preparation of a satisfactory dissertation normally requires at least four years of full-time research. The final manuscript must conform to the requirements described online in *The Form of the PhD Dissertation*.

All students are expected to provide a public presentation of their PhD research. The dissertation defense will be comprised of two parts: 1) a public presentation of the student's PhD research to which members of the CCB community will be invited, followed by 2) the private PhD dissertation defense before the dissertation defense committee (generally the GAC). One of the readers must be a faculty member of the department of Chemistry and Chemical Biology (generally the advisor). Two members of the committee must be members of the Faculty of Arts and Sciences. Faculty members from other schools at Harvard who hold appointments on GSAS degree committees as well as FAS emeriti and research professors may serve as a member of the dissertation committee. Faculty of institutions outside of Harvard may serve as a member of the dissertation committee providing the requirement of two readers from the FAS (one being a CCB faculty member; generally the advisor) is met.

## **Master of Arts Degree (AM)**

The Department of Chemistry and Chemical Biology does not grant a terminal AM degree. However, upon completion of certain requirements, students in the Chemistry PhD program may apply for the AM degree. A thesis is not required. The requirements for this degree are:

### **Residence**

A minimum of one year of full-time study is required.

## **Course Requirements and Research**

The student must pass eight advanced half-courses diversified among the fields of chemistry with average grades of B or higher. Grades of B- will count as a pass if balanced by a B+ or better on a one-for-one basis. Typically, four these half-courses are classroom work, and the remaining four are research courses. As many as four half-courses of the required eight may be taken outside the Department of Chemistry and Chemical Biology, provided the Curriculum Advising Committee approves them. Students planning to take such courses should petition the CAC in advance of taking the courses in order to have them count for the AM degree. Approval of the application for the AM degree is contingent upon the satisfactory completion of the required eight half-courses. Proper documentation of passing grades on applicable bracketed courses (i.e., GSAS transcripts) must be received by the department office before approval of the AM degree is granted.

## **Language**

A thorough command of oral and written English is required. Incoming PhD students who are non-native speakers of English and who have not received their undergraduate degree from an English-speaking institution will have their English proficiency tested by the Institute of English Language (IEL). Students who are not deemed proficient will be required to take courses at the IEL to develop their English language skills as part of their preparation for teaching and professional development. Students will not be allowed to teach until they are deemed proficient.



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## Classics

### The First Two Years

#### Course Requirements

- Combination of sixteen half-courses, 301s, or units of TIME.
- The requirements for the seven different tracks (Classical Philology, Classical Archaeology, Classical Philosophy, Ancient History, Medieval Latin, Byzantine Greek, and Modern Greek), and the stages at which they need to be completed, are set out on the **departmental website**.
- Policy on Incompletes: A student may carry a grade of Incomplete (INC) for coursework not completed by the end of the term, but only until the last day of the following term, unless with special permission of the graduate committee. Accumulation of Incompletes is strongly discouraged.

#### Master of Arts (AM)

No terminal AM offered.

#### Teaching

Teaching is considered part of a student's preparation for eventual employment, and candidates are normally expected to be involved in undergraduate teaching beginning in their third year. Teaching may consist of assisting in a large lecture course in the General Education curriculum or in a departmental literature survey, in conducting an undergraduate tutorial, or in full responsibility for undergraduate language courses under the guidance of a faculty mentor.

#### Advising

All graduate students throughout their program receive general advising from the graduate committee, which meets formally with each student every term.

In the course of their preparation for the special examinations, students work closely with three faculty members who direct their special authors and special field.

From the beginning of the dissertation stage, the role of special individual advisor is assumed by the dissertation director.

In the event of a disagreement or dispute between student and dissertation director, mediation will be provided through the director of graduate studies and the chair of the department.

## General Examinations

All students will, normally by the end of their second year, take general examinations as described on the departmental website.

## Special Examinations

By the end of the third or, at the latest, the fourth graduate year, the candidate must take a two-hour oral examination in three chosen categories, as set out on the departmental website. The choice of categories should be submitted for approval by the graduate committee at the time of the general examinations or within a month following them. Preparation for this examination will be by independent study, with regular supervision by a faculty member for each part of the examination (Class. Phil. 302). These examinations may be repeated only once in the event of failure.

## Dissertation

- (1) At the end of the special examinations, or at the latest within one month thereafter, the candidate should specify the area in which the dissertation is to be written and the name of the dissertation director. This person shall be a member of the Harvard faculty.
- (2) The candidate, after consultation with the director, and within two months of the special examinations, will then invite two other faculty members to serve as readers. In exceptional cases, and with the prior approval of the graduate committee, one of these two members may be drawn from another department, another university, or an equivalent institution.
- (3) Before the end of the term following the special examinations, the candidate shall meet with the director and the two readers for approval of the prospectus of the dissertation. The prospectus can take many forms, and its scope is various. The purpose is to ensure that the candidate has done enough work to determine that (a) the project is manageable, is of suitable scope, and has not been done before in the same way, and (b) the candidate has the knowledge and skills to make an original contribution on the topic. The prospectus should include an account of the issue to be investigated, an outline of the approach to be taken, an annotated bibliography, and a timetable for completion. The recommended length is 20-25 pages. The director shall promptly notify the graduate committee (by means of the appropriate form available in the department office) of the approved title and the name of the members of the dissertation committee.
- (4) The director and other members of the dissertation committee shall, by May 15th of each year, or within twelve months of the prospectus meeting, and on annual occasions thereafter, meet with the candidate to reflect on the progress towards the dissertation, and on other aspects of the candidate's professional profile (teaching, attending conferences, giving papers, publishing articles, etc.). External members of the committee shall normally be physically present at these annual meetings, but may be present via conference call, Skype, or video-

conferencing. The candidate shall submit to the committee a self-report in advance of this meeting, detailing progress towards the dissertation, any problems or setbacks, reflections on teaching, and on professional development in general. After the meeting, the advisor shall prepare a written summary of the discussion, and this report will be made available to the student and the DGS.

(5) Not later than the end of the sixth graduate year (except by permission of the graduate committee), the candidate must present a dissertation as evidence of independent research. The dissertation shall be completed in conformity with the guidelines set out in the GSAS publication, *The Form of the PhD Dissertation*, and the following procedure shall be followed for the submission and defense of the dissertation:

(6) When the candidate and the committee deem that the dissertation is ready to be examined, the candidate shall present three unbound copies of the entire dissertation not later than one week before the degree application due date specified on the **Degree Calendar** in the GSAS handbook for that year.

(7) The members of the committee shall have not less than two weeks after the submission date in which to read the dissertation, after which they shall confer, either in person or by other means, and shall decide, by majority vote, whether the dissertation defense should proceed. If the decision is positive, the committee members shall also agree on the changes and revisions needed for the dissertation to be approved. If, in the view of the committee members, substantial work remains to be done on the dissertation, the defense will be postponed to a later date. The director shall communicate the results of the committee discussion to the candidate.

(8) If the committee decides that the defense can proceed, the candidate shall normally have up to four weeks in which to make such changes and revisions as may have been specified by the committee and to submit a revised draft of the dissertation. The committee members shall have at least one week to review this revised draft before the defense takes place.

(9) The defense shall consist of a full and frank discussion of the dissertation, including plans for eventual publication of the results in article or monograph form. External members of the committee shall normally be physically present at the defense, but may be present via conference call, Skype, or video-conferencing. Following the discussion, the members of the committee shall decide, by majority vote, whether to approve the dissertation, and, if the result is positive, shall sign the dissertation approval form.

(10) The dissertation as approved shall be accompanied by two copies of a summary of no more than 1,200 words, which the director will promptly forward to the Editor of *Harvard Studies in Classical Philology* for publication.

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# Harvard Graduate School of Arts and Sciences

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## Committee on the Study of Religion

### The First Two Years

#### Coursework

Full-time study during the first two years, i.e., four half-courses during each term, with a minimum average grade of B, is required.

#### General Course Requirements

Satisfactory completion of two common seminars, Religion 2001 and Religion 2002, normally taken, respectively, in the first and fourth terms of study, is required. In addition, a minimum of two courses in either: a) a tradition, b) a geographical-historical complex, or c) a methodological approach outside the specialization is required.

#### Languages

A high standard of reading proficiency in two scholarly languages, relevant to scholarship in the proposed course of study, in addition to English, is required. Proficiency can be demonstrated by a) receiving a “High Pass” score on the language examinations administered by the Harvard Divinity School, b) receiving a B+ grade or higher in both a third- and fourth-term language course at Harvard, or c) receiving a grade of A- or better in a one-semester advanced intermediate language course at the Divinity School or in the Faculty of Arts and Sciences, or d) completing Religion 3002: Foreign Language Certification, and receiving certification of reading competence by means of tests and assignments given by an approved regular member of the faculty. Students are strongly encouraged to pass one scholarly language requirement upon entry into the program and the other within one year of entry.

#### Second-Year Review

An oral second-year review (one-and-a-half hours) will assess the student’s progress in the specialty, ability to pursue self-critically an academic study of religion, and probability of completing the PhD program successfully. The review normally occurs in the third or fourth term of study.

#### Master of Arts (AM)

No one is admitted as a candidate for the AM, only for the PhD. Nevertheless, the requirements for the master's degree must be satisfied by all students as they move toward the PhD, and are expected to be completed by the end of the fourth term. The AM degree may be granted (upon application) when these requirements are fulfilled.

For the AM degree, a minimum of two full years of coursework (sixteen half-courses with a minimum average grade of B) is required, the scholarly language requirements must be met, the general course requirements (as above) fulfilled, and a satisfactory second-year review completed.

## Teaching

In addition to its financial benefits, teaching is considered integral to the program of the PhD studies in religion at Harvard. There are many opportunities for teaching in the Faculty of Arts and Sciences, in the religion undergraduate concentration, and at the Harvard Divinity School. PhD students are guaranteed teaching in their third and fourth years, and in some cases may teach beyond that. Normally students may not teach before the third year.

## Advising

Upon entry into the program, each student may choose a faculty advisor based on the area of specialization. At any point a student may change advisors should another faculty member prove more suitable for their program. Occasionally, students will have two co-advisors. The faculty advisor participates in a student's second-year review, chairs the examining committee for the general examinations, works with the student in formulating a prospectus, and directs the writing of the dissertation.

## General Examinations

After the satisfactory completion of two years of full-time study, the secondary language requirements, the general coursework outside the specialization, and the second-year review, a student prepares for the general examinations. PhD students must take their generals no later than the sixth term of study. All PhD students take a general examination which deals with theoretical and methodological issues in the study of religion. Three additional examinations are arranged according to a student's context of study and specialization.

## Dissertation

Within twelve (preferably six) months of passing the general examinations, all candidates must submit a written prospectus of not more than 3,000 words (plus bibliography), formulating a dissertation project. Upon formal approval of the prospectus, the student commences the writing of the dissertation. Post-prospectus, students are required to submit one completed chapter per year to their advisors. The length of dissertation is normally limited to 300 pages. Once the dissertation is completed and approved by the advisor, the degree candidate is examined orally by a committee of at least three faculty readers, two of whom must be members of the Faculty of Arts and Sciences.

The entire PhD program should not exceed seven years.\* Students who do not complete the degree in seven years must petition the committee for an extension of time in the program. In

such a petition, the student and the dissertation advisor must present evidence of reasonable and substantial progress as well as a time table for completion of the dissertation. Extensions will not be granted beyond the tenth year. Only in unusual cases can the program be completed in less than four-and-one-half academic years.

\* Students are permitted a maximum of four terms on leave of absence status prior to completion of the degree program. Except in special circumstances, leaves of absence are counted in calculating departmental time to degree.

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## Comparative Literature

### Advising

All first- and second-year students have two official advisors: 1) the Director of Graduate Studies (DGS), who for the 2014-2015 academic year is Professor Karen Thornber ([thornber@fas.harvard.edu](mailto:thornber@fas.harvard.edu)) and 2) a Field Advisor, who is most often a faculty member in the Department of Comparative Literature. The DGS assigns all incoming students a field advisor for their first and usually second years. Students have the option, at the start of the G2 year, of continuing with the same field advisor as during the G1 year, or of choosing another faculty member. In the third year, students have one official advisor, the Field Advisor, who often supervises the major Orals field. During the G4 year and beyond, students have as their principal advisor the chair or another member of their dissertation committee.

### Course Requirements

The number of courses required for the PhD in Comparative Literature is sixteen, of which at least eight must be graduate (200-level) seminars. Students can arrange to produce extra work, typically in the form of a graduate-style research paper, so as to receive 200-level credit for courses that are listed at the 100-level in the ***Courses of Instruction***; such an arrangement should be made early in the term when the course is being taken, if possible within the first two weeks of classes, because the plan must be approved by the course instructor and the DGS. The necessary approval form is available from the Department Administrator, Wanda Di Bernardo in Dana-Palmer, or may be downloaded from the department's website.

The remaining eight courses may include 100-level courses, 200-level seminars, 300-level Reading and Research Courses (reading courses generally not requiring a seminar paper), or language courses. Students will write two or three substantial seminar papers each semester during the first two years; two is the minimum (and quite sufficient) expectation, three is the maximum students should undertake to write each semester, so as to have time to do the work thoroughly. With permission of the DGS, up to four language courses may be counted toward the degree.

Students are expected to balance coursework in the following manner: at least four courses in the Department of Comparative Literature (which can include up to two of the 100-level "Literature" courses); three in a first literature; two in a second literature; and two in a third literature.

A course that is cross-listed in the Department of Comparative Literature will be counted either toward the Comparative Literature requirement or toward the national literature from which it is offered (if the readings were done in the original), but not toward both. In such cases, students should let the department administrator know how the credit should be counted. To satisfy the literature requirements in first, second, and third literatures, reading must be done in the original language. If the DGS determines that work was not read in the original language, departmental credit will be withdrawn.

The first literature must have a historical component, whatever the area of specialization: that is, it must include at least one course in a period different from the period examined in the other two courses in this literature. Other coursework may include relevant courses in literature, in language study, or in other disciplines relevant to student interests, such as philosophy, history, anthropology, religion, linguistics, or art history.

Overall, student coursework must include a significant dimension of comparative historical or cross-cultural study. This dimension can be met by taking a minimum of three courses with a chronological or regional focus different from the primary area of focus. (In the case of a chronological breadth, these three courses could include the historically diverse third course in the primary literature.) It is important that these three courses be distinctly different from the main period and/or culture in the program. Thus someone concentrating on European modernism would not be able to fulfill this requirement with three courses in the European nineteenth century; either a greater historical depth or else a significant cultural range (for example, modernism in East Asia) would be expected. Many students will declare a chronological focus on a particular period. However, students may request a focus that covers a genre or field of study if it is followed throughout a very broad historical or cultural range, e.g., tragedy or lyric poetry in languages ancient and modern, or comparative cross-cultural poetics. In addition, students may identify a special interest in a particular literary form (such as drama, lyric, narrative, and the like) or a topic of substantial scope in literary theory (poetics, literature in its social context, the relation between literature and one of the other arts, and so forth). Whatever choice a student makes, the decision must be communicated to the DGS by April 1 during the first year of study. If a student can identify his/her focus earlier, he/she is welcome to do so.

It is the student's responsibility to ensure that the department is informed of any change of focus, since meeting certain departmental requirements is based on this focus.

## Grades

Candidates for the PhD are required, in a given year, to receive more A's than B's and no grade lower than B-. A course graded below B- will not count toward the degree; more than one course below B- would be a serious indication of unsatisfactory progress in the program.

*Incompletes:* Students should avoid taking "Incompletes." Incompletes frequently become administrative nightmares that mar the transcript and damage students' chances in applying for fellowships. Even worse, Incompletes taken in one term can have a snowball effect that causes students to fall further behind in their coursework in the following term.

Students in Comparative Literature may not take more than one Incomplete per semester.

Under no circumstances are they permitted to take an Incomplete in the Proseminar (Comp Lit 299a: What is Comparative Literature?) or in the department's professional development

course (Comp Lit 243 hf: Survive and Thrive). To remain in good standing, students may take no more than two Incompletes per year. By GSAS rules, Incompletes must be changed to a letter grade before the end of the following term (unless the professor sets an earlier deadline) or the student must submit a petition for an extension of the Incomplete. According to departmental policy, two unfinished Incompletes may result in the candidate being asked to withdraw from the program or to take a leave of absence. Furthermore, two Incompletes will render a student ineligible for summer stipends, which are dependent upon satisfactory progress. As in all cases, students having academic difficulties should see the DGS at their earliest opportunity.

## Language Requirements

By the time students take the Oral examination (spring of the G3 year), they must know at least four languages related to their courses of study and long-term interests. One language may be studied only for instrumental reasons; at least one must stand in a useful “cross-cultural” or “diachronic” relationship to the others.

In September of the G1 year, after consulting with the DGS and field advisor, students should draw up a list of four or more proposed languages; three of these will normally constitute the literatures they declare as their “first,” “second,” and “third” literatures in which they will be doing coursework. Students should submit this list to the DGS no later than October 1st of the first year. The list of proposed languages may be revised and resubmitted at a later date so long as it meets department guidelines, but it is important at the outset to develop a solid initial plan for the languages and literatures on which the student will be focusing.

Language requirements must be finished by the end of the third year; candidates who want to take an A.M. after the second year must complete language requirements in three languages before the degree can be awarded.

### ***Instrumental language:***

One of a student’s four languages *may* be an “instrumental” means for reading criticism, or an access to philological and/or historical issues, or a first step toward eventually studying the literature. Students may exercise this option by taking an upper-level language course (consult the DGS for approval, as the necessary level of coursework varies by language), or by passing a reading exam administered by the department. The instrumental language is an option that may appeal to candidates who seek in three languages a command that includes not just reading but extends to include speaking, listening, and writing, and in one language reading knowledge only; other candidates may choose to develop full command of all four languages.

### ***Premodern or cross-cultural language:***

One of a student’s four languages *must* be either premodern (diachronic) or cross-cultural. The term “premodern” implies that this language stands in a historically foundational or, in certain cases, diachronic relationship to one of the other languages. Foundational languages would include classical Latin and Greek, biblical Hebrew, and classical Arabic, Chinese, Armenian, and Sanskrit. Normally this language is not simply the “Old” form of a modern language which

is studied in Old, Middle or Medieval, and Modern forms. In the event of uncertainty, candidates and/or their advisors should consult the DGS.

The term “cross-cultural” implies that this language is from another linguistic-cultural group than the others. Usually a candidate working primarily on European languages and literatures, and choosing not to study a premodern language, would need to study a language such as Chinese or Arabic to meet this requirement. Normally, English will *not* count as a cross-cultural language. The cross-cultural requirement may be waived for students who are doing a combined AB/AM degree. However, if they are subsequently admitted to the PhD program, they must then satisfy the requirement.

### ***Language Exams:***

Competence in languages can be demonstrated by taking 100- or 200-level courses in the literatures of the languages (not language-learning courses, but ordinarily courses in the departments in which those languages are offered: arranging to do some of the required readings in the original language in a course taught in translation is not usually sufficient) or by taking a departmental translation examination. Under most circumstances PhD candidates will demonstrate competence in three of their four literatures by meeting the course requirements for the first, second, and third literatures. For instance, a student who wishes to concentrate on literatures in English, French, and Spanish would take three courses in one of these and two in each of the others. Such a student might need to take an exam to meet the requirement for a language that stands in a “cross-cultural” or “diachronic” relationship to the candidate’s literatures.

Students who want to meet the language requirement through an exam are encouraged to take it as early as they feel ready, since not passing the exam is no dishonor at all and since the exam can be taken again when it is next offered. Sometimes examiners in a given language have established a set group of texts from which passages for translation will normally be drawn. For example, the classical Latin exam has tended to be a passage of 20 to 25 hexameter lines from the poetry of Virgil. The goal of the exams is to demonstrate an ability to read the language in question effectively. For that reason, students taking the exams are allowed to use dictionaries. Students are allowed one hour for the examination.

Students who wish to take a language exam should approach the departmental administrator. Often it will be possible to see copies of old exams, to get an idea of their length, difficulty, and variety. The administrator is responsible for scheduling the exam and (in consultation with the DGS) for approaching faculty members in the department who are most suited to set and grade the exam.

Candidates whose program of study requires more than the language and related study outlined in previous sections of the regulations, especially those involving coursework, may design in advance appropriate arrangements in consultation with the DGS.

### **Second-Year Paper**

During the first week of their G3 year, each student submits a Second-Year Paper of 25–30 pages on a comparative topic. This can be an expanded version of a seminar paper written in an earlier semester, or it can be developed on the basis of an individual reading course guided by a faculty member. Writing a Second-Year Paper will demonstrate the ability to do a

serious comparative project as the student completes coursework. Students will receive active guidance on making the transition from seminar papers to the writing of articles, including a required meeting with the DGS early in the spring semester of the G2 year, and a required Second-Year Paper Conference where the student reviews his/her Second-Year Paper prospectus with at least two faculty members. These two faculty members ordinarily will be the readers of the Second-Year Paper and will provide a pass/fail grade and written comments.

## **Master of Arts (AM)**

Application for admission must be to the PhD program, with the exception of Harvard College undergraduates with advanced standing who apply for a combined AB/AM. Students already in the PhD program may receive an AM degree in passing.

To obtain the AM the candidate must complete eight half-courses. One of these half-courses must be the Proseminar, another one must be in Comparative Literature, and the remaining six must include three in the first literature and two in the second literature. No more than one of the eight half-courses may be a reading course.

Candidates are required to have at least as many 200-level as 100-level courses, and only in rare exceptions will courses below the 100-level be allowed to count toward the degree. The candidate must demonstrate proficiency in three languages, one of which may be English. Except for AB/AM candidates, one of the languages must be premodern or cross-cultural, as described in the requirements for the PhD.

## **The Third Year and Beyond**

The third and fourth year requirements in the PhD. program in Comparative Literature are the PhD Orals Examination and the Prospectus Conference, respectively.

Students are required to begin formulating orals fields and lining up examiners during the spring semester of their second year. They should have all three lists drawn and approved by the end of May.

### **The PhD Orals Examination:**

This exam must be taken in the spring of the G-3 year. It has a tripartite structure, consisting of a one-hour major field and two half-hour minor fields, each with one examiner: The major field involves three (or more) languages, with a reading list of some forty books (or shorter works adding up to a comparable amount of reading), selected in consultation with the examiner to give the student's personal take on the likely field of specialization. The major field should provide a broad context for the eventual dissertation topic, while also enabling students to demonstrate a solid knowledge of the primary field, of the sort they might be asked to draw on in creating a survey lecture course.

The two minor fields will each involve a reading list of about twenty books or their equivalent. One minor field could be geared directly to the likely dissertation topic, when known; one could have a predominantly theoretical or interdisciplinary cast. If the major field concerns literature of a single period, one of the minor fields should be based in another period.

The orals fields and lists will be reviewed and approved by the DGS once the three examiners have approved their lists. During the third year, students are expected to meet periodically with

their three examiners, on whatever schedule fits their preparation, but making sure to have at least one meeting every two or three weeks with one or another examiner.

Preparation for the PhD Orals Examination is designed to help build interaction with faculty members (most likely with some direct overlap with the subsequent dissertation committee), and the examination itself will create an occasion that approximates aspects of a job interview.

### **Prospectus Conference:**

Following the successful completion of the PhD orals examination, students will develop a dissertation prospectus of ten to twelve pages (plus bibliography). The prospectus should be completed no later than November 15 of the fourth year, at which point the department office will schedule the prospectus conference, to be held if possible by the end of the fall semester. The conference is a meeting between the student and his/her dissertation committee, consisting of a principal dissertation advisor (PDA) and two other committee members (readers). At least one of the three must be a member of the Comparative Literature faculty (more likely, two or even all three will be members). The principal dissertation advisor can be the same faculty member as the student's previous academic advisor, but will often not be the same. If a student's PDA is a member of the department, then he or she also becomes the departmental academic advisor; if a student's PDA is not a member of the department, then the student should choose a different departmental academic advisor, most likely another member of the dissertation committee.

The prospectus conference will be a discussion of a fairly broad range of reading that the student has undertaken in preparation for work on the dissertation. The conference will include a detailed discussion of the dissertation prospectus itself, with the aim of ensuring that the student is well prepared to move forward with the project and has developed both a viable conceptual structure and an appropriate outline of the chapters that will comprise the dissertation. Often, the three examiners for the PhD Orals Examination will also serve as the three faculty participants in the Prospectus Conference, but there can also be changes in personnel from one stage to the next. Ordinarily, but not necessarily, the three faculty members who participate in the Prospectus Conference will be three readers of the dissertation.

### **Acceptance of the Prospectus:**

After the prospectus conference, the prospectus, revised if necessary, will be circulated to the full faculty of the department. At a department meeting convened by the chair it will be discussed and voted on, ideally in December of the fourth year if not sooner. Where appropriate, a student's first reader will communicate any further suggestions for revising the prospectus and the bibliography. If the department votes for further changes to the prospectus ("passed with minor changes"), there is normally no need for the members of the Committee to reconfirm their approval.

### **Working on the Dissertation:**

As the culmination of one's graduate studies, the period of work on the dissertation can be the best of times or the worst of times, if not both. You should have the satisfaction of drawing on much that you have been learning in the past years, and of finding or refining your scholarly

voice and entering fully into the debates in the field; at the same time, you face the challenges of managing a very different kind of schedule and scale of work than anything you have likely experienced before. If the prospectus phase was largely about the dissertation's spatial form (how many chapters, how long, what narrative arc), the writing phase becomes equally about time. How can one best structure one's days, weeks, and semesters to keep oneself working productively at a pace suited to the length of the project, neither burning out nor letting the project extend into an indefinite horizon? Individual projects and schedules vary greatly, but a few basic guidelines can help make this the best of times, yielding an excellent written product within the time – and the funding – available.

1. *Break it down.* The best way to write a dissertation (and, generally, a book as well) is one chapter at a time. Many students write chapters in the order in which they will appear, but this is not always the case. Usually the introduction is best written at the end, together with the conclusion.
2. *Pace Yourself.* For a typical four- or five-chapter dissertation, a good output is roughly one chapter per semester or summer. This may seem a daunting pace, but in fact students have been writing 50 or 60 pages per semester all through graduate school, which is just the rate they should aim for in the dissertation. True, you are supposed to accomplish more in the dissertation than in a set of seminar papers, but you know more than you did before, and the extended work on your prospectus yielded a viable topic, which you now have the challenge of developing at full length.
3. *Make a plan.* Upon approval of the prospectus, students should work out an overall plan for the coming two or so years of dissertation work, and a second, week-by-week plan for the upcoming semester. They should show these plans to their advisors for input, then proceed accordingly, modifying the plan from time to time as needed. For a hypothetical five-chapter dissertation begun in the middle of the fourth year, the plan might run as follows:

|              |  |
|--------------|--|
| G4<br>spring | Chapter 1  |
| Summer       | Research abroad  |
| G5 fall      | Chapter 2  |
| G5<br>spring | Chapter 3  |
| Summer       | Chapter 4  |
| G6 fall      | Chapter 5, plus first venture into the job market  |
| G6<br>spring | Introduction, Conclusion, and defense  |
| G7 year      | Revisions toward publication, plus intensified job search, if no job emerged the previous year |

4. *Timing.* It is important that a student try to have the body of the dissertation drafted by the fall of the G6 year, so that he/she can make a serious showing on the job market that year. Circumstances can arise that extend this schedule, such as adding in a year on fellowship

abroad, but the above plan is highly advisable as a starting-point. Along with this overall plan, at the start of each semester you should work up a weekly plan for the semester, taking into account your teaching schedule or other non-dissertation commitments, and building in substantial blocks of time most days for dissertation work. As much as possible, try to block out in advance the most productive time of day for the dissertation, giving yourself three hours; eight hours, of course, is ideal. You may be able to do more on some days of the week than on others, but an average of five hours a day (25-30 hours a week) will likely be about right to get the job done and still give you time for other commitments. The semester schedule can and should be revised as needed, but you are much more likely to make steady progress if you have a set plan from which to work.

5. *See the committee.* Your PDA and other dissertation committee members are there for you, but it is your responsibility to take the initiative to meet with them. Much as with orals preparation, you should set yourself a schedule to ensure that you see one or more of your advisors every few weeks, first to discuss tentative plans, then to discuss a chapter outline, perhaps again for a general midway conversation on a chapter, then of course to hand in the draft prior to the chapter meeting that you should aim to have each semester.
6. *Learn from your chapter meetings.* Approximately once per semester you are required to have a chapter meeting with your dissertation committee. Most students use this occasion to discuss a completed draft of a new chapter, although you may occasionally have two chapters to discuss at a time or have a second meeting to discuss a chapter that needed substantial revision after the first chapter meeting.
7. *Share work.* The Poggioli Graduate Student Colloquium, directed by Professor Karen Thornber is an ideal forum in which to share one or more of your dissertation chapters; attending this forum also allows you to observe other students developing and discussing their work. Beyond campus, you should present your work at one or two conferences a year; the ACLA annual meeting is particularly recommended. The department has funding to assist in conference travel, as do several Area Centers on campus and the Graduate School of Arts and Sciences. Also it's good to send out a couple of articles for publication, either derived from dissertation chapters or potentially something not dissertation-related, so as to show the diversity of your work when you go on the job market.

## **The PhD in Comparative Literature with a Special Program in the Study of Oral Tradition and Literature**

The requirements for this special program are essentially the same as those listed above, except that at least one of the literatures must constitute (or at least include) a substantial corpus that is independent of written transmission and that derives from collections of performance recorded under strictly supervised conditions of fieldwork. A major resource for such purposes is the Milman Parry Collection at Harvard. Students in this program are overseen by the department's Committee on the Study of Oral Tradition and Literature. Please see the description of a secondary field in Comparative Literature at the end of **Chapter VI** (see below).

### **Secondary Fields**

The Department of Comparative Literature offers Comparative Literature as a secondary field in GSAS to enrich the education of Ph.D. students in other departments who seek to do research and teach across the institutional boundaries of national languages and literatures. As faculty members, students specializing in a national literature may be called on to teach comparative courses or courses in general or world literature. The secondary field in Comparative Literature prepares them to do so by introducing them to basic issues in the field. Although the department recognizes that literatures in a single language constitute a coherent tradition, Comparative Literature seeks to develop an awareness of how literary works move across language borders, both in the original language and in translation. The department calls attention to theoretical issues shared not only across the boundaries of languages but also across very different traditions.

## Prerequisites

An ability to work in literatures in at least three languages. Normally this will be demonstrated by coursework in which at least some of the primary readings are in the language. In certain circumstances (for example, if one of the languages is the student's native language) the DGS may waive the requirement that competence in a language be demonstrated by coursework. If English is used as one of the languages, the other two languages should show some breadth; that is, they may not be closely allied, either linguistically or by academic convention (e.g., Spanish and Portuguese, Urdu and Hindi, classical and modern Chinese, or Greek and Latin). The judgment regarding what can legitimately count for the set of three languages will be at the discretion of the DGS.

## Requirements

1. Four courses, one of which must be the Comparative Literature proseminar and two of which must be other Comparative Literature seminars at the 200 level. The remaining course requirements will be met by either 200-level seminars in Comparative Literature or 100-level Literature courses, which normally count for graduate credit in Comparative Literature.
2. Successful completion of a Second-Year Paper of 25-30 pages on a comparative topic, as required for students in Comparative Literature. Students doing a secondary field in Comparative Literature do not need to submit the Second-Year Paper by the end of their G2 year, but they are encouraged to submit this paper as soon thereafter as possible. Contact the Director of Graduate Studies, **Professor Karen Thornber** with any further questions.

Further information regarding courses and programs of study in comparative literature may be found on our **website**.

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## Earth and Planetary Sciences

### Academic Advising

The Graduate Studies Committee (GSC) meets with all new students and confirms a preliminary advisor during the first week of the fall term. (Normally, it will be clear from the admissions process which faculty member should be the preliminary advisor.) After meeting with the GSC, students meet with their preliminary advisor during the beginning of the fall term to discuss a plan of study.

Unless students have an outside fellowship, the first year of funding derives from the Graduate School of Arts and Sciences (GSAS). This system is set up so the student can explore the scientific possibilities within the department before deciding upon a dissertation topic and PhD advisor. Toward this aim, the majority of the Earth and Planetary Sciences (EPS) faculty give introductions to their research and laboratories on Friday afternoons during the fall term. Toward the end of the spring term, first-year students submit their Plan of Study, which includes their proposed PhD advisor and advisory committee.

Normally, the advisory committee consists of a principal advisor and up to three other faculty members from the department. Members of the advisory committee are selected by the students in consultation with their advisor. As students' research interests evolve, the composition of their advisory committee can be adjusted. Students who change their principal advisor to a non-EPS advisor should consult the EPS Co-Advisor Guidelines available on the EPS website. The co-directors of graduate studies mediate issues between graduate students and advisors should they arise.

### Plan of Study and Course Requirements

All first-year graduate students are required to file a Plan of Study form toward the end of their second term. The form asks students to specify which courses they intend to use to satisfy each component of the course requirements, to name a PhD advisor, and to list members to serve on their advisory committee. The students' principal advisor and the co-directors of the GSC will review and approve the Plan of Study, or will notify students and their principal advisor if they foresee any problems. Students are encouraged to check with the GSC at the beginning of their first year to make sure the courses they plan to take are consistent with the course requirements.

All students are required to take at least eight letter-graded graduate-level half-courses in fulfillment of the PhD degree. Four of these half-courses must be at the 200 level in Earth and

Planetary Sciences or related courses at a suitable level in other disciplines such as Applied Mathematics, Applied Physics, Astronomy, Biology, Chemistry, Engineering Sciences, Mathematics, or Physics. These courses should provide the student with the basis of knowledge required to do research.

Two applied math half-courses are required, and are meant to provide students with a broad mathematical education in addition to providing them with the mathematical tools they might need for their research. Students in geophysics, climate, ocean and atmospheric dynamics and other math-intensive research areas are normally expected to take Applied Math 201 and a second graduate-level applied math or statistics course such as APM 202, 205 or Statistics 230. Students in less mathematically-oriented research areas (as defined by their advisory committee) are expected to take Applied Math 105 and one of Applied Math 104, 111, 115, 147 or higher-level math courses, or Statistics 110, 111, 139, 149 or higher. Additional math and statistics courses not listed here may qualify with GSC approval. The department assumes all students have taken the mathematic equivalent to Applied Math 21a and 21b. If not, they should be taken in addition to the above requirement and incoming students should be aware that this represents a significant additional commitment.

To ensure that graduate students gain exposure to the many areas of Earth sciences, the department has a breadth requirement. Students are required to take at least two EPS courses outside of their main area of research interest. These courses must be approved by the student's advisor. By petition to the GSC, courses with an Earth or planetary science component in other departments at Harvard may count towards the breadth requirement, provided the course is a lecture course with an exam or a term paper designed for graduate students.

The requirements outlined above are a minimum standard and students will usually take additional courses in their selected fields and in other fields. Students normally satisfy the course requirements in the first two years of graduate study in preparation for their qualifying oral examination; however, students need not fulfill these requirements before beginning research and should not put off research on this account.

All degree candidates must maintain an average equivalent to B or better to continue in the program. Satisfactory progress is reviewed annually and students who fall below the grade minimum will normally be given one term to improve their grades

## Field Trip

All graduate students are required to participate in at least one department-sponsored field research trip during their time at EPS. These annual trips are organized by EPS graduate students and are approved by the GSC. Students learn about the relevant earth science in a particular area and gain experience in planning field trips—from developing an itinerary to preparing a budget to executing and reporting on the trip. Alternatively, students may be a leader on one of the undergraduate field trips, as appropriate, or may carry out other department-sponsored fieldwork. Students who are unable to take part in a trip should complete a waiver form by the end of their fifth year.

## Teaching Requirements

All PhD students are required to serve as teaching fellows for at least two sections during their time at Harvard. The two sections should be for two different courses or for the same course in two different years. This requirement ensures that all students have at least some exposure to classroom or laboratory interactions with undergraduates, as teaching will likely be an important aspect of any future career. First-year students may not teach in their first term, but may serve as teaching fellows in the second term when the course material is useful for their own professional training (generally not Core, General Education, or introductory classes). Many students teach more than the minimum requirement. In some cases, this additional teaching provides necessary financial support for their research if research grants or fellowships are not available. However, to ensure that teaching does not prohibit satisfactory progress, students are required to petition the GSC if they wish to teach more than two sections in a single academic year.

It is department policy that students keep half of the teaching stipend after meeting the two-course teaching requirement. Teaching two sections of one course in a given term merits the financial teaching benefits but does not satisfy the academic teaching requirements. Under special circumstances, students may petition the GSC to keep the full stipend while teaching the two required sections or after they have fulfilled the minimum requirement.

If a student has received an outside fellowship that permits additional support, he or she may keep the stipend from teaching in addition to the fellowship—even if it is while teaching the two required sections.

Students are required to consult with their faculty advisor regarding when and which courses they should teach, in order to maximize the benefit to their education and training and make sure teaching does not interfere with their dissertation work. Students are also required to attend teacher training such as an EPS micro-teaching workshop or a Bok Center Teaching Conference (offered at the start of each term) prior to teaching their first class. Students for whom English is their second language may want also to contact the Bok Center to discuss which resources (available year round) would help them become effective teachers.

Students should obtain their faculty advisor's approval before undertaking outside work.

## Qualifying Oral Examination

The purpose of the oral examination is to determine a student's depth and breadth of scholarship in a chosen area of specialization as well as the student's originality, capacity for synthesis and critical examination, intensity of intellectual curiosity, and clarity of communication.

In consultation with their principal advisor, students are required to prepare and submit to their oral exam committee and to the graduate coordinator a paper on a research topic, to discuss it in-depth, and to answer questions about the topic and closely related problems. The paper should be no more than fifteen pages including figures but not including references, in 12 pt. font with 1.5" margins. More far-reaching questions that have a bearing on the research will also be subjects for discussion. The research paper should be distributed to the committee with a copy to the graduate coordinator at least two weeks prior to the date of the orals, failing which their exam may have to be rescheduled.

All candidates for the PhD degree are expected to take the oral examination by the end of their fourth term in the program. It is the student's responsibility to file the Request for the

Oral Examination form or petition for postponement. The form requests the student and principal advisor each to nominate a member of the examining committee for the oral examination. Normally, these will be the other members of the student's advisory committee. The examining committee will consist of the principal advisor, the nominee of the principal advisor, the nominee of the student, together with a fourth member from the GSC who will be appointed by the GSC. This fourth member will act as convener (i.e., chair) at the examination and will report the outcome of the examination to the graduate coordinator. The Request for the Oral Examination form or a petition to postpone is due by the study card due date in the student's fourth term in the program.

Request for permission to postpone the examination is by written petition to the GSC and should include statements by both the student and his/her principal advisor outlining the reasons for postponement.

Oral examinations are open to all faculty members of the department, but only the examining committee members will evaluate the students. The examination generally begins with a presentation of the student's proposition lasting approximately twenty to twenty-five minutes uninterrupted (approximately 20-25 slides). Visual aids are encouraged; it is the student's responsibility to ensure that the necessary equipment is set up. The presentation should include an introduction explaining the rationale for the study, the methodology employed, and something of the context in the field of study into which the research project fits, and its implications or possible implications for neighboring branches of the Earth sciences.

The student's presentation will be followed by questions from the examining committee members and other faculty members present that will focus on issues bearing on the ability of the student to carry out dissertation research in his or her chosen area, but will not be limited to any narrow field of specialization or to the proposed project.

Students who do not pass the qualifying oral examination are normally given another chance with specific guidelines for improvement on their weakness(es).

The duration of the examination is variable but is usually in the neighborhood of two to three hours.

## **Progress Reports**

In the third and subsequent years of study, students are required to file an annual Progress Report consisting of a one-page research summary and a form signed by all committee members. Students should meet with each member of their advisory committee and any issues should be noted on the form. The Progress Report is intended to keep the student, advisors, and the GSC aware of the student's progress toward the degree.

Third year students should include the subject and general objectives of their proposed dissertation research. Details may be modified as the dissertation progresses, but any major change in the subject and scope of the dissertation must be approved by the advisory committee.

## **Final Examination/Dissertation Defense**

The object of the dissertation is to show that candidates have technical mastery of the field in which they present themselves and that they are capable of independent research. The subject should be distinct and limited, and the writer should be able to formulate conclusions

modifying or enlarging some aspects of present knowledge. Candidates must submit the dissertation not more than five years after having passed the Qualifying Oral Examination. When students have completed writing the dissertation, they meet with their final examination committee for a private defense of their dissertation. This private defense generally takes between one and two hours. An unbound copy of the dissertation is distributed to the final examination committee members at least two weeks prior to the private defense. An electronic copy is also given to the graduate coordinator and is available to the department community if requested.

PhD candidates are required to file the form Request for Appointment of Final Examiners and Scheduling of Final Examination. This form requests that the student and the principal advisor each nominate a member of the final examining committee for the final examination. The final examining committee is approved by the GSC and normally will consist of the principal advisor, the nominee of the principal advisor, the nominee of the student, together with a fourth member appointed by the GSC. This form is provided to request scheduling of the final private examination and the public presentation. At the private defense, PhD candidates can expect recommendations for changes to their dissertation and/or a decision on whether or not the final examination committee feels the candidates are ready to go forward with a public defense.

It is expected that the dissertation will conform to the requirements described online in **The Form of the PhD Dissertation**

## **Master of Arts for Non-EPS Students**

PhD candidates in another FAS department who wish to be candidates for the AM degree in EPS may petition the GSC upon satisfactory completion of the required eight half-courses as outlined in the PhD course requirements section of the Graduate Student Handbook. The four depth courses must be 200-level EPS courses. The two breadth courses must be EPS courses at the 100- or 200-level. Under special circumstances the GSC may approve the breadth courses to be Earth Science-related courses from other departments, provided they are at the 100- or 200-level. Depending on the student's area of specialization, the two math courses can be either at the 100- or 200-level. Students are required to meet with a member of the GSC with respect to satisfying all course requirements. Courses with grades lower than B- cannot be used for the AM degree and an overall grade average of B or better is required. Candidates should petition the GSC six weeks before the appropriate Application for Degree deadline and with the knowledge and written consent of the director of graduate studies in their parent department. Other aspects of the student's graduate career at Harvard remain the province of the parent department.

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# Harvard Graduate School of Arts and Sciences

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## Engineering and Applied Sciences

### The First Two Years

Students may work toward one or two of three graduate degrees (Master of Science, Master of Engineering, Doctor of Philosophy) in one of four subjects—applied mathematics, applied physics, computer science, and engineering sciences. Within engineering sciences, students may pursue several areas including bioengineering, electrical engineering, environmental engineering, and mechanical engineering and materials science. Students may also pursue a Master of Science or a Master of Engineering in Computational Science and Engineering.

### Master of Science (SM)

The SM degree is awarded for the successful completion at Harvard of eight semester-length courses comprising an integrated program of both depth and breadth. Students are expected to take as many of the eight courses as possible from the 200-level courses offered by the Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS). At least four of the eight must be SEAS courses, and a maximum of three 100-level courses may be substituted for 200-level offerings. One 299r course may be included if a core exists of at least five other 200-level courses. The program is developed in consultation with a field advisor and must be approved by the Committee on Higher Degrees (CHD). Early planning of courses is essential, and the SM degree program must be submitted by study card day in the first term in the program. It is expected that students will complete the SM in two terms, or one academic year.

Only letter-graded courses may be included in the program, all courses must be passed with a grade of C-or better, and a B or better average grade must be maintained. A temporary incomplete grade is equivalent to a C. Fall term incomplete grades must be resolved before the beginning of the succeeding fall term and spring term Incomplete grades must be resolved before the beginning of the succeeding spring term, unless an earlier deadline is specified by the instructor. A permanent Incomplete is equivalent to a grade of E.

No thesis, foreign language, or general examination is required although a thesis option is possible.

Students admitted to the PhD program can apply for and receive the SM on completion of the requirements for the master's degree.

Advanced standing undergraduates in Harvard College may apply for admission to the AB-SM program (see **Chapter IV**) for the fourth year and are subject to the SM requirements

described above.

## Master of Engineering (ME)

Graduate students in the SEAS who wish to pursue more advanced formal training without undertaking the research required for the completion of a doctoral dissertation may earn the ME degree by successfully completing one year of course work and one year of research, including a final oral presentation of the thesis. A thesis is required in the ME program.

The requirements for the ME degree include eight half courses plus eight additional research-oriented courses at the 300-level that result in the completion of the required ME thesis. The letter-graded courses must be completed with a 3.00 or better average grade; no course completed with a grade less than B- may be included. Failure to maintain a cumulative 3.00 or better average grade or receipt of any unsatisfactory grade may require that the student withdraw, thus terminating degree candidacy. Not more than eight 300-level reading and research courses may be included in a SEAS ME program.

These requirements imply that an ME student will be expected to take eight non-300 level courses (including up to one 299r) and eight 300 level research courses. ME students may take additional non-300 level courses if doing so is helpful for the student's thesis; the ME advisor must support the enrollment in these additional courses and doing so may not extend the time to degree beyond two years.

No thesis, foreign language, or general examination is required although a thesis option is possible.

## Doctor of Philosophy (PhD)

The PhD requires a minimum academic residency of two years beyond the bachelor's degree. Programs are individually developed in consultation with a field advisor and must be approved by the Committee on Higher Degrees (CHD), which also reviews any requests for exceptions to the requirements. A prospective PhD degree program must be filed for review by the CHD before the beginning of spring recess during the student's second term. A final PhD degree program must be submitted before Thanksgiving recess in the student's third term.

## Courses

Normally, students spend one-and-one-half to two years on coursework. The goal of this curriculum is to foster the education of PhD students so that they develop both the in-depth knowledge of their fields and the broader appreciation and skills that they will need after graduation. Students should work in close consultation with their advisor to develop an appropriate program of study which will contain a minimum of ten courses. Courses provide the background knowledge that is often needed to successfully complete research, and allow one to learn more broadly about a field or related fields in a structured fashion. Courses are not meant as and should not be seen as an impediment to research, but as a means of enhancing one's research ability and as part of the process of becoming a mature, well-rounded member of one's field. The ten-course requirement is considered a minimum and not a goal; students are encouraged to take additional courses whenever appropriate. Of the ten required courses for the PhD degree:

At least eight courses will normally be disciplinary courses, i.e. courses that provide the scientific, mathematical, and technical depth that students need for the graduate programs in engineering and applied science.

Up to two courses can normally be “298r” or “299r” courses, “Innovation” style courses that broaden a student’s perspective, or relevant courses at a suitable level in other departments (e.g. economics) or schools (HKS, Business School, Medical School).

Each course must be passed with a grade of B- or better, and a B average must be maintained. Academic, but not financial, credit may be granted for graduate work done elsewhere, but only if those courses are approved by the Committee on Higher Degrees as part of the degree program and justification for inclusion has been provided. Ordinarily, five such courses is the maximum number approved, and only four will count towards the eight disciplinary courses. In most cases fewer than five will be accepted.

The first year is ordinarily spent principally on coursework, although some students may begin research. The second year is usually divided between coursework and research, with coursework completed during the third year if necessary.

## Incompletes

A temporary Incomplete grade is equivalent to a C. Fall term Incomplete grades must be resolved before the beginning of the succeeding fall term and spring term incomplete grades must be resolved before the beginning of the succeeding spring term, unless an earlier deadline is specified by the instructor. A permanent Incomplete is equivalent to a grade of E.

## Language Requirement

There is no foreign language requirement.

## Teaching

One term of teaching is an SEAS requirement for the PhD degree. Students must serve as a teaching fellow for a SEAS course or for a course outside of SEAS taught by a member of the SEAS faculty. Students are welcome to teach beyond the one term requirement if they wish and their advisor is supportive of their doing so.

## Advising

When a student enters the PhD program, she or he is assigned a field advisor, based on the research interests she or he expressed in the application. The field advisor assists the student with developing, within the CHD guidelines, a program of courses that will provide the preparation needed for dissertation research.

During the first year in the program, the student focuses on identifying a specific research area and a potential research advisor, often the field advisor originally assigned. However, if the student finds that another faculty member’s research more closely matches his or her interests, the student can ask that faculty member to become his or her advisor. If the original field advisor will not be the potential research advisor, she or he provides assistance, if needed, in identifying other possible research areas and supervisors. In either case, the student should discuss this question with and have agreement from a potential research

supervisor during the Spring term of the first year. During the second year, the student finalizes the program of courses with approval of the potential research advisor and the CHD, and a qualifying examination committee is developed, chaired by the potential research advisor and including nominations by the research advisor, the student and the CHD. When the qualifying examination is passed, the research advisor nominates and chairs a research committee, which oversees the student's research and dissertation. A research/dissertation committee exists throughout the rest of the student's graduate career, with any necessary changes to its composition made by the research advisor. Any member of the research committee can serve as a source of information and advice for the student throughout subsequent graduate years, as can the members of the CHD.

## The Oral Qualifying Examination

Preparation in the major field is evaluated in a two-hour oral examination by a qualifying committee. The examination has the dual purpose of verifying the adequacy of the student's preparation for undertaking research in a chosen field and of assessing the student's ability to synthesize knowledge already acquired. Areas within SEAS have different customs regarding the detailed nature of the qualifying examination. For example, the format may involve principally the presentation and discussion of a potential dissertation topic. It may also include general questions in the chosen research field and related areas. In some parts of SEAS, the examination may be dominated by the latter procedures at the choice of the examining committee.

The qualifying committee is selected when the final PhD program is filed, usually consists of four Harvard faculty members, and must include at least two SEAS faculty members. The qualifying examination should be taken in the fourth term and not later than the middle of the fifth term; any extension of that deadline must be approved by the Committee on Higher Degrees.

Three outcomes of the qualifying examination are possible. The committee may pass or fail the student or judge the performance to be inconclusive. If inconclusive, the student and committee may schedule a second examination, which must be conclusive. If the outcome of either examination is a failure, a student may not reregister, thus terminating degree candidacy.

## Research and Dissertation

Upon successful completion of the qualifying examination, a committee usually consisting of three or four Harvard faculty members, is selected and chaired by the research supervisor and constituted to oversee the dissertation research. The committee must include at least two SEAS faculty members, one of whom must be a senior faculty member.

In the student's sixth term, a progress report, which includes remarks by the student and comments by the committee members, must be submitted by the end of the reading period. Beginning with the eighth term, progress reports are due by the end of the reading period each term, and the committee is strongly urged to meet as a group with the student at least once each year to complete the progress report.

Original research culminating in the dissertation is usually completed in the fourth or fifth year. The dissertation must, in the judgment of the research committee, meet the standards of

significant and original research. No prospectus is required by the division. The dissertation should be a coherent document addressed to a broad audience in the subject area. A collection of manuscripts intended for publication as technical papers is not considered by SEAS to constitute an acceptable dissertation.

## Final Oral Examination

When the dissertation is completed to the satisfaction of the research committee, generally in the fourth or fifth year and rarely later than the end of the student's sixth year, a final oral examination is scheduled at a time to which the committee has agreed.

This public examination devoted to the field of the dissertation is conducted by the student's research committee. It consists of a presentation and defense of the dissertation itself and may also include more general questions relating to the field of the research.

At the end of the examination, the committee may accept the dissertation, possibly subject to revisions, or specify further requirements.

The final dissertation, including all required changes, must be submitted to the FAS Registrar's Office through ProQuest by the appropriate deadline. The FAS Registrar's Office publishes all deadlines before the beginning of the academic year and it is the student's responsibility to know when their dissertation is due. After a positive recommendation to grant the PhD is voted in SEAS, the dissertation acceptance certificate (DAC) is signed by the Research Committee, scanned by the Student Affairs Office, and sent to the student as a PDF. The official signed hard copy of the DAC is delivered to the FAS Registrar's Office by the SEAS Student Affairs Office.

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# Harvard Graduate School of Arts and Sciences

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### English

The Graduate Program in English leads to the degrees of Master of Arts (AM) and Doctor of Philosophy (PhD). *The AM is an integral part of the doctoral program, and therefore only students who intend to pursue the PhD are eligible for admission to the Graduate Program in English.*

#### The Program

The program takes from four to seven years to complete, with the majority finishing in five or six years. The first two years are devoted to coursework and to preparation for the PhD Qualifying Exam (the “General” exam) at the beginning of the second year. The second and third years are devoted to preparing for the Dissertation Qualifying Exam (the “Field” exam) and writing the Dissertation Prospectus. The fourth, fifth and, where necessary, sixth years are spent completing the doctoral dissertation. From the third year until the final year (when they are generally supported by Dissertation Completion Fellowships), students also devote time to teaching and to developing teaching skills. Students with prior graduate training or those with a demonstrated ability may complete their dissertations in the fourth or fifth years. Students are strongly discouraged from taking more than seven years to complete the program except under the most exceptional circumstances.

The program aims to provide the PhD candidate with a broad knowledge of the field of English, including critical and cultural theory. Additional important skills include facility with the tools of scholarship—ancient and modern foreign languages, bibliographic procedures, and textual and editorial methods. The program also emphasizes the ability to write well, to do solid and innovative scholarly and critical work in a specialized field or fields, to teach effectively, and to make articulate presentations at conferences, seminars, and symposia.

#### Residence

The minimum residence requirement is two years of enrollment in full-time study, with a total of at least fourteen courses completed with honor grades (no grade lower than B-).

The minimum standard for satisfactory work in the Graduate School is a B average in each academic year.

#### Courses

- A minimum of 14 courses must be completed no later than the end of the second year.

- At least 10 courses must be at the 200- (graduate) level, and at least 6 of these 10 must be taken within the department. Graduate students in the English department will have priority for admission into 200-level courses.
- The remaining courses may be either at the 100- or 200-level.
- Students typically devote part of their coursework in the first year to preparing for the “General” exam, focusing increasingly on their field in the second year.

## Independent Study and Creative Writing

- Students may petition to take one of the 100-level courses as independent study (English 399) with a professor, but not before the second term of residence.
- Other independent study courses will be permitted only in exceptional circumstances and with the consent of the professor and director of graduate studies (DGS).
- Only one creative writing course, which counts as a 100-level course, may count toward the PhD degree course requirements.

## Credit For Work Done Elsewhere

Once the student has completed at least three 200-level courses with a grade of A or A-, a maximum of four graduate-level courses may be transferred from other graduate programs, at the discretion of the Director of Graduate Studies.

Transferred courses will not count toward the minimum of ten required 200-level courses, but will be counted as 100-level courses.

## Incompletes

No more than one Incomplete may be carried forward at any one time by a graduate student in the English department. It must be made up no later than six weeks after the start of the next term.

In applying for an Incomplete, students must have signed permission from the instructor and the DGS or the course in question may not count toward the program requirements. If students do not complete work by the deadline, the course will not count toward the program requirements unless there are documented extenuating circumstances.

## Language Requirements

A reading knowledge of two languages is required. Normally, Latin, Ancient Greek, French, German, Spanish, and Italian are the accepted languages. Other languages may be acceptable if the DGS deems them relevant and appropriate to a student’s program of study. Students may fulfill the language requirements:

- (1) by passing a two-hour translation exam with a dictionary;
- (2) by taking a one-term literature course in the chosen language;
- (3) or by taking two terms of elementary Latin or Ancient Greek.

Any course taken to fulfill the language requirement must be passed with a grade of B- or better. Literature-level language courses count for course credit; elementary language courses do not.

## The (Non-Terminal) Master of Arts Degree

In order to apply for the AM degree, students must complete, with a grade of B or better, no fewer than a total of seven courses, including a minimum of four English courses, at least three of which **MUST** be at the graduate (200-) level, and one additional course that **MUST** be taken at the graduate level, but may be taken in another department. Students must also fulfill at least one of their departmental language requirements.

### General Exam

At the beginning of the second year, students will take a seventy-five minute oral exam, based on a list of authors and/or titles which the department will make available for each incoming class in the summer prior to its arrival. The examiners will be three regular members of the department (assistant, associate, or full professors), whose names will not be disclosed in advance.

Candidates whose performance in the exam is judged inadequate will be marked as “not yet passed” and must retake the exam at a time to be determined. If candidates do not pass on the second attempt, they will not be able to continue in the program.

*Note: Students must fulfill at least one language requirement by the end of the first year in order to be eligible to take the General Exam.*

### Field Oral Exam

The purpose of the Field Oral Exam is twofold: to examine students' preparation in the primary teaching and scholarly field they mean to claim, and to explore an emerging dissertation topic. The two-hour examination is taken by February of the third year of graduate study, and is conducted by a three-person examination committee, chosen by each student no later than September of the third year, normally from among the tenured and ladder faculty of the English department.

One faculty member acts as chair of the committee and assists the student in selecting its other members. This committee, or some part of it, will likely continue to serve as the student's dissertation advisors.

During the exam, students are asked to demonstrate an adequate knowledge both of the major primary works and selected scholarly works in their chosen fields and to give a first account of a dissertation project.

Those two purposes--representing the chosen field and giving a first account of a dissertation project--are represented by two separate lists, each consisting of primary and scholarly works, drawn up by the student in consultation with the examination committee.

Each committee meets with its advisee at least four weeks before the exam (i.e., before the Thanksgiving break) to finalize fields lists and discuss the exam format.

This exam is graded Pass/Fail.

### Dissertation Prospectus

The dissertation prospectus, signed and approved by three advisors (one of whom may be the DGS), is due in the Graduate Office by May 15 of the third year.

The prospectus is neither a draft chapter nor a detailed road-map of the next two years work but a sketch, no longer than seven to ten pages, of the topic upon which the student plans to write. It gives a preliminary account of the argument, structure, and scope of the intended treatment of the topic. The overview will be followed by a bibliography.

The prospectus is written in consultation with the dissertation advisors, who will meet students at least once in the spring of the third year to discuss the prospectus and to draw up a timetable for the writing of the dissertation.

In planning a timetable, students need to bear in mind (1) that two draft chapters of the dissertation must be completed by the middle of their fifth year, if they are to be eligible to apply for completion fellowships in their sixth year, and (2) that students generally enter the job market in the fall of their fifth or sixth year, with at least two final chapters and a third draft chapter completed. They should also remember that term-time fellowships and traveling fellowships may be available to them in the fifth year, but that these require applications which are due as early as December or January of the fourth year. Note: The timetable described above can be accelerated if a student so wishes and is in the position to do so.

## Dissertation Advising

Students should assemble a group of faculty members to supervise the dissertation. Several supervisory arrangements are possible: students may work with a committee of three faculty members who share nearly equal responsibility for advising, or with a committee consisting of a principal faculty adviser and a second and third reader. In the first scenario, one of the three faculty members will be asked to serve as a nominal chair of the committee; in the second scenario, the principal advisor serves as chair. If the scope of the project requires it, students should consult the DGS about including a fourth faculty adviser from a department other than English or from another university.

The advising mode chosen will be indicated to the department when the prospectus is submitted. Regardless of the structure of advising, three faculty readers are required to certify the completed dissertation. If it is deemed useful, chapter meetings between the student and the entire committee may be arranged in consultation with the chair.

## The Dissertation

After the dissertation prospectus has been approved, candidates work with their dissertation directors or their dissertation committee. All of the designated advisors must approve the final work.

The doctoral dissertation is expected to be an original and substantial work of scholarship or criticism, excellent in form and content. The department accepts dissertations on a great variety of topics involving a broad range of approaches to literature. It sets no specific page limits, preferring to give students and directors as much freedom as possible.

## Dissertation Defense

The Dissertation Defense will be a necessary part of receiving the PhD, though it will not be a pass/fail examination. The defense is required for all students who entered the program in 2007 or after.

The form of the defense is as follows:

- Each student's defense will be a separate event.
- In addition to the student and the advisors, the participants typically include any interested faculty and any interested graduate students.
- The Graduate Office will announce the upcoming defense to all members of the department, unless otherwise specified by the student.
- The event will start with a 15–20 minute presentation by the student and last at most 90 minutes.
- If a student has left Cambridge and cannot return easily for this purpose, the Graduate Office will arrange for video conferencing.
- Arrangements will be overseen by the Graduate Office but conducted by the student (as with the Fields examination); students will be required to send an email to the Director of Graduate Studies and to the Graduate Program Administrator, with a copy to their advisors, indicating the day, time, and location of the defense.

The meeting for a May degree must take place any time after advisors have signed off on the dissertation and at least a week before Commencement. In practice, however, the student will need to defend after advisors have signed off and before advisors disperse. That period will normally be between 1–14 May, and most probably in the early days of May. It is up to the student to coordinate the arrangements.

## Teaching

Students begin teaching in their third year. Ordinarily they teach discussion sections in courses and in the department's program of tutorials for undergraduate honors majors.

Preparation for a teaching career is a required part of each student's training, and Teaching Fellows benefit from the supervision and guidance of department members.

Teaching Fellows are required to take English 350, the Teaching Colloquium, in their first year of teaching. In addition, they are encouraged to avail themselves of the facilities at the Bok Center for Teaching and Learning.

## Doctoral Conferences (“Colloquia”)

The Department of English's Doctoral Conferences (commonly referred to as "Colloquia") bring together students and faculty from Harvard and other institutions to discuss current research in literature. Colloquia meet regularly throughout the academic year, and all Harvard graduate students and faculty should feel free to attend any of them, regardless of primary field(s) of interest.

## Placement Seminar

As students near the end of their dissertation writing, they may take a seminar preparing them to seek academic and other employment. Students learn about the job application process, develop cover letters and CVs, and practice presenting their work in interviews and job talks, all in a rigorous and supportive environment. Students should leave the seminar with strong materials for the job market, confident identities as the expert scholars and teachers they have

become, and clear articulations of how they will contribute to literary studies in the years ahead. The seminar supplements and formalizes the extensive informal placement advising offered in the department.

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## Film and Visual Studies

### The Program

The Graduate Program in Film and Visual Studies leads to the degree of Doctor of Philosophy (PhD). This is a research degree whose core emphasis is the theory and history of moving images in relation to the visual arts.

The Program will not admit candidates for a terminal AM degree. Students may apply for a master's degree after advancing to PhD candidacy by satisfactorily completing their coursework and exams as indicated below. A master's degree may also be offered to students unable to complete the PhD. The expected timetable for completion of the degree is five to six years.

There are graduate students pursuing serious research in film and related visual media in other departments who, for reasons both intellectual and professional, may wish to have their work validated by this program. Therefore, a secondary field in Film and Visual Studies is offered for students already admitted to other doctoral programs in the Graduate School of Arts and Sciences (see end of **Chapter VI**).

### Residence and Academic Standing

Two years of enrollment for full-time study are a minimum requirement, with a minimum of at least fourteen courses with no grade lower than B-.

### Courses

- A minimum of fourteen courses must be completed no later than the end of the second year. Normal progression would include eight courses in the first year and six courses in the second in order to prepare for the general examination and to pursue coursework in neighboring fields of study.
- Of these fourteen courses, two are required: VES 270, the Proseminar in Film and Visual Studies: History and VES 271, Proseminar in Film and Visual Studies: Theory. The proseminars will normally be taken in the first year of study.
- At least seven of the fourteen courses must be at the 200 level.
- In addition, at least seven of the courses must be chosen from a list of courses approved for credit by the Film and Visual Studies Committee, or as approved by the director of graduate studies (DGS).

- The remaining courses (including courses in other departments, or transferred from other schools) may be either the 200 or 100 level.
- One of the non-200 level courses may be taken as a 300 level reading and research course, but not before the second term of residence. Other reading and research courses will be permitted in exceptional circumstances, and with the confirmation of the professor that the work is essential to the student's program and not covered elsewhere in the existing curriculum.

## Credit for Work Done Elsewhere

Students entering the Graduate School who have done graduate work elsewhere may apply for transfer of credit at the end of their first year of residence at Harvard.

The amount and kind of credit shall be decided by the DGS with the advice and consent of the Film and Visual Studies Committee, but in no case will it exceed seven half-courses. The decision will be partially based on the nature of the student's work done elsewhere and on their record in their first year at Harvard.

## Language Requirements

Advanced reading knowledge of one foreign language is required. This language must be relevant to the student's program of study. Students must provide evidence of language skills comparable to two full years of university study in one of two ways: (1) a grade of B or better on a proficiency examination administered by the relevant language department or (2) successful completion (a grade of B or better) of a full second-year or higher course of study taught in a foreign language. Please note that first- and second-year language courses do not count towards the FVS course requirements.

## Incompletes

No more than one Incomplete may be carried forward at any one time by a graduate student in Film and Visual Studies. Students must complete the work of the incomplete course before the end of the term following that in which the course was taken, even if the student's registration status during that term is leave of absence, unless she or he is given an earlier deadline by the instructor. This policy includes courses in the student's plan of study taken outside of Film and Visual Studies. Normally, any additional Incompletes will be considered "permanent" and may not be completed at a later date.

Additional courses will need to be taken in place of any permanent Incompletes, unless or until the required number of courses has been completed.

Delay in completing the fourteen courses will require the postponement of the student's general examination to the following academic year. A student who is still unprepared to take the examination at that time will not be permitted to continue in the program.

Students may not take an Incomplete in any course in the second term of the second year.

## (Non-Terminal) Master of Arts (AM)

- Students must complete at least eight half-courses in Film and Visual Studies, maintaining a minimum GPA of 3.5 (B+) in all classes.

- Two of these eight courses must be the proseminars in Film and Visual Studies.
- Students are also required to have as many 200-level courses as 100-level.
- No more than one reading course is allowed for credit.
- Students must have fulfilled at least one language requirement.

## Advising

In the first year of graduate study, students will be advised primarily by the DGS. After the first year, working with the DGS, the student will identify a faculty member as his/her advisor. The student will then consult that faculty member and the graduate coordinator to confirm this agreement. If a student is unable to identify an advisor by the end of the first year, the DGS will remain his/her default advisor. By the end of their second year, however, students must have found a faculty member to serve as the advisor.

When considering an advisor, students should select a faculty member who would be a likely dissertation director. The dissertation director will take primary charge of advising the thesis, with a second and third reader involved to a greater or lesser degree according to the disposition of the student and the primary advisor. The dissertation director and advisers will also help students choose and prepare field topics for the general examination.

## Advancement to Candidacy

Advancement to candidacy for a PhD in Film and Visual Studies consists of three components: a qualifying paper, a written general examination, and an oral examination. The examinations are designed to test the students' mastery of their scholarly fields and their ability to write a dissertation. They will normally take place in March after Spring Break during the third year of study, and will be supervised by members of their Examination Committee. Students normally take the exam as a cohort.

## Qualifying paper

The qualifying paper is required of all students, including students who have completed a master's thesis elsewhere. It is ordinarily developed from an existing seminar paper, research paper, or portion of a master's thesis. It is about 5,000 to 10,000 words, including footnotes. The paper should demonstrate the student's independence of thinking and research, ability to use primary source materials, and proficiency in writing and presentation. Following consultation with their field advisors at the beginning of their third term, students will submit to the DGS the proposed topic of the paper and a timetable for its completion. The paper must be submitted two weeks before the general examination. A student may request that a master's thesis written at another institution be substituted in lieu of a qualifying paper; this request must be approved by the DGS and two members of the Film Studies Committee.

## General examination

The general examination is designed to test students' mastery of their scholarly fields as well as general knowledge of the history, theory, and aesthetics of moving images in relation to the visual and performing arts. The examination consists of three written components—one

relating to *history*, one to *theory and aesthetics*, and one to a *special topics field*—and one oral component. Each written component comprises a three-hour exam consisting of three essay questions, of which the student must choose one for each component. The oral examination normally will last two hours.

The general *history examination* is based on an extensive bibliography and filmography, regularly updated by the faculty in consultation with the Graduate Student Committee. This component is designed to test the breadth of students' mastery of the history of moving visual media and their ability to develop synthetic arguments in relation to that history.

The general *theory and aesthetics examination* is based on an extensive bibliography and filmography, regularly updated by the faculty in consultation with the Graduate Student Committee. This component is designed to test the breadth of students' mastery of the aesthetics of moving visual media and pertinent theories, as well as students' ability to develop synthetic arguments in relation to those theories.

The *special topics field* is examined on the basis of a bibliography and filmography developed by students in consultation with a field advisor or advisors, as approved by the DGS. The field may range across historical and theoretical topics, or concentrate in a focused way of specific problems or questions in film and visual studies and related areas. The field may be thought of as an anticipation of the student's dissertation research, as an extension of the student's research interests, or as an opportunity to explore previously unexamined interests in the student's course of study.

At the *oral examination*, students will be asked to review, deepen, clarify, and defend their arguments as presented in the qualifying paper and written examinations. Candidates will also present and discuss preliminary ideas and research for their proposed dissertation topic. Students whose performance on the examination is not satisfactory will be given one opportunity to repeat all or a portion of the exams.

## The Dissertation

### The Dissertation Prospectus

After the successful completion of the general examinations, students are expected to constitute a dissertation committee and choose a topic for the dissertation.

The dissertation committee should consist of the thesis director and two additional readers. (This committee will typically correspond to the general exam committee.) The student will convey the proposed membership of the dissertation committee to the DGS by April 15<sup>th</sup> of the third year of study. The DGS will confirm the committee's membership and pass on this information to the graduate coordinator. S/he will in turn provide formal confirmation of all pertinent deadlines to members of the dissertation committee and the student.

After constituting the dissertation committee, students should confer with their advisors as they choose a thesis topic. Once they have done so, they should write a formal dissertation proposal. The expectations for the shape and substance of the prospectus will be determined by the advisor in conference with the student; the length of the prospectus will typically be about 3,000 words and include a working bibliography.

In order to sustain satisfactory progress toward the degree, students will be expected to have their prospectus approved within five months after completion of the general examination.

Doctoral candidates in Film and Visual Studies will normally submit their dissertation prospectus by September 30<sup>th</sup> of their fourth year of study.

## The Dissertation

After the dissertation prospectus has been approved, candidates work closely with their dissertation director and readers. The PhD dissertation is expected to be an original and substantial work of scholarship or criticism, excellent in form and content. The program will accept dissertations on a great variety of topics involving a broad range of approaches to film and related visual media. It sets no specific page limits, preferring to give students and directors as much freedom as possible.

## Teaching

Students begin teaching in their third year. Ordinarily they teach discussion sections in courses in Film Studies and in Visual and Environmental Studies. It may also be possible to serve as teaching fellows for studio courses. Preparation for a teaching career is a required part of each student's training, and teaching fellows benefit from the supervision and guidance of department members. Teaching fellows are also encouraged to avail themselves of the facilities at the Bok Center for Teaching and Learning.

Please see the description of a secondary field in Film and Visual Studies at the end of **Chapter VI**.

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### Forestry

The MFS is a terminal degree. Fields of study are related to the interests of faculty and staff at the Harvard Forest. These may vary, but generally include: forest ecology, historical ecology, community ecology, landscape dynamics, paleoecology, conservation, and ecophysiology.

There are no course requirements or general examinations.

A thesis proposal, thesis, public presentation, and final oral examination are required for the MFS degree.

### Duration of Program

Students are normally expected to complete their degree within two years of entering the program. Students typically work as paid research assistants for the summer immediately preceding their matriculation in order to gain experience with research during the field season in New England. Thus, starting on June 1 students participate in the research program at Harvard Forest for three months, then matriculate and complete all degree requirements within two academic years (i.e., by May 30; two years after arrival at Harvard Forest).

### Advising

Primary advising and direction of the thesis project are provided by Dr. David Foster and scientists at Harvard Forest, as well as scientists and faculty elsewhere in the University. During the first half of the first term, students must select a thesis committee that consists of a student's primary advisor and at least two other members, one of whom must be from outside of Harvard Forest. The thesis committee helps direct and set goals for the completion of the thesis and monitors progress toward completion of degree requirements.

### Proposal

A thesis proposal must be submitted to the thesis committee no later than the end of the first term. The proposal is a document that defines the project on which a student plans to complete research for the thesis. In addition to summarizing the existing scholarship related to the proposed project, it should outline major questions, research goals, and methods that will be employed.

Following submission of the proposal, the thesis committee will formally meet with the student to discuss the thesis topic and proposed methods. The thesis proposal must be approved by

the entire thesis committee.

## Satisfactory Progress

The initial period of research at Harvard Forest during the summer prior to matriculation is considered a probationary period. At the end of this period and prior to registration for the academic year, the student will meet with his or her primary advisor to review progress, evaluate student performance, and address any concerns. Similarly, after matriculation, the student will meet with his or her primary advisor at least once per term for the purpose of evaluating student performance and progress. In case of significant concerns with student performance or progress during the probationary period or after matriculation, the student may be granted a grace period of three months, during which the student must address all concerns and demonstrate satisfactory progress. At the beginning of the grace period, a written document will be provided by the primary advisor to the student and to other members of the thesis committee; this document will identify specific concerns and describe expectations and timelines for achieving specific benchmarks. The advisor and members of the thesis committee will use this document to evaluate progress towards completion of degree requirements and thus to determine whether the student is eligible to continue to register or must withdraw from the program.

The student is expected to provide brief interim reports on the status of his or her research to all thesis committee members. The committee will use these reports to gauge student progress, decide if additional research is required, and develop a logical timeline for thesis completion.

## Thesis

Completed research is submitted to the thesis committee as a written thesis. The thesis is expected to be based on independent research work of quality suitable for publication in a major peer-reviewed journal, and may be submitted as a series of complete manuscripts essentially ready for submission. The thesis should contain a scholarly review of pertinent literature and clearly, logically, and carefully describe the specifics and implications of the research.

MFS candidates are required to present the subject matter of their thesis at an open seminar at the Harvard Forest to which the thesis committee and members of the public are invited. This presentation shall occur before the thesis examination by members of the thesis committee. Two weeks prior to the public presentation, the degree candidate must submit copies of the final thesis (unbound) to each member of the thesis committee. The public seminar is followed by a private oral thesis examination by members of the thesis committee. In the oral examination, the candidate will be called upon to demonstrate the ability to formulate and defend original ideas on scientific topics related to the subject of the thesis. After the examination, the committee will decide whether the candidate passes, fails, or passes on condition of specific modifications to the thesis.

Immediately after a successful thesis defense, two final bound copies of the thesis must be submitted to the Harvard Forest to be made available for public inspection.

## Department Withdrawal Notice

Graduate students who have not met satisfactory progress requirements for more than 3 months are subject to being withdrawn from the program at the discretion of the department. The department will provide the student in writing the specific steps necessary to obtain satisfactory progress. If at the end of the 3-month grace period, the student has not made satisfactory progress, the student will then be withdrawn.

## **Exceptions to the Requirements**

A student who has not met an established deadline may, with department endorsement, be granted the status of “grace” for 3 months and remain eligible for financial aid during this period. At the end of the grace period the student must have rectified the deficiency and be in compliance with all other established criteria in order to be considered to be making satisfactory progress. Ordinarily, only one such period of grace will be granted to a student during graduate studies. If a student continues to not make satisfactory progress, a department may withdraw the student.

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## Germanic Languages and Literatures

Study for higher degrees in the Department of Germanic Languages and Literatures is intended primarily as preparation for a career in teaching and research (although graduates occasionally go on to careers in other areas of education, in public service, and in the business world; see “Careers” in the Graduate Program section of the department website. The program emphasizes literature, literary history, and cultural studies, rather than the language itself.

### Advising

The department assigns each incoming graduate student a faculty advisor, matching the student’s scholarly interest. Both the advisor and the director of graduate studies counsel and assist students prior to the dissertation. When students start working on their dissertations, the dissertation director becomes the principal advisor. The director of graduate studies approves and signs all study cards.

Students choose the director and two readers of their dissertations in consultation with the director of graduate studies and the prospective director. They advise the student during the writing of the dissertation.

Students who wish to change their advisor or dissertation director may consult with the director of graduate studies or the chair of the department.

### Master of Arts (AM)

All students, except those admitted with the AM degree from another university, take the master’s examination at the start of their third term. Permission to proceed to the PhD is granted on the basis of coursework, performance in the AM examination, and scholarly potential as judged by the department. A student denied permission to proceed terminates graduate study with the AM degree.

The requirements for the AM degree are as follows:

- A minimum of two terms of full-time study. For financial residence requirements, see the GSAS Guide to Admission and Financial Aid or this handbook.
- The satisfactory completion of an approved program of eight half-courses or the equivalent. Four of these courses must be in the group designated in Courses of Instruction as “Primarily for Graduates.” Two of the half-courses must consist of German 226r (the Proseminar) and a seminar. One half-course must be wholly or partly philological or

linguistic in character, normally Germanic Philology 200 (Middle High German) or Germanic Philology 225 (History of the German Language). Students may substitute Linguistics 168 (Introduction to Germanic Linguistics) or Linguistics 247 (Topics in Germanic Linguistics) for German 225. Linguistics 200 (Second Language Acquisition: Theory and Methodology) and courses taken to fulfill language requirements other than Middle High German or to make up for deficiencies are not included in the minimum requirement.

- A four-hour written examination, administered at the beginning of the student's third term, in which the student demonstrates an ability to interpret literary texts and to place them in their historical contexts, and a one-hour oral examination one week later, which includes a brief presentation in German, are required. The AM examination is based on a departmental reading list. No master's thesis is required.

## Doctor of Philosophy (PhD) Academic Requirements

A minimum of four terms of full-time study. Credit for graduate work done elsewhere may be granted in accordance with procedures detailed in this handbook. For financial residence requirements, see the GSAS Guide to Admission and Financial Aid or this handbook.

### Course Requirements

- The satisfactory completion of an approved program of eight half-courses beyond the AM degree. All graduate students are required to take German 226r (the Proseminar). PhD students must also take at least two half-courses in philology or linguistics, normally Germanic Philology 200 (Middle High German) and Germanic Philology 225 (History of the German Language). Students may substitute Linguistics 168 (Introduction to Germanic Linguistics) or Linguistics 247 (Topics in Germanic Linguistics) for German 225. Not more than two half-courses from the group "For Undergraduates and Graduates" may be counted, including courses taken for the AM degree, unless the student arranges with the instructor to upgrade the course and completes the requisite form; all others must be "Primarily for Graduates." With the permission of the director of graduate studies, students may take courses in other departments that relate to their program of study. The maximum number of courses taken outside the department shall normally not exceed the number of courses required to complete a Secondary PhD Field in a related discipline.
- Linguistics 200 (Second Language Acquisition: Theory and Methodology) and courses taken to fulfill language requirements or to make up for deficiencies are not included in the minimum requirement.
- The student must generally be a member of a seminar taught by a member of the German Department for at least three terms and earn a grade of A- in at least one of the seminars.
- A grade record showing more A's than B's, and no grade lower than B-. A grade of Incomplete must be converted into a letter grade before the end of the next registration period or it will become permanent, unless the student has successfully petitioned the GSAS Dean's Office for an extension.

### Foreign Language Requirements

Graduate students normally must satisfy the requirement in French and, where applicable, in Latin before they can be admitted to the PhD general examination.

## Reading Proficiency in French

This requirement can be fulfilled by passing French Ax (Reading French), offered by Harvard's Department of Romance Languages and Literatures, with a grade of A or A-, or through some other demonstration of sufficient proficiency, such as previous university-level course work.

## Reading Proficiency in Latin

Reading ability in Latin is required only of those students wishing to specialize (i.e., to write their dissertations) in philology (historical linguistics) or in the literature of the earlier periods (medieval, sixteenth century, the Baroque). This requirement may be fulfilled by a department examination. The texts to be translated or summarized will be taken from Latin works of literary merit written by German authors, mainly during the medieval period. The requirement may also be fulfilled by an honor grade (B- or higher) in any course in Medieval Latin or in any intermediate course of readings of classical authors given by Harvard's Department of the Classics. Any student failing the language examination must consult the director of graduate studies in order to plan satisfactory remedial steps to remove the deficiency.

## Teaching

Students are required to acquire experience teaching the German language or, in keeping with the student's program of study, another Germanic or Nordic language. The expectation is that the student will teach, at the very least, one full year of Beginning German at Harvard.

## General Examinations

After completing course work and meeting the language requirement, students must present themselves for the general examination. Students entering the program with an AM degree or equivalent from another university present themselves for the examination at the beginning of their fourth semester; students taking the AM degree at Harvard present themselves for the examination at the beginning of their sixth semester. Approved reading lists must be submitted four months before the examination.

The written examination consists of two four-hour sessions, a week apart. The first covers any one of the following periods: (i) medieval literature, (ii) 1500–1750, (iii) 1750–1830, (iv) 1830–1910, (v) 1890–1945, (vi) 1945–present. The students will be responsible both for the principal literary texts in their chosen period and for the pertinent scholarship. The second examination will cover any one of the following fields: (i) lyric poetry, (ii) drama, (iii) narrative fiction, (iv) a special topic defined by the student in consultation with the examination committee, (v) Germanic philology (linguistics).

A two-hour oral examination follows within two weeks.

For more specific information regarding the general examinations, see the department's "General Examination Schedule and Guidelines."

## Dissertation

After consultation with the advisor, a dissertation prospectus submitted for approval three months following completion of the general examination. PhD candidates are urged to think about a dissertation topic before their general examination and to start work on the dissertation soon after passing the examination. The dissertation subject normally falls within the area where the student's special period and special field converge. The object of the dissertation is to show the candidate's ability to pursue independent research and to present the results of this research in a readable and convincing form.

Candidates first devise a topic in rough outline and discuss it with one or more members of the faculty with the goals of developing the topic further and finding a director. When a member of the faculty has agreed to serve as a director, the candidate informs the director of graduate studies; he or she also lists two other faculty members as second and third readers, one of whom must be a member of the Faculty of Arts and Sciences.

The prospectus (1,500 to 3,000 words plus bibliography) explains its intellectual motivation and scholarly aims and outlines in detail the progression of the argument through its chapters. The committee (the dissertation director and two other members of the faculty) meets with the candidate to discuss the prospectus, after which it makes a recommendation on acceptance to the full faculty of the department.

Once the prospectus is approved, the candidate and dissertation director design a writing schedule with the following goals: 1) that the project be completed within three years, and 2) that sections comprising approximately one-fifth of the anticipated whole be submitted every six months. Candidates must adhere to this timetable in order to remain in good standing. A dissertation directed by a department faculty member, and read and approved by the director and by two additional readers, one of whom must be a member of FAS. Two copies of the completed and approved dissertation must be submitted to the registrar by the deadline set by the Graduate School of Arts and Sciences.

A dissertation defense scheduled and conducted as set forth in the departmental guidelines approved on September 12, 2009 (available from the DGS).

For information on a secondary PhD fields, please see the listing under Secondary Field at the end of **Chapter VI**.

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### History

For a complete statement of regulations regarding graduate work in the Department of History, candidates should refer to “Higher Degrees in History” in the *Programs of Study* publication. An offprint of “Higher Degrees in History” is available from the Department of History.

#### The First Two Years

##### Coursework

During the first two years of graduate study in history at Harvard, candidates must take at least eight letter-graded half-courses, chosen in consultation with the faculty advisor, and History 3900 Writing History: Approaches and Practices, which is graded satisfactory/unsatisfactory. Six of the eight letter-graded courses must be in history, and of these six two must be research seminars in history. A minimum grade of B is required in each course.

##### Languages

Candidates admitted to graduate study in history will be required to show a satisfactory reading knowledge of at least two foreign languages. They must take at least one departmental language examination in September of their first year of study, and the second in January of that year. All language requirements must be fulfilled prior to the General Examination. (Refer to “Higher Degrees in History” for a listing of language requirements, and further regulations regarding the timing of the language examinations.)

##### Policy on Incompletes

It is expected that students will ordinarily complete coursework in the term of enrollment in the course. For the GSAS rules regarding Incompletes, see **Chapter V**, Grade and Examination Requirements of this handbook.

##### Advising

When applying, students often make quite explicit statements regarding their research interests and the faculty with whom they wish to work. Based on this information, students are assigned primary and secondary advisors with whom they consult from the point of initial enrollment. The primary advisor must approve the student’s plans of study in the first four terms, and is

often the chair of both the general examination and dissertation committees. Effecting a change of advisors typically involves conversations with both the new advisor and the original advisor. Once an agreement has been reached, the coordinator of graduate studies must be informed. The advisor must ordinarily be a permanent member of the department.

## Master of Arts (AM)

The Department of History admits candidates for the PhD only. The AM is ordinarily awarded to candidates for the PhD after they have met the coursework requirements outlined above, completed two years of academic residence, and have satisfied the language requirements specified for their field of study.

## General Examinations

The purpose of the general examination is to expand and deepen students' general historical knowledge, provide them with the tools to conduct research in history, and prepare them to teach. The examination is composed of four fields; the candidate is examined orally in each field for thirty minutes, so that the entire examination occupies two hours.

## Guidelines for constructing fields

1. Field definitions should be constructed with the guidance of the candidate's advisor and individual examiners and must be approved by the director of graduate studies. Fields may be defined temporally within regions, nations or empires (e.g., Byzantine Empire, colonial Latin America, China since 1800) or thematically or comparatively (e.g., European intellectual history, comparative empires, comparative gender history, diasporic histories). Within each field, an encyclopedic knowledge of detail is not expected, but the candidate should demonstrate familiarity with the important problems and substantial mastery of the basic literature in each field.

2. Since the purpose of the general examination is to achieve breadth of knowledge, the selection of the four fields should be made with the aim of achieving range across time and space. Students are required to include an early and a modern field (with chronological coverage suitable to the particular regional frame). It is strongly recommended that all students present a field that includes a region of the world beyond their area of specialization.

3a. Students whose main pursuit is European history will ordinarily cover three of the following four periods in their choice of fields: Ancient, Medieval, Early modern, Modern. If one examination field is outside the history of both Europe and the United States, however, fields in two of these temporal periods will suffice.

3b. Students whose main pursuit is United States history will ordinarily cover fields in the US to 1815 and the US since 1815. If one additional examination field is outside the history of both Europe and the United States, these two fields will suffice for temporal diversity.

3c. It is strongly recommended that students in Asian, African, Latin American or Middle Eastern history, in addition to the early and modern fields in their area of specialization, present at least one field outside these areas, or an international or comparative field.

3d. Students are permitted to present a field outside the history department comparable in scope to departmental fields.

3e. A candidate may not present more than two fields in a single national history.

## Preparation for examinations

Candidates prepare for General Examinations both by taking graduate seminars and by arranging for reading courses (History 3010) with the faculty members who will serve as examiners in the several fields. Faculty members may conduct History 3010 either as individual tutorials or as small-group discussions (when several students are simultaneously preparing similar fields for examination). The four fields are prepared with four different faculty members, one of whom is ordinarily the primary advisor.

## Examiners

Candidates may select a faculty member at the assistant professor level or above and must consult the Graduate Coordinator if proposing to select a faculty member outside the University.

## Extensions

The examination is taken late in the fourth term. Candidates may petition the director of graduate studies for extension to the fifth term. The last possible extension, to the sixth term, requires a petition to the director, subject to the approval of the department. Candidates make examination arrangements with the Graduate Coordinator.

## Evaluation

A candidate's advisor ordinarily chairs the examination committee. The candidate determines the order of fields to be examined. At the conclusion of the examination, the chair will ask the candidate to wait outside the room while the committee deliberates. The candidate will be informed directly after the examination whether he or she has passed, and the department will follow up with official notification. The grade is final. The overall grade may be requested from the Graduate Coordinator one month after the examination date.

## Interpretation of the Final Grade

The passing final grades are Excellent, Good, or Fair, and a plus or minus can be attached to each grade. A candidate can be failed with no bar to reexamination, or failed without the possibility of reexamination. If one fails the General Examination with no bar to reexamination, he or she will be allowed to take the examination a second time in the fifth or sixth term. The mark of Excellent is rare and represents an exceptional performance. A mark of Good shows a solid grasp of the historiography and problems of each field, with no significant weaknesses, although varying (Good Plus to Good Minus) in articulateness. A mark of Fair indicates significant weaknesses in at least some fields, and some difficulty in articulating historiography and problems. The grade does not become public record; it is held internally by the department, not by the Registrar. It is used when assessing departmental nominations for Harvard fellowships, but will not be a part of the candidate's dossier for applying for academic positions.

## History 3920hf: Colloquium on Teaching

Usually taken in the third year, the Teaching Colloquium is a required course for the PhD degree. The course meets several times in both the fall and spring terms, and is led by a senior faculty member and a teaching fellow. The course is an introduction to teaching both at Harvard and beyond, and helps students gain familiarity with a range of techniques and styles of teaching.

## Dissertation

As soon as possible after passing the general examination and no later than two terms after passing it, all PhD candidates must identify a dissertation director and dissertation committee, settle on a topic and, with the dissertation director's approval, present a proposal on the subject of their projected dissertation to their committee members. The committee is composed of the director, who should ordinarily be a permanent member of the department, and two others, one of whom may not be a permanent member. After the fifth term, candidates are expected to present their dissertation proposals in a conference of faculty and graduate students. Beginning in their fourth year, all students will present an annual progress report to the members of their dissertation committee. A prospective sixth-year or more advanced student must have a written statement from the supervisor of the dissertation indicating that satisfactory progress is being made in research and writing. An unbound copy of the completed dissertation must be distributed to each member of the dissertation committee no later than the December 1 for the degree in March, April 1 for the degree in May, or September 1 for the degree in November. The final dissertation manuscript should conform to the requirements described online in *The Form of the PhD Dissertation*.

Students are required to defend their dissertations. The defense committee consists of the student's dissertation committee plus one additional member drawn from the history department, another Harvard department, or outside the University. Prior to the oral defense, each member of the defense committee writes a detailed report on the dissertation. The defense itself should last approximately two hours. It is open to the intellectual community of faculty and graduate students as well as the friends and family of the student. Once the dissertation has been successfully defended, members of the committee sign the dissertation acceptance certificate. The committee's written reports are appended to the certificate. The oral defense is optional for students who entered the program before the 2009–2010 academic year.

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## History and East Asian Languages

As of 2006, the Standing Committee on the PhD in History and East Asian Languages is no longer accepting applications to the HEAL program. Interested students should please consult the entry for the PhD in History and East Asian Languages under the listing for the Department of East Asian Languages and Civilizations.

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## History of Art and Architecture

### The First Two Years

#### Courses

- A total of sixteen half-courses are required for academic residence.
- One half-course (two semesters) must be History of Art and Architecture 310.
- At least nine half-courses must be chosen from the offerings of the Department of History of Art and Architecture.
- Students must take one course in at least three fields of art/architectural history other than their own. For students in Western art, one of those courses must be in Asian, African, Native American, or Islamic art. For students in Asian, African, or Islamic art, one of the required courses must be in Western art. Non field-specific courses may be taken in place of one of the three field requirements. In non field-specific courses, a topic should be studied which promotes extra diversification methodologically and geographically.
- Students may wish to develop a minor field in which a cluster of three courses must be taken. In that case, the regular field distribution requirement is waived, but one course outside the double fields is required to ensure breadth. A non-Western course must be taken if a Western field is both the primary and minor field and a Western course must be taken if a non-Western field is both the primary and minor field. As above, in non field-specific courses, a topic should be studied which promotes extra diversification methodologically and geographically.
- If a course falls between two fields, it is important to specify the field, and to clarify the arrangement with the director of graduate studies (DGS) during the term the course is taken.
- Field distribution and 200-level course requirements may be fulfilled by the same course, but may not be counted twice towards the sixteen.
- Five half-courses, in addition to HAA310, must be primarily for graduates at the 200-level or the equivalent (e.g. 100 level seminars); partial credit may be given for graduate-level courses from other institutions, in which the student participated while enrolled in HAA.
- HAA does not give credit for courses taken elsewhere, before coming to Harvard. Only in exceptional cases can the department depart from the rule. This requires: first, the consent of the intended dissertation supervisor; second, the approval of the DGS to submit the request to the Faculty; third, the approval of the Faculty.

- Two half-courses may be in any language(s) appropriate for the student's field of research.
- Graduates enrolled in undergraduate lecture courses will not be required to fulfill additional requirements.
- The examination of graduates enrolled in undergraduate lecture courses will be of the same format as those for the undergraduates, but it may be tailored to graduate level, as long as this does not lead to a quantitative increase. For example: when the examination consists of a written exam, a separate set of questions might be designed for the graduate students; or the questions might be the same, but the results judged by higher standards.
- Graduate students can request a course upgrade. For this, they will need the consent of the teaching faculty member and the approval of the DGS.

## **Incomplete Grades (Applicable to G2+ Only)**

Incomplete courses will not be accepted by the department for degree credit. A student must complete requirements for an incomplete course by the first day of the second term following that course, or file for an extension (form available in the department office). The extension for an Incomplete must be discussed with the head of the course. The practicalities involved in submitting a paper after the deadline and reasonable expectation of it being read should also be agreed upon well in advance of submitting the remainder of work. Students with Incomplete grades may not normally be employed as a teaching fellow in the department. G1 students are not allowed to receive or hold Incomplete grades.

## **Academic Standing and Satisfactory Progress**

The necessary (but not necessarily sufficient) condition for students to remain in good standing in the Department of History of Art and Architecture is that they receive a minimum GPA of 3.5 (B+) in all departmental courses. At the end of the fall term each student's progress is discussed by the faculty; if there are problems, a letter is sent at that time. At the end of the spring term, the faculty reviews the work of each graduate student, and students still taking coursework will receive a written evaluation of their progress from the director of graduate studies. In addition they will receive written evaluations from each of their individual instructors in the Department of History of Art and Architecture at the end of each term. Students taking courses in other departments or institutions must request that their instructors provide similar evaluations to the department.

On the basis of grades and written evaluations (i.e., grades are not the only criteria), the department may vote that a student's degree candidacy be terminated or that a warning letter be sent that will specify the department's expectations for the following term or year. Suitability to the program is a major factor and may be grounds for terminating candidacy. If the student fails to meet these expectations, the department will ask the graduate school to terminate the student's degree candidacy.

## **Requirements for Satisfactory Progress**

- First-year students may not receive any grades of Incomplete.
- G1 and G2 students are expected to submit their best seminar paper to the department by May 15 in each of their first two academic years.

- No G2 and above students shall be permitted more than one grade of Incomplete per term. If not completed within the following term, the grade becomes Incomplete on the permanent record. No more than two permanent Incompletes will be permitted. A student who accumulates more than two will be required to withdraw, unless the faculty determines by a two-thirds' majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.
- For students to remain in good standing, the Department of History of Art and Architecture requires that they must receive a GPA of 3.5 in all departmental courses.
- The requirements for languages should be met by the end of the fourth term.
- The completed and approved qualifying paper (with signed QP cover form) should be filed in the department office not later than June 1 of the 4th term in residence.
- Students are expected to give an oral presentation in the fall of the G3 year on the research project that they hope will form the basis of their dissertation.
- Students are expected to take the general examination in the third year of residence and a preliminary dissertation proposal is required at the time of petition to take the general examination. A final and approved dissertation proposal is required within three months of passing the general examination.
- G4+ students are required to submit a progress report to the department of dissertation research and writing by December 15 of each year.
- The final draft of the dissertation should be submitted to the readers at least six weeks prior to the registrar's deadline. The bound copy with the dissertation acceptance certificate is due at the time designated by the registrar.

A=4.00, A-=3.67, B+=3.33, B=3.00, B-=2.67, C+=2.33, C=2.00, C-=1.67, D+=1.33, D=1.00, D-=0.67.

## Language Requirements

For all fields, the department's minimum language requirement is a reading knowledge of two languages that are relevant to the student's field of study and research interest (excluding his/her native language). The languages will have to be deemed necessary, and approved of, by a faculty member in the field and the DGS. The student will be required to provide proof of proficiency in the languages.

The requirements for languages should be met by the end of the fourth term.

## Qualifying Paper (QP)

- The QP will be written in the fourth term of residence: students entering the program in the fall will write their QP in the spring term, G2; those entering in spring term in the fall, G3.
- The QP will be a revised and in-depth version of a paper written for a HAA graduate seminar or any other course at Harvard in one of the preceding three terms. Papers written for courses at other institutions, before or during enrollment in the HAA program, are not admissible.
- The QP will be no longer than about 10,000 words; double spaced; separate bibliography; standardized references and citations; illustrations with captions.

- The QP will be credited as a course on 300 level, fail or pass; typically, a student will take three regular courses while working on the QP, making a total of four courses. The QP proposal form should be submitted at the beginning of the term for approval by the DGS.
- The QP will be supervised by a first and a second reader. Although the first reader will be the primary responsible faculty member, the second reader will be involved at an early stage.
- A third reader will be consulted when the first two readers cannot agree upon the evaluation of the QP.
- All three readers will be informed about, and agree to, their roles in the first week of the term. Students have a responsibility to make sure their advisors know they are readers and ensure a smooth process.
- The QP supervisors (readers 1 and 2) meet regularly with the student, read drafts in a timely manner, and make comments and suggestions. Expectations or the involvement of QP supervisors who are on sabbatical should be made clear before the term.
- The first meeting should be scheduled in week 1 or 2 of the term. Meetings should take place at least once every four weeks.
- The final version of the QP will be submitted to the QP supervisor on the first day of the first week of the exam period. After the paper is vetted by the QP supervisor, it will be passed on to the second reader in the second week of the exam period. The QP cover form is submitted with the final version to the readers.
- The final decision of the readers will be made before the end of term.
- In case of a fail the student must re-enter the whole procedure, with a different topic, at the beginning of the next term. This option is only granted in exceptional cases, however, and after consultation with the advisors and entire faculty. If this permission is not granted, the student will be withdrawn from the program. If it is granted, the first fail will put the student into unsatisfactory progress status in the graduate school. In unsatisfactory status the student is not eligible for financial aid or teaching. Two fails will mean that the student has not fulfilled the departmental requirements and that he or she will be withdrawn from the program.
- A copy of the QP with the signed cover form should be submitted to the department by June 1.

## Advising

Ordinarily, the director of graduate studies is a student's primary advisor for the first two years of graduate study. Should additional advising be desired, it should be sought in consultation and agreement with the director of graduate studies.

Information on advising at other stages may be found in the sections on the qualifying paper, general examination, prospectus, and dissertation.

## Master of Arts (AM)

The department does not admit candidates for a terminal AM degree. PhD candidates may apply for a master's degree after satisfactorily completing eight half-courses. The degree may also be offered to students unable to complete the PhD.

## General Examinations

The general exam (GE) will be taken no later than the sixth term in residence, typically spring term G3. The exams should take place during reading period of the spring term. Exceptions can only be proposed by the DGS, in close consultation with the dissertation supervisor, and must be approved by the faculty during a departmental meeting.

The petition to take general exams must be filed in the department by March 1 of the spring term of the 6th term of residence.

One term of intensive study should suffice to prepare for the GE.

The proposed dissertation supervisor in consultation with the committee will make sure that the bibliography is appropriate, but not over-burdened.

The final bibliography will be submitted to the DGS, for the record.

The general examination is given only during the academic year and not during holidays or summer.

The examination is designed to test the students' mastery of their scholarly fields and their ability to proceed to writing a dissertation. Students are allowed access to the library and to other resources while answering Parts 1 and 2.

The examination consists of four parts: 1) Written essay(s) (eight hours total). Interpretation. General Field. One or two questions designed to test the student's grasp of broad art-historical issues. 2) Written essay(s) (eight hours total). Methods and Historiography. Specific Field. 3) One or two questions designed to bring out the student's knowledge of sources, both primary and secondary, and of methodological issues. 4) Oral examination (two to three hours): Analysis of visual material. General Field. The student will have one to two hours prior to the convening of the full committee to examine eight to twelve works of art, slides, or photographs, in preparation for an oral discussion of all but one of them with the examination committee. The discussions may involve such issues as connoisseurship, contexts, iconography, formal analysis, patronage, technique, and condition. Oral examination (one and one-half hours): Evaluation and review. Students whose performance on the examination is not satisfactory will be given one opportunity to repeat all or a portion. In some cases, Part 4 will be combined with or follow immediately upon Part 3.

In Parts 1 and 2, students will be given a choice of questions, normally one of three or two of five, to be determined in consultation with committee members.

Students may determine which of the first two sections of the examination they wish to take first, but whatever order is decided upon, Parts 1–3 must be taken within a period of five days.

## Dissertation

### The Dissertation Prospectus

After the successful completion of the general examinations, a topic and advisor for the dissertation should be chosen. Discussing potential topics with several faculty members is advisable before the student begins. Students will be expected to have a prospectus approved no later than three months (within the academic calendar— September through May) of passing the general examinations in order to be considered to be making satisfactory progress toward the degree.

Once a student has a topic and an advisor to guide his or her dissertation, a formal written dissertation proposal is the next step. Not including the bibliography, the prospectus should be five to ten pages in length, but not more.

## Dissertation Defense

The Department of History of Art and Architecture requires that all PhD dissertations be defended. At the defense, the student has the opportunity to present and formally discuss the dissertation with respect to its sources, findings, interpretations, and conclusions, before a defense committee knowledgeable in the student's field of research. The director of the dissertation is a member of the defense committee. A committee is permitted to convene in the absence of the dissertation director only in cases of emergency or other extreme circumstances.

The defense committee may consist of up to five members, but no fewer than three. The chair of the defense committee should NOT be the primary advisor. The suggested makeup of the other members of the committee should be brought to the director of graduate studies for approval. Two members of this committee should be from the Department of History of Art and Architecture and one of these should be a tenured faculty member. One member should be outside the department (either from another Harvard department or outside the University). A minimum of one month prior to scheduling the defense, a final draft of the dissertation should be submitted to two readers (normally the primary and secondary advisors). Once the two readers have informed the director of graduate studies that the dissertation is "approved for defense," the candidate may schedule the date, room, and time for the defense in consultation with the department and the appointed committee. This date should be no less than six weeks after the time the director of graduate studies has been informed that the dissertation was approved for defense. It should be noted that preliminary approval of the dissertation for defense by the primary advisor and another reader does not guarantee that the dissertation will be passed.

The defense normally lasts two hours. The candidate is asked to begin by summarizing the pertinent background and findings. The summary should be kept within twenty minutes. The chair of the committee is responsible for allotting time, normally allowing each member of the committee twenty to thirty minutes in which to make remarks on the dissertation and elicit responses from the candidate.

When each committee member has finished the questioning, the committee will convene in camera for the decision. The possible decisions are approved, approved with minor changes, approved subject to major revision within six months, or rejected. The majority vote determines the outcome.

**Approved with minor changes:** The dissertation is deemed acceptable subject to minor revisions. The dissertation is corrected by the candidate, taking into account the comments made by the committee. The revisions will be supervised by the primary advisor. Upon completion of the required revision, the candidate is recommended for the degree.

**Approved subject to major revision within six months:** The dissertation is deemed acceptable subject to major revisions. All revisions must be completed within six months from the date of the dissertation defense. Upon completion of the required revisions, the defense is considered to be successful. The revisions will be supervised by the primary advisor.

Rejected: The dissertation is deemed unacceptable and the candidate is not recommended for the degree. A candidate may be re-examined only once upon recommendation of two readers. Rejection is expected to be very exceptional.

A written assessment of the dissertation defense will be given to the candidate and filed in the department by the chair of the defense committee.

The defense will be open to department members only (faculty and graduate students), but others may be invited at the discretion of the candidate. Travel arrangements for an outside committee member should be made as far in advance as possible and will be covered by the department, assuming it is within reason. The department administrator will assist in making the travel arrangements. A modest honorarium will be given for the reading of the dissertation for one member of the jury outside the University.

Candidates should keep in mind the Graduate School of Arts and Sciences deadlines for submission of the dissertation and degree application when scheduling the defense.

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## History of Science

### Master of Arts (AM)

#### REQUIREMENTS

- Minimum one year residence of full-time study.
- Eight half-courses or the equivalent are required. These must include the half-course Salon (History of Science 310hf), two half-courses offered “Primarily for Graduate Students” (not including “Graduate Courses of Reading and Research”) in the history of science, one half-course offered “Primarily for Graduate Students” (not including “Graduate Courses of Reading and Research”) outside the department, and two additional half-courses in the history of science. The remaining two half-courses may be chosen from offerings in science, history, the history of science, or other related fields. All courses must be selected from offerings designated in *Courses of Instruction* as being “for both undergraduates and graduates” or “primarily for graduate students” or from appropriate courses through cross-registration. An average of B must be maintained throughout the year.
- An essay of 7,500-10,500 words (roughly twenty-five to thirty-five pages), exclusive of bibliography, on a subject to be determined in consultation with the student’s advisor. This must be submitted to the Department toward the end of the second term, but no later than the last day of reading period. Principal sources must be consulted in the original language, not in translation. Ordinarily a paper written for a graduate seminar or independent study in the History of Science is revised or expanded for this requirement.

### Doctor of Philosophy (PhD)

#### COURSE REQUIREMENTS

- Minimum two-year residence of full-time study.
- Sixteen half-courses or the equivalent, of which ordinarily a maximum of four may be graduate-level reading courses in the history of science or in other divisions, departments, or committees. With the exception of introductory and intermediate language courses (see below), these courses should be chosen from those listed under the rubrics, “Primarily for graduate students” and “For undergraduate and graduate students” in *Courses of Instruction*. A candidate who maintains a record of high distinction in the first term in the

Graduate School of Arts and Sciences may petition for academic credit of up to four half-courses for graduate work of high quality in relevant fields done at another institution. This number may be reduced in the case of students taking introductory- and intermediate-level term-time coursework in languages other than English, usually designated as “Primarily for undergraduates.” In order to ensure that students have a strong background in fields covered by the department, students may ordinarily receive credit for no more than a total of four half-courses, between introductory and intermediate language study, on the one hand, and graduate courses at another institution, on the other. Introductory and intermediate language courses taken in the Summer School, while encouraged, will not be counted toward the sixteen half-courses required for the degree. See section on the Language Requirement below.

- Eight of the sixteen half-courses required for the degree must fulfill the following requirements: the half-course Salon (History of Science 310hf); six additional half-courses in the history of science, of which at least two must be courses offered “Primarily for Graduate Students” (not including “Graduate Courses of Reading and Research”); one half-course seminar offered “Primarily for Graduate Students” (not including “Graduate Courses of Reading and Research”) outside the department.\* Students who receive credit for graduate work done at another institution may petition to waive a maximum of two of the course requirements outlined here; the Salon (History of Science 310hf) may not be waived.
- \*Courses in the history of science include courses taught in other departments by members of the history of science department, courses cross-listed under the history of science, and graduate courses in Science, Technology and Society offered by the Massachusetts Institute of Technology; of these a maximum of three may be taken at MIT. All other courses count as outside the department.
- During the first year, four full courses must be passed at a grade level of B or above.
- Students writing dissertations on a post-1800 topic are required to take two courses in the history of science on pre-1800 topics, and vice versa for students writing dissertations on pre-1800 topics.
- By the end of the fourth semester, students must have earned a grade of “A-” or above on two significant research papers (9,000-12,000 words exclusive of notes and bibliography), at least one of them for a departmental course. The student’s advisor should read and discuss at least one of the papers with the student, whether or not the paper was produced for the advisor’s course.
- Students must plan their course distribution requirements, their language studies, and the three or four “fields of study” that they intend to submit for the general examination (see section on the General Examination below). Study programs, courses, seminars, and fields of study are selected in consultation with the faculty advisor assigned to the student at the beginning of the first year of residence. By the end of the first term, but not later than the end of the second term of residence, all students must complete with their advisor a written plan for fulfilling the department’s requirements. At the end of each year, the student’s progress is reviewed by the department, and a determination is made of the student’s qualification for continuing graduate work in light of both departmental and GSAS requirements.

## INCOMPLETES

The grade of Incomplete is given only in extraordinary circumstances. The work must be completed and the grade converted to a letter grade before the end of the next registration period. Before a student is permitted to teach, all courses must be graded.

## LANGUAGES

All students must demonstrate proficiency in at least one language other than English by the end of their third year. The language(s) in question should reflect their research interests and ordinarily will be agreed on in consultation with their advisors at the beginning of their first year of graduate study; the list may be revised as necessary to reflect students' changing intellectual trajectories. Some students may enter with all the language preparation they will need for graduate study in their chosen fields. Others may have an elementary or intermediate knowledge of a language or languages and may improve on that knowledge by taking additional coursework, including first-, second-, or third-year language courses and/or the reading courses offered by some departments and designated as French Ax, German Ax, Spanish Ax, etc. in *Courses of Instruction*.

Students can demonstrate proficiency in various ways, but most often by taking third-year coursework in a language other than English and/or using non-English-language texts in one or more seminar papers or in the preparation of their general examination fields and prospectuses. The development of oral skills is also encouraged. Proficiency should be documented by a note from the student, co-signed by the advisor, to be submitted with the dissertation prospectus; this should describe the language(s) in which proficiency has been achieved and the ways by which this has been demonstrated. Proficiency is assumed in the case of native speakers and bilingual students, as long as they are skilled in both reading and speaking; the language in question must be relevant to their research fields. If no one in the department is capable of assessing a student's proficiency in a language, the department will make other arrangements.

As students' fields of study develop, they may find that they need to acquire new languages or further develop their skills in ones they already know. This should be discussed by students and their advisors on a regular basis as part of the advising process.

## Teaching

As part of the program for preparing students for careers in teaching and research, after the first two years, the department requires each student to participate as a teaching fellow or course assistant in at least one course offered by members of the department faculty. A note on teaching after receiving a Dissertation Completion Fellowship: To be eligible to teach in the Department after being a recipient of Dissertation Completion Fellowship (DCF), a student must be on track to be recommended for the PhD to be awarded in November following the DCF year. It is GSAS policy and also the policy of the department not to grant teaching fellowships to those who have received the DCF but have not completed the dissertation.

## Advising

A student entering the program is assigned a preliminary, provisional advisor, who serves as her or his primary advising resource during the first two or three semesters. In addition, all first year PhD candidates will be assigned a continuing graduate student (post-generals), who will act as a peer mentor during the first year, helping the candidate to acclimatize to departmental expectations and routines. Within the first semester of the first year, the Director of Graduate studies will meet with each student to assess “fit” with her or his provisional advisor. Students may change advisors by securing the approval of the new advisor and notifying the administrative coordinator of the graduate program.

Once the fields for the general examination have been set, the three or four faculty members who will be working with the student to prepare her or him for the examinations are consolidated into a formal Generals Advising Committee, chaired by the student’s primary advisor. The Generals Advising Committee shall comprise no more than four faculty members. Following the successful completion of the general examination, the student will constitute a Dissertation Prospectus Committee in consultation with his or her advisor. Once the student’s dissertation prospectus has been vetted by the Dissertation Prospectus Committee and approved by the full department faculty, a Dissertation Committee will be set up. While students continue to work closely with their primary advisors, the other members of these two committees act as an additional intellectual resource. On the membership of these committees, see the section on the Dissertation below.

The director of graduate studies and the department chair are available at all times to provide additional support and advice at any stage of the graduate student program. Students are encouraged to seek help from either or both of these individuals if any part of the advising process seems not to be working as it should.

## General Examination

The general examination, which is oral, is to be taken at the end of the fourth term, or the very beginning of the fifth term. No encyclopedic command of detail is expected. Rather, the general examination committee will seek evidence of an understanding of the main intellectual developments within a field of science, familiarity with the chief historiographic traditions associated with a particular content area, and the ability to set a particular field of science or the science of a particular period within its institutional, political, and social contexts.

The general examination includes ordinarily three or, occasionally, four fields. The number and definition of the fields is determined by the student in consultation with her or his advisor. At least two (2) fields should be in history of science and directed by faculty in the department or people otherwise designated by the Department. All general examinations must include at least one outside field. Possible combinations include (but are not limited to):

- Two fields in history of science and one field in history
- Two fields in history of science and one field in literature
- Two fields in history of science and one field in sociology
- Two fields in history of science, one in philosophy of science, and one in science
- Two fields in history of science, one in history and one in anthropology
- Three fields in history of science, and one in history

Fields for the general examination are submitted for approval in the third term of residence and must be approved by the director of graduate studies and the faculty of the department.

To pass the General Examination, a passing mark must be earned in each field.

## Dissertation

### Dissertation Prospectus

The student discusses a draft of the prospectus with the Dissertation Prospectus Committee, which gives its recommendation for the approval of the dissertation, subject to specified revisions. Within six months after passing the general examination, the student must submit the revised prospectus to the administrative coordinator for graduate studies. The coordinator of graduate studies will arrange for the whole faculty to review the prospectus at a faculty meeting.

A prospective fourth-year student must have obtained approval of a prospectus.

### Dissertation Committee

When the whole faculty approves the prospectus, the selection of the dissertation director and other members of the committee is ordinarily also approved at the same time. Dissertation committees comprise at least three members. The names of faculty members available for the direction of the PhD dissertation are listed in the course catalogue under History of Science 300. The director of the dissertation must be an eligible member of the department. The department requires that two members of the committee be members of the department. Students in the History of Science are encouraged to include junior faculty on their dissertation committees.

After the prospectus has been approved, the student, in conjunction with her or his advisor, is required to submit a brief annual report on the progress of the dissertation each year. The annual report form is due by October 15 following a discussion between the student, the advisor and, ordinarily, at least one other member of the committee. The administrative coordinator for graduate studies is available to assist with scheduling.

Ordinarily the dissertation committee has the opportunity to review the dissertation in its middle stage. In any case, the review must be completed no later than three months prior to the departmental deadline for submission of the final unbound copy, so that the student is able to meet the registrar's deadlines for submission of the dissertation.

### Dissertation Submission

A final unbound copy of the dissertation is submitted to the dissertation director and each of the additional readers for acceptance by the first Monday in April for a May degree, the first Monday in August for a November degree, and the first Monday in December for a March degree. The dissertation along with the dissertation acceptance certificate is submitted online according to the deadlines and procedure established by the Registrar.

The dissertation should be an original contribution to knowledge. It must conform to the online description, **The Form of the PhD Dissertation**.

### Dissertation Defense

The dissertation defense will ordinarily take place after the dissertation has been approved by the members of the dissertation committee.

## Duration of Graduate Study

Work for the degree must be completed within a total of five years, or in certain fields where additional preparation is necessary, a total of six years. An extension is considered only upon submission of a petition to the department, showing just cause.

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## Human Evolutionary Biology

### Course Requirements

Normally, Human Evolutionary Biology PhD students will take at least eight half-courses in human evolutionary biology and related areas during their first two years in residence. These will include one Proseminar in evolutionary theory and a minimum of three courses out of five identified primary areas: human paleontology, genetics, human anatomy and physiology, human behavioral ecology, and primate behavioral ecology. Each student's program of study must receive the approval of his or her advisors.

Students must acquire both theoretical grounding and technical skills. This means gaining experience with designing research projects, collecting data in the laboratory or field, and analyzing those data. To achieve this, students must take appropriate laboratory courses or undergo training in a field setting, as determined in consultation with the faculty. Competence in statistics is required of all candidates; any coursework necessary to achieve such competence is to be completed by the time of the qualifying examinations. Depending upon the nature of the research to be undertaken for the PhD, the faculty may prescribe further skills, such as fluency in a field language, advanced laboratory skills, or further quantitative skills.

Students must maintain an overall grade average of B+.

No grade of Incomplete can be used to fulfill any departmental requirement.

Students may petition to have as many as eight graduate-level courses from another university accepted toward fulfillment of their PhD coursework requirements.

### Language Requirement

There is no general language requirement. Language training is required when appropriate to a student's research.

### Incompletes

Incompletes are granted at the discretion of course instructors.

Students normally may not request Incompletes of instructors who will be on leave the following academic term.

Students who are non-resident (traveling scholars or on leave) are subject to the same deadlines as resident students (i.e., an Incomplete must be completed during the term

following that in which it was taken); otherwise students must petition the GSAS dean for student affairs for more time to complete the work.

Students normally may not take more than one Incomplete in a term. Incompletes in the Proseminar or any other course taken in the first year are unacceptable.

A prolonged record of Incompletes may jeopardize a student's chances of obtaining teaching fellowships and financial awards in the department.

## **Master of Arts (AM)**

Human Evolutionary Biology PhD students may apply for a non-terminal Master's degree (AM) in their second or third year, after they have passed eight half-courses including the Proseminar and three area courses, and have satisfactorily completed the mock-NSF requirement.

All courses offered for the AM must have been passed with a minimum grade of B-. The overall grade average should be at least B+.

A minimum of one year in residence is required. For those who do not attain the PhD, a terminal AM degree may be awarded when appropriate.

## **Teaching**

Graduate students are expected to teach in one or more terms during their careers at Harvard as part of their professional training.

Normally, graduate students do not teach until the third year.

First-time teaching fellows must participate in the Bok Center teaching orientations.

Students in their third and fourth years have priority for teaching fellowship awards.

## **Advising**

Upon admission, students are assigned two faculty advisors based upon compatibility of research interests.

The faculty will annually assess the progress of each student and this appraisal will be communicated to the student.

In the week before fall term begins, first-year students will meet with their assigned faculty advisors in Human Evolutionary Biology to plan a program of study that takes into account their previous training and current academic interests.

Students may contact the department administrator to address any questions and/or issues related to the advising process.

## **Qualifying Examination**

Successful completion of the Proseminar and the three area courses constitutes a major portion of the qualifying examination process.

In addition, students must submit a draft of a research proposal ("the mock NSF") and be examined orally by the faculty. The oral examination is based on the research proposal, which students develop in consultation with their advisors, as well as their command of relevant areas of human evolutionary biology. The proposal should be written in the form of a Doctoral Dissertation Improvement Grant application to the National Science Foundation (NSF). It

should be circulated to the faculty at least a week before the oral examination is to occur. Students are expected to fulfill this requirement by the end of their second year in residence. Successful completion of the “mock NSF” requirement is the final step in the qualifying examination process.

If the qualifying examinations are passed conditionally, or if despite failure, the student is encouraged to continue in the PhD program, the Human Evolutionary Biology faculty will determine a program the student must complete within a specified period of time in order to become a doctoral candidate in the department. This program may involve further coursework, papers, and/or special examinations in specific areas of weakness, or the candidate may be required to retake the qualifying examinations. Failure to pass the qualifying examinations can be grounds for dismissal from the graduate program.

## **The Dissertation**

### **The Dissertation Prospectus**

After completion of the qualifying examinations, the candidate, in consultation with his or her advisors, will select a dissertation research topic. The faculty will then designate a dissertation prospectus committee of at least three members, normally at least two of whom shall be members of the Department of Human Evolutionary Biology. The student, in consultation with his or her committee, will further develop the scope of the dissertation research topic.

The candidate will submit to this committee a dissertation (or thesis) prospectus that embodies the general planning of the dissertation research work and shows what contribution it will make to the field. The prospectus should give a concise statement of the problems being studied or hypotheses tested and a description of the manner in which the field or laboratory investigation will be carried out. The prospectus should conform to the format and length of an NSF Doctoral Dissertation Improvement Grant application. Ideally, the prospectus will also be a grant application. The candidate will meet with the dissertation prospectus committee to discuss the prospectus and consider any necessary revisions, including the possibility that an alternate prospectus would be required.

Approval of a dissertation prospectus, including any revisions, is expected by the end of the sixth term in residence; failure to gain approval by the end of the seventh term may be grounds for dismissal from the program.

### **The Dissertation and Defense**

An approved dissertation is normally expected by the end of the twelfth term after entry into the graduate program. The dissertation committee will be composed of at least three readers, at least two of whom will be members of the Faculty of Arts and Sciences. At least one reader will be a member of the Human Evolutionary Biology faculty, and at least one reader will normally be outside that faculty. A complete dissertation must be received by all members of the dissertation committee at least two months before the approved dissertation is due at the Registrar's Office; the candidate may well have to advance this due date for readers outside the Boston area. The text of the dissertation, exclusive of charts, figures, and appendices, may not exceed 250 typewritten pages.

The form of the dissertation may vary depending on the student's research but the content should ordinarily be substantive enough to represent or to produce at least three published articles.

The dissertation defense consists of an oral presentation for a general audience followed by an oral examination attended by the dissertation committee and other interested faculty. Only after successful completion of this examination and the incorporation of any revisions required by the dissertation committee may a candidate's dissertation be approved for submission to the registrar. A complete draft of the dissertation must be submitted within five years after passing the qualifying examinations, and the dissertation approved within six years of passing those examinations.

Failure to meet the deadline for completion may constitute grounds for dismissal from the program. Students may apply for readmission to the graduate program through the Graduate School.

PhD dissertation manuscripts must conform to the requirements described online in ***The Form of the PhD Dissertation***.

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# Harvard Graduate School of Arts and Sciences

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## Mathematics

### The First Two Years

#### Advising

When students arrive, each is assigned an advisor. However, a specific professor can be requested. Students are required to take the qualifying examinations (quals) in the fall term of the first year. While taking the quals will not answer every question as to which way to proceed, they are a valuable source of information about where a student stands mathematically.

The first year is a time to get to know Harvard, the faculty, and fellow students. This is a time to get a sense of what sort of mathematics is done here, at what level, in what style, and by whom. By the end of the first year, it should be possible for the student to have some idea of the area that is most interesting to her or him and with whom she or he might work.

While preparing for the qualifying examination or immediately after taking it, the student should enroll in more advanced courses with the idea of choosing a field of specialization. Unless prepared to work independently, the field chosen should fall within the interest of some member of the faculty who is willing to serve as dissertation advisor. One method of choosing a professor with whom to work is to spend a term reading under the direction of two or more faculty members simultaneously, on a tentative basis. Another method might be to talk to professors about course matters. Faculty members vary a great deal in the way that they go about dissertation supervision; one's needs in that direction should be taken into account. It is up to the student to ask a professor whether she or he will act as dissertation advisor. Most students choose an advisor during their second year. It is not usually a good idea to wait longer than two years before doing so.

The director of graduate studies and the chair are always available for consultation if problems arise in choosing an advisor or in resolving other issues that might arise. In the event that no member of the department suits a particular student, there is also a possibility of asking a Massachusetts Institute of Technology (MIT) professor for guidance.

During the dissertation stage, regular meetings with the professor chosen should be arranged. Early on, the student should consult her or his advisor regarding the selection of the required second and third readers to form the dissertation committee.

#### The Qualifying Examination

The examination is given twice each year at the beginning of the fall and spring terms. The qualifying exam consists of three, three-hour papers held on consecutive afternoons. Each paper has six questions, one each on the subjects: algebra, algebraic geometry, algebraic topology, differential geometry, real analysis and complex analysis. Each question carries ten points. In order to pass the examination, a student must obtain at least twenty of the available thirty points in that subject. A student is considered to have passed the qualifying exam when they have passed in all six subjects, or they have passed in four subjects and obtained an A or A- grade in two basic graduate courses corresponding to those subjects not passed. Once the qualifying exam has been passed, students no longer need to take math courses for a letter grade and may receive the grade “excused.”

A student may take the qualifying examination any number of times, beginning in the first term. A student is not penalized in any way for failing to pass the examination once or several times, but students are expected to pass the examination by the end of the second year in residence in order to begin real mathematical research.

The sole use of the qualifying examination is to measure the breadth of a student’s mathematical knowledge. The department offers a basic sequence of mathematics courses for the first four terms in residence and the successful completion of this sequence plus minimum memory skills should amply prepare the student for the qualifying examination. The basic courses are: Math 212a (real analysis) Math 231a (algebraic topology) Math 213a (complex analysis) Math 232a (algebraic geometry) Math 230a (differential geometry). There is no graduate course covering the qualifying exam syllabus in algebra. A student who wishes to replace the algebra section of the qualifying exam with a basic graduate course should take 221 (commutative algebra). These courses cover substantially more mathematics than the qualifying examination requires; a student who passes the examination upon entrance will also find these courses interesting. A qualifying examination syllabus and samples of prior exams and solutions are available on the department’s **website**.

It is extremely rare for a student not to pass the qualifying examination by the third year. However, if that were to happen, there would be a consultation between the student and the advisor. Any solution that might be suggested would depend on the student’s individual situation and research progress.

## Courses

The department does not have a prescribed set of course requirements, but the University requires a minimum of two years of academic residence for the PhD degree. (See the *GSAS Guide to Admission and Financial Aid* for financial residence requirements.)

In addition to courses, students may register for three types of TIME. Two may be used for credit toward the PhD degree—TIME-C as credit for specific studying, such as for the qualifying examination, and TIME-R as credit for research. TIME-T may be used for preparing for lectures when a teaching fellow but may not be used for credit toward the degree. TIME can be used as part of the four required courses per term. Without the permission of the director of graduate studies, a student should not register for more than one half-course of TIME in a term in which she or he is not required to teach, or more than two half-courses of TIME in a term in which she or he is required to teach. (For a more complete explanation, see the references to TIME in the index.)

## The Minor Thesis

For the minor thesis, students choose a topic outside their area of expertise and, working independently, learn it well and produce a written exposition of the subject. The exposition is due within three weeks, or four if the student is teaching. The minor thesis must be completed before the start of the third year in residence.

The topic is selected in consultation with a faculty member, other than the student's PhD dissertation adviser, chosen by the student. The topic should not be in the area of the student's PhD dissertation. (For example, a student working in number theory might do a minor thesis in analysis or geometry). At the end of the allowed time, the student will submit to the faculty member a written account of the subject, and be prepared to answer questions on the topic.

The minor thesis is complementary to the qualifying exam. In the course of mathematical research, the student will inevitably encounter areas in which s/he is ignorant. The minor thesis is an exercise in confronting gaps of knowledge and learning what is necessary efficiently.

## Language Requirement

Mathematics is an international subject in which the principal languages are English, French, German, and Russian. Almost all important work is published in one of these four languages, although much Russian work is translated into English. For the PhD, every student is required to acquire an ability to read mathematics in two of these three foreign languages. The student's competence is demonstrated by passing a two-hour written examination. Usually the student is asked to translate into English a page of text from a mathematics book or journal. Students may, if they wish, use a dictionary. If another language is specifically appropriate to the student's PhD program, the student may request approval from the director of graduate studies to substitute that language. If the student's native language is one of those required, the requirement may be waived.

The first language requirement should be fulfilled by the end of the second year; the second language examination should be passed by the end of the third year.

## Teaching

All graduate students are required to gain at least two terms of classroom experience in teaching. Teaching may be a source of support for some students. Students without outside support are usually required to teach once in each of years two through four and twice in year five. If teaching positions are available, students may arrange to teach twice in an earlier year to avoid teaching twice in the fifth year.

Teaching fellows ordinarily prepare and teach their own sections of undergraduate calculus. Participation in course-wide meetings, examination writing, grading, and holding office hours also are part of the duties, but routine homework grading is done by a course assistant. There are a few upper-class tutorial seminars taught by experienced teaching fellows.

All students must complete a teaching course and apprentice program run by the department in the term before they start teaching. Students without outside support usually complete the course in their first term and the apprenticeship during their first year.

From time to time there may be additional teaching fellow positions or graduate course assistant positions (to aid professors by running review sessions and grading homework and examinations) available for those students who wish to supplement their funding. These positions are only available to those who are making good progress on their academic work. Preference will be given to successful teachers.

## AM Degree

The Master of Arts (AM) degree is not a prerequisite for the PhD but may be obtained by students on their way to a PhD. The formal requirements for the continuing AM degree are a minimum academic residence of one year and eight half-courses in mathematics at the 100 or 200 level, with at least four at the 200 level, and candidates must pass one of the two language examinations required for the PhD.

Applicants are not accepted in the program for the terminal AM in mathematics.

## PhD Degree

The degree of doctor of philosophy is awarded to students who have demonstrated their mastery of the basic techniques of mathematics and their ability to do independent research. The former is tested in the qualifying examination, the latter in the dissertation. The dissertation, however, is the more important of the two.

The University requires a minimum of two years' academic residence (16 half-courses). On the other hand, the PhD usually takes four to five years.

## The Dissertation

The PhD dissertation is an original treatment of a suitable subject leading to new results, usually written under the guidance of a faculty member. Many of the more advanced courses and seminars are designed to lead the student to areas of current research.

Traditionally, dissertation defenses are held in March and April for a May degree. Degrees are conferred three times during the year in November, March, and May, but most students finish for the May degree. The University Commencement is held once in May.

Dissertation presentations are scheduled some weeks prior to the University dissertation submission deadline date. A final draft of the dissertation must be placed in the Birkhoff Library two weeks prior to the advisor's presentation to the faculty. The student's advisor presents the dissertation to the faculty during the departmental meetings that coincide with the timetable of the University.

Once the faculty members agree the dissertation can move forward, the student may proceed with his or her oral defense. The oral defense will be in the style of a seminar with a public presentation of about fifty minutes with ten minutes for questions. The student's dissertation committee members will attend the defense and formally approve the dissertation.

When the dissertation is accepted, the student can submit the dissertation to the registrar. The final manuscript must conform to the requirements described online in *The Form of the PhD Dissertation*.



# Harvard Graduate School of Arts and Sciences

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### Middle East Studies

For a complete statement of regulations regarding graduate work in Middle Eastern studies, candidates should refer to “**Degree Programs in Middle Eastern Studies.**”

#### Master of Arts (AM) in Regional Studies–Middle East

##### Course Requirements

A terminal AM degree is administered by the Center for Middle Eastern Studies. The program for this degree requires two years of study: eight half-courses each year making a total of sixteen half-courses.

##### Required Courses

- Graduate Proseminar in Middle East Studies (MOME 200A)
- One course in medieval Middle Eastern History (600–1500, CE)
- One course in modern Middle Eastern History (1798–present)
- Three additional courses related to the Middle East, two of which must be graduate seminars
- Four consecutive Middle East language courses: Arabic, Persian, Turkish or Hebrew (students who are native speakers of one of these languages will be required to study a second Middle Eastern language)
- Master's Thesis Writing course (MOME 299B—for those writing a thesis. Students enrolled in the AM program may choose to write a master's thesis, but a thesis is not required to complete the degree; those considering further graduate study are strongly encouraged to write a master's thesis)
- Remaining courses are electives, to be chosen by student in consultation with Director of the AM program

##### Language Requirements

All students in the AM program are expected to take two years of one of the major languages of the Middle East: Arabic, Hebrew, Persian, or Turkish. Students who are native speakers of one of these languages will be required to study a second.

## **Grade Requirements**

In compliance with the policy of the Graduate School of Arts and Sciences.

## **Residence Requirements**

Students should comply with the GSAS policy.

## **Policy on Incompletes**

Students should comply with the GSAS policy.

## **Advising**

The director of the AM Program acts as the main advisor for all AM students. Other faculty take on an advising role for the AM thesis.

## **Programs for the Joint PhD**

A joint PhD is offered with the following departments: anthropology, history of art and architecture, and history. The fields covered differ according to requirements of the respective Harvard departments.

## **ANTHROPOLOGY AND MIDDLE EASTERN STUDIES**

The student will fulfill all the **requirements** for the PhD in social anthropology. In addition, the student will also fulfill the following language and area requirements of the Committee on Middle Eastern Studies:

### **Language Requirements**

Students are required to demonstrate competence in another European language other than English if it is essential for their dissertation research. Students from the region are required to show competence in another ME language other than their own native language if that language is required for their research; all other students are required to show competence in one of the following: Arabic, Hebrew, Persian or Turkish (or another major regional language, with approval of their committee).

### **Course Requirements**

In addition to the courses required for the PhD in Social Anthropology, the student will take at least three half-courses in Middle Eastern history, economics, religion, or political science. Other fields of study from related areas may be approved to meet this requirement by petition to the committee.

### **General Examination**

The General Examination in social anthropology is designed as a process that builds from the first year (G1) of graduate studies through the third year (G3). The stages of this process, with

the required courses and activities relevant to each stage, are outlined here:

[http://www.gsas.harvard.edu/programs\\_of\\_study/anthropology.php](http://www.gsas.harvard.edu/programs_of_study/anthropology.php).

### **Dissertation**

The dissertation will normally be based on fieldwork conducted in the Middle East, or in other areas of the world with close cultural ties to the region. The dissertation should demonstrate the student's ability to use source material in one or more relevant Middle Eastern languages.

## **HISTORY OF ART AND ARCHITECTURE AND MIDDLE EASTERN STUDIES**

The student will fulfill the requirements for the PhD in the History of Art and Architecture Department, with minor adjustments to be discussed with his or her advisor. In addition, the student will also fulfill the language and area requirements of the Committee on Middle Eastern Studies.

### **Languages**

Each student must complete at least two years of residence, and fulfill the following language requirements: to obtain proficiency in one of the following Middle Eastern languages: Arabic, Persian, Ottoman Turkish, or another appropriate language (such as Urdu). Depending on area of concentration, students may be required to study a second Middle Eastern language as well. Students must also acquire a reading knowledge in a European language (e.g., French, German, Italian, Spanish or Russian).

### **Course Requirements**

In addition to the work in Near Eastern art and architecture, the student must take at least one half-course and one seminar in some other period of art history, and at least one-half course and one seminar in some other aspect of Middle Eastern studies. Classes should be chosen in consultation with the student's advisor in the History of Art and Architecture Department.

### **General Examinations**

The student will be expected to take his or her General Examinations at the History of Art and Architecture Department: two written examinations in a selected general and a specific field of Islamic art and architecture, and a third oral examination on "connoisseurship". The latter will require the identification of visual materials, inscriptions, and/or illustrated manuscript texts chosen by the examination committee. The committee should include two art historians from History of Art and Architecture and one faculty member from CMES.

### **Dissertation**

The student should follow the requirements for the PhD in History of Art and Architecture Department.

# HISTORY AND MIDDLE EASTERN STUDIES

## Fields of Study

As soon as possible after entering the program, and no later than the end of the first year, the student should select an advisor (who must be a member of the history department) in consultation with whom four fields of study will be chosen for presentation at the General Examination. This selection of fields is to be set down in written form and signed by the advisor. This plan will also state the student's choice of courses and language examinations during the first two years. A student wishing subsequently to propose changes in this study plan must do so in the form of a written petition to the advisor.

## Language Requirements

Each student must pass the Department of History's language exam in one of the following: French, German, Russian or Italian.

Students must also attain proficiency in a modern Middle Eastern language: Arabic, Hebrew, Persian or Turkish. Depending upon the student's specialization, another Middle Eastern or Islamic language (e.g., Kurdish, Urdu) may be substituted with the approval of the Committee on Middle Eastern Studies. Proficiency would normally translate into a minimum of four years of language study with a final grade of B- or above. Native speakers of these languages will be required to master a second Middle Eastern language. A written examination in the Middle Eastern language selected will be administered by the Committee on Middle Eastern Studies and must be taken within a year of passing the General Examination (the "fourth field" general exam).

While not required to do so, students are strongly encouraged to master at least one additional Middle Eastern language. The expectation is that the student learn the languages necessary to teach and work in his or her chosen field.

## Courses

Students usually take four courses each semester of their first two years in the program. Eight of these courses must be taken for a letter grade. In the first semester, each student must pass the introductory seminar on methodology, History 3910: The Writing of History: Approaches and Practices, with a grade of satisfactory. Students must take at least two additional seminars for a letter grade; one in Middle Eastern history, and one in Western history. A student wishing to substitute for Western history a seminar on African or East Asian history, or other pertinent field, may petition the Committee on Middle Eastern Studies.

Students prepare for the general exam by registering for a series of History 3010s. This is a directed study that students take with each member of the general exam committee. 3010 is by default graded as satisfactory or unsatisfactory, and does not count toward the required eight courses. However, by completing a petition to take 3010 as a graded course, students may simultaneously satisfy the letter-graded course requirements outlined above and prepare for the general exam. A graded 3010 may count as a research seminar, as a history department course, or as an elective, but it may not be used in place of History 3900.

## General Examinations

The General Examination examines four established fields of the Department of History and the Committee on Middle Eastern Studies. One of the four fields must be in Western history and two must be in Middle Eastern history. The three established fields in Middle Eastern history are medieval Islamic history, Ottoman history, and modern Middle Eastern history. Students who wish to offer another Middle East-related field (for example, Byzantine history) in place of one of the established Middle Eastern fields should petition the committee for permission. The Department of History's chronological requirements for historical fields do not apply to the fields submitted for the joint program.

The fourth field is a written language comprehension examination of a major text in the student's primary Middle Eastern language; it is a separate examination from that which covers the three historical fields.

### **Prospectus**

The dissertation prospectus must be completed and approved within one year of passing the first three fields of the generals. It must be written in conformity with Department of History guidelines, as detailed in the History Department Graduate Student Handbook.

### **Dissertation**

The dissertation must be read and approved by a three-member dissertation committee, two of whom are normally permanent members of the Graduate School of Arts and Sciences faculty.

### **Teaching**

PhD students in their third and fourth years have priority for teaching fellowship awards. Normally, PhD students find teaching fellowships in their joint department. Students are usually not permitted to teach until after they have passed general examinations. Graduate students who are fluent in speaking, reading, and writing one of the modern Middle Eastern languages may be eligible to teach introductory and intermediate courses in that language. First-time teaching fellows must participate in the Bok Center teaching orientations.

### **Advising**

Advisors take an active role in helping plan the student's program of study and in directing the student's research and dissertation preparation.

At the beginning of their first year, students enrolled in the joint PhD programs (anthropology, history of art and architecture, history) must choose an advisor, by mutual consent, from among several Middle East faculty whose research interests are congruent with those of the student. The director of graduate studies at the Center for Middle Eastern Studies will have primary responsibility for monitoring the student's progress toward completion of the PhD requirements.

The progress of all graduate students is reviewed at the end of each year.

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## Music

### The First Two Years

#### Courses

Sixteen half-courses are required, and fourteen are usually taken during the first two years. Historical musicology students must take two half-courses in ethnomusicology and two half-courses in either theory or composition. No more than one seminar in medieval theory will count toward the theory requirement; no more than one analysis course can be counted towards the theory requirement. Ethnomusicology students are required to take at least two half-courses each in historical musicology and in offerings outside the department.

Ethnomusicology students must also take at least two half-courses in music theory. It is recommended that at least one theory seminar be in cross-cultural music theory. Theory and composition students do not have a set curriculum and should plan their course of study with their advisor. All students may be allowed academic credit (normally no more than two half-courses) for work done in other graduate schools in the United States or abroad, subject to the evaluation by the department and acceptance by the Graduate School. Petitions may be submitted after the completion of one full year of graduate work in the department.

In general, for all students, 100-level courses should be taken as supplemental to the graduate program, and should not be the major portion of the student's coursework.

In order to receive graduate credit, permission to take any half-courses at the 100 level must be granted by the graduate advisor before taking the course.

Graduate students who have one or more incompletes will not be considered for department summer grants. For additional information, go to <http://music.fas.harvard.edu/currentgrad.shtml>.

#### Analysis/Tonal Writing

Competence and fluency in traditional harmony, counterpoint, strict composition, and analysis (including analysis of 20th-century music) are prerequisites for taking the general examination. Incoming students will be given a placement test to assess skills. Music B will address these musicianship skills but does not count as one of the required sixteen courses. Work must be undertaken in the first year of study.

#### Languages

Written language exams are given at three specified times throughout the year. Reading knowledge must be proved before taking the general examination: Historical musicology—German and French or Italian. Alternative language choices should be discussed with the musicology advisor. Ethnomusicology—two research languages to be determined in consultation with the Ethnomusicology advisor. Theory—German plus one other language (French, Italian, Latin). Composition—German, Italian, or French unless an alternative language is approved in writing by the graduate advisor. Historical musicology students and ethnomusicology students must pass a third language appropriate to the field of specialization after completing the general examinations and within one year of the approval of a dissertation proposal. Requirements for languages not tested regularly within the department may be satisfied through special examination, or through presentation of other documentation at the discretion of the graduate advisor.

## Advising

Advising in the department during the pre-generals period is primarily handled by the appropriate graduate advisors and faculty members in the various programs, with the director of graduate studies available for further advice. After successful completion of the general examinations, students consult with individual faculty members on their proposed fields of concentration, and when a dissertation proposal has been completed, it is presented to the faculty in that field of study. When the dissertation proposal has been approved by the faculty in the program, it is brought to the entire department for final approval, and a dissertation committee is set up for each student. The dissertation committee consists of an advisor and two readers. Any questions or concerns about advising in the department can be brought to the attention of the director of graduate studies or the chair.

## Review

The progress of all graduate students is reviewed at the end of each year. In addition to adequate coursework, there are special requirements for first- and second-year students. Every student must submit at least one paper written for a graduate course as part of the first-year review. In Musicology, every first- and second-year student must write a least one seminar paper per term.

## General Examinations

The General Examination consists of two parts: written and oral. The orals are taken within weeks of passing the written portions. The exam dates differ by program but are usually between May and August of the student's second year of study. Both the written and the oral parts can be repeated, but no more than once. The format, which is significantly different for each program, is as follows:

### Historical Musicology

For historical musicologists, the general test will have three main parts—written, analysis and oral. The written exam consists of essays and short answer questions related to six of eight topics chosen by the student. The two prepared topics not selected for the written exam will

be presented in the oral exam. The open-book analysis exam will be given in the summer, around mid-July. This will be a take-home exam, distributed on a Friday, and returned on Monday, mid-afternoon. It consists of two pieces of music chosen from (1) before 1700, (2) 18th or 19th century, or (3) 20th century. Students will choose one topic on which they will make a ten-minute presentation in the oral examination. Students will choose a second topic on which they will prepare a syllabus for a thirteen-week graduate seminar on the subject. This syllabus will be presented in written form, and may be the subject of discussion in the oral examination.

## **Ethnomusicology**

The written exam consists of an analysis test and a general test. The analysis test includes two musical examples, one from the student's major area (i.e., North Indian music, Swedish music, etc.) and a second drawn from a contrasting musical tradition agreed on in advance in consultation with the ethnomusicology faculty. The general test is divided into four sections: one on ethnomusicological theory and method; a second on world music; a third on interdisciplinary problems; and a fourth on the intellectual history of ethnomusicology. By request of the student and in consultation with the ethnomusicology faculty, another subject area may be substituted as the focus of the fourth section of the test. The oral examination in ethnomusicology focuses on the special field or area chosen by the student, but may include questions about general ethnomusicology not necessarily related to topics covered in seminars. The remainder of the examination focuses on questions posed in the written examination.

## **Theory**

The written examination consists of four different parts: 1. A preliminary oral examination on repertoire and analysis ("single sheets"), lasting 30 minutes, with 30 minutes preparation time, usually taken at the beginning of the summer. 2. Four written exams of 3 hours each: (a) systematic theories, (b) history of music theory, (c + d) two examinations in special fields relevant to dissertation research. 3. Analytical essays on two musical works from different periods (take-home paper over 4 days). 4. A two-hour oral examination will allow discussion on the written work and may broaden to engage a variety of related issues in music theory.

## **Composition**

For composers, a written analysis is to be completed in three days at the end of the spring term of the second year of graduate study. It consists of a piece or set of pieces that should be analyzed by the student in the allotted time period. Students are also required to write an original composition of 7–10 minutes length with an imposed instrumentation, to be submitted by mid-August. The oral examination is based on an in-depth discussion of three major works that are assigned in the late spring of the second year of graduate study, plus an analytical presentation of the student's original composition.

## **Teaching**

Beginning in the third year, graduate students in good standing are eligible for teaching fellowships. Most teaching fellows devote two-fifths TIME to teaching. Following successful completion of the general exam, students are required to take M250ht (Teaching Practicum). This course does not count towards the 16 required courses.

## Third Year Requirements

The third year is primarily devoted to developing a dissertation proposal and the beginning of work on the dissertation. All students will complete their required courses; in most cases, that will mean two half-courses. Musicology students will begin their third language (to be completed within one year of the approval of a dissertation proposal). Music 250hf, “Colloquium on Teaching Pedagogy” is required.

## Dissertation

Within the academic year in which the general examination is passed, the PhD candidate is expected to develop a proposal for a dissertation, which should be a major original contribution to the field. The proposal must be submitted for approval to the program, which is responsible for assigning the student a committee consisting of a dissertation advisor and two other faculty members. Normally, the complete dissertation must be submitted within five years after passing the general examination, and satisfactory progress must be demonstrated every year in order that the student remains in good standing. If the dissertation is submitted thereafter the department is not obligated to accept it. The formal requirements for the dissertation are set forth in *The Form of the PhD Dissertation*, provided by the Graduate School of Arts and Sciences. The department requires one bound copy for the Music Library, in addition to a digital copy for ProQuest and one bound copy for the GSAS registrar

## Doctoral Colloquium/Conference

All departmental doctoral candidates (including composers) who are about to submit or have submitted their dissertation are required to make a final presentation of their work. A dissertation workshop (Doctoral Conference) is required of all dissertation-writing students in historical musicology, ethnomusicology, and theory.

## AM Program and Degree Requirements

The AM in Performance Practice is a two-year program in which students take departmental courses focused on this specialty and write an AM thesis. Students wishing to continue at Harvard for the PhD will apply in the normal manner, and their applications will be considered in the customary way. Students admitted to the PhD program will be granted credit for work done at Harvard or elsewhere according to departmental guidelines, which normally grant credit for two graduate courses taken before entering the PhD program.

## Courses

The student's program must be approved by the department at the time of registration. The AM degree will be awarded on completion with passing grade (B- or above) of at least eight and no more than twelve half-courses. Courses, selected with approval of the department,

typically include Music 201, Music 182, Music 183, three graduate seminars, Music 300, and Music 299.

## **Languages**

Students will be expected to demonstrate a reading knowledge of French, German, or Italian by the beginning of the third term.

## **Residence**

There is a minimum residence requirement of three terms. Two years will ordinarily be required to complete the degree.

## **Thesis**

Students will submit an AM thesis, the subject and scope of which will be determined in consultation with the advisor. A thesis proposal should be submitted for department approval by March of the first year of graduate work.

## **Secondary Field in Musicology**

Please see the description of a secondary field in Musicology/Ethnomusicology at the end of Chapter VI.

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# Harvard Graduate School of Arts and Sciences

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## Near Eastern Languages and Civilizations

The Department of Near Eastern Languages and Civilizations (NELC) offers PhD and AM degrees in four distinct fields:

**1. Ancient Near Eastern Studies, whose sub-fields include:**

Akkadian and Sumerian Studies  
Archaeology of the Levant  
Armenian Studies  
Hebrew Bible/Old Testament  
Iranian Studies  
Semitic Philology

**2. Jewish History and Culture, whose sub-fields include:**

The Hebrew Bible in Its Jewish Interpretive Context  
Jewish History and Culture of Antiquity  
Medieval Jewish History and Culture  
Modern Jewish History and Culture  
Modern Jewish Literatures

**3. The History and Culture of the Islamic World, whose sub-fields include:**

Arabic language and literature  
Islamic religion and culture  
Islamic intellectual history (especially philosophy and theology)  
Islamic institutional history  
Islamic law  
Modern Arabic literature and culture  
Indo-Muslim Culture: The Study of Muslim Societies in South Asia

In addition, students may apply for a fourth comparative or diachronic field that will draw on the strengths of the faculty across the boundaries presupposed by the fields outlined above. Examples might include comparative Semitic linguistics; Jewish and Islamic law or scriptural interpretation; the intersection of Jewish and/or Arabic cultures with the Iranian/Zoroastrian world.

The NELC department reserves the right to alter all guidelines and information listed below.

## Advising

All incoming NELC graduate students are assigned a primary advisor and an advising committee, consisting of three faculty members, who will help orient them to the department and to Harvard. Students will meet with their primary advisor during their orientation to NELC, and will meet with their advising committee throughout the first year as needed.

In their consultations with these faculty members, students have a right to expect assistance in planning their course of study and in developing an awareness of the overall structure of their program. At the beginning of each term, students and advisors should agree on meeting times, allowing the students regularly to bring their concerns and questions before their advisors and allowing the advisors to monitor the students' progress.

As the student's field of interest becomes more clearly defined, the committee will be adjusted to reflect the field more accurately. After general examinations (see below), the student will consult with one or more members of the faculty to form an advisory committee (usually three persons, but sometimes more) to aid the student in generating a Prospectus. While sometimes changes will be necessary or desirable, in general this same committee will serve as the student's Dissertation Committee. In accordance with GSAS requirements, the Dissertation Committee should comprise at least three readers approved by the NELC department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeriti (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS Members. GSAS strongly recommends that the chair of the dissertation committee be a member of FAS.

Information about the requirements of the four fields and subfields may be obtained from the NELC department or online at [NELC website](#). The NELC Graduate Student Handbook is available in the department office and online at [NELC website](#).

## Doctor of Philosophy (PhD) Residence

There is a minimum residence requirement of two years.

## The First Two Years

### Courses

PhD candidates are required to complete a minimum of sixteen half-courses or the equivalent. Particular requirements of certain fields of study may require additional coursework.

### Incompletes

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term (exceptions granted only in extreme cases). The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded.

Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student

will be required to withdraw, unless the faculty determines by a two-thirds majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.

## **GSAS Requirements**

In addition to departmental requirements, students are responsible for meeting the “Common Requirements,” which can be found in Chapter III.

The following schedule for satisfactory progress is based on a timeline that leads up to dissertation completion no later than G-7, which will enable students who entered in 2005 or later to qualify for the Dissertation Completion Grant described below.

## **General Field Requirements**

The departmental fields, and often their sub-fields, each have particular course requirements. These are specified in the field’s written program description, both basic requirements and optional requirements for various directions within the field. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

## **Language Study Requirements**

Students are expected to consult with their advisors concerning the corpus of texts required and the scope of the examinations; the advisors are expected to provide the students with clear and comprehensive information.

The major language of the student’s field of research is normally one of the fields of the general examinations.

In addition, all students are expected to have or acquire knowledge of a second departmental language. The minimum level of competence expected in this requirement is a grade of B in the final examination of a second-year course in the language.

Instead of such language coursework, a student may demonstrate the equivalent level of competence in a required language by taking a special examination administered by a member of the faculty.

If a second departmental language is included in the general examinations, the level of competence will be significantly greater than that required in a second-year language course examination.

## **Languages of Modern Scholarship**

Each student must demonstrate reading proficiency in two modern languages of secondary scholarship (other than English) of direct relevance to their proposed subject of study. One of these languages must be either French or German. The second of these languages will be determined by the student’s advisor in view of the student’s proposed subject of study and the guidelines set out by the NELC sub-field. The student must demonstrate reading proficiency in one modern language by the beginning of the fall term of the second year of study. Students who have failed to do so will be placed into unsatisfactory status.

The student must demonstrate reading proficiency in the second modern language by the beginning of the fall term of the third year of study. Students who have failed to do so will be placed into unsatisfactory status.

Students will not be permitted to take General Examinations until six months after fulfilling the modern language requirements, so that they may credibly include articles and books in the

research languages on their bibliographies. Applications to the PhD will be reviewed with this requirement in mind.

Advisors must assist their advisees in acquiring the needed proficiency, which, among other things, will mean building language training into the planning of student programs in the first two years.

Where necessary (as determined by the advisor) students will be advised to take three graduate level courses in one or both terms of the first year, freeing up space to take a course or two in the required modern language. In addition, it will be the responsibility of advisors to work with their advisees to identify the best summer language program in the required language. Students will be expected to make use of the summer grants they receive as part of their funding package to attend such programs. Advisors will be expected to strongly encourage their (prospective) advisees to begin their language work before they arrive, either in the summer after they are admitted, or even earlier, where practicable.

### **Satisfactory Progress**

A prospective third-year student must have achieved a minimum grade point average of B up to that point. At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring term, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of “satisfactory,” “grace,” or “unsatisfactory” (see the beginning of **Chapter VI** for definitions).

## **Year Three**

### **Teaching**

Students are expected to teach in the third and fourth years of the program. Teaching is not required during the first two years of study. Only under the most un-usual circumstances is a student allowed to teach before the third year of study.

As noted in the acceptance letters NELC students receive, students are expected to earn their stipends in the form of teaching fellowships in their third and fourth years. These fellowships begin in the fall term of the third year and extend through the spring term of the fourth year at a rate of two sections (2/5) per term. The department will assist the student in securing teaching fellowships, but students are required to make every effort to find suitable teaching arrangements, whether in NELC or in other departments or programs. Priority for teaching fellow positions in NELC is given to students in their third and fourth years of graduate study. Additional resources for teaching fellows may be found at the **Derek Bok Center for Teaching and Learning website**.

### **General and Special Examinations**

By the end of the third year a student must have passed the general examinations and by the end of the fall term of the fourth year, a student must have passed the special examinations. Special exams relate to the student's particular area of study, and may involve work leading to the generation of a dissertation prospectus. The General Examinations are written and will consist of two areas: (a) one broad exam, the first part of which will be common to all enrolled in that field, with a second part whose focus will be determined by the student and his/her

advisors (b) that field's major language(s); the Special Examinations will also be written and will also consist of two areas related to the student's field of expertise, although the exact configuration of these exams should be determined by the student's advisory committee in consultation with the student. One of the Special Exams may involve a related field or discipline outside of NELC; Linguistics, Anthropology, History, among others, are all common areas of study for students in NELC.

The student's advisors are expected to assist the student in preparing for the General and Special Examinations by defining as closely as is deemed useful the scope of the examinations and indicating the literature the students are expected to have read and the degree of familiarity with this literature that is expected.

The two written General Examinations may be followed by an optional oral review covering the same material as the written examinations. The two Special Examinations will be followed by a mandatory oral review of the same material covered in the examinations. Each set of exams (the generals and the specials) will be administered over a two-week period.

If requested by a student, take-home examinations may be substituted at the discretion of the student's advising committee.

If a student fails any part of the General or Special Examinations, permission to repeat all or parts of them is not automatically granted, but is considered in each individual case by the examining committee.

If permission to repeat the examinations is not granted, the student will be offered the possibility of taking an A.M., if the appropriate conditions are met.

Each field in the department determines its own timing of general and special examinations, in consultation with the department's administration. Specifically, each field chooses between a floating General and Special Examination schedule (individual students will be examined when they are deemed prepared for the examinations) and a fixed schedule (students will be examined during one of two set times during the academic year—November or May). Students whose field uses the fixed schedule may take their examinations only on the two assigned dates.

## **Year Four**

Within one year after the successful completion of the general examinations—normally by the end of the fourth year—a student must have obtained approval of a dissertation prospectus in order to show satisfactory progress. Exceptions to this rule require a petition well before the expected submission of the prospectus.

### **Dissertation Prospectus**

After the successful completion of the general examinations, and usually during preparation for the Special Examinations, students will consult with their advisors to choose a topic for their dissertation and a prospectus committee of at least three faculty members, two of whom must be from Harvard.

During the writing of the prospectus, students and advisors are expected to interact closely; the advisors are expected to guide the students with respect to planning and bibliographical research. Often, the principal advisor is the one most closely involved in the early stages and will decide when a draft should be submitted to the other members of the committee. The

advice of the members of the committee normally results in the need for several drafts of the prospectus over a number of weeks.

When the prospectus is approved by the entire prospectus committee, it will be submitted to the faculty of the department for comments before being presented by the committee at a department meeting. The student is responsible for distributing copies of the prospectus to all regular members of the department at least one week before the meeting at which the prospectus is to be considered (a tentative schedule of department meetings is circulated each September, and the student coordinator has the list of regular department faculty). The copying of the prospectus and the cost of the copying are also the student's responsibility. Acceptance of the prospectus then requires a majority vote of the members present. Not infrequently, a prospectus is not accepted in its present form and is then sent back with the department's comments (before or after the department meeting) for further revisions. Sometimes the department accepts the prospectus contingent upon specific changes being made.

### **Form of the Prospectus**

The prospectus should include a title page listing the name of the members of the prospectus committee, specifying principal advisor.

The prospectus should conform (as later also the dissertation) to the standards in scholarly writing within the field in terms of style, including transliteration, transcription, and translation of ancient languages and the form of footnotes, references, and bibliographies.

### **Contents of the Prospectus**

The prospectus is expected to contain the following information about the projected dissertation:

- The nature of the problem that the student intends to study.
- Its importance to the overall field of study in which the student is working.
- A broad review of scholarship on the question being examined, such as:
  - Which (principal) scholars have dealt with this or similar issues?
  - What, in the student's opinion, remains to be done (i.e., why the student is writing this particular dissertation)?
- A discussion of the methodologies the student will use to tackle the problem (i.e., how does the student intend to argue the point?).
- An outline of each of the chapters; if there are foreseeable difficulties in gathering the material necessary, this should also be noted.
- A schedule of approximate dates for submission of first drafts of each chapter.
- A select and relevant bibliography.
- Tablet samples should be included with prospectus submissions where applicable.

The length of the prospectus should not exceed approximately 3,000 words (for text, footnotes, and schedule inclusive; brief bibliography not inclusive).

## Year Five and Beyond

### Dissertation Progress

After the Acceptance of the Prospectus, if so desired and accepted by the department, non-Harvard members (usually not more than one) may be included on the Dissertation Committee as secondary advisors.

While the Graduate School of Arts and Sciences requires a student to complete the PhD program within ten years of entering the program, the target for all students is completion within seven years, and under current rules Harvard funding will not be guaranteed to students beyond the seventh year. Beyond these requirements, the faculty is the final arbiter of what constitutes satisfactory progress.

In order to make satisfactory progress on the dissertation, the student must submit and have approved at least one chapter of the dissertation by the end of the first year after the approval of the prospectus (ordinarily by the end of the 5th year).

### Dissertation Completion Grant

Beginning with the cohort entering in 2005–06, students are guaranteed five years of funding: the first four years plus a Dissertation Completion Grant awarded to qualified PhD candidates. This grant will be available as early as G-4 and as late as G-7. After G-7, the grant is no longer guaranteed. The deadline for applying for this grant will be early in the spring term. In order to be eligible, the student must have two advanced draft chapters of the dissertation approved by the time of application.

### G-10 Enrollment Cap

Students still in the program in the tenth year should plan to finish that year or else withdraw from the program. They may reapply for admission when they have completed their dissertations.

Only in extraordinary extenuating circumstances, and only if there is demonstrable evidence that the dissertation will be completed, will the department support an application through the Dean's Office for a one-year grace period. Students who fail to complete the dissertation will be required to withdraw from the Graduate Program. They may then also reapply for admission when they have completed their dissertations.

### Dissertation Defense

Following are the rules for completing the PhD program:

- When the dissertation is complete, it is to be read by a jury of at least three readers, two of whom must be members of the Faculty of Arts and Sciences.
- Copies are to be submitted to each of the readers, as well as one to the department, at least two months before the date on which the degree is to be awarded and at least one month before the date of the dissertation defense.
- The student will be asked to defend the dissertation orally after it has been read, at least one month before the degree is to be awarded.

- The date and time of the dissertation defense will be announced in writing to the entire faculty of the department and all will be invited to attend.
- The student may then be required to revise parts of the dissertation according to comments made by the advisors, occasionally also other faculty, before submitting a final version.
- The student is responsible for having spiral-bound (or hard-bound if the student de-sires) copies of the final dissertation made. One copy should be deposited with the department, to be placed in the departmental library, and one with the Registrar.
- Students are solely responsible for meeting all GSAS degree application deadlines and for submitting their final dissertations. Schedules (as well as advice) are available in the NELC office and the Registrar's Office.

## **Master of Arts (AM)**

The AM degree is a terminal degree.

### **Residence**

There is a minimum residence requirement of one year. The AM degree is designed to be completed in one year. However, students may elect to complete the degree over two years. The student's advisor must submit a letter of explanation to the department should the student require more than two years to complete the AM degree.

### **Incompletes**

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term. The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded. Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student will be required to withdraw, unless the faculty determines by a two-thirds majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.

### **GSAS Requirements**

Students are responsible for meeting the "Common Requirements," which can be found in Chapter VI.

### **General Field Requirements**

Each field of study has particular course requirements. These are specified in the field's written program description, both basic requirements and optional requirements for various directions within the field. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

### **Program of Study**

The advising committee must approve the student's program of study at the time of registration. One of the members of the department will act as primary advisor. The AM degree is awarded upon completion with passing grade (B or above) of at least eight and no more than twelve half-courses, of which at least two must be seminars or their equivalents, and upon completion of any additional requirements of the individual program.

## Languages of Modern Scholarship

Advanced reading knowledge of either French or German is ordinarily required before admission. The student will be tested on that language at the beginning of the first term. If the competence level is insufficient, the student is expected to pass the departmental French/German examination by the end of the first term. In some fields, knowledge of an additional language may be required. The level of competence in the second language will be determined by the student's advisor(s).

Note: Courses in the languages of modern scholarship do not count toward the required eight to twelve half-courses (see above).

## Satisfactory Progress

At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring term, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of "satisfactory," "grace," or "unsatisfactory." The terms "grace" and "unsatisfactory" are defined at the beginning in **Chapter VI**.

## Thesis

Students will submit an AM paper, the subject and scope of which will be determined in direct consultation with their advisor.

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## Organizational Behavior

### Program of Study

Each candidate's program of study will be developed in consultation with faculty advisors and the chair of the Policy and Admissions Committee. The normal program is outlined below.

### Advising

The Policy and Admissions Committee designates faculty members at the Business School and the Faculty of Arts and Sciences as sponsors to each student upon entrance into the Organizational Behavior program. The sponsors, in conjunction with the PhD Programs Offices, will assist the student in deciding which courses to take and how to fulfill various degree requirements. It is expected that students will establish relationships with other faculty members, and it is possible that the major academic advisory role may be assumed by different faculty members in the dissertation stage of a candidate's program. However, students are strongly advised to consult with the sponsors and with the PhD Programs Offices during all stages of PhD work.

### Coursework

#### Micro-Organizational Behavior Track

- Two term-length courses in foundations of psychology
- Two term-length graduate-level psychology courses
- One term-length graduate-level social sciences course

#### Sociology Track

- Two term-length courses on sociological theory (Soc 204 and 208)
- Two term-length graduate-level sociology electives
- One term-length graduate-level social sciences course

### Organizational Behavior Course Requirements (required of students in both tracks)

Completion of two term-length organizational behavior courses:

- Micro Topics in Organizational Behavior (HBS 4882)

- Macro Topics in Organizational Behavior (HBS 4880)

Completion of four term-length courses in research methods:

- Two term-length courses in quantitative methods (FAS courses, sequential courses)
- One term-length course in qualitative methods
- One term-length course in research design (FAS course)

## **Business Education for Scholars and Teachers**

Completion of the three-course January term Business Education for Scholars and Teachers (BEST) Series:

- BEST Organizations (Year 1)
- BEST Markets (Year 2)
- BEST Teach (Year 3)

## **Research Experience**

Research apprenticeship requirement: Students are required to engage in research, under faculty supervision, soon after beginning PhD studies.

Qualifying paper requirement: Both micro-organizational behavior and sociology require all students to submit a qualifying paper by the end of the third year of study.

The dissertation is the final research requirement.

## **Teaching**

Students are required to complete a teaching engagement of one full academic term that includes at least 8 hours of front-of-class teaching experience and at least 16 hours of teaching preparation time.

## **Examinations and Reviews**

Dossier review (micro-organizational behavior): Students undergo a dossier review by a faculty committee. The dossier consists of the qualifying paper, at least two other research papers, and a statement about future plans for research.

Discipline examination (sociology): Students take the written examination offered by the department, following procedures and on the schedule set by the department. No oral examination is required.

Organizational behavior examination (both tracks): This examination comes after all doctoral coursework has been completed. It provides an excellent occasion for the student to draw on all of his or her training to demonstrate readiness for first-rate conceptual and empirical work on organizational phenomena.

## **The Dissertation**

### **Prospectus**

When the student has satisfactorily completed all other requirements, he or she writes a dissertation prospectus and assembles a prospectus committee (consisting of at least three members; Micro-organizational behavior track committees must include at least two Harvard

faculty having ladder appointments, at least one of whom must be from HBS; Sociology track committees must include at least one member from the HBS faculty and at least one from the FAS faculty).

When that committee feels that the prospectus is ready for formal review, the prospectus meeting is held. If the committee is satisfied that the student is ready to begin data collection, the members will approve the prospectus. The prospectus committee normally continues as the student's dissertation committee once the prospectus is approved.

## **Dissertation**

The dissertation provides an opportunity for students to demonstrate, in a work wholly their own, their ability to contribute creatively to the advancement of knowledge about organizational behavior. When the student and the dissertation committee agree that the dissertation is acceptable, a dissertation defense is scheduled. It is expected that a dissertation will be approved unanimously by the dissertation committee. If the dissertation committee should find itself deadlocked about the acceptability of a dissertation, it will inform the Policy and Admissions Committee about the extent and the basis of the disagreement, and work with the PAC to resolve the matter.

## **Normal Progress Toward the Degree**

By the end of the first year, students should have completed most discipline coursework and the research apprenticeship requirement. Sociology track students should complete the sociology written general exam at the end of the first year (summer).

By the end of the second year, students should have completed all doctoral course requirements, and the organizational behavior examination.

By the end of the third year, students should have completed all required courses, the qualifying paper, the BEST series, and all examinations and reviews.

By the middle of the fourth year, students should have the dissertation prospectus approved. Students are expected to complete all degree requirements, including the dissertation, in five years. Students will be required to withdraw from the program if they have not completed the qualifying paper by the end of the third year, or if they have not completed the dissertation prospectus by the end of the fifth year.

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## Political Economy and Government

### The First Two Years

Students select either the economics track or the political science track when applying to the PEG program. Once a student is admitted, the track may not be changed. All students must successfully complete sixteen half-courses in the first three years of study. The minimum number of courses taken each term is three. Courses taken at the Graduate School of Arts and Sciences (GSAS) must be 2000-level courses, and those taken at the Harvard Kennedy School (HKS) must be approved PhD-level courses. Credit for coursework done elsewhere is not given.

There is no language requirement.

### Requirements for Economics Track

Required half-courses, including:

- Microeconomic theory (Economics 2010a, 2010b)
- Macroeconomic theory (Economics 2010c, 2010d)
- Econometrics (Economics 2120 or a more advanced course)
- Four half-courses in government, including two in the same major field of political science
- Two half-courses in a major field of economics
- Doctoral Research Seminar

### Requirements for Political Science Track

Required half-courses, including:

- Microeconomic theory (Economics 2020a, 2020b)
- Macroeconomic theory (Economics 2010c)
- Econometrics (Government 2001 or a more advanced course)
- Two half-courses in Formal Political Theory, or two approved courses in Political Economy
- Two half-courses in a major field of political science
- Two half-courses in a major field of economics
- A field seminar course in government
- Doctoral Research Seminar

### Incompletes

In order to convert an Incomplete to a letter grade, the student must complete the requisite coursework by the end of the term following that in which the course was taken. The student must petition the Graduate School for an extension if the work has not been completed in this period. No grade of Incomplete can be used to satisfy any departmental requirements.

## **The (Non-Terminal) Master of Arts Degree**

Students must complete eleven half-courses, including the courses outlined above in the appropriate track. Students must also have committee approval to take the general oral examination.

## **Teaching**

Teaching is not required. First year students are not eligible to teach. A second year student is not encouraged to teach but may petition the Dean of Admissions and Financial Aid for permission. A maximum of sixteen term-fifths over a period of five years is permitted. Students are encouraged to limit their teaching to two-fifths TIME during the first two years. During the third year, a combination of teaching and research, not to exceed three-fifths TIME, is recommended.

## **Other Requirements**

### **Oral General Examination**

Students in both tracks will be tested in their mastery of economics and political science. The exam consists of three parts:

- i) Examination in an approved field of economics.
- ii) Examination in an approved field of political science.
- iii) Examination in general analytical and research abilities, based in part on a research paper prepared by the student.

Parts ii) and iii) consist of a 60 minute oral exam, with about half of the examination devoted to each part. For students on the economics track, the economics field (i) is tested through a written exam administered and graded by faculty in the Economics Department. Students in the political science track can choose to take the written field exam in economics but have the option to take it as part of the oral exam (for an exam lasting a total of 90 minutes).

All coursework and the research paper must be completed in advance of the general exam. Students are expected to sit for the oral exam at the beginning of their third year and sit for the written exam (where applicable) at the end of their second year.

In choosing examiners, students must submit four faculty names to the Program Director. Of the four, there must be one economist, one political scientist, and one person from HKS. The Program Chair will choose three of the four faculty as examiners for the Orals Committee. One examiner will focus on the submitted research paper, but questions may range beyond the substance and methodology of the paper itself.

## **Research Seminar**

In the third year of study, all students must take a full-year seminar in research methodology. This can be the API 902 seminar offered at the HKS, or two approved seminars taught in the

government or economics department. By the end of these courses, a dissertation prospectus must be presented orally. In addition, the prospectus must be approved by two faculty advisors who have been chosen by the student to sit on the dissertation committee. A copy of the prospectus, with written approval from the two advisors, is submitted to the program office by December of the fourth year.

## **Advising**

### **First Two Years**

Students are assigned an advisor, taking into account each student's stated research interests at the time of admission. If the research focus changes, students are encouraged to seek out new advisors on their own; however, the director of graduate studies will intervene as needed to facilitate new links to different faculty.

The major effort expended in the first two years is on coursework. By the end of the second year, students are expected to affiliate with a research center at either the HKS or GSAS. Research assistantships and, in some cases, teaching fellowships often lead to a close relationship with a faculty member that will develop into an official advisor/advisee role.

### **Third Year**

The main accomplishments of the third year are 1) completion of all remaining course requirements; 2) selection of two dissertation committee members; 3) and completion of the third-year oral examination by December of the third year.

### **Fourth Year**

By December of the fourth year, all students must have completed the dissertation prospectus and scheduled a presentation date with two dissertation committee advisors. A prospectus is not "approved" until the two advisors have agreed that the chapter (or paper) presented orally, are satisfactory. A student who is writing a three-paper dissertation must also present an executive summary linking all three proposed papers. Students are encouraged to add a third faculty advisor after the prospectus has been accepted, thereby completing the dissertation committee. These three advisors must come from within Harvard and must include a member of the PhD committee, a HKS-appointed faculty member, and a GSAS-appointed faculty member. No readers are assigned by the PhD committee unless one of these affiliations is not met.

## **Dissertation**

The candidate is required to demonstrate his or her ability to perform original research in political economy by writing a dissertation that represents a significant contribution to knowledge in that field. Three faculty members supervise the writing of the dissertation. One member of the committee must come from the HKS; the other two must come from GSAS. Note: Members of the Committee on Higher Degrees in Political Economy and Government may represent the GSAS at a dissertation defense. Each year following completion of the oral examination, the student must show satisfactory progress on the dissertation by completing one chapter and submitting it for approval by the dissertation committee. Evidence of

satisfactory progress may also include manuscripts submitted for publication, or abstracts of papers delivered at professional meetings, or other evidence as specified by the dissertation committee chair.

A dissertation may be written in chapters, or it may take the form of three publishable papers. Permission to include one co-authored paper (at maximum) may be granted only by the chair of the PhD committees.

Details on the format of the PhD dissertation are published in *The Form of the PhD Dissertation*, available from the Graduate School, the program office, or online.

## Dissertation Defense

After the candidate has met all other degree requirements, he or she must pass an oral examination focused on the dissertation. This examination is given after the entire dissertation has been completed in a final draft, but before the dissertation is formally presented for acceptance. Dissertation examiners will normally include the three supervisors to the dissertation. However, if a member of the GSAS cannot be present, a member of the Committee on Higher Degrees (CHD) in Political Economy and Government will represent the GSAS at the defense. The purpose of this examination is to assure the committee that the methodology and basic approach of the dissertation are sound and that the student has received critical advice at the most appropriate stage of his or her advanced research. The dissertation must be accepted before the formal application for the degree can be activated. Note: The dissertation defense is open to the public.

## Length of Time to Degree

Average time to completion of the PhD is five years. Except by special vote of the committee, all work for the PhD degree must be completed within five years of completion of the general oral examinations.

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# Harvard Graduate School of Arts and Sciences

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## Psychology

The curricular requirements for students entering before 2008 may be found in the department's website.

For students entering in 2008 or later, there are two tracks: Clinical Psychology and the Common Curriculum.

### Departmental Requirements for the PhD in Psychology

#### Section I. Requirements for Non-Clinical Students

The non-clinical PhD program in Psychology can and should be **completed in five years**. Students who require more time must petition the CHD (Committee on Higher Degrees) and receive written approval of their request. Requests for one additional year will typically be approved and—except under extraordinary circumstances—subsequent requests will be denied. Students who have not completed the PhD program at the end of six years will be withdrawn. Students who have been withdrawn may seek readmission, which will be contingent on (a) the willingness of a tenured or tenure-track faculty member in the psychology department to serve as the student's advisor; (b) approval by the CHD; and (c) successful completion of an oral examination in Psychology prepared and administered by the CHD.

#### A. Courses and Projects

All students must complete the following requirements. Course requirements are completed by achieving a grade of B+ or better.

1. **Psychology Department Proseminar (PSY 2010)** must be completed by the end of the first year.
2. **Two Survey Courses** must be completed by the end of the spring semester of the second year.
  1. One of the survey courses must be CBB Proseminar (PSY 2020ab) or Social Proseminar (PSY 2500) or Developmental Proseminar (PSY 2170).
  2. The second survey course must either be one of the above or a substitute survey course approved by the CHD.
3. **Two elective courses** must be taken from a list of elective courses approved by the CHD. Elective courses are typically substantive seminars offered by psychology department faculty.

4. **Two statistics courses** must be taken.
5. One of the statistics courses must be PSY 1950 (Intermediate Statistical Analysis in Psychology) which must be completed by the end of the spring semester of the first year. The current department policy is to only allow a substitutions which cover the same material as 1952.
6. The second statistics course must be PSY 1952 (Multivariate Analysis) or a substitute statistics course approved by the CHD, and must be completed by the end of the spring semester of the second year. The current department policy is to only allow substitutions which cover the same material as 1952.
7. Students must complete a **first-year project**. Students must write a satisfactory proposal for an original research project (not a review) that is approved by their faculty advisor(s) by the end of the fall semester of their first year. Students must complete the proposed project and submit a satisfactory written report to their faculty advisor by the end of the spring semester of the first year.
8. Students must complete a **second-year project**. Students must write a satisfactory report of an original research project (not a review) that is approved by their faculty advisor(s) by the end of the spring semester of their second year. Students must also make a satisfactory oral presentation of this work to the department in May of the second year.

### **B. Master of Arts (AM)**

Students may be recommended for the non-terminal degree of Master of Arts upon completion of the relevant GSAS residence requirements and the requirements in I.A.1-8.

## **Section II. Requirements for Clinical Students**

The clinical PhD program in Psychology can and should be **completed in six years** (prior to internship). Students who require more time must petition the CHD and receive written approval of their request. Requests for one additional year will typically be approved and—except under extraordinary circumstances—subsequent requests will be denied. Students who have not completed the PhD program at the end of seven years will be withdrawn. Students who have been withdrawn may seek readmission, which will be contingent on (a) the willingness of a tenured or tenure-track faculty member in the psychology department to serve as the student's advisor; (b) approval by the CHD; and (c) successful completion of an oral examination in Psychology prepared and administered by the CHD.

### **A. Courses and Projects**

All students must complete the following requirements. Course requirements are completed by achieving a grade of B+ or better.

1. PSY 2010 (Contemporary Topics in Psychological Research) must be completed by the end of the fall semester of the first year
2. PSY 1951 (Intermediate Quantitative Methods) or PSY 1950 (Intermediate Statistical Analysis in Psychology) must be completed by the end of the fall semester of the first year.

3. PSY 1952 (Multivariate Analysis) must be completed by the end of the spring semester of the first year.
4. PSY 2040 (Contemporary Topics in Psychopathology) must be completed by the end of the spring semester of the second year.
5. PSY 2050 (History of Psychology) must be completed by the end of the spring semester of the fourth year.
6. Students must complete a **first-year project**. Students must write a satisfactory research proposal that is approved by their faculty advisor(s) and by the CHD by the end of the fall semester of their first year. Students must complete the proposed research and submit a satisfactory written report to their faculty advisor by the end of the spring semester of the first year.
7. Students must complete a **second-year project**. Students must write a satisfactory research report that is approved by their faculty advisor(s) by the end of the spring semester of their second year. Students must also make a satisfactory oral presentation of this work to the department in May of the second year.
8. Students must complete a six-hour **general examination** covering in considerable depth the literature in the area of psychopathology and clinical psychology during the summer preceding the fall semester of the third year.
9. Students must complete a **one-year clinical internship**. Students must complete all of the above requirements described in II.A.1-8 before beginning the internship. In addition, students must meet the course requirements and the practicum placement requirements of the APA and the Commonwealth of Massachusetts licensing board before beginning the internship.
10. Finally, students must meet or exceed the **standards for professional conduct and responsibility** that are described in the clinical program handbook. Failure to meet these standards can be grounds for termination from the clinical program, even if a student is in good academic standing.

## **B. Master of Arts (AM)**

Students may be recommended for the non-terminal degree of Master of Arts upon completion of the relevant GSAS residence requirements and the requirements in II.A.1-8.

## **Section III: Requirements for All Students**

### **A. The Dissertation Prospectus**

By the end of the spring semester of their penultimate year and no less than nine months before the oral defense, students must complete a **dissertation prospectus** for an original project that is meant to culminate in the dissertation.

- The prospectus committee will comprise three members, at least two of whom must be faculty members in the psychology department. The prospectus committee members are to be nominated by the student and his or her advisor and approved by the CHD. (Members who are tenured or tenure-track faculty members in the psychology department are

automatically approved). The student must supply the c.v. of any proposed members who are not tenured or tenure-track faculty members in the psychology department.

- The department requires that the prospectus be approved by the end of the spring semester of the penultimate year. (Note that students who wish to apply for the guaranteed Dissertation Completion Fellowship must observe the GSAS deadline, which requires that the prospectus be approved by the prospectus committee by mid- February of the student's penultimate year. GSAS also requires the submission of two draft chapters or one of three articles to the advisor before applying for a completion fellowship).
- Students whose prospectuses have not been approved by the prospectus committee by the end of the spring semester of the penultimate year will be considered in bad standing and will be withdrawn from the graduate program.

## B. The Dissertation and the Oral Defense

In the ultimate year, students must submit a PhD dissertation in one of two formats.

1. The **traditional format** is described in the document *The Form of the PhD Dissertation*.
2. The **3-paper format** consists of:
  1. Three articles describing original empirical research that the dissertation committee deems "of publishable quality." The student must be the first author on each paper. At least one of the three papers must be under review, in press, or published in a peer-reviewed journal.
  2. An introductory chapter that thoroughly reviews the literature relevant to the three papers.
  3. A concluding chapter that describes what was learned from the three papers.

The dissertation must be submitted to the dissertation committee which will comprise the members of the prospectus committee and an additional outside examiner. The outside examiner must be approved by the CHD. The outside examiner is typically a tenured or tenure-track faculty member at Harvard University, though other qualified individuals may be approved by the CHD. The outside examiner should be someone whose primary expertise is in a topic area other than the one covered by the dissertation.

Once the dissertation committee is satisfied with the written dissertation, the student may schedule an oral defense of the dissertation. Oral defenses may not be scheduled during summer months.

## Teaching

It is expected that most graduates of this program will go on to have academic careers. Hence, experience in teaching is an integral part of the graduate training program. This teaching is expected of all students regardless of their source of funding.

## Duration of Program

Four or five years is deemed an adequate time to meet the requirements for the PhD. The department's requirements for good standing state that a student should have an approved prospectus by the middle of the fourth year. Students who do not have an approved prospectus will be withdrawn.

Prospectus meetings and oral defenses may not be held during the summer months.

A period of at least nine months must pass between prospectus approval and scheduling of the oral dissertation defense.

A student's status will be listed as "unsatisfactory" if the prospectus has not been approved by the start of the spring term of the fifth year. Students in unsatisfactory status may not receive financial aid such as tuition grants, and may not hold teaching fellowships.

Students who have not finished and who wish to register for a sixth year are required to petition the CHD. It will be assumed that students will be in good standing and can demonstrate good progress by having an approved prospectus and the support of the advisor. Permission to register beyond the sixth year is rarely granted and will be considered only in very extraordinary cases. Students who have not finished in six years must withdraw and may petition for readmission when they are ready to defend the dissertation. Students who seek readmission more than eight years after initial matriculation 1) must find an advisor willing to work with them; 2) will be given an oral examination covering the area covered by the general examination or Core courses in their area. Readmission will be contingent upon passing this oral examination.

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## Public Policy

### The First Two Years

Students are expected to complete sixteen half-courses, pass the written qualifying examinations, and the oral general examination. Approval to take the oral examination is predicated on successful completion of the required courses with requisite grades.

Credit for coursework done elsewhere is not granted.

There is no language requirement.

### Incompletes

In order to convert a grade of Incomplete to a letter grade, the student must complete the requisite coursework by the end of the term following that in which the course was taken. No grade of Incomplete can be used to satisfy any departmental requirement.

### Teaching

Teaching is not required. A maximum of sixteen term-fifths over a period of five years is permitted. Students are encouraged to limit their teaching to two-fifths TIME during the second year. During the third year, a combination of teaching and research, not to exceed three-fifths TIME, is recommended.

### Advising

#### First Two Years

Students are assigned an advisor, taking into account each student's stated research interests at the time of admission. If the research focus changes, students are encouraged to seek out new advisors on their own; however, the director of graduate studies will intervene as needed to facilitate new links to different faculty.

The major effort expended during the first two years is on coursework. By the end of the second year, students are expected to affiliate with a research center at either HKS or FAS. Research assistantships and, in some cases, teaching fellowships often lead to a close relationship with a faculty member that will develop into an official advisor/advisee role.

#### Third Year

The primary hurdle of the third year is completion of the dissertation prospectus, and an oral presentation of either one chapter, (or one paper and an executive summary of the second and third papers, in the case of a three-paper dissertation), to two members of the dissertation committee. A copy of the prospectus, with written approval from both advisors, is then submitted to the program office by the end of the third year. In addition, students must complete the PhD Research Seminar (API 902) in the spring, where work in progress on the dissertation is presented.

## Fourth Year

By the beginning of the fourth year, all students must have chosen the third member of the dissertation committee. Affiliations of these faculty members will include one member of the PhD Standing Committee, one HKS-appointed faculty member, and one GSAS-appointed faculty member. No readers are assigned by the chair of the PhD committee unless one of these affiliations is not met.

## Field Requirements and Qualifying Examinations

In order to advance to PhD candidacy, a student must demonstrate PhD-level proficiency in six areas: analytic methods; economics; politics and management and normative theory political philosophy; quantitative empirical methods; advanced methodology; and a special field of the student's election. Students must complete at least two PhD-level courses in the primary field, the secondary field, and Economics 2020a and b. Students must also take one course in politics and management and one course in normative theory. In Analytical Methods, students may demonstrate proficiency by taking two courses or API 302 and a written qualifying examination. In the case of empirical methods and qualitative methods, successful completion of one course in each field will suffice. Students must also take API 901, the first term of the PhD seminar in research methods.

The purpose of the primary and secondary field requirement is to establish a solid foundation for future research. Students should seek PhD-level courses that broaden and deepen their knowledge in a special field. Since many HKS courses and seminars are targeted toward practitioners rather than scholars, at least part of the special field work will normally be done at GSAS (in courses at the 2000-level), or at other graduate units outside the HKS. A plan of study that includes the syllabus for each proposed course in the special field must be submitted to the program office for approval. Only in exceptional circumstances (where, for example, the field of one's research is not well developed), will the PhD committee grant a petition to substitute a Reading and Research course for a basic methodological course. Qualifying examinations, the equivalent of general examinations, are offered once a year: Analytic Methods in January. There is no general examination in Empirical Methods. Failure in one examination or in written work in one field will disqualify a student from PhD candidacy. Only one retake of a single failed examination is allowed.

## General Oral Examination

The general oral examination determines whether the student has sufficient grounding in the literatures that are likely to be most pertinent for the dissertation. More broadly, the exam

provides an assessment of the student's academic preparation and aptitude, as well as the student's interest in and prospects for a successful career after completion of the PhD. In the middle of the second year the student identifies a primary and secondary field critical to the dissertation research, and works with two faculty examiners whom the director of graduate study confirms. The student meets with the examiners to agree on the nature and scope of the fields and develops a reading list that provides adequate coverage of the fields. The exam is scheduled before the beginning of the third year.

## Other Requirements

A plan of study is required at the beginning of each fall term, and a progress report is required before final examinations each spring.

## Dissertation

The candidate is required to demonstrate his or her ability to perform original research in an area of public policy by writing a dissertation that represents a significant contribution to knowledge in that field. Three faculty members supervise the writing of the dissertation. One member of the committee must come from the HKS. The other two must come from a combination of the GSAS and the PhD committee.

Note: A member of the Committee on Higher Degrees in Public Policy may represent the GSAS at a dissertation defense.

A prospective fifth year, or more advanced, student must have produced at least one acceptable chapter of the dissertation each year beginning in the fifth year. This chapter must be submitted to the dissertation committee for its approval. Evidence of satisfactory progress may also include manuscripts submitted for publication, or abstracts of papers delivered at professional meetings, or other evidence as specified by the dissertation committee chair. A dissertation may be written in book form or it may take the form of three publishable papers. Permission to include one co-authored paper may be granted only by the chair of the PhD committee.

Details on the format of the PhD dissertation are published in *The Form of the PhD Dissertation*, available online or at the public policy program office.

## Dissertation Defense

After the candidate has met all other degree requirements, he or she must pass an oral examination focused on the dissertation. This examination is given when the final draft of the dissertation has been completed. Dissertation examiners will normally include the three supervisors to the dissertation. However, if a member of GSAS cannot be present, a member of the Committee on Higher Degrees in Public Policy will represent the GSAS at the defense. The purpose of this examination is to assure the committee that the methodology and basic approach of the dissertation are sound and that the student has received critical advice at the most appropriate stage of his or her advanced research. The dissertation must be accepted before the formal application for the degree can be activated. Note: The dissertation defense is open to the public.

## Length of Time to Degree

Average time to completion of the PhD is five years. Except by special vote of the committee, all work for the PhD degree must be completed within five years of completion of the general written and oral examinations.

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### Regional Studies- East Asia

To receive the AM in Regional Studies-East Asia, a student must satisfy the requirements established by the Graduate School of Arts and Sciences (GSAS) for all master's degree candidates as well as those additionally determined by the RSEA Committee.

#### Residence

The RSEA program ordinarily entails two full years in residence. The minimum GSAS requirement for AM candidates is one year of full-time residence at the full-tuition rate. During that time students must follow an RSEA-approved plan of study, consisting of at least eight half-courses that satisfy the basic RSEA course requirements (as defined below); pay the required tuition costs; and maintain satisfactory academic progress.

Students who have completed their first year of full-time study in residence and plan to be away from campus for one term or more may apply for non-residence status in one of the three categories: Traveling Scholar Status; Leave of Absence; Registration at Another Harvard School. Before deciding on non-resident status, students should discuss their plans with their faculty advisor and then complete the appropriate application. Applications must be approved and signed by the student's faculty advisor, the Director of Graduate Studies, and the GSAS Dean's Office. Normally no more than a single year of program-approved leave is allowed. Additional information and application forms for non-residence status are available on the **GSAS website**. Students should read the GSAS policy about non-residence status carefully.

#### Academic Requirements

The program is designed to be flexible, and to allow students the opportunity to pursue their own particular East Asia-related interests, whether wide-ranging or relatively focused, within the guidelines of the RSEA requirements. In the normal two-year program of study, students take a total of sixteen half-courses. Some students may choose to take some of their courses in subjects related to their academic interests but outside the East Asian studies field — perhaps to pursue the theoretical background of a discipline, provide a comparative framework for study, or develop necessary methodological skills. All students, however, must graduate with at least eight RSEA-approved half-courses. These courses must meet the following conditions:

- All courses must receive a minimum grade of B- or better.
- At least six courses used to fulfill RSEA course requirements must be FAS courses. RSEA students are free, within GSAS guidelines, to take up to two courses per term (no more

than half their enrollment) through cross-registration at other Harvard schools or allied programs; however, in the course of their study they must ensure that at least six of their courses are FAS courses.

- At least six courses used to count toward RSEA course requirements must be courses on East Asian topics, as indicated by course descriptions or approved by the RSEA Committee. Ordinarily language courses may not be used to meet the six East Asian course requirements.
- Only one course graded SAT/UNSAT may be used to fulfill RSEA course requirements.
- Only one RSEA 300 course may be used to fulfill RSEA course requirements.

Students should consult their faculty advisors and the RSEA Director of Graduate Studies regarding their proposed course of study. A student's faculty advisor must approve any exception to these course requirements. A petition, written by the student and signed by the student's faculty advisor, should be submitted to the Director of Graduate Students and the Chair for approval.

## Language Requirement

In order to satisfy the RSEA language requirement, students must either satisfactorily complete at least a third-year East Asian language course at Harvard, or demonstrate the equivalent proficiency through the language placement tests administered by the Department of East Asian Languages and Civilizations (EALC) before the beginning of classes each fall. With the exception of native speakers of an East Asian language, all students entering the RSEA program with some East Asian language background who have not previously taken language courses at Harvard are required to take these placement tests. These tests are designed to assist the teachers of the language programs in placing students in the most appropriate level course. In the case of students who qualify to take courses at the fourth-year level or above, this placement may be used to demonstrate fulfillment of the RSEA language requirement.

Native speakers of an East Asian language who have a high school diploma or a bachelor's degree using their native language are exempt from the requirement to demonstrate proficiency, except in cases where the language of academic focus is not the student's native language (e.g., a native speaker of Japanese whose academic field is in Chinese studies should take the Chinese language placement test).

Literary/Classical language cannot be used to fulfill the language requirements.

## Thesis Requirement

- The thesis should be composed under the guidance of and in close consultation with the student's faculty advisor and/or thesis advisor.
- The thesis should demonstrate original research and/or a fresh interpretation of a subject.
- The thesis should demonstrate significant use of primary sources in one (or more) East Asian language(s).
- The thesis should demonstrate the candidate's familiarity with previous scholarship related to the subject matter.
- Additional information on the Regional Studies - East Asia master's program may be found on their website.



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## Regional Studies- Russia, Eastern Europe, and Central Asia

### (MASTER OF ARTS ONLY)

### The First Two Years

#### Course Requirements

- 16 half-courses, distributed as follows:
- 6 pre-approved regional half-courses (marked with † on the **Davis Center's website**)
  - At least 4 half-courses must be in the social studies (including history)
  - All 6 half-courses must be taken for graduate credit
- 2 half-courses devoted to the thesis (typically RSRA 298hf and RSRA 299hf)
- Up to 4 half-courses to fulfill the regional language proficiency requirement
- Approved electives to bring the total to 16 (typical choices might include: theory or methodology courses that do not directly address the region; additional language study; or professional school courses that relate to future career plans)
- All course selections are made in consultation with the REECA academic advisor
- Students must maintain at least a B average to remain in good standing

#### Regional Language Proficiency Requirement

All REECA students are required to demonstrate a high level of proficiency in Russian or (by petition) another regularly-taught Slavic language. There are three options for fulfilling this requirement in Russian:

1. Pass the Russian Language Qualifying Exam, which is normally offered once per year at the start of fall term. This three-hour exam requires accurate translation of excerpts on history, politics, and economics taken from the Russian press and scholarly journals. The use of a dictionary is permitted.
2. Complete, with a grade of A- or higher in each, Slavic 102r AND one fourth-year Russian language course (Slavic 111, 112, 113, 115, 117, 120r).
3. Complete, with a grade of B or higher in each, at least one approved Russian language course during each term in residence, for a minimum of four. One of these courses must be Slavic 102r, which may be repeated for credit.

Credit toward the degree is not awarded for elementary or intermediate Russian (Slavic A, Aab, B, or Bab). Students who enter the program and place below Slavic 101 must make up for the missed credits, either by taking five courses during one or more terms, or by taking Harvard Summer School coursework for graduate credit. In addition, these students must take two Russian courses during one or more terms to ensure adequate progress in Russian. Note: Students who completed their secondary education in a school where Russian was the language of instruction are considered to have fulfilled the Regional Language Proficiency Requirement in Russian.

## **Policy on Incompletes**

Students are prohibited from having more than two outstanding Incompletes at any time.

## **Teaching**

There are no provisions for students in the regional studies program to teach. However, on rare occasions second-year students have been able to arrange a teaching fellowship.

## **Advising**

Academic advising in the Russia, Eastern Europe, and Central Asia (REECA) program is done on a regular basis by the academic advisor. In addition, the director of graduate studies and individual faculty members are available for consultation.

At the beginning of their first term in the program, first-year students draft a plan of study, which they review with the academic advisor before making final course selections.

At the beginning of each subsequent term, all students meet with the academic advisor to review course selections and to discuss any necessary or desired modifications in their plan of study.

While the academic advisor is available to assist in identifying potential thesis supervisors, students are responsible for making arrangements with the supervisor, and for seeking advice and assistance from the academic advisor as necessary.

## **Master of Arts (AM) Thesis**

The AM thesis is supervised by a member of the Harvard faculty and normally takes the form of a traditional academic work. It should demonstrate original research and be based, to a significant extent, on sources in one or more languages of the region. The thesis should demonstrate the student's familiarity with previous scholarship related to the topic.

## **Thesis Supervisor**

As a rule, the thesis supervisor should be a member of the Standing Committee on the AM in Regional Studies or a faculty associate of the Davis Center. The student is responsible for making arrangements with the supervisor. The choice of a supervisor who is not a member of the Harvard faculty must be approved by the academic advisor.

## **Prospectus**

Early in the second term of the first year, students complete a thesis prospectus. The prospectus is typically four pages in length and includes the proposed research question, hypotheses, goals, and methodology, and is signed by the thesis supervisor.

## **Course Credit and Grade**

The thesis will be counted as the equivalent of two half-courses, listed in the catalog and on the transcript as RSRA 298hf and RSRA 299hf. RSRA 298hf is letter-graded on the basis of the prospectus, the research question, methodology, literature review, bibliography, and research presentations of thesis work in progress and research results. RSRA 299hf is letter-graded on the basis of the final thesis.

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## Social Policy

### PhD Programs in Social Policy

- Government and Social Policy
- Sociology and Social Policy

### The First Two Years

Students are expected to develop a strong disciplinary foundation in government or sociology, as well as multidisciplinary expertise and research in the area of social policy. Students pursue these twin objectives by fulfilling all essential components of the PhD program in government or sociology, plus a complementary program of study in social policy offered in collaboration with the social policy faculty of the Harvard Kennedy School (HKS).

The requirements in each of the two social policy tracks, government or sociology, are summarized below. Students should refer to the relevant entries in the government or sociology sections of this handbook for more detailed guidelines concerning the disciplinary requirements:

### Government and Social Policy

Students in the Government disciplinary track must successfully complete twelve half-courses, of which eight must be in government. At least ten of these twelve half-courses and seven of the eight half-courses in government must be 1000- or 2000-level courses.

Students must complete six half-courses by the end of their second term in residence and nine by the end of their third.

Every first-year student must enroll in the government graduate seminar, Gov 3001: Approaches to the Study of Politics, which is to be taken SAT/UNS for a full semester of credit. In addition, social policy first-year students will enroll in the social policy workshop, Social Policy 303: Introduction to Social Policy research, which will likewise be taken SAT/UNS, although it may not be used to satisfy either the twelve or eight half-course requirements noted above.

In the second year, students must complete the Proseminar in Inequality and Social Policy I and II, the first two half-courses in the three-term social policy sequence. Students should note that while the Proseminar in Inequality and Social Policy courses may be used to satisfy the overall twelve half-course requirement noted above, they do not count toward the eight half-

course requirement in government, since the proseminar sequence is meant to be the multidisciplinary complement to the disciplinary foundation in government.

**Seminar Papers**—Students must complete three seminar style research papers, one of which should fulfill the social policy program's requirement to complete a research paper in a topical area with major literatures in government and social policy. This latter paper is ordinarily developed in the course of the Proseminar in Inequality and Social Policy course sequence.

**Quantitative methods requirement**—Every student must successfully complete, during the first or second year and with a grade of B or better, at least one graduate-level course in quantitative social science methods relevant to political science from a list of appropriate government department and other Harvard/MIT courses regularly updated by the Government Department Graduate Policy Committee.

**Political theory requirement**—Every student must take a minimum of one graduate-level half-course (or section) in political theory, chosen from a list of courses approved by the Government Department Graduate Policy Committee.

**Research tools requirement**—Every student must submit to the director of graduate studies, by the end of the first year, a written Research Tools Plan outlining intentions to acquire tools and methodological expertise connected to his or her areas of research interest. In meeting this requirement, each student must complete a minimum of 3.5 half-course equivalent units of research tools and methods courses, modules, or workshops by the end of their seventh term in residence (middle of fourth year). The required Gov 3001: Approaches to the Study of Politics and the required graduate course in quantitative social science methods counts for two units within this total. Students may also count language training in various formats toward fulfillment of this requirement.

**Research workshops**—The government department offers a series of research workshops in the major political science subfields and related areas for graduate students to present and discuss work-in-progress. Every student should attend at least one research workshop, starting in the second or third term in residence. Research workshops do not count toward the requirement to complete twelve half-courses.

**General examination**—Every student will sit for a general examination in May of the second year, with the exam administered orally by three faculty not known in advance. The ninety-minute exam will cover two of the four major substantive fields in political science (American government, international relations, comparative politics, political theory), plus an additional focus field, which will be social policy for students in the Social Policy PhD program. A student may substitute either formal theory or political methodology for one of the two major fields.

## Sociology and Social Policy

Students in the Sociology and Social Policy track must complete fourteen half-courses in sociology.

Seven of these half-courses will be required methods and theory courses, the first four of which are normally taken in the first year in residence:

Soc. 204: Sociological Theory: Seminar

Soc. 205: Sociological Research Design

Soc. 209: Qualitative Social Analysis

Soc. 202: Intermediate Quantitative Methods (Students who arrive with sufficient training may waive this course if they can satisfy placement procedures designed by the Soc. 202 instructor.)

Soc. 203a: Advanced Quantitative Research Methods

Soc. 208: Contemporary Theory and Research: Seminar

In lieu of Soc 310a/b: Qualifying Paper, which is counted as a half-course in sociology, social policy students will substitute the Proseminar in Inequality and Social Policy I and II—i.e., the first two half-courses in the three-term social policy sequence. These two social policy half-courses will thereby satisfy the half-course 310a/b requirement and one of the six electives noted below.

Six additional half-courses in sociology of which up to two may be workshops. Courses from other departments may be counted only if they are cross-listed in the catalog under sociology. Social policy students are encouraged to select electives that will contribute to development of a field specialization within one or two closely-related research domains of the Social Policy program, which include: (i) work, wages, and markets; (ii) urban poverty and residential segregation; (iii) family structure and parental roles; (iv) race, ethnicity, and immigration; (v) educational access and quality; (vi) crime, criminal justice, and inequality; (vii) political inequalities, participation, and social capital; and (viii) institutions, policy, and comparative welfare state analysis.

Soc. 305: Teaching Practicum, ordinarily taken prior to one's first assignment as a teaching fellow.

In addition, every first-year social policy student will enroll in Social Policy 303: Introduction to Social Policy research, to be taken SAT/UNS. This course will not count toward the fourteen half-courses in Sociology.

**Written examination**—Every student takes a written general examination in August preceding the second year, which is a four-question essay exam designed to ensure a working knowledge of the range of subfields that comprise the discipline of sociology. Students should be prepared for a broad range of questions; they are given a reading list and sample questions from previous years. The results of the examination will be honors, pass, conditional pass, or fail. The grade of conditional pass is used when one of the four answers is found not acceptable; the student is permitted to rewrite that particular answer under faculty guidance. A student who fails the written examination will be permitted to take it a second time at a later date.

**Research apprenticeship**—Each student will work as a research assistant with a faculty member in the Sociology and Social Policy program for at least one term.

**Research paper**—A special research paper, sometimes called the Qualifying Paper, is required by the end of the fifth term in residence. This paper is ordinarily developed in the course of the Proseminar in Inequality and Social Policy course sequence, and should be of the same length, quality, and finish of a paper acceptable to the major sociological or social science journals. Once the topic and research design have been agreed upon with a primary advisor, the student should petition the Sociology Committee on Higher Degrees (CHD) for appointment of three readers who ultimately approve the final version.

## Master of Arts (AM)

The PhD Programs in Social Policy do not offer a terminal AM degree. Students may apply to receive the AM degree in government or sociology upon completion of the relevant department's requirements for the master's degree.

## Progress toward the degree after the first two years

All social policy students will complete the third term of the Proseminar in Inequality and Social Policy course sequence during the fall of the third year.

### Government and Social Policy

Government and social policy students should normally complete all other requirements pertaining to courses, research papers, languages, quantitative methods, and political theory prior to the General Examination—that is, during the first two years of graduate work. In special circumstances, a student may defer fulfillment of two half-courses or two of the following until after the General Examination:

- one seminar paper
- one half-course
- the language requirement, although work toward fulfillment of the language requirement should be underway, in any case, prior to the General Examination.

Within six months of passing the General Examination, the student must have fulfilled one of these deferred requirements. Within twelve months, he or she must have completed both deferred requirements.

Following completion of the General Exam, each student will engage faculty advisors through a two-stage process of research exploration and prospectus approval, marked by two meetings. (Government and social policy students should consult the Government section of this Handbook for further guidelines of these meetings):

- An initial “Research Consultation Meeting” with three to four faculty consultants must convene in the fall term of the third year to discuss an approximately ten-page statement with the student, which, as appropriate, may either present a potential research question for the dissertation, or set forth alternative possible research questions for consideration and development.
- A second “Prospectus Evaluation Meeting”, involving the same three to four faculty or a different set where appropriate, will convene to discuss and approve the student's written dissertation prospectus. This evaluation meeting will preferably be held in the spring semester of the third year and in no instance later than October 1 of the fourth year. Whenever this meeting is held, there may be a one month follow-up period for final changes in the prospectus. To be in good standing, therefore, all students must have an approved prospectus, with the dissertation title and names of the committee registered with the director of graduate studies by no later than early November of the fourth year.

### Sociology and Social Policy

**Special Area Examination**—For sociology and social policy students, the final qualifying requirement is an oral examination on a subfield within sociology that represents the student's special interest, generally in the same area as the likely dissertation topic. The field should be broad enough that it would be possible to teach regularly an upper-level undergraduate class

in the area. The student prepares a field statement, not longer than ten double-spaced pages of ten-point type, to define the area in which the examination will be given. When the field statement and bibliography have been prepared, the student submits them to the CHD along with a petition to appointment a Special Area Examination committee. The Special Area Examination is expected to be taken no later than the end of the term following the completion of the research paper.

**Dissertation Prospectus**—Sociology and social policy students develop a dissertation prospectus of twenty–thirty pages in length, which should state clearly the objectives of the study and specific set of questions to be explored, review the relevant literature, and indicate the ways in which the student intends to make a contribution to existing ideas on the subject. The research methods and design, the data to be employed, and the plan of approach should be included as well. When the final draft of the prospectus has been prepared, the student schedules a prospectus defense. The purpose of this meeting is to ensure that the dissertation project is viable and that the student is prepared to begin his or her research. The prospectus must be approved before the end of the fall term of the student's fifth year in residence.

## Teaching

Students are encouraged to serve as teaching fellows in government, sociology, or in the Harvard Kennedy School. Students in the government and sociology program will normally be expected to teach at least one section in a departmental course sometime during the period that they are in residence.

## Advising

Students in the social policy PhD programs will have two advisors at the beginning of their graduate studies, one from the traditional disciplinary department, government or sociology, and one from the social policy program. The departmental advisor will be assigned according to the prevailing practices of the relevant department. The social policy advisor will generally be the director of graduate study. During the third year, the student will choose an advisor in accordance with his or her research interests, with an eye toward composing an eventual dissertation committee.

Students in the social policy PhD programs will be reviewed formally by the Committee on Higher Degrees on Social Policy every year at the conclusion of the spring term. This review will require a brief commentary from the advisors indicating the student's progress and highlighting any special concerns or achievements of which the committee should be aware.

## Dissertation

Typically, the dissertation committee shall be comprised of one member from the traditional disciplinary department (government or sociology), one member from the HKS social policy faculty, and a third member who may come from either domain. Two of the members of the committee must be members of the Faculty of Arts and Sciences, which includes, for dissertation committee purposes, HKS social policy faculty who serve on the Committee on Higher Degrees in Social Policy.



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## Sociology

### The First Two Years

#### Coursework

Course requirements include fourteen courses in sociology, as follows. This is the minimum acceptable amount of coursework, not the norm; most students take additional courses in sociology, as well as courses in other departments that relate to their research interests.

Six required methods and theory courses and the teaching practicum, the first four of which are normally taken during the first two years in residence:

Soc. 204 Sociological Theory: Seminar

Soc. 205 Sociological Research Design

Soc. 208 Contemporary Theory and Research: Seminar

Soc. 209 Qualitative Social Analysis: Seminar

Soc. 202 Intermediate Quantitative Research Methods (Students who have had sufficient training in quantitative methods before entering the program may substitute a more advanced quantitative methods course for this course if they can satisfy placement procedures designed by the Soc. 202 instructor.)

Soc. 203a Advanced Quantitative Research Methods

Soc. 310 Qualifying Paper Seminar

Soc. 305, the Teaching Practicum, is ordinarily taken prior to or concurrent with one's first assignment as a Teaching Fellow.

Seven additional half-courses in sociology, two of which must be workshops: 100-level conference courses, 200-level courses, up to two 300-level individual reading courses, and up to two workshops will count toward this requirement. (One of these courses should be Soc. 310 Qualifying Paper, to be taken during the fall of the third year of residence.) Courses from other departments may be counted only if they are cross-listed in the catalog under sociology, or approved by faculty on the Committee on Higher Degrees (CHD) in Sociology. Two workshops (including one workshop taken twice) are required.

The department expects that students will maintain an average of B+ or better, especially in sociology courses.

#### Language

There is no language requirement.

## Incompletes

The department strongly recommends that students do not take Incompletes unless absolutely necessary and certainly in no more than one course per term. Incompletes are equivalent to Cs; and thus, for each Incomplete there must be an A in order to maintain a B average. Graduate students are not permitted to take a temporary grade of Incomplete in required courses.

## Research Paper

A special research paper is required by the end of the fifth term in residence. It should offer some new contribution to knowledge, either in the form of an original interpretation of existing facts, new facts in support or disconfirmation of existing interpretations, or both. The work should be of the same length, quality and finish of a paper acceptable to the major sociological journals. Second-year students are required to appoint a Qualifying Paper advisor and submit a two-page overview of their planned project to the graduate program coordinator. Once the topic and research design have been agreed upon with the advisor, the student should petition the Committee on Higher Degrees (CHD) in Sociology for appointment of three readers.

## Master of Arts (AM)

The department does not admit students to study for an AM degree. Students in the PhD program who have successfully completed eight sociology courses (including 202 or approved substitute, 203a, 204, 205, 208, 209, and 310, and not to include Sociology 305 or workshops), the written examination, and the research paper may apply to receive the AM degree in sociology. A student who passes the written general examination at the AM level but not the PhD level, or who passes the general examination at the PhD level but subsequently decides not to complete the requirements for the PhD in sociology, may apply for a terminal AM degree. The requirements for the terminal AM degree are successful completion of eight sociology courses (including Sociology 202 or approved substitute, 203a, 204, 205, 208, 209, and 310, and not to include Sociology 305 or workshops), passing the written general examination at the AM level or higher, and completing the research paper acceptable at the AM level or higher. A student who passes the general exam at the AM but not the PhD level who wishes to apply for the terminal AM degree must do so by the end of their second year of study in the department. A student who has passed the general exam at the PhD level but will not be completing the PhD program must apply for the terminal AM before the start of a fourth year of study in the department.

## Teaching

All students are expected to accept one-fifth time teaching fellowship (with salary) for one term before completion of the program. Sociology 305, the Teaching Practicum, should be taken prior to or concurrent with the first teaching assignment. Normally, students do not teach in the first two years; many students teach several sections per year in the third, fourth, and fifth years.

## Advising

For the first year, prior to the written examination, students are assigned an advisor and also receive guidance from the director of graduate studies. Before the start of their second year, students must choose an advisor, who may be any senior or junior faculty member whose research interests are compatible with those of the student. The selection process is informal and at the students' initiative. When they have mutually agreed to work together, the student obtains the faculty member's signature on an Appointment/Change of Advisor form and files it with the graduate program coordinator. Students may appoint a new advisor at any time if their field of research changes or they find the advising relationship is otherwise unsatisfactory.

## General Examinations

### Written Examination

Students take the written examination in August, prior to the second year in residence. Its purpose is to ensure a working knowledge of the range of subfields that comprise the discipline of sociology. Students need to be prepared for a broad range of questions; they are given a reading list and sample questions from previous years. The results of the examination will be: honors, pass, conditional pass, or fail. The grade of conditional pass is used when just one of the four answers is found not acceptable; the student is allowed to rewrite that particular answer under faculty guidance within the next month. A student who fails the examination will be permitted to take it a second time at a later date.

### Dissertation Prospectus

The prospectus should state clearly the objectives of the study and the specific set of problems to be explored; review the relevant literature; and indicate the ways in which the student hopes to make a contribution to existing ideas on the subject. The data to be employed, the research methods and design, and a plan of study should be given in as much detail as is necessary. Normally the prospectus is twenty to thirty pages in length, in addition to an extensive bibliography. When the final draft of the prospectus has been prepared, the student petitions the CHD for approval of the topic and the appointment of three examiners, one being the dissertation advisor. Following CHD approval, the student and prospectus committee schedule a prospectus defense, at which time the student is examined on the proposed research project. The intent of this meeting is to ensure that the dissertation project is viable and that the student is prepared to begin his or her research. The prospectus must be approved before the end of the fall term of the student's fifth year in residence.

### Dissertation Completion/Oral Defense

The dissertation should build an integrated argument. While individual chapters may be stand-alone papers, the dissertation may not consist of several unrelated papers, published or not, without an introduction or conclusion. Ordinarily, the dissertation should be completed by the end of the seventh year in residence. The style should follow *The Form of the PhD Dissertation*, available online. When student and advisor agree that the final draft is ready, members of the dissertation committee, other faculty, students, staff, and guests are invited to

attend the oral defense. At its conclusion, the committee may approve, reject, or require revisions in the dissertation.

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## South Asian Studies

### Programs of Study

The Department of South Asian Studies offers programs of study leading to the Doctor of Philosophy (PhD) and, in exceptional cases, the Master of Arts (AM) degrees. While graduate work is tailored to individual intellectual interests, it is our expectation that all doctoral students will ground their work in primary language materials and participate in broadly interdisciplinary studies of South Asian languages, histories, and cultures.

The department has historic and well-defined courses of graduate study in Sanskrit and Indian Studies and Tibetan and Himalayan Studies, and these courses of study will continue. It is our expectation that some candidates for doctoral study will propose other programs in South Asian Studies. These programs of study may have a regional emphasis, a disciplinary or multi-disciplinary emphasis, or an emphasis on a particular era of South Asian history, including modern South Asia. Some of the most exciting multi-disciplinary work in the global academy today has been pioneered by scholars of South Asian Studies, and this program intends to provide a platform for such study here at Harvard. It is understood that doctoral students in South Asian Studies will work with members of the department who may make their primary home in Anthropology, History, History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, and the Study of Religion and, indeed, with faculty beyond the department.

All of the department's PhD programs emphasize the study of South Asian languages as foundational for scholarly work. Currently, members of the department focus in their own work on Bengali, Nepali, Sanskrit (Vedic, Classical) and Middle Indic (Pali, Prakrit), Tamil (Classical, Modern), Tibetan (Classical, Modern), and Hindi-Urdu (including Avadhi, Braj, and modern dialects). The department also supports instruction in Bahasa Indonesia, Gujarati, Sindhi, and Thai. Persian is regularly offered through the Department of Near Eastern Languages and Civilizations.

We emphasize a rigorous approach to South Asian texts and traditions, the cultural, intellectual, and social practices that they inform, and the diverse disciplinary perspectives that are needed to study and write about them. Students are encouraged to view their chosen topics in their historical contexts while also exploring their significance to ongoing South Asian traditions and to contemporary issues in the humanities and social sciences.

### Coursework

## General requirements

For the PhD: Sixteen half-courses and a minimum of two years in residence are required. For the AM: Eight half-courses and at least one year in residence are required.

Core requirements for the PhD:

1. A minimum of four half-courses in Classical Sanskrit, Tamil, Tibetan, Hindi-Urdu, or another South Asian language at the advanced level.
2. Two half-courses in a second South Asian language
3. Eight half-courses in the student's special fields, including related courses in other departments.
4. Reading knowledge of two modern research languages, generally French and German. A language exam must be passed with an honors grade by the end of the second year of residence. Another modern language relevant to the student's special field, but not the student's native language, may be substituted for one, but not both of the required languages.

## Core requirements for the AM

Two half-courses of seminars, two half-courses in Classical Sanskrit, Tamil, Tibetan, or Hindi-Urdu literature at the advanced level, and four half-courses in the student's special field, including related courses in other departments. An AM thesis is also required.

## Advising

Incoming students will have an advisor in the field of study closest to their own interests. The advisor is responsible for developing a plan of study and signing the study card at the outset of each semester. The department's director of graduate studies functions as a more general advisor to all graduate students in relation to the department and GSAS policies and procedures. When a student submits his or her prospectus to the department, he or she also suggests an advisor to direct the dissertation. The progress of every student will be reviewed each year by the department.

## Teaching

After the first two years of doctoral study most students work as teaching fellows in one of the courses taught within the department, in other departments, or in the undergraduate General Education curriculum. The opportunity to develop teaching skills is an important part of graduate studies, especially for those preparing for a future in academia.

## General Examinations

### PhD Examinations

Students are expected to take their general examinations no later than the middle of their third year in the program. There are usually four written examinations that ordinarily take the following form: 1) A language translation examination, without dictionary, from a text of average difficulty; 2) A translation examination, with dictionary, of texts in the student's special field, with a discussion of textual problems or thematic issues; 3) A broad examination in

South Asian Studies based on reading lists put together by the student in consultation with the advisor; and 4) An examination in the student's special field.

Students may also choose to take an optional fifth exam in a secondary field or discipline, often involving a faculty member from another department.

## AM Examinations

Students are expected to take two written examinations the subjects of which will be determined in conjunction with the advisor and an oral exam in the student's special field.

## Prospectus

Upon passing the general examinations students will be expected to complete a dissertation prospectus within a year's time and no later than the fall term of their fourth year. The prospectus should be in the range of 15 to 20 pages and include: 1) a clear statement of the dissertation project, its central problems and methodology; 2) its place in the context of related scholarship; 3) its importance to the field. The prospectus should also include a chapter outline and extensive bibliography.

The dissertation committee normally consists of three members, including the dissertation advisor. Two members of the committee must be members of the Faculty of Arts and Sciences. Frequently, the committee will include at least one member from outside the department, and occasionally one from outside the University. The proposed committee should be approved by the advisor, the director of graduate studies, and the department. The proposed committee should review the prospectus at the time it is submitted.

## Thesis

### PhD Dissertation

The dissertation should not exceed 75,000 words or 300 pages in length. It must be a substantial and original piece of work that demonstrates mastery of the field and the student's chosen topic.

Students are expected to complete two chapters of their dissertation by the spring term of their fifth year. After this they are expected to produce at least one acceptable chapter of the dissertation each semester.

The format of the dissertation must conform to the requirements described in *The Form of the PhD Dissertation*.

After it is completed, the dissertation must be submitted to the dissertation committee (at least two months before the official deadline) and be publicly defended in a roundtable discussion that includes members of the dissertation committee and other faculty and students in the department.

### AM Thesis

The AM thesis will be a substantial paper demonstrating the student's knowledge of the scholarly literature and methodologies appropriate to the topic of the student's choice. The topic will be determined by the student in consultation with his or her advisor. A typical AM thesis is expected to be approximately 75 pages in length.



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## Statistics

### The First Two Years

#### Courses

The formal residence requirement for the PhD is sixteen half-courses devoted to advanced study.

Of the sixteen half-courses, a minimum of nine must be courses offered by the Department of Statistics, and at least four of the nine must be on advanced topics. Statistics 210a, 210b, 211a, and 211b are required and are generally taken in the first year. Statistics 300, 303hf, and 366hf are also required.

Before registering for their fall term classes, all entering PhD students will be required to take a diagnostic test in mathematics. Performance on this test will assist the department in determining whether students need additional mathematics preparation.

#### Teaching and Research

All PhD candidates are normally required to teach and/or to work as research assistants beginning in their second year. A unit of teaching is normally one-quarter TIME for the first section in a course and one-fifth TIME for each additional section. A unit of research is normally one-fifth TIME. Second-year students normally do a total of four units of teaching and research, and third-year students and beyond do three units each of teaching and research. Research funding considerations may affect these normal teaching and research workloads. When research funds permit, the department aims to assign final-year students to lighter-than-normal teaching loads to enable them to make progress on their dissertations.

#### Advising

As almost all PhD students are involved in research from the beginning of their program, entering PhD students are assigned faculty advisors based on mutual research interests whenever possible. New students' research interests are determined by information provided by applicants in their Statements of Purpose. Students familiar with the department are given the option of requesting a particular faculty advisor. Some students stay with the initial advisor throughout their program, including the writing of the PhD dissertation, while others opt to change advisors as their interests change or evolve.

All PhD students are encouraged to consult with the director of graduate studies or department chair, when desired, in addition to their assigned advisor.

Students in the AM program are advised by the faculty member designated by the faculty as director of graduate studies for the master's program.

Students writing dissertations have one primary advisor and two additional readers assigned by the faculty or suggested by the student and approved by the faculty. The primary advisor is typically the same faculty member providing the student's research support.

In the case of conflicts between advisor and student, the department chair and/or the faculty as a whole can be consulted by either party.

## Qualifying Examination

All PhD students must pass a written qualifying examination in statistics, which is given annually in January. Students normally take the examination in their second year. The examination has two parts: 1) theoretical statistics, including probability and mathematical statistics, and 2) applied statistics, including statistical design and data analysis.

The two parts of the examination are graded separately. A student may receive an unconditional passing grade on one or both parts, or may receive a passing grade on one or both parts conditional on doing further work. Students receiving conditional passes will be required to complete their work by a time specified (the end of the following term, if feasible) or the performance will be considered a failure. A student who fails one or both parts of the examination must retake the examination the next time it is given. Students who fail twice must withdraw from the program.

## Post-Qualifying Talks (Research Presentations)

All students are also required to attend Statistics 300: Research in Statistics. Students in their third year and above are required to present in the Statistics 300 course. The presentations, made to department faculty and students, are brief summaries of the student's research and progress on qualifying papers or dissertation.

## Qualifying Paper

The qualifying paper is intended to provide the student with an opportunity to explore a serious topic in statistics and to express the findings in a written document. The work need not be original, but it should demonstrate an independent understanding of the topic, knowledge of the tools of research, and clarity of exposition. The effort involved is expected to require no more than the equivalent of one term at one-third time. The paper should be submitted and accepted by the department as early as possible, but not later than the year following the qualifying examination. Delays in submission require permission of the department.

## Dissertation

Each student is expected to exercise initiative in seeking out a dissertation topic, a faculty advisor who will take primary responsibility for supervising the student's work, and two additional readers. The PhD dissertation is expected to be a research contribution of high

quality, adding to the knowledge of either the theory or practice of statistics. A PhD dissertation in statistics may also consist primarily of an innovative analysis of a specific, complex body of data in some substantive field. Generally, the material in a PhD dissertation should be publishable in a referred journal.

By the beginning of the fourth year of residence, all students must submit to the faculty a preliminary title, one-page summary of the proposed topic, with names and signatures of at least two dissertation advisors. Students who encounter difficulty in identifying appropriate advisor/s should consult with their primary advisor, the director of graduate studies or the department chair. Students who wish to use as an advisor someone who is not a member of the department can and should request the approval of the department faculty.

## Dissertation Colloquium

One copy of the completed dissertation must be submitted for consideration by the department faculty four weeks prior to a department colloquium on the substance of the dissertation. The faculty will consider the submitted dissertation and make recommendations, which generally lead to revisions. After the colloquium, the faculty, with the explicit advice of three or more faculty readers nominated by the department, vote on the completed dissertation as submitted in finished form, which must conform to the requirements described in *The Form of the PhD Dissertation*, available on the FAS Registrar's website. The approved final dissertation can then be submitted to the registrar. The time from the colloquium to the final vote is ordinarily about a month. A prospective sixth-year or more advanced student must submit evidence of significant dissertation progress to a dissertation advisor or committee each year. This evidence of progress may, at the department's discretion, take the form of a dissertation chapter completed, manuscripts submitted for publication, abstracts of papers delivered at professional meetings, or other evidence as specified by the dissertation director.

## Master of Arts (AM)

The Department of Statistics awards terminal AM degrees, as well as AM degrees to students who are continuing in the PhD program. The department will consider for the AM degree PhD candidates in other fields at Harvard for whom a statistics minor is appropriate, well-prepared undergraduates eligible for the AB/AM program, and candidates with appropriate mathematics backgrounds who demonstrate motivation for pursuing a terminal AM degree.

- Minimum of one year residence.
- Requires the satisfactory completion of eight half-courses taken within the Department of Statistics and approved by the student's department advisor, at the level of Statistics 110 and above, with at least one course at the 200–299 level. The actual course of study will vary according to the student's interest and preparation and will be determined in consultation with the student's advisor.
- Statistics 110 and Statistics 111 are required; Statistics 210a may be substituted for 110.
- The eight statistics courses must also include two courses that are at the interface of theory and application. Examples of such courses are Statistics 115, 121, 131/231, 139, 140, 149,

160/260, 183, 186, 220, 221, 225, 230, 232r, 240, 244, and 245. The department will maintain an up-to-date list of courses that meet these criteria.

- AM students must earn a B average in Statistics courses and no more than one C.
  - With the prior approval of the advisor and the Director of Graduate Studies, one 300-level (SAT/UNSAT graded) course may be allowed to count toward the degree as one of the non-200-level courses.
  - No thesis, general examination, qualifying paper, or cognate field is required for the AM degree.
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## Systems Biology

### The First Two Years

#### Coursework

Students are required to take SB212: Communication of Science, SB300: Introduction to Systems Biology, MedSci300: Conduct of Science, and four science courses chosen in consultation with their faculty advisors. These courses must be passed with a B average or better.

#### Rotations

Students in the Systems Biology Program are expected to take 2-4 laboratory rotations before selecting a Dissertation Advisor. The program does not set time limits on rotations, but most rotations are expected to be 4-12 weeks long. Rotations with non-training program faculty are permitted but require approval of the program. Students should inform the program coordinator when they begin and complete their rotations.

Rotations allow students to explore different research areas, identify potential collaborators, and experience the environment in different research groups. The purpose of the rotation is to facilitate the choice of the dissertation laboratory, not to accomplish a research project.

First year students must choose their dissertation laboratory no later than June 30th.

#### Teaching Requirement

All students are required to teach one term. It is recommended that students complete this requirement by the end of their second year.

#### Qualifying Examination

The purpose of the examination is to ensure that the student is prepared to embark on dissertation research. The examination is given in two phases. The first phase must be completed by June 1 of the student's first year, and is intended to evaluate the student's progress in acquiring competence in mathematical and/or computational approaches. Students will formulate a question related to any problem in biology and devise a mathematical or computational approach to addressing it. Results of the project will be presented in a short written summary and orally. Phase two must be completed by the end of March of the

student's second year. Students will prepare and defend an original research proposal related to the student's proposed dissertation research.

## Advising

### Academic Advisors

On arrival, each class of students is assigned two faculty advisors to guide them in their choices of courses and rotations. The class advisors will also lead a week-long orientation for incoming students at the end of August.

### Dissertation Advisory Committee

After passing the qualifying exam, a Dissertation Advising Committee (DAC) of at least three faculty members and the student's Dissertation Advisor(s) must be appointed.

The role of the DAC is to assist the student in defining the dissertation project, review scientific progress, offer critical evaluation, suggesting extension or modification of objectives, arbitrate differences of opinion between the student and the advisor if they arise, and decide when the work accomplished constitutes a dissertation.

The first meeting must occur within six months of the student's qualifying exam. The DAC must meet with the student at least once a year through G5 and every six months thereafter, until PhD dissertation writing is underway.

### Dissertation

The DAC, in consultation with the dissertation advisor, determines when it is time for a student to stop laboratory work and begin to write his or her dissertation.

The FAS registrar specifies deadlines by which the dissertation must be submitted and the dissertation examination passed to receive the PhD diploma in November, March, or May of each academic year. A dissertation information packet is available in the program office and specifies the steps to be taken when the student is ready to apply for the PhD degree and the various forms that need to be submitted. The information packet will be thoroughly reviewed with the student by the program coordinator.

The student is expected to give a seminar of approximately one hour as part of the examination, on the day of the examination, prior to a defense of the dissertation with the examination committee.

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# Harvard Graduate School of Arts and Sciences

## ARCHIVE: 2014-2015 Handbook

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### Secondary Fields

#### **AFRICAN AND AFRICAN AMERICAN STUDIES**

Students enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in African and African American studies. Graduate students who choose African and African American studies as a secondary field will benefit from learning how to do interdisciplinary work on the basis of the substantial body of scholarly writing on African and African American social, cultural, economic and political life and history. The department also encourages comparative work on African, African American, and diasporic topics.

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

#### **Coursework**

Completion of four graduate-level courses in African and African American Studies with honors grades of B+ or above.

#### **Demonstrating Mastery in the Secondary Field**

Successful completion of a research paper demonstrating mastery in the field of African and African American studies is also required. Ordinarily this is the most successful graduate term paper written for one of the four African and African American studies courses.

#### **Record-keeping**

Students interested in declaring a secondary field in African and African American studies should submit to the director of graduate studies evidence of their successful participation in four appropriate graduate courses in the Department of African and African American Studies as well as the research paper. Once they obtain the approval of the DGS they and the registrar will receive certification of successful completion of secondary field requirements.

#### **AMERICAN STUDIES**

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard may achieve formal recognition for completing a secondary field in American Studies. The interdisciplinary breadth of American Studies and its wide-ranging subject matter make it an attractive secondary field for students from many departments, including English, history,

economics, history of art and architecture, music, film and visual studies, religion, anthropology, sociology, and psychology.

The American Studies program spans all aspects of American culture, often with a comparative focus, from European colonization to the present, and it includes a wide range of sources, methods, and theories. Over the last ten years, PhD students from other disciplines have enrolled in the American Studies Colloquium and/or the Warren Center seminar, and they have incorporated sources and approaches from American Studies into their dissertations.

## **Coursework**

1. Completion of a minimum of four half-course (semester-long) courses. All four courses must be
  1. Taken with a member of the Committee on Higher Degrees in American Studies,
  2. Chosen from catalog sections headed "*Primarily for Graduates,*" and
  3. Taken outside the student's home department.
2. One of these courses must be Am. Civ. 200 or 201 (Am. Civ. Colloquia).
3. Another of these courses must be a seminar requiring a major research paper.
4. The remaining two may include the Am. Civ. Colloquium (200 or 201) not taken under '2,' above, but this second Am. Civ. Colloquium is not required.
5. Neither pass/fail nor audited courses will count towards a secondary PhD field in this department.

## **Advising and Record-keeping**

Students interested in declaring a secondary field in American Studies should meet with both the chair and administrator of the program (617-495-3325; [amciv@fas.harvard.edu](mailto:amciv@fas.harvard.edu); Barker Center 225). Upon successful completion of the course requirements detailed above, the student should submit evidence thereof to the American Studies administrator. Upon approval by the American Studies chair, the student and the registrar will be notified that the secondary field requirements have been completed.

## **CELTIC MEDIEVAL LANGUAGES AND LITERATURES**

The Department of Celtic Languages and Literatures offers a secondary field in Celtic medieval languages and literatures for PhD students enrolled in other departments at Harvard. The Celtic languages, once spoken over much of Europe and Asia Minor, are of great linguistic interest, and the splendid medieval literatures of Ireland and Wales constitute a hugely rewarding field of study. Students of comparative literature, of other medieval languages and literatures, of history, of historical linguistics, and of religion may wish to consider this secondary field. Students, for example of medieval epic and romance, and of genres such as prophecy and vision poetry may wish for comparative purposes to read texts in the Celtic languages. The Celtic material offers invaluable sources for medieval historians of the Western Church, and of secular institutions and customs as well. Students of historical linguistics will know that a thorough knowledge of Old Irish is important for the investigation of Indo-

European. The secondary field affords an opportunity to achieve professional competence in one of the Celtic languages, the range of its literature, and the scholarship in the field.

## Requirements

The secondary field is organized in two separate tracks, Early and Medieval Irish, and Medieval Welsh. Each of them requires the student to take four half-courses in the department, the distribution of which is as follows:

Early and Medieval Irish:

- Irish 200: Introduction to Old Irish and Irish 201: Continuing Old Irish
- Either Irish 204r: Readings in Early Irish Poetry or Irish 205r: Readings in Early Irish Prose
- A Celtic course with a medieval focus, to be chosen in consultation with the director of graduate studies. Irish 204r or Irish 205r, whichever has not been chosen under b), is among the courses from which a choice will be made.

Medieval Welsh:

- Welsh 225a: Medieval Welsh Language and Literature and Welsh 225b: Medieval Welsh Poetry
- Either Welsh 226r: Readings in Middle Welsh Prose or Welsh 227: Seminar: Welsh Bardic Poetry
- A Celtic course with a medieval focus, to be chosen in consultation with the director of graduate studies. Welsh 226f or Welsh 227, whichever has not been chosen under b), is among the courses from which a choice will be made.

Course schedule: Certain courses in the department are given in alternate years. Irish 204r, Irish 205r, Welsh 225a and Welsh 225b will be given in 2014-15. Irish 200, Irish 201r, Welsh 226r, Welsh 227 are expected to be given in 2015-16.

For details contact the Department Administrator, Mary Violette, or the Director of Graduate Studies, Tomás Ó Cathasaigh for fall term; Catherine McKenna for spring term.

## CLASSICS

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University, other than the programs offered in the Department of the Classics, may achieve formal recognition for completing a secondary field in one of the following programs offered in the department: classical archaeology; classical philology; Greek and Roman history.

### Classical Archaeology

The following requirements must be met to complete a secondary field in classical archaeology.

### Coursework

- Completion of four half-courses. Qualifying courses include those taught within the departments of Classics and History of Art and Architecture, and accepted by the Department of the Classics towards the requirements of Classical Archaeology.
- Two of the four half-courses shall be graduate seminars.

- At least one of the four half-courses shall be on a Greek topic and another on a Roman topic.
- Students are encouraged to take Classics 350: Classical Philology Proseminar or an appropriate proseminar offered by the Department of History of Art and Architecture.
- Students may petition the director of graduate studies to be permitted to apply one course in anthropology, Near Eastern languages and civilizations, or the Divinity School towards the requirements of the secondary field.
- The archaeological summer programs offered by the American School of Classical Studies at Athens and the American Academy in Rome, and the Graduate Summer Seminar of the American Numismatic Society will normally be accepted in lieu of one half-course.
- Students pursuing a secondary field in classical archaeology are also strongly encouraged to participate in an archaeological field school or to serve as a curatorial intern in a museum of art or archaeology.

## **Classical Philology**

The following requirements must be met to complete a secondary field in classical philology.

### **Coursework**

Completion of four half-courses from among the following categories:

- All graduate seminars taught within Classics
- Other courses that are required for the PhD in classical philology, i.e.: Classics 350: Classical Philology Proseminar, Greek K: Advanced Greek Prose Composition, Latin K: Advanced Latin Prose Composition, Greek 134: The Language of Homer, Latin 134: Archaic Latin
- All other 100-level courses with the prefix “Greek” or “Latin”
- Two of the half-courses shall be graduate seminars.
- Courses taught primarily in translation are ineligible.

## **Greek and Roman History**

The following requirements must be met to complete a secondary field in Greek and Roman history.

### **Coursework**

Completion of four half-courses from the following categories:

- All graduate seminars taught within Classics
- Other courses that are certified by Classics as counting towards the requirement in Ancient History in the several PhD programs offered by the department
- Two of the four half-courses shall be graduate seminars.

- At least one of the four half-courses shall be on a Greek topic and another on a Roman topic.
- Normally at least one course will involve close reading of historical texts in the original language, but this requirement may be waived at the discretion of the director of graduate studies.

## **Advising**

Please send questions about the degrees or secondary fields in the Classics to [classics@fas.harvard.edu](mailto:classics@fas.harvard.edu).

## **COMPARATIVE LITERATURE**

The Department of Comparative Literature offers Comparative Literature as a secondary field in GSAS to enrich the education of Ph.D. students in other departments who seek to do research and teach across the institutional boundaries of national languages and literatures. As faculty members, students specializing in a national literature may be called on to teach comparative courses or courses in general or world literature. The secondary field in Comparative Literature prepares them to do so by introducing them to basic issues in the field. Although the department recognizes that literatures in a single language constitute a coherent tradition, Comparative Literature seeks to develop an awareness of how literary works move across language borders, both in the original language and in translation. The department calls attention to theoretical issues shared not only across the boundaries of languages but also across very different traditions..

## **Prerequisites**

An ability to work in literatures in at least three languages. Normally this will be demonstrated by coursework in which at least some of the primary readings are in the language. In certain circumstances (for example, if one of the languages is the student's native language) the DGS may waive the requirement that competence in a language be demonstrated by coursework. If English is used as one of the languages, the other two languages should show some breadth; that is, they may not be closely allied, either linguistically or by academic convention (e.g., Spanish and Portuguese, Urdu and Hindi, classical and modern Chinese, or Greek and Latin). The judgment regarding what can legitimately count for the set of three languages will be at the discretion of the DGS.

## **Requirements**

- 1) Four courses, one of which must be the Comparative Literature proseminar and two of which must be other Comparative Literature seminars at the 200 level. The remaining course requirements will be met by either 200-level seminars in Comparative Literature or 100-level Literature courses, which normally count for graduate credit in Comparative Literature.
- 2) Successful completion of a Second-Year Paper of 25-30 pages on a comparative topic, as required for students in Comparative Literature. Students doing a secondary field in Comparative Literature do not need to submit the Second-Year Paper by the first week of the G3 year, but they are encouraged to submit this paper as soon thereafter as possible.

Contact the Director of Graduate Studies, Professor Karen Thornber with any further questions. Further information regarding courses and programs of study in comparative literature may be found on our [website](#).

## COMPUTATIONAL SCIENCE AND ENGINEERING

Graduate students across Harvard can complete a secondary field in computational science and engineering (CSE). This secondary field is available to any student enrolled in a PhD program in the Graduate School of Arts and Sciences upon approval of a plan of study by the CSE Program Committee and the director of graduate studies in the student's home department.

**Contacts for questions about the CSE secondary field:** All questions should be directed to Daniel Weinstock, Assistant Director of Graduate Studies in Computational Science and Engineering ([dweinsto@seas.harvard.edu](mailto:dweinsto@seas.harvard.edu))

CSE is an exciting and rapidly evolving field that exploits the power of computation as an approach to major challenges on the frontiers of natural and social science and all engineering fields. In keeping with Harvard's emphasis on foundational knowledge, this program will focus on cross-cutting mathematical and computational principles important across disciplines. Completion of the secondary field will equip students with rigorous computational methods for approaching scientific questions. These approaches include mathematical techniques for modeling and simulation of complex systems; parallel programming and collaborative software development; and methods for organizing, exploring, visualizing, processing and analyzing very large data sets.

### Admission

Admission into the CSE secondary field is by application, which must be submitted to the **SEAS Student Affairs office**. Students interested in the secondary field should consult with their departmental director of graduate studies (DGS) no later than the first semester of the third year of study. Applications may be submitted twice a year, in the spring semester (deadline: March 1) and fall semester (deadline: October 1) for the following academic term. The application, which will include a proposed Plan of Study, must also be approved by the home department DGS. The DGS in CSE will respond to all applications within one month.

### Requirements

Each student's plan of study for the secondary field will include:

- At least one applied mathematics core course and one computer science core course
- One or two electives in AM or CS (chosen from lists below)
- As a substitute for one elective, either a "domain elective"—an approved computation-intensive course within the PhD domain—or a semester-length independent research project
- As a final requirement, an oral examination by a faculty committee

### Course requirements at a glance:

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**Secondary Field Requirements min max**

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|                               |          |                  |
|-------------------------------|----------|------------------|
| 1. Core                       | 2*       | 4                |
| 2. Applied Math electives     | 0        | 2                |
| 3. Computer Science electives | 0        | 2                |
| 4. Domain elective            | 0        | <i>max of 1</i>  |
| 299R research course          | 0        | <i>1 total 1</i> |
| <b>Total</b>                  | <b>4</b> |                  |

\*must take at least one AM and one CS core course

### 1. Core: 2–4 courses

The goal of the core courses is to provide:

- The mathematical foundations for computational science
- Hands-on instruction in relevant ideas in computer science
- Experience implementing these principles in collaborative projects in a rigorous software engineering environment

#### CSE core courses

|  |        |
|--|--------|
| <b>AM 205</b> Advanced Scientific Computing: Numerical Methods               | Fall   |
| <b>AM 207</b> Advanced Scientific Computing: Stochastic Optimization Methods | Spring |
| <b>CS 205</b> Computing Foundations of Computational Science                 | Fall   |
| <b>CS 207</b> Systems Design for Computational Science                       | Spring |

### 2. Applied Math electives: 0-2 courses

#### Suggested CSE Applied Math electives

|   |        |
|---|--------|
| <b>AM 201</b> Physical Mathematics I                            | Fall   |
| <b>AM 202</b> Physical Mathematics II                           | Spring |
| <b>AM 274</b> Computational Fluid Dynamics                      | Spring |
| <b>AM 275</b> Computational Design of Materials                 | Spring |
| <b>STATS 210</b> Probability Theory and Statistical Inference I | Fall   |
| <b>STATS 285</b> Statistical Machine Learning                   | Spring |

### 3. Computer Science electives: 0-2 courses

#### Suggested CSE Computer Science electives

|  |        |
|--|--------|
| <b>CS 222</b> Algorithms at the Ends of the Wire | Fall   |
| <b>CS 226R</b> Efficient Algorithms              | Fall   |
| <b>CS 246R</b> Advanced Computer Architecture    | Fall   |
| <b>CS 281*</b> Applied Machine Learning          | Spring |

\*proposed

#### **4. Domain elective or 299R research course**

A domain elective is a computation-intensive course outside CS and AM. A student wishing to earn Secondary Field credit for a proposed domain elective or 299R course must propose these courses in the Plan of Study and receive approval of the CSE Program Committee.

### **Advising and Academic Monitoring**

A faculty member on the CSE Program Committee will serve in the role of Director of Graduate Studies for the Secondary Field. Daniel Weinstock, the Assistant Director of Graduate Studies (ADGS) who will be responsible for frontline advising of students, helping to create a meaningful program sensitive to the student's needs. The ADGS will actively work to develop independent research projects and external research opportunities for all IACS students to maximize learning and skill acquisition and will help with the design of individual projects. All students will participate in the activities of the IACS community, which will include technical and interdisciplinary colloquia and skill-building workshops.

### **CRITICAL MEDIA PRACTICE**

A secondary field in critical media practice (CMP) is offered for students who wish to integrate media production into their course of study. The CMP secondary field reflects changing patterns of knowledge production; in particular, it recognizes that knowledge is increasingly incorporated into novel multi-media configurations in which written language plays only a part. Audiovisual media have a different relationship to, and reveal different dimensions of, the world than exclusively verbal sign systems. Students interested in making original interpretive projects in image, sound, and/or emerging hypermedia technologies in conjunction with their written scholarship may wish to pursue the CMP secondary field. It offers training in production and post-production in different media formats and genres, including documentary and ethnographic film and video; hypermedia, internet, and database projects; approaches to working with audio, including phonography, exhibition, and music composition; video and multimedia installation; and cognate genres. The goal throughout is to foster a complementarity between the writing of texts and the making of media productions.

### **Admission**

Admission into the critical media practice secondary field is by application, which must be submitted to the office manager of the Film Study Center. Applications may be submitted twice a year, in the fall term (deadline, October 1) and in the spring (deadline, March 1). An admissions committee will meet, and the directors of graduate studies in CMP will communicate with all applicants before the end of the semester in which they apply.

### **Requirements**

Students must take four of the following courses, of which at least two (but up to four) must be drawn from the Core. They must complete all four courses with grades of B+ or above. Additionally, CMP students produce a "capstone" media project in conjunction with their doctoral dissertation.

## Core

Students must take at least 2 of the following courses:

- **ANTH 2835r.** Sensory Ethnography 1: Image/Sound/Culture
- **ANTH 2836r.** Sensory Ethnography 2: Living Documentary
- **EALC 200.** The Uses and Meaning of the New Arts of Presentation
- **GSD 3418/ANTH 2837/VES 162.** Media Archaeology of Place
- **HISTSCI 252.** Filming Science
- **HISTSCI 290.** Critical Images, Object, Media
- **VES 350r.** Critical Media Practice
- Any VES Film/Video Production class

## Electives

Up to two of the required four courses may be drawn from the following list, **so long as, and explicitly with the instructor's approval, the student submits an original work of media** in partial satisfaction of the course requirements. Elective course offerings vary from year to year, and will be updated on the CMP website. Current electives include:

- **AAAS 182.** R&B, Soul and Funk
- **ANTH 2635.** Image/Media/Publics
- **ANTH 2722.** Sonic Ethnography
- **ANTH 2830.** Creative Ethnography
- **ANTH 2688.** The Frankfurt School, Film, and Popular Culture
- **EALC 205.** Approaches to the Comparative History of Medicine and the Body
- **ES 20.** How to Create Things and Have Them Matter
- **GSD 4351.** Architecture and Film
- **GSD 3496.** The Moment of the Monument
- **GSD 4424.** Fifteen Things
- **GSD 4426.** The Spectacle Factory
- **GSD 4353.** Imagining the City: Literature, Film, and the Arts
- **HARC 276k.** Frameworks in the Humanities: The Art of Looking
- **HISTSCI 126.** The Matter of Fact: Physics in the Modern Age
- **HISTSCI 221.** Einstein Reversed
- **MUSIC.** Electroacoustic Composition
- **MUSIC 201b.** Current Methods in Ethnomusicology
- **MUSIC 209.** Seminars in Ethnomusicology
- **MUSIC 167.** Introduction to Electroacoustic Music
- **VES 285x.** Visual Fabrics

## Capstone

Building on their training in their coursework, students produce a media project that complements their doctoral dissertation. As with the PhD in media anthropology offered by the **Department of Anthropology**, it may consist of a video, a film, a sound work, a series of photographs, a work of hypermedia, or an exhibition or performance in which digital media play a key role. A faculty committee of two approved by the CMP DGS will evaluate the project at a CMP Capstone Defense. One member will be drawn from the CMP Faculty Advisory Committee, and one from the student's dissertation committee. One copy (or, in the case of capstone projects involving site-specific exhibition or performance, documentation) of this project must be formally submitted in conjunction with the dissertation, and another copy archived with the Film Study Center.

## Record-Keeping

GSAS students admitted to the CMP secondary field must provide a transcript of their coursework at the end of each semester in which they fulfill any of the curricular requirements of the CMP degree to the office manager, Film Study Center. In addition, once a student has satisfied all requirements of the degree, s/he must submit to the office manager, Film Study Center, evidence of her/his successful participation in four appropriate graduate courses as well as a copy of their capstone project. Once they obtain the approval of the DGS, they and

the registrar will receive certification of successful completion of CMP secondary field requirements.

## **Technical Support and Resources**

Technical support for the CMP capstone project is provided by the Film Study Center, the Sensory Ethnography Lab, and FAS Media and Technology Services, all of which maintain an inventory of audio, video, and hypermedia production and post-production equipment. Students requesting technical support from the FSC must do so separately from their CMP admission application; a form for this purpose is available from the FSC's program coordinator.

Additionally, two locations on campus offer computer workstations with basic video and audio software, which are open to all Harvard students, and which CMP students may also use when editing their capstone projects. The Harvard-MIT Data Center, with two rooms in CGIS South, includes three Mac Pro workstations with Final Cut Studio and Logic Pro software installed. In Lamont Library, the MTS Multimedia Lab has both PC and Mac-based video editing stations equipped with hardware such as DV and VHS decks, and audio stations which, in addition to post-production editing, also allow digitization of analog sources such as cassette and LP.

## **Contact Information**

Film Study Center (email; web; phone: 617-495-9704)  
Harvard University  
24 Quincy St.  
Cambridge MA 02138

## **FILM AND VISUAL STUDIES**

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in film and visual studies. The following requirements must be met to complete this secondary field.

### **Coursework**

- Completion of four graduate-level courses in film and visual studies with honors grades of B+ or above.
- Two of these courses are required and should be taken in the first year of study:

VES 270. Proseminar in Film and Visual Studies: History

VES 271. Proseminar in Film and Visual Studies: Theory

- Two other courses must be selected from among graduate courses taught by faculty of the Committee on Film and Visual Studies. The director of graduate studies will make a list of approved graduate seminars available at the beginning of each academic year.

### **Examinations**

Successful completion of an examination or alternative means of demonstrating mastery in the field of film and visual studies is also required. The particular form of examination or alternative means of demonstrating mastery will be agreed upon by the DGS in film and visual

studies and the DGS in the student's home PhD department. This demonstration of mastery might be part of a departmental general or field examination, or it might be combined with departmental requirements in some other way. One or more members of the Committee on Film and Visual Studies will conduct and adjudicate the portion of the preliminary examination devoted to film and visual studies, and the results will be reported to both DGSs.

## **Advising**

Students interested in declaring a secondary field in film and visual studies should consult with the DGS as early as possible, ordinarily no later than the end of the first term of graduate coursework. At this time, a plan of study should be prepared and submitted to the DGS, to be approved by the Committee on Film and Visual Studies as well as the student's home department.

For further information contact Eric Rentschler, Director of Graduate Studies, Barker Center 350, Cambridge, MA 02138.

## **GERMAN**

### **Requirements**

In order to complete a secondary PhD field in German, graduate students take a minimum of four courses, at least two of which are on the 200 level ("Primarily for Graduates") and the other two of which may be either on the 200 or the 100 level ("For Undergraduates and Graduates"). Students plan a coherent program of courses, complementing their primary course of study, in consultation with the director of graduate studies, who advises secondary field students. 100-level courses must be upgraded for graduate credit, which usually entails writing a longer paper or undertaking some other appropriate additional work to be arranged with the course instructor. With the approval of the director of graduate studies, one of the four courses may be taken in a related discipline if it is a course that would normally provide degree credit for a PhD candidate in Germanic Languages and Literatures. At least one of the four courses must yield a 20–25 page research paper to be approved by the course instructor and the director of graduate studies. Neither SAT/UNSAT nor audited courses count toward the secondary PhD field. Readings for courses in the department are customarily in German; thus German reading knowledge is a prerequisite. The department offers an average of 10 courses per academic year on the 100 and 200 levels, all of which are open to secondary PhD field students.

## **HISTORICAL LINGUISTICS**

The Department of Linguistics offers a secondary field in historical linguistics for PhD students enrolled in other departments at Harvard. Historical linguistics, the study of how languages change over time, subsumes both the general study of language change and the history of specific languages and language families. The intellectual spectrum thus defined bridges part of the gap between linguistic theory and the areas traditionally known as "philology." At Harvard, the more theoretical aspects of historical linguistics are covered in courses offered by the Department of Linguistics, while courses dealing with the historical linguistics of specific languages are offered both by the Department of Linguistics and the relevant language

departments. In practice, many graduate students in the classics, Germanic languages and literatures, Slavic languages and literatures, Near Eastern languages and civilizations, and other language-centered departments take courses in historical linguistics as part of their ordinary preparation for the PhD. The availability of a secondary field in historical linguistics allows such students to have their work in linguistics officially recognized.

## **Coursework**

Requirement: four half-courses, to be distributed as follows:

a) One of Linguistics 120 (Introduction to Historical Linguistics) or Linguistics 224 (Historical and Comparative Linguistics)

b) Three other courses in linguistics or cross-listed with linguistics, two of which must be chosen from the following:

Linguistics 122 (Introduction to Indo-European)

Linguistics 123 (Indo-European Phonology and Morphology)

Linguistics 158r (From Indo-European to Old Irish)

Linguistics 168 (Introduction to Germanic Linguistics)

Linguistics 176 (History and Prehistory of the Japanese Language)

Linguistics 220ar (Advanced Indo-European)

Linguistics 221r (Indo-European Workshop)

Linguistics 247 (Topics in Germanic Linguistics)

Linguistics 225a (Introduction to Hittite)

Linguistics 250 (Old Church Slavonic)

Linguistics 252 (Comparative Slavic Linguistics)

Greek 134 (The Language of Homer)

Latin 134 (Archaic Latin)

Semitic Philology 140 (Introduction to the Comparative Study of Semitic Languages)

Semitic Philology 200r (Comparative Semitic Grammar: Seminar)

Slavic 125 (Modern Russian in Historical Perspective)

Other courses with a historical linguistic focus may be added to this list at the discretion of the director of graduate studies in linguistics.

Historical linguistics is one of the department's traditional areas of strength. For courses offered in the 2014–2015 academic year, contact the department.

## **Advising**

The contact person is the director of graduate studies in linguistics.

## **LINGUISTIC THEORY**

The Department of Linguistics offers a secondary field in linguistic theory for PhD students enrolled in other departments at Harvard. Linguistic theory, the core of the modern field of linguistics, seeks to characterize the linguistic knowledge that normal human beings acquire in the course of mastering their native language between the ages of one and five. Studied as an internalized formal system, language is a source of insight into a wide range of human pursuits and abilities, some of them traditionally approached through the humanities, others through the

social sciences, and others through the behavioral and natural sciences. The major divisions of linguistic theory are syntax, the study of sentence structure; phonology, the study of sounds and sound systems; morphology, the study of word structure; and semantics; the study of meaning. Courses in these areas regularly draw students from other Harvard departments, especially psychology, philosophy, and other departments associated with the Mind, Brain, Behavior Initiative. The secondary field in linguistic theory allows such students to receive official recognition for their linguistics coursework.

## Coursework

Requirement: four half-courses, to be distributed as follows:

a) At least one of the following: Linguistics 112a (Introduction to Syntactic Theory)

Linguistics 114 (Introduction to Morphology)

Linguistics 115a (Introduction to Phonetics and Phonology)

Linguistics 116a (Introduction to Semantics)

b) Three other courses in linguistics, two of which must be chosen from the following:

Linguistics 112b (Intermediate Syntax)

Linguistics 115b (Intermediate Phonology)

Linguistics 116b (Intermediate Semantics)

Linguistics 117r (Linguistic Field Methods)

Linguistics 132 (Psychosemantics)

Linguistics 145 (Logical Form)

Linguistics 146 (Syntax and Processing)

Linguistics 148 (Language Universals)

Linguistics 152 (Prosody and Intonation)

Linguistics 171 (Structure of Chinese)

Linguistics 174 (Tense and Aspect in Japanese)

Linguistics 175 (Structure of Japanese)

Linguistics 188r (Biolinguistics)

Linguistics 202r (Advanced Syntax)

Linguistics 204r (Topics in Syntax)

Linguistics 205r (The Syntax-Semantics Interface)

Linguistics 206r (Syntactic Structure and Argument Structure)

Linguistics 207r (Topics in Semantics)

Linguistics 219r (Advanced Phonology)

Other courses with a theoretical focus, including courses in other departments cross-listed with linguistics, may be added to this list at the discretion of the director of graduate studies in linguistics.

Although linguistics has no official “tracks” toward the PhD, linguistic theory is the department’s main intellectual focus. For courses offered in the 2013–2014 academic year, contact the department.

## Advising

The contact person is the director of graduate studies in linguistics.

## **MEDIEVAL STUDIES**

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in Medieval Studies. The following requirements must be met to complete this secondary field.

### **Coursework and Examinations**

- Completion of four graduate-level courses in a medieval subject with grades of B+ or above.
- One of these courses must be in paleography, and can be selected from the following: Medieval Studies 201, Medieval Studies 202, or Classics 277. Any other paleography course must be approved by the Medieval Studies Committee.
- Each of the three additional courses must be in a different department, one of which may be the student's home department, and chosen from among the 200-level courses listed each year on the Medieval Studies page of the Registrar's course website.
- Fulfillment of one language requirement in medieval Latin, Greek, Hebrew, or Arabic.
- The language requirement must be fulfilled by passing an examination, administered by the Medieval Studies Committee. An exam in Latin is generally offered once in the fall and once in the spring. Examinations in other languages can be arranged upon request.

### **Advising**

Incoming students interested in declaring a secondary field in Medieval Studies are encouraged to consult with the administrator or chair of the Medieval Studies Committee as early as possible in their studies. Students already in the program who are well on their way to completing requirements for the field or who wish to arrange a language examination also are encouraged to visit the Medieval Studies Program in Barker 121, or email the Program Administrator, Sean Gilsdorf ([gilsdorf@fas.harvard.edu](mailto:gilsdorf@fas.harvard.edu)) to schedule a meeting.

## **MIND, BRAIN, and BEHAVIOR (MBB)**

The secondary field of PhD study in Mind, Brain, and Behavior (MBB) may follow one of two tracks — a general track, or a specialized track.

The general track will draw PhD students in fields beyond MBB core disciplines. Participants will gain familiarity with basic issues related to mind, brain, and behavior but will not be required to do experimental research. A student in comparative literature, for example, who is interested in 18th-century notions of the self, might want some familiarity with contemporary cognitive neuroscience to complement her research.

The specialized track, by contrast, will draw PhD students whose home disciplines are within the MBB core. This track is intended to encourage education and research in fields outside the home discipline. A student in linguistics, for example, might do work with developmental psychologists on language acquisition. A natural way for such a student to satisfy the requirements of the specialized track might be to take a general course in developmental psychology, a directed reading course on language acquisition, and do two semesters of research in a developmental psychology lab working on projects involving language acquisition.

## **Program Requirements**

### **MBB: General Track**

Four half courses from MBB-related departments. One should be a foundational course, typically satisfied by a graduate level section of SLS 20. The three other courses should be chosen from MBB-related departments, and at least two of them should be at the graduate level, or at the undergraduate level but with special accommodations for graduate students. All four courses must be completed with a grade of B+ or higher. Proposals must be approved both by the student's home field advisor and by a sub-committee of the Standing Committee in MBB.

### **MBB: Specialized Track**

Four graduate-level half-courses from MBB-related departments. All four courses should be outside the student's main area of research, and up to two of them may involve work in a lab. The four courses should be organized around a central theme, which the student will develop in consultation with at least one supervisor outside the main discipline. One of the courses can be a directed reading course. Proposals must be approved by the outside supervisor, the home field advisor, and a sub-committee of the Standing Committee on MBB.

## **Administrative Issues**

### **Admission to and Review of Students in the Graduate Secondary Program**

A small faculty sub-committee, appointed by the chairs of the MBB Standing Committee, will review proposals on an *ad hoc* basis throughout the year as they are received. In addition, each year this sub-committee will review the progress of those students enrolled in the program.

### **Advising**

If you are considering the MBB secondary field, we would like you to consult with us before you begin taking courses for the program. To begin planning for either track, please contact MBB Education Program Coordinator **Shawn Harriman**. Once you have begun your secondary field work, your advising will depend upon the track you are following. For the general track, advising will come from the student's home field advisor, the sub-committee, and the MBB Education Program Coordinator. For the specialized track, advising will come from the research director in the affiliated field and the student's home field advisor; in addition, the sub-committee will give advice about structuring your specialized program at its outset.

## **MUSIC**

A student enrolled in a PhD program in the Graduate School of Arts and Sciences at Harvard University may achieve formal recognition for completing a secondary field in musicology and ethnomusicology. The following requirements must be met to complete this secondary field.

### **Coursework**

- Completion of a minimum of four half-course courses.

- One of these courses must be an introductory course: Music 201a: Introduction to Historical Musicology, Music 201b: Introduction to Ethnomusicology, or Music 221: Current Issues in Theory.
- The remaining three courses may be chosen from other graduate courses (200 level: “Primarily for Graduates”) or intermediate courses (150 level: “For Undergraduates and Graduates”). (No more than two courses may be chosen from the 150 level.), and receive honors grades of B+ or above.
- Neither Pass/Fail nor audited courses will count towards a secondary PhD field in this department.

## **Record-keeping**

Students interested in declaring a secondary field in music should submit to the director of graduate studies evidence of their successful participation in four appropriate courses in the music department. Once they obtain the approval of the DGS they and the registrar will receive certification of successful completion of secondary field requirements.

## **Advising**

For further information contact the Director of Graduate Studies, Harvard University Department of Music, Music Building, Harvard University, Cambridge, MA 02138, 617-495-2791, [musicdpt@fas.harvard.edu](mailto:musicdpt@fas.harvard.edu).

## **ROMANCE LANGUAGES AND LITERATURES (French, Italian, Portuguese, or Spanish)**

In order to complete a secondary PhD field in Romance Languages and Literatures, a graduate student will take a minimum of **four** courses, at least three of which will be graduate courses (200 level: “Primarily for Graduates”) and no more than two of which can be intermediate courses (100 level: “For Undergraduates and Graduates”). Neither P/F nor audited courses will count towards a secondary PhD field in this department. All courses expected to count towards the secondary PhD field will be taken in the department, in the section of the student’s choice; in compelling cases, one “related course” may be counted towards the secondary field, with permission of the DGS. On average, the larger sections (French and Spanish) offer every academic year about nine 100-level courses and five 200-level courses each. Of the smaller sections, Italian offers up to six 100-level courses and two 200-level courses; Portuguese, two 100-level courses and two 200-level courses. Any and all of the courses offered by a given section at the 100 and 200 levels are open to secondary PhD field students in that section.

Graduate students interested in a Romance Languages and Literatures secondary PhD field should address their questions and requests to the director of graduate studies.

## **SCIENCE, TECHNOLOGY, AND SOCIETY**

GSAS offers a secondary field in science, technology, and society (STS) to candidates for the PhD, DDes, and SJD degrees.

## Aims

The STS secondary field serves a wide range of student interests and career plans. For example: A sociologist or political scientist wants to investigate the impact of emerging technologies on the distribution of power in society. An engineer or public policy analyst would like to explore why innovation occurs unevenly across nations and time periods and how to encourage innovation in high-risk domains. A law student wants to know how nonwestern societies deal with intellectual property or bioethics. An anthropologist or a geneticist wishes to investigate how DNA databases affect individual rights and group identities. A historian would like to trace the evolution of nuclear secrecy policies from the postwar to the present. Through a structured program of interdisciplinary study, STS aims to satisfy these and many comparable lines of inquiry.

## Foundations

STS is a field dedicated to studying the institutions and practices of scientists, engineers, physicians, architects, planners, and other technical professionals, as well as the complex relationships between science, technology and society. STS employs a variety of methods from the humanities and social sciences to examine how science and technology both influence and are influenced by their social, cultural, and material contexts. A major area of interest is the role of technologies and technological systems in shaping the purposes, possibilities, and meanings of human existence, from the creation of novel biological organisms to the design of urban infrastructures and the management of global risks to health, food, security, human freedom, and the environment. For more information, please see <http://sts.hks.harvard.edu/about/whatissts.html>.

## Advising

Interested students should first consult with a member of the Executive Committee for the STS Secondary Field, who will serve as the student's primary advisor. In case of doubt, the student should turn to the Secondary Field director. Students may then be referred to an appropriate Faculty Affiliate in their Department or School for further advice. Courses required for the Secondary Field should be selected in consultation with the student's STS advisor. Further information is available through the Kennedy School STS Program. Contact: [sts@hks.harvard.edu](mailto:sts@hks.harvard.edu).

## Registration

Students should register for the Secondary Field with the STS Program at the Harvard Kennedy School by e-mailing [sts@hks.harvard.edu](mailto:sts@hks.harvard.edu) for further information.

## Requirements

### Course Requirements

Students will be required to take four half-courses, distributed as follows:

(i) **One framing course** from Annex 1, Section (i). These are general courses offering an overview of STS theories and methods, as well as a broad orientation to the field. Students may take additional framing courses to satisfy requirements. **\*\*Note:** Students in the Faculty of

Arts and Sciences may not satisfy the framing course requirement with a course offered by their home department.

(ii) **One graduate level topical course** from Annex 1, Section (ii). These are complementary courses that deepen students' acquaintance with STS analytic approaches as applied to different domains of science, technology, and medicine.

(iii) **Two half-courses of related interest** from Annex 1, Section (iii-v).

A full list of STS courses may be found at

<http://www.hks.harvard.edu/sts/field/courses.html>.

## Other Requirements

In the course of their PhD studies at Harvard, students in the humanities and social sciences must present a talk in the STS Circle sponsored by the Kennedy School's STS Program with support from GSAS. This talk should demonstrate the student's capacity to present an original, theoretically informed analysis of a problem at the intersection of science, technology and society. Proposals to present in the STS Circle should be accompanied by a note of approval from the student's STS advisor. For students in the natural sciences, a capstone project, developed in consultation with the student's advisor, may take the place of the STS Circle presentation.

## STS Courses for Secondary Field

(i) **Framing Courses** (offering foundational introduction to the field)

- IGA-513. Science, Power and Politics (HKS, offered each fall)
- IGA-956Y : Science, Technology, and Society: Research Seminar
- History of Science 200, Knowing the World: An Introduction to the History of Science (FAS)

(ii) **Methods Courses (deepening specialist knowledge in field)**

- African and African American Studies 178. Health, Society, and Subjectivity in the American Context (FAS)
- African and African American Studies 189x. Medicine, Culture, and Society (FAS)
- Anthropology 1495. The Materiality of Culture: Objects, Meaning, the Self (FAS)
- Anthropology 1850. Ethnography and Personhood – offered alternate years (FAS)
- DES 0343100. A Science of the Environment (GSD)
- Economics 2099. Topics in the History of Economic Thought (FAS)
- Economics 2888r. Economics of Science and Engineering Workshop (FAS)
- History 1330. Social Thought in Modern America (FAS)
- History 1940. Science and the Global Human Past: Case Studies at the Cutting Edge: Conference Course (FAS)
- History 2968. History and Economics (FAS)
- History of Science 150. History of the Human Sciences (FAS)
- History of Science 259. The History of the History of Science (FAS)
- HT 934. Introduction to Global Medicine: Bioscience, Technologies, Disparities, Strategies (HMS)
- IGA 515. Bioethics, Law and the Life Sciences (HKS)
- IGA 516. Law, Science, and Society in America (HKS)
- IGA 518. Expertise and Rulership in Law and Science (HKS)
- Sociology 114. Organizational Failures and Disasters: Leadership in Crisis (FAS)
- Sociology 128. Models of Social Science Research (FAS)
- Sociology 162. Medical Sociology (FAS)
- SW51. Politics of Nature (FAS)
- SW25. Case Studies in Global Health: Biosocial Perspectives (FAS)

(iii) **Related Courses (FAS)**

- Anthropology 1640. Language and Culture
- Anthropology 1698. Anthropology of Death and Afterlife: Seminar Anthropology 1876 - Society, Culture, and Modernity in Greece
- Anthropology 1882. The Woman and the Body
- Anthropology 2704. Linguistic Pragmatics and Cultural Analysis in Anthropology
- Anthropology 2785. Theories of Subjectivity in Current Anthropology
- Anthropology 2805. Biopolitics.

- Anthropology 2876. New Ethnographies in the Anthropology of Social Experience and Moral Life
- Engineering Sciences 139. Innovation in Science and Engineering: Conference Course
- Engineering Sciences 239. Advanced Innovation in Science and Engineering: Conference Course
- Engineering Sciences 201. Decision Theory
- Environmental Science and Public Policy 77. Technology, Environment and Society – offered in alternate years
- Environmental Science and Public Policy 78. Environmental Politics – offered in alternate years
- Government 1093. Ethics, Biotechnology, and the Future of Human Nature
- Government 2034. Ethics, Economics, and Law
- Government 3000. Approaches to the Study of Politics
- Government 3004. Research Workshop in American Politics
- History 1318. History of the Book and of Reading
- History 1445. Science and Religion in American Public Culture
- History 1457. History of American Capitalism
- History 2468hf. The Environment and the American Past: Seminar
- History 2951. The Environmental Turn in History: Seminar
- History of Science 135. From Darwin to Dolly: A History of the Modern Life Sciences
- History of Science 138. Sex, Gender, and Evolution
- History of Science 139. The Postgenomic Moment
- History of Science 149. The History and Culture of Stigma
- History of Science 176. Brainwashing and Modern Techniques of Mind Control
- History of Science 198. Controversy: Explorations at the Intersection of Science, Policy, and Politics
- History of Science 231. Transforming Technologies: Science, Technology, and Social Change
- History of Science 237. Postgenomics
- History of Science 248. Ethics and Judgment in the History of Science and Medicine
- History of Science 259. History of the History of Science
- Microbiology 213. Social Issues in Biology
- Philosophy 149z. Philosophy of Science
- Psychology 2450. Affective and Social Neuroscience
- Psychology 1509. Self and Identity
- Psychology 1750. Free Will, Responsibility, and Law
- Psychology 2554r. Moral Cognition: Research Seminar
- Sociology 165. Inequalities in Health Care
- Sociology 243. Economic Sociology
- Sociology 236. Cultural Processes in the Production of Inequality
- Sociology 304. Culture and Social Analysis Workshop

#### (iv) Related Courses (HKS and GSD)

- API 302. Analytic Frameworks for Policy (HKS)
- DPI 201A. The Responsibilities of Public Action (HKS)
- DPI 562. Public Problems: Advice, Strategy and Analysis (HKS)
- IGA 408M. Learning from the Failure of Climate Policy (HKS)
- IGA 944. Sustainability Science: Policy Analysis and Design for Sustainable Development (HKS)
- DES 0342800. Digital Culture: Architecture and the City (GSD)
- DES 0343400. Architecture and Art: From Minimalism to Neuro-phenomenology (GSD)
- DES 0345700. How to do Things with Words (GSD)
- HIS 0435400. Imagining the City: Literature, Film, and the Arts (GSD)
- HIS 0411500. History and Theory of Urban Interventions (GSD)
- HIS 0443800. War, Maps + Cities (GSD)
- SES 0521100. Cities by Design (GSD)
- SCI 064380. What is energy and how (else) might we think about it? (GSD)

#### (v) Related Courses (Other Schools)

- HBS 4420. PSY 2650. Behavioral Approaches to Decision Making and Negotiation (HBS)
- HBS 1166. Managing International Trade and Investment (HBS)
- HLS 1017. The Politics of Private Law in Comparative Perspective (HLS)
- HLS 2011. The Art of Social Change: Child Welfare, Education and Juvenile Justice (HLS)
- HLS 2068. Employment Discrimination (HLS)
- HLS 2076. Ethics, Economics and the Law (HLS)
- HLS 2079. Evidence (HLS)
- HLS 2084. Family Law (HLS)
- HLS 2094. Future of the Family: Adoption, Reproduction and Child Welfare (HLS)
- HLS 2101. Global Law and Governance (HLS)
- HLS 2107. Health Law (HLS)
- HLS 2119. Intellectual Property Law: Advanced (HLS)
- HLS 2141. Law and Psychology - The Emotions: Seminar (HLS)
- HLS 2145. Law and Economic Development (HLS)
- HLS 2240. Theory and Practice of Social Change (HLS)
- HLS 2279. Critical Race Theory (HLS)
- HLS 2319. Theories About Law (HLS)
- HLS 2389. Legal Thought Now: Law and the Structure of Society (HLS)

- HLS 2402. Copyright (HLS)
- HLS 2506. The Genealogy of Continental Philosophy and Law (HLS)
- HLS 2540. Reproductive Rights and Justice (HLS)
- HLS 2545. Rethinking the Legal and Ethical Status of Humans, Animals, and the Environment (HLS)
- HLS 2549. Critical Legal Studies: A Retrospective (HLS)
- HLS 2575. Law of Research with Humans and Animals (HLS)
- HLS 2607. Genetics and the Law (HLS)
- HLS 2617. Constitutional and Health Law: Reproductive Rights (HLS)
- HLS 2620. Foundations of Justice (HLS)
- GHP 293-01. Individual & Social Responsibility for Health (HSPH)
- HPM 213. Public Health Law (HSPH)
- ID 250. Ethical Basis of Public Health (HSPH)
- SBS 506. Disease Distribution Theory (HSPH)
- SM715: Seminar in Global Health Equity (HMS)

## STUDIES OF WOMEN, GENDER, AND SEXUALITY

The secondary field in Studies of Women, Gender, and Sexuality (WGS) is open to all students enrolled in doctoral programs at Harvard. WGS encourages interested students to declare their interest in the secondary field early in their doctoral program to ensure that they can fulfill all requirements in a timely manner.

### Coursework

The secondary field requires completion of four graduate-level courses in the studies of WGS with a grade of B+ or above:

- The graduate proseminar (WGS 2000, offered in the spring).
- The WGS theory foundation course (WGS 1210).
- Two others selected from among graduate courses (or upper-level seminars) taught by members of the Committee on Degrees in the Studies of WGS, or other graduate courses in the field, as deemed appropriate by the WGS director of graduate studies in consultation with the student.

These courses may be used to satisfy departmental requirements. For courses numbered below 2000 (primarily for undergraduates), graduate students must complete the designated graduate-level requirements.

Please consult the **WGS website** for a list of faculty who teach WGS courses and a list of pre-approved courses, which will be updated each year.

WGS also strongly encourages graduate students to enroll in courses offered by the interdisciplinary and inter-institutional Graduate Consortium in Women's Studies (GCWS); courses are listed on the **GCWS website**.

### Demonstrating Mastery in the Secondary Field

The secondary field also requires students to compose an article-length paper suitable for publication -- this can be a chapter of the dissertation -- and to serve one term as a salaried teaching fellow in a course offered by WGS faculty.

Students with specific questions about the secondary field should contact Mari Ruti, director of graduate studies, at [mari.ruti@fas.harvard.edu](mailto:mari.ruti@fas.harvard.edu).



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### Oral English Language Requirement

GSAS requires that incoming PhD students who are non-native English speakers and who received their undergraduate degree from a non-English speaking institution meet a minimum level of oral English language proficiency. Graduate students who have not met this oral English language requirement are not ordinarily permitted to serve as Teaching Fellows. Students are placed in one of the following three tiers based on the TOEFL iBT speaking score and, if placed in tiers two or three, must follow the requisite steps to work toward meeting the minimum level of proficiency established via the re-screening process.

Students fitting the above conditions who receive a:

1. TOEFL iBT speaking score of 26 and above have met the GSAS oral English language requirement.
2. TOEFL iBT speaking score between 23 and 25 are required to schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning. The interview will determine the student's oral proficiency level. If students are not determined to have met the minimum required level, they will be required to take a communication course at the Bok Center. After taking a course, students will be eligible for re-screening.
3. TOEFL iBT speaking score of 22 and below are required to 1) schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning, and 2) take a communication course at the Bok Center. After taking a course, they will be eligible for re-screening.

#### **Re-Screening Process:**

After students have taken communication course at the Bok Center, they will be eligible to be re-screened by language specialists at the Bok Center to determine whether they have met the oral English language requirement. Screenings are offered at the end of each term in December and May, as well as in August.

#### **Timeline for Meeting the Requirement:**

Students must meet the minimum level of proficiency within two years of their initial enrollment. Depending on each individual student's placement in an initial tier, it may take more than one term to meet the requirement. Students should consult their departmental advisor(s) to plan (as needed) to take any requisite communication course during either the first or second term of their G1 year to accommodate the time it may take to raise their proficiency to the required level.

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### Application for Degree

An application for degree must be submitted by the deadline indicated in the **Degree Calendar** for a student to receive a degree from a GSAS degree program on one of the three annual degree conferral dates. Degree applications must be completed **online**, printed and signed, then submitted to the FAS Office of the Registrar.

Degree applications must be completed by the student and signed by the appropriate department administrator. In unusual circumstances, late applications may be accepted for only the week following the deadline. A \$50 fee will be assessed for late applications.

If a student applies but does not receive the degree during a given degree period, they must submit a new application for the degree period in which they intend to graduate.

Degree candidates who will not be receiving their diploma at the Commencement ceremony may indicate on the degree application whether they wish the diploma to be mailed or held for them at the Registrar's Office.

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### Dissertation Acceptance Certificate

The Dissertation Acceptance Certificate must be signed by at least three readers approved by the student's department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeriti (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS Members. GSAS strongly recommends that the chair of the dissertation committee be a member of FAS. If approved by the department, it is possible to have co-chairs of the dissertation committee as long as one is a member of FAS.

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### Commencement

Harvard University's 364<sup>TH</sup> Commencement will be held on Thursday, May 28, 2015. GSAS students receiving terminal degrees during the academic year 2014–2015 in the November, March, and May degree periods may receive their diplomas at the Graduate School's Diploma Awarding Ceremony on Commencement Day. Alternatively, diplomas may be forwarded by registered mail. Mailing fees are payable with the degree application or thereafter with a written request that the diploma be mailed. Otherwise, diplomas are held in the Registrar's Office until requested by the students. Students may indicate their preference on the degree application.

Information concerning the Commencement Day schedule, tickets, luncheon, and regalia is available on the **GSAS Commencement website**.

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- Use of Computer and Network Facilities
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- Identification Cards
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### **Intellectual Property, Patents, and Trademarks**

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- Trademarks and “Use-of-Name” Regulations

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### Governance

**General Regulations**

**Resolution on Rights and Responsibilities**

**The Administrative Board of the Graduate School**

**The Student-Faculty Judicial Board**

**Commission of Inquiry**

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### General Regulations

Students are expected to be familiar with those rules and regulations covered in this handbook that apply to them. Furthermore, it is the expectation of the Graduate School that all students, whether or not they are currently enrolled degree candidates, will behave in a mature and responsible manner. This presumption applies no less to a student's academic performance than to his or her social behavior. In the words of the Resolution on Rights and Responsibilities adopted by the Faculty of Arts and Sciences on April 14, 1970, "By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change." Thus, plagiarism, sexual and racial harassment, the use of physical violence, or lying to an officer typifies violation of the principles on which the University is founded and requires disciplinary action.

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### Resolution on Rights and Responsibilities

On April 14, 1970, the Faculty of Arts and Sciences voted the Resolution on Rights and Responsibilities. Because of its far-reaching implications and significance to all members of the University community, the full text of this resolution is provided below:

“The central functions of an academic community are learning, teaching, research, and scholarship. By accepting membership in the University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within the community must be compatible with these qualities.

“The rights of members of the University are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital part in its existence. All members of the University have the right to press for action on matters of concern by any appropriate means. The University must affirm, assure and protect the right of its members to organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in an orderly fashion, advocate, and publicize opinion by print, sign, and voice.

“The University places special emphasis, as well, upon certain values that are essential to its nature as an academic community. Among these are freedom of speech and academic freedom, freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based. Furthermore, although the administrative processes and activities of the University cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the University. Therefore, interference with members of the University in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the University. Theft or willful destruction of the property of the University or its members must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

“Moreover, it is the responsibility of all members of the academic community to maintain an atmosphere in which violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University community; to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions that concern the community as a whole or any part of the community, officers are expected to

consult with those affected by the decisions. Failures to meet these responsibilities may be profoundly damaging to the life of the University. Therefore, the University community has the right to establish orderly procedures consistent with imperatives of academic freedom to assess the policies and assure the responsibility of those whose decisions affect the life of the University.

“No violation of the rights of members of the University, nor any failure to meet responsibilities, should be interpreted as justifying any violation of the rights of members of the University. All members of the community—students and officers alike— should uphold the rights and responsibilities expressed in this Resolution if the University is to be characterized by mutual respect and trust.”

## **Interpretation**

“The Faculty regards it as implicit in the language of the Resolution on Rights and Responsibilities that intense personal harassment of such a character as to amount to grave disrespect for the dignity of others be regarded as an unacceptable violation of the personal rights on which the University is based.”

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### The Administrative Board of the Graduate School

The Faculty of Arts and Sciences has delegated to the Administrative Board of the Graduate School power for the enforcement of the regulations of the faculty relating to graduate education and for the conduct of all ordinary matters of administration and discipline. In practice, the deans handle the day-to-day administration of the Graduate School, relying on the board for guidance in many matters. However, the board receives reports on exceptions made to the rules, and it considers all matters of discipline.

The Administrative Board may initiate proposals for new, or modifications of existing, legislation affecting graduate students. Such initiatives move from the board to the Committee on Graduate Education, which has responsibility for considering all legislation affecting graduate education. The Administrative Board has no jurisdiction over departmental academic rules and regulations except a concern that they be fairly administered and do not conflict with the rules and regulations adopted by the faculty. The board serves as the academic department for all students in *ad hoc* degree programs.

Appeals procedure: Graduate students may appeal decisions of their departments and of the Graduate School Administration to the Administrative Board. In addition, the board considers appeals of decisions concerning teaching fellow appointments and financial aid. Student members of the board sit only when financial aid and teaching fellow appeals are being heard. The Administrative Board is composed of the dean of the graduate school (chair), the administrative dean (vice-chair), seven teaching members of the faculty (from each of the three major areas: humanities, social sciences, and natural sciences), the registrar, the dean for student affairs, the dean for admissions and financial aid, and the assistant dean of student affairs, who acts as secretary. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions.

### Unsatisfactory Records

The degree candidacy of a student whose record is below the standards of the Graduate School or of the student's department may, at the end of a given term, be terminated by the department in consultation with the Graduate School. In some cases, a student may be permitted to register subject to specific academic conditions which, if not fulfilled by the date specified, will result in the termination of candidacy. Such a student, upon the recommendation of the department, may be placed on formal academic probation by the Administrative Board. Probation establishes a definite period in which the student must achieve whatever academic goal has been established by the department and the Administrative Board.

In some cases, a student whose candidacy for the PhD is terminated may have the opportunity to receive a Master's degree. A student whose degree candidacy has been terminated for failure to meet academic requirements ordinarily may not apply for readmission until two academic terms after the date of termination.

## Disciplinary Action

Failure to attend academic exercises regularly, failure to maintain a satisfactory academic record or to be making satisfactory progress toward the degree, neglect of academic work or requirements, violation of the rules of the Faculty of Arts and Sciences, lying to an officer of the University, cheating, plagiarism, or other forms of academic dishonesty; theft of or damage to property of the University or others, possession of stolen goods, physical violence (including assault and sexual assault), harassment, or disorderly conduct; violation of law (including unlawful use or possession of controlled substances, firearms, or hazardous materials), and other conduct that departs from generally accepted standards of integrity and behavior will be dealt with by the Administrative Board, or the Student-Faculty Judicial Board. A detailed description of the procedures followed in disciplinary cases is contained in the booklet, *The Administrative Board of the Graduate School of Arts and Sciences*, available from the Dean's Office in Holyoke Center. The following actions may be taken:

1. **Admonition:** a reprimand that becomes part of the student's official record but is not considered a formal disciplinary action.
2. **Probation:** probation is meant to serve as a serious warning to students whose academic performance or whose conduct gives cause for concern. A student on probation should be especially conscientious about all academic responsibilities. It is the hope of the Administrative Board that the sanction provided by probation will spur the student to resume satisfactory progress and/or behavior. A student placed on probation for disciplinary reasons will be relieved from probation if, at the end of a set period of time, satisfactory conduct has been maintained. A student placed on probation for academic reasons is relieved from probation if the student has maintained a satisfactory academic record during the set period of time. Failure to meet the conditions of probation is a grave matter and will ordinarily result in requirement to withdraw.
3. **Requirement to Withdraw:** action that may be taken in the following circumstances: (a) a student who has failed to achieve a satisfactory record; (b) any student, whether or not previously on probation, whose record fails to meet the minimum departmental requirements; (c) serious neglect of work, even though the student has met the minimum requirements; (d) failure to meet deadlines set by the department or the Administrative Board; (e) disciplinary cases. Requirement to withdraw normally is effective immediately upon the vote of the Administrative Board. A student who is required to withdraw, for whatever reason, is not in good standing until readmitted. In order to be readmitted after having been required to withdraw, the student ordinarily must be away from the Graduate School for at least two terms and must demonstrate an acceptable record of performance during the absence. In all such cases, the student must apply for readmission and the decision will depend upon the University's judgment. In disciplinary cases, the Administrative Board as well as the department and the dean of the Graduate School must approve readmission.

4. Dismissal: action taken in serious disciplinary cases that ends a student's connection with the University by vote of the Faculty Council of the Faculty of Arts and Sciences. Dismissal does not necessarily preclude a student's return, but readmission will be granted only by a vote of the Faculty Council. A dismissed student is not in good standing until readmitted.
  5. Expulsion: the most extreme disciplinary action possible. It must be voted by the Faculty Council. A student who is expelled can never be readmitted and restored to good standing. The Graduate School of Arts and Sciences does not record on a student's transcript a vote of admonition. Both probation and requirement to withdraw appear on the student's transcript during the length of the probation or the requirement to withdraw. Once the probation or requirement to withdraw is completed, the notation is removed from the transcript. The fact that a student was withdrawn for any length of time is permanently noted on the transcript, but the reason for the withdrawal is not. Dismissals and expulsions are permanently noted on students' transcripts.
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### The Student-Faculty Judicial Board

The Student-Faculty Judicial Board was established by the Faculty of Arts and Sciences in 1987 in order to deal with alleged offenses that have broad implications for the community and on which there is no clear precedent or consensus in the community about the impermissibility of the actions or the appropriate response. The Judicial Board is charged with hearing cases in which the issues involved have special importance for the University community at large and the principles on which it is based. It is expected that it will be establishing community standards on the basis of its decisions.

The Student-Faculty Judicial Board has fifteen members: a chair, designated by the dean of the faculty, six additional faculty members chosen by lot and elected by the faculty, and six students (four undergraduate students and two graduate students) chosen by lot. The dean of Harvard College and the administrative dean of the Graduate School of Arts and Sciences are *ex officio* nonvoting members. Hearings of the Judicial Board, unlike those of the Administrative Board, may be open if requested by the student charged. However, the Judicial Board can close a hearing to the public by a two-thirds vote in order to maintain good order or to protect the rights of students involved.

Since the dividing line between cases to be considered by the Administrative Board and those to be considered by the Student-Faculty Judicial Board is not a precise one, jurisdiction will ultimately be decided by a process that includes the student against whom charges have been brought, the Administrative Board, and the Judicial Board. All cases are initially raised at the Administrative Board. The accused student, after discussion with the dean for student affairs, may request, on the basis of the principles outlined above and by the Faculty's legislation, that the case come before either the Administrative Board or the Judicial Board. Whenever, upon the basis of the same set of principles, the members of the Administrative Board agree with the student or students that a matter should be sent on to the Judicial Board or retained by the Administrative Board, such assignment is automatic. Whenever there is disagreement between the Administrative Board and the accused student about which board should have jurisdiction, the Judicial Board itself will make the final decision as to which cases it will accept. Once jurisdiction for a case has been established, appeals are not possible from one board to the other.

The Student-Faculty Judicial Board may take the same actions as the Administrative Board. The Faculty Council is the only body with the power to dismiss or expel a student on the basis of a recommendation from one of the disciplinary boards. Also, only the Faculty Council can overturn or modify a decision of either the Administrative Board or the Student-Faculty Judicial

Board. Each board is responsible for deciding whether to re-admit students whom it has required to withdraw, and is responsible for administering the conditions of probation for students whom it has placed on probation.

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### Commission of Inquiry

Any student, faculty member, or administrative officer who has an inquiry, suggestion, or complaint may address it to the Commission of Inquiry, c/o Office of the Secretary of the Faculty, University Hall, Ground Floor (617-495-1873). The commission will redirect the inquiry, suggestion, or complaint to the appropriate agency of the Faculty of Arts and Sciences. When such an agency does not exist, the commission itself will attempt to aid in resolving the matter. Occasionally, the commission is instrumental in establishing a new agency for handling recurrent issues. Although the commission has no power to make rulings, it can play an advocacy role in pressing for the resolution of issues.

Ordinarily, the commission reports to the community on the matters that come before it, and in doing so, attempts to keep the community informed about factual background material and the resolution of matters of community concern.

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### Academic Standards

**Academic Dishonesty and Plagiarism**

**Violation of Examination Rules**

**Submission of Written Work**

**Submission of the Same Work to More Than One Course**

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### Academic Dishonesty and Plagiarism

All work submitted for credit is expected to be the student's own work. In the preparation of all papers and other written work, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people.

The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be properly placed within quotation marks and must be fully cited. In addition, all paraphrased material must be completely acknowledged. Whenever ideas or facts are derived from a student's reading and research, the sources must be indicated.

The amount of collaboration with others that is permitted in the completion of assignments can vary, depending upon the policy set by the head of the course. Students must assume that collaboration in the completion of assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted work. Students who are in any doubt about the preparation of academic work should consult with their instructor or the dean for student affairs before it is prepared or submitted. See the guidebook entitled "**Harvard Guide to Using Sources.**"

Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or serious omissions in data or reports on research, and is considered a serious violation of academic honesty. Plagiarism or falsification of research results will ordinarily result in requirement to withdraw from the Graduate School.

The University is deeply concerned for the integrity of science by students and faculty and with sound and safe research practices. Student and faculty researchers are, individually and collectively, expected to safeguard and maintain the University's policies and practices with respect to scientific misconduct. All researchers are reminded that sponsoring agencies also have such concerns, and that the University must inform sponsors of serious transgressions of sponsors' policies as well as of any investigations related to sponsored research, and that sponsors may take action independent of the University.

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### Violation of Examination Rules

No communication is permitted between students during an examination, and no student is permitted to keep any books or papers during an examination except with the express permission of the instructor or proctor. Eating and drinking are not permitted in any examination room.

For violation of the examination rules or dishonesty in an examination, a student may be required to withdraw from the Graduate School. Students who fail to obey the instructions of an examination proctor are liable to disciplinary action.

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### Submission of Written Work

Students are responsible for ensuring that required written coursework is submitted and received on time. Written work should not be left in open mailboxes or other unattended places but rather given personally and directly to the head of the course or a responsible person acting on his or her behalf. Papers that are mailed to instructors should be sent by certified mail, and a receipt of delivery should be requested from the Postal Service. The student should keep both the postal receipt and a copy of the paper. If work is submitted electronically, students are responsible for confirming receipt.

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### Submission of the Same Work (Dual Submission) to More Than One Course

Students who would like to turn in the same or similar work to more than one course must get prior written permission from both or all the instructors involved. Instructors expect that each paper or exercise turned in is written specially for that assignment. Under that assumption, failure to get prior written permission can be deceptive and students who do it may be required to withdraw. Instructors do not always give permission, and even when they do give permission, they may ask for a longer or a somewhat different paper than they expect from students who write a paper solely for the one course. Thus it is important to have these conversations well in advance of the paper's due date(s).

Each instructor should write a letter to Patrick O'Brien, assistant dean of student affairs, GSAS Dean's Office, Smith Center 350, giving permission for the student to submit the material to meet course requirements in more than one class. The student may draft a letter giving permission for the paper to be submitted to both classes and have both instructors sign the letter. These letters, once submitted to the assistant dean of student affairs, will be placed in the student's academic folder.

If a student is planning on submitting work completed for a previous non-Harvard course, the student should consult with the instructor of the current course.

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### Exclusion from a Course

A student who neglects any course may, after written warning by the instructor, be excluded from the course by the instructor. Exclusion from a course is equivalent in all respects to failing it. A notation of EXLD (excluded) on the transcript indicates that the student was not permitted to continue in the course and received no credit. Students may not withdraw from a course from which they have been excluded. Students excluded from a course are denied any right to further course evaluation, including final and make-up examinations.

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### Use of Computers and Networks

**Using Harvard's network to download or share copyrighted music, movies, television shows, or games without the permission of the copyright owner may result in legal sanctions, network termination, or both.**

BitTorrent, Gnutella, eDonkey, and other file sharing programs can transmit files on your computer to others in violation of copyright laws, with or without your knowledge. If these programs are on your computer, you will be held responsible for any copyright violations that may result.

The basic rules for appropriate use of computers and networks are outlined below.

Students who are provided access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use. The University expects students to be careful, honest, responsible, and civil in the use of computers and networks.

Those who use wide-area networks (such as the Internet) to communicate with individuals or to connect to computers at other institutions are expected to abide by the rules for the remote systems and networks as well as those for Harvard's systems.

Be advised that, in addition to violating College rules, certain computer misconduct is prohibited by federal and state law and is, therefore, subject to criminal and civil penalties. Such misconduct includes knowingly gaining unauthorized access to a computer system or database, falsely obtaining electronic services or data without payment of required charges, intentionally intercepting electronic communications, and obtaining, altering, or destroying others' electronic information. Similarly, serious legal penalties may result from the use of Harvard's computers or network to violate copyright laws, as is possible with the use of peer-to-peer file sharing programs. Moreover, a student may be held responsible for misuse that occurs by allowing a third party access to the student's own computer, account, or network connection.

Other policies are published in "Additional Policies from Harvard University Technology," available at the Harvard University Information Technology [website](#). Students are expected to abide by these rules and policies, and to consult an official of Harvard University Information Technology prior to any activity that would appear to threaten the security or performance of University computers and networks. Failure to do so may result in disciplinary action.

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### Use of Computer and Network Facilities

Computer and network facilities are provided to students primarily for their educational use. These facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft. Students may not attempt to damage or to degrade the performance of Harvard's computers and networks and should not disrupt the work of other users. Students may not attempt to circumvent security systems or to exploit or probe for security holes in any Harvard network or system, nor may students attempt any such activity against other systems accessed through Harvard's facilities. Execution or compilation of programs designed to breach system security is prohibited unless authorized in advance. Students assume personal responsibility for the use of their accounts. Consequently, students may not disclose their passwords or otherwise make Harvard's facilities available to unauthorized individuals (including family or friends). Moreover, the possession or collection of others' passwords, personal identification numbers (PINs), private digital certificates, or other secure identification information is prohibited. Use of Harvard's computers and networks for business-related purposes without authorization is prohibited (see Student Business Activity in the **Handbook for Students**).

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### Privacy of Electronic Information

Information stored on a computer system or sent electronically over a network is the property of the individual who created it. Examination, collection, or dissemination of that information without authorization from the owner is a violation of the owner's rights to control his or her own property. Systems administrators, however, may gain access to users' data or programs when it is necessary to maintain or prevent damage to systems or to ensure compliance with other University rules.

Computer systems and networks provide mechanisms for the protection of private information from examination. These mechanisms are necessarily imperfect and any attempt to circumvent them or to gain unauthorized access to private information (including both stored computer files and messages transmitted over a network) will be treated as a violation of privacy and will be cause for disciplinary action.

In general, information that the owner would reasonably regard as private must be treated as private by other users. Examples include the contents of email boxes, the private file storage areas of individual users, and information stored in other areas that are not public. That measures have not been taken to protect such information does not make it permissible for others to inspect it.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and email addresses), certain records of file names and executed commands, and information stored in public areas, are not private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action. The compilation or redistribution of information from University directories (printed or electronic) is forbidden.

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### Access to Electronic Information

Effective March 31, 2014, Harvard established a **policy** that sets out guidelines and processes for University access to user electronic information stored in or transmitted through any University system. This policy applies to all Schools and units of the University.

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### Electronic Communication

Harvard neither sanctions nor censors individual expression of opinion on its systems. The same standards of behavior, however, are expected in the use of email as in the use of telephones and written and oral communication. Therefore email, like telephone messages, must be neither obscene nor harassing (see Obscene or Harassing Telephone Calls, **Chapter VII**). Similarly, messages must not misrepresent the identity of the sender and should not be sent as chain letters or broadcast indiscriminately to large numbers of individuals. This prohibition includes unauthorized mass electronic mailings. For example, email on a given topic that is sent to large numbers of recipients should in general be directed only to those who have indicated a willingness to receive such email.

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### GSAS Student Email Accounts

Every GSAS student must designate an official email account. Since the Graduate School and other offices at Harvard will send official information and notifications to this designated account, it should be on a highly-available service such as that provided by Harvard University Information Technology.

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## Digital Millennium Copyright Act (DMCA)

University advisory on compliance with copyright law and digital materials. Read more on the [Harvard DMCA page](#).

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### Identification Cards

ID cards are the property of Harvard University and are intended for University purposes only. ID cards are required for admission to most Harvard activities and facilities including libraries, museums, dining halls, athletic buildings, and student residences. Some facilities may also require a sticker for entry. The front of the ID card and the magnetic strips on the back, however, must be kept free from stickers.

ID cards are not transferable; a student may not allow any other person to use his or her card for any purpose. Every student is responsible for his or her ID card and the consequences of its misuse. A student who alters or falsifies his or her University identification card or produces or distributes false IDs of any kind is subject to disciplinary action. Students must hand over their identification card or otherwise identify themselves upon request to any properly identified employee of the University. Lost cards should be reported immediately to the Campus Service Center, Smith Center 807, or the Longwood ID Office, Kresge 119. There is a fee of \$25 for each replacement.

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### Library Policies

Graduate students with valid IDs have access to most of Harvard's libraries. However, each library establishes its own access policies, and these may vary significantly from one to the next. All GSAS students, regardless of year, are automatically given extended loan for regular loan items at Widener Library. The information regarding extended loan is on the **HCL website**.

Graduate students may apply for an assigned carrel in Widener or Pusey Library **online**.

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### Responsibilities of Library Users

Every user of the library has a responsibility to safeguard the integrity of library resources; to respect the restrictions placed on access to and the use of those resources; to report to library officers the theft, destruction or misuse of those resources by others; and to respect the rights of others to the quiet use of the library. All libraries and their staff are authorized to take appropriate action to ensure the safety and security of library spaces, resources, and patrons. The University's libraries are maintained for its students, faculty, staff, and other authorized members of the University and scholarly community. Except when specific authorization is granted to a commercial user, the systematic exploitation for profit of library resources, including its databases, is prohibited. It is inappropriate for students and others to sell data or to act as agents for those who do or to use their library privileges for reasons other than their personal academic pursuits.

Students who fail to comply with library rules and regulations will be subject to revocation of library privileges, disciplinary action, and legal prosecution. In particular, the unauthorized removal of any book, manuscript, microform, or other materials or property and the destruction, defacement, or abuse of any library materials or other resources are matters of grave concern. All library users will be subject to the fines and penalties of the administering faculty and of the University as well as the laws of the Commonwealth of Massachusetts governing crimes against property.

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### Intellectual Property, Patents, and Trademarks

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## Intellectual Property and Copyrighted Materials

Computer programs written as part of one's academic work should be regarded as literary creations and subject to the same standards of misrepresentation as copied work (see Academic Dishonesty and Plagiarism, **Chapter VII**). In addition, attempts to duplicate, use, or distribute software or other data without authorization by the owner is prohibited.

All Harvard users must respect the copyrights in works that are accessible through computers connected to the Harvard network. Federal copyright law prohibits the reproduction, distribution, public display, or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies. In appropriate circumstances, Harvard will terminate the network access of users who are found to have repeatedly infringed the copyrights of others.

Harvard University is committed to maintaining the integrity and availability of the Harvard network for the vital educational and research purposes for which it was designed and prohibits the use of its network to violate the law, including the U.S. Copyright Act. The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, violates the Copyright Act and may subject you to civil and criminal liabilities. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to ten years and a fine of \$250,000 for an individual. For more information, please see the Web site of the U.S. Copyright Office at, especially their FAQ's.

Users of the Harvard network found to have engaged in repeated infringement of copyright are subject to termination of their network access and may be reported to the appropriate Dean or Human Resources officer for disciplinary action. For more information on Harvard's policy, process and peer-to-peer file-sharing see Policy and FAQs.

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### Participation Agreement

Individuals who perform research at Harvard and/or who may create intellectual property through the use of Harvard resources are subject to certain University policies and, in some cases, to the terms of agreements between Harvard and third parties (e.g., other institutions, organizations, or companies). Such policies cover, for example, the ethical conduct of research, publication of research results, retention of research records, and handling of intellectual property. Among these policies is the University's "**Statement of Policy in Regard to Intellectual Property**" (or "IP Policy"), which governs patentable inventions, copyrightable works, and tangible materials made through the use of funds, facilities, or other resources provided by or through Harvard.

The **Harvard University Participation Agreement** is designed to help carry out the IP Policy and other research policies and to help Harvard fulfill its responsibilities relating to research. Each person can access their GMAS record for the limited purpose of signing the PA via HUID login at: <https://gmas.harvard.edu/gmas/participationagreement>.

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## Patents

### Office of Technology Development

Everyone, including students, is expected to notify and to disclose to the Office of Technology Development (OTD) any invention that they have made in connection with their University work. The University's "Statement of Policy in Regard to Intellectual Property (the "IP Policy"), which provides additional details, is available from the **OTD website**.

When an invention is subject to the IP Policy, OTD determines whether a patent application should be filed (the cost of which is borne by the University) and undertakes a marketing effort to license the technology for commercial development into new products and services. Net Royalties received on account of licenses is shared with the inventors according to the formula provided in the IP Policy.

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## Trademarks and "Use-of-Name" Regulations

### Harvard Trademark Program

Harvard University's Trademark Program is responsible for protecting and licensing Harvard's various trademarks (e.g., "Harvard," "Harvard College," "Harvard Law School," "the VERITAS shield," etc.) worldwide. After covering operational expenses, revenue from the Trademark Program's licensing activities is provided to the Faculty of Arts and Sciences in support of that faculty's undergraduate financial aid initiatives. Any student group wishing to reproduce any University trademark on products (e.g., t-shirts, mugs, etc.) should contact the Trademark Program in advance: the Trademark Program will provide guidance on how the marks may be used, can recommend licensed manufacturers, and advise when royalty exemptions apply. All student group names, logos, or names of student group publications incorporating "Harvard" or any other University trademark are owned by the President and Fellows of Harvard College and are used by permission of the University. The Trademark Program is also responsible for dealing with the unauthorized use of Harvard's trademarks worldwide, provides advice on trademark related issues and assists schools, departments, and units in obtaining trademark protection for any trademarks they are using, whether or not they include the word "Harvard." In addition, the Trademark Program administers Harvard's "Use-of-Name" policies, which ensure that the University's various trademarks (names and insignias) are used appropriately and accurately by members of the Harvard community and in accordance with the principles embodied in the policies. Students or student groups are permitted to use the names and insignias of the University or any of its schools or units only as authorized in the policy on **The Use of Harvard Names and Insignias**. In particular, references to "Harvard" or "Harvard University," or suggestions of affiliation with any school or unit of the University in connection with any organization, publication, activity, or third-party is only allowable with advance permission of the Dean and, in certain instances, the Provost.

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### Public and Personal Safety

**Discrimination and Harassment**

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### Discrimination and Harassment

It is unlawful, contrary to Harvard University's policy, and clearly in violation of the Resolution on Rights and Responsibilities to discriminate on the basis of race, color, sex, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course of study requirements. The Faculty Council condemns all forms of discrimination or harassment, whether subtle or overt, and asserts that all members of the University community should join in assuring that all students are accorded the dignity and respect called for in the Resolution.

Students who believe they may be victims of any form of discrimination or harassment have recourse to grievance procedures developed by the Faculty of Arts and Sciences. These procedures, which are consonant with public law and the Resolution on Rights and Responsibilities, are summarized on the following pages.

#### Complaints of Discrimination

A student should first seek a resolution of a matter involving discrimination or affirmative action through an appropriate officer, such as a department chair, advisor, director of graduate studies, director of the Accessible Education Office, or the dean for student affairs. If the matter is not satisfactorily resolved by informal methods, the student may lodge a formal complaint with the dean of the Graduate School. Depending on the circumstances, the dean may appoint a special committee to resolve the problem or may refer it to the appropriate agency or office for resolution.

If the matter cannot be satisfactorily resolved through these channels, either the student or the dean of the Graduate School may refer it to the dean of the Faculty of Arts and Sciences for final resolution. The disposition of the dean of the faculty will be final. Students ordinarily are expected to exhaust institutional grievance procedures before seeking redress under public law.

#### Sexual and Gender-Based Harassment

The Faculty of Arts and Sciences has recently adopted new **policies and procedures related to sexual and gender-based harassment** (including sexual assault).

GSAS is committed to fostering a learning community that is inclusive and supportive of everyone and we intend to promote an educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to

discrimination in any University program or activity on the basis of sex, sexual orientation, or gender identity.

Should you have questions about the policy and procedures or have sexual or gender-based harassment issues or concerns you would like to discuss, you can feel free to contact the following GSAS staff members who are also trained Title IX coordinators:

- Garth McCavana, Dean for Student Affairs, Smith Campus Center 350, 617-495-1814, [mccavana@fas.harvard.edu](mailto:mccavana@fas.harvard.edu)
- Jackie Yun, Director of Student Services, Dudley House B-2, 617-495-5005, [jyun@fas.harvard.edu](mailto:jyun@fas.harvard.edu)

GSAS students with concerns about sexual or gender-based harassment may also visit Office for Sexual and Gender-Based Dispute Resolution (ODR) to request information or advice, including whether certain conduct may violate the Policy; seek informal resolution; or file a formal complaint.

Office for Sexual and Gender-Based Dispute Resolution  
Smith Campus Center, Suite 935  
1350 Massachusetts Avenue  
Cambridge, MA 02138  
Phone: 617-495-3786  
[odr@harvard.edu](mailto:odr@harvard.edu)  
Office hours: 9-5

## **Racial Harassment**

The Graduate School seeks to maintain an instructional and work environment free from racial harassment. The Graduate School defines racial harassment as actions on the part of an individual or group that demean or abuse another individual or group because of racial or ethnic background. Such actions may include but are not restricted to using racial epithets, making racially derogatory remarks, and using racial stereotypes. Any member of the Graduate School community who believes that he or she has been harassed on account of race is encouraged to bring the matter to the attention of the dean for student affairs. The director of student services also serves as a resource in these types of cases.

The procedures for dealing with incidents of racial harassment fall into two categories: informal resolution and formal complaint. The complainant will ordinarily be given the choice of formal or informal procedures. In certain circumstances, however, where the harassing behavior has become a matter of public information and concern, it may be necessary to use formal procedures of investigation and resolution. Cases of alleged harassment by graduate students will be adjudicated by the Administrative Board of the Graduate School or by the Student-Faculty Judicial Board.

The Graduate School's investigation and adjudication process is designed to be careful and fair. No person will be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. The rights of any person against whom a complaint is lodged will be protected.

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### Obscene or Harassing Telephone Calls

The placement of an obscene or harassing telephone call is a criminal offense, punishable to the full extent of the law in the courts. It is treated as a serious disciplinary issue within the Graduate School. Information from the Harvard Police is available in the office of the dean for student affairs for anyone receiving such a call.

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### Missing Persons Policy

As required under federal law, the Graduate School immediately will refer to the Harvard University Police Department any missing persons report involving a student who lives in on-campus housing. If any member of the Harvard community has reason to believe that a student who resides in on-campus housing is missing, he or she should **immediately** notify HUPD at 617-495-1212. If HUPD determines that the student has been missing for more than 24 hours, then, within the 24 hours following this determination, the School or HUPD will: (1) notify an appropriate external law enforcement agency; (2) contact anyone the student has identified as a missing person contact under the procedures described below; and (3) notify others at the University, as appropriate, about the student's disappearance. In addition to identifying a general emergency contact person, students residing in on-campus housing have the option to identify confidentially a separate person to be contacted by Harvard in the event that the student is determined to be missing for more than 24 hours. Students are not required to designate a separate individual for this purpose and if they choose not to do so then Harvard will assume that they have chosen to treat their general emergency contact as their missing person contact. Students who wish to identify a confidential missing person contact should notify the Registrar. A student's confidential missing person contact information will be accessible only by authorized campus officials and by law enforcement in the course of an investigation. In addition, if it has been determined that a student who is under 18 years of age and not emancipated has been missing for more than 24 hours, then the Graduate School or HUPD will contact that student's custodial parent or guardian. Students are reminded that they must provide the Registrar with emergency contact information and/or confidential missing person contact information if they have not already done so.

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### Policies Regarding Drugs and Alcohol

Harvard University promotes the health and well-being of its students and employees through its Health Services and other agencies. The unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on Harvard property or as a part of any Harvard activity, is a violation of University rules as well as the law. Possession, use, or distribution of certain nonprescription drugs, including marijuana, amphetamines, heroin, cocaine, and nonprescription synthetics; procurement or distribution of alcohol if one is under twenty-one years of age; and provision of alcohol to anyone under twenty-one years of age are violations of law and of Harvard policy. The University holds its students and employees responsible for the consequences of their decisions to use or distribute illicit drugs, or to serve or consume alcohol. Further, it expects students and employees to create and maintain an environment for learning and work that is safe and healthy and encourages responsible conduct.

The use of illicit drugs and the misuse of alcohol are potentially harmful to health. In particular, synthetically produced drugs, which are readily available in the Boston metropolitan area, often have unpredictable emotional and physical side effects that constitute an extreme health hazard. In addition, students are encouraged to weigh the seriousness of potential loss of function that may come from ingesting illicit drugs or too much alcohol. Because of the considerable health hazards involved in drug and alcohol use, administrative, medical, and psychiatric help for students having drug problems or difficulties controlling their use of alcohol are available on a confidential basis from the GSAS Dean's Office and other offices of the University, and at Harvard University Health Services. Any member of the University may make use of the Health Services on an emergency basis, day and night.

Attention is directed to the fact that the University is not, and cannot be considered as, a protector or sanctuary from existing laws of the city, state, or federal government. Students are reminded that there are heavy penalties, including imprisonment, for possession or distribution of illicit drugs and for selling or delivering alcohol to, or procuring alcohol for, someone under twenty-one. There are also serious penalties for anyone under the age of twenty-one who purchases, attempts to purchase, or arranges to procure alcoholic beverages, or to misrepresent his or her age or falsify his or her identification with the intent of purchasing alcohol; anyone, regardless of age, caught falsifying a driver's license, or selling or distributing false IDs; and anyone, regardless of age, who operates a motor vehicle under the influence of alcohol or drugs, or with an open container of alcohol. In addition, the city of Cambridge prohibits consumption of alcohol on public property or on property open to the public.

Consistent with the legal sanctions for the inappropriate use of drugs and alcohol, the Graduate School will take disciplinary action when cases of this type come to its attention. Officers of the University will respond to the use of illicit drugs, underage possession or consumption of alcohol, the serving of alcohol to underage individuals, and overconsumption of alcohol with warning and/or referral to health or counseling services. A pattern of behavior in violation of these rules may lead to a warning by the dean for student affairs, admonition by the Administrative Board, probation, or requirement to withdraw.

The Administrative Board will take serious actions, including probation and requirement to withdraw, in any case involving the possession in quantity or the sale or distribution of drugs, in cases involving a student falsifying his or her identification with the intent of obtaining alcohol, or when cases of drug and alcohol use involve danger to the community.

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### Policies Regarding Hazing

Massachusetts law expressly prohibits any form of hazing in connection with initiation into any student organization. The law applies to both officially recognized and unrecognized groups and to student conduct on and off campus. The law defines hazing as “any conduct or method of initiation into any student organization, whether on public or private property, that willfully or recklessly endangers the physical or mental health of any student or other person.” The definition specifically includes “whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity likely to adversely affect the physical health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.” Hazing is a crime punishable by fine and/or imprisonment. The Administrative Board of the Graduate School will review all reports of hazing, taking disciplinary action in appropriate cases, and will report confirmed incidents to appropriate law enforcement officials. A memorandum detailing the specifics of this law is available in the GSAS Office of Student Affairs in Holyoke Center.

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## Fire Safety Regulations

Fire: 617-495-1511

University Police: 617-495-1212

### Fire Regulations

Violation of any of the fire safety or fire emergency regulations listed below, including those pertaining to the abuse of fire alarm, smoke detector, or fire extinguisher systems, can lead to requirement to withdraw.

1. Any abuse of, or tampering with, fire alarm, smoke detector, or extinguisher systems is strictly forbidden.
2. Falsely pulling any alarm or maliciously setting off a smoke detector alarm is illegal and may be punishable by a fine of up to \$500 or imprisonment.
3. Corridor fire doors must be kept shut at all times.

There is a fine, equal to the cost of replacement, for any damage to a smoke detector.

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### Fire Emergency Procedures

Any smoke detector in a stairwell or corridor can initiate a general alarm when a predetermined concentration of smoke reaches it. This alarm has the same sound as the alarms initiated manually and is a signal to leave the building.

#### If the Alarm Sounds

1. Feel the door. If it is hot, do not open it. Stay in your room. Put a towel or blanket (preferably wet) under the door to keep the smoke out. If your telephone works, call the Fire Department at 617-495-1511. Also call the Harvard Police at 617-495-1212 to let them know where you are. Attract attention to yourself. Open the window if possible and hang a sheet or something else out the window. If the door is not hot, open it slowly as smoke and fire gases are deadly. If smoke and heat fill the hall, close the door, stay in your room, and wait for help. If you can safely leave your room, close your windows and door. Take your key. Knock loudly on the doors next to yours to alert your neighbors. Leave by the nearest clear Exit stairway. Never use the elevators since they may stall in the event of a power failure or deliver you to the floor where the fire is actually located. Failure to leave when an alarm sounds, unless there are safety reasons for not doing so, is a punishable offense.
2. If you encounter smoke on your way out, stay low and crawl if necessary. You are more apt to find breathable air close to the floor. Cover your nose and mouth with a wet towel or wet handkerchief, if possible.
3. So that you may be accounted for, go to the predetermined gathering place. Do not attempt to re-enter the building until the Fire Department gives permission to do so.

#### If You Find a Fire

1) Sound the alarm. 2) Alert your neighbors. 3) Leave the building immediately. Do not try to put out the fire. Use your common sense. Your safety is more important than property.

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### **Bomb Scares**

Please take careful note of the following provision of Massachusetts law concerning bomb scares: Whoever, knowing the same to be false, transmits or causes to be transmitted to any person by telephone or other means a communication falsely reporting the location of any explosive or other dangerous substance or contrivance thereby causing anxiety, unrest, fear, or personal discomfort to any person or group of persons, shall be punished by imprisonment in the state prison for not more than twenty years, or by imprisonment in a jail or house of correction for not more than two and one half years or by a fine of not more than ten thousand dollars or by both such fine and imprisonment. [Massachusetts General Laws, c.269 §14(a)]

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### **Firearms, Explosives, Combustible Fuels, Firecrackers, and Dangerous Weapons**

Possession and/or use on University property of firearms or ammunition, explosives, combustible fuels, firecrackers, and potential ingredients thereof is forbidden. Please take careful note of the following statute of the Commonwealth of Massachusetts: Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year or both. For the purpose of this paragraph "firearm" shall mean any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means. Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college, or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punished by a fine of not more than five hundred dollars. [Massachusetts General Laws, c.269 §10(j)] In addition, Massachusetts law requires a permit or firearms identification card or compliance with other specialized rules (depending upon the type of weapon) for possession of any firearms. The definition of firearms is a broad one and includes pistols or guns operated by air, carbon dioxide, or other gases. Carrying any firearm (even if unloaded) in violation of the law is punishable by imprisonment with a mandatory minimum sentence of one year, which cannot be suspended or reduced.

Students should consult the Cambridge Police if they intend to possess firearms on non-University property, in order to assure strict compliance with the applicable statutes. According to Harvard's legal counsel, the definition of "dangerous weapon" includes items designed to do bodily injury, such as a stiletto, ballistic knife, blackjack, brass knuckles, billy stick, switchblade knife, and martial arts items such as throwing stars, kung fu sticks, and nunchaku (sticks connected by a rope, chain, wire, or leather).

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### Financial Aid Officers

For a complete overview of the policies and procedures that govern financial aid in the Graduate School of Arts and Sciences, please download a PDF of the annual GSAS publication **Financing Graduate Study**.

### Office of Financial Aid Staff by Department and Committee

#### Humanities

##### Bob La Pointe

- African and African American Studies
- Celtic Literatures and Languages
- Comparative Literature
- English
- Film and Visual Studies
- History of Art and Architecture
- Linguistics
- Music
- Philosophy
- Slavic

##### Lisa Simpson

- Classics
- East Asian Languages and Civilizations
- German
- History and East Asian Languages
- Inner Asian and Altaic Studies
- Near Eastern Languages and Civilizations
- Regional Studies - East Asia
- Religion
- Romance Languages and Literatures
- South Asian Studies

**Staff Assistants** - Jake Gray & Christina Tucker

#### Social Sciences

##### Judith Mehrmann

- Anthropology
- Economics
- Education
- Health Policy
- History
- Human Evolutionary Biology
- Public Policy

**Emily Burns**

- American Studies
- Architecture and Urban Planning
- Government
- History of Science
- Middle Eastern Studies
- Psychology
- Regional Studies - Russia, Eastern Europe, Central Asia
- Social Policy
- Sociology

**Alex Kent**

- Business Economics
- Organizational Behavior

**Staff Assistant** - Alison Van Volkenburgh

**Natural Sciences****Jody Ferraro**

- Biology, Medical Sciences
- Biology, Molecular and Cellular
- Biology, Organismic and Evolutionary
- Biological Sciences in Dental Medicine
- Biological Sciences in Public Health
- Biophysics
- Biostatistics
- Chemistry and Chemical Biology
- Chemical Biology
- Chemical Physics
- Systems Biology

**Tracey Newman**

- Astronomy
- Earth and Planetary Sciences
- Engineering and Applied Sciences, School of
- Mathematics
- Physics
- Statistics

**Staff Assistant** - Maggie Dunphy



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### Tuition and Fees

|   | Academic Year Per Term |        |
|---|------------------------|--------|
| Full tuition  | \$40,416               | 20,208 |
| Reduced tuition   | 10,508                 | 5,254  |
| Facilities fee  | 2,674                  | 1,337  |
| Active file fee   | 300                    | 150    |
| One-course rate   |                        | 5,052  |
| Two-course rate   |                        | 10,104 |
| Three-course rate   |                        | 15,156 |
| Harvard University Student Health Program   |                        |        |
| Student Health Fee  | 992                    | 496    |
| Student Health Insurance Plan:<br>BCBS Hospital/Specialty and<br>Catamaran Prescription Drug Coverage | 2,366                  | 1,183  |
| Graduate Student Council fee  | 25*                    |        |

\* This fee funds graduate student clubs and organizations, pays for graduate students to attend conferences and conduct summer research, and helps the Graduate Student Council advocate on behalf of students for concerns such as mentoring, teaching, health care, and housing. It can be waived only by written request to the Graduate Student Council (Dudley House, M4) by September 16. Waiving the fee exempts one from all GSC services and facilities and makes one ineligible for GSC research and conference grants. Fee waiver requests are valid only for the academic year in which they are requested. Students on leave of absence and traveling scholars will not be assessed the fee. Students returning mid-year from leave or traveling scholar status will be assessed a fee of \$12.50 for the spring term. These students may request a waiver by writing to the Graduate Student Council (address above) by February 10.

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### Tuition Requirements for GSAS Degree Candidates

All PhD candidates must pay two years of full tuition and two years of reduced tuition as a requirement for the receipt of the degree, unless the time from their initial registration to completion of the degree is less than four years.

Master's degree candidates are charged at the full tuition rate, for a minimum of one year, until receipt of the degree.

Ordinarily, full-time PhD students are charged full tuition for the first four terms and reduced tuition for the next four terms. Part-time students are charged at the appropriate per-course rate until two years of full tuition have been paid. Thereafter they register and are charged reduced tuition as full-time students. They must have paid a minimum total of two years of full tuition and two years of reduced tuition prior to receipt of the PhD, unless the degree was completed in fewer than four years from initial registration. If a student who has been part-time completes the PhD in fewer than four years, the student will be charged what a full-time student would have paid over the same period of time.

Students applying for non-resident status may request a deferral of the scheduled tuition charges, and instead pay the active file fee or the facilities fee. Ordinarily, the total delay should not exceed two years prior to the completion of tuition requirements. Students deferring payment of tuition should be aware that the required tuition, at the rates current at the time of payment, must be paid prior to receipt of the degree.

Final charge for the PhD: All PhD candidates must minimally pay the facilities fee in their last term of registration. All PhD candidates must be in an active status to receive the degree. Graduating resident students will have paid at least the facilities fee for the term. Graduating non-resident students, who initially paid the active file fee for the term, will be charged the facilities fee without the Harvard University Student Health Program costs added (and will be given credit for the active file fee already charged).

If an approved dissertation is submitted to the Registrar's Office prior to the registration day for a term, a student need not register for that term. If a student registers for a term and then submits an approved dissertation to the Registrar's Office by the last day to cancel registration for the term without payment of tuition, registration will be canceled and any tuition paid for that term will be refunded (see **Chapter II**).

A Master's degree candidate who transfers to a PhD program receives credit for the tuition paid while in the Master's program. The student's year of graduate study is calculated from the first date of registration in GSAS and will include those terms for which the student is in the Master's program. That student will begin the PhD program as a G2 or G3, depending on the length of the Master's program. A candidate for the PhD who wishes to obtain an AM may

apply one of the two years of full tuition required for the PhD degree to meet the minimum financial requirement for the AM. Master's degree candidates who need fewer than four half-courses to complete the degree requirements may apply for part-time study so as to be charged at a per-course rate.

No tuition credit will be granted for tuition paid to other universities or to other Harvard schools. Former Special Students or students who have taken FAS courses under the Tuition Assistance Plan (TAP) and who are admitted to degree programs may be eligible to apply for academic and financial credit for Special Student or TAP coursework after completion of one term in GSAS (see **Chapter V**).

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### Tuition Associated with Mid-Term Withdrawal

The **Academic Calendar** indicates the last dates by which students may cancel registration for the fall and spring terms without being liable for tuition.

Students should also understand the impact this will have on their health insurance coverage by reviewing the **HUSHP website**.

Registered students who formally withdraw from the Graduate School after those dates are charged tuition according to the following schedule. (The active file fee is not prorated.) When an official deadline falls on a holiday observed by the University, the effective deadline is the next working day.

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|                    |                                 |
|--------------------|---------------------------------|
| Fall: on or before | October 1: one-fourth tuition   |
|                    | November 8: one-half            |
|                    | December 16: three-fourths      |
|                    | After December 16: full tuition |

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|                      |  |
|----------------------|--|
| Spring: on or before | February 23: one-fourth tuition for the term |
|                      | March 25: one-half                           |
|                      | April 25: three-fourths                      |
|                      | After April 25: full tuition                 |

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Payment of less than a full term of tuition cannot be counted toward the minimum financial requirements for a degree.

When a student leaves the University for any reason all outstanding charges are due and must be paid in full.

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### Fellowships Office

#### Dr. Cynthia Verba, Director of Fellowships

The centerpiece of Cynthia Verba's fellowships services is individual counseling. Dr. Verba offers individual counseling and other services to assist students with a variety of issues related to fellowships and professional development: how to write a polished fellowship proposal, how to prepare a curriculum vitae, how to approach professors for letters of recommendation, how to make effective use of both the formal and informal graduate advising process, how to engage in professional activities such as colloquia, delivering papers at professional meetings or publishing articles, and how to finish the PhD degree in a timely fashion.

In addition, she offers group workshops on such topics as getting published, choosing a dissertation topic, or finishing the degree in a timely fashion.

Dr. Verba produces the following fellowship publications, available on the Fellowships Office [website](#):

1. *Scholarly Pursuits: A Practical Guide to Academe*, with samples of winning applications, is also available in print format free of charge to GSAS students at Smith Center 350.
2. The Graduate Guide to Grants
3. The Harvard Guide to Postdoctoral Fellowships

Detailed information on Fulbrights and major Harvard fellowships is available on the GSAS fellowships [website](#). For appointments, call 617-495-1814.

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### Teaching Fellowships

Students should read carefully and understand policies and procedures as they apply to Teaching Fellows as outlined on the **Graduate School website** and in *Information for Teaching Fellows: Policies and Procedures*.

Teaching is a formal requirement in many GSAS departments and strongly encouraged in others. Specific departmental requirements are stated clearly in each department's section of **Chapter VI**.

Ordinarily, TFs must be registered as full-time resident students and be making satisfactory progress toward their degree. They are charged the appropriate resident tuition. First-year graduate students are not ordinarily eligible for appointments as teaching fellows. Exceptions to this rule may be granted to students who are certified as proficient in English and registered in certain natural science departments that have traditionally used TFs in their first year of graduate study.

No graduate student may hold more than a 4/5 time appointment in any one term. Graduate students teaching more than 6/5 during the academic year must register to be on Leave of Absence instead of as a Resident Student.

To serve as a Teaching Fellow, PhD candidates who are non-native speakers of English and who have earned their undergraduate degrees from non-English-speaking institutions must demonstrate oral English language proficiency (see **Chapter VI**).

Graduate students who receive a PhD Dissertation Completion Fellowship are expected to focus entirely on their dissertations and may not accept Teaching Fellowships nor may they take on any kind of employment.

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### Payments of University Obligations

Bill notifications are emailed to students every month except January. It is the student's responsibility to login to their student bill to review their charges and credits and to make any payment due by the date indicated each month. The fall semester bill notification is sent in early July and the spring semester bill notification is sent in early December. The billing schedule including payment due dates is available at the Student Receivables Office website. All charges due must be paid in order to register each semester. The amount due for the current semester's tuition and fees can either be paid in full or divided up into quarterly installments for those students who are eligible to enroll in the Monthly Payment Plan. More information about the payment plan is available at the Student Receivables Office website. Candidates for degrees are required to pay in full any amount due to the University prior to the degree date. Diplomas will be withheld, degrees may not be conferred and will not appear on transcripts until all indebtedness to the University is paid. Any graduate whose degree was not conferred will be subject to a reinstatement process that requires a vote by the Office of the Governing Boards and should contact the Student Receivables office at 617-495-2739 for more information about this process and the degree voting schedule.

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### Dishonored Checks and E-Payments

There is a \$50 charge assessed for the first dishonored check or e-payment and a \$75 charge for the second and subsequent dishonored check or e-payment. After the initial dishonored check or e-payment, the University may also, at its discretion, require that all payments be made in cash or by certified check or money order. A check or e-payment is regarded as dishonored when it has been returned because of insufficient funds, lack of a bank account, or because payment has been inappropriately stopped.

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### Prizes

#### Prize Office

Prizes in the Faculty of Arts and Sciences (FAS) are given for academic excellence, outstanding individual qualities, or other achievements. They are also awarded for excellence in subjects as demonstrated by essays submitted directly for prize consideration, special examinations, or theses submitted to the departments. Although some awards listed under Prize Descriptions have the word "scholarship" in their titles, they are not need based and are awarded as prizes.

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### Regulations Regarding Employment

In order for graduate students to maintain full-time student status, they may not undertake any position of employment outside their graduate studies obligating them to more than twenty hours per week. A student considering outside employment obligating them to more than twenty hours per week must consult his or her Financial Aid Officer.

Acceptance of any paid position of employment equates to a change in resources and may affect financial aid eligibility. All students receiving financial aid are required to inform their Financial Aid Officer before under-taking any employment.

Students and their spouses in the United States on temporary non-immigrant visas should fully understand the regulations concerning permissible employment under those visas. Before making plans for employment in the United States, they should consult with the **Harvard International Office** on eligibility for such employment.

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[Harvard Spousal Benefits](#)

[Child Care](#)

[Harvard University Student Health Program](#)

[Harvard Student Spouses and Partners Association \(HSSPA\)](#)

[GSAS Student-Parents Organization](#)

[Harvard International Office Resources](#)

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### Accommodation for Childbirth or Other Family Needs

In connection with childbirth or other major, family-related interruptions of timely progress in a graduate student's work, it is possible for students to seek a period of accommodation through an adjustment in the department G-year. A leave of absence is not necessary to receive this adjustment.

Note that the Registrar's calculation of G-year begins at the time of a student's admission and continues until graduation. While the Registrar's G-clock does not stop, the departments have a separate calculation of G-year that may be adjusted by one year for any of the reasons noted in **Chapter VI**. Students who desire this adjustment in the department G-year based on a change in family circumstances should contact their department and request this change.

The department will notify GSAS of this adjustment.

Read the full details of the **GSAS Parental Accommodation and Financial Support Program**.

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### Harvard Spousal Benefits

#### Athletics

Recreation memberships are available to spouses, qualified domestic partners and dependent children (under the age of 25) of current GSAS students. Membership includes access to the Malkin Athletic Center, Blodgett Pool, QRAC, and Hemenway Gymnasium. These memberships may be purchased at the Murr Center Ticket Office. Ticket office phone number: 617-495-2211. Hours: 9:00 a.m.–5:00 p.m., Monday– Friday.

Students should refer to the athletics department [website](#) for more information.

#### Library

Library privileges for spouses of students may be arranged at the **Library Privileges Office** at Widener Library, Room 130 (Monday–Friday, 9:00 a.m.–4:45 p.m.). This borrower card may be used at seventeen different libraries. The loan period for books is twenty-eight days. A list of the available privileges will be given to the spouse when the card is purchased. To purchase this card, a spouse must bring a photocopy of the student identification of his or her spouse, along with a photo identification card of himself or herself and proof of marriage, to Room 130 in Widener Library. For more information on this process, please call 617-495-4166.

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### Child Care

The Office of Work/Life maintains a **website** of resources related to child care and schools. The website includes information about the six independent tuition-funded child care centers that operate on Harvard's campuses. The centers, which are fully licensed with high-quality professional staff, currently provide full-time or part-time care for the 380 children of Harvard staff, faculty, and students, and families in the surrounding community. The centers vary in philosophy, parent participation, schedules, and cost. As separate, private, nonprofit corporations, they establish their own policies and budgets, and do their own hiring and enrollment.

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## Harvard Students' Spouses and Partners Association

HSSPA is an entirely volunteer-run organization open to spouses and partners of all Harvard students, post-docs, visiting fellows, and other affiliates. HSSPA provides a way for its members to make friends, find intellectual stimulation, and, most of all, feel a sense of belonging within the University. HSSPA organizes a variety of outings, activities, and social events throughout the year. It is a great opportunity to get together, share experiences, and make new friends. HSSPA membership is free. To join, please send an email to [harvardspouses@gmail.com](mailto:harvardspouses@gmail.com). For more information, please visit our [blog](#).

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### GSAS Student-Parents Organization

GSAS Student-Parents Organization aims to enrich the academic experience and provide visibility and support for graduate student and post-doctoral fellow parents at Harvard. This will result in the creation of a more collegial and happy environment for the entire Harvard community and attract a diverse, well-rounded, accomplished and mature pool of graduate student candidates. The group advocates for increased institutional and financial support, and increases awareness of issues including housing, childcare, and community. The group also facilitates an email listserv, called the “Parentsgroup-list.”

If you are a graduate school student, a post-doctoral fellow, or a partner/spouse of a graduate student or fellow, and a parent, you may subscribe to this list at **Parentsgroup-list**. Contact the group co-chairs, Liza Leshchiner ([elshch@fas.harvard.edu](mailto:elshch@fas.harvard.edu)) or Walter Cortez ([wcortez@fas.harvard.edu](mailto:wcortez@fas.harvard.edu)), for more information about this organization.

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## Harvard International Office Resources

### Auditing or “Sitting In” on Courses

Adult family members of international students and scholars may sit in on regular lecture courses in the Faculty of Arts and Sciences (FAS) and some of the other graduate schools, at the discretion of the faculty member. Arrangements for auditing are very informal. Those interested should choose the course by first consulting the FAS course catalog available online at the **FAS Registrar’s website** and then attend the first course meeting. Upon completion of the meeting, they should introduce themselves to the professor, explain their status at Harvard and ask whether they may be allowed to audit the course. This privilege does not apply to small seminars or language courses.

### English Classes

The HIO can connect you to organizations that offer English classes in the Boston/ Cambridge area. Please visit the **HIO website**.

### Information about Schooling for Children

The HIO provides information about enrolling children in public or private schools on its **website**.

### Volunteer Opportunities

Many institutions, especially those that operate on a non-profit basis, depend on the goodwill of people who contribute their skills and time without pay. Volunteering is an opportunity to become involved in the local community, to meet people from outside the University, and to learn something about American society. Volunteering may also provide a way to keep active in a professional area when paid employment is not a possibility. Following are two websites to help you find volunteer opportunities at Harvard and beyond.

#### Public Service at Harvard

**VolunteerMatch** - a database of volunteer opportunities in Boston and Cambridge.

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## X - Directory of Resources

### Housing

[GSAS Office of Residential Life](#)  
[The GSAS Residence Halls](#)  
[Harvard University Housing](#)  
[The Graduate Commons Program](#)

### Academic and Health Resources

[Accessible Education Office](#)  
[Bureau of Study Counsel](#)  
[Committee on the Use of Human Subjects \(CUHS\)](#)  
[Counseling and Mental Health Services \(CAMHS\)](#)  
[Derek Bok Center for Teaching and Learning](#)  
[FAS Registrar's Office](#)  
[FAS Research Administration Services](#)  
[GSAS Writing Tutor](#)  
[Harvard Recreation](#)  
[Harvard University Health Services](#)  
[Harvard University Information Technology \(HUIT\)](#)  
[Harvard University Student Health Program \(HUSHP\)](#)  
[Instructional Media Services](#)  
[Language Resource Center](#)  
[Memorial Church](#)  
[Office of Sexual Assault Prevention and Response](#)

### Libraries

[The Harvard Library](#)  
[The Harvard College Library](#)  
[Widener Library](#)  
[Houghton Library](#)

### Museums

**The Arnold Arboretum**  
**Harvard Art Museums**  
**Harvard Museums of Science and Culture**  
**Collection of Historical Scientific Instruments**  
**Harvard Museum of Natural History**  
**Harvard University Herbaria**  
**Mineralogical and Geological Museum**  
**Museum of Comparative Zoology**  
**Harvard Semitic Museum**  
**Peabody Museum of Archaeology & Ethnology**

### **Services and Programs**

**FAS Office of Career Services**  
**GSAS Student Organizations**  
**Harvard Chaplains and Harvard University Board of Ministry**  
**Harvard Commuter Choice**  
**Harvard International Office**  
**Harvard Transportation and Parking**  
**Harvard University Police Department (HUPD)**  
**Office of the General Counsel**  
**University Ombudsman Office**

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