



HARVARD UNIVERSITY

The Graduate School of Arts and Sciences

Department-Specific Information

[Configure](#)

Students in the Natural Sciences

Funding packages vary by program, however, students in the sciences typically receive full funding until they complete their degrees. Contact your program administrator for details.

Students in Humanities and Social Sciences Programs

GSAS Summer Research Awards

Eligibility: PhD students in selected humanities and social science programs. Eligibility for summer research awards are included in the Notice of Financial Support.

Stipend Amount: Students receive a summer research award equal to two months of the standard GSAS academic year stipend for the summers that follow the first four academic years, with the exception of students in East Asian Languages and Civilizations, who receive the award in the summers following the first two academic years.

Conditions:

- The award must be used during the summers designated in the Notice of Financial Support and may not be deferred to later years. Students in their first four years who are considering a leave of absence or enrollment at another Harvard School are strongly encouraged to contact their GSAS **financial aid officer** to determine how such actions may impact their eligibility.
- Students with outside awards providing comparable summer support are not eligible.

Disbursement: Eligible students receive the award in early July and early August.

GSAS Policies

Deferring Guaranteed Teaching

For information about deferring guaranteed teaching, see [Deferring Support](#) under Financial Aid Policies for Students in the Humanities and Social Sciences.

Degree Calendar 2018-2019

Degree applications are due on:	Dissertations are due on:	Degree recommendations from programs are due on:	For a diploma for an advanced degree to be awarded on:
August 10, 2018	September 11, 2018 * (September 12, 2018) *	October 5, 2018	November 13, 2018
December 14, 2018	January 18, 2019	January 25, 2019	March 12, 2019
April 1, 2019	May 17, 2019	May 21, 2019	May 30, 2019

*Students who wish to retain health coverage for the fall 2018 term (through January 31, 2019) and who would like to be charged accordingly should submit dissertation on September 12, 2018.

Recipients of November, March, and May degrees may participate in [Harvard University Commencement and the GSAS Diploma Awarding Ceremony](#).

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.”

Satisfactory Progress

For information about Satisfactory Progress, see [***Degree Requirements***](#).

GSAS Policies

GSAS Policies detail the regulations, rules, and procedures that apply to students, including **departmental-specific requirements**. Students are responsible for familiarizing themselves with the policies and following the procedures outlined.

GSAS strives to provide students with timely, accurate, and clear information. If you need help understanding a specific policy, please contact the office that administers that policy (listed at the bottom of every page).

Policies and procedures are reviewed and updated annually. At times, a review of academic, financial, or other considerations may lead to changes in policies mid-year. The Faculty of Arts and Sciences and the Graduate School of Arts and Sciences reserve the right to make changes at any time.

COVID-19 Policy

GSAS retains the discretion to apply its considered judgment to the question of how best to pursue its educational programs and protect the health and safety of our community during the COVID-19 crisis. GSAS Policies may be adapted at this time and changes will be noted on the relevant policy page and summarized on the **Emergency Policy Amendments** page.

Emergency Policy Amendments

As a result of the **Coronavirus Disease** (COVID-19) pandemic, GSAS is evaluating and amending certain policies. Below is a list of policies amended to date (you can find more information on each policy page).

- Although ordinarily due on July 1 and December 1, for academic year 2020-2021, deadlines to submit **non-resident status applications** have been waived. We encourage you to submit your application for leave, traveling status, or study at another Harvard school, as soon as you can. Please note, the date a student submits an application for leave will affect the student's health insurance coverage and charges through Harvard as outlined in the **HUHS Leave of Absence/Withdrawal policy**. [Amended September 30, 2020]
- For students whose funding packages include a guaranteed teaching component that must ordinarily be used prior to the end of the G6 year, a one-year extension may be available. Students should contact their financial aid officer for more information. [Amended September 23, 2020]
- For students whose funding packages include a dissertation completion fellowship and who are facing extenuating circumstances attributable to the COVID-19 pandemic, it may be possible to begin the dissertation completion fellowship year in the spring term. Students should contact their financial aid officer for more information. [Amended September 23, 2020]
- The following updates have been made to the **Resident Student** and **Traveling Scholar** statuses for Academic Year 2020-2021 [Amended June 30, 2020]:

- Students who are registered and enrolled in courses (including Reading and Research or time-equivalent courses) and who are engaged in full-time degree work, regardless of their physical location, are considered **resident students**. Resident students must check-in and register via my.harvard.edu for four courses (16 credits), regardless of whether they are taking courses, conducting research, or teaching.
 - Students should have accepted their financial aid and the associated terms and conditions prior to registration. Contact the Office of Financial Aid if you have questions.
 - Resident Students may apply to **waive** the Harvard University Student Health Insurance Plan provided by Blue Cross Blue Shield of Massachusetts.
 - Resident students residing outside Massachusetts will be charged 50% of the **Student Health Fee**.
- Students who are engaged in degree work full time primarily with non-Harvard resources for the majority of an academic term should **apply** for **traveling scholar status**. In preparation, students should discuss their plans with their advisors and with their **financial aid officer**.
 - Traveling Scholars may not enroll in coursework.
 - Typically, Traveling Scholars are not permitted to simultaneously hold a teaching appointment.
 - Traveling Scholars may apply to **waive** the Harvard University Student Health Insurance Plan provided by Blue Cross Blue Shield of Massachusetts.
 - Traveling Scholars residing outside Massachusetts will be charged 50% of the **Student Health Fee**.
 - Students who travel to certain Harvard institutions (e.g. Dumbarton Oaks, Villa i Tatti, etc.) may apply for Traveling Scholar status.
- An adjustment of one year can be made to the **department G-year** for GSAS students whose academic progress has been impacted by COVID-19. These changes must be emailed by your department administrator or DGS to the **Office of Student Affairs**. G-Year adjustments are not accompanied by additional funding, but are aimed at providing students more time to meet academic deadlines/milestones, by delaying them one year, such as [Amended May 18, 2020]:

- In dept X "general exams should be taken at the end of the third year." A student in Registrar G4 (cumulative-time), who has been adjusted to a Departmental G3, will have approximately one extra year to complete their general exams.
- In dept Y, students "must submit their prospectus by the end of their G4 year." A student in Registrar G5 (cumulative-time), who has been adjusted to a Departmental G4, will have approximately one extra year to submit their prospectus.
- GSAS is launching an **Emergency Support Initiative**, four targeted measures designed to help PhD students overcome academic disruptions caused by the COVID-19 pandemic: Lost-Time Funding, Emergency Summer Research Awards, GSAS Visiting Fellow Status Opportunities, Postdoctoral Writing and Fellowship Appointments. [Amended May 1, 2020]
- Electronic signatures from committee members are acceptable on the **dissertation completion certificate** (DAC). [Amended April 27, 2020]

Emergency Support Initiative

The Emergency Support Initiative (ESI) is designed to help PhD students overcome academic disruptions caused by the COVID-19 pandemic.

Emergency Support Initiative April 2021 Phase

Financial Support to Forward Academic Progress

PhD students who have faced severe disruption in their academic studies as a result of the COVID-19 pandemic may apply for small grants that will enable them to forward their academic progress. If awarded, students may receive research awards, grants toward tuition and health fees, or other academic support. Preference will be given to those who are able to demonstrate that the funding will enable them to move significantly closer to finishing their degree.

To apply, visit harvardfas.slideroom.com/#/permalink/program/60516. **Applications must be submitted by 11:59 p.m. (EST) on May 11, 2021.**

Please email the GSAS Office of Academic Programs at gsasacademicprograms@fas.harvard.edu with questions.

Post-Graduation Opportunities

GSAS has extended the **visiting fellowship opportunity** to students graduating in May and November 2021 who have been adversely impacted by the COVID-19 pandemic. The appointment may extend until May 2022. See GSAS Visiting Fellow Status below for more details.

The Fellowships & Writing Center is creating **one-year postdoctoral fellowships**, to which graduating Harvard PhDs may apply. This will provide opportunities for new graduates while helping current students advance their scholarship and enhance their ability to secure outside funding.

To learn more and apply, visit academicpositions.harvard.edu/postings/10280.

Emergency Support Initiative Phase 4

Phase 4 of the ESI will provide grants to active, upper-year PhD students who would otherwise pay the facilities fee (i.e., tuition for advanced doctoral students) or the active file fee and Harvard University Student Health Plan (HUSHP) fees out of pocket for spring 2021. Grants will be added to the student accounts of eligible PhD students.

Graduate program administrators will work with the GSAS Office of Financial Aid to confirm eligibility.

GSAS Visiting Fellow Status

GSAS PhD students graduating in November 2020 and March, May, and November 2021, who have been adversely impacted by the COVID-19 pandemic, may apply for a GSAS **visiting fellow appointment**. As a GSAS visiting fellow, graduates:

- Remain members of the Harvard community, retaining student status with access to libraries and other Harvard resources so that they may continue their research independently.
- Have visiting fellow tuition paid for by a GSAS tuition scholarship; all other required **fees** are the responsibility of the student.
- Are able to access Harvard's health insurance plan at the student rate.
- Are able to continue searching for jobs while retaining a Harvard affiliation, including their Harvard email address.

If you are an international student, you should confirm your visa status, especially if you are within two weeks of your student visa end date. If you have questions, please reach out to the **Harvard International Office**.

To Apply

- Click "Learn More and Start Your Application" below
- Choose "Apply as a Visiting Fellow" (ignore the application deadline)
- Under "First-time users" select "Create an account."

- After you have created an account, email the **Special Students and Visiting Fellows Office** to let them know you are a current PhD student and would like to apply.

The Special Students and Visiting Fellows Office will contact you to finalize your application.

Email the **Special Students and Visiting Fellows Office** with questions.

[LEARN MORE AND START YOUR APPLICATION](#)

Postdoctoral Writing and Fellowships Appointments

We are not currently accepting applications for this position. Please check back for updates.

Graduating GSAS students from all disciplines may express interest in applying for one-year writing and fellowships postdocs to assist continuing students in maintaining progress toward the degree. Priority will be given to 2020 GSAS PhD graduates whose post-graduate academic plans were adversely affected by COVID-19 and those who have experience writing winning fellowship applications.

Responsibilities include offering individual consultations on papers, theses, dissertations, fellowship applications, and presentations, talks, and other modes of communication, as well as designing, promoting, and leading small group workshops and events that will help GSAS students to communicate their research. Fellows will also work with faculty and administrators in their area of expertise to provide customized research support for students and create innovative programming.

Eligibility and Required Skills

- Applicants must have already successfully defended their doctoral dissertations in order to be considered for the position.
- Strong written and oral communications skills, and demonstrable success in writing, publishing, and presenting academic work.
- Experience in advising, teaching, and providing feedback.

Emergency Support Initiative Phase 3

The deadline for Phase 3 support has passed.

Phase 3 of the ESI will provide grants to active, upper-year PhD students who would otherwise pay the facilities fee (i.e. tuition for advanced doctoral students) or the active file fee and Harvard University Student Health Plan (HUSHP) fees out of pocket for fall 2020. Grants will be added to the student accounts of eligible PhD students.

Students who meet the criteria are asked to **complete a brief survey** to activate funding. Graduate program administrators will work with the GSAS Office of Financial Aid to confirm eligibility.

Emergency COVID-19 Funds

The deadline for Emergency COVID-19 Funds has passed.

Application deadline: May 20, 2020

Final decisions: June 1, 2020

Disbursement: July 1, 2020

When applying for Emergency COVID-19 Funds, students must include

- a statement explaining why they are applying, how their situation was affected by the COVID-19 crisis, and how the funds will help them move forward in their scholarship;
- a letter of support from a dissertation advisor or director of graduate studies.

To ensure that these limited funds are distributed equitably, students will also be prompted to disclose other funding applications they have submitted or any overlapping funding offers they have received or expect to receive.

Note about eligibility

GSAS is working with our University partners to evaluate additional categories of need to determine the next phase of support so that we may expand the program. Students experiencing acute financial distress that is not covered by this phase of the ESI should complete a GSAS Emergency Request form, available on the **Emergency Funding policy page**. As always, GSAS will give these requests the fullest consideration that our available resources will permit.

Emergency Summer Research Awards

ELIGIBILITY

- Students whose summer 2020 research plans will be disrupted, especially students at G5 and above who lost summer teaching or a research assistant opportunity or a summer grant funding opportunity.

Lost-Time Funding

ELIGIBILITY

- Students on dissertation completion fellowships whose completion has been delayed
- Students on spring-term Merit Fellowships or other pre-DCF fellowships

- Students not on DCFs whose May dissertation submission was delayed

Other Funding

ELIGIBILITY

Students who do not fit the criteria for other emergency funding whose research was severely disrupted by the COVID-19 pandemic

Contact gsas-fellowships@fas.harvard.edu with questions.

[APPLY](#)

This Initiative is made possible in part thanks to the generous philanthropy of alumni and friends of the Graduate School of Arts and Sciences.

Academic Calendar 2020-2021

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

Fall 2020

JULY 1, WEDNESDAY

- Start of the term for continuing GSAS students.
- **[Deadline and late fees have been waived for fall 2020: Applications for non-resident status for the fall term or academic year due. Students submitting after this date will be charged a late fee]**
- **Applications for part-time study** due.

JULY 15, WEDNESDAY

- **Degree applications** for November 2020 candidates open in [my.harvard](#).

JULY 27, MONDAY

- Fall 2020 Check-In opens in [my.harvard](#).

AUGUST 10, MONDAY

- Crimson Cart opens to allow shopping for courses for fall 2020 term.

AUGUST 14, FRIDAY

- Final degree applications for November 2020 degree candidates due through **my.harvard**.
- Final application for a November 2020 secondary field due through **my.harvard**.
- GSAS deadline for paying fall tuition and fees.

AUGUST 17, MONDAY

- Course registration opens to allow enrolling in fall 2020 courses.
- Deadline for all students, including special students and visiting fellows, to **check in** for the fall 2020 term. **Students who fail to check in will be charged a late check-in fee of \$50 plus an additional \$5 for each week thereafter.**

AUGUST 26, WEDNESDAY

- Fall full-term course registration for all students due. Students must submit enrollments for minimum course load (typically 16 credits) at **my.harvard** by 11:59 p.m. **Students who do not submit enrollments by this time will be charged \$40 for each week late.**
 - After this date, students must obtain permission from all instructors to enroll in courses

AUGUST 31, MONDAY

- Enrollment deadline for fall term **HUSHP coverage for dependents**.
- Fall 1 Session Begins (only applies to coursework at the Harvard T. H. Chan School of Public Health).

SEPTEMBER 2, WEDNESDAY

- Academic year begins for incoming GSAS students. First meeting of fall term courses. Follow a Monday schedule.
- Deadline to submit work for incomplete grades from the fall 2019 term.

SEPTEMBER 7, MONDAY

- University Holiday: Labor Day.

SEPTEMBER 8, TUESDAY

- Deadline for **electronic submission of approved dissertations** for November 2020 degree candidates who wish to have fall tuition, Student Health Fee, and Student Health Insurance Plan removed from their student account. Submissions must be made by 11:59 p.m. EDT. Students who submit dissertations on or before this date will have health coverage canceled retroactive to July 31, 2020.

SEPTEMBER 9, WEDNESDAY

- November 2020 degree candidates can **submit their dissertation electronically** on this day, through October 9, will retain the Student Health Fee and the Student Health Insurance Plan through January 31, 2021, and will be charged accordingly.
- Last day on which students 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 **Tuition Associated with Mid-Term Withdrawal**.

SEPTEMBER 10, THURSDAY

- Fall 1 Session add/drop deadline at 11:59 p.m. (only applies to coursework at the Harvard T. H. Chan School of Public Health)

SEPTEMBER 14, MONDAY

- Make-up examinations for spring 2020 term begin

SEPTEMBER 16, WEDNESDAY

- Make-up examinations for spring 2020 term-end.

SEPTEMBER 21, MONDAY (3RD MONDAY)

- Deadline to add or drop a fall course without paying a fee.

SEPTEMBER 30, WEDNESDAY

- Fall Harvard University Student Health Insurance Plan waiver application due

OCTOBER 5, MONDAY (5TH MONDAY)

- Last day students from other Schools may file cross-registration petitions for fall term with the FAS Registrar's Office. Some Schools have earlier deadlines.

OCTOBER 9, 2020, FRIDAY

- Deadline for November 2020 degree candidates to submit their dissertation electronically. Submissions must be made by 11:59 p.m. EDT. Students who submit their dissertation electronically from September 8 -October 9 will retain the Student Health Fee and the Student Health Insurance Plan through January 31, 2021, and will be charged accordingly.

OCTOBER 12, MONDAY

- University Holiday: Columbus Day (Federal); Indigenous Peoples' Day (City of Cambridge)

OCTOBER 19, MONDAY (7TH MONDAY)

- Last day to add (or enroll in) fall 2020 courses. To add a course after this date an approved Petition to Add must be submitted to the Office of Student Affairs.

- Last day to change to or from **SAT/UNS grading option** for designated language courses.
- Students who fail to register by this date for a minimum required course load, withdraw from their academic program, or submit an application for non-resident status for the fall 2020 term are subject to disciplinary action and may be placed on an **involuntary leave of absence**, also known as an administrative leave of absence, for the remainder of the academic term.

OCTOBER 20, TUESDAY

- Degree recommendations from academic programs for November 2020 degree candidates due.

OCTOBER 23, FRIDAY

- Fall 1 Session ends (only applies to coursework at the Harvard T. H. Chan School of Public Health).

OCTOBER 26, MONDAY

- Fall 2 Session begins (only applies to coursework at the Harvard T. H. Chan School of Public Health).

OCTOBER 31, SATURDAY

- Fall **Harvard University Student Health Insurance Plan late waiver** deadline.

NOVEMBER 2, MONDAY (9TH MONDAY)

- Last day to drop a fall course via **my.harvard**. To withdraw from a fall course *after* this date, an approved **Petition to Withdraw** must be submitted to the **Office of Student Affairs**. A notation of WD will be recorded on the student's transcript for the course if the petition is approved.

NOVEMBER 5, THURSDAY

- Fall 2 Session course add/drop deadline at 11:59 p.m. (only applies to coursework at the Harvard T. H. Chan School of Public Health).

NOVEMBER 10, TUESDAY

- Conferral date for November 2020 degrees.

NOVEMBER 11, Wednesday

- University holiday: Veterans' Day (observed for staff). Classes will be held on a regular Wednesday schedule.

NOVEMBER 25, WEDNESDAY

- Thanksgiving recess begins.

NOVEMBER 29, SUNDAY

- Thanksgiving recess ends.

DECEMBER 1, TUESDAY

- Final degree applications for March degree candidates due in **my.harvard**.
- Final **application** for a March secondary field due to the Registrar's Office.
- **Applications for part-time study** due.

DECEMBER 3, THURSDAY

- Last day of fall term classes.

DECEMBER 4, FRIDAY

- Fall term Reading Period begins.

DECEMBER 9, WEDNESDAY

- Last day on which students may submit an approved **Petition to Withdraw** from fall term course to the **Office of Student Affairs**. A notation of WD will be recorded on the student's transcript for the course if the petition is approved.
- Fall term reading period ends.

DECEMBER 10, THURSDAY

- Fall term examinations begin.

DECEMBER 18, FRIDAY

- Fall 2 Session ends (only applies to coursework at the Harvard T. H. Chan School of Public Health)

DECEMBER 19, SATURDAY

- Fall term examinations end.

DECEMBER 20, SUNDAY

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

Spring 2021

JANUARY 4, MONDAY

- University offices reopen.
- Winter recess ends.

JANUARY 6, WEDNESDAY

- Spring term online check-in opens in [my.harvard](https://my.harvard.edu).

JANUARY 11, MONDAY

- January@GSAS begins, with programs running through Friday, January 22.

JANUARY 13, WEDNESDAY

- Course registration for the spring 2021 term opens for all students in my.harvard.edu.
- Deadline for all students, including special students and visiting fellows, to **check in** for the spring 2021 term. **Students who fail to check in will be charged a late check-in fee of \$50.**

JANUARY 18, MONDAY

- University Holiday: Martin Luther King, Jr. Day

JANUARY 19, TUESDAY

- Deadline for **electronic submission of approved dissertations to ProQuest ETD** for March 2021 degree candidates.
- Degree recommendations for academic programs for March 2021 degree candidates due

JANUARY 21, THURSDAY

- Spring full-term course registration for all students due. Students must submit enrollments for minimum course load (typically 16 credits) at [my.harvard](https://my.harvard.edu) by 11:59 p.m. **Students who do not submit enrollments by this time will be charged \$40 for each week late.**
 - After this date, students must obtain permission from all instructors to enroll in courses.

JANUARY 22, FRIDAY

- January@GSAS ends.

JANUARY 25, MONDAY

- Spring term begins. First meeting of spring term courses.
- Spring 1 session begins (only applies to coursework at the Harvard T. H. Chan School of Public Health).

JANUARY 31, SUNDAY

- Spring Harvard University Student Health Insurance Plan waiver application due.

FEBRUARY 5, FRIDAY

- Wellness day (no classes).

FEBRUARY 8, MONDAY (3RD MONDAY)

- Deadline to add or drop a spring course without paying a \$10 late add/drop fee.
- Make-up examinations for fall 2020 term begin.

FEBRUARY 10, WEDNESDAY

- Make-up examinations end for fall 2020 term.

FEBRUARY 11, THURSDAY

- Spring 1 course add/drop deadline (only applies to coursework at the Harvard T. H. Chan School of Public Health).

FEBRUARY 15, MONDAY

- University Holiday: President's Day.

FEBRUARY 22, MONDAY (5TH MONDAY)

- Last day students from other Schools may file **cross-registration petitions** for spring term with the FAS Registrar's Office. Some schools have earlier deadlines.

MARCH 1, MONDAY

- Wellness Day (No classes held)

MARCH 2, TUESDAY

- Conferral date for March 2021 degrees.

MARCH 3, WEDNESDAY

- Degree applications for May degree candidates open in **my.harvard**.

MARCH 8, MONDAY (**7TH MONDAY** **)**

- Last day to add (or enroll in) spring 2021 courses. To add a course after this date an approved **Petition to Add** must be submitted to the **Office of Student Affairs**.
- Last day to change to or from **SAT/UNS grading option** for designated language courses.
- Students who fail to register by this date for a minimum required course load, withdraw from their academic program, or submit an application for non-resident status for the spring 2021 term are subject to disciplinary action and may be placed on an **involuntary leave of absence**, also known as an administrative leave of absence, for the remainder of the academic term.

MARCH 12, FRIDAY

- Spring 1 Session Ends (only applies to coursework at the Harvard T. H. Chan School of Public Health).

MARCH 16, TUESDAY

- Wellness Day (No classes held)

MARCH 22, MONDAY (9TH MONDAY)

- Last day to drop a spring course via [my.harvard](https://my.harvard.edu). To withdraw from a spring course *after* this date, an approved **Petition to Withdraw** must be submitted to the **Office of Student Affairs**. A notation of WD will be recorded on the student's transcript for the course if the petition is approved.
- Spring 2 Session Begins (only applies to coursework at the Harvard T. H. Chan School of Public Health).

MARCH 31, WEDNESDAY

- Wellness Day (No classes held)
- Spring **Harvard University Student Health Insurance Plan late waiver** deadline.

APRIL 1, THURSDAY

- Final degree applications for May degree candidates due in [my.harvard](https://my.harvard.edu).
- Final **application** for a May secondary field due to the Registrar's Office.

APRIL 8, THURSDAY

- Spring 2 course add/drop deadline (only applies to coursework at the Harvard T. H. Chan School of Public Health).

APRIL 15, THURSDAY

- Wellness Day (No classes held)

APRIL 28, WEDNESDAY

- Last day of spring term classes.
- Deadline to submit work for incomplete grades from the fall 2020 term.

APRIL 29, THURSDAY

- Spring term reading period begins.

MAY 5, WEDNESDAY

- Spring term reading period ends.
- Last day on which students may submit an approved **Petition to Withdraw** from spring term course to the **Office of Student Affairs**. A notation of WD will be recorded on the student's transcript for the course if the petition is approved.

MAY 6, THURSDAY

- Spring term examinations begin.

MAY 13, THURSDAY

- Deadline for May 2021 degree candidates to **submit their dissertation electronically to ProQuest ETD**. Submissions must be made by 11:59 p.m. EDT.

MAY 14, FRIDAY

- Spring 2 Session Ends (only applies to coursework at the Harvard T. H. Chan School of Public Health).

MAY 15, SATURDAY

- Spring term examinations end.

MAY 20, THURSDAY

- Degree recommendations from academic programs for May 2021 degree candidates due.

MAY 27, THURSDAY

- Conferral date for May 2021 degrees and **Commencement**.

Degree Calendar 2020-2021

Degree applications on my.harvard are due on:	Dissertations are due on ProQuest ETD by 11:59 p.m. EST on:	Degree recommendations from programs are due on:	For a diploma for an advanced degree to be awarded on:
August 14, 2020	September 8, 2020 (September 9, 2020 -October 9, 2020)*	October 20, 2020	November 10, 2020
December 1, 2020	January 19, 2021	January 19, 2021	March 2, 2021
April 1, 2021	May 13, 2021	May 20, 2021	May 27, 2021

*Students who wish to retain health coverage for the fall 2020 term (through January 31, 2021) and who would like to be charged accordingly should submit the dissertation from September 9, 2020 - October 9, 2020.

Degree Calendar 2021-2022

Degree applications open	Degree applications	Dissertations are due on ProQuest	Degree recommendations	For a diploma for an advanced
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on my.harvard on:	on my.harvard are due on:	ETD by 11:59 p.m. EST on:	from programs are due on:	degree to be awarded on:
Thursday, July 1, 2021	Monday, August 2, 2021	Wednesday, September 8, 2021 (Thursday, September 9, 2021*)	Tuesday, October 19, 2021	Tuesday, November 9, 2021
Wednesday, November 10, 2021	Wednesday, December 1, 2021	Tuesday, January 18, 2022	Tuesday, January 18, 2022	Tuesday, March 8, 2022
Wednesday, March 9, 2022	Friday, April 1, 2022	Thursday, May 12, 2022	Thursday, May 19, 2022	Thursday, May 26, 2022

*Students who wish to retain health coverage for the fall 2021 term (through January 31, 2022) and who would like to be charged accordingly should submit the dissertation on September 9, 2021.

Admissions Policies

This section provides information about policies associated with readmission, transfers to different degree programs, and rescinding admissions.

Academic Programs

In addition to the [degree programs](#) offered with the Faculty of Arts and Sciences (FAS), GSAS offers a number of additional opportunities for study.

Registration

GSAS students are classified as resident students (full time or part time) or [non-resident students](#) and must either check in and register through the [FAS Registrar's Office](#) or apply for an alternate status through the [Non-Residential Application Portal](#). The Registrar's Office also tracks students' [year of graduate study](#) (known as G year), which is calculated from the first date of registration in GSAS.

A Note about Student Records

The Registrar's Office oversees student records, including transcripts, letters of certification, and degree and enrollment verification. Once a final degree is awarded, no changes can be made to a transcript. Students and alumni may request transcripts, letters of certification, and degree and enrollment verifications from the National Student Clearinghouse.

Visit the Registrar's Office for [**transcript ordering**](#) instructions or for more information about [**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. More information about FERPA is available in the [**GSAS Policies**](#), or from the [**FAS Registrar's Office**](#).

Degree Requirements

Common Requirements

GSAS students are required to:

- Remain continuously **registered and enrolled**.
- Maintain a satisfactory **grade-point average**.
- Provide evidence that satisfactory progress is being made toward the degree.

Continuous registration may be interrupted by academic terms of withdrawal.

All GSAS programs have residence requirements, both financial and academic, and many programs have language requirements (see [**departmental requirements**](#) for your program).

- Financial credit will not be granted for tuition paid to other universities or to other Harvard Schools.
- After completing one term as a GSAS student, former special students or students who took FAS courses under the Tuition Assistance Plan (TAP) may be eligible to apply for financial and academic **credit for coursework**.

Satisfactory Progress

Students are considered making satisfactory progress if they:

- Complete expected requirements
- Achieve a minimum **grade-point average** of B (3.0)

Programs may require additional conditions. See [**Departmental Requirements**](#) for more information.

- GSAS students must make satisfactory progress to be eligible for financial aid.

Unsatisfactory Progress

Students who have not met conditions as outlined above or stated by their department, degree requirements, or deadlines may be considered to be making unsatisfactory progress and may be withdrawn from their program.

- Students making unsatisfactory progress may not teach or receive financial aid (including federal Title IV funding).
- Students making unsatisfactory progress are considered to not be in good standing with the University.
- Students may not remain in “unsatisfactory” progress and those who do may be withdrawn from their program.

GRACE STATUS

A student making unsatisfactory progress may, with departmental endorsement, be granted the status of “grace” for one year. At the end of the grace period, the student must be making satisfactory progress, otherwise they will be considered to be making unsatisfactory progress.

- In most cases, only one period of grace will be granted to a student.
- Students in “grace” status may not hold teaching appointments.
- Students in “grace” remain eligible for institutional aid, except for federal Title IV loans and/or work-study (only students making satisfactory progress are eligible for federal Title IV funding).

Codes of Conduct

GSAS believes in creating an environment where students, faculty, and staff may live and work productively together, making use of the rich resources of the University in the individual and collective pursuit of academic excellence and personal challenge. As such, GSAS students are expected to adhere to the policies outlined in this section.

Financial Aid

This section provides information about the requirements and policies associated with financial support.

Financial support is the shared responsibility of GSAS, the academic program, and the student. Your **financial aid officer** can help you navigate the many options available.

Safety and Emergencies

This section provides policy information about Harvard's storm and emergency policies and about missing persons. Instructions on how to designate a missing person contact are also included.

Forms

Dissertation Forms

- [Dissertation Delayed-Release Request](#)

Financial Aid Forms

- [GSAS Late Fee Waiver Request](#)
- [Request for Hardship Funding](#)

Readmission Forms

- [Application for Readmission](#)
- [Application for Readmission for Degree Only](#)

Non-Resident Status Forms

- [Change in Non-Resident Status](#)
- [Cancellation of Non-Resident Status](#)

Registration/Enrollment Forms

- [Application for Part-time Study](#)
- [Petition for Extension of Time for an Incomplete Grade](#)
- [Petition to Add and/or Withdraw from a Course After the Add/Drop Deadline](#)
- [Student Withdrawal Notice](#)

Governance

On this page:

- [Expectations of Conduct](#)
 - [Procedures for Disciplinary Cases](#)
 - [Possible Outcomes](#)
 - [Disciplinary Statistics](#)
 - [Related Contacts and Forms](#)
-

Expectations of Conduct

Summary

The section explains the expectations for conduct as a student, how policies are enforced, and how disciplinary action is taken.

GSAS believes in creating an environment where students, faculty, and staff may live and work productively together, making use of the rich resources of the University in the individual and collective pursuit of academic excellence and personal challenge. This environment is founded on the principles noted in the **Resolution on Rights and Responsibilities**, adopted by the Faculty of Arts and Sciences on April 14, 1970, which states: “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.” This community must be a tolerant and supportive one, characterized by civility and consideration for others, with high standards and expectations for the quality of interpersonal relationships as well as academic performance.

In participating in this community, GSAS students agree to:

- familiarize themselves with GSAS policies, especially those that can lead to **disciplinary action**, such as academic dishonesty, sexual and racial harassment, the use of physical violence, or lying to an officer of the University
- behave in a mature and responsible manner
- attend to their personal wellbeing, including by making responsible decisions regarding physical and mental health concerns.

Because students are expected to show good judgment and use common sense at all times, not all kinds of misconduct or behavioral standards are codified here.

Students are expected to comply with all disciplinary rules from matriculation until the conferral of the degree. A degree will not be granted to a student who is not in good standing or against whom a disciplinary charge is pending.

Enforcement of Policies

Policies are overseen by the GSAS deans and enforced by the **Administrative Board**, who consider all matters of discipline, including:

- failure to attend academic exercises regularly
- failure to maintain a **satisfactory academic record** or make satisfactory progress toward the degree
- neglect of **academic work or requirements**
- violation of the rules of the Graduate School 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)
- other conduct that departs from generally accepted standards of integrity and behavior.

The Administrative Board meets during the academic year to consider disciplinary cases and recommend courses of action.

Procedures for Disciplinary Cases

This section lists the steps when disciplinary action is taken.

1. GSAS LEARNS OF THE CASE

A faculty member, administrator, or other Harvard official, or student reports to the dean of students an incident that appears to violate Harvard rules or standards of conduct. Any student who learns that a report has been made against them should contact the dean of students immediately to begin the process in an open and cooperative way.

2. THE STUDENT RECEIVES A “CHARGE” LETTER

The dean of students will communicate with the student, explaining that they have been accused of violating Harvard rules or standards of conduct and asking that they prepare a statement in response. Any written material submitted by the person reporting the charges to the dean of students will be shared with the student.

3. THE STUDENT AND THE DEAN OF STUDENTS CONSULT

A crucial early step is the conversation between the student and the dean of students. During this conversation, the dean of students will acknowledge that the alleged infraction could result in disciplinary action and will encourage the student to be open and honest in their discussions. This should not be interpreted as a sign that the dean of students distrusts or is pre-judging the student; it is part of their job to serve a dual role as fact finder and as an advisor to the student while emphasizing that GSAS assumes students are honest about their actions and are willing to take responsibility for them.

Sometimes, a report is made that, upon investigation, turns out to be incorrect. If this is the case, it will come out during the conversation with the dean of students and the matter will most likely end there. On occasion, though, if there is a police report or a written complaint, the dean of students and the student will follow the steps below, so that the Administrative Board can formally exonerate the student—or “scratch” the case—so there will be no lingering doubt about the matter attached to the student’s record.

4. THE STUDENT DECIDES WHETHER TO ASK FOR REFERRAL TO THE STUDENT-FACULTY JUDICIAL BOARD

During the initial consultation, the dean of students will describe the **Student-Faculty Judicial Board** so that the student can decide whether to have the case referred to the Student-Faculty Judicial Board.

5. THE STUDENT WRITES A STATEMENT

It is vital that the student tells the story of the disciplinary case in their own words and reflect carefully on their actions. Conversations with the dean of students will help prepare the student to write the statement. In general, the student should plan to do three things:

A. Tell the story. The student should write an account of the facts of what happened, being sure to distinguish between what they know themselves and what they have learned from other sources (friends, others present at the time, police reports, etc.). The student should explain what they were thinking at the

time.

B. Reflect on it. The student should reflect on what happened now that they have had time to reconsider their actions. Because an accusation was made, something seems to have gone wrong—a rule was broken, someone was hurt, or something was damaged. If possible and relevant, the student should clearly state their understanding of why their actions broke a rule or violated a standard, for example. The Administrative Board is as interested in the student’s understanding after the fact as it is in their honest account of what happened and what they were thinking at the time.

C. Draw some lessons. In writing a statement, a student should confirm what they learned from the incident and what they would do differently in the future if faced with similar circumstances, remembering that the statement will be read by the Administrative Board; while a court of law may be interested in establishing guilt or innocence, the Administrative Board wants to know whether and how a student has grown or changed as a result of their experience.

This statement may be shared with the person who made the initial complaint. If this person responds, the student will have the opportunity to write a rebuttal, which may also be shared with the same person.

A final piece of advice: While the Administrative Board wants to know what happened and what the student thinks about it, the student should include only what is necessary to accomplish that goal without drafting an overlong statement. Again, the dean of students is a good resource in determining how much to include. Since the dean of students (and the student, if they decide to attend) will be at the Board’s meeting, the dean can supply additional information to enhance the Board’s understanding of the case. The Board will also reach out for more information, if needed, before issuing a ruling.

6. A DATE FOR THE BOARD MEETING IS SET

Board members and the student agree upon a meeting time and date that is convenient for all.

7. THE BOARD HEARS THE CASE

Disciplinary cases are considered in private. A student charged with misconduct has the right to appear before the Administrative Board in any disciplinary matter, except for **Title IX** allegations. The student is not required to appear; however, the option should be discussed with the dean of students. Most students decide to appear based on one of these considerations:

- Will their presence at the Board meeting and their conversation with the Board help the Board members understand the case better than the student’s statement and the oral report will?
- Will appearing at the Board meeting add anything to the student’s peace of mind about the conduct and progress of their case?

Individuals wishing to attest to the character of a student ordinarily will be allowed to do so in written form only.

Please note that cases involving Title IX complaints will follow the FAS Sexual and Gender-Based Harassment Policy and Procedures.

If the student decides to appear:

- A. The student may ask a personal advisor in addition to the dean of students to accompany them to the Board meeting. The advisor must be an officer of the University. The role of the advisor is to support the student.
- B. The student (and the advisor, if one has been chosen) attends the meeting at a time agreed to with the dean of students. The dean of students will meet the student and come into the meeting with them.
- C. The dean of GSAS, as chair of the Board, will introduce themselves to the student and outline the procedures.
- D. The dean of students will report the case orally, reviewing the facts and summarizing conversations with the student; the dean will ask if the student has anything to add. Then, if the student is willing, Board members may ask questions. When the question period is over, the dean will again ask if the student wishes to add or emphasize anything.
- E. If relevant and appropriate, the members of the Board may ask questions of the advisor.
- F. The student and the advisor, if there is one, are excused from the meeting. The dean of students will make arrangements to contact the student after the Board has considered the case.

In factually complex cases, the Board may establish a subcommittee. In those instances, the student's appearance will normally occur before the subcommittee and not the entire Board. For more information about subcommittee cases, please contact the dean of students.

8. BOARD CONSIDERATION AND DECISION

The Board will discuss the case to determine if a violation of Harvard's rules or the GSAS **codes of conduct** has occurred. A member of the Board will offer a motion (a range of motions are often offered), and the chair will call for the vote. In serious disciplinary cases, the chair requires at least a two-thirds majority on the vote. The dean of students does not vote on the case.

When reviewing a disciplinary case, the Administrative Board may consider any information that, in its judgment, will help its understanding of the situation.

9. INFORMING THE STUDENT

Almost invariably, the dean of students will contact the student shortly after the Board meeting ends. This is usually a brief conversation to inform the student of the decision and how the Board arrived at it, but it may go on longer if the student has questions about the decision, how the Board viewed the case, and what the ramifications of the vote may be. Shortly after this, the dean of students will send the student a formal letter,

stating the Board's decision and summarizing its understanding of the case. A copy of this letter, along with the student's statement and any other relevant documentation, goes into the student's confidential file as a record of the case.

Ordinarily, deliberations of the Administrative Board on matters of discipline will not be discussed with anyone not on the Board. Individual Board members' attitudes or votes will not be revealed. The student's department will be informed of the student's status resulting from Administrative Board action.

Should situations arise that are not covered by these rules or in which the application of these rules seems inappropriate, the Administrative Board may formulate an appropriate *ad hoc* procedure.

In cases involving Title IX complaints, the Administrative Board follows the **FAS Sexual and Gender-Based Harassment Policy and Procedures**.

Possible Outcomes

The Board's decisions are governed by GSAS's policies and guided by standard responses and considerations of equity. Every effort is made to provide fair treatment of each graduate student relative to all other graduate students. To take action, the Board must be sufficiently persuaded that the student has violated the rules of the Faculty. The Board's decisions generally depend on two criteria:

1. the seriousness of the infraction
2. extenuating circumstances, including the extent to which a student has had similar trouble before.

Disciplinary action requires a majority vote of the eligible members present; in serious disciplinary cases, a two-thirds majority is required. Ordinarily, a close vote will lead to further consideration of the case by the Board, after which another vote may be taken.

The Board may take the following actions:

- **Scratch:** If nothing wrong occurred or there are no grounds for action, a decision of scratch is recorded in a student's file.
- **Take No Action:** This action indicates that a serious accusation was made but was not or could not be substantiated.
- **Admonition:** A reprimand that becomes part of the student's official record but is not considered a formal disciplinary action. Admonition is not recorded on a student's transcript.
- **Probation:** Probation is a serious warning to students whose conduct gives cause for concern intended to spur the student to resume satisfactory behavior. If, at the end of a set period of time, satisfactory conduct has been maintained, the student will be relieved from probation. Failure to meet the conditions of probation is a

grave matter and will ordinarily result in requirement to withdraw. Probation appears on the student's transcript during the length of the probation. Once the probation is completed, the notation is removed from the transcript.

- **Requirement to Withdraw:** Action taken in serious disciplinary cases indicating that the student's behavior is unacceptable in this community. Requirement to **withdraw** is normally effective immediately upon the vote of the Administrative Board. A student who is required to withdraw is not in good standing until readmitted. Before the Administrative Board, the student's department, and the dean of GSAS approve **readmission**, the student must ordinarily be away from GSAS for at least two terms, must demonstrate an acceptable record of performance during the absence, and must request readmission in writing. The requirement to withdraw appears on the student's transcript during the length of the requirement to withdraw. If readmitted, the reason is removed from the transcript, however, the fact that a student was withdrawn for a time is permanently noted on the transcript.
- **Dismissal:** Action taken in serious disciplinary cases whereby a student's connection with the University is ended by a vote of the Faculty Council. The Board votes in favor of a requirement to withdraw with a recommendation to the Faculty Council that the student be dismissed. Dismissal does not necessarily preclude a student's return, but readmission is granted rarely and only by vote of the Faculty Council. A dismissed student is not in good standing until readmitted. Dismissals are permanently noted on a student's transcript.
- **Expulsion:** The most extreme disciplinary action possible, signifying that the student is no longer welcome in the community. The Board votes in favor of a requirement to withdraw with a recommendation to the Faculty Council that the student be expelled. A student who is expelled can never be readmitted or restored to good standing. Expulsions are permanently noted on students' transcripts.

Reconsideration

A student may request that the Administrative Board reconsider its decision, provided that new and relevant information becomes available or that reasonable evidence of a procedural error exists. Students who believe they have sufficient grounds for reconsideration should first consult with the dean of students. Reconsideration of a disciplinary decision must be filed with the dean of students or the secretary of the Administrative Board within one week of the decision, unless, within that week, the dean or secretary grants an extension of time. Ordinarily, students will have only one opportunity to request a reconsideration of a decision.

Appeals

APPEALING DECISIONS TO THE ADMINISTRATIVE BOARD

Graduate students may appeal decisions of their academic departments and of the GSAS administration to the Administrative Board.

APPEALING DECISIONS MADE BY THE ADMINISTRATIVE BOARD

A student who is required to withdraw for more than one term can appeal to the FAS Faculty Council if:

- the Administrative Board made a procedural error that may change the outcome of the decision; or
- based upon a review of the annual disciplinary statistics of the Board, the sanction imposed was inconsistent with the Board's usual practices.

All appeals need to be filed with the secretary of the Faculty within one week of the Administrative Board decision. A student may not seek reconsideration following the filing of an appeal.

If a student's request for reconsideration by the Administrative Board was denied, the student must file an appeal of the decision with the **secretary of the faculty** within one week.

Once a student has been awarded a degree from GSAS, they may not ask the Administrative Board to reconsider a decision or appeal to the Faculty Council. Further information about the appeals process can be obtained from the **secretary of the faculty**.

In keeping with Section 504 of the Rehabilitation Act of 1973, a student with a disability who believes that the Administrative Board did not properly consider any claims pertaining to his or her disability may seek further review from the director of University Disability Services, including in disciplinary case decisions. For information on grievance procedures, visit **University Disability Services**.

Any student, faculty member, or administrative officer who has an inquiry, suggestion, or complaint may address it to the **Commission of Inquiry**.

Disciplinary Statistics

The statistics below reflect the period from 2010 to 2018:

TOTAL CASES (26)

- Academic Dishonesty (19)
- Social Behavior (6)
- Academic/Administrative Procedure (1)

TAKE NO ACTION (5)

- Academic Dishonesty (5)

- Social Behavior (0)

ADMONITION (8)

- Academic Dishonesty (7)
- Social Behavior (1)

PROBATION (7)

- Academic Dishonesty (3)
- Social Behavior (3)
- Academic/Administrative Procedure (1)

REQUIREMENT TO WITHDRAW (5)

- Academic Dishonesty (3)
- Social Behavior (2)

DISMISSAL (0)

- Academic Dishonesty (1)
- Social Behavior (0)

EXPULSION (0)

- Academic Dishonesty (0)
- Social Behavior (0)

Check-In and Registration for Resident Students

On this page:

- **[Registration and Enrollment Policy](#)**
- **[Veterans Benefits and Transition Act of 2018 S.2248 Section 103.1.\(b\)](#)**

- **Registration Holds**
 - **Registration Late Fees**
 - **Related Contacts and Forms**
-

Students who are registered and enrolled in courses (including Reading and Research or time-equivalent courses) and who are engaged in full-time degree work, regardless of their physical location, are considered resident students. Resident students must **check in and register** via **my.harvard.edu** for four courses (16 credits), regardless of whether they are taking courses, conducting research, or teaching (see the **Academic Calendar** for deadlines).

Students engaged in degree work full-time, primarily with non-Harvard resources, for the majority of an academic term, must apply for **non-resident status**.

- A semester-long course that meets every week typically equals four credits.
- Students should have accepted their financial aid and the associated terms and conditions prior to registration. Contact the **Office of Financial Aid** if you have questions.
- Resident students may apply to **waive** the Harvard University Student Health Insurance Plan provided by Blue Cross Blue Shield of Massachusetts. Resident students residing outside Massachusetts can receive a 50% discount on the **Student Health Fee**.
- Students should meet with an advisor prior to registration.
- Students who do not **check in** by the deadline will incur a \$50 late check-in fee.
- Students who do not **register** will incur a \$40 per week late registration fee, will be charged tuition from the beginning of the term, and may be placed on an **involuntary leave of absence** also known as administrative leave.
- Students enrolling after the course registration **deadline** must follow the add process in **my.harvard**.
- Students cannot register at another Harvard School or academic institution or enroll in more than one degree program at GSAS or elsewhere (students participating in a **combined degree** program should see **Study at Another Harvard School** in the **Non-Resident Student** section).

- In certain circumstances, GSAS may require that, prior to enrollment, a student meet the terms or conditions set forth in a written contract. See **Leaves of Absence** for more information.

Veterans Benefits and Transition Act of 2018 S.2248 Section 103.1.(b)

As of August 1, 2020, Harvard University adheres to the requirements of and complies with S2248 PL 1150497 Section 103. Harvard University does not impose late fees on any student and will not impose a late fee on students utilizing Chapter 33 and Chapter 31 benefits. Additionally, Harvard University will not prevent a student from attending classes or demand payment in advance for funds expected to be paid by the VA until at least 90 days post-certification. Under this policy, Harvard University defines a covered individual as any student that has notified the University that they are eligible to receive Chapter 33 or Chapter 31 benefits in writing prior to the start of the academic term in which they plan to use those benefits. Covered individuals will see the amount anticipated from the VA on their student account in the form of Anticipated Aid for Chapter 33 or a third-party deferment for Chapter 31. If the VA fails to pay 90 days post-certification, Harvard reserves the right to require payment from the student directly.

Registration Holds

Students cannot register if they have a hold on their student account. Failure to clear a hold by the course registration deadline will result in late fees.

1. An **Advising Hold** indicates that a student has not been approved by an advisor to register. Students should contact their advisor or department.
2. A **Financial Hold** indicates an unpaid or unaddressed student account balance. Students should contact their **Financial Aid Officer**.
3. A **Medical Hold** indicates a student has not submitted required **immunization documents** to HUHS Health Information Services/Medical Records.
4. An **HIO Hold** indicates that an international student has not presented the necessary credentials to the **Harvard International Office**.
5. An **Admissions Hold** indicates that required official transcripts have not been submitted to the **Office of Admissions**.
6. A **Financial Responsibility Agreement (FRA) Hold** indicates that the agreement has not been approved.

7. A **Title IX Training Hold** indicates that required training has not been completed. **[Hold will not be in place for academic year 2020-2021]**
8. A **Registration Survey Hold** indicates that the assigned survey has not been submitted. **[Hold will not be in place for academic year 2020-2021]**

Registration Late Fees

The following late fees are assessed, if necessary, by the FAS Registrar's Office during the fall and spring term:

- **Late check-in fee:** Students who do not check-in by the deadline indicated on the **GSAS Academic Calendar** will be charged a \$50.00 late fee to their student account.
- **Late registration fee:** Students who do not complete registration by the deadline indicated on the **GSAS Academic Calendar** will be charged a \$40.00 fee each week late to their student account.
- **Late add/drop fee:** Students who add/drop courses after the "add/drop without fee" deadline indicated on the **GSAS Academic Calendar** will be charged a \$10.00 late fee to their student account.

It is the student's responsibility to review the **GSAS Academic Calendar** and meet these deadlines. Failure to review the calendar is not a valid reason to request a waiver of late check-in/registration fees. A student may request the late fees be waived under any of the following conditions:

1. A student is experiencing financial hardship and is actively engaging with the **GSAS Office of Financial Aid**.
2. Late financial aid grant or loan processing resulted in a registration hold that prevented registration.
3. Personal misfortune involving injury, illness, death in the family.
4. A student was actively engaged in Military Service, or other similar public service duties during the check-in/registration period and such duties prevented registration.
5. University error prevented registration--for example, if a student was advised incorrectly by a faculty/staff member, which prevented registration.
6. A student attempted to check-in and/or register on time, exercised reasonable diligence in an effort to complete registration within the designated period but was

prevented from doing so by circumstances beyond their control.

Late fee waiver requests must be submitted by the last business day of the term in which the late fee was incurred.

Please note: By the seventh Monday of the term, students must register for the minimum required course load, withdraw from their academic program, or submit an application for non-resident status. Those who fail to do so are subject to disciplinary action and may be placed on an **involuntary leave of absence**, also known as an administrative leave of absence, for the remainder of the academic term. If you meet the above waiver eligibility, please complete the **Late Fee Waiver Request Form** and gather the relevant signatures before submitting to the Office of Student Affairs at **studaff@fas.harvard.edu**. Submission of this request does not guarantee that any late fees will be waived.

Readmission

On this page:

- **Readmission to a Degree Program**
 - **Readmission for Degree**
 - **Related Contacts and Forms**
-

Former GSAS students who **withdrew or were withdrawn** from their graduate studies may apply for readmission to their degree program or for the degree. Readmission cannot be completed until all fees, overdue loan payments, and other indebtedness to the University have been paid.

Readmission to a Degree Program

Former GSAS students who previously enrolled in a degree program may apply for readmission to the same program if they:

- paid at least one installment of tuition
- held a registration status of withdrawn for at least one term.

Readmission is not automatic and requires the approval of the degree program and the GSAS dean for admissions and financial aid. Readmission may be conditional, requiring that the student meets specifically outlined requirements.

Consideration is given to the record of each applicant, which may include: the length of absence, the activities undertaken during the absence, and the number of student places available in the department. Additionally:

- Former students may submit up to three applications for readmission during the course of their academic careers.
- A student who was 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.

There are fees associated with readmission which include:

- a \$105 application fee
- the **facilities fee** in the last term of registration
- any outstanding balance on the student account.

Charges will appear on the readmitted student's account upon reactivation.

To Apply

Applicants for readmission should submit the materials listed below to the **Office of Student Affairs** by email or by mail. Applicants must submit their materials **by January 31** of any given year to be considered for readmission for the following fall term.

CHECKLIST AND APPLICATION MATERIALS

- Contact the degree program in which you were previously enrolled to:
 - clarify courses and exams to be taken
 - specify the time frame or duration to completion of the degree
 - confirm consent of your faculty advisor and committee
 - determine what, if any, additional supporting documentation you should submit with your application.
- Write a statement of purpose noting your reason for withdrawal, outlining your plans for further study, proposed coursework, and anticipated dissertation or research topic. Please include a timeline for completion.

- Submit one letter of recommendation from a faculty member. Faculty may submit their letter directly to the Office of Student Affairs (studaff@fas.harvard.edu).
- Obtain an official current Harvard transcript.
- Obtain any official records or transcripts of academic work, including language training, that you have done since leaving GSAS.
- Consult your **financial aid officer** to determine whether they need to provide evidence of ability to pay tuition during the enrolled terms.
- Complete the **Application for Readmission** form.

Readmission for Degree

Former GSAS students who completed all degree requirements except the dissertation defense (if applicable) and submission of the dissertation prior to withdrawal may apply for readmission for a degree in one of three degree periods: November, March, or May.

Readmitted students are enrolled “pending degree” and are expected to meet the deadlines noted in the **degree calendar**. Students who fail to submit their dissertation prior to the deadline will revert to a registration status of “withdrawn.”

There are fees associated with readmission for a degree which include:

- a \$105 application fee
- the **facilities fee** in the last term of registration
- any outstanding balance on the student account.

Charges will appear on the readmitted student’s account upon reactivation.

To Apply

Applicants for readmission for a degree should submit the materials listed below to **the Office of Student Affairs** by email or by mail. Submissions must arrive at least one month prior to the deadline for submission of degree applications to the Registrar’s Office (see **degree calendar**).

CHECKLIST AND APPLICATION MATERIALS

- Contact the degree program in which you were previously enrolled to:
 - specify the requirements for completion of the degree

- confirm consent of your faculty advisor and dissertation committee
- determine what, if any, additional supporting documentation you should submit with your application.
- Write a statement of purpose outlining your timeline of completion to degree, including the current status of your dissertation.
- Submit one letter of recommendation from your primary advisor. Your advisor may send their letter directly to the Office of Student Affairs (studaff@fas.harvard.edu).
- Obtain an official current Harvard transcript.
- Obtain any official records or transcripts of academic work, including language training, that you have done since leaving GSAS.
- Complete the [Application Readmission for Degree Only](#) form.

Master's Degrees

On this page:

- [Master's Degrees](#)
- [Credit Towards Other Degrees](#)
- [Earning a Master's Degree in a Different Program](#)
- [Related Contacts and Forms](#)

GSAS offers master of arts (AM), master of science (SM), and master of engineering (ME) degrees in a select number of programs. In addition, some programs confer a master's degree *en route* to the PhD (also known as a "continuing" master's degree, or a master's in passing):

- Ordinarily, students may receive only one master's degree from GSAS. In exceptional cases, a student may earn, with the degree-conferring program's approval, a second master's degree if they have met the requirements for the degree and paid one year of full tuition.

- A master's degree cannot be granted in an ad hoc subject.
- Master's degree students must meet all of the GSAS **common requirements**.
- Master's students 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 or in a non-resident status until all requirements are completed.
 - Once **degree requirements** have been met, master's candidates do not need to register for the term in which they submit their degree applications.
- PhD students may receive an *en route* master's degree without paying additional tuition if they earned a GSAS degree as a master's student or through the **AB/AM or SB/SM** program.
 - **How to apply for a masters in passing**.

Master of Arts

Students studying toward a master of arts (AM) degree must be enrolled full-time, complete a minimum of eight courses (32 credits) at the level required by the department, and pay full tuition for one year. Some programs have additional course requirements.

Master of Science

Master of science (SM) candidates must complete eight courses (32 credits) and pay full tuition for one year. SM candidates are not expected to continue to the PhD. Part-time SM students must complete the degree in two years.

Master of Engineering

The master of engineering (ME) degree is a two-year program of advanced courses with research leading to a master's thesis. ME candidates must complete 16 courses (64 credits), including 8 research-oriented courses at the 300-level, complete a thesis, and pay full tuition for two years. ME candidates are not expected to continue to the PhD.

Credit Toward Other Degrees

At the discretion of the program, courses completed to meet the requirement for a GSAS master's degree may count toward the academic requirements for the PhD:

- Courses completed to meet the requirements for a GSAS master's degree may not be used to meet the requirements for another Harvard degree.

- Courses completed to meet the requirements for another Harvard degree (i.e. not at GSAS) may not be used to meet the requirements for a degree at GSAS.

Earning a Master's Degree in a Different Program

A PhD candidate in one department may petition another department to award them a master's degree if that department:

- (a) has approved a policy of awarding master's degrees to students in other programs
- (b) has determined the requirements students must fulfill
- (c) certifies that the student has met the requirements and
- (d) has voted to support the student's petition and application for degree.

Doctor of Philosophy

On this page:

- [Doctor of Philosophy](#)
 - [Satisfactory Progress toward the PhD](#)
 - [G10 Enrollment Cap](#)
 - [Related Contacts and Forms](#)
-

The doctor of philosophy (PhD) degree signifies mastery of a broad discipline of learning together with demonstrated competence in a special field within that discipline. In addition to the common requirements below, PhD candidates must complete additional requirements specified by their **program**.

Academic Residence

PhD students must register full-time until receipt of the degree, for a minimum of two years. At the discretion of the program, this requirement can be reduced up to one year (eight courses: 32 credits) if **academic credit** is given for work done elsewhere. A department may appeal to the **Office of Student Affairs** to request certification of other criteria to measure the amount of progress a student has made.

English Proficiency

All incoming GSAS PhD students must demonstrate **English proficiency**. Those 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 either the iBT TOEFL or IELTS Academic speaking score.

Tuition and Fees

PhD students must pay two years of full tuition and two years of reduced tuition unless the time from the student's initial registration to completion of the degree is less than four years. In years 5 and up, students must pay the facilities fee.

General or Qualifying Examination

In most programs, students must pass a general examination or other preliminary or qualifying examinations as determined by the program before undertaking independent dissertation research. When the nature of the field and previous preparation permit, students are expected to pass these examinations by the end of the second year of full-time academic residence.

Dissertation

Many programs require that students prepare a dissertation prospectus, which must be approved by their program. Any student wishing 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 also receive the approval of their program.

Approved dissertations must be submitted to **ProQuest ETD** by the dates noted in the **degree calendar**:

- A dissertation submitted for another degree, either at Harvard or elsewhere, may not be used.
- Students writing their **dissertations** must follow Harvard guidelines.

Registration

If an approved dissertation is submitted to the **Registrar's Office** prior to the registration day for a term, a student does not need to 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.

Satisfactory Progress toward the PhD

In addition to overall **satisfactory progress** requirements, PhD students must:

- Complete expected requirements during the first two years of graduate study.
- Pass general examinations or the program equivalent by the end of the third year.
- Obtain approval of a dissertation prospectus or program-defined equivalent by the end of the fourth year.
- Produce at minimum one acceptable dissertation chapter by the end of the fifth year and each subsequent year during which a student is allowed to register.

Programs may require additional and/or more stringent conditions.

G10 Enrollment Cap

PhD candidates who have not completed the requirements for the degree by their tenth year of study will be **withdrawn**. Once the dissertation is complete, withdrawn students may apply for **readmission** to register for the purpose of receiving the degree. Exceptions may be made for students with special circumstances. For more information, students should contact their program, who may confer with the **Office of Student Affairs** to review particular circumstances.

Academic Integrity

On this page:

- **Written Work, Sources, and Citations**
 - **Violation of Examination Rules**
 - **Exclusion from a Course**
 - **Research Results**
-

This section details GSAS's academic standards and the expectations surrounding coursework, examinations, and research.

Written Work, Sources, and Citations

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 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. 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.

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 research, sources must be indicated.

Students who are in any doubt about the preparation of academic work should consult the **Harvard Guide to Using Sources**, with their instructor, or the GSAS **Fellowships & Writing Center** before submitting it. **Please note:** Students are responsible for submitting coursework on time in the manner required by the instructor and for confirming receipt of the assignment.

Submission of the Same Work to More Than One Course

Instructors expect that assignments are written especially for that course. Students who would like to submit the same or similar work to more than one course must receive written permission from all instructors involved in advance of the assignment due date. If the assignment was completed for a non-Harvard course, the student must consult with their current instructor. A student who fails to receive written permission may be required to withdraw from the class.

The instructor should send a formal communication to **Patrick O'Brien**, GSAS assistant dean of student affairs, giving permission for the student to submit the material to meet course requirements in more than one class. All instructors involved must sign the request, which will be included in the student's academic record.

Collaboration

Collaboration with others when completing assignments varies depending on the policy set by the course head. Students must assume that collaboration is prohibited unless explicitly permitted by the instructor and, if allowed, students must acknowledge the extent of any collaboration in all submitted work.

Violation of Examination Rules

Students may not communicate during an examination and no student is permitted to keep books or papers during an examination except with the express permission of the instructor or proctor. **Eating and drinking are not permitted in any exam room.** Additionally:

- Students who violate the examination rules or who behave dishonestly during an examination may be required to withdraw from GSAS.

- Students who fail to obey instructions given by an examination proctor are liable for **disciplinary action**.

Exclusion from a Course

A student who neglects any course may, after a written warning by the instructor, be excluded from the course and receive a failing grade. 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 that they have been excluded from. Students excluded from a course are denied the right to further course evaluation, including final and make-up examinations.

Research Results

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 the requirement to **withdraw** from GSAS.

The University is deeply concerned with 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**. Where required and appropriate, the University must inform sponsoring agencies of serious transgressions of their policies and of any investigations related to sponsored research; sponsors may take action independent of the University.

Enrolling in Courses

Students may enroll in 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. 300/3000 level courses are graded satisfactory/unsatisfactory (SAT/UNSAT), but at the academic department's discretion, TIME-equivalent courses may be marked as ungraded (NOG). Students enroll in courses equaling 16 credits.

- Degree candidates may register for up to six courses (24 credits) in each term without paying additional tuition at the per-course rate.
- Students are strongly encouraged to not enroll in courses that meet at the same time or overlapping times.
- A graduate student may enroll in courses labeled "Primarily for Undergraduates" with instructor approval; normally, these courses will not count toward the minimum course requirements for a higher degree.

- Students may enroll in language courses with the permission of the instructor on a **SAT/UNS basis** (see the **Academic Calendar** for deadline) after petitioning for a **change of grading status** through the Registrar's Office. Language courses taken on a SAT/UNS basis may not count toward the minimum course requirements for a higher degree.
- Students may audit courses with the permission of the course instructors.
- A **petition to add/withdrawal** will need to be submitted to the **Office of Student Affairs** for processing if after the deadline outlined in the **Academic Calendar**.

Students Departing Mid-Term

Students who plan to be away from campus for more than 50 percent of an academic term or year should apply to be a **non-resident student**.

Financial Obligations

On this page:

- **PhD Students**
 - **Resident Student Financial Obligations 2020-2021**
 - **Non-Resident Student Financial Obligations**
 - **Additional Financial Obligations**
-

PhD Students

As a requirement for the receipt of the degree, all PhD candidates must pay four terms of full tuition, four terms of reduced tuition, and the applicable facilities fee or active file fee for all subsequent terms of enrollment, unless the time from their initial registration to completion of the degree is less than four years.

- Ordinarily, full-time PhD students complete the full tuition and reduced tuition requirement in the first four years of study, and these costs are covered in full by the student aid package.

- After satisfying tuition requirements, **PhD students in residence** are charged a facilities fee each term. This includes **graduating resident students** in their last term of registration.
- If an approved dissertation is submitted to the Registrar's Office prior to the course registration deadline for a term, a PhD student need not register for that term. If a PhD student registers for a term and subsequently submits an approved dissertation to the Registrar's Office on or before the course registration deadline for that term, registration will be canceled and any tuition paid for that term will be refunded to the student account.

GSAS Master's Students

GSAS master's degree candidates are charged full tuition for each term of enrollment until receipt of the degree. As a requirement for the receipt of the degree, all GSAS master's candidates must pay a minimum of two terms of full tuition.

Part-Time Students

Part-time students are charged at a per-course rate. See [Part-Time Study](#) for more information.

Resident Student Financial Obligations 2020-2021

All students, with the exception of the SM and ME programs in Computational Science and Engineering and the SM program in Data Science:

Full Tuition	First four terms of study	\$24,724 (per term)
Reduced Tuition	Second four terms of study	\$6,429 (per term)
Facilities Fee	Years of study following completion of full and reduced tuition requirement	\$1,636 (per term)

Students in the SM program in Computational Science and Engineering:

All years \$56,528

Students in the ME program in Computational Science and Engineering:

G1 Year \$56,528

G2 Year \$28,264

Students in the SM program in Data Science:

All years \$56,528

Per-course rate for students in the SM and ME in Computational Science and Engineering and the SM in Data Science:

Tuition for one course \$7,066

Tuition for two courses \$14,132

Tuition for three courses \$21,198

Tuition for four courses \$28,264

Non-Resident Student Financial Obligations

Non-resident student financial obligations vary based on the type of non-resident status.

- **Traveling Scholars**
- **Leave of Absence**
- **Study at Another Harvard School**

Graduating non-resident PhD students are subject to the facilities fee in the **final term of enrollment**. If a student in this category has already paid the active file fee for that final term, a fee adjustment will be made to ensure that total fees paid are equivalent to the facilities fee. Unlike other students subject to the facilities fee, these students will not be required to pay the Harvard University **Student Health Fee**.

Additional Financial Obligations

GSAS students in residence are automatically enrolled in the **Harvard Student Health Insurance Program**, which has two components: the **Student Health Fee** and the **Student Health Insurance Plan**. Students who have comparable coverage from another source may elect to **waive the Student Health Insurance Plan** component. Non-resident students will be charged 50% of the Student Health Fee.

All students, with the exception of traveling scholars, those registered at another Harvard school, and those on an approved leave of absence, will be charged a \$25 **GSAS Student Council fee**. This fee funds graduate student groups and organizations, supports student summer research and conference attendance, and helps the GSAS Student Council advocate on behalf of students for concerns such as mentoring, teaching, health care, and housing. Students returning mid-year from leave, traveling scholar status, or study at another Harvard school will be assessed a fee of \$12.50 for the spring term.

Additional Financial Obligations, 2020-2021:

Student Health Fee (SHF)	Required*	\$1,206 (per year)
Student Health Insurance Plan (SHIP)	Required**	\$3,922 (per year)
GSAS Student Council Fee	Required for resident students	\$25 (per year)

* Students living outside of Massachusetts will be granted a 50 percent discount on the cost of their Student Health Fee.

Students who have comparable coverage from another source may petition to **waive SHIP.

Cross-Registration

On this page:

- **[Cross-Registration](#)**
- **[Changing Course Registrations Mid-Term](#)**
- **[Taking Classes at the Harvard Division of Continuing Education](#)**

GSAS students may cross-register for courses at other Harvard Schools (except for the **[Harvard Division of Continuing Education](#)**; interested students must apply directly) and at the Fletcher School of Law and Diplomacy at Tufts University, Brown University, and the Massachusetts Institute of Technology (MIT). Cross-registered students are subject to the rules, regulations, and deadlines for GSAS and for the other school and are graded according to the other school's grading policy. **Please note:**

- Students cross-register for Harvard courses through my.harvard. Visit the Registrar's Office **[Cross-Registration](#)** page and Harvard's Cross-Registration section of the **[course catalog](#)** (which includes a credit conversion chart) for more information and instructions on registering for courses outside Harvard.

- Ordinarily, cross-registered courses may not represent more than one-half the student's total program of study in any term. Consideration is given to students enrolled in **interfaculty PhD programs**.
- Courses must be of an advanced nature, equivalent to the courses offered "For Undergraduates and Graduates" or "Primarily for Graduates" by the FAS. Courses at MIT cannot be graduate courses of reading and research.
- Ordinarily, the course must be relevant to the student's degree program.

Changing Course Registrations Mid-Term

To change a course after the course registration deadline, students can add, edit, drop, and swap courses in **my.harvard.edu** until the deadline noted in the **Academic Calendar**. A course that is dropped by the drop deadline will not appear on a student's record.

After the Deadline

- GSAS students may petition to **add/withdraw from a course after the deadline**.
- Non-GSAS students can petition to **add/withdraw from a course after the deadline**.

Taking Classes at the Harvard Division of Continuing Education

GSAS students may register for courses in the Harvard Division of Continuing Education (DCE), which may be useful in preparing for language examinations or to fill other educational needs (DCE is comprised of Harvard Extension School and Harvard Summer School). DCE courses are not part of Harvard cross-registration.

Harvard Extension School

While GSAS students may register for courses at **Harvard Extension School**, any academic credit earned will count toward Harvard Extension School undergraduate and graduate degrees and certificate programs and may not be counted toward higher degrees granted by GSAS. Students must apply and pay tuition to Harvard Extension School; tuition payment does not count toward the minimum financial requirements for GSAS degrees.

Harvard Summer School

GSAS students may, with the approval of their departments, register for **Harvard Summer School** courses for academic credit toward a higher degree. The student must submit an **Application for Academic Credit for Graduate Work Done Elsewhere** through the Registrar's Office requesting that the work be counted toward the higher degree. **Please note:**

- Students must apply and pay tuition to Harvard Summer School; tuition payment does not count toward the minimum financial requirements for GSAS degrees.
- PhD candidates may apply for a **Harvard Summer School Tuition Fellowship**.
- Courses taken following a student's registration at GSAS will be listed on the GSAS transcript; courses taken prior to GSAS registration will not be listed, but a notation that credit was granted for courses taken will appear on the transcript, if appropriate.

Credit for Completed Graduate Work

PhD students may be eligible to receive credit for graduate work they completed at other Harvard Schools or institutions. Students must complete at least one full term of satisfactory work at GSAS before submitting an application to the Registrar's Office.

- No guarantee is given that applications will be granted.
- Only courses comparable to the level and merit of a Harvard GSAS course will be approved; credit is not given for undergraduate courses or thesis courses.

Credit for Work Done at Harvard University

Students may **apply to receive academic credit** for courses taken at Harvard University.

- Courses taken in a Harvard AB/AM or AB/SM program, at Harvard Summer School, as a GSAS special student, or as an employee under the Tuition Assistance Program (for courses taken in the Faculty of Arts and Sciences only) may be counted toward the minimum academic residence requirements for a master's degree.
- Maximum allowable credit is 4 courses (16 credits) toward a one-year master's and 8 courses (32 credits) toward a two-year master's or the PhD degree.

Credit for Work Done Elsewhere

Students may **apply to receive academic credit** for courses taken outside Harvard University.

- Maximum allowable credit is 4 courses for master's candidates and 8 courses for PhD candidates.

Storm and Emergency Conditions

The Faculty of Arts and Sciences (FAS) rarely cancels classes; however, on the very rare occasion when FAS decides to cancel classes, an announcement of the cancellation will be posted on fas.harvard.edu, my.harvard.edu, and in the **Operations Center** section of Harvard's Energy & Facilities website.

Instructional staff who need to commute should not put themselves in danger during serious storms and may choose to cancel their individual classes. In course materials, instructors may indicate how they will inform students of the cancellation of a class or section meeting and provide instructions for students who decide that they cannot make it to class. If such procedures are not provided, then the student should contact the instructor directly.

Final examinations and make-up examinations are rarely cancelled, and students should report to their examination rooms on time.

FAS offices and academic departments remain open depending on staff availability and whether critical functions are in progress. Students should contact the office to ensure it is open before going there.

Transfer to Different Degree Programs

GSAS students may apply to transfer from:

- an AB/AM or AB/SM program to a PhD program
- a master's degree program to a PhD program
- their current degree program to another

Students interested in transferring to an *ad hoc* degree program should review the **ad hoc degree program** process. Those interested in moving from one area of study to another within the same department at the same degree level should file a **Change of Subject Request Form** with the Registrar's Office. Individuals who withdrew from GSAS may apply to a different GSAS program; those interested in rejoining their previous degree program should follow the **readmission process**.

- Students may apply for transfer up to three times in their academic career, with a maximum of two times in one year.
- Students who are approved to transfer admission to a different degree program receive financial credit for tuition paid when they were previously registered and credit toward the PhD tuition requirement.

- A student who transfers from a GSAS master’s degree program to a PhD program receives financial credit toward the PhD tuition requirements.
 - 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 program.
- Students currently enrolled in a **Harvard Integrated Life Sciences** (HILS) member program who wish to transfer to another HILS program must contact the HILS office at hils@fas.harvard.edu or 617-495-9500 to set up a meeting after submitting the application.
 - Your HILS transfer application will NOT be delivered to the department unless you meet with HILS administration.

To Apply

Individuals who wish to apply to a new degree program, change their degree, or to transfer to a different degree program must complete a **GSAS application** by the **program deadline**.

As you are completing your new application, be sure to answer “Yes” and list your dates of attendance for the question “Have you ever been registered in the Graduate School of Arts and Sciences as a degree candidate?” Additional information on **completing your application** can be found on the admissions section of the GSAS website.

Part-Time Study

On this page:

- **Part-Time Study**
 - **Part-Time Tuition and Financial Aid**
 - **Part-Time Status for International Students**
 - **Part-Time Health Insurance**
 - **Related Contacts and Forms**
-

A degree candidate who wishes to enroll as a part-time student must complete an **application for part-time study** and submit it to the GSAS **Office of Student Affairs** for approval. See the **academic calendar** for deadlines.

- Before applying for part-time study, students should discuss their plans with their advisor and with their **financial aid officer**.

Part-time study may be approved if the student:

- needs to care for small children at home;
- experiences personal ill health or severe illness of other family members;
- is under extreme financial strain and has dependents;
- is a master's student in their final term of enrollment.

Tuition and Financial Aid

Part-time students are charged the appropriate per-course rate until the equivalent of two years of full tuition has 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.

Per-Course Rate 2020-2021

Tuition for one course	\$6,181
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Tuition for two courses	\$12,362
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Tuition for three courses	\$18,543
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Tuition for four courses	\$24,724
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International Students

Foreign nationals with student visas who are not officially permanent residents of the United States may register for part-time study if they:

- are in their final term of enrollment

- have three or fewer courses remaining

The application must be signed by the **Harvard International Office**.

Health Insurance

According to Massachusetts law, part-time students must 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 fees are applied to their student account.

Financial Support for PhD Students

On this page:

- **Financial Support for Phd Students**
 - **PhD Students in the Natural Sciences, Engineering and Applied Sciences, and Medical Sciences**
 - **PhD Students in the Humanities and Social Sciences Programs of the Faculty of Arts and Sciences**
 - **PhD Students in Humanities and Social Sciences Programs Offered in Partnership with Other Harvard Schools**
 - **Acceptance of Financial Support**
-

The Graduate School of Arts and Sciences offers incoming PhD students full financial support—including tuition, health insurance fees, and basic living expenses—for a minimum of five years (typically the first four years of study and the completion year). This funding package includes a combination of tuition grants, stipends, traineeships, teaching fellowships, research assistantships, and other academic appointments.

Each student is provided a Notice of Financial Support at the time of admission and is assigned a **financial aid officer**, who administers this funding and is available to assist with financial concerns. Each spring, continuing students supported by GSAS-administered funding sources are required to activate their funding for the upcoming academic year using the GSAS Student Aid Portal, an online financial aid management system.

A typical funding package* includes:

- Grants toward **tuition and the Harvard University Student Health Program** paid in full for years G1 through G4 and the dissertation completion year
- A combination of stipend, teaching fellowships, and/or research assistantships during years G1 through G4
- Summer research support from GSAS or faculty grants following the first four academic years

**In some programs, the timing and structure of living expense support may vary from this pattern.*

The initial Notice of Financial Support assumes continuous enrollment as a full-time resident student. Students may find that their actual enrollment patterns necessitate adjustments to the timing of their funding. Students wishing to defer GSAS-administered funding indicate this in the GSAS Student Aid Portal during the annual financial aid acceptance process. The options for deferring financial support vary by type of aid; please refer to the applicable sections of the financial aid policy webpages for details. **Students who are considering deferring financial support are strongly encouraged to contact their financial aid officers to review how such actions may impact their funding in future years.**

PhD Students in the Natural Sciences, Engineering and Applied Sciences, and Medical Sciences

While funding packages vary by program, PhD students in the sciences typically receive full funding until they complete their programs of study. Contact your department administrator or **financial aid officer** for details.

PhD Students in the Humanities and Social Sciences Programs of the Faculty of Arts and Sciences

See **more detailed information** about funding for students in humanities and social sciences programs of the Faculty of Arts and Sciences.

Humanities and Social Sciences Programs in the Faculty of Arts and Sciences

HUMANITIES

African and African American Studies

Classics

Celtic Literatures and Languages

Comparative Literature

East Asian Languages and Civilizations

English

Film and Visual Studies

German

History of Art and Architecture

Inner Asian and Altaic Studies

Linguistics

Music

Near Eastern Languages and Civilizations

Philosophy

Religion

Romance Languages and Literatures

Slavic

South Asian Studies

SOCIAL SCIENCES

American Studies

Anthropology

Economics

Government

History

History of Science

Human Evolutionary Biology

Middle Eastern Studies

Psychology

Social Policy

Sociology

PhD Students in Humanities and Social Sciences Programs Offered in Partnership with Other Harvard Schools

A number of humanities and social sciences PhD programs are offered in partnership with Harvard's professional schools. While funding packages vary by program, PhD students in these **interfaculty programs** generally receive at least four years of financial support for tuition, health fees, and living expenses; most programs provide **dissertation completion fellowships** as well. For more information, refer to your Notice of Financial Support or contact your **financial aid officer**.

+ Interfaculty Programs in the Humanities and Social Sciences

Architecture, Landscape Architecture, and Urban Planning

Business Administration

Business Economics

Education

Health Policy

Organizational Behavior

Political Economy and Government

Public Policy

Acceptance of Financial Support

Each student is provided a Notice of Financial Support at the time of admission and is assigned a **financial aid officer**, who administers this funding and is available to assist with financial concerns. Students are required to formally accept their financial aid offers and acknowledge their understanding of GSAS **financial aid** policies. Students should also consult their academic programs to determine whether program-specific conditions apply.

Each spring, continuing students supported by GSAS-administered funding sources are required to activate their funding for the upcoming academic year using the GSAS Student Aid Portal, an online financial aid management system. Continued eligibility for financial aid is contingent upon an annual report by the faculty that the student is making **satisfactory progress** toward the degree.

Non-Resident Students

Non-resident students fall into one of three categories:

1. Students engaged in degree work full-time, primarily with non-Harvard resources, for the majority of an academic term, are designated **traveling scholars**.
2. GSAS degree candidates who are registered and studying at a Harvard faculty other than the FAS are designated as **studying at another Harvard School**.
3. Students not engaged primarily in degree work may apply to take a **leave of absence**.

Applying for Non-Resident Status

See the **Timeline of Non-Resident Process**.

Before deciding to apply for non-resident status, students should discuss their plans with their advisors and with their **financial aid officer**.

Students are strongly encouraged to submit their non-resident applications by July 1 for fall term only/full year, and December 1 for spring only. **Please note, the date a student submits an application for leave will affect the student's health insurance coverage and charges through Harvard as outlined in the HUHS Leave of Absence/Withdrawal policy.**

- The application must be approved by:
 1. two of the following: academic advisor, graduate program coordinator (or equivalent), director of graduate studies
OR
the department chair
 2. The GSAS **Office of Student Affairs**
 3. The **Harvard International Office** (international students only)
- A new application must be filed for each new academic year.
- Once an application has been accepted, a student does not need to complete the check-in process or registration.
- Applications will not be approved if a student has an outstanding student account balance or is delinquent in repayment of a Harvard loan. If the balance is paid and the application submitted after the deadline, late fees may be charged.
- If a student has non-resident status for more than two years, the **Office of Student Affairs** will contact the students' department for more information.
- The Registrar's Office calculation of graduate-year (**G-Year**) does not stop while the student is on non-resident status.

CANCELING OR CHANGING A SUBMITTED APPLICATION

Students who wish to change or cancel their non-resident status must submit the appropriate form to the Office of Student Affairs:

- **Change in Non-Resident Status**
- **Cancellation of Non-Resident Status**

Returning to Campus

Students with non-resident status for the fall or spring term who are returning for the subsequent term must register and enroll online as a resident student by the deadlines indicated in the [Academic Calendar](#).

Access to Harvard Library and Email for Non-Resident Students

Non-resident students retain access to their University email address, however, access to [Harvard Library](#) resources vary based on status and the tuition/fees paid.

Status (Tuition/Fees Paid)	Library Admittance	Borrowing Privileges	E-Resources
LEAVE OF ABSENCE (FACILITIES FEE)	FULL ACCESS	FULL PRIVILEGES	FULL ACCESS
LEAVE OF ABSENCE (ACTIVE FILE FEE)	<u>ALUMNI ACCESS</u>	<u>ALUMNI PRIVILEGES</u>	<u>ALUMNI ACCESS</u>
TRAVELING SCHOLARS (FACILITIES FEE AND ACTIVE FILE FEE)	FULL ACCESS	FULL PRIVILEGES	FULL ACCESS

Rescinding Admissions

By accepting the offer of admission, students join a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change, and they thereby agree to abide by the GSAS [Codes of Conduct](#). For example, academic dishonesty, sexual and racial harassment, the use of physical violence, or lying to an officer of the University are violations of the principles on which the University is founded and may result in disciplinary action.

If an admitted candidate for admission has made misleading, incomplete, or inaccurate statements, submitted false material in connection with the application, or has been found to have engaged in academic or personal conduct that is inconsistent with the preceding paragraph, Harvard University will take appropriate action, which could include rescinding an offer of admission or revoking a degree. Newly admitted candidates are expected to inform the Office of Admissions of any past or present conduct that is inconsistent with these standards.

- If a misrepresentation is discovered after a student has registered, the case will be reviewed by the dean of student affairs and, if appropriate, by the [GSAS Administrative Board](#), who will determine the action to be taken.
- If the discovery occurs after a degree has been awarded, the case will be reviewed by the dean of student affairs and, if appropriate, by the GSAS Administrative Board, who will determine the action to be taken, and the degree may be rescinded.

English Language Proficiency

On the page:

- [English Language Proficiency](#)
 - [Proficiency Levels](#)
 - [Reevaluation and Timeline for Meeting the Requirement](#)
 - [Related Contacts and Forms](#)
-

Because graduate students need to communicate their ideas in multiple ways, GSAS requires that PhD students who are non-native English speakers and who received their undergraduate degree from a non-English speaking institution demonstrate a minimum level of oral English language proficiency.

Language and communication specialists in the [Professional Communication Program for International Teachers and Scholars](#) at the [Derek Bok Center for Teaching and Learning](#) collaborate with GSAS in helping students meet this requirement. Students must demonstrate the required minimum proficiency level in order to work as teaching fellows.

Proficiency Levels

Students are categorized based on their TOEFL iBT speaking score and/or IELTS Academic speaking score noted in the GSAS admissions application.

- **TOEFL iBT speaking score of 26 and above or IELTS 8 and above**—GSAS oral English language requirement is met.
- **TOEFL iBT speaking score between 23 and 25 or IELTS 7 to 7.5**—students should schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning. Students who have not met the minimum level will be advised on appropriate resources or oral communication skills courses they can take in order to meet the requirement.
- **TOEFL iBT Speaking score of 22 and below or IELTS 6.5 and below**—students should schedule an oral proficiency interview in their first term of study with language specialists at the Derek Bok Center for Teaching and Learning and will likely need to take an oral communication skills course.
- **Covid-19 Pandemic: TOEFL or IELTS Score Delays**—students who have not yet submitted scores due to circumstances related to the Covid-19 pandemic are invited

to an oral proficiency interview with a language specialist. Students who have not met the minimum oral proficiency level will be advised on appropriate resources or oral communication skills courses they can take in order to meet the requirement.

Whether you have met the English language requirement or still need to develop your oral English proficiency, you may **schedule a consultation** to discuss your English communication skills and get connected to available resources

Reevaluation and Timeline for Meeting the Requirement

Students who have not met the requirement may be re-evaluated after taking an oral communication skills course or after waiting one year.

Depending on a student's incoming proficiency level and other factors, it may take more than one term to meet the requirement. As students plan their academic and research schedules, they should factor in time for oral English language proficiency development, especially considering when they expect to teach. Students should consult their department and/or advisor if they need extra support to improve their speaking skills.

For more information about understanding English language proficiency and incoming language test scores please see this **guide for departments** and this **guide for students** created by our colleagues at the Bok Center.

Year of Graduate Study (G-Year)

On this page:

- **Year of Graduate Study (G-Year)**
- **G10 Enrollment Cap**
- **Adjustment to G-Year**
- **Related Contacts and Forms**

A student's time in graduate study is measured by G-Year, which refers to the number of years of graduate study. For example, a student in their first year is a G1, in their second year a G2, and so on. Both the Registrar's Office and academic programs track G-Year, which may diverge if the academic program approves an adjustment.

G10 Enrollment Cap

PhD candidates who have not completed the requirements for their degree by their tenth year of study will be **withdrawn**. Once the dissertation is complete, withdrawn students may apply for **readmission** to register for the purpose of receiving the degree.

- Exceptions may be made for students with special circumstances. For more information, students should contact their program, who may confer with the **Office of Student Affairs** to review particular circumstances.

Adjustment to G-Year

A program may grant a student a G-Year adjustment to their Departmental G-Year in certain circumstances; students should reach out to their program for more information. If approved, the adjustment will apply to the G10 enrollment cap and, if applicable, to when the student invokes guaranteed teaching and applies for a dissertation completion fellowship. G-Year adjustments are not accompanied by additional funding but are aimed at providing students more time to meet academic deadlines/milestones, by delaying them one year, such as:

- In department X, "general exams should be taken at the end of the third year." A student in Registrar G4 (cumulative-time), who has been adjusted to a Departmental G3, will have approximately one extra year to complete their general exams.
- In department Y, students "must submit their prospectus by the end of their G4 year." A student in Registrar G5 (cumulative-time), who has been adjusted to a Departmental G4, will have approximately one extra year to submit their prospectus.

Please contact your **financial aid officer** to discuss your specific situation.

Students who desire a change in their department G-Year based on a reason below should contact their program to submit a formal request; the program will confer with the Office of Student Affairs. A leave of absence may not be necessary to receive an adjustment for a medically documented illness, childbirth or major family-related issues, or other disruptions.

DISRUPTION CAUSED BY THE COVID-19 PANDEMIC

An adjustment of one year can be made to the department G-year for students whose academic progress has been impacted by the **COVID-19 pandemic**.

DELAYED START DUE TO VISA PROCESSING

An adjustment of one year to the department G-Year can be made if a student experiences delays in visa processing, which delayed the start of their graduate work. This does not apply to students who have been approved to defer for one year.

MEDICALLY DOCUMENTED ILLNESS

An adjustment of one year to the department G-Year can be made for a medically documented illness. Documentation must be submitted to the Accessible Education Office (AEO) providing an explanation of the illness signed by the attending physician. **Contact the AEO** for details.

CHILDBIRTH OR MAJOR FAMILY-RELATED ISSUES

An adjustment of one year can be made for childbirth or other major family-related interruptions of timely progress to the degree.

ACTIVE MILITARY SERVICE

An adjustment to the department G-Year can be made for the years a student is on active military service.

COORDINATED DEGREE PROGRAM

An adjustment to the department G-Year can be made for the years in which a GSAS student is participating in the MD/PhD or JD/PhD Coordinated Program.

BEGINNING A DOCTOR OF PHILOSOPHY PROGRAM FROM A GSAS MASTER'S PROGRAM

Students entering a PhD program from a GSAS master's program will start as a G1 Departmental G-Year. Their Registrar G-Year will still reflect as a G2 or G3, depending on how long their master's program was, simply to track their cumulative time with GSAS.

OTHER DISRUPTIONS

An adjustment to the department G-Year can be made in consultation with the **Office of Student Affairs** for students who suffer disruptions to their academic progress due to circumstances beyond their control. Documentation may be requested.

Leave of Absence

Students not engaged primarily in degree work are considered on Leave of Absence. Leaves of Absence fall into two categories:

- **Voluntary Leaves**, including medical leave and family leave
- **Involuntary Leaves**

While on Leave of Absence

- Students on a leave of absence, like registered students, are expected to maintain a satisfactory **standard of conduct**.
- The Registrar's Office calculation of graduate-year (**G-Year**) does not stop while the student is on a leave of absence. Students may request a **G-Year adjustment** through their academic program administrator or graduate program coordinator.
- Students on a leave of absence ordinarily may be charged facilities fees and/or active file fees (see chart below), and thus may have access to Harvard Library and email as set forth in the section on **Non-Resident Students**. They also may be charged rent, if they are residing in **Harvard University Housing**. GSAS grants to cover such fees are usually not available to students on leave.
- If instructed by the GSAS dean of students, a student on leave must remain away from the campus and may not participate in any University activities. Such students will not be eligible to reside in Harvard housing and will be charged an active file fee, but not a facilities fee.
- Students may not reside in GSAS residence halls while on a leave of absence. Current residents must notify the **Office of Residential Life** within five days of being approved for or placed on a leave of absence.
- Repayment of educational loans cannot be deferred while on leave unless the student is registered at another school. Existing student loans may go into loan repayment during leave.
- Students on a leave of absence may apply for and receive a degree, however, they must pay the facilities fee during their final term of enrollment prior to the conferral of their degree.

Financial Obligations While on Leave of Absence 2020-2021

Facilities Fee	Charge for non-resident leave status with full access to Harvard Library resources	\$1,636 (per term)
Active File Fee	Charge for non-resident leave status with alumni access to Harvard Library resources	\$150 (per term)

See a complete description of Harvard Library access for non-resident students in the **non-resident students** section.

Health Insurance

The date a student goes on leave will affect the student's health insurance through Harvard as outlined in the **HUHS Leave of Absence/Withdrawal policy**.

Fellowships

Students are encouraged to apply for appropriate Harvard and outside fellowships throughout their enrollment. GSAS **provides guidance** to and information for graduate students seeking funding for research support, language study, and multiple-year general and dissertation-writing support.

Campus Property, Facilities, and Resources

As a GSAS student, you have access to Harvard University resources for learning, teaching, and research. These include, but are not limited to:

- Classrooms
- Computer labs
- Libraries
- Recreational and social spaces
- Computers and other technology belonging to the University
- Archival and other research materials
- Laboratory spaces and equipment

GSAS expects that all students will treat these resources with respect and follow any and all rules that GSAS or other Harvard University departments set forth for their proper use.

Trademarks and Use of Harvard's Name

The Harvard Trademark Program administers Harvard University's use-of-name policies and guidelines, which govern the manner in which Harvard Schools, departments, units, and the wider Harvard community may use the Harvard name. Students or student groups interested in using the Harvard trademark must review and abide by **Harvard Trademark Program policies**.

GI Bill Trademark Policy

Harvard University is compliant with the following trademark policy:

- The GI Bill trademark is not to be incorporated or included in company or product names, trademarks, logos, or internet domain names.
- The term "GI Bill®" is to be used solely to promote official VA benefit programs and services and must include the proper trademark symbol.
- Use of the trademark attribution notice, indicating that the mark and all associated services belong to VA, is required and shall be taken as evidence that use of the mark is in good faith.
- No entity shall use the GI Bill trademark in any manner that directly or indirectly implies a relationship, affiliation, or association with VA that does not exist.
- Disparagement or misrepresentations of VA services through use of the mark, or by the use of confusingly similar wording, are strictly prohibited.

Missing Persons Policy

As required under federal law, GSAS will immediately refer to the **Harvard University Police Department** (HUPD) any missing person's 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, they 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, GSAS or HUPD will:

- notify an appropriate external law enforcement agency, unless the local law enforcement agency made the determination that the student is missing;
- contact anyone the student has identified as a missing person contact (see below);

- notify others at the University, as appropriate, about the student's disappearance.

Designating a Missing Person Contact

Students residing in on-campus housing may designate a confidential missing person contact in the Personal Info tab of my.harvard.edu. Harvard will communicate with the confidential missing person contact in the event that the student is 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 treat the general emergency contact as the missing person contact.

- The confidential missing person contact information will only be accessed by authorized campus officials and by law enforcement in the course of an investigation.
- If a non-emancipated student under 18 years of age has been missing for more than 24 hours, GSAS or HUPD will contact that student's custodial parent or guardian in addition to the contact person designated by the student.

Interfaculty Programs

GSAS offers [PhD degree programs](#) in cooperation with other Harvard Schools:

- Harvard Business School
- Harvard School of Dental Medicine
- Harvard Divinity School
- Harvard Graduate School of Design
- Harvard Graduate School of Education
- Harvard Kennedy School
- Harvard Medical School
- Harvard T. H. Chan School of Public Health

Students enrolled in these collaborative programs are PhD candidates in the Graduate School of Arts and Sciences and as such are subject to the rules and regulations of GSAS and the Faculty of Arts and Sciences.

IvyPlus Exchange Scholar Program

On this page:

- [IvyPlus Exchange Scholar Program](#)
 - [Exchange Process for GSAS Students](#)
 - [Exchange process for Students from Partner Institutions](#)
 - [Related Contacts and Forms](#)
-

Harvard GSAS will be able to host visiting exchange scholars in fall 2021. Visiting exchange scholars will be required to be full-time (16 credits), on-campus, and fully vaccinated against COVID-19 before arriving on campus. Harvard GSAS will not be able to host exchange scholars who are remote, or part-time.

The IvyPlus Exchange Scholar Program allows GSAS students to study and work for a term or academic year with faculty at one of 10 participating schools:

- University of California, Berkeley
- Brown University
- University of Chicago
- Columbia University
- Cornell University
- Massachusetts Institute of Technology
- University of Pennsylvania
- Princeton University
- Stanford University
- Yale University

Students from partner institutions may apply to study with Harvard faculty.

GSAS Students

Courses taken while participating in the Ivy Plus Exchange Scholar Program are recorded on the student's Harvard transcript. Exchange scholars receive benefits available to the host institution's resident graduate students, including access to libraries, laboratories, health services, and athletic facilities.

Before applying, discuss the IvyPlus Exchange Scholar Program with your advisor or academic program, then express interest by contacting the relevant department at the host institution and identifying an advisor.

Applying

1. Complete the **IvyPlus Exchange Scholar Program application**. (Pages 2-4 in the application)
2. Get the application approved and signed by your academic advisor and your department chair or director of graduate studies. (Page 5 section B in the application)
3. Email the signed application to the GSAS Office of Student Affairs at **studaff@fas.harvard.edu** for approval. (Page 5 Section C)
4. Applications with completed Harvard signatures will then be forwarded by the Office of Student Affairs to the host institution.

Applications for the fall term or the entire academic year are due in early July. Applications for the spring term are due in early December.

Tuition and Health Coverage

Harvard students participating in the IvyPlus Exchange Scholar Program are charged the appropriate GSAS resident tuition and remain eligible for GSAS financial aid. They are also charged Harvard University Student Health Program fees, which remain on the student account unless the **fees are waived**. Students may prefer to enroll in the health insurance program at the host institution and waive the Harvard fees. Students are responsible to read welcome materials and onboarding information sent by the host institution which may indicate enrollment in the host institution's student health insurance plan, and how to waive the plan if necessary.

Students from Partner Institutions

The IvyPlus Exchange Scholar Program operates during the fall and spring terms only. Students are not expected to be in residence during the summer. Applications for the fall term or the entire academic year are due in early July. Applications for the spring term are due in early December.

Students from other institutions who participate in the IvyPlus Exchange Scholar Program are enrolled in the Harvard University Student Health Program and charged for the Student Health Insurance Plan coverage and for the Student Health Fee. Those with comparable insurance elsewhere may **waive** health insurance coverage, however, the Student Health Fee may not be waived.

Regulations regarding employment for international students apply at both the student's home and host institution. International students may be allowed to work on campus up to 20 hours per week, but approval must be granted by the home institution's foreign student advisor. All students can check with their host department to see if teaching opportunities are available.

Applying

1. Follow all policies at your home institution and complete the **IvyPlus Exchange Scholar Program application** with your home institution's signatures.
2. The administrative contact from your institution (**Pages 7-9 on the application**) should forward the application to GSAS Student Affairs at **studaff@fas.harvard.edu**.
3. GSAS Student Affairs will reach out to indicate if your application has been approved and to lay out next steps regarding enrollment.

Applications for the fall term or the entire academic year are due in early July. Applications for the spring term are due in early December.

Tuition and Health Coverage

Students from other institutions who participate in the IvyPlus Exchange Scholar Program are enrolled in the Harvard University Student Health Program and charged for the Student Health Insurance Plan coverage and for the Student Health Fee. Those with comparable insurance elsewhere may **waive** health insurance coverage, however, the Student Health Fee may not be waived.

Regulations regarding employment for international students apply at both the student's home and host institution. International students may be allowed to work on campus up to 20 hours per week, but approval must be granted by the home institution's international office. All students can check with their host department to see if teaching opportunities are available.

Extending Your Stay

To extend a stay at Harvard as an exchange scholar, a new application is required for each term or academic year.

AB/AM, AB/SM Programs

Certain departments allow Harvard College students the opportunity to apply to the Graduate School of Arts and Sciences for a master's degree pursued concurrently with the bachelor's degree. Interested students should visit the Office of Undergraduate Education website for more information on **concurrent master's**.

Participants remain registered in Harvard College. If, after they earn both bachelor's and master's degrees, they are admitted to a GSAS PhD program, they are considered second-year graduate students and will receive two terms of credit towards their tuition schedule.

HOW TO APPLY

Interested undergraduates should speak with an advisor in the relevant department and review the **concurrent master's** information on the Office of Undergraduate Education website.

When ready, students should apply through the **GSAS Applicant Portal**.

Applying to a Degree Program

Current AB/AM or AB/SM students who are interested in enrolling in a GSAS graduate program must apply at **GSAS Applicant Portal**.

Combined Degree Programs

While students **cannot be enrolled in more than one Harvard School at a time***, GSAS enables PhD students to coordinate their studies to earn a JD from Harvard Law School through the JD/PhD program or an MD from Harvard Medical School through the MD/PhD program. Students enrolled in the MS/MBA program earn an MBA from Harvard Business School in addition to the master of science.

Students must follow the GSAS **registration and enrollment policies** while studying toward their PhD or master's degree.

**See MS/MBA programs below for exceptions to this policy.*

JD/PhD Coordinated Program

Students completing the **JD/PhD Coordinated Program** receive a JD from Harvard Law School (HLS) and a PhD from GSAS. Prospective students must apply to and be separately admitted to **HLS** and **GSAS** before applying to participate. The program is also open to current GSAS PhD candidates who have the support of their GSAS academic department and advisor.

PhD students who wish to explore the program are encouraged to contact Shelby Johnson, GSAS assistant director of student affairs at **studaff@fas.harvard.edu**.

MD/PhD Program

Students in the **MD/PhD Program** normally follow a "2-4-2" model, completing two years at HMS, followed by four or more years as a GSAS PhD student conducting dissertation research. After defending their theses, students return to HMS for two more years to complete their MD. While studying at HMS, students receive an **adjustment to their G-year**.

MD/PhD students who are ready to begin their PhD studies should follow the GSAS **registration and enrollment policies**.

MS/MBA Programs

GSAS partners with the Harvard Business School (HBS) on two joint degree programs that confer an MBA from HBS and a master of science from GSAS:

- **MS/MBA Biotechnology: Life Sciences program**
- **MS/MBA: Engineering Sciences program**, offered with the Harvard John A. Paulson School of Engineering and Applied Sciences.

Both are full-time, two-year programs. Students are required to register full-time in both Schools for the duration of the program and complete both years and all MS/MBA degree program requirements. Upon completion, students will be eligible to receive a master of business administration as well as a master of science.

- The degrees must be conferred concurrently.
- Once enrolled in an MS/MBA program, no student will be allowed to earn the master of science or master of business administration as a standalone degree.

Non-Degree Programs

GSAS offers two opportunities for **non-degree study**, as special students or visiting fellows.

All non-degree students must:

- Follow GSAS **registration** procedures.
- Adhere to deadlines on the GSAS **academic calendar**.
- Follow GSAS **codes of conduct**.

Special Students

Special students may take a maximum of four courses per term; additional courses must be approved by the Special Students and Visiting Fellows Office.

- As required by the US Citizenship and Immigration Services, special students holding a Harvard-sponsored F-1 visa must register for full-time study, equivalent to four courses per academic term.
- The **Registrar's Office** will provide a transcript of credits earned following completion of each academic term as long as the student does not have an

outstanding student account balance.

Special students are charged **full tuition** and are not eligible for financial aid.

Applying to a Degree Program

Special students may later apply for admission to a **degree program**.

- Former special students are not guaranteed admission.
- A special student admitted to a GSAS degree program may be eligible for financial credit for courses completed.
- Upon completion of one term in a GSAS degree program, students may petition their academic department to receive credit for work done as a special student; academic credit is granted only for graduate-level courses valid for the relevant degree program.
 - A maximum of eight courses may be used for credit for a PhD or a two-year master's program; a maximum of four courses may be used for credit for a one-year master's degree.

Visiting Fellows

Visiting fellows are considered full-time research students with access to Harvard University's libraries and facilities and may apply for membership in the Harvard Faculty Club.

- While visiting fellows do not take courses for academic credit, they may audit courses with the approval of the instructor and seek faculty guidance as they conduct independent research.
 - Visiting fellows are normally not permitted to audit basic skills courses such as beginning languages or computer science.
- Visiting fellows are charged **reduced tuition**, and are not eligible for financial aid.

Departmental Requirements

In addition to the **common degree requirements** expected of GSAS students, students must meet additional requirements specified by their department or program. This section provides additional degree requirements by academic program.

Secondary Fields

Secondary fields allow PhD students to broaden their course of study and enhance the competitiveness and professional reach of their degree programs (the secondary field appears on the student transcript but not on the diploma). Students engage in coursework and other activities defined by the program offering the secondary field and must meet all degree milestones and deadlines in their home PhD programs and at GSAS.

Students should first speak with their primary advisor and/or their academic program, then apply for a secondary field by completing this [secondary field form](#) and sending it to the [registrar's office](#). Please note:

- Graduate students may not complete a secondary field in their own program and may only declare one secondary field.
- Courses may count toward the secondary field and toward the course requirements for the PhD.
- Language courses taken on a satisfactory/unsatisfactory basis may not be used to fulfill secondary field requirements.

Application for Degree

On this page:

- [Application for Degree](#)
 - [Final Term of Enrollment](#)
 - [Non-Resident Status](#)
 - [Receiving the Diploma](#)
-

Students who are ready to graduate must be enrolled and pay the appropriate tuition, course rate, or facilities fee in their final term of enrollment before applying for one of three annual degree-conferral dates through [my.harvard](#) by the deadline indicated in the [Degree Calendar](#).

In unusual circumstances, late applications may be accepted during the week following the deadline:

- If a student applies for but does not receive the degree during a given degree period, they must submit a new application for the future degree period in which they intend to graduate.
- Master's students must pay full tuition or, if part-time, the per-course rate in their final term.
- PhD students interested in a master's *en route*/masters in passing must **apply** in my.Harvard by the **degree calendar** deadlines.

Final Term of Enrollment

- For November degree candidates, the preceding spring term is considered the final term of enrollment.
- For March degree candidates, the preceding fall term is considered the final term of enrollment.
- For May degree candidates, the spring term in which they apply for their degree is considered the final term of enrollment.

Non-Resident Status

- Students may be on non-resident status in their final term of enrollment.
- Non-resident students pay the equivalent of the facilities fee in their final term of enrollment.
- When applying for the degree, non-resident students who paid the active file fee in their final term of enrollment will be charged an additional fee to ensure that the total fees paid are equivalent to the facilities fee.

Receiving the Diploma

- Students who apply for the November, March, and May degree periods may receive their diplomas at the GSAS Diploma Awarding Ceremony on **Commencement Day**.
- When applying for the degree, degree candidates who choose not to receive their diploma at Commencement can pay for their diploma to be mailed to them or held for pick up at the **Registrar's Office**.

Grade and Examination Requirements

On the page:

- [The Grading System and Grade Requirements](#)
 - [Examination Requirements](#)
 - [Related Contacts and Forms](#)
-

The Grading System and Grade Requirements

Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 4-point scale:

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

E (failing grade)=0

GSAS students must maintain a grade point average of at least a B (3.00) each academic year; the grade point average is weighted for each course based on the number of course credits. For example, a grade received in a two-credit course proportionally impacts the grade point average compared to a four-credit course. Many programs require their students to maintain a higher average (see [**Degree Requirements**](#) to review program requirements). **Please note:** GSAS students may not take classes pass/fail.

In certain circumstances, non-letter grades are used (as described below):

Absent

Students who miss a regularly scheduled examination arranged by the Registrar's Office are given a failing grade of absent (ABS), which will be changed only if the student is granted and takes a make-up examination. A grade of ABS=0.

Excused

Students may receive a grade of excused (EXC) for a final examination or other course assignment if they have passed departmental examinations or other requirements and their program approves. If a student elects to take the final examination and complete the course, they receive a letter grade.

Incomplete

Incomplete grades (INC) are granted to graduate students only at the discretion of the instructor. If a student receives an INC, the student must complete the work of the course before the end of the next regular term. For example, if a student receives an INC during the fall term, the student must complete the coursework during the subsequent spring term by submitting work before the final day of the spring term. Even if the student's registration status during the term is "**leave of absence**," the student must complete coursework during this time frame. However, the only exception is if the student is given an earlier deadline by the instructor.

If the work is not submitted within the required time frame, the INC becomes a permanent grade, unless the student has petitioned successfully for an **extension**:

- 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.
- Students who receive an E or a permanent incomplete (INC) or absent (ABS) may retake the class for credit, however, both grades will appear on the transcript.

Satisfactory/Unsatisfactory

Students taking Reading and Research (300-level courses) are graded on a satisfactory/unsatisfactory (SAT/UNS) basis, but at the academic department's discretion, TIME-equivalent courses may be marked as ungraded (NOG). With permission of the instructor, students may **petition the Registrar's Office** to take certain foreign language courses on a SAT/UNS basis (language courses may not be counted toward the minimum course requirements for a higher degree). See the **Academic Calendar** for the deadline.

Students who pass with the equivalent of a B- or better receive a SAT grade, otherwise, they receive an UNS (UNS=0). A grade of SAT is not calculated into the grade-point average.

Examination Requirements

In order to receive credit for a course with a regularly scheduled final examination, or both a mid-year and a final examination arranged by the Registrar's Office, a student must take the examination or they will receive a grade of ABS, unless previously excused by the department.

Absence due to illness

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 24 hours of the beginning of the examination. In an emergency, if the student is unable to go to HUHS or is being treated elsewhere, a **petition for a make-up examination** must be submitted to 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.

Absence for other reasons

Students who must be absent for reasons other than illness, such as a death in the family or a reason of similar gravity, may **petition** the Registrar's Office for a make-up examination 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. 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.

In absentia petition

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 from the Registrar's Office. Completed petitions must be filed 30 days before the regularly scheduled examination date.

Absence for religious reasons

Students may request an out-of-sequence exam due to religious observance by submitting a **Religious Out of Sequence Exam Form** 30 days prior to the start of the examination period. If granted, the rescheduled exam will typically be held within 24 hours of the scheduled exam.

Paying Your Student Account

Your Harvard University student account is a record of all tuition charges and fees associated with your education at Harvard, as well as the payments and credits made towards those charges. Student accounts are maintained by the Harvard University Student Accounts Office, a division of **University Student Financial Services** (SFS). The SFS website includes information on how to access **your student account** and make payments.

All student accounts must be settled prior to the start of each term; students with overdue charges on their accounts will not be permitted to register. A **monthly payment plan** is available. Students with questions or concerns about settling their student accounts are encouraged to contact their **financial aid officers** for

assistance.

Candidates for degrees are required to pay in full any amount due to the University prior to the degree conferral date. Until all indebtedness to the University is paid, diplomas will be withheld, degree conferral may be postponed, and degree completion will not be indicated on the candidate's transcript. Any graduate whose degree was not conferred due to unpaid financial obligations will be subject to a **reinstatement process** that requires a vote by the Harvard University Office of the Governing Boards.

Withdrawing from GSAS

On this page:

- **Student Withdrawal**
- **Program Withdrawal**
- **Related Contacts and Forms**

Students may withdraw from GSAS or be withdrawn by their program. Withdrawn students may later apply for **readmission**.

Student Withdrawal

A degree candidate who wishes to withdraw from GSAS must complete a **withdrawal notice form**. The date the form is signed becomes the effective date of withdrawal. Additionally:

- Withdrawing students should review the **HUSHP Leave of Absence/Withdrawal Policy** for important information.
- Withdrawing students should review **the HUIT policies on what happens to Harvard accounts and online access after leaving the University**.
- If withdrawal becomes effective mid-term, students will be charged relevant tuition and fees. (See below.)
- All registered courses will be dropped automatically for students who withdraw before the drop deadline. If a student withdraws after the deadline and before the start of the examination period, the courses will remain on the transcript with a WD (withdrawal) designation. If a student withdraws later, they will receive a grade for the course.

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.

Registered students who formally withdraw from GSAS after those dates are charged tuition according to the following schedule. The student will be charged the full active file fee regardless of when the withdrawal takes place. When an official deadline falls on a holiday observed by the University, the effective deadline is the next working day.

Fall: on or before	September 9: no tuition
	October 1: one-fourth tuition
	October 28: one-half
	December 3: three-fourths
	After December 3: full tuition

Spring: on or before	January 31: no tuition
	February 25: one-fourth tuition for the term
	March 22: one-half
	April 27: three-fourths
	After April 27: full tuition

Payment of less than a full term of tuition cannot be counted toward the minimum financial requirements for a degree.

Program Withdrawal

Students who have not met satisfactory progress requirements or who have not maintained contact with their programs for more than two terms may be withdrawn at the discretion of their program.

The program will make a reasonable effort to contact the student to outline what actions must be taken to 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.

When a student leaves the University for any reason, all outstanding charges are due and must be paid in full.

Public and Personal Safety

On this page:

- **[Note about Firearms, Deadly Weapons, and Threats](#)**
- **[Drug and Alcohol Policies](#)**

- **Fire Safety Regulations**
-

Note about Firearms, Deadly Weapons, and Threats

GSAS students are subject to Massachusetts General Law, including provisions concerning **firearms** and **deadly weapons and threats**.

Drug and Alcohol Policies

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
- the overconsumption of alcohol with a warning and/or referral to health or counseling services.

GSAS students are responsible for following Harvard's **Alcohol and Other Drugs Policies**. A pattern of behavior in violation of these rules may lead to a warning by the dean for student affairs or disciplinary action by the **Administrative Board**.

Additionally, the Administrative Board will take serious actions, potentially including probation and/or requirement to withdraw, in any case involving:

- possession in quantity or the sale or distribution of drugs
- a student falsifying his or her identification with the intent of obtaining alcohol
- cases of drug and alcohol use involving danger to the community.

Fire Safety Regulations

IN AN EMERGENCY, DIAL 911

FIRE: 617-495-1511

UNIVERSITY POLICE: 617-495-1212

Any abuse of, or tampering with, fire alarm, smoke detector, or fire extinguisher systems is strictly forbidden. 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. Please note that corridor fire doors must be kept shut at all times.

Students who violate these fire safety or fire emergency regulations may be subject to disciplinary action by the Administrative Board, potentially including a requirement to **withdraw**.

A student who damages a smoke detector is subject to a fine, equal to the cost of a replacement.

Personal and Professional Conduct

The Faculty of Arts and Sciences adopted the **Resolution on Rights and Responsibilities** on April 14, 1970, which states: "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."

Graduate students engage with peers, administrative staff, and faculty to advance their education and research and GSAS expects students, faculty, and administrative staff to conduct themselves in a professional manner. GSAS students are expected to follow the regulations and standards of conduct noted in **GSAS Policies**.

MASSACHUSETTS LAW

GSAS students are subject to Massachusetts laws, including those related to hazing (found in Massachusetts General Laws sections **17**, **18**, and **19**) and to **annoying telephone calls or electronic communication**.

Seeking Information and Support

When students have concerns, they can find information and support from GSAS staff. Speaking with **Danielle Farrell**, director of student services, is a good place to start when you have a concern but don't know where to go. Danielle serves in an advisory role, provides ongoing support, and makes referrals to other sources of assistance as necessary. Danielle has experience coaching students on how to prepare for important meetings and how to approach difficult conversations.

Danielle Farrell, Director of Student Services

B2, GSAS Student Center

617-495-5005

farrell@fas.harvard.edu

University-wide assistance is also available by visiting the **Harvard University Ombudsman Office**. The Ombudsman Office is an independent, neutral, and confidential place for visitors to discuss their academic and workplace issues and concerns.

Lydia Cummings, Ombudsman
University Ombudsman Office
44R Brattle Street, 117-118
Cambridge, MA 02138
617-495-7748
university_ombudsman@harvard.edu

Hardship Funding

Students whose progress was substantially delayed by COVID-19 should also visit the [Emergency Support Initiative](#) page.

At the Graduate School of Arts and Sciences, we understand that an emergency can cause significant stress and uncertainty, impacting your academic success and personal well-being. Students who experience financial hardship as the result of an emergency are encouraged to connect with the Office of Financial Aid. The financial aid staff can provide guidance and advice in navigating available resources.

Eligibility

Hardship funding can provide relief for a variety of circumstances students may encounter that cannot be reasonably resolved through loans or personal resources. These expenses include but are not limited to costs associated with:

- Medical or dental emergencies
- Family emergencies
- Natural disasters
- Residential fires or floods
- COVID-19 related expenses, including those associated with:
 - Housing security
 - Emergency travel
 - Living expense coverage

More Information

To learn more about hardship funding and to connect with support, email your **Financial Aid Officer**. For circumstances that may not qualify for hardship funding, student loans may be an option. Your financial aid officer can provide additional information.

Ready to Apply?

Download the **Request for Hardship Funding**.

Research

On this page:

- **Research**
 - **Patents**
 - **Participation Agreement**
 - **Related Contacts and Forms**
-

GSAS students conducting 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. This includes 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.

Patents

Students are expected to notify and disclose to the **Office of Technology Development** (OTD) through a Report of Innovation (ROI) any invention made in connection with their University work as soon as possible or, at minimum, several weeks before they defend their dissertation, present at a conference or seminar, submit for publication, or make another public disclosure. When communicating with OTD, students should include the date of their defense or other expected disclosure of the invention and should clearly identify and describe the invention in the ROI. They also may need to discuss their work with OTD and/or outside patent counsel.

See [OTD resources](#) and [The Inventor's Handbook](#), a guide to intellectual property and technology development for Harvard faculty and researchers, for more information about patents, marketing, and royalties.

Participation Agreement

If required, students should access and sign the Harvard University [Participation Agreement](#), which is designed to help carry out the IP Policy and other research policies, additionally enabling Harvard to fulfill its responsibilities relating to research.

Teaching

On this page:

- [Teaching](#)
 - [Eligibility](#)
 - [Teaching Fellow Disbursements](#)
 - [Teaching Fellows Appeals Procedure](#)
 - [Related Contacts and Forms](#)
-

Teaching is a formal requirement for the degree in many academic programs and strongly encouraged in others. Students should review their [departmental requirements](#) for details. For information about teaching evaluation and recognition, as well as additional teaching opportunities, visit the [teaching section](#) of the GSAS website. Please note:

- The workload for teaching fellows (TFs) is calculated in “term fifths.” A “fifth” (1/5) is a unit of time that represents 20 percent of a full-time workload. Ordinarily, this is the equivalent of teaching one section in a lecture course.
- As a general rule, TFs should expect to spend roughly 7-10 hours per week teaching, preparing, and correcting classwork and providing counseling for every 1/5 assigned.
- TF appointments are made first to students who are invoking their [guarantee of teaching](#) offered at the time of admission or who are in their G4 year or less (for students in the humanities and social sciences, see [Financial Support for Teaching](#)

for more information). Departments and course heads are expected to consider and prioritize all other qualified applicants from within GSAS, paying special attention to qualified G3 and G4 applicants from related departments and disciplines.

- Graduate students shall normally be given the opportunity to teach at least 16 “term fifths” during their degree programs, but may teach more.

Eligibility

Students who have completed both their **academic residence requirements** and passed their departmental **PhD qualifying examinations** may hold up to a maximum of a 6/5 time teaching fellowship for the academic year, not to exceed a 4/5 time appointment in any one term. Students teaching more than 6/5 are considered teaching assistants and must register as on **leave of absence** rather than **in residence**.

Students who have NOT completed their **academic residence requirements** and who have not passed their departmental **PhD qualifying examinations** may hold up to a maximum of a 2/5 time teaching fellowship in any given semester. **Please note:**

- Ordinarily, no graduate student may hold a teaching fellowship for more than four academic years, regardless of whether the appointment is for one or two terms within the same year. Students who teach 3/5 each year for four years may accumulate as many as 24 “term fifths.” Students who have taught fewer than 16 “term fifths” in four years will be permitted to teach a fifth and sixth year up to the total of 16 “term fifths.”
- In general, these time limits apply to any combination of teaching at Harvard and outside the University. Students are expected to use good judgment in accepting additional employment that might delay their academic progress.
- Ordinarily, first-year students receiving stipends are not eligible to teach. With the exception of certain natural science departments, students who receive a stipend in their second year are also not permitted to teach.

In order to teach, TFs must:

- be **proficient in English**;
- be **registered** as full-time resident students at GSAS;
- demonstrate **satisfactory progress** toward their degrees.

Students may NOT teach if they:

- are receiving a PhD **dissertation completion fellowship**.

- are first-year graduate students. Exceptions may be granted to students who are certified as proficient in English and registered in certain natural science programs that traditionally use G1 students as TFs.

Restrictions

- Immigration regulations limit international student employment to slightly less than 3/5 time per term, i.e. no more than 20 hours per week (.57 time per term). International students with questions regarding this regulation should consult with their financial aid officer.
- Certain awards from GSAS, the US government, and other outside sources impose more stringent limits on TF commitments. Students are responsible for observing the terms of such awards and should consult with their **financial aid officer** for more information.
- Students awarded terminal degrees in November and March are normally appointed teaching assistants for the term in which the degree is awarded, rather than teaching fellows.

Exceptions to the Policies

Students may petition GSAS for an exception to the policies if they:

- are teaching more than the term limit of 4/5ths or the academic year limit of 6/5ths
- are not making **satisfactory academic progress**
- Students with other extenuating circumstances should contact their **financial aid officer** to determine if petitioning for a special exception may be appropriate.

To request an exception, students must complete and email an **Exception Request Form for TF Appointments** to **Laura Pascale**, GSAS teaching fellows coordinator.

Teaching Fellow Disbursements

TF disbursements are based on the annual salaries of full-time junior or senior lecturers. TFs in their first two years of study receive the junior rate; a TF will receive the senior rate of pay if:

- the student has two years of Harvard resident academic credit or has credit for work done elsewhere which, when combined with Harvard academic credit, totals 16 half courses. This credit must be recorded with the Registrar's Office and appear on the transcript, **or**

- the student has passed generals by October of the fall term or by February of the spring term of the year they will be a TF.

A TF appointed to four sections a year is teaching two-fifths of a lecturer's full-time appointment and paid two-fifths of that annual salary (access more information and current rates on the [Instructional Support](#) website).

Some departments offer teaching as part of students' financial aid packages:

- Harvard Summer School appointments are not included in an academic year commitment.
- TF disbursements are taxable at the federal and state level. [Harvard University Student Financial Services](#) provides information about state and federal tax policies.

Pay Schedule

TF appointments are made for the fall term, spring term, or academic year, with one-term appointments receiving five paychecks. Pay is disbursed on the 15th of each month; if the 15th falls on a weekend, pay is distributed on the Friday before.

If you would like to receive your pay by direct deposit, provide your bank information in the Benefits and Payroll section of PeopleSoft, the employee self-service website, accessed through the [HARVie](#) intranet.

Teaching Fellows Appeals Procedure

If, as a TF, you believe that you are spending more of your professional time on teaching than you are being compensated for, that the work required is unrelated to the course, or that you feel mistreated by the course administration in some fashion, you should discuss the matter with the head tutor, director of graduate studies, or other appropriate officer in the department where the appointment is held.

If the difficulty is not resolved after such conversations, you can email the GSAS dean of students at studaff@fas.harvard.edu. The dean can help advise you on further steps, which might include a written appeal to the GSAS [Administrative Board](#).

Regulations Regarding Employment

GSAS students who are enrolled full-time may not undertake any position of employment outside their graduate studies that obligates them to more than 20 hours of work per week.

All students receiving financial aid are required to consult with their [financial aid officer](#) before undertaking any employment, as paid employment may affect financial aid eligibility.

Students and their spouses in the United States on temporary non-immigrant visas are expected to fully understand and comply with applicable regulations concerning employment permitted under their visas. Before making plans for employment in the United States, international students should consult with

the [Harvard International Office](#) to determine employment eligibility.

Dissertations

PhD candidates are required to complete and submit a dissertation to qualify for degree conferral. This section provides general information on formatting, submission, publishing, and distribution options. Since departments maintain specific requirements for the content and evaluation of the dissertation, students should review their [program's guidelines](#) prior to beginning the process.

Previously published dissertations should not be used as examples: Students who do not follow the formatting specifications will not be eligible for conferral of their degree and will need to apply for the next available degree period after corrections are made.

- Degrees are awarded in November, March, and May. Students must follow the [Application for Degree](#) instructions.
- Dissertation submission deadlines are noted in the [Degree Calendar](#).

Discrimination and Harassment

It is unlawful, contrary to Harvard University's policy, and a violation of the [Resolution on Rights and Responsibilities](#) to discriminate on the basis of race, color, sex, gender identity, sexual orientation, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course of study requirements, pregnancy, or any other legally protected basis. 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. An individual also may contact the US Department of Education's Office for Civil Rights (OCR):

Office for Civil Rights

US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
617-289-0111

OCR.Boston@ed.gov

Harvard also complies with Massachusetts laws that protect individuals from discrimination on the basis of sexual orientation, as well as on the basis of gender identity. Questions or concerns about possible discrimination based on sexual orientation and/or gender identity under state law may be directed to a School or unit-based Title IX resource coordinator or to the University's Title IX Coordinator.

Graduate students have the right to conduct their learning, research, and scholarship in an environment free from discrimination and harassment. No graduate student can be discriminated against on the basis of race, color, sex, gender identity, sexual orientation, religion, age, national or ethnic origin, political beliefs, protected veteran status, or disability.

Complaints of Discrimination

Before making a formal complaint, 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 GSAS 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 GSAS. 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 GSAS dean 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 are expected to exhaust institutional grievance procedures before seeking redress under public law. If students would like to discuss their concerns in a confidential setting, the **University Ombudsman** is a neutral and independent resource.

Sexual and Gender-Based Harassment and Discrimination

GSAS is committed to fostering a learning community that is inclusive and supportive of everyone and promotes an 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. The FAS provides clear **policies and procedures** regarding sexual and gender-based harassment, including sexual assault. Anyone with questions about these policies and procedures or about sexual or gender-based harassment issues or concerns should reach out to:

Seth Avakian, Program Officer for Title IX and Professional Conduct

414A University Hall

617-495-9583

avakian@fas.harvard.edu

Danielle Farrell, Director of Student Services

B2, GSAS Student Center

617-495-5005

farrell@fas.harvard.edu

GSAS students may also contact the **University Title IX Office** to request information or advice, including whether certain conduct may violate the policy, to seek informal resolution of an issue, or to file a formal complaint.

Office for Dispute Resolution

44R Brattle Street, 2nd Floor

Cambridge, MA 02138

Phone: 617-495-3786

odr@harvard.edu

Office hours: 9:00 a.m. to 5:00 p.m.

GSAS students who want to process and understand their experiences in a confidential setting have several options, including the **Office of Sexual Assault Prevention and Response** (OSAPR). Students can contact OSAPR directly or learn more about options at osapr.harvard.edu.

Office of Sexual Assault Prevention & Response

Richard A. and Susan F. Smith Campus Center

1350 Massachusetts Avenue, 624

617-495-9100 (24-hour, confidential hotline)

617-496-5636 (office)

osapr@fas.harvard.edu

Office hours: 9:00 a.m. to 5:00 p.m.

Racial Harassment and Discrimination

GSAS is committed to fostering an environment free from racial harassment, defined 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 GSAS community who believes that they have been harassed on account of race should contact GSAS staff:

Sheila Thomas, Dean for Academic Programs and Diversity

Richard A. and Susan F. Smith Campus Center

1350 Massachusetts Avenue, Suite 350

617-496-9909

stthomas@fas.harvard.edu

Sam Bersola, Dean of Students

Richard A. and Susan F. Smith Campus Center

1350 Massachusetts Avenue, Suite 350

617-495-1814

studaff@fas.harvard.edu

Patrick O'Brien, Assistant Dean of Student Affairs

Richard A. and Susan F. Smith Campus Center

1350 Massachusetts Avenue, Suite 350

617-495-1814

jpobrien@fas.harvard.edu

Danielle Farrell, Director of Student Services

B2, GSAS Student Center

617-495-5005

farrell@fas.harvard.edu

Cases of alleged harassment by graduate students are adjudicated by the GSAS **Administrative Board** or by the **Student-Faculty Judicial Board**.

The procedures for dealing with incidents of racial harassment fall into two categories: informal resolution and formal complaint, and the complainant may choose between an informal or formal process. When harassing behavior becomes a matter of public information and concern, formal procedures of investigation and resolution may be used.

GSAS'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.

Ad Hoc Degree Programs

PhD candidates who find that their scholarship extends beyond a single academic program may apply to create an ad hoc PhD program by working with GSAS to develop and submit an application dossier to the **GSAS Administrative Board** for approval. While applications are reviewed throughout the year, they must be received well in advance of the term for which the student wishes to be admitted to the newly created program. The review process takes two to four weeks depending on the time of year. Official decisions are sent from the dean for admissions and financial aid.

- 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.
- Ordinarily when a student transfers to an ad hoc degree program, the original department retains financial responsibility for the student. In order to invoke any guaranteed teaching offered at the time of admission, students must meet all program-specific teaching criteria established by the department. Students are encouraged to contact GSAS to explore **additional funding opportunities**.
- Master's degrees are not awarded in ad hoc subjects.

Preparing an Application Dossier

Students must first contact **Patrick O'Brien** in the GSAS **Office of Student Affairs**, who provides guidance on preparing an application dossier that includes:

- Application for Creation of an Ad Hoc PhD program
- Ad Hoc Program of Study Form
- a current CV

- a current FAS transcript
- Letters of recommendation

Application for Creation of an Ad Hoc PhD program

The Application for Creation of an Ad Hoc PhD program should outline the student's motivation in creating an ad hoc program, including:

- an explanation of the focal subject area, its academic context or relation to an existing body of knowledge, including citations, and their present interest in the subject matter;
- the history, including examples, of their research and scholarship to date in the focal subject area;
- the anticipated direction of their research upon creation of the program and the research questions they will seek to address in the program;
- a description of the interdisciplinary nature of the subject area and explanation as to why the proposed research and program would be impossible to accomplish in an existing GSAS academic program.

The applicant should also include:

- the general timeline to completion of the degree;
- a brief description of the role of each of the faculty committee members relative to the applicant and the proposed research (see Choosing an Ad Hoc Degree Committee below);
- a description of how they intend to fund their program of study during the years remaining until degree;
- if known, whether they intend to conduct fieldwork, including any years that may be spent as a non-resident traveling scholar in the field;
- a bibliography of any cited works.

Choosing an Ad Hoc Degree Committee and Proposing a Program of Study

The applicant must first invite faculty members to serve as advisors on their ad hoc degree committee. The committee should include a full-time, in residence, FAS faculty member who serves as chair and primary advisor and ordinarily four additional members, three of whom must be based in the FAS from at least two

academic programs.

After organizing the committee, the student should formally propose an Ad Hoc PhD Program of Study and Degree Requirements, which should include (but is not limited to):

- Course requirements (all GSAS PhD candidates must meet the **common requirements**), noting those completed to date (including academic term of enrollment and grade earned) and those to be taken (including anticipated term of enrollment)
- Language requirement(s) (if required)
- Teaching requirement (if required)
- Any additional special requirements (if required)
- General or qualifying examination (or equivalent)
- Dissertation topic (if known), timeline, format, and defense process
- Prospectus timeline, format, and defense/oral presentation process
- PhD dissertation format
- Proposed ad hoc Faculty Committee Members

The Ad Hoc PhD Program of Study and Degree Requirements should be reviewed by the members of the faculty committee.

Letters of Recommendation

Letters of recommendation from members of the proposed ad hoc committee should include:

- the viability of the proposal and the research goals outlined therein,
- their approval of the Ad Hoc PhD Program of Study and Degree Requirements;
- the interdisciplinarity of the project and how the proposal relates to an existing body of knowledge or, if applicable, their own personal research;
- their role on the ad hoc committee relative to the applicant/student and the proposed research.

Family Educational Rights and Privacy Act (FERPA)

On this page:

- [Education Records](#)
- [Access](#)
- [Directory Information](#)
- [Other Disclosures Permitted Under FERPA](#)
- [Student Rights under FERPA](#)
- [Related Contacts and Forms](#)

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 Assistant Deans, and the Head Tutors or Directors of Undergraduate Studies, Directors of Graduate 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.

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 Operations 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 questions raised.

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), home town 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 student employees: job title, teaching appointment (if applicable), employing department, and dates of employment. For Harvard College, "directory information" also includes house affiliation and the 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. 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 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.

Timeline of Non-Resident Student Process

JULY 1

- Deadline for submission of fall and full academic year non-resident applications.

JULY 31

- **Leave of Absence**

A student whose approved application for leave of absence (for the fall term only or full academic year) is signed by the student by July 31 will be on leave effective as of July 31. The student will not be charged the student health fee or charged for enrollment in the Student Health Insurance Plan for the fall or spring term.

- **Traveling Scholars**

Deadline for **waiving Harvard University Student Health Program** for the fall term (**Student Health Insurance Plan**). The Student Health Insurance Plan may be waived if a student has comparable health coverage. Waiver deadlines apply.

A **waiver** must be submitted online for each part of the HUSHP coverage in which the student does not want to participate.

AUGUST 1

- **Leave of Absence (*submitted August 1 or later*)**

A student whose application for a leave of absence is submitted August 1 or later during the fall term will be placed on leave effective as of the date the form was signed by the student. The student's health coverage will end the last day of the month on which the effective date falls. The student health fee and enrollment in the Student Health Insurance Plan will be canceled for the remaining months of the term and the fees will be adjusted/pro-rated to cover the month(s) of coverage during the term. For example, if a student's leave is effective as of August 15, he or she will retain health coverage through August 31 and will be charged a pro-rated amount for August's health coverage, but not charged for September through January.

Students on leave are eligible to purchase six months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUHS Member Services within 30 days from the date of loss of coverage (or, in the case of students going on leave before the new term starts, by September 15). Students whose leave is effective as of a date between December 1 and January 31 for the fall term will retain coverage through the end of the health insurance period for the term.

SEPTEMBER 30

- **Traveling Scholars**

Waiver requests for the fall term and academic year will not be accepted after this date. **Late deadline for waiving Harvard University Student Health**

Program (Student Health Insurance Plan). Waiver requests submitted between August 1 and September 30 are subject to late fees as outlined in the **late waiver fee schedule**.

DECEMBER 1

- Deadline for submission of spring **non-resident applications**.

JANUARY 31

- **Traveling Scholars**

Deadline for waiving **Harvard University Student Health Program** for the spring term (**student health fee** and/or **Student Health Insurance Plan**). The Student Health Insurance Plan may be waived if the student has comparable health coverage. Waiver deadlines apply. A **waiver** must be submitted online for each part of the HUSHP coverage in which the student does not want to participate.

- **Leave of Absence**

A student whose approved application for leave of absence (for the spring term) is signed by the student by January 31 will be on leave effective as of January 22, the official registration period end of fall term.

FEBRUARY 1

- **Leave of Absence (*submitted February 1 or later*)**

A student whose application for leave of absence is submitted February 1 or later during the spring term will be placed on leave effective as of the date the form was signed by the student. The student's health coverage will end the last day of the month in which the effective date falls. The student health fee and Student Health Insurance Plan will be canceled for the remaining months of the term and the fees will be adjusted/pro-rated to cover the month(s) of coverage during the term. For example, if a student's leave is effective as of February 15, they will retain health coverage through February 28 and will be charged a pro-rated amount for February's health coverage, but not charged for March through July.

Students on leave are eligible to purchase six months of additional coverage, effective from the first day without coverage. To initiate enrollment, the student must submit an enrollment application to HUHS Member Services within 30 days from the date of loss of coverage (or, in the case of students going on leave before the new term starts, by March 15). Students

whose leave is effective as of a date between May 1 and July 31 for the spring term will retain coverage through the end of the health insurance period for the term.

MARCH 31

- **Traveling Scholars**

Waiver requests for the spring term will not be accepted after this date. **Late deadline for waiving Harvard University Student Health Program (Student Health Insurance Plan)**. Waiver requests submitted between February 1 and March 31 subject to late fees as outlined by the **Late Waiver Fee Schedule**.

Traveling Scholars

Students who are engaged in degree work full-time primarily with non-Harvard resources for the majority of the academic term, should apply for **Traveling Scholar status**. In preparation, students should discuss their plans with their advisor and with their **financial aid officer**.

- Traveling scholars are expected to inform their advisors of their progress on a regular basis.
- Before making a decision to apply for Traveling Scholar status, students are strongly advised to consult with their **financial aid officer** in order to understand the financial implications of status changes.
- Students who travel to certain Harvard institutions (e.g. Dumbarton Oaks, Villa i Tatti, etc.) may apply for Traveling Scholar status.
- Traveling scholars may request a formal letter of introduction, the “Dazzler,” from the **Office of Student Affairs**, which may help with access to libraries, archives, and other resources.

Health Insurance

Traveling scholars are automatically enrolled in HUSHP. If students have comparable health insurance coverage, they may qualify to **waive** the Student Health Insurance Plan. Students residing outside Massachusetts will be charged 50% of the **Student Health Fee**.

Traveling Scholar Financial Elections

Traveling scholars retain full Harvard Library access regardless of their financial election. See [non-resident](#) section for more details.

Traveling Scholar Elections 2020-2021

Full Tuition	\$24,224 (per term)
Reduced Tuition	\$6,429 (per term)
Facilities Fee	\$1,636 (per term)
Active File Fee	\$150 (per term)

Tuition and Health Fee Grants

On this page:

- [Tuition and Health Fee Grants](#)
- [Deferring Tuition and Health Fee Grants](#)

As indicated in a student's Notice of Financial Support, tuition and health fee grant awards are applied toward tuition costs and required Harvard University Student Health Program fees (the Student Health Fee and the Student Health Insurance Plan).

Tuition is charged to the student account in July for the fall term and in December for the spring term. All students are automatically enrolled in the Harvard University Student Health Program and charges are applied to the student account. Tuition grants are applied to the student account in equal installments at the start of each term unless otherwise indicated in the Notice of Financial Support (incoming students) or the GSAS Student Aid Portal (continuing students).

- Harvard tuition and health fee grants cannot be disbursed unless the student has formally accepted the award and completed all required forms in the GSAS Admissions Portal (incoming students) or the GSAS Student Aid Portal (continuing students).
- Students whose requests to waive [Harvard's Student Health Insurance Plan](#) and/or Harvard's Student Health Fee have been approved will have their grants

reduced accordingly. Harvard grants are not available to cover the cost of health insurance obtained from other sources.

- Harvard grants do not cover dental, disability, or dependent insurance coverage.

Deferring Tuition and Health Fee Grants

Students on **leave of absence** will have their tuition and health fee grants deferred, i.e., they are put on hold until they return from leave. Students registered as **traveling scholars** may elect to defer their tuition and health fee grants.

Identification Cards

GSAS students must obtain an identification card, which is the property of Harvard University intended for University purposes only. ID Cards are issued by the Campus Service Center, who provide information about **how to obtain an ID card**.

Using Your ID Card

Students must use ID cards to gain admittance to most Harvard activities and facilities, including libraries, museums, dining halls, athletic buildings, and student residences (some facilities may also require additional information before access is granted).

- The front of the ID card and the magnetic strips on the back may not be covered or defaced.
- Students must hand over their ID card or otherwise identify themselves upon request to any properly identified employee of the University.

Misuse of ID Cards

Students are responsible for their ID card and the consequences of its misuse. ID cards are not transferable may never be used by another person. Students who alter or falsify an ID card or produce or distribute false IDs of any kind are subject to **disciplinary action**.

Lost Cards

Lost, stolen, or damaged cards should be reported immediately to the Campus Service Center.

Replacement cards cost \$25.

Stipends

PhD student funding packages may include stipends for living expenses, as indicated in their Notice of Financial Support. Questions regarding the disbursement schedule for stipends should be directed to the student's assigned **financial aid officer**.

Please note that Harvard stipends cannot be disbursed unless the student has formally accepted the award and completed all required forms in the GSAS Admissions Portal (incoming students) or the GSAS Student Aid Portal (continuing students).

Stipends are disbursed to students on or around the first day of each month. For those students enrolled in the University's **direct deposit** program, stipend disbursements are deposited into the designated bank account. Those without an active direct deposit agreement in place will receive stipend disbursements via paper checks, which are sent to the mailing address of record in the **my.harvard** student information system. It is essential that students keep the contact information in my.harvard current at all times.

Stipends are subject to US federal income tax. US citizens and permanent residents should note that their stipends are not subject to income tax withholding, so it may be necessary to make estimated tax payments over the course of the year. For more information about taxes, see the **Student Financial Services** website.

There are restrictions on holding teaching appointments while receiving stipend support. Please refer to the GSAS **teaching** policies for more information.

Voluntary Leaves of Absence

On this page:

- **Voluntary Leaves of Absence**
- **Leave of Absence for Medical Reasons**
- **Family Leave of Absence**
- **Related Contacts and Forms**

Students may apply for a leave of absence for a single term or a year. In preparation, students should discuss their plans with their advisor and with their **financial aid officer**.

- Students are not usually approved for a leave of absence during their first year.
- Leaves of longer than a year are granted only in unusual circumstances, for example, if the student wishes to obtain a separate professional degree or if they are on active service in the US military or other documented military service.

- Students should consult their **financial aid officer** concerning the financial implications of going on leave.
- Students who plan to teach more than six-fifths over the course of a year must apply for a leave of absence and serve as a teaching assistant instead of a teaching fellow.

INTERNATIONAL STUDENTS

Immigration regulations require F-1 or J-1 visa holders to maintain full-time enrollment as a resident student while in the United States. F-1 or J-1 students who are considering applying for leave of absence must speak to an advisor in the **Harvard International Office** to obtain approval of their application.

HEALTH INSURANCE

The date a student goes on leave will affect the student's health insurance through Harvard. For details, review the **Leave of Absence policy** on the HUHSP website, or contact the Student Health Insurance Office, Member Services, at 617-495-2008 or mervices@huhs.harvard.edu.

Leave of Absence for Medical Reasons

In reviewing requests for a voluntary leave of absence for medical reasons, the **Office of Student Affairs** may consult with Harvard University Health Services and/or the Accessible Education Office, who may consider information from the student's current and/or former health care providers, if made available by the student.

Family Leave of Absence

Students of any gender enrolled at GSAS may take a family leave of absence of up to two semesters for the birth or adoption of a child, childcare, or care of an immediate family member with a serious health condition. In preparation, students should discuss their plans with their financial aid officer.

*Students should review the **Parental Accommodation and Financial Support** program before deciding to apply for a family leave of absence.*

- Students are expected to notify their advisors and their directors of graduate studies as early as possible about their plans to take a family leave of absence so that appropriate accommodations can be made to cover any teaching or research responsibilities.
- Students are eligible for a departmental **G-Year adjustment** of one year, regardless of whether they take leave for one or two semesters; requests should be

made through their academic program administrator or graduate program coordinator.

- Academic requirements (such as postponement of exams and course requirements) may be adjusted in consideration of the student's leave.

Study at Another Harvard School

GSAS students participating in a combined degree program or who intend to study for a degree at another Harvard School cannot be enrolled in two Harvard Schools at the same time and must file an application for **Study at Another Harvard School** in advance of enrollment elsewhere. This policy does not apply to students in the MS/MBA program.

- While registered at another Harvard School, students are not charged GSAS fees or tuition, however, they remain responsible for meeting GSAS academic and **tuition** requirements in order to receive their degree. Payments toward tuition and fees for another Harvard School may not be considered as payments for GSAS charges.
- Students who wish to take courses in the Faculty of Arts and Sciences while studying at another Harvard School must follow the **cross-registration process** to enroll in the courses.
- Health insurance coverage is charged to a student's account and is managed by the Harvard School in which the student is registered.
- The Registrar's Office calculation of year of graduate study (**G-Year**) stops for non-resident students who are studying at another Harvard School and who are participating in a **combined degree program**.

External Awards

Student financial support is a partnership between GSAS, the academic program, and the student. Students are encouraged to apply for appropriate Harvard and outside **fellowships** throughout their enrollment, as the experiences of applying for and receiving prestigious external awards can be invaluable professional development opportunities.

Each year, many GSAS students secure funding from external agencies. Students who are offered external awards are expected to accept them in place of Harvard funding. By freeing up GSAS funds for assignment to other students, these students help ensure that the GSAS financial aid program is able to do the most good for the largest possible number of students.

To ensure equitable treatment of all students, the coordination of external award benefits with a student's existing funding package is determined by the financial aid officer in consultation with the academic program.

Students in Selected Humanities and Social Science Programs

ELIGIBILITY

For eligible PhD students in selected humanities and social sciences programs who receive external awards that substitute for GSAS funding. Eligible students have two options:

OPTION 1

Eligible PhD Students may qualify for a GSAS award bonus by combining their GSAS funding and the external award.

- For external awards greater than \$24,000, the first \$4,000 of outside funding received will be treated as supplemental to the standard GSAS funding package; any outside funding in excess of \$4,000 will be used to replace GSAS funding, dollar-for-dollar.
- For external awards under \$24,000, the first \$3,000 will be supplemental and the remainder will replace GSAS funding.

OPTION 2

Eligible PhD Students may choose to be supported only by their external award and defer their GSAS stipend support to a future academic year.

- No more than one year of GSAS stipend support can be deferred.
- All deferred GSAS stipend support must be used by the conclusion of the G5 year.

CONDITIONS

- External awards with a 12-month tenure ordinarily substitute for the entire GSAS 10-month academic year stipend and summer research award.
- Please note that multiple fully funded fellowships (intended to cover living expenses, housing costs, tuition, and/or health fees) may not be held concurrently.

- The external award policy does not apply to external stipends used to replace guaranteed teaching.
- Under certain circumstances, small one-time honorary stipends, grants for specific research costs, and grants for conference/research travel may not require adjustments to Harvard funding. Students receiving such awards should contact the Office of Financial Aid to determine how Harvard funding will be affected.
- Because the Harvard dissertation completion fellowship (DCF) is available only to students with no other completion funding, all external completion fellowships substitute for Harvard DCF funding. Students with external completion funding may be eligible for the bonus described in option 1 above; students cannot defer the Harvard DCF.

Dissertation Submission Checklist

- Is every page of the dissertation correctly numbered?
- Does the body of the text begin with Page 1?
- Is the pagination continuous? Are all pages included?
- Is the **Dissertation Acceptance Certificate** unnumbered and positioned as the first page?
- Is the placement of page numbers centered throughout the manuscript?
- Is the title page formatted correctly?
- Is the author's name, in full, the same on the title page and the abstract?
- Does the author's name match the Dissertation Acceptance Certificate?
- Does the copyright page follow the title page?
- Is the abstract included after the copyright page, and is it formatted correctly?
- Does the abstract include the title of the dissertation, the author's name, and the dissertation advisor's name?
- Is the title on the abstract the same as that on the title page?

- Are the margins at least 1" on all sides?
- Is the font size 10-12 point?
- Are all fonts embedded?
- Are references in the form of footnotes (or endnotes if customary in your field)?
- Are all charts, graphs, and other illustrative materials legible?
- Do lengthy figures and tables include the "(Continued)" notation?
- If appropriate, have you filed for a patent?
- All formatting is checked before submitting the dissertation (review **Top 10 Formatting Errors**)
- Submit dissertation through **ProQuest ETD**
- If you are requesting an embargo of longer than 2 years, you will need a **signed approval** from the DGS

Library Policies

GSAS students with valid **ID cards** may access most libraries in the **Harvard Library system**. However, each library establishes separate access policies, which can be viewed on the relevant library website.

Library users must:

- Safeguard the integrity of library resources
- Respect the restrictions placed on access to and the use of those resources
- Report to library officers the theft, destruction, or misuse of those resources by others
- Respect the rights of others to the quiet use of the library

Library staff are authorized to take appropriate action to ensure the safety and security of spaces, resources, and patrons.

The libraries of the Harvard Library system are maintained for Harvard 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 University considers the following to be matters of grave concern:

- Removing any book, manuscript, microform, or other materials or property without authorization
- Destroying, defacing, or abusing any library materials or other resources

All library users are 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.

Use of Computers, Networks, and Computing Facilities

On this page:

- **Appropriate Conduct**
 - **Misconduct**
 - **Electronic Communication**
-

Appropriate Conduct

Students who receive access to University computer facilities and to the campus-wide communication network assume responsibility for their appropriate use and are expected to be careful, honest, responsible, and civil in their use. Students who use wide-area networks (such as the internet) to communicate with individuals or to connect to computers at other institutions must abide by the rules for the remote systems and networks as well as those for Harvard's systems.

Misconduct

In addition to violating University 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
- obtaining, altering, or destroying others' electronic information
- using Harvard's computers or network to violate copyright laws, as is possible with the use of peer-to-peer file-sharing programs.

Students may be held responsible for misuse that occurs by allowing third-party access to their computer, account, or network connection.

Harvard University provides computer and network facilities to students primarily for 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 or disrupt the work of other users
- attempt to circumvent security systems or to exploit or probe for security holes in any Harvard network or system or any other systems accessed through Harvard's facilities
- execute or compile programs designed to breach system security, unless authorized in advance.

Students assume personal responsibility for the use of their accounts. Students may not:

- disclose their passwords or otherwise make Harvard's facilities available to unauthorized individuals (including family or friends)
- possess or collect the passwords, personal identification numbers (PINs), private digital certificates, or other secure identification information belonging to others
- use Harvard's computers and networks for business-related purposes without authorization.

Additional rules and policies concerning use of University computer facilities and systems are available on the [**Harvard University Information Technology website**](#). Students are expected to abide by these rules and policies and must alert 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. In cases of computer misconduct, Harvard may notify the appropriate dean or University official, who in turn will determine the course of any investigation or **disciplinary action**.

Copyrighted Material and the Digital Millennium Copyright Act (DMCA)

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.

Some versions of BitTorrent or 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.

Read more on the [Harvard DMCA page](#).

Electronic Communication

Personal Expression

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, social media, and web applications, as in the use of telephones and written and oral communication. Therefore email, like telephone messages, must be neither obscene nor harassing (see **Public and Personal Safety**). 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.

GSAS Student Email Accounts

Through [my.harvard](#) or another directory service provided by Harvard University Information Technology, GSAS students must designate and keep updated an email account to receive official information and notifications from GSAS and Harvard.

Student email accounts ordinarily will be made inoperable and deleted for GSAS students who have been unenrolled for a period exceeding six consecutive terms. Students will be sent a notice to the email account one month prior to the closure, and again ten and five days prior to the closure, so that students may take steps to save any material they want to preserve elsewhere. If a student re-enrolls at a later period, a new student email account will be made available.

Privacy of Electronic Information

Read the [Policy on Access to 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. Information technology personnel, 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.

Advanced Planning

On this page:

- [Approval of Dissertation Subject](#)
 - [Forming a Dissertation Committee](#)
 - [Inventions and Patents](#)
-

Approval of Dissertation Subject

The subject of the dissertation must be approved in advance by the student's academic program. If a student wishes to submit as a dissertation a published article or series of articles, a book or monograph, or a manuscript that has been accepted for publication, express approval by the academic program must be obtained. **Please note:**

- In addition to the GSAS requirements, students must be aware of and conform to any requirements prescribed by their program or dissertation committee, particularly the recommendations of their dissertation advisor.
- In no event may a dissertation be presented for the PhD degree that has already been submitted toward any degree at Harvard or elsewhere, in substantially the same form and content.

Forming a Dissertation Committee

Two signatories must be members of the Faculty of Arts and Sciences (FAS); FAS emeriti (including research professors) and faculty members from other Schools at Harvard who hold appointments on GSAS degree committees are authorized to sign DACs as FAS members. GSAS strongly recommends that the chair of the dissertation committee be a member of the 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.

Inventions and Patents

Students whose Harvard-based research includes an invention must inform the **Office of Technology Development** (OTD) as soon as possible or, at minimum, several weeks before they defend their dissertation, present at a conference or seminar, submit for publication, or make another public disclosure. (See the **Patents** page.)

Once a patent application is filed, the student may submit their dissertation to ProQuest, DASH, and the University Archives through **ProQuest ETD**.

Involuntary Leaves of Absence

On this page:

- **Involuntary Leave of Absence**
 - **Administrative Leave**
 - **Appeals**
 - **Contracts for Enrollment**
 - **Related Contacts and Forms**
-

Under certain circumstances, a student may be placed on an involuntary leave of absence. An involuntary leave is not a disciplinary sanction; however, an incident that gives rise to a leave of absence, whether voluntary or involuntary, may subsequently be the basis for disciplinary action. Transcripts do not distinguish between voluntary and involuntary leaves of absence.

The decision to place a student on involuntary leave is made by the GSAS dean of students in consultation with other officers of the University, as appropriate.

An involuntary leave of absence may be required under the following circumstances:

1. Medical Circumstances

If: (a) The student's behavior poses a direct threat to the health or safety of any person, or has seriously disrupted others in the student's residential community or academic environment; and

(b) either the student's threatening, self-destructive, or disruptive behavior is determined to be the result of a medical condition, or the student has refused to cooperate with efforts by Harvard University Health Services to evaluate the cause of the behavior.

The decision to place a student on an involuntary leave of absence for health reasons is made in consultation with Harvard University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student), after an individualized assessment of all of the pertinent factors, such as the nature of the student's conduct; the nature, duration, and severity of the risk; the likelihood of potential injury; and whether reasonable modifications of policies, practices or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden GSAS resources or staffing capabilities or, with respect to the required level of care or monitoring, would exceed the standard of care that a university health service can be expected to provide.

A student who prefers to take a **voluntary leave of absence** for medical reasons rather than to be placed on an involuntary leave of absence for medical reasons is ordinarily allowed to do so.

2. Alleged Criminal Behavior

If the student has been arrested on allegations of serious criminal behavior or has been charged with such behavior by law enforcement authorities.

3. Risk to the Community

If the student has allegedly violated a GSAS disciplinary rule, and their presence on campus poses a significant risk to the safety of others or to the educational environment of the community.

4. Failure to Register (Also Known as Administrative Leave)

If the student has not completed the registration process as required at the beginning of each term. This could occur for the following reasons:

1. Indebtedness. The student's account balance is unpaid and the student has not made arrangements acceptable to the School to address the issue.
2. Failure to provide medical documentation of required immunizations.
3. Unfulfilled academic requirements. The student has not met an academic requirement and has not taken steps acceptable to the academic program to meet the requirement.
4. Failure to register and enroll. The student has not registered as required at the beginning of each term.

Appeals

Students may petition the GSAS dean of students for reconsideration and may appeal a final decision to the **Administrative Board**.

Administrative Leave

Students will be subject to disciplinary action and may be placed on administrative leave for the remainder of the academic term if, by the seventh Monday of the term they fail to:

- register for a minimum required course load
- withdraw from their academic program, or
- have an approved application for non-resident status (traveling, leave, study at another Harvard school).

Students may return from administrative leave the following term once they have satisfied the deficiencies that lead to the administrative leave.

Students who fail to register, withdraw, or submit for a second consecutive term will be withdrawn on the seventh Monday of the next term.

Students who have been withdrawn must apply for **readmission** to GSAS and pay any relevant fees.

Contracts for Enrollment

GSAS may condition a student's enrollment on certain terms or conditions set forth in a written contract between GSAS and the student when the student's conduct or circumstances have caused heightened concerns about the student's safety and/or well-being and:

- (a) the appropriateness of the student's continued enrollment or
- (b) the student's readiness to return to the Harvard community.

The contract may include, among other things, compliance with a medical treatment plan, regular consultations with health care professionals, communication with administrators, and limited disclosure of relevant medical information on a need-to-know basis, such as compliance with treatment and restrictions on certain activities. The decision to require such a contract is arrived at in consultation with Harvard University Health Services after an individualized assessment of the nature of the student's conduct and circumstances and any other pertinent factors.

The GSAS Professional Development Fund for PhD Students

On this page:

- **[The GSAS Professional Development Fund for PhD Students](#)**

- **Student Eligibility**
 - **Eligible Professional Development Activities**
 - **Award Amounts**
 - **Application Periods**
 - **How to Apply**
 - **Related Contacts and Forms**
-

Established through the generous donations of alumni and other benefactors, the GSAS Professional Development Fund supports PhD students seeking to obtain the competencies and skills necessary to be successful in their chosen professions.

If noted in the Notice of Financial Support provided at the time of admission, PhD students who entered GSAS between fall 2015 and fall 2019 and who are in their third year of study or beyond may be eligible to apply for up to \$2,500 from the GSAS Professional Development Fund. Please note: As with all other stipends, the Professional Development Fund is considered taxable income. For more information, please consult the **Special Note Concerning US Income Taxes** section of the GSAS website.

Before applying, students should review the list of approved professional development expenditures developed by their program and discuss their professional development plans with faculty advisors or directors of graduate studies. Please note that these funds are not intended to be used for activities supported by existing departmental resources, to fund dissertation research travel, or to purchase equipment (e.g. computers).

Students must complete a **final report** within 60 days of completing the professional development activity.

Student Eligibility

- Eligibility will be noted in the Notice of Financial Support provided at the time of admission.
- Students must have entered a GSAS PhD program between fall 2015 and fall 2019, must be in their *third year or beyond, and must be deemed eligible by their directors of graduate studies.
- Students must be making satisfactory academic progress.
- Students must submit a funding proposal using the application instructions below.

**The fund will be available for expenses incurred after September 1 of the third year.*

Eligible Professional Development Activities

The Fund is designed to support access to workshops, conferences, courses, and other activities and resources that help students develop new competencies and skills, for example:

- Writing and communicating ideas
- Leadership and management
- Teaching and mentoring
- Career exploration and preparation
- Data analysis and digital skills development.

Activities or expenditures that are inconsistent with these guidelines will be ineligible for funding. Among the ineligible expenses are:

- equipment/computers
- books
- software
- research expenditures
- publication costs
- editing services
- job interview expenses.

Award Amounts

Students can request any amount from a minimum of \$300 up to a maximum of \$2,500. Once the request is approved, the GSAS Office of Financial Aid will provide an award notification and disburse the award via a single **stipend** payment.

The entire amount does not have to be requested all at once; students may request smaller amounts multiple times until they reach a cumulative total of \$2,500.

Application Periods

Students may apply for the Professional Development Fund during the following application periods:

- July 1 through August 31 (for October 1 fund disbursement)
- October 1 through December 20 (for February 1 fund disbursement)
- February 1 through April 30 (for June 1 fund disbursement).

How to Apply

Note to applicants: Starting with the fall 2019 application cycle, you no longer need to provide a faculty endorsement form.

1. Log in to the **Centralized Application for Research and Travel (CARAT)*** using your Harvard Key.
2. Click **Apply!** at the top of the page, which goes to the **Browse Opportunities and Apply!** page.
3. Click on the blue **Filter** button in the upper right section of the page. In the **Enter Keywords to Search For** field, type **GSAS Professional Development Fund** and click on the blue **GO** button.
4. Select **GSAS Professional Development Fund** in the left column to display program details and click on the blue **Apply** button.
5. Choose the **Project Description** tab, enter the requested information, and click **Save and Next**.
6. You will now be on the **Travel** tab. Enter the requested information (Cambridge/USA if not traveling), then click **Save and Next**.
7. You will now be on the **Additional Questions** tab. Enter your **itemized expenses**, and click **Save and Next**.
8. You will now be on the **Submission** tab; answer the question concerning human subjects research.
9. Select **Click Here to Validate Application**.
10. Enter your **Harvard ID number**, hit tab, then click on **Submit Application**. Click **OK** to finalize your submission.

If you experience problems completing the CARAT application, you may request assistance by clicking **Contact Us on the bottom right of each page in the CARAT system.*

Formatting Your Dissertation

On this page:

- [**Language of the Dissertation**](#)
- [**Length**](#)
- [**Page and Text Requirements**](#)
- [**Body of Text, Tables, Figures, and Captions**](#)
- [**Pagination**](#)
- [**Dissertation Acceptance Certificate**](#)
- [**Title Page**](#)
- [**Copyright Statement**](#)
- [**Abstract**](#)
- [**Table of Contents**](#)
- [**Front and Back Matter**](#)
- [**Supplemental Material**](#)
- [**Dissertations Comprising Previously Published Works**](#)
- [**Top Ten Formatting Errors**](#)
- [**Further Questions**](#)
- [**Related Contacts and Forms**](#)

When preparing the dissertation for submission, students must follow strict formatting requirements. Any deviation from these requirements may lead to rejection of the dissertation and delay in the conferral of the degree.

Language of the Dissertation

The language of the dissertation is ordinarily English, although some departments whose subject matter involves foreign languages may accept a dissertation written in a language other than English.

Length

Most dissertations are 100 to 300 pages in length. All dissertations should be divided into appropriate sections, and long dissertations may need chapters, main divisions, and subdivisions.

Page and Text Requirements

PAGE SIZE

- 8½ x 11 inches, unless a musical score is included

MARGINS

- At least 1 inch for all margins

SPACING

- Body of text: double spacing
- Block quotations, footnotes, and bibliographies: single spacing *within* each entry but double spacing *between* each entry
- Table of contents, list of tables, list of figures or illustrations, and lengthy tables: single spacing may be used

FONTS AND POINT SIZE

Use 10-12 point size. Fonts must be embedded in the PDF file to ensure all characters display correctly.

~~R~~ecommended Fonts

If you are unsure whether your chosen font will display correctly, use one of the following fonts:

Font	Point size
Arial	10 pt
Century	11 pt
Courier New	10 pt
Garamond	12 pt
Georgia	11 pt
Lucida Bright	10 pt
Microsoft Sans Serif	10 pt
Tahoma	10 pt
Times New Roman	12 pt
Trebuchet MS	10 pt
Verdana	10 pt

If fonts are not embedded, non-English characters may not appear as intended. Fonts embedded improperly will be published to DASH as-is. It is the student's responsibility to make sure that fonts are embedded properly prior to submission.

Instructions for Embedding Fonts

TO EMBED YOUR FONTS IN RECENT VERSIONS OF WORD, FOLLOW THESE INSTRUCTIONS FROM MICROSOFT:

1. Click the **File** tab and then click **Options**.
2. In the left column, select the **Save** tab.
3. At the bottom, under **Preserve fidelity when sharing this document**, select the **Embed fonts in the file** check box.

1. Clear the **Do not embed common system fonts** check box.

4. Click **OK**.

For reference, below are some instructions from ProQuest UMI for embedding fonts in older file formats:

TO EMBED YOUR FONTS IN MICROSOFT WORD 2010:

1. In the **File** pull-down menu click on **Options**.
2. Choose **Save** on the left sidebar.
3. Check the box next to **Embed fonts** in the file.
4. Click the **OK** button.
5. Save the document.

Note that when saving as a PDF, make sure to go to "more options" and save as "PDF/A compliant"

TO EMBED YOUR FONTS IN MICROSOFT WORD 2007:

1. Click the circular **Office button** in the upper left corner of Microsoft Word.
2. A new window will display. In the bottom right corner select **Word Options**.
3. Choose **Save** from the left sidebar.
4. Check the box next to **Embed fonts** in the file.
5. Click the **OK** button.
6. Save the document.

USING MICROSOFT WORD ON A MAC:

Microsoft Word 2008 on a Mac OS X computer will automatically embed your fonts while converting your document to a PDF file.

If you are converting to PDF using Acrobat Professional (instructions courtesy of the Graduate Thesis Office at Iowa State University):

1. Open your document in Microsoft Word.
2. Click on the Adobe PDF tab at the top. Select "Change Conversion Settings."
3. Click on Advanced Settings.
4. Click on the Fonts folder on the left side of the new window. In the lower box on the right, delete any fonts that appear in the "Never Embed" box. Then click "OK."
5. If prompted to save these new settings, save them as "Embed all fonts."
6. Now the Change Conversion Settings window should show "embed all fonts" in the Conversion Settings drop-down list and it should be selected. Click "OK" again.
7. Click on the Adobe PDF link at the top again. This time select Convert to Adobe PDF. Depending on the size of your document and the speed of your computer, this process can take 1-15 minutes.
8. After your document is converted, select the "File" tab at the top of the page. Then select "Document Properties."
9. Click on the "Fonts" tab. Carefully check all of your fonts. They should all show "(Embedded Subset)" after the font name.
10. If you see "(Embedded Subset)" after all fonts, you have succeeded.

Body of Text, Tables, Figures, and Captions

The **font** used in the body of the text must also be used in headers, page numbers, and footnotes. Exceptions are made only for tables and figures created with different software and inserted into the document.

Tables and figures must be placed as close as possible to their first mention in the text. They may be placed on a page with no text above or below, or they may be placed directly into the text. If a table or a figure is alone on a page (with no narrative), it should be centered within the margins on the page. Tables may take up more than one page as long as they obey all rules about margins. Tables and figures referred to in the text may not be placed at the end of the chapter or at the end of the dissertation.

- Given the standards of the discipline, dissertations in the Department of History of Art and Architecture and the Department of Architecture, Landscape Architecture, and Urban Planning often place illustrations at the end of the dissertation.

Figure and table numbering must be continuous throughout the dissertation or by chapter (e.g., 1.1, 1.2, 2.1, 2.2, etc.). Two figures or tables cannot be designated with the same number. If you have repeating images that you need to cite more than once, label them with their number and A, B, etc.

Headings should be placed at the top of tables. While no specific rules for the format of table headings and figure captions are required, a consistent format must be used throughout the dissertation (contact your department for style manuals appropriate to the field).

Captions should appear at the bottom of any figures. If the figure takes up the entire page, the caption should be placed alone on the preceding page, centered vertically and horizontally within the margins.

Each page receives a separate page number. When a figure or table title is on a preceding page, the second and subsequent pages of the figure or table should say, for example, "Figure 5 (Continued)." In such an instance, the list of figures or tables will list the page number containing the title. The word "figure" should be written in full (not abbreviated), and the "F" should be capitalized (e.g., Figure 5). In instances where the caption continues on a second page, the "(Continued)" notation should appear on the second and any subsequent page. The figure/table and the caption are viewed as one entity and the numbering should show correlation between all pages. Each page must include a header.

Landscape orientation figures and tables must be positioned correctly and bound at the top so that the top of the figure or table will be at the left margin. Figure and table headings/captions are placed with the same orientation as the figure or table when on the same page. When on a separate page, headings/captions are always placed in portrait orientation, regardless of the orientation of the figure or table. Page numbers are always placed as if the figure were vertical on the page.

If a graphic artist does the figures, GSAS will accept lettering done by the artist only within the figure. Figures done with software are acceptable if the figures are clear and legible. Legends and titles done by the same process as the figures will be accepted if they too are clear, legible, and run at least 10 or 12 characters per inch. Otherwise, legends and captions should be printed with the same font used in the text.

Original illustrations, photographs, and fine arts prints may be scanned and included, centered between the margins on a page with no text above or below.

Use of Third-Party Content

In addition to the student's own writing, dissertations often contain third-party content or in-copyright content owned by parties other than you, the student who authored the dissertation. The **Office for Scholarly Communication** recommends consulting the information below about fair use, which allows individuals to use in-copyright content, on a limited basis and for specific purposes, without seeking permission from copyright holders.

Because your dissertation will be made available for online distribution through **DASH**, Harvard's open-access repository, it is important that any third-party content in it may be made available in this way.

Fair Use and Copyright

What is fair use?

Fair use is a provision in copyright law that allows the use of a certain amount of copyrighted material without seeking permission. Fair use is format- and media-agnostic. This means fair use may apply to images (including photographs, illustrations, and paintings), quoting at length from literature, videos, and music regardless of the format.

How do I determine whether my use of an image or other third-party content in my dissertation is fair use?

There are four factors you will need to consider when making a fair use claim.

1) For what purpose is your work going to be used?

Nonprofit, educational, scholarly, or research use favors fair use. Commercial, non-educational uses, often do not favor fair use.

A transformative use (repurposing or recontextualizing the in-copyright material) favors fair use. Examining, analyzing, and explicating the material in a meaningful way, so as to enhance a reader's understanding, strengthens your fair use argument. In other words, can you make the point in the thesis without using, for instance, an in-copyright image? Is that image necessary to your dissertation? If not, perhaps, for copyright reasons, you should not include the image.

2) What is the nature of the work to be used?

Published, fact-based content favors fair use and includes scholarly analysis in published academic venues.

Creative works, including artistic images, are afforded more protection under copyright, and depending on your use in light of the other factors, may be less likely to favor fair use; however, this does not preclude considerations of fair use for creative content altogether.

3) How much of the work is going to be used?

Small, or less significant, amounts favor fair use. A good rule of thumb is to use only as much of the in-copyright content as necessary to serve your purpose. Can you use a thumbnail rather than a full-resolution image? Can you use a black-and-white photo instead of color? Can you quote select passages instead of including several pages of the content? These simple changes bolster your fair use of the material.

4) What potential effect on the market for that work may your use have?

If there is a market for licensing this exact use or type of educational material, then this weighs against fair use. If however, there would likely be no effect on the potential commercial market, or if it is not possible to obtain permission to use the work, then this favors fair use.

For further assistance with fair use, consult the Office for Scholarly Communication's guide, **Fair Use: Made for the Harvard Community** and the Office of the General Counsel's **Copyright and Fair Use: A Guide for the Harvard Community**.

What are my options if I don't have a strong fair use claim?

Consider the following options if you find you cannot reasonably make a fair use claim for the content you wish to incorporate:

Seek permission from the copyright holder.

Use openly licensed content as an alternative to the original third-party content you intended to use. Openly-licensed content grants permission up-front for reuse of in-copyright content, provided your use meets the terms of the open license.

Use content in the public domain, as this content is not in-copyright and is therefore free of all copyright restrictions. Whereas third-party content is owned by parties other than you, no one owns content in the public domain; everyone, therefore, has the right to use it.

For use of images in your dissertation, please consult this guide to **Finding Public Domain & Creative Commons Media**, which is a great resource for finding images without copyright restrictions.

Who can help me with questions about copyright and fair use?

Contact your **Copyright First Responder**. Please note, Copyright First Responders assist with questions concerning copyright and fair use, but do not assist with the process of obtaining permission from copyright holders.

Pagination

Pages should be assigned a number except for the **Dissertation Acceptance Certificate**. Preliminary pages (abstract, table of contents, list of tables, graphs, illustrations, and preface) should use small Roman numerals (i, ii, iii, iv, v, etc.). **All pages must contain text or images.**

Count the title page as page i and the copyright page as page ii, but **do not print page numbers on either page.**

For the body of text, use Arabic numbers (1, 2, 3, 4, 5, etc.) starting with page 1 on the first page of text. Page numbers must be centered throughout the manuscript at the top or bottom. Every numbered page must be consecutively ordered, including tables, graphs, illustrations, and bibliography/index (if included); letter

suffixes (such as 10a, 10b, etc.) are not allowed. It is customary not to have a page number on the page containing a chapter heading.

- Check pagination carefully. Account for all pages.

Dissertation Acceptance Certificate

A copy of the **Dissertation Acceptance Certificate** (DAC) should appear as the first page. This page should not be counted or numbered. The DAC will appear in the online version of the published dissertation.

Title Page

The dissertation begins with the title page; the title should be as concise as possible and should provide an accurate description of the dissertation.

- Do not print a page number on the title page: It is understood to be page *i* for counting purposes only.

Copyright Statement

A copyright notice should appear on a separate page immediately following the title page and include the copyright symbol ©, the year of first publication of the work, and the name of the author:

© [year] [Author's Name] All rights reserved.

Alternatively, students may choose to license their work openly under a **Creative Commons** license. The author remains the copyright holder while at the same time granting up-front permission to others to read, share, and (depending on the license) adapt the work, so long as proper attribution is given. (By default, under copyright law, the author reserves all rights; under a Creative Commons license, the author reserves some rights.)

- Do *not* print a page number on the copyright page. It is understood to be page *ii* for counting purposes only.

Abstract

An abstract, numbered as page *iii*, should immediately follow the copyright page and should state the problem, describe the methods and procedures used, and give the main results or conclusions of the research. The abstract will appear in the online and bound versions of the dissertation and will be published by ProQuest. There is no maximum word count for the abstract.

- The abstract text should be:

- double-spaced
- left-justified
- indented on the first line of each paragraph
- The top of the abstract page should include:
 - The author's name, right justified
 - The words "Dissertation Advisor:" followed by the advisor's name, left-justified (a maximum of two advisors is allowed)
 - Title of the dissertation, centered, several lines below author and advisor

Table of Contents

Dissertations divided into sections must contain a table of contents that lists, at minimum, the major headings in the following order:

1. Title page
2. Copyright
3. Abstract
4. Table of Contents
5. Front Matter
6. Body of Text
7. Back Matter

Front and Back Matter

Frontmatter includes (if applicable):

- acknowledgments of help or encouragement from individuals or institutions
- a dedication

- a list of illustrations or tables
- a glossary of terms
- one or more epigraphs.

Back matter includes (if applicable)::

- appendices
- bibliography
- supplemental materials, including figures and tables
- an index (in rare instances).

Supplemental Material

Supplemental figures and tables must be placed at the end of the dissertation in an appendix, not within or at the end of a chapter. If additional digital information (including audio, video, image, or datasets) will accompany the main body of the dissertation, it should be uploaded as a supplemental file through **ProQuest ETD**. Supplemental material will be available in DASH and ProQuest and preserved digitally in the Harvard University Archives.

Dissertations Comprising Previously Published Works

As a matter of copyright, dissertations comprising the student's previously published works must be authorized for distribution from DASH. The guidelines in this section pertain to any previously published material that requires permission from publishers or other rightsholders before it may be distributed from DASH. **Please note:**

- Authors whose publishing agreements grant the publisher exclusive rights to display, distribute, and create derivative works will need to seek the publisher's permission for nonexclusive use of the underlying works before the dissertation may be distributed from DASH.
- Authors whose publishing agreements indicate the authors have retained the relevant nonexclusive rights to the original materials for display, distribution, and the creation of derivative works may distribute the dissertation as a whole from DASH without need for further permissions.

It is recommended that authors consult their publishing agreements directly to determine whether and to what extent they may have transferred exclusive rights under copyright. The **Office for Scholarly Communication** (OSC) is available to help the author determine whether she has retained the necessary

rights or requires permission. Please note, however, the Office of Scholarly Communication is not able to assist with the permissions process itself.

Top Ten Formatting Errors

1. **Missing Dissertation Acceptance Certificate.** The first page of the PDF dissertation file should be a scanned copy of the **Dissertation Acceptance Certificate** (DAC). This page should not be counted or numbered as a part of the dissertation pagination.
2. **Conflicts Between the DAC and the Title Page.** The DAC and the dissertation title page must match **exactly**, meaning that the author name and the title on the title page must match that on the DAC. If you use your full middle name or just an initial on one document, it must be the same on the other document.
3. **Abstract Formatting Errors.** The advisor name should be left-justified, and the author's name should be right-justified. Up to two advisor names are allowed. The Abstract should be double spaced and include the page title "Abstract," as well as the page number "iii." There is no maximum word count for the abstract.
4. **Pagination**
 1. The front matter should be numbered using Roman numerals (iii, iv, v, ...). The title page and the copyright page should be counted but not numbered. The first printed page number should appear on the Abstract page (iii).
 2. The body of the dissertation should be numbered using Arabic numbers (1, 2, 3, ...). The first page of the body of the text should begin with page 1. Pagination may not continue from the front matter.
 3. All page numbers should be centered either at the top or the bottom of the page.
5. **Figures and tables** Figures and tables must be placed within the text, as close to their first mention as possible. Figures and tables that span more than one page must be labeled on each page. Any second and subsequent page of the figure/table must include the "(Continued)" notation. This applies to figure captions as well as images. Each page of a figure/table must be accounted for and appropriately labeled. All figures/tables must have a unique number. They may not repeat within the dissertation.
6. **Horizontal Figures and Tables**

1. Any figures/tables placed in a horizontal orientation must be placed with the top of the figure/ table on the left-hand side. The top of the figure/table should be aligned with the spine of the dissertation when it is bound.
2. Page numbers must be placed in the same location on all pages of the dissertation, centered, at the bottom or top of the page. Page numbers may not appear under the table/ figure.
7. **Supplemental Figures and Tables.** Supplemental figures and tables must be placed at the back of the dissertation in an appendix. They should not be placed at the back of the chapter.
8. **Permission Letters Copyright.** permission letters must be uploaded as a supplemental file, titled 'do_not_publish_permission_letters,' within the dissertation submission tool.
9. **DAC Attachment.** The signed Dissertation Acceptance Certificate must additionally be uploaded as a document in the "Administrative Documents" section when submitting in **Proquest ETD**. Dissertation submission is not complete until all documents have been received and accepted.
10. **Overall Formatting.** The entire document should be checked after all revisions, and before submitting online, to spot any inconsistencies or PDF conversion glitches.

Further Questions

1. You can view dissertations successfully published from your department in **DASH**. This is a great place to check for specific formatting and area-specific conventions.
2. Contact the **Office of Student Affairs** with further questions.

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

Regular guidance through contact with faculty advisors is an essential component of doctoral education. Students should maintain close contact with their official advisor(s) throughout their enrollment in the program. Students are encouraged to develop informal advising relationships with several faculty members in addition to their official advisor.

First-year advisors provide assistance during the initial stages of the program, but do not necessarily advise the student throughout their studies. Students are matched with initial advisors based on their research interests. As students familiarize themselves with program faculty during coursework, research work, seminars/workshops, and other activities, they may change their official advisor(s) as their academic and research interests develop.

Coursework

- Two one-term courses in microeconomic theory (Econ 2010 a, b) are required.
- One one-term course in macroeconomic 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, which is strongly encouraged for completion of the macroeconomics course series. 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.
- Two one-term MBA Elective Curriculum courses.
- Students must register for Ec 2000 in their third year and complete a research paper under the guidance of their faculty advisor. The paper must be complete and physically present in the student's file in the department's graduate office before the written field examination can be taken.
- All courses should be completed with a grade of B or better.

Field Research Requirement

The Field Research requirement provides 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 Programs 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](#).

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 at HBS. The purpose is to test 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 to satisfy the requirements for testing in a field. As such, a minimum of four courses need 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 with 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. Students who take the field courses in their first year can take the exam early. Field Exams can only be delayed after permission is granted by the Business Economics Program Chairs in consultation with the student's advisor. Extraordinary circumstances such as health related issues may also be 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, then they are 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.

Thesis Proposal

By the end of their third year, students are required to present their research ideas to a committee comprising 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 their 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 and is a significant contribution to the knowledge and understanding in the chosen special field. For the student to meet the requirement, analysis and evaluation of relevant data must yield significant and independent conclusions.

Government

Candidates for the PhD in Government are expected to complete the required coursework during their first two years of graduate study and take the General Examination at the end of the second year. A typical schedule consists of these two years, followed by three or four years of work on a dissertation, combined with supervised teaching.

Requirements

Courses — A student must successfully complete at least twelve four-credit courses, of which eight must be in political science. At least ten of these twelve four-credit courses and seven of the eight four-credit courses in government must be listed in the catalogue as 1000- or 2000-level courses. Courses cross-registered with Harvard's Divinity and Law Schools, the Fletcher School, or MIT can be used toward these requirements. Prior approval from the Director of Graduate Studies is needed for courses from the Harvard Kennedy and Business Schools.

Students must complete six four-credit 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 department graduate seminar, Gov 3001: Approaches to the Study of Politics. The course, offered each fall, is to be taken SAT/UNSAT for a full semester of credit.

Incompletes — A grade of Incomplete can be converted into a letter grade if the student completes the work before the end of the term following the one in which the course was taken. If an Incomplete has not been completed within the period, the student must have the instructor and DGS approve the petition for an extension. No grade of Incomplete can be used to satisfy any departmental requirement.

Seminar Papers — In order to ensure that students secure adequate training in research and writing, at least three seminar-style research papers must be completed. The usual means is through enrollment in seminars, but the requirement may also be satisfied by reading or lecture courses in which papers of this type are written. Only one of the three papers may be co-authored. Only one of the three papers may be written outside the Department.

It is the student's responsibility to obtain written verification from the instructor that the completed paper is of seminar quality.

Quantitative Methods Requirement— During their first or second year every student must successfully complete, 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 Curriculum and Educational Policy Committee.

Political Theory Requirement — During their first or second year, every student must take a minimum of one graduate-level four-credit course (or section) in Political Theory, chosen from a list of courses approved by the Curriculum and Educational Policy Committee.

Research Tools Requirement — By the end of his or her first year, every student must submit to the director of graduate studies a written Research Tools Plan outlining intentions to acquire tools and methodological expertise connected to his or her areas of research interest. The Tools Plan also should list the courses, modules or workshops the student intends to take in order to meet the research tools requirement.

Every student must complete a minimum of 3.5 four-credit course-equivalent units of research tools and methods courses, modules or workshops by the end of their seventh term in residence (middle of the fourth year). The required seminar, “Approaches to the Study of Politics,” and the required graduate course in quantitative social science methods count for two units within this total. Students may count language training in various formats (e.g. semester courses; intensive summer sessions) toward fulfillment of this requirement. The Curriculum and Educational Policy Committee will determine what counts for 1.0 or 0.5 units.

Research Workshops — The government department offers a series of research workshops, in each of the four fields (American Government, International Relations, Comparative Politics, Political Theory), Applied Statistics, and Political Economy, for graduate students to present and discuss work in progress. Every student should attend at least one research workshop, each semester, when in residence. Research workshops do not count toward the requirement to complete twelve four-credit courses.

The General Examination

Every student will sit for a General Examination in May of their 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 (chosen by the student from among American Government; Comparative Politics; International Relations; and Political Theory), plus an additional focus field defined by the student. A student may substitute either Formal Theory or Political Methodology for one of the two major fields. For the focus field, each student will submit by a date designated by the director of graduate studies a five-to-eight-page statement outlining a special area for examination. This area may encompass a special literature; an area of the world; a realm of special interest spanning subfields or disciplinary boundaries; or a research approach. Political Theory and Social Policy students are not required to submit focus field memos.

Students are allowed a “course-out” option instead of taking a minor field oral exam in either Political Methodology or Formal Theory by taking four (4) methods courses from our methods sequence with an overall grade of B+ or higher. At most, one course outside the methods sequence may count toward the

course out requirement, but those who want to use outside classes should consult with a member of the methods faculty (such as the methods field coordinator) before taking those courses for approval. Students who choose to course out will sit for the other two 30-minute exams as usual.

The department regularly offers “field seminars” introducing each of the four major fields of the discipline. However, no examination field is co-terminus with any one course, or even with any group of courses. The student is responsible for preparation in the field and should not assume that satisfactory completion of a course or courses dealing with the material in the field will constitute adequate preparation for the examination. The student should consult faculty members in each field to ensure such preparation. All students who choose a field are responsible for the same range of materials.

Progress toward the Degree after the General Examination

Requirements relating to courses, seminars (research) papers, quantitative methods and political theory should normally be completed before the General Examination, that is, during the first two years of graduate work. In special circumstances, a student may defer fulfillment of two four-credit courses or one four-credit course and one seminar paper until after 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 as follows:

- An initial “Research Exploration Meeting” must convene in the fall semester of the third year, to discuss an approximately ten-page statement from 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. The student may consult the director of graduate studies to identify three or four appropriate faculty consultants, if these are not readily apparent.
- Involving the same three or four faculty, or a different set where appropriate, the second “Prospectus Evaluation Meeting” will convene to discuss and approve the student’s written dissertation prospectus. These faculty members are chosen by the student with the approval of the director of graduate studies. The 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 name(s) of the advisor(s) registered with the Graduate Program Office, by no later than November 15 of the fourth year.

By May 15 of each year, each student, third year and above, must submit a progress report, approved by his or her major faculty advisor, to the director of graduate studies. If these conditions are not met, the student will be classified “not in good standing” by the Graduate School and the department and will become

ineligible for a teaching fellowship, other financial aid, or employment within the University. After completing these requirements, the student may petition the department to be reinstated “in good standing.”

Teaching

First-year students are not permitted to serve as teaching fellows. Second-year students may teach with permission of the director of graduate studies (DGS) and the GSAS dean of admissions and financial aid.

Students in their third year and beyond are eligible for teaching fellowships, which enable them to participate in Harvard’s undergraduate tutorial program, teach sections in the introductory government courses, or assist undergraduates in middle-group courses by leading discussion sessions or directing senior theses. All graduate students will normally be required to teach a minimum of two sections in departmental courses sometime during the period that they are in residence. To ensure diversity of experience, one section will normally be in an introductory course and one section will be in an advanced course (such as a 1000-level course).

In the third year, most teaching fellows devote two-fifths time to teaching, the remainder to work on the dissertation. The fourth year may be devoted entirely to writing the dissertation or to a combination of teaching and research. Students who have passed the general examination may teach three-fifths time for four years, with the following exception: those who have taught fewer than sixteen term-fifths may be appointed in a fifth year up to that total.

All first time Teaching Fellows must enroll in Gov 3002: Teaching and Communicating Political Science. This is a required course for Government PhD students who are teaching in the department for the first time (typically G3s). The course has five required meetings and three optional sessions in the fall semester. Between meetings, you will have the chance to apply what you learn through peer observation, having your section videotaped, and watching your section with the Departmental Teaching Fellow. The ultimate goal of this course is to help you to become a good teacher and an effective speaker.

Dissertation

A student is required to demonstrate ability to perform original research in political science by writing a dissertation that makes a significant contribution to knowledge in the field. The requirement may also be fulfilled in the form of a three-article dissertation by approval of the dissertation committee.

Dissertations must be approved by three committee members, two of whom must be faculty members of the Harvard University Faculty of Arts and Sciences. The chair must be a member of the Department of Government. Any member of the committee who is not a member of the department must be approved by the dissertation chair. Dissertations must be approved for defense by the committee. The final copies of the dissertation must conform to the requirements described online in **Dissertations**.

Special Examination

After the dissertation has been approved, and after all other degree requirements have been met, a student will take the “special” oral examination, or defense. This examination is focused on the dissertation and on the relevant special field, which is ordinarily one of the fields that the student presented in the general

examination, or an approved portion of that field.

Students who defend their dissertation later than six years after taking the general examination must re-take the focus field of the general examination. Approved parental leave extends this period by one year per child, but no other reason for leave does.

Depositing Dissertation Data

Students are required to make all of the quantitative data they have compiled to reach the findings in their dissertation available to the [Harvard-MIT Data Center](#). This data must be in machine-readable form (together with accompanying explanatory materials). These data will be made available to other users five years after receipt of PhD or sooner, if the PhD recipient permits.

Ten-Year Enrollment Cap

An overall Graduate School of Arts and Sciences (GSAS) policy has been established that students 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 medical or parental leave or for students with other special circumstances. Students who are administratively withdrawn are free to apply for readmission to GSAS, so as to re-register for the purpose of the defense and receiving the degree, when their dissertation is completed.

Advising

First-year students are assigned a faculty advisor by the director of graduate studies. In subsequent years, students may either remain with the first-year advisor or choose an advisor on their own.

Before the end of the second year, students must ask a faculty member to serve as their **Third-Year Advisor** and submit a signed "third-year advisor form" to the Graduate Office. This faculty member has the responsibility for guiding a student through the pre-prospectus meeting and the process of forming a committee.

Dissertation prospectus committees must include at least three faculty members. Dissertations must be approved by three committee members, two of whom must be faculty members of the Harvard University Faculty of Arts and Sciences. The chair must be a member of the Department of Government. Any member of the committee who is not a member of the department must be approved by the dissertation chair.

Population Health Sciences

Degree Requirements

Pre-Arrival

The PhD in Population Health Sciences (PHS) is intended to be a four-year program grounded in one of five primary Fields of Study (FoS) bulleted here. The FoS is identified by each candidate at the point of submitting the PHS application to the Graduate School of Arts and Sciences:

- Environmental Health

- Epidemiology
- Global Health & Population
- Nutrition
- Social & Behavioral Sciences

Each student is assigned a faculty advisor by the designated Field of Study at the time of PHS admission.

Year One

With the faculty advisor's guidance and using PHS milestones, interdisciplinary core requirements, and individual FoS requirements as a blueprint, each student designs a degree plan toward the PhD while taking the initial coursework – both *required* and *desired* – that will, ultimately, both inform and *help-to-form* their research topic and dissertation.

At the end of year one, students will complete a *Prospective Program form*. This form lists the student's plan for coursework, including both year one and year two. It should reflect the Area of Specialization within their FoS and any minors, if required. Depending upon the student's FoS, some will take part of the first Preliminary Qualifying Exam (PQE) exam at the end of the second semester.

Year Two

Students continue with coursework using the degree plan while solidifying preparations/studies for the two-part Preliminary Qualifying Examination (PQE).

The *PQE I: Content Knowledge Exam* is managed by the individual FoS. It typically occurs at the end of year two, and in some instances, has two sections, one taken at the end of year one and the other at the end of year two. The first part of the PQE may be either written, oral, or a combination of both, as determined by the FoS.

The *PQE II: Dissertation Proposal Exam* is the dissertation proposal segment of the PQE and must be completed by the end of the fifth semester. This part of the exam is oral with a student-written dissertation prospectus for each FoS.

Year Three

Within two weeks of successfully completing the PQE II, participants finalize general research topics and identify a dissertation adviser who will help with the nomination of a formal Dissertation Advisory Committee (DAC). The DAC serves to mentor the student through the dissertation candidacy process and defense. The dissertation advisor is most often the same faculty member who has served as the student's academic advisor. At this point, the student is officially recognized as a *PhD candidate* and begins doctoral research and dissertation writing in earnest, including in-person DAC progress report meetings every three months, up until the time of the dissertation defense.

Year Four

Each candidate continues with research and dissertation writing, including required in-person DAC progress report meetings every three months. It is expected that the candidate's doctoral research will result in the publication of one or more original research papers by the end of year four. Following completion of doctoral research, candidates must also write and defend a dissertation before being awarded the PhD in Population Health Sciences by the end of year four.

Core Curricula

Overview

The following courses satisfy the minimum curriculum and core requirements for the PhD in Population Health Sciences. All PHS students are encouraged to pursue further coursework in areas of specific interest. Core requirements have been selected and, in some cases, created to both broaden the student's knowledge base as well as build depth in individual research areas. In most cases, students may jointly petition a course's respective Field of Study, the academic advisor, and the PHS Program Office with a request to consider prior similar or more advanced coursework in order to satisfy core requirements. To further broaden perspectives on population studies and health-related issues, students may also choose to enroll in courses offered beyond the PHS Fields of Study and Harvard Chan, such as those offered by programs affiliated with other Harvard schools (i.e., Harvard Medical School, Harvard Graduate School of Education, Harvard Kennedy School, etc.) as well as graduate level classes at Massachusetts Institute of Technology (MIT), Tufts University, or Brown University.

Please note that the number of 'credits' per course varies by school. The 'home' Office of the Registrar for all PHS students is the Faculty of Arts and Sciences (FAS). FAS uses a 2-, 4-, 8-credit system, while Harvard Chan uses a 2.5-, 5-, and 10-credit system. Students can use the [Credit Conversion Chart](#) to see credit equivalents from school-to-school. GSAS students, including all PhD students (including PHS) use **FAS credits**. **GSAS students are required to enroll in at least 16 credits per semester and are allowed to enroll in a maximum of 24 credits.**

Additionally, **all GSAS students are required to take each course for a grade (sometimes referred to as an "ordinal"), even if the course is offered either as ordinal or as SAT/UNSAT.** The only instance in which a student can take a course as SAT/UNSAT is if this is the only grading option offered, in which case, GSAS students are expected to receive a satisfactory grade. GSAS Policies outlines the [grading system](#).

The final selection of courses must be made in consultation with each PHS student's individual advisor and FoS academic administrator and will be verified by the PHS Program Office.

Course offerings vary from year-to-year, and students should consult the course catalog in my.harvard for the most up-to-date course list. All students are obliged to follow the guidelines as described in the PHS Student Handbook for their respective year of entry.

PHS PhD Core Course Requirements

Course	Timing	Semester	GSAS Credits	Harvard Chan Credits
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Course	Timing	Semester	GSAS Credits	Harvard Chan Credits
PHS 2000 A + Lab	Year One	Fall	4 credits	5 credits
PHS 2000 B + Lab	Year One	Spring	4 credits	5 credits
SBS 506	Year One	Fall One	2 credits	2.5 credits
EPI 201 + Lab	Year One	Fall One	2 credits	2.5 credits
EPI 202 + Lab	Year One	Fall Two	2 credits	2.5 credits

- RCR – Responsible Conduct of Research: Year One or Year Two
- WES – Weekly Evening Seminar:
 - Year One – Wednesday Evenings
 - Year Two – One Tuesday Evening/Month
- TF – Teaching Fellowship: Year Two, Year Three, or Year Four

Course Locations

FAS, Harvard Chan, GSE, GSD, HKS, HDS: Course catalog search via [my.harvard](https://my.harvard.edu)

DMS: Downloadable listings of [curriculum and course locations](#)

Past course evaluations are available for [FAS courses](#) and [Harvard Chan courses](#).

PHS Core Course Requirements

PHS 2000 A & B + LAB: QUANTITATIVE RESEARCH METHODS IN POPULATION HEALTH SCIENCES

8 GSAS Credits/10 Harvard Chan Credits (4/5 credits per semester)

This is a year-long course to be taken by all incoming PHS students in the first year. The course forms the core of the PhD work in research methods. Methods from different disciplines with relevance to all five Fields of Study are included.

PHS 2000 WAIVER POLICY

The following outlines the policy by which course waivers will be considered for current PHS students for PHS 2000 A & B.

- The PHS 2000 course forms the methodological foundation for the PhD in Population Health Sciences (PHS) and subsequent methods courses; it is interdisciplinary and is also taught at a higher level than most comparable courses. **Except in unusual circumstances, both PHS 2000 A & B are considered required courses for all students seeking to obtain the PhD in Population Health Sciences.** [L] [SEP]
- PHS students with a prior Master's degree, who believe that they have had the vast majority of the material covered by the course, can request a waiver for a specific semester, subject to approval by the course instructor (Chen or Hughes for PHS 2000A; VanderWeele, Chen, or Cohen for PHS 2000B), the advisor, and the appropriate Field of Study academic administrator.
- PHS students requesting a course waiver will be required to support the request with documentation about prior completed coursework (grades, syllabi, etc.) to the PHS Program Office. Separate waiver requests must be submitted for PHS 2000A and PHS 2000B, and waivers for PHS 2000B will only be granted in exceptional circumstances.
- PHS students who are granted a waiver can still attend any of the course lectures or labs of interest to them, but will not be required to do so and will not be required to submit any of the assignments.
- PHS students who are granted waivers will, nevertheless, be required to take the three course exams each semester as part of their school-wide program requirement and must obtain a B+ on the exam of each individual module. **These grades will not be recorded on the student's transcript but will constitute the equivalent of a 'qualifying exam' for the PHS PhD.** [L] [SEP]
- PHS students who receive a grade that falls below a B+ on any module exam will be required to re-take the exam for that specific module in the following year during the semester in which it is offered, and strongly encouraged to attend the lectures and complete the assignments of that module. PHS students who do not attain a B+ for each exam will be required to take the entire course for credit during the following year. If a student fails to achieve these standards the second year, then whether they are allowed a third attempt will be at the discretion of the PHS director.
- Please Note: Students choosing the waiver option for either PHS 2000 course (A or B) must maintain a B+ average across all three course examinations (as judged by

the final distribution of overall final average scores for the course), as opposed to the B average requirement for those students enrolled and taking the course.

- Students can access a PHS 2000 Waiver Request Form via the PHS Program Office and should return the form to the PHS Program Office with the requested signatures for final approval by the PHS director.

EPI 201: INTRODUCTION TO EPIDEMIOLOGY – METHODS 1 + LAB

2 GSAS Credits/4 Harvard Chan Credits

EPI 202: ELEMENTS OF EPIDEMIOLOGIC RESEARCH – METHODS 2 + LAB

Faculty: Mittleman

2 GSAS Credits/4 Harvard Chan Credits

These two Epidemiology courses are to be taken by all PHS students in the first year. This sequence equips all students with understanding of basic research concepts, causal theory, epidemiology, and study design. Students seeking a course waiver should work with their advisor to determine whether prior coursework matches similar EPI 201 or EPI 202 objectives and must receive waiver sign-off by the course instructor, advisor, FoS academic administrator, and PHS faculty director.

Students who have previously taken one or both of these courses during a prior degree at Harvard do not need to take any course enrollment/waiver request action. Confirmation of course completion is reflected in the transcript provided at the time of application to PHS, and FoS administrators will ensure that these students receive course credit for these requirements.

SBS 506: AN INTRO TO HISTORY, POLITICS, & PUBLIC HEALTH: THEORIES OF DISEASE DISTRIBUTION & HEALTH INEQUITIES

2 GSAS Credits/4 Harvard Chan Credits

In most cases, this course should be taken by all incoming PHS students in the fall of first year; however, all PHS students are required to complete this course by the end of fall in the second year. The course provides an introduction to different perspectives (social, behavioral, environmental, nutritional, global, and policy) that inform public health research and education. Students seeking a course waiver should work with their advisor to determine whether prior coursework matches similar SBS 506 objectives and must receive waiver sign-off by the course instructor, advisor, FoS academic administrator, and PHS faculty director.

Students who have previously taken this course for a degree in 2016 or later at Harvard do not need to take any course enrollment/waiver request action. Confirmation of course completion is reflected in the transcript provided at the time of application to PHS, and FoS administrators will ensure that these students receive course credit for these requirements.

RESPONSIBLE CONDUCT OF RESEARCH (RCR)

(HPM 548, MEDSCI 3000qc or Chemistry 305qc)

Various times, courses, faculty, and schools/organizations

The chosen course from the list above or another approved equivalent should introduce the basic ethical and regulatory requirements for conducting bench, animal, clinical, and public health research. The course must fulfill the National Science Foundation (NSF) and National Institute of Health (NIH) requirements for RCR instruction.

Please note: Different courses meeting this requirement are offered via Harvard Chan, the Harvard Division of Medical Sciences (DMS), and GSAS. *PHS students need only choose one PHS-approved course*; however, this course must be completed by the end of the second year for all students (in some cases, within the first year of study), except in circumstances where a student has already taken HPM548 during a prior Harvard Chan Master's degree program. Students will also be required to take a 'refresher' course to update their research conduct knowledge during year three or year four.

PHS WEDNESDAY EVENING SEMINAR (WES) & TUESDAY EVENING SEMINAR (TES)

PHS PhD Program Requirement

This 'standing' seminar for all first year PHS students takes place one-night-per-week throughout the year, covering various rotating topics/components. For incoming PHS students, the PHS Evening Seminar takes place on Wednesday evenings, beginning in Fall One. A Pedagogy & Teaching extension of the Seminar is also required during the second year of the program on one Tuesday evening per month.

WES Topic Rotations

- PHS 'Pulse Check' Dinner with Faculty Director (begins in Fall One; optional in Year Two)
- PHS Speaker Series (begins in Fall One; optional in Year Two)
- Scientific Communication & Grant-Writing (begins in Fall Two)
- Pedagogy & Teaching (begins in Spring Two, one evening/month in Year Two)

Please note: The PHS Program Office will order-in dinner each week for all students. Students should consult the PHS Program Office with any accommodation concerns that arise over scheduling or dietary restrictions.

Mind, Brain, and Behavior

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. For example, a student in comparative literature 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. Such a student might satisfy the requirements of the specialized track with a general course in developmental psychology, a directed reading course on language acquisition, and two semesters of research in a developmental psychology lab working on projects involving language acquisition.

Program Requirements

MBB General Track: Four courses (16 credits) 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. Courses must be approved both by the student's home field advisor and by a sub-committee of the Standing Committee on MBB.

MBB Specialized Track: Four graduate-level courses (16 credits) 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 may be a directed reading course. All four courses must be completed with a grade of B+ or higher. Courses must be approved by the outside supervisor, the home field advisor, and a sub-committee of the Standing Committee on MBB.

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 your home field advisor, the MBB sub-committee, and the MBB Education Program Coordinator. For the specialized track, advising will come from your home field advisor, your outside supervisor, and the MBB sub-committee, and will include an initial discussion about structuring your specialized program.

Business Administration

Program of Study

The PhD degree in Business Administration is a jointly offered program between the Graduate School of Arts and Sciences (GSAS) at Harvard University and Harvard Business School. The program consists of five fields: Accounting and Management, Management, Marketing (Quantitative and Consumer Behavior), Strategy, and Technology and Operations Management.

Each candidate's program of study will be developed in consultation with the Faculty Chair of the program and the Doctoral Programs Office at HBS. The normal program is outlined below.

Advising

Regular guidance through contact with faculty advisors is an essential component of doctoral education. Students should maintain close contact with their official advisor(s) throughout their enrollment in the program. Students are encouraged to develop informal advising relationships with several faculty members in addition to their official advisor.

First-year advisors provide assistance during the initial stages of the program, but do not necessarily advise the student throughout their studies. Students are matched with initial advisors based on their research interests. As students familiarize themselves with program faculty during coursework, research work, seminars/workshops, and other activities, they may change their official advisor(s) as their academic and research interests develop. During the early years of study, students should become acquainted with many program faculty members, to identify advisors who share their research interests.

Coursework

Coursework consists of a minimum of 13 doctoral level semester courses and 2 MBA semester courses. Each semester students will consult with their faculty advisors to receive approval of their course selections. Areas of study may require specific courses in each of the four categories listed below:

- Discipline Courses (2 courses)
- Research Methods Courses (4 courses)
- Field Courses (5 courses)
- Breadth Courses (2 courses)
- MBA Courses (2 courses)

Students will complete all course assignments and are required to meet with their MBA faculty instructors at least twice during the semester to discuss connections between course materials and research opportunities.

Students may elect to complete one of the two MBA Course requirements by participating as a Teaching Fellow (TF) in an MBA course. Students are eligible to TF in both Required Curriculum (RC) and Elective Curriculum (EC) courses. In order to fulfill a MBA course requirement, the TF is required to attend all class sessions and meet with the instructor to discuss connections between the course material and research, as well as, to discuss pedagogical decisions made in the classroom.

Research Seminar and Presentation

Students are required to present in a research seminar on a yearly basis (starting in the 2nd year). Students must also attend a weekly research seminar, ordinarily the unit (department) seminar in their area of study.

Field Exam and Paper

Students are required to pass a field exam in their area of study and submit a publishable quality research paper by the end of their second year. Both the exam and paper are evaluated by a committee of 3 or more faculty members.

Teaching

Students are required to complete a teaching engagement of one full academic term that includes in front-of-class teaching experience and teaching preparation time.

Dissertation Proposal

By the end of their third year, all students are required to obtain approval of their dissertation proposal by a 3 member committee. In addition, students must have a confirmed Dissertation Chair.

Dissertation

Students are required to write a dissertation, which typically takes the form of three publishable papers, to the satisfaction of their Dissertation Committee. The dissertation defense is oral.

The defense must demonstrate effective analysis and evaluation of relevant data contributing significantly to the understanding and resolution of management problems. A level of professional scholarly competence should be evident during the collection, analysis and reporting of data, and in the presentation of findings.

The construction of the dissertation should be clear, concise and orderly. It is necessary to include sufficient evidence to support the reasoning and conclusions. The length of the thesis will vary, depending on the nature of the research topic and the evidence required.

Since a principal purpose of the dissertation is to demonstrate a candidate's ability to make good use of the research methods appropriate to their problem, and to develop and handle evidence satisfactorily, the thesis should contain a statement (a) of the research procedures employed and (b) concerning the nature, reliability and suitability of the evidence gathered.

See additional information for [Current Students](#) (login required).

Health Policy

The PhD in Health Policy, awarded by the Graduate School of Arts and Sciences, is administered by the Committee on Higher Degrees in Health Policy, representing six Harvard University faculties: Faculty of Arts and Sciences, Harvard Kennedy School, Harvard Medical School, Harvard T.H. Chan School of Public Health, Harvard Business School, and Harvard Law School.

The PhD program has the following requirements:

- Two years (generally) of coursework, including a year-long Core course

- Concentration in one academic discipline (decision sciences, economics , management, methods for policy research, or political analysis) and specialization at the dissertation stage in one policy area (global health, healthcare services, mental health, or public health)
- Three one-term courses, chosen from three concentrations outside a student's field of concentration. The statistics requirement (noted below) may be used to satisfy one of the three requirements, except for students concentrating in methods for policy research
- Two one-term courses in statistics
- A weekly research seminar starting in the third year
- Written general and concentration examinations following the two years of coursework; the general examination contains an oral component
- A dissertation prospectus and oral examination
- A dissertation based on original research and a dissertation defense

Note: If a grade of B- or better is not obtained in a course offering a letter-grade option, the student will not receive program credit for that course.

Concentrations

PhD students in Health Policy choose a concentration and meet specific curriculum requirements in one of six disciplines:

Decision Sciences (Professor Jane Kim, chair). Decision Sciences is the collection of quantitative techniques that are used for decision-making at the individual and collective level. They include decision analysis, risk analysis, cost-benefit and cost-effectiveness analysis, decision modeling, and behavioral decision theory, as well as parts of operations research, microeconomics, statistical inference, management control, cognitive and social psychology, and computer science. Examples of research topics in health decision sciences include:

- cost-effectiveness analysis of medical technologies and pharmaceuticals
- optimal screening policies for cancer and other chronic diseases
- measurement and evaluation of health outcomes, including quality of life
- policy simulation modeling of diseases such as AIDS, tuberculosis, cancer, and asthma

- optimal resource allocation for biomedical research

Economics (Professors Joseph P. Newhouse and Timothy Layton, co-chairs). The concentration in economics focuses on the economic behavior of individuals; providers; insurers; and international, federal, state, and local governments and actors as their actions affect health and medical care. In addition to examining the literature on health economics, the training emphasizes microeconomic theory, econometrics, and interactions with other disciplines, including clinical medicine.

Methods for Policy Research (Professors Mary Beth Landrum and J. Michael McWilliams, co-chairs). Training in this concentration will enable students to study the effects of a wide range of policies and health services (e.g., health insurance, health care quality improvement, clinical decision-making, drug policy, cost-containment, and socioeconomic factors) on behaviors, access, processes and quality of health care, health outcomes, or costs. Students in this concentration will develop proficiency in experimental and quasi-experimental research design, statistics, relevant social sciences, and other methodological approaches (e.g., epidemiology, program evaluation, qualitative methods, and survey design). Previous students in this track have used innovative methodological and statistical approaches to study, for example:

- the impact of acquiring Medicare coverage on the health of previously uninsured adults
- the effects on health behavior of insurance restrictions on maternity lengths of stay
- the effects of drug coverage on access to essential medications in Medicare
- the effects of regulatory changes in legal drinking ages on health and mortality
- the effects of physician experiences with adverse medical events on under-prescribing of essential medicines
- a controlled natural experiment on the effectiveness of direct-to-consumer drug advertising
- the effects of near-universal Medicare coverage on disparities in cardiovascular disease and diabetes control
- methods to estimate racial/ethnic health care disparities and their effects on health
- international differences in outcomes of medical care for acute myocardial infarction
- the effects of unemployment on mortality

Management (Professors Amy Edmondson and Robert S. Huckman, co-chairs). The management concentration prepares students to do research on the managerial, operational, and strategic issues facing a wide range of organizations in the health care industry including: health care providers; pharmaceutical and

biotechnology firms; device and technology companies; and private and public insurers. Students in this track examine how theories and concepts from fields such as technology and operations management, organizational behavior, organizational economics, and competitive strategy can be applied to and further developed for understanding health care organizations. Key research themes include:

- learning and process improvement
- organizational structure and performance in health care delivery
- managing R&D organizations
- managing teams in clinical and research settings
- information technology and the management of health care processes

Political Analysis (Professors Sara Bleich and Ben Sommers, co-chairs). This concentration is intended for students who wish to do research on the relationship between politics and health policy. Students will study theories of individual opinion formation, voting behavior, legislative organization, and interest group formation. In addition, students will examine the role of public opinion, interest groups, the media, and institutions in influencing health policy outcomes. The research methodologies most utilized in this track include survey research methods and quantitative statistical methods appropriate for large-scale databases.

Language Requirements

There is no language requirement.

Policy on Incompletes

No grade of Incomplete can be used to satisfy any departmental requirements.

Human Subjects

All PhD students in Health Policy must receive human subjects training during their first year in the program (before they embark on research during their first summer in the program)—in connection with the Core course. This training must be updated as required by the University.

Advising

Once a student has accepted an offer of admission to the PhD program in Health Policy, they are assigned an advisor. After the first year, students have the option to select their own advisors. During the third year of the program, a student forms a dissertation committee, which replaces the student's faculty advisor. (However, frequently the student invites the second-year advisor to serve on the dissertation committee.) In addition to convening the dissertation committee for the dissertation proposal orals and final defense, a

student is encouraged to meet together with their entire committee several other times during the process as well as individually with members of the committee on a regular basis. In the third year and above, all students are required to register for the research seminar and present once per academic year. Students are encouraged to invite their advisors to attend these presentations.

The program office requests an annual progress report that is shared with the advisor, the concentration chair, the program chair, and the director of graduate studies. The program office monitors Incompletes.

Thus, at all times when enrolled in the program, a student has one or more faculty advisors. Generally speaking, students in this program form strong bonds with their advisors.

Master of Arts (AM)

This program does not award an AM. However, it does award a terminal master's degree in circumstances that warrant it, by vote of the Committee on Higher Degrees in Health Policy. If students leave the program or are withdrawn after passing the general and concentration examinations and completing all their course requirements with a grade of B- or better, they are eligible for a terminal master's degree.

Teaching

With the exception of the decision sciences and management tracks of the program, teaching is not a requirement of this program, but at least one Harvard teaching experience is strongly encouraged. In the decision sciences track, students are expected to have at least five HSPH credits (equivalent to one full semester) of experience as teaching fellows in the core decision sciences courses. In the management track, 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.

General and Concentration Examinations

Generally, students take a full load of classes (four semester-long courses, or the equivalent, per term) for each of their first two years in the program. At the end of the two years, general examinations are administered over the course of a week. The week starts with a one-hour in-class examination followed by a two-day take-home examination in which students must demonstrate that they have a master's level understanding of the concentrations. It is followed the next week by an oral examination. This examination is the same for all students (i.e., is not concentration specific). Students are strongly encouraged to take the general examination at the end of their second year in the program or at the completion of their coursework. If students would like to take it at the end of their first year in the program, they must petition the program. Only students with prior relevant master's degrees can petition. Once permission is granted, the student must declare by the end of first term that they will indeed take the generals at the end of their first year. If a student fails either part of the generals, the student is given one opportunity the following year to retake the part or parts not passed. Students also take an examination in their concentration, usually at the end of their second year in the program. Students should complete all concentration course requirements prior to taking a concentration examination. Any exceptions must be approved by the student's concentration chair.

Dissertation Prospectus and Orals

The purpose of the dissertation prospectus and its oral examination is to provide a formal occasion for the student to receive feedback on, and gain approval of, their dissertation topic(s). This should be done early enough to incorporate significant changes in direction based on faculty input, but it should reflect a fairly advanced stage of study design for at least part of the dissertation. Throughout this process, the student is expected to keep in close contact with their dissertation committee.

Generally, dissertations in the PhD in Health Policy Program consist of three papers or three chapters within a monograph. Thus, the prospectus (also known as a proposal; the words are used interchangeably in what follows) should describe the research to be conducted in each paper (expectations are described in more detail below). Sometimes, however, a student may want to obtain results from two of the papers before finalizing the issue to be investigated in the third paper and describing the research that will occur in the third paper. In recognition of this possibility, the PhD in Health Policy program provides for two options for the dissertation proposal and oral exam. One option is to propose all three papers and defend them at the same time; the other option is to propose two papers, defend them, and then within six months propose a third paper and defend it in a second oral examination. A student choosing the second option will receive a “conditional pass” until the proposal for the third paper has been successfully defended; the term “conditional” will not be interpreted as implying inadequacy in any way.

Timing

Within one year of passing the qualifying examination, a student is expected to have formed a dissertation committee. Further, each student is strongly encouraged to submit a written proposal for at least two of the dissertation papers (or monograph chapters) and pass an oral examination on their dissertation proposal before September of their fourth year. The PhD program expects that any student choosing to defend a proposal for only two papers initially will successfully defend a proposal for the third paper or chapter no later than the beginning of the spring semester of their fourth year.

All students must successfully defend their dissertation proposals by the end of the fourth year in the program to maintain satisfactory progress. Also, if a student does not pass the dissertation proposal orals by the end of the third year, they must meet with the proposed committee by June 30 of that year to discuss the student’s progress to date. The committee will then be asked to sign a form indicating that the student is making satisfactory progress toward completing the dissertation proposal. If a student has not set a date for the dissertation proposal orals by January of their fourth year, the program must notify the student and the chair of the student’s dissertation committee. There is no limit to the number of times a student may repeat a dissertation proposal oral examination, but ordinarily failure to obtain acceptance of a dissertation proposal by the end of the fourth year would be considered evidence of unsatisfactory progress.

To monitor and spur progress on the dissertation, a weekly research seminar is required of all students, beginning in the third year. At the seminar, the students present their dissertation work at all stages, starting with the proposal stage.

Students are strongly discouraged from leaving the Boston area before they have passed their dissertation proposal oral defense. Those contemplating leaving must discuss it with the executive committee. In addition, the program encourages students to remain in residence throughout the dissertation stage. A

student living outside the Boston area must, like all students in the PhD program, meet with their dissertation committee at least twice each academic year (preferably one meeting per term).

Expectations for a Dissertation Prospectus

1. The student should identify three parts for the dissertation. Normally these will be three papers, or three chapters within a monograph. In assessing each of the three parts, the committee should judge that each, if successfully carried out, will lead to a publishable paper.
2. The target length of a dissertation prospectus for all three papers combined should be between 25 and 35 pages. This expected length is meant simply as a guide; some topics will deserve more detailed or longer descriptions. As a rule, however, students should consider the prospectus a *proposal* – a compendium of completed papers is not acceptable. The point of the prospectus is to provide a well-documented and detailed proposal of research to be conducted for each of the dissertation papers (or monograph).
3. For each of the proposed papers, the student should present:
 1. **Research Questions.** What are the research questions that the student is answering? The student will usually need a few paragraphs of introductory material to set up their questions.
 2. **Background and Significance.** Why are answers to these questions important? What policy might depend upon the answers? What is the context for the issues?
 3. **Literature Review and Preliminary Findings.** At a minimum, this section should review the main literature in the area(s) in which the student is working and summarize its findings (or at least those of relevance to what they are doing). In particular, the literature review should note how and why prior research in the topic area does not answer the questions the student wishes to address. Perhaps the data used by earlier researchers were not satisfactory or detailed enough; perhaps the theoretical model or framework underlying earlier work missed a key point; or perhaps statistical estimation methods have advanced since earlier research was conducted and now it is possible to answer a question that has motivated research on the topic for some time. The literature review should be perceived as part of “setting up the problem” that the paper is intended to address. Since literature reviews can often exceed five pages, students should feel free to provide the extended literature review as an appendix. Also, if more than one of the proposed dissertation papers focuses on different aspects of the same underlying literature, an appendix with a review of the relevant literature for both (or all three) papers is recommended. The review for any one paper in the prospectus should be kept to a few pages.

4. **Methods and Research Design.** Most of what the student writes should be in this section. This is the section where the student indicates how the proposed paper can successfully overcome or address whatever problems have been identified as causing earlier research to have provided insufficient models or evidence on the issue. The student should be addressing the following types of questions in this section: What theory or conceptual framework is the student using or proposing to develop? What data will the student analyze? What do they propose to estimate? (It often helps to write down the equation the student wishes to estimate.) How will the student estimate what they are proposing? Which statistical, econometric, or modeling methods does the student plan to use? Will the data have enough power to enable the student to be reasonably confident about the answer to the questions they are trying to answer? What are the remaining key uncertainties and what does the student see as the main obstacles to carrying out the research? Students should show preliminary results of estimating models or the start on a theoretical model in this section. Especially when using new data or a new estimation technique, it is incumbent on the student to show that they are likely to be able to successfully complete the research for the proposed paper. If the student has not yet obtained the data, the student should at least establish that the proposed study is feasible (i.e., there is adequate power; important constructs are included in data; etc.)
4. In the case of the first paper, a draft manuscript, possibly of a preliminary or partially completed version, is often attached as an appendix. The student should give evidence that they have gotten their “hands dirty” and is immersed in the conduct of this study.
5. The suggested page length for the dissertation prospectus—25 to 35 pages total if all three papers are being proposed—could be divided as follows. The descriptions for two papers should be particularly well-developed; each should be described in 10 to 12 or more pages. (Frequently, two papers are variations on an underlying topic or may take advantage of the same data set. In this case, the description of one paper could be 15 pages long and the second could be 10, with references to the description of the data in the first paper’s description.) The description of the third paper may be shorter because the student expects to more fully develop an idea as the results from the other two papers become available. Nonetheless, the description should be at least 5 pages and preferably closer to 10 pages in length. As noted above in “Dissertation Prospectus and Orals,” a student also can choose to defend the proposal for the third paper within six months of defending the first two papers. If a student chooses this second option, the proposal for the third paper should be described in some detail—at least 8 to 10 pages. It is acceptable to present alternative possibilities for the third paper if the student is concerned that one idea may not work (perhaps because data may not become available in time). These page lengths are merely a suggestion and should not be viewed as the “rule.”

Overall, the point of the prospectus is to provide the faculty on the dissertation committee with sufficient detail of the proposed papers (or monograph) for them to protect the student from embarking on a research project that will not lead to a finished, publishable paper. Thus, the suggested page length and the sections to be included in the description for each paper are meant as a guide. Students also should be mindful that completed papers for the prospectus stage are strongly discouraged. Providing evidence that data or statistical methods will enable the successful completion of a paper is not to be interpreted as a suggestion that the paper should be all but finished before the prospectus is defended. The prospectus is also intended as an expression of agreement between the committee and the student that if the student carries out the work as specified, the committee is likely to find the dissertation acceptable. It is, however, not a binding contract since research is unpredictable and problems may surface that prevent its successful completion as initially envisioned.

THE FOLLOWING STEPS MUST OCCUR PRIOR TO THE DISSERTATION PROPOSAL ORALS:

1. The student must appoint a dissertation committee, as described under the section on "Dissertation Committee" that follows.
2. The student must ascertain from the members of the dissertation committee that they are prepared to schedule the dissertation proposal oral examination.
3. The student must arrange with the dissertation committee a mutually agreeable date, time, and location for the dissertation proposal orals, and make this information known to the program director at least two weeks prior to the scheduled dissertation proposal orals. Two hours should be allowed, including time for discussion, evaluation by the dissertation committee, and feedback to the student after the faculty evaluation.
4. The student must submit to the dissertation committee, at least two weeks prior to the scheduled dissertation proposal orals, a written dissertation proposal as described above. The written proposal submitted two to three weeks in advance of the dissertation orals should not be the first time the dissertation committee has seen these ideas presented by the student. The entire dissertation committee should be consulted in advance to ensure approval in principle of the topic(s) and to ensure the suitability of the members of the dissertation committee.

The Dissertation Proposal Oral Examination

The program office will maintain copies of proposals, and these may be borrowed by students planning their proposal orals. It is the student's responsibility to obtain a dissertation proposal form from the program office and to bring it to the chair of the dissertation committee. The student will be responsible for getting the signed form and a copy of the dissertation proposal to the program office after the proposal orals, for inclusion in the student's folder.

At the dissertation proposal orals, the student will present the proposal in a 20–30 minute oral presentation, leaving most of the time for discussion. Persons invited to the dissertation proposal orals are: 1) the dissertation committee; 2) other faculty members from Harvard and elsewhere invited by the student to provide additional expertise in evaluating the research proposal; 3) members of the Committee on Higher Degrees in Health Policy; 4) the PhD program director; and 5) other students invited by the presenting student, possibly including one who has agreed to take notes. Discussion will be limited, however, to the presenting student, the dissertation committee, and invited faculty in categories 2 and 3 above.

At the conclusion, the dissertation committee meets in closed session to discuss the disposition of the proposal. No grade or ordinal evaluation is given. In evaluating the student's performance at the orals, the dissertation committee will take into account the quality of the student's oral presentation, the quality of the student's responses to questions from the dissertation committee, and the written material prepared prior to the oral date. Possible results are: pass or conditional pass (when two papers are successfully defended) which will be changed to a pass when the third paper is successfully defended within an additional six months. Note that a conditional pass also may be the result if the committee feels that a three-paper prospectus has one paper that is not sufficiently well-developed; again, the conditional pass will be changed to a pass when the third paper is successfully defended within an additional six months. On the rare occasion when the dissertation committee feels that the prospectus is not ready for a defense, the committee will adjourn the oral examination and simply convene a meeting with the student.

Dissertation

Content of the Dissertation

Dissertations may be applications of analytical tools to health policy issues, or they may be primarily theoretical. The dissertation should be written in a scholarly style, including thorough literature reviews, and it must include detailed descriptions of methods, data, and analyses.

The dissertation can take either of two formats: a three-paper format or a monograph format.

The first format consists of three publishable papers relating to health policy. The papers are typically related, either by their substantive content or by methodology, but this is not a requirement. It is recommended that at least two of the three papers be related, either by content or methodology, but this is left to the discretion of the student's dissertation committee.

While publishability is a necessary condition for the acceptability of the dissertation, the fact that a paper has been published in a peer-reviewed publication does not necessarily make it acceptable for the dissertation. Material such as literature reviews, or detailed description of analytic methods and data, which may be excluded from published versions due to page constraints, must be included in the dissertation, possibly as appendices or as separate background papers.

On occasion, one or more of the papers may have been published prior to submission of the dissertation. However, none of the papers may have been published prior to the student's matriculation into the program, and the majority of the work on the dissertation must be completed after matriculation.

The dissertation must include an overview summarizing the papers. It must also contain material that describes, in non-technical terms, the implications of the papers' findings for the real world, as well as directions for future research that are suggested by the papers' findings and/or limitations. This material may be incorporated into the individual papers (e.g., in discussion sections), or in a separate concluding section of the dissertation.

The second format option is a traditional monograph-style dissertation. Such a dissertation must either (a) contain at least three independently publishable units (which may be chapters) or (b) be suitable for subsequent publication in book form. The rules and recommendations described above for the three-paper format, regarding prior publication, dissertation summary, and concluding sections, apply to a traditional monograph-style dissertation as well.

The dissertation must be innovative, in the sense that an existing method is being applied in a new way or to a new problem area, or in the sense that a methodology is extended or modified in a significant way. Primarily theoretical dissertations must still include a substantial demonstration of their applicability to a real-world, contemporary health policy issue, and this application should be the major focus of one or more papers or chapters.

Co-authorship

Coauthored dissertation papers or chapters are permitted. Order of authorship should follow the conventions of the field to which the paper is being submitted. The student should be first author for journals where first authorship indicates primary responsibility for the paper. Faculty members and students are cautioned that a faculty advisor should be a coauthor only if they contribute substantially to the development of the database or analytical methodology for the paper or chapter.

If, however, the faculty member is primarily responsible for both the data and method, then the paper probably does not qualify as independent work by the student. If the faculty member has developed the methodology in a previous research study, then it is expected that the student will apply the methodology independently to the problem under investigation.

Dissertation Committee

The student is responsible for selecting a dissertation committee consisting of a dissertation advisor and at least two additional faculty members. The dissertation committee must include at least two full-time faculty members at Harvard University and at least one member of the Committee on Higher Degrees (CHD) in Health Policy. The dissertation advisor chairs the dissertation committee and must be a full-time faculty member at Harvard University, and preferably will be a member of the CHD in Health Policy. At least two of the three dissertation committee members must be members of the Faculty of Arts and Sciences and/or members of the CHD in Health Policy. If only one of the three members has an FAS or CHD in Health Policy appointment, then the chair of the CHD in Health Policy must also approve and sign the dissertation. The dissertation committee may include a faculty member from another university, an emeritus professor, or an adjunct professor at Harvard or elsewhere. (A member not on university faculties may be included only as a fourth member with the approval of the CHD in Health Policy.) The membership of the dissertation committee must be approved by the executive committee of the CHD in Health Policy before the dissertation proposal oral examination is scheduled.

After passing the proposal oral examination, students are expected to meet with their dissertation committee at least twice each academic year (preferably one meeting per term). This is the case whether or not a student is in residence. One of the meetings must be with all the members of their dissertation committee physically present. The other meeting may be by teleconference if necessary. For documentation of these meetings, the program office will provide forms, which students will be expected to return to the program office.

Dissertation Defense

It is advisable to arrange a tentative date for the defense well in advance to resolve possible scheduling conflicts between dissertation advisors. However, a dissertation defense may not be scheduled until at least drafts of all three papers have been submitted to all members of a student's dissertation committee. All defenses will have a public presentation component. It is the option of the dissertation committee to have the entire defense public or to close the examination part, followed by a public presentation open to faculty, students, and other interested parties—all of whom may ask questions. In both cases, a student must allow for time after the defense to work on revisions required by the committee. A draft copy of the dissertation must be submitted to each member of the dissertation committee at least two weeks prior to the defense, and the program office must be notified of the time for the defense at least two weeks prior as well. At this point, anyone on the Committee on Higher Degrees in Health Policy has the right to ask for a draft copy of the dissertation. The program office will provide the GSAS Dissertation Acceptance Certificate for the dissertation committee members to sign at the defense.

Other

The rules of the Graduate School of Arts and Sciences regarding the **format in which the dissertation will be submitted** will apply. The PhD Program in Health Policy requires submission of one bound copy of each dissertation to the program office. In addition, the student will need to submit an electronic copy of the dissertation abstract to the program office for inclusion on the program's website.

Most students complete the entire PhD in approximately five years. All work for the PhD, including the dissertation, should be completed within eight years. Students whose work is not completed within this period will generally be asked to withdraw from the program, but will thereafter be allowed to apply for readmission so as to re-register for the purpose of receiving the degree, once the completed dissertation has been judged satisfactory by the dissertation committee. Exceptions to this rule will be granted only under extraordinary circumstances.

Psychology

The Psychology Doctoral Program has two tracks: Clinical Psychology and the Common Curriculum.

Departmental Requirements for the PhD in Psychology

Section I. Requirements for Non-Clinical Students

COURSES

All students must complete the following requirements. Course requirements are completed by achieving a grade of B+ or better. Statistics and proseminar courses should be completed by the end of the second year. All other required courses should be completed by the end of the fourth year.

1. PSY 2010, Contemporary Topics in Psychological Research
2. PSY 1950, Intermediate Statistical Analysis in Psychology
3. PSY 1952, Multivariate Analysis in Psychology
4. 2 out of the following 3 survey courses: PSY 2020, Cognition, Brain, and Behavior Proseminar; PSY 2500, Proseminar in Social Psychology; or PSY 2170, Developmental Proseminar
5. 2 elective courses from a list of courses approved by the Committee on Higher Degrees (CHD)

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, course requirements listed above, and first and second year projects described below under Section III.

Section II. Requirements for Clinical Students

COURSES

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
2. PSY 1950, Intermediate Statistical Analysis in Psychology
3. PSY 1952, Multivariate Analysis in Psychology
4. PSY 3200, Research Seminar in Clinical Science (years 1-3)
5. PSY 2040, Contemporary Topics in Psychopathology
6. PSY 2050, History of Psychology
7. 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.

Students must take the additional courses mandated by the American Psychological Association:

PSY 3900 Professional Ethics
PSY 2445 Psychological Treatment Research
PSY 2070 Psychometric Theory and Methods
PSY 2430 Cultural, Racial, and Ethnic Bases of Behavior
PSY 3250 Psychological Testing
PSY 2460 Diagnostic Interviewing
PSY 2420 Cognitive-Behavioral Treatment of Psychological Disorders

Clinical students must also take one course in each of the following substantive areas: biological bases of behavior (e.g., PSY 1202 Modern Neuroanatomy; PSY 1355 The Adolescent Brain; PSY 1303 The Human Brain, Then and Now); social bases of behavior (e.g., PSY 2500 Proseminar Social Psychology); cognitive-affective bases of behavior (e.g., PSY 2400 Cognitive Psychology and Emotional Disorders); and individual differences (Required course PSY 2040 Contemporary Topics in Psychopathology fulfills the individual differences requirement for Massachusetts licensure).

In accordance with American Psychological Association guidelines for the accreditation of clinical psychology programs, clinical students also receive consultation and supervision within the context of clinical practice in psychological assessment and treatment beginning in their second semester of their first year and running through their third year (PSY 3050). Students also attend the twice-monthly Clinical Science “brown bag” speaker series.

Students are responsible for making sure that they take courses in all the relevant and required areas listed above. Students wishing to substitute one required course for another should seek advice from their advisor and from the director of clinical training prior to registering.

1. 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.
2. 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.

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, course requirements listed above, and first and second year projects described below under Section III.

Section III: Requirements for All Students

FIRST YEAR PROJECT

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.

SECOND YEAR PROJECT

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.

DISSERTATION PROSPECTUS

By the end of the spring semester of their penultimate year, 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 CV 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 early 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 to be making unsatisfactory progress and will have to petition the CHD for an extension.

DISSERTATION AND DEFENSE

In the ultimate year, students must submit a **PhD dissertation** in one of two formats.

- The **traditional format** is described [in detail here](#).
- 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 approves the written dissertation, the student may schedule an oral defense of the dissertation. Immediately following the defense, the committee meets privately to make a final evaluation of the student’s candidacy for a PhD. If the committee agrees upon a positive evaluation, they sign the Dissertation Acceptance Certificate, which must be submitted to the Registrar’s Office along with the final dissertation by the deadline.

Teaching

Teaching is not required, but many students teach to earn a living stipend beginning in the G3 year. Students are required to take PSY 3555 Instructional Styles in Psychology during their first year of teaching.

Satisfactory Progress

Students who fail to achieve satisfactory grades in courses (UNSAT, B or lower, Incomplete), fail to make progress in research (e.g., not completing the Second-Year Project in a timely manner), fail to pass the Generals Exam at the Ph.D. level, or fail to receive satisfactory evaluations are subject to termination from the program.

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 or ethnomusicology. The following requirements must be met to complete this secondary field.

Coursework

- Completion of a minimum of four courses (16 credits).

- 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.
- Neither pass/fail nor audited courses will count towards a secondary PhD field. Contact the advisor in Ethnomusicology or in Musicology in the Department of Music for additional information on a secondary PhD field.

Declaring a Secondary Field

Students interested in declaring a secondary field in music should submit “GSAS Secondary Field Application” to the Director of Graduate Studies as 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.

Philosophy

Much work in philosophy speaks directly to one or more disciplines represented by GSAS's PhD programs— literature, physics, statistics, science, mathematics, linguistics, and economics to name a few. A secondary field in philosophy gives students from other disciplines an opportunity to step back and look at the big picture in their discipline, putting students from discipline X in a position to do "philosophy of X" as part of doing X, thereby helping them to understand their field more deeply and to open a path to developing it in innovative ways.

Applying

Graduate students may apply to the Department of Philosophy to do a secondary field after their first term as a graduate student. Secondary field students normally begin the secondary field in their second or third semester, usually by taking one or two courses a semester until they have completed the requirements.

Applicants should contact the director of graduate studies (DGS) in the Department of Philosophy before applying. Applications must include:

- a brief statement explaining what the applicant hopes to achieve with the secondary field, including a brief summary of the applicant's background in philosophy;
- a copy of the undergraduate transcript (this can be a copy sent from the student's home department);
- a brief letter from a faculty member from the student's home department discussing how a secondary field in philosophy would contribute to the student's work in the home department.

Requirements

To complete a secondary field in philosophy, a student completes four courses in philosophy at the 100 level or higher with a grade of B+ or better. One course must be in the area of one of the department's PhD distribution requirements: moral and political philosophy; metaphysics and epistemology; logic; or history of philosophy. A second course must be in another of these areas. At least one course must be a graduate seminar. In principle, an independent study with a member of the department may be used to complete the secondary field. A capstone project is not required. Courses are counted towards satisfying the secondary field requirements only when approved to do so by the philosophy DGS.

A student completing a secondary field in philosophy is assigned an advisor from the Department of Philosophy, normally the DGS.

Celtic Languages and Literatures

Students are admitted to the PhD program only. The AM degree may be conferred upon a student in the course of work toward the PhD, as described below. The typical time to degree for PhD candidates in Celtic is six years.

Language Requirements

PhD candidates in Celtic must fulfill course requirements in Early Irish and Middle Welsh.

Students must demonstrate oral/aural competence in at least one modern Celtic language. Students acquire competence in a modern Celtic language through any combination of (a) course work at Harvard (b) intensive summer study in a Celtic-speaking country (c) study prior to entering the program in the department. Achievement of an acceptable level of proficiency is assessed by the Director of Graduate Studies in consultation with the department's Modern Language Teaching Supervisor. The department encourages students to organize informal conversation groups in order to help maintain and develop their Celtic language skills.

In addition, PhD candidates must demonstrate a reading knowledge of three languages: Latin; Modern Irish or Modern Welsh; and German or a second modern Celtic language (Modern Irish, Scottish Gaelic or Modern Welsh). Procedures for fulfilling requirements in Early Irish, Middle Welsh, Latin, Modern Irish, Scottish Gaelic,

Modern Welsh and German are outlined below under “The First Two Years”.

The First Two Years

The first two years of the program are spent in coursework in Celtic and other departments. Normally, a student takes four courses per semester in each of the first two years, for a total of sixteen. Students meet individually with the Director of Graduate Studies at the beginning of each semester to review their course selections as well as language requirements and other aspects of progress toward the degree.

The First Year

In the first year, the student takes at least two 200-level courses in Early Irish or Middle Welsh. Students take at least six 200-level courses in Early Irish and Middle Welsh during the first two years, and some take eight. Courses in Early Irish and Middle Welsh are offered in a two-year cycle, with the introductory courses offered in one year and more advanced courses the next. In any given year, the introductory courses in either Early Irish or Middle Welsh will be offered, so that a student may have to postpone beginning study of one of the languages until the second year, depending upon prior training. Students with prior training in Early Irish and/or Middle Welsh may have the language course requirement adjusted in consultation with the Director of Graduate Studies and the instructor of the course in question.

The student takes at least three 200-level courses in the first year. Apart from the Celtic language courses, these may include courses in the Celtic Department or in other departments. The student may also take 100-level courses in Celtic, in which the instructor will assign work appropriate to graduate level study. In most cases, first year course work will include at least two 100-level courses in a Modern Celtic language (see Language Requirements, above).

In the first year, the student is expected to demonstrate a reading knowledge of two of the following: Latin, Modern Irish, Modern Welsh, Scottish Gaelic, and German. These language requirements may be satisfied as follows:

- For Latin, successful completion (with a grade of B- or better) of Latin Ax or of Latin 1x and 2x.
- For German, successful completion (with a grade of B- or better) of German Ax, German 10A and 10B or German 10AB.
- (Courses offered in satisfaction of the reading language requirements are to be taken in addition to the normal four course per semester program of course work.)
- Either or both of these language requirements may also be satisfied by departmental exam. These are two-hour translation exams in which a dictionary may be used.
- For Modern Irish, Scottish Gaelic and Modern Welsh, successful completion (with a grade of B or better) of a reading course in the language (e.g., Irish, Scottish Gaelic,

or Welsh 300 devoted to readings in the modern language); or departmental exam (a two-hour translation exam in which a dictionary may be used).

The Second Year

Students continue with course work, including at least two 200-level courses in Early Irish or Middle Welsh, as well as other courses in Celtic and other fields.

The student must satisfy the remaining reading language requirement. Under extraordinary circumstances, and with the permission of the Director of Graduate Studies, one reading language requirement may be postponed until the third year if it is fulfilled through a course for which the student is registered in the first semester of the third year or through a departmental exam in the first month of the first semester of that year.

In the spring semester of the second year, students begin to plan for the General Exam.

Second year students assist third year students with the annual Harvard Celtic Colloquium, and in the spring semester begin to plan for the following year's Colloquium.

The Third Year

Students often continue to do some course work in the third year, although this is not required unless the sequence of offerings in Early Irish and Middle Welsh makes it necessary to complete the six-course requirement in the third year. The General Exam and the dissertation prospectus are the principal work of the third year. Third year students are the organizers of the annual Harvard Celtic Colloquium, and editors of that year's volume of the *Proceedings of the Harvard Celtic Colloquium*. The third year is also the year in which students begin teaching. Students in the Celtic department teach discussion sections of undergraduate lecture courses in Celtic or other departments, or modern language courses in Celtic. Teaching Fellows are required to attend the **Fall Teaching Conference at the Derek Bok Center for Teaching and Learning** as well as all scheduled meetings with the Course Head and or Head TF.

General Examination

The general examination is a two-hour oral examination in the general field of Celtic studies and in the student's areas of particular interest within Celtic and, in some cases, an allied field. It is conducted by a committee of three members of the faculty and chaired by the student's principal advisor. In most cases, the remaining members of the Celtic Department will be the other members of the committee; in some cases, it is appropriate to include one faculty member from another department on the committee. The student selects this committee in consultation with his or her advisor during the spring of the second year. The exam is to be taken during the first semester of the third year, and is scheduled by the student with the committee and the assistance of the department administrator. Any Incomplete grades in required courses must be made up before the student takes the General Examination, and the reading language requirements must be satisfied. The exam is structured by reading lists of primary and secondary sources in four or five areas, designed in consultation with the advisor and other members of the committee.

A student who fails to pass the General Exam or any section of it may take the exam a second time. A student who does not pass on the second attempt, or who for any reason fails to pass the exam by the end of the fourth year, is required to withdraw from the program.

The Fourth Year and Beyond

GSAS and the department guarantee teaching in connection with the GSAS funding package during the third and fourth years. Fifth year students (and beyond) may apply for GSAS Traveling Fellowships in order to pursue their dissertation research abroad, or for GSAS Merit Fellowships if remaining in Cambridge. Students are encouraged to seek out external funding resources as well. Students demonstrate qualification for the **Dissertation Completion Fellowship** by meeting GSAS and departmental deadlines, normally in January of the preceding academic year, for submission to the advisor and one other member of the dissertation committee of two chapters of the dissertation in satisfactory draft form.

Dissertation Prospectus and Committee

Not later than the end of the term following successful completion of the examination (i.e., by the end of the third year), the student must identify a dissertation advisor and submit a prospectus of the proposed dissertation for the advisor's approval. The prospectus, typically about ten pages in length (excluding the bibliography), should include a clear statement of the original work that the student intends to do on the chosen topic, a review of the relevant published literature to date, and a tentative outline of chapters. A bibliography of the topic should be appended to the prospectus. It is expected that the dissertation will be an original and substantial work of scholarship or literary criticism. The department accepts dissertations dealing with any of the Celtic language traditions, singly or in combination with other Celtic or non-Celtic traditions. The department also welcomes any of a broad range of disciplinary and theoretical approaches to a topic.

Not later than the end of the semester following approval of the prospectus, the student, in consultation with the advisor, invites two other readers to serve on the dissertation committee. At least one of these must be a member of Harvard's Faculty of Arts and Sciences. The committee must be approved by the department's Director of Graduate Studies.

Dissertation

The student and advisor should plan a tentative timetable for drafting and revising the dissertation, including regularly scheduled meetings. The student arranges with the other readers whether they wish to read and comment on individual chapters as they are drafted, or to review the dissertation as a whole in draft form. All members of the committee must receive the final draft of the complete dissertation not later than August 1 for a November degree, December 1 for a March degree, and April 1 for a May degree.

Dissertation Presentation and Defense

Upon completion of the dissertation, the student defends it before an audience comprising members of the committee and invitees. The latter include faculty, students, and associates of the department as well as any faculty, family and friends whom the student wishes to invite. The advisor introduces the student and his or her work. The student then makes a 20-25-minute presentation, which is followed by questions from the committee and any members of the audience who wish to ask questions. The defense lasts no longer than 90 minutes, and at its successful conclusion the members of the committee sign the Dissertation Acceptance Certificate. The department administrator schedules the defense in consultation with the PhD candidate and the members of the committee.

Master of Arts (AM)

For students working toward the PhD in Celtic Languages and Literatures, the requirements for the AM degree are as follows:

- Successful completion (with a grade of B or better) of 8 four-credit courses in the department or in a related field approved by the student's advisor and the Director of Graduate Studies. These courses must include at least three courses in either Early Irish or Middle Welsh, and at least one course in the earlier form of the other language (i.e., at least three courses in Early Irish and at least one in Middle Welsh, or three courses in Middle Welsh and at least one in Early Irish), and one course in a Modern Celtic language. Depending on prior or alternative training in these languages, the specific course requirements may be adjusted by the Director of Graduate Studies; the requirement of 8 courses in toto, however, remains.
- Fulfillment of the Latin reading requirement and one other reading language requirement.

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 four-credit 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. Students are required to take History 3920: Colloquium on Teaching Practices, which is also graded satisfactory/unsatisfactory. Students take this course in their first year as Teaching Fellows, which is ordinarily their third year of study. For more information, see **History 3920hf: Colloquium on Teaching** below.

Languages

Candidates admitted to graduate study in history will be required to show a satisfactory reading knowledge of at least two foreign languages. Students who focus on U.S. History may demonstrate reading knowledge in just one language, as long as they can do so at the “proficient” level. They must take at least one departmental language examination just prior to the start of the fall semester in first year of study, and just prior to the start of the second semester that year if more language requirements must be fulfilled. 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 [**Grade and Examination Requirements**](#) in 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 a primary advisor 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 graduate program coordinator 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 four 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 they have 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 a student fails the General Examination with no bar to reexamination, then they 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 to 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. There is no formal deadline students must meet, but the department recommends that students send a final or near-final copy of the dissertation to their committee members approximately four weeks before their defense. The final dissertation manuscript should conform to the requirements described online in the [**GSAS policy pages on dissertations**](#).

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. 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 oral defense is optional for students who entered the program before the 2009–2010 academic year.

Public Policy

The First Two Years

Students are expected to complete required coursework and sit for 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. 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 beginning of the fourth year. In addition, students must complete the PhD Research Seminar (API 902), where work in progress on the dissertation is presented.

Fourth Year

By the beginning of the fourth year, all students must have chosen two members of the dissertation committee. The dissertation committee will include at least three faculty members. 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; 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 and the secondary field. Students must take Economics 2020a and b and 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.

Dissertation

The candidate is required to demonstrate their 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, they 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 their 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.

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.

Romance Languages and Literatures (French, Italian, Portuguese, or Spanish)

The following requirements must be met to complete a secondary field in Romance Languages and Literatures.

Coursework

- The 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 pass/fail 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 while Portuguese offers 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.

Religion

Program Description

Scholars in a variety of disciplines can benefit from formal training in the study of religion. As religious ideas, institutions and practices appear throughout history and across the globe, many different kinds of academic inquiry touch upon them in some way. The Committee on the Study of Religion is pleased to accommodate students from other graduate programs whose work would profit from greater familiarity with the theories, methods and content of our field. 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 the Study of Religion. The requirements for the secondary field are as follows:

Requirements

1. Submit an application to the Committee on the Study of Religion.
2. Meet with an advisor from the Committee on the Study of Religion (assigned by the Doctoral Subcommittee) to approve a course plan.

3. Complete Religion 2001, the common seminar required of all first-year PhD students.
4. Complete a minimum of three additional semester-long courses (12 credits). Under normal circumstances, courses should:
 - Be taken outside the student's home department
 - Be taken for a letter grade (not sat/unsat)
 - Be passed with a grade of B+ or higher
 - Any exceptions to these criteria must be approved by the advisor and the DGS
5. Upon successful completion of the course requirements detailed above, the student should submit evidence thereof to the Chair of the Committee and the Director of Graduate Studies. After approval by the Chair and DGS, the student and the registrar will be notified that the secondary field requirements have been completed.

Chemical Biology

Program of Study and Formal Academic Requirements

The Chemical Biology Program prepares investigators with diverse backgrounds for independent research careers in which the concepts and methods of chemistry are used to solve biological problems. This objective is met through individually designed programs involving formal courses both in the Chemical Biology Program and in related fields, rotations in different labs, a qualifying examination, independent research, and dissertation writing.

Advising

The program co-directors meet with each student at least two times during his or her first year to monitor progress.

After completing the qualifying examination, students choose a dissertation advisory committee (DAC) that will annually review and advise on students' progress toward completion of dissertation.

Coursework

Students are required to take CB300: Introduction to Chemical Biology Research; Chem170: Chemical Biology; CB2200: Introduction to Chemical Biology; BCMP 236: Modern Drug Discovery: from principles to patients; MedSci 300: Conduct of Science; and three additional courses chosen in consultation with the

program co-directors. These courses must be passed with a B average or better.

Laboratory Rotations

Students are expected to complete two–four laboratory rotations. The program does not set time limits on rotations, but most rotations are expected to be 6-12 weeks long. 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. Students may rotate in the labs of faculty outside of the program with program approval.

First year students must choose their dissertation laboratory no later than June 30th.

Teaching Requirement

Students are required to serve as a teaching fellow for one course. It is recommended that students complete this requirement by the end of their second year of graduate study. The course should be relevant to chemical biology.

Preliminary Dissertation Qualifying Examination

The aim of the PQE is to assess the student's ability to review research in a particular field, to identify a problem or formulate a central hypothesis that is significant for the field, to design line(s) of experimentation to address the problem or test the hypothesis, and to describe how s/he will interpret the data that would result from the proposed experiment. The topic for the proposal may be related to a student's dissertation research or the topic may be completely independent.

Students must take the exam by April 15th of their second year.

Dissertation Advisory Committee

Each student, in consultation with his or her dissertation advisor, will nominate a dissertation advisory committee (DAC) to oversee the progress of his or her research. A DAC must be appointed by the end of October of the student's third year and a meeting scheduled by the end of December. Subject to program approval, any three faculty may be on the committee.

Preparing for the Dissertation Defense

The Dissertation Advisory Committee, in consultation with the Dissertation Advisor, determines when it is time for a student to stop laboratory work and begin to write a dissertation. It is expected that students will defend their dissertation in their fifth or sixth year of graduate study. The final manuscript must conform to the requirements described in **Dissertations**.

The student and the student's dissertation advisor must select three examining committee members to be submitted to the co-directors for approval. The student is expected to give a public seminar of approximately one hour on the day of the examination, prior to a defense of the dissertation with the examination committee.

History of Art and Architecture

The First Two Years

Courses

- A total of sixteen four-credit courses are required for academic residence.
- One four-credit course (two semesters) must be History of Art and Architecture 310.
- At least nine four-credit 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 four-credit courses, in addition to HAA310, must be intended 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 four-credit 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 consecutive 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.

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 GSAS to terminate the student's degree candidacy.

Requirements for Satisfactory Progress

- First-year students may not receive any grades of Incomplete.
- 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 (QP), 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.
- A final and approved dissertation proposal is required in the 5th term of residence (first semester of the G3 year).
- Students are expected to take the general examination in the third year of residence and a final and approved dissertation proposal is required in the 5th term of residence (first semester of the G3 year) before submitting the 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 and preferably two months prior to the registrar's deadline. The final version

with the signed dissertation acceptance certificate will be submitted online before the deadline established by the registrar.

LETTER GRADE CONVERSION TO GPA

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 the student's native language). The languages will have to be deemed necessary, and approved of, by a faculty member in the field and the DGS.
- 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 of the G2 year; those entering in spring term in the fall of the G3 year.
- The QP will be a revised and in-depth version of a paper written for an 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, with a separate bibliography, standardized references and citations, and 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 communicate with each faculty member on their QP committee 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 for 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.
- A copy of the QP with the signed cover form should be submitted to the department by June 1.
- The final decision of the readers will be made before the end of term. The student will receive either a pass or a fail from the readers.
- 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 the 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 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 will be withdrawn from the program.

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 four-credit 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 December 5 of the 5th semester 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.

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 three parts:

1. Written essay(s), Interpretation- General Field: Students often have a choice of one of three questions designed to test the student's grasp of broad art-historical issues (eight hours total).
2. Written essay(s), Methods and Historiography- Specific Field: Students often have a choice of one of three questions designed to bring out the student's knowledge of sources, both primary and secondary, and of methodological issues (eight hours total).
3. Oral examination, 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. This is followed by an evaluation and review (two to three hours total).

In Parts 1 and 2, students will be given a choice of questions, normally one or two of several questions to be determined in consultation with committee members.

Students whose performance on the examination is not satisfactory will be given one opportunity to repeat all or a portion. 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 completion of the G3 oral presentation, 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 the end of the fifth term of residence 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. The prospectus should be submitted to the department.

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 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 privately 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.

The defense may be open to department members (faculty and graduate students) and/or others at the discretion of the candidate. If applicable, travel arrangements for an outside committee member should be made as far in advance as possible. The department will facilitate video conference sessions for outside committee members. A modest honorarium will be given for the reading of the dissertation for one member of the committee 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.

Regional Studies–East Asia

Regional Studies-East Asia

To receive the Master of Arts 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 Committee on Regional Studies East Asia. **Regional Studies-East Asia (RSEA) only offers a Master of Arts (AM) degree; it does not offer a Ph.D.**

Academic Requirements

The RSEA 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 four-credit

courses. Some students may take some of their courses in subjects related to their academic interests but outside the East Asian studies field. All students, however, must graduate with **at least eight RSEA-approved four-credit courses**. These courses must meet the following conditions:

- All courses must receive a minimum grade of B or better in compliance with GSAS policy.
- At least six courses used to fulfill RSEA course requirements must be FAS courses, even though RSEA students are permitted, within GSAS guidelines, to take up to two courses per term (no more than half their enrollment each term) through cross-registration at other Harvard schools or allied universities.
- 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.
- Only two East Asian language courses may be used to fulfill the RSEA course requirement; however, they may not be used to fulfill the six East Asian content courses requirement. Such language courses must be at least at or above the fourth-year level in the case of a primary East Asian language, or in the case of a second East Asian language, at least at the second-year level. Note: First-year Classical Chinese (Literary Chinese), 106a and 106b, cannot be used, but the Second-year Classical Chinese (107a and 107b) can.
- In addition to RSEA 200, only one other course graded SAT/UNSAT may be used to fulfill RSEA course requirements.
- Only one "RSEA 300: Thesis Writing and Research" course, satisfactorily completed, may be used to fulfill RSEA course requirements
- RSEA G1 students are not allowed to take a TIME course. Should a G2 student wish to take a TIME course, they must obtain a note from their Faculty Advisor that states the reason for a TIME course and expressly gives approval of it. The note must be addressed to the RSEA program and can be sent electronically to the Program Administrator.

Students should consult their faculty advisors and the RSEA Director of Graduate Studies regarding their proposed course of study.

Policy on Incompletes

An RSEA student is not allowed to carry more than one Incomplete at any given time. Students with more than one Incomplete grade at any point during graduate studies will be placed into unsatisfactory status, which may compromise their funding. If a student has one Incomplete from their G1 year, it must be completed by the end of the summer before the fall semester of the G2 year begins; otherwise the student's

Faculty Advisor will be informed and the student will not be allowed to register for the fall semester. Should the student turn in the work for the course but the Instructor has not yet sent in the grade change, an email note from the Instructor to the RSEA Program Administrator and the Director of Graduate Studies is required in order for the program to ask the student's Faculty Advisor to lift the "hold" for the student to register.

Language Requirement

In order to meet the RSEA language requirement, students must either satisfactorily complete a third-year (or higher) 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. 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, including native speakers. These tests are designed to assist the teachers of the language programs in placing students in the most appropriate course level. In the case of students who qualify to take courses at the fourth-year level or above, this placement test result may be used to demonstrate the fulfillment of the RSEA language requirement.

Thesis Requirement

- The thesis should be composed under the guidance of and in close consultation with the student's Thesis Advisor.
- The thesis should demonstrate original research and a fresh interpretation of a subject, significant use of primary sources in one (or more) East Asian language(s), and the candidate's familiarity with previous scholarship related to the subject matter.
- The body of the text (i.e., excluding bibliography and other supplementary material) is expected to be 60-80 pages in length (with Times New Roman font size 12, double spacing, and standard margins as required by GSAS—see below), or of a length deemed appropriate by the student's thesis advisor.
- For the form of presentation such as pagination, title page, footnote and bibliography, and physical requirements such as paper, printing, margins and spacing, follow GSAS **Dissertation Formatting** guidelines.

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 four-credit courses that satisfy the basic RSEA

course requirements (as defined above); pay the required tuition costs; and maintain satisfactory academic progress by achieving the minimum grade average, a "B" average, in each of the two years of study.

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 three categories: Traveling Scholar Status, Leave of Absence, or, 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 in **GSAS Policies**. Students should carefully read the GSAS policy on non-resident students.

Additional information on the Regional Studies — East Asia master's program may be found on the RSEA program website: rsea.fas.harvard.edu

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 anthropology, architecture/landscape architecture/urban planning, education, English, film and visual studies, history, history of art and architecture, history of science, music, religion, and sociology.

The American Studies program spans all aspects of American culture, often with a comparative focus. 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 semester-long courses (16 credits). 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 American Studies 200 or 201 (Am. Studies Colloquia).
3. Another of these courses must be a seminar requiring a major research paper.

4. The remaining two may include the Am. Studies Colloquium (200 or 201) not taken under '2,' above, but this second Am. Studies 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 (Contact: 617-495-3325; americanstudies@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 who will arrange approval by the chair. Upon the chair's approval, the student may complete the **Secondary Field application form**.

Chemical Physics

PhD Course Requirements

Students must pass five advanced four-credit courses. Courses must be passed 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. Grades of C+ or lower will not count. 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 Chemical Physics: 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). Any changes to the courses on the original Plan of Study must be discussed with and approved by a member of the CAC.

Students normally satisfy the letter-graded course 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. These may be counted for residence requirements only if in excess of the courses required for the AB degree.

(b) Students who have taken the equivalent of a Harvard advanced course elsewhere 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 **Credit for Completed Graduate Work**.

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.

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.

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.

Students are strongly encouraged to enter a research group by the start of the second term. Students are required to enter a research group by June 30 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 their interests, the student should consult with the director of graduate studies or co-director of graduate studies. Students are encouraged to consult with the co-director of graduate studies on any issues that affect graduate student life.

PhD Research Progress and Evaluation

(Effective with entering class of 2017-18)

A primary teaching mission of Chemistry and Chemical Biology (CCB) faculty is to develop and nurture a graduate student's ability to perform original and creative research. Three student/faculty meetings over the course of a graduate career are important components of this training mission. Each of the meetings have a different purpose with the objectives of assessing the expertise of a student in performing independent research (2nd year PhD Qualifying Exam), monitoring a student's research progress and guiding the student in developing an original research program (3rd year Proposal / Research Review Meeting), and offering advice for the professional development of the graduate student (4th year Advising Meeting).

G2 PhD Qualifying Examination

All students will be required to pass a PhD Qualifying Examination to advance their candidacy to the PhD. The purpose of the Qualifying Examination is to assess the (i) early research progress of the PhD candidate and (ii) fundamental knowledge underpinning the student's PhD research project.

The director of graduate studies (DGS) will assign each student a PhD Qualifying Committee by June 30th of the G1 year. The committee will consist of four CCB faculty members including the student's research advisor, with one member designated as Chair. Each committee will examine four to six students. If a research project involves an advisor (primary or collaborative) external to the CCB, then that faculty may

attend as a 5th member. The Chair will administer the PhD Qualifying Examination and will schedule the exam meeting. Meetings for all G2 students will be held in April or early May of the G2 year and a given committee will administer exams for the four to six students in either one or two consecutive days. This meeting may only be delayed if the student has an approved leave of absence during the first two years, in which case the meeting must be held during the 4th term in residence. The Chair from each committee will notify students of the exam results in a letter by the end of the week in which the exam was scheduled.

Exam format. The examination will have both written and oral components:

- The written examination will be no more than 5 single-spaced pages (or 10 double-spaced pages) written in a communication-style format reporting key results of accomplished research and including a brief discussion of future plans. The written examination must be submitted at least 7 days prior to the oral examination.
- The oral examination consists of a 20-minute PowerPoint or blackboard presentation (as decided by the student) followed by 30 minutes of Questions and Answers by committee members. Committee members will not interrupt the student during the 20-minute presentation. Adherence to the guidelines of the 20-minute presentation will be enforced by the Chair of the committee. During the 30-minute Q&A session, queries from committee members will span specific aspects of the research project to explore the fundamental knowledge underpinning the research project. With regard to the latter, questions will focus on material typically covered in an undergraduate chemistry curriculum that relates to the broadly defined area of the research project.

There will be three results from the PhD Qualifying Examination:

- Pass: The student will become a candidate for a PhD and a thesis committee will be formed by the end of the term (see below).
- Conditional Pass: The student will be re-examined by the committee before the end of the fall term of the G3 year. The format of the re-examination will be decided by the committee and may involve a written report to address specific concerns of the committee or re-assembly of the committee.
- Fail: The student will withdraw from the program at the end of the term, with the opportunity to receive an AM degree in Chemistry and Chemical Biology, provided other requirements have been met as outlined in the GSAS **Degree Requirements** policy.

Constitution of PhD Thesis Committee

Upon passing the PhD Qualifying Examination, a three member Thesis Committee will be formed, which will include the student's faculty advisor and two other faculty members. Two members of the committee must be from CCB or an external department associated with Harvard University. A student may also petition the DGS for approval of a third faculty member external to Harvard University. A student, in consultation with their research advisor, may add external members beyond the three-person committee.

To constitute the committee, in consultation with their research advisor, students will propose at least three faculty members as candidates for their committees in addition to the advisor. The student will submit their faculty preferences on a Thesis Committee Nomination Form, submitted to the CCB Department office by the end of the term in which they qualify for the PhD. The form must be signed by the research advisor. These preferences will be reviewed by the DGS and a faculty advisory group with the intent of honoring the

student's preferences while balancing a fairly distributed committee load among the faculty. The selection process is necessary to avoid faculty being assigned to an inordinately large number of committees. Under unusual circumstances, students may wish to change the membership of their thesis committee, for reasons including significant changes in direction of their research topic. Such changes should be requested through the CCB Department office. Students must receive approval from the DGS in order for the change in committee to take effect.

G3 Proposal / Research Review Meeting

The one-hour meeting should be held with a student's Thesis Committee before May 31st of the G3 year and will be scheduled by the student. The meeting will have two components: (i) a research proposal and (ii) review of research to date.

- A Research Proposal will compose 30 minutes of the 1-hour meeting. Students will submit a 3-5 page single-spaced proposal 7 days before the meeting. The student may present either an original independent research proposal or a research proposal based on the student's current PhD research. The student will present this proposal and accept questions from the committee during the first 30 minutes of the meeting. A student cannot pass/fail the Research Proposal. The purpose of the research proposal is to better develop the student's skill set at conceiving and designing an original research program. For an original research proposal, the proposal will be rated (excellent, very good or good) with a short written critique provided by the committee designed to provide the student feedback that helps to develop further this skill (of writing proposals).
- A 30-minute Research Review will be devoted to an update of the research progress made by the student. The research review will be graded Satisfactory or Unsatisfactory. A grade of Unsatisfactory will be reflected in the grade for the student's 300-level reading and research course. This alone will not result in a withdrawal; a student would be withdrawn from the program with two grades of Unsatisfactory in a 300-level reading and research course during the course of a student's graduate studies, in accordance with **GSAS policies**.

G4 Advisory Meeting

The G4 Advisory Meeting provides a mechanism for students to create relationships with faculty other than their advisor, as well as to mediate student/advisor conflict, if one exists, provide direction to completion of the PhD degree, provide career counseling or to address any other concern or issue of interest to the student. The student must call this meeting any time during the G4 year.

The agenda will be set by the student and may address research progress or career counseling in one of two meeting formats:

- The student may assemble their Thesis Committee for a formal 1-hour meeting.

–or–

- In lieu of a full meeting of the Thesis Committee, the student may instead choose to meet individually with one or two of their committee members other than their advisor.

For either meeting format, the student must first meet with their research advisor to discuss a (i) professional development (PD) plan, and (ii) proposed plan to graduation (PG). The student will summarize these discussions on two separate forms (PD Form and PG Form), available from the CCB Department office or from the departmental website. The research advisor must sign off on the two forms. Students will bring these two signed forms to their G4 meeting (either format) for review by the members of the Thesis Committee with whom the student chooses to meet. The signed forms will be returned to the CCB Department office.

G6+ Advisory Meeting

Students in their G6 year must meet with their Thesis Committee by December 31st of their G6 year and then every year beyond the G6 year. A detailed plan for the student's graduation and a proposed defense date will be decided at these meetings.

PhD Research Progress and Evaluation

(Effective for students entering program before 2017-18)

Students who entered the degree program before 2017-18 will continue to be advised by their Graduate Advising Committee (GAC), formed at the end of the G2 year. 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 an independent research proposal anytime between the first semester of their G2 year and the end of their G4 year (June 30th). 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 research 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 be screened by the **Derek Bok Center for Teaching and Learning** to determine their level of proficiency. Students will not be allowed to teach until they are deemed proficient.

Teaching

All students are expected to teach half-time in the spring term of their first year and one term of their second year based on teaching needs. In rare instances and at the discretion of the Department, less than half-time teaching may be allowed to meet this requirement when half-time teaching positions are not available. 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 completion of the PhD Qualifying Examination *, (3) admission to a research group by the end of 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.

* Students who entered the program before 2017-18 must have completed the successful presentation and defense of an independent research proposal, instead of the PhD Qualifying Examination.

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 in **Dissertations**.

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 members 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 FAS (one being CCB faculty member; generally the advisor) is met.

Master of Arts (AM)

No master's degree is offered in Chemical Physics. However, a prospective candidate for the PhD in this subject may apply to the departments of either Chemistry and Chemical Biology or Physics for the AM degree in the corresponding subject. The requirements for the AM degree in either Chemistry or Physics are described in the GSAS Handbook under the **Chemistry and Chemical Biology** or **Physics** sections.

History of Science

Master of Arts (AM)

REQUIREMENTS

EIGHT FOUR-UNIT COURSES OR THE EQUIVALENT, INCLUDING:

- Historiography of the History of Science
- Research Methods in the History of Science
- Four additional graduate seminars (200-level) of which:
 - Three must be offered by DHS
 - One must be outside the department

(Graduate reading and independent study courses do not fulfill the graduate seminar requirement.)

- Two additional History of Science courses, designated either "for undergraduates and graduate students" (100-level) or "primarily for graduate students" (200-level)

History of Science courses include:

1. Courses taught in other departments by members of DHS
2. Courses cross-listed under History of Science in the **online course catalog**
3. Graduate-level courses offered by the Massachusetts Institute of Technology in the **Science, Technology, and Society Program** (A maximum of three courses may be taken at MIT)

All other courses count as outside the department.

AM ESSAY GUIDELINES:

The master's essay is ordinarily a revised or expanded version of a paper written for a course in the history of science—HISTSCI 303b or another graduate seminar—taken during the AM year. Candidates for the AM must submit the AM Essay Topic Proposal form, available on the Graduate Program web site, by March 1 of the AM year.

The essay must be submitted to the course instructor, DGS, and Graduate Coordinator by the last day of reading period. It must previously have been read and commented on by the instructor of the relevant seminar and revised on the basis of those comments. In cases in which the essay has not been written to fulfill course requirements, DGS will designate a faculty member to grade the essay.

The essay will be assessed based on the following criteria:

- It must present an original argument based on research in primary sources.
- It must be accompanied by a complete bibliography of works cited and references in an appropriate scholarly format.
- It must be 7,500-10,500 words in length, exclusive of bibliography.
- It must receive a grade of B+ or higher.

RESIDENCE AND PROGRESS:

Students must be in residence for one year of full-time study.

Eight courses must be completed with grades of "B" or higher.

All Master's students will meet with the DGS and, where applicable, their advisor, at the start of each semester to review progress and approve plans of study.

Doctoral students who complete the doctoral course requirements (including submitting two research papers) are eligible to receive an AM degree in History of Science with the approval of the director of graduate studies and the faculty.

Doctor of Philosophy (PhD)

[1]

REQUIREMENTS

Students must be in residence for a minimum of two years of full-time study. *While in residence, students are expected to attend the department seminar.*

YEARS 1 & 2: COURSEWORK AND RESEARCH PAPERS

COURSE REQUIREMENTS

Sixteen four-credit courses or the equivalent, including:

- Two seminars: Historiography in History of Science (HISTSCI 303A) and Research Methods in the History of Science (HISTSCI 303B)
- Six additional graduate seminars (HISTSCI 200-level or seminars “primarily for graduate students” in other departments), of which:
 - Four must be offered by the department
 - One must fulfill the pre-1800/post-1800 requirement (*Students writing dissertations on post-1800 topics must take a pre-1800 course, and vice-versa*)
 - One must be outside the department

Note: 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. Graduate Reading courses do not fulfill the graduate seminar requirement.

- Eight electives, of which up to five may be graduate-level reading courses in the history of science or other divisions, departments, or committees

Note: The department does not accept transfer credit. Students who matriculate into the doctoral program after receiving an AM degree in History of Science or who take graduate courses as Special Students in the department are eligible to transfer up to eight four-unit courses.

RESEARCH PAPERS

In the first two years of graduate study, students must write two research papers, at least one for a departmental course. Papers must be between 7500 and 10,000 words (exclusive of notes and bibliography); each must earn a grade at least of A-. One must display serious engagement with archival or other primary sources (which may include printed and/or digital materials and objects); the other may be based on fieldwork observation (e.g., ethnographic, participant-observer) or involve media production (e.g., interactive web, audio, video/photographic, museum exhibition).

The first paper to be submitted by June 1 of the G1 year (ordinarily to be written in the context of the Research Methods course); the second by April 1 of the G2 year (to be written for a departmental or external graduate seminar). Students’ advisors are to read and discuss at least one of the papers with the student. 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.

- Paper #1 must be submitted via email to the graduate program coordinator by June 1st of the G1 year, with the course instructor cc'd.
- Paper #2 must be submitted to the graduate program coordinator by April 1st of the G2 year, with the course instructor cc'd.
- One paper must be submitted to the student's primary advisor for review by the end of the third semester of study, with the graduate coordinator cc'd. Both must be graded before the general exam.

GRADES AND ASSESSMENT

Eight four-credit courses must be passed at a grade level of B or above in the first year of study.

The grade of Incomplete is given only in extraordinary circumstances. The decision to give an incomplete is at the discretion of each faculty member. Students with more than one INC on their record at the end of a semester will receive a letter of warning from the department and are at risk of being placed into "unsatisfactory status."

GSAS policy requires that academic work must be completed, and the grade converted to a letter grade before the end of the next registration period (e.g. coursework for an incomplete received in the fall of 2016 must be completed *before* the first day of registration for the fall of 2017). A petition for an extension of time for incomplete work signed by the course instructor and director of graduate studies must be submitted to the GSAS Dean of Student Affairs Office for any course work completed after the end of the next registration period.

All courses must be graded before a student is permitted to teach. Students with outstanding course requirements are not permitted to sit for the general examination.

Students' progress is reviewed each year by the department at a May faculty meeting in which a determination is made of students' qualification for continuing graduate work in light of both departmental and GSAS requirements.

ADVISING AND COURSE PLANNING

The director of graduate studies (DGS) serves as the primary advisor to first-year students. In addition, all first-year PhD candidates are assigned a continuing graduate student who acts as a peer mentor, helping new students acclimatize to departmental expectations and routines.

First and second-year students meet with the DGS at the start of each semester for the first two years to discuss their plan of study. Students also meet with the graduate program coordinator at this time and must submit to the coordinator a completed "History of Science Doctoral Degree Requirements Worksheet." This is to ensure that students are fulfilling the necessary requirements.

Students should take seminars with faculty they might ask to serve on the general examination committee. The chair of the student's general examination committee together with the DGS serves as primary advisors to second-year students.

Students are encouraged to start planning to fulfill their course distribution requirements, to meet the language requirement, and to define the three "fields of study" that they intend to submit for the general examination (see the section on the General Examination below) upon entering the program. Study programs, courses, seminars, and fields of study are selected in consultation with students' advisors (as explained above).

LANGUAGE REQUIREMENT

All students must demonstrate proficiency in at least one language other than English upon submission of the dissertation prospectus in November of the G3 year (see below). The language(s) in question should reflect students' research interests and ordinarily will be agreed on in consultation with the DGS and intended dissertation director at the beginning of the 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, whether during the regular academic year or in summer.

Students may demonstrate proficiency in one of the following ways: 1) completing two semesters of foreign-language coursework, and receiving a grade of A- or higher in the courses; 2) completing a summer Reading Knowledge or other summer language course approved in advance by the DGS and receiving a grade of A- or higher; 3) completing upper-level coursework in a language other than English; 4) making substantial use of non-English texts in one or more seminar papers or in the preparation of general examination fields and prospectuses, or 5) passing a language exam offered by the department. Proficiency is assumed in the case of native speakers and bilingual students, as long as they are skilled in both reading and speaking.

To document proficiency, students must email the graduate program coordinator, cc'ing the advisor and the faculty member who certifies the student's language skills; students should list the language(s) and the means by which proficiency has been demonstrated. Students taking language reading courses at Harvard Summer School or in an external institution should have a transcript sent to the graduate program coordinator.

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.

YEAR 2: THE GENERAL EXAMINATION

The general examination is usually scheduled for the spring of the second year. Examination committees do not expect an encyclopedic command of detail but, rather, seek evidence of students' understanding of the main intellectual developments within a field of science, familiarity with the chief historiographic traditions

associated with a particular content area, and an 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 is oral. It includes three fields. The number and definition of these are determined by the student in consultation with the DGS and the student's advisor. At least two fields should be in the history of science and directed by faculty in the department or faculty members otherwise designated by the department. All general examinations must include at least one field outside the department. Once the fields for the general examination have been set, the three faculty members who will be working with the student to prepare her or him for the examinations are consolidated into a formal general advising committee.

In November of the second year, students submit a general examination application and a completed "Doctoral Degree Requirements Worksheet" to the graduate program coordinator, who forwards these to the DGS and the department faculty for review.

To pass the general examination, a passing mark must be earned in each field.

General examination applications from students with outstanding incompletes or course requirements cannot be reviewed or approved by department faculty, and the students will not be permitted to sit for the examination. A rising third-year student who has not passed the general examination will be allowed one semester in which to complete any outstanding course and writing requirements as well as to sit for and pass the examination. The department may ask students who do not return to satisfactory standing and pass the examination to withdraw from candidacy.

YEAR 3 AND BEYOND: TEACHING AND THE DISSERTATION

TEACHING

All students are required by the department to participate as Teaching Fellows or course assistants in at least one course offered by department faculty. Students may not teach during the DCF year, so should plan accordingly.

Rising G3 students *must* attend the fall Bok Center Teaching Retreat as well as the department teaching retreat held in late August/early September. **The Bok Center** offers numerous teaching workshops and resources to enable teaching fellows to hone their teaching skills.

Faculty course instructors hold weekly meetings with teaching fellows to guide them in leading discussion sections and grading assignments and exams. In addition, teaching fellows should consult faculty course heads about any undergraduate students who may be struggling with course material/assignments/personal issues.

Please consult the Department Teaching Manual for additional information.

THE DISSERTATION PROSPECTUS

Following successful completion of the general examination, students must attend a prospectus “study day,” held in late May/early June and led by the DGS and another faculty member. The study day serves to introduce students to the process of writing the dissertation prospectus. Faculty leaders will work with students to explore possible archival and other resources to explore during the summer months; departmental funding is available to facilitate archival summer research. At the start of the fall semester, the faculty and students will meet once again to discuss students’ summer progress and draft prospectuses.

At this point, students will constitute a dissertation prospectus committee in consultation with their general examination committee chair/primary advisor and the DGS, as necessary.

Over the course of the G3 year fall semester, students are expected to discuss a draft of the prospectus with the dissertation prospectus committee, which will approve its submission to the department faculty as a whole. Prospectuses are to be submitted to the graduate program coordinator at least one week before the December history of science faculty meeting; that is, by the Thanksgiving break. The faculty will discuss prospectuses in depth at this meeting and vote on their approval.

After obtaining faculty approval, students present their prospectuses to the History of Science community in a department seminar, usually in the spring of the G3 year.

Students are expected to submit their prospectuses in the fall of the G3 year; in all cases, however, approval must be obtained before the end of the G3 year.

Starting in the G3 year, students and advisors together complete an end-of-the-year progress report, which is submitted to the graduate coordinator by April 1st.

A rising fourth-year student must have obtained the approval of a prospectus.

THE DISSERTATION

Once the student’s dissertation prospectus has been vetted by the dissertation prospectus committee and approved by the department faculty, a dissertation committee will be set up. The chair of the prospectus committee often serves as the dissertation committee chair and the student’s primary advisor. The names of faculty members available for the direction of the PhD dissertation are listed in the course catalog under History of Science 300. The chair of the dissertation must be an eligible member of the department, as must at least one other member of the committee. Students in the History of Science are encouraged to include junior faculty on their dissertation committees.

Starting in the G3 year, the student, in conjunction with her or his advisor, is required to submit a brief annual report on the progress of the dissertation. The annual report form is due by April 1st, following a discussion among the student, the advisor, and, ordinarily, at least one other member of the committee. The graduate program coordinator can assist with scheduling.

Timetable for submission of the dissertation: Students must submit a final, complete draft of the dissertation to their committees no later than 6 weeks prior to the “Dissertations are due on” **date** specified by GSAS.

Committees will read and comment on the dissertation draft, and ask for any revisions, no later than 3 weeks prior to the same date.

Students will make any necessary changes and submit the dissertation in its final form to the committee and to the department no later than one week prior to the “due on” date.

The dissertation should be an original contribution to knowledge. It must conform to the online description, The Form of the Ph.D. Dissertation, on the FAS Registrar's web site.

DISSERTATION DEFENSE

The dissertation defense will ordinarily take place after the members of the dissertation committee have approved the dissertation. Although the dissertation defense is not required to receive the doctoral degree, students often find the forum useful as they further their research. The graduate program coordinator will assist students in setting a defense date.

DURATION OF STUDY

Work for the degree should be completed within a total of six years. Students generally have an additional year to complete the dissertation after taking the dissertation completion fellowship. An extension beyond the one-year limit may be considered by the department and the Dean of Admissions and Financial Aid in extraordinary circumstances.

ADVISING SUMMARY

- 1st year – Director of Graduate Studies (DGS)
- 2nd year – DGS and Generals Committee Chair
- 3rd year and beyond– Prospectus Committee Chair; upon acceptance of prospectus, Dissertation Committee Chair

Students are encouraged to seek guidance from faculty whose research interests correspond to their own as they embark on their graduate studies. We hope students will become a part of the department’s community of scholars as well as seek out mentors in related Harvard departments and fields.

The DGS and the department chair are available at all times to provide additional support and advice at any stage of the graduate 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.

[1] Requirements apply to all students entering the program AY 2017 and after; students who entered the doctoral program in the fall of 2015 may opt to follow a modified version of the AY17 course requirements; students who entered the program before 2015 are subject to the former course requirements.

Regional Studies—Russia, Eastern Europe, and Central Asia

(MASTER OF ARTS ONLY)

Course Requirements

- 16 semester-long courses (64 units), distributed as follows:
- 6 pre-approved regional courses (consult the [Davis Center's website](#))
 - All 6 courses must be taken for graduate credit
- A sequence of coursework (8 units) devoted to the thesis (RSRA 298A and B; RSRA 299A and B)
- Coursework to fulfill the regional language proficiency requirement (varies; typically 2-4 courses or 8-16 units)
- Approved electives to bring the total to 64 units (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 director of graduate studies for Regional Studies — Russia, Eastern Europe, and Central Asia (REECA)
- 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 language of the region. Students wishing to fulfill the requirement in a non-Russian language should assume four courses (16 units) and consult with the program office for details. 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, Russian 102r AND one fourth-year Russian language course (Russian 111, 112, 113, 114, 115, 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 (16 units). One of these courses must be Russian 102r, which may be repeated for credit.

Credit toward the degree is not awarded for elementary or intermediate Russian (e.g., Russian A, Russian B). Students who enter the program and place below Russian 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 may be required to take two Russian courses (8 units) 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 REECA program is done on a regular basis by the director of graduate studies (DGS). Individual faculty members are also 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 DGS before making final course selections.

At the beginning of each subsequent term, all students meet with the DGS to review course selections and to discuss any necessary or desired modifications in their plan of study.

While the DGS 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 DGS 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 DGS.

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

Thesis work is carried out in a sequence of courses that appear in the catalog and on the transcript as RSRA 298A and B (for first-year students), and RSRA 299A and B (for second-year students). Students must complete both A and B course segments to receive credit for the sequence; the entire 2-year thesis sequence counts as 8 units. RSRA 298 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 299 is letter-graded on the basis of the final thesis.

Anthropology

Graduate students who wish to pursue the secondary field at the PhD level in Anthropology should identify a faculty advisor from the regular faculty of the Department of Anthropology as early as possible in their graduate career to develop a plan of study. The faculty advisor shall be responsible for overseeing the student's progress through the secondary field. Upon the advice and counsel of the faculty advisor, the student should contact the coordinator for the program advisory committee (see below) to apply for the Secondary Field in Anthropology.

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

Requirements

Four elective half-courses are required for the satisfactory completion of the secondary field in Anthropology at the PhD level. The four courses must all be ones designated as graduate—or advanced undergraduate/graduate—level courses and must be ones taught in the Department of Anthropology at Harvard. The selection of courses that will count toward the secondary field shall be made in close consultation with the student's faculty advisor and shall conform to a clearly articulated intellectual rationale. A proposed plan for studies, including the selection of courses and its rationale, shall be submitted by the

candidate to the PhD secondary field program advisory committee for approval. Anthropology courses that do not fit with a subsequently or previously approved intellectual rationale for the secondary field risk not being counted as fulfilling the requirements for the secondary field.

Graduate students who wish to take an archaeological field school for credit for their program of studies must receive approval of the field school from their advisor and the program coordinator in advance of registering for the field school.

All course work taken for completion of the secondary field must be passed with a grade of B+ or better.

Program Coordinating Committee

An overall program coordinator, who will normally be the Director of Graduate Studies in Anthropology, and two additional faculty members—one from Archaeology and one from Social Anthropology—shall be named by the chair to oversee and coordinate the PhD secondary field program. The Coordinating Committee will have the responsibility for accepting and evaluating applications to the program, advise on the assignment of advisors to candidates, approve proposed plans of studies, serve as liaison between secondary field candidates and the department's Office of Graduate Studies, and generally work to ensure the smooth functioning of the secondary field program.

Latinx Studies

Goals

The secondary field in Latinx Studies has three purposes:

1. to help qualify students for employment relating to the studies of literatures, cultures, and theories of Latinx Studies;
2. to help graduate students form productive and lasting scholarly communities at Harvard and beyond;
3. to recognize the intellectual labor and contribution of Harvard graduate students who are currently working in the field of Latinx Studies.

Admission

To apply for the secondary field, graduate students should complete a Plan of Study form (available for download on the Department of Romance Languages and Literatures [secondary fields](#) page) and meet with one of the Latinx Studies secondary field advisors (to make an appointment, contact [Kathy Hanley](#), graduate coordinator for the Department of Romance Languages and Literatures). At this meeting, the advisor will review the student's Plan of Study and discuss options for completing the secondary field requirements.

Students are encouraged 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.

Requirements

To obtain a secondary field in Latinx Studies, students must complete:

1. three graduate-level courses in Latinx Studies with a grade of B+ or above:
 - “Global Latinidad” (Spanish 228, offered every other year) or “Latinx Theory: Being and Knowing” (Spanish 242, offered every other year)
 - courses selected from graduate courses (or upper-level seminars) across the University (see list of approved courses and list of faculty who teach Latinx Studies). These courses may be used to satisfy departmental requirements. For courses numbered below 200 (primarily for undergraduates), graduate students must complete the designated graduate level requirements.
2. an article-length paper suitable for publication (or dissertation chapter)
3. a research statement highlighting scholarly engagement with Latinx Studies.
4. a sample syllabus for a proposed course in Latinx Studies within their fields or evidence of teaching in Latinx Studies (as a TF or TA for an undergraduate course in the approved list)

Completion

After fulfilling the requirements, students may apply for a secondary field (see more information and instructions on the [Secondary Fields](#) page) by the application deadline noted in the [Academic Calendar](#). Students are encouraged to apply as soon as they have fulfilled the requirements.

The application form must be signed by a Latinx Studies advisor and by the DGS of the student's home department. To obtain the Latinx Studies advisor's signature, students should make an appointment with them and bring:

- the completed application
- an updated CV
- a copy of the paper or dissertation chapter used to fulfill the requirement for an article-length paper suitable for publication
- a copy of their completed plan of study
- a copy of the approved syllabus (if applicable).

Contact [Kathy Hanley](#), graduate coordinator for the Department of Romance Languages and Literatures, for more information.

APPROVED COURSES

“Global Latinidad: Racial Translations and National Belonging in the Age of Immigration” [Spanish 228]

“Latinx Theory: Being and Knowing” [Spanish 242]

“The Border: Race, Politics, and Health in Modern Mexico” [History of Science 140]

“Performing Latinidad” [Spanish 126]

“Diaspora Artchives: Transnational Stories of Immigration and Citizenship in Historical Perspective” [Romance Studies 130]

“Literature, Diaspora, and Global Trauma” [Comparative Lit 277]

“Coloniality, Race and Catastrophe” [Religion 2519]

“Coloniality, Race and Religion” [Religion 2478]

“Topics in Music from 1800 to the Present: Proseminar in Latino Musics in the United States” [Music 193r]

“Urban Diversity and Segregation in the Americas” [EMR]

“Ethnic Studies and Education” [EDU T004]

“Migration and Immigrant Incorporation Workshop” [Sociology 309]

“Immigration and the Globalization of Borders” [Spanish 142]

“Contemporary Immigration Policy and Educational Practice” [EDU H517]

“Human Migration and US-Mexico Borderlands: Moral Dilemmas and Sacred Bundles” [Anthro 1401]

“Migration and Human Rights” [HLS 2784]

“Mass Incarceration in Historical Perspective” [AAAS 123x]

“Tropical Fantasies: The Hispanic Caribbean and Haiti in Contemporary Literature” [Spanish 146]

“Caribbean Poetics” [EMR 122]

African and African American Studies

The Department of African and African American Studies offers a graduate degree in African and African American Studies. The program offers rigorous interdisciplinary training in the humanities and the social sciences, with a focus in a disciplinary field, leading to the PhD.

Advising

In their first year, students are advised by the director of graduate studies (DGS), who serves as their mentor until they choose an advisor, generally before the beginning of their second year. After consulting with the DGS, a student may change advisors. Students are encouraged to discuss their interests outside of the

primary field with faculty from other departments. This process enables students to develop relationships with various faculty members from whom the student will ultimately select a dissertation committee.

Academic Residence

A minimum of two years of full-time study (fourteen four-credit courses or equivalent) is required.

Program of Study

Students must take a combination of fourteen courses of which seven must be courses in a primary field. The distribution of courses in the first three years of study is as follows:

First Year

African and African American Studies 301/302

This required yearlong course is co-taught by the faculty of the program. The first term aims to introduce students to faculty in the department and their research around central topics and themes and major theories and debates in African and African American studies. The second term focuses on social science research methods, exploring issues of race in Africa and the Diaspora. There are two required final presentations to the faculty at the end of each term, one on a humanities topic, the other on a social science topic.

In addition, students must ordinarily take at least six other courses of which at least two must be in the Department of African and African American Studies and two in the primary field.

Save under exceptional circumstances, the Department of African and African American Studies does not give credit toward the PhD for courses from other universities and under no circumstances would the Department give credit for more than two courses.

Second Year

Students must ordinarily take at least six courses in their second year.

Students will ordinarily be required to take all of the following courses or their equivalents by the end of their second year:

- One graduate seminar in African or African American History
- One graduate seminar in African and African American Humanities
- Graduate Seminars AAAS 401 and AAAS 402 (These courses focus on major theories and philosophical perspectives on the study of Africa and the Americas. In alternating years, these courses may be offered during the first year of the graduate program).

- During their second year, students must produce a paper of publishable quality. This must be done no later than the second term of their 2nd year. This can be done in a graduate seminar (like AAAS 401 or 402) or in an independent tutorial through AAAS 391 (Directed Writing). Students will not be allowed to take their oral general examination unless they satisfactorily complete a research paper.
- By the end of the second year, the total number of courses taken in African and African American Studies and the primary field should be fourteen, including at least seven in the primary field. In particular, students should take all courses required for an AM in their primary field.

Third Year

Students must have completed all coursework and language requirements prior to their oral exams for their admission to candidacy.

By the end of the fall term of this year students must have completed the oral exam described below.

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree, but students who have met all the course requirements for the degree may petition to be awarded an AM in African and African American Studies. (Students may also find that they can meet the requirements for the AM in their primary field. Students should consult with the DGS in their primary field if they wish to pursue this option.)

Other Requirements:

Teaching

- An important element of graduate education in the program is the experience of working as a teaching fellow in courses in African or African American Studies. The department encourages students to seek teaching opportunities in their primary fields. The graduate committee must verify that a student has had sufficient preparation in teaching before voting the degree.
- Students are required to teach at least three courses during their third and fourth year of graduate school. Students ordinarily teach at least two courses in African and African American studies and one in their primary field. If designated as part of the student's financial package, students are expected to teach in their third and fourth years at the rate of 2/5 per term. The department will assist the student in securing teaching positions. Priority for teaching fellow positions is given to students in their third and fourth years of graduate study.

Languages

The student's advisor will identify the language requirements appropriate for the student's research in the primary field. In general, these requirements reflect the language requirements of the graduate program in their primary field. However, the DGS and the student's primary advisor may propose modifications of these requirements if, in their judgment, a different language is more suitable. The student's orals committee is responsible for determining whether the student has met an appropriate language requirement before proposing a candidate to the graduate committee for admission to the doctorate. Students focusing on African Studies are required, in addition to a major European language, to take at least one African language to the level at which they reach proficiency. Students focusing on African American Studies are required to take one major European language to the level at which they reach proficiency.

Grade Requirements

Students must maintain a grade average of B+ or better in each year of graduate work. At no time may a student register for a term if he or she has more than one incomplete. Where the primary field requires either that all courses be passed at or above a certain grade or that the student's average grade be higher than B+, the student will be required to meet that requirement for courses in the primary field.

No more than one incomplete may be carried forward at any time by a graduate student in African and African American Studies. 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 director of graduate studies, 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.

Admission to Candidacy

Oral Examination

Once students have completed their coursework, they begin to prepare for their oral exam in their primary field. For this purpose they require a committee, consisting of their major advisor and at least two others, at least one of whom should be a member of the discipline of the primary field. This committee, the student's orals committee, meets with the student once his or her coursework is complete, and defines a bibliography and a set of topics on which the student will be examined orally in the first term of the third year. Once the student has passed the oral exam, he or she prepares a written prospectus.

Prospectus

The prospectus is due at the latest by the end of the first term of the fourth year of residence. The student must discuss the prospectus with each member of the dissertation committee and then have a final oral exam on that prospectus: If the committee accepts the prospectus at the exam, the student is admitted to candidacy and begins research for the dissertation.

NOTE: Along with AAAS, many departments and independent groups organize dissertation colloquia for students in their fourth, fifth, and sixth years, at which they may present and discuss their research.

Dissertation

During the period that a student is working on the dissertation, the student will have a primary advisor and a dissertation committee. Each term the student will consult with and report to the dissertation committee, which will in turn report to the committee on graduate studies as to the progress toward completion of the dissertation. While the student's principal advisor will ordinarily become the primary advisor and the prospectus committee will ordinarily become the dissertation committee, a student, in consultation with the DGS, may choose other faculty members. The dissertation committee must consist of a primary advisor and at least two others, at least one of whom must be a member of the discipline of the primary field. The primary advisor is the chair of the dissertation committee and must be a member of the Faculty of Arts and Sciences. In addition, at least one other member of the dissertation committee must be a member of the Faculty of Arts and Sciences.

Upon approval of the dissertation by the dissertation committee, the department, student, and the dissertation committee will agree upon a date for the dissertation defense. Completion of the dissertation is ordinarily expected by the end of the sixth year.

The dissertation defense is an oral examination open to any member of the university at which the dissertation committee leads in questioning the candidate on his or her work. Upon completion of the oral examination, the members of the graduate committee will consult with the dissertation committee and vote as to whether the candidate should be recommended for the PhD degree in African and African American Studies and whether the candidate passed with distinction.

Satisfactory Progress

The faculty monitors each student's progress year by year. During the period between admission to candidacy and submission of the dissertation, the dissertation committee is asked whether the candidate is making satisfactory progress and has to certify in writing when the candidate has completed two draft chapters.

Summary of Requirements

- Fourteen courses in total, including:
 - African and African American Studies 301 and 302
 - African and African American Studies 401 and 402
 - One graduate seminar in African or African American History
 - One graduate seminar in African and African American Humanities
 - Seven primary field courses

- All courses required for an AM in the primary field
- Completion of one research paper of publishable quality (may be completed through AAAS 391).
- Language requirements as specified
- B+ average at the end of each year (and any other requirements of the primary field).
- No more than one incomplete outstanding at any given time
- Oral exam for admission to candidacy
- Teaching experience
- Prospectus exam
- Dissertation completion
- Dissertation defense

Chemistry and Chemical Biology

PhD Course Requirements

Students must pass four advanced four-credit 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. Grades of C+ or lower will not count. 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. These may be counted for residence requirements only if in excess of the courses required for the AB degree.

(b) Students who have taken the equivalent of a Harvard advanced course elsewhere 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 **Credit for Completed Graduate Work**).

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.

Advising

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.

Students are strongly encouraged to enter a research group by the start of their second term. Students are required to enter a research group by June 30th 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 their interests, the student should consult with the director of graduate studies or co-director of graduate studies. Students are encouraged to consult with the co-director of graduate studies on any issues that affect graduate student life.

PhD Research Progress and Evaluation

(Effective with entering class of 2017-18)

A primary teaching mission of Chemistry and Chemical Biology (CCB) faculty is to develop and nurture a graduate student's ability to perform original and creative research. Three student/faculty meetings over the course of a graduate career are important components of this training mission. Each of the meetings have a different purpose with the objectives of assessing the expertise of a student in performing independent research (2nd year PhD Qualifying Exam), monitoring a student's research progress and guiding the student in developing an original research program (3rd year Proposal / Research Review Meeting), and offering advice for the professional development of the graduate student (4th year Advising Meeting).

G2 PhD Qualifying Examination

All students will be required to pass a PhD Qualifying Examination to advance their candidacy to the PhD. The purpose of the Qualifying Examination is to assess the (i) early research progress of the PhD candidate and (ii) fundamental knowledge underpinning the student's PhD research project.

The director of graduate studies (DGS) will assign each student a PhD Qualifying Committee by June 30th of the G1 year. The committee will consist of four CCB faculty members including the student's research advisor, with one member designated as Chair. Each committee will examine four to six students. If a research project involves an advisor (primary or collaborative) external to the CCB, then that faculty may attend as a 5th member. The Chair will administer the PhD Qualifying Examination and s/he will schedule the exam meeting. Meetings for all G2 students will be held in April or early May of the G2 year and a given committee will administer exams for the four to six students in either one or two consecutive days. This meeting may only be delayed if the student has an approved leave of absence during the first two years, in which case the meeting must be held during the 4th term in residence. The Chair from each committee will notify students of the exam results in a letter by the end of the week in which the exam was scheduled.

EXAM FORMAT

The examination will have both written and oral components:

- The written examination will be no more than 5 single-spaced pages (or 10 double-spaced pages) written in a communication-style format reporting key results of accomplished research and including a brief discussion of future plans. The written examination must be submitted at least 7 days prior to the oral examination.
- The oral examination consists of a 20-minute PowerPoint or blackboard presentation (as decided by the student) followed by 30 minutes of Questions and Answers by committee members. Committee members will not interrupt the student during the 20-minute presentation. Adherence to the guidelines of the 20-minute presentation will be enforced by the Chair of the committee. During the 30 minute Q&A session, queries from committee members will span specific aspects of the research project to explore the fundamental knowledge underpinning the research project. With regard to the latter, questions will focus on material typically covered in an undergraduate chemistry curriculum that relates to the broadly defined area of the research project.

There will be three results from the PhD Qualifying Examination:

- Pass: The student will become a candidate for a PhD and a thesis committee will be formed by the end of the term (see below).
- Conditional Pass: The student will be re-examined by the committee before the end of the fall term of the G3 year. The format of the re-examination will be decided by the committee and may involve a written report to address specific concerns of the committee or re-assembly of the committee.

- Fail: The student will withdraw from the program at the end of the term, with the opportunity to receive an AM degree, provided other requirements have been met as outlined in the GSAS **Degree Requirements** policy.

Constitution of PhD Thesis Committee

Upon passing the PhD Qualifying Examination, a three-member Thesis Committee will be formed, which will include the student's faculty advisor and two other faculty members. Two members of the committee must be from CCB. The third faculty member may be from CCB or from an external department associated with Harvard University. A student may also petition the DGS for approval of a third faculty member external to Harvard University. A student, in consultation with their research advisor, may add external members beyond the three-person committee.

To constitute the committee, in consultation with their research advisor, students will propose at least three faculty members as candidates for their committees in addition to the advisor. The student will submit their faculty preferences on a Thesis Committee Nomination Form, submitted to the CCB Department office by the end of the term in which they qualify for the PhD. The form must be signed by the research advisor. These preferences will be reviewed by the DGS and a faculty advisory group with the intent of honoring the student's preferences while balancing a fairly distributed committee load among the faculty. The selection process is necessary to avoid faculty being assigned to an inordinately large number of committees. Under unusual circumstances, students may wish to change the membership of their thesis committee, for reasons including significant changes in direction of their research topic. Such changes should be requested through the CCB Department office. Students must receive approval from the DGS in order for the change in committee to take effect.

G3 Proposal / Research Review Meeting

The one-hour meeting should be held with a student's Thesis Committee before May 31st of the G3 year and will be scheduled by the student. The meeting will have two components: (i) a research proposal and (ii) review of research to date.

- A Research Proposal will compose 30 minutes of the 1-hour meeting. Students will submit a 3-5 page single-spaced proposal 7 days before the meeting. The student may present either an original independent research proposal or a research proposal based on the student's current PhD research. The student will present this proposal and accept questions from the committee during the first 30 minutes of the meeting. A student cannot pass/fail the Research Proposal. The purpose of the research proposal is to better develop the student's skill set at conceiving and designing an original research program. For an original research proposal, the proposal will be rated (excellent, very good or good) with a short written critique provided by the committee designed to provide the student feedback that helps to develop further this skill (of writing proposals).
- A 30-minute Research Review will be devoted to an update of the research progress made by the student. The research review will be graded Satisfactory or

Unsatisfactory. A grade of Unsatisfactory will be reflected in the grade for the student's 300-level reading and research course. This alone will not result in a withdrawal; a student would be withdrawn from the program with two grades of Unsatisfactory in a 300-level reading and research course during the course of a student's graduate studies, in accordance with **GSAS policies**.

G4 Advisory Meeting

The G4 Advisory Meeting provides a mechanism for students to create relationships with faculty other than their advisor, as well as to mediate student/advisor conflict, if one exists, provide direction to completion of the PhD degree, provide career counseling or to address any other concern or issue of interest to the student. The student must call this meeting any time during the G4 year.

The agenda will be set by the student and may address research progress or career counseling in one of two meeting formats:

- The student may assemble their Thesis Committee for a formal 1-hour meeting.

-or-

- In lieu of a full meeting of the Thesis Committee, the student may instead choose to meet individually with one or two of their committee members other than their advisor.

For either meeting format, the student must first meet with their research advisor to discuss a (i) professional development (PD) plan, and (ii) proposed plan to graduation (PG). The student will summarize these discussions on two separate forms (PD Form and PG Form), available from the CCB Department office or from the departmental website. The research advisor must sign off on the two forms. Students will bring these two signed forms to their G4 meeting (either format) for review by the members of the Thesis Committee with whom the student chooses to meet. The signed forms will be returned to the CCB Department office.

G6+ Advisory Meeting

Students in their G6 year must meet with their Thesis Committee by December 31st of their G6 year and then every year beyond the G6 year. A detailed plan for the student's graduation and a proposed defense date will be decided at these meetings.

PhD Research Progress and Evaluation

(Effective for students entering program before 2017-18)

Students who entered the degree program before 2017-18 will continue to be advised by their Graduate Advising Committee (GAC), formed at the end of the G2 year. 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 an independent research proposal anytime between the first semester of their G2 year and the end of their G4 year (June 30th). 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 research 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 be screened by the **Derek Bok Center for Teaching and Learning** to determine their level of proficiency. Students will not be allowed to teach until they are deemed proficient.

Teaching

All students are expected to teach half-time in the spring term of their first year and during one term of the second year based on teaching needs. In rare instances and at the discretion of the Department, less than half-time teaching may be allowed to meet this requirement when half-time teaching positions are not available. 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 completion of the PhD Qualifying Examination*, (3) admission to a research group by the end of 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.

*Students who entered the program before 2017-18 must have completed the successful presentation and defense of an independent research proposal, instead of the PhD Qualifying Examination.

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 in **Dissertations**.

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 four-credit 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. Grades of C+ or below will not count. Typically, four of these four-credit courses are classroom work, and the remaining four are research courses. As many as four four-credit 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 four-credit 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.

Human Evolutionary Biology

Course Requirements

Normally, Human Evolutionary Biology PhD students will take at least eight four-credit courses in human evolutionary biology and related areas during their first two years in residence. These will include the HEB graduate proseminar and one course in each of four identified primary areas: human evolution, genetics, physiology, and behavior and culture. One of the four area requirement courses would include the student's primary research area. 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 should 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.

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 "As"; no account is taken of plus or minus. Grades of "UNS" or "E" or an unexcused "ABS" are unacceptable. A course in which a student receives an "E" or a permanent "INC" or "ABS" may be retaken for credit at a later time; both grades will appear on the student's transcript. For the four HEB area requirement courses, the minimum grade is a B or better.

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.

Students are expected to familiarize themselves with general GSAS rules (found in **GSAS Policies**). In most HEB classes, graduate students will be asked to affirm the Harvard College Honor Code by signature upon submission of final papers.

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 four-credit courses including the proseminar and four 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. At least one term of teaching is required.

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 will be assigned a faculty member in Human Evolutionary Biology to serve as a thesis research advisor, as well as a secondary advisor in the Department, based on compatibility of research interests. In the week before fall term begins, first-year students will meet with their primary faculty advisor to plan a program of study that takes into account their previous training and current academic interests. This means that the four area requirement courses may be different among first-year students based on their backgrounds. Students are encouraged to consult freely with their secondary advisors or any other faculty member on matters pertaining to their programs.

Every student must have an advisor who is a faculty member in the Department of Human Evolutionary Biology at all times. It is the student's responsibility to ensure this. Any student who does not have an advisor at the beginning of a term must withdraw from the department at the end of that term if arrangements for a

new advisor have not been made by that time. A change in advisors is subject to the approval of the new advisor, the Director of Graduate Studies, and the HEB Faculty. Failure to make arrangements for an advisor may result in dismissal from the department.

The faculty will annually assess the progress of each student and this appraisal will be communicated to the student.

Students may contact the department administrator to address any questions and/or issues related to the advising process.

Qualifying Examination

Successful completion of the graduate proseminar and four area requirement 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 two weeks before the oral examination is to occur. Students will receive questions from the faculty about their proposal at least two days before their oral exam, in time to prepare answers for the oral exam. At the start of the oral exam, students are also expected to prepare a short (15 minute) overview of the project and present it. Students are expected to fulfill the 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 some part of the qualifying examination process. Failure to pass the qualifying examination can be grounds for dismissal from the graduate program.

The Dissertation

The Dissertation Prospectus

After completion of the qualifying examination process, the candidate, in consultation with his or her advisors, will select a dissertation research topic. The faculty will then approve a dissertation prospectus committee of at least three members, at least two of whom normally 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.

By no later than the end of the seventh semester, the candidate will submit a dissertation (or thesis) prospectus to this committee 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 the department. A complete draft of the dissertation should be received by all members of the dissertation committee at least two or more 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 FAS 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 [**GSAS policy pages on dissertations**](#).

Religion, The Study of Coursework

Full-time study during the first two years, i.e., four semester courses during each term, with a minimum average grade of B, is required. Included in these courses is the required satisfactory completion of two common seminars, Religion 2001 and Religion 2002, normally taken, respectively, in the first and fourth terms of study. Also required is a minimum of two courses outside the specialization in either: a) a tradition, b) a geographical-historical complex, or c) a methodological approach.

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)

Students may only be admitted for the PhD program — no one is admitted as a candidate for the AM in the Study of Religion. However, 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 semester 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 on 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 schedule 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.

Archaeology

The Secondary Field – Archaeology is administered by the FAS Standing Committee on Archaeology (SCA).

Graduate students must meet the following requirements in order to have the secondary field officially recorded on their transcript.

Coursework

Candidates should submit to the SCA for approval in advance a proposal identifying courses that will serve to fulfill this requirement.

Students will be required to take four half-courses, distributed as follows:

1. One framing half-course chosen in consultation with the advisor. Examples are listed below. These are courses that offer an overview of archaeological methods and practices, as well as a broad orientation in the field.
 - Anthropology 2270a (Archaeological Method and Theory), OR Anthropology 2250a OR 2250b (Proseminars in Archaeology)
 - SLS 16 Human Evolution and the Human Body or a half-course in Human Evolutionary Biology with significant archaeological framing content, as available
 - Introductory half-course in Classical Archaeology (The Classics) or in Medieval Archaeology (History) or in Near Eastern Archaeology (NELC), as available

2. Three upper level undergraduate or graduate half-courses of related interest that contain significant archaeological content.
 - Substantial excavation experience on a project approved in advance may be substituted for one of the three courses.
 - Attendance and participation in regularly scheduled, year-long GSAS archaeologically-themed workshop or course equivalents, culminating in a graded written report and (optional) presentation to the workshop evaluating its lessons that will be submitted to the student's archaeology advisor and the subcommittee on the secondary field, may, with advance approval, be substituted for one of the three courses. *Examples:*
 - The Medieval History Workshop
 - The East Asian Archaeology Seminar
 - Harvard Archaeology Program Seminar Series
 - History 3 0 1 0: Archaeology and history of early medieval Europe

All course work taken for completion of the Secondary Field must be passed with a grade of B+ or better.

Advisor

Students should select an advisor in Archaeology, ordinarily from the list of Faculty members of the Standing Committee on Archaeology and outside the student's home department. Courses required for the Secondary Field should be selected in consultation with the student's Archaeology advisor and approved as indicated below. Further consultations will be available with the Chair of the Standing Committee, and with the members of the SCA subcommittee on the Secondary PhD field.

American Studies

Overview: Here follows an outline of the regulations for students in Harvard's American Studies Program.

A. Coursework, including language requirement

1. Advising
2. Language requirement
3. Courses
 1. The coursework requirement
 2. Grade requirements
 3. Incomplete grades

B. General examination

C. Teaching

D. The Dissertation

1. Advising: dissertation committees
2. Dissertation prospectus submission and conference
3. Dissertation chapter conference
4. Dissertation review

A. Coursework, including language requirement

1. Advising

The chair, who is also the director of graduate studies, is the advisor-of-record in my.harvard for all students until the student identifies one or more dissertation advisors in the third year. The Program administrator arranges, in consultation with each student before G-1 enrollment, an informal advisor in the student's sub-field of interest. The purpose of this informal advisor is to supplement the Chair's advising regarding course selection, faculty connections, and to offer early-career mentorship. As well, students should form relationships with any faculty, who may eventually serve on the general exam and/or dissertation committees.

Petitions for exceptions to any of the Program's regulations should be directed to the Chair as soon as the student becomes aware of the potential need for an exception.

2. Language Requirement

Students must demonstrate fluent reading knowledge of one language other than English, chosen as relevant to the student's interests in consultation with advisor(s) and the Chair. Students will ordinarily fulfill the language requirement by passing with high marks an examination given by the History department, the English department, or in the case of languages not offered in History or English, a specially-arranged examination. The grade received must indicate fluency (e.g. proficient in History, high pass in English). Students with language preparation in their background should plan to take a languages examination in the week preceding their G-1. Those without language preparation should speak with the Chair and administrator about their plans to develop competency as follows. Fellowships for developing language fluency are available for the summer between the first and 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. Students who have the language requirement unfulfilled at the beginning of their second year of residence must ordinarily pass a language examination in September of their second year. If they do not pass the language examination, they should enroll in an approved language course and pass a language examination in January. No student may take the general examination until the language requirement has been met.

3. Courses

3.1. THE COURSEWORK REQUIREMENT

The interdisciplinary purposes of the program require that students take courses in a variety of departments relevant to their interests. To ensure a coherent program of study, they must plan their schedules in consultation with the Program Chair.

Each student must be enrolled full-time for four semesters. The typical load is four courses per term and the typical number of credits per course is four. All programs must be approved by the Chair and must include the following:

- The "Colloquium in American Studies," American Studies 200 and 201, during the fall term of their first and second years. 200, offered in even-numbered years, covers major works in American Studies. 201, offered in odd-numbered years, covers a major theme in American Studies.
- Two courses, taken from among the offerings of two different departments, in which the student completes a substantial piece of independent, graduate-level research. Courses in which the final project is a literature review of bibliographical essay are not appropriate for this requirement.
- Two courses focused outside the study of the United States.
- The remainder of the student's first three semesters will consist of work in fields appropriate to the student's general examination.
- In the fourth semester, four reading courses are taken in preparation for the general examination. These correspond to the four parts of the student's general examination

and are supervised by the student's examiners. These will be American Studies 398 or the equivalent readings course in the examiner's home department.

- By the end of the fourth semester, the student shall have completed eleven courses with letter grades averaging B+ or better.
- To ensure compliance with GSAS rules, the Chair and administrator may allow students to receive credit for participation in the American Studies Workshop or comparable academic experience. This credit will take the form of TIME. TIME is a place-holder of any credit amount. It is ordinarily taken to fill out a semester's course registration so that the total credits equals 16.
- A final required course is taken in the third year, American Studies 314: Pedagogy and Professional Development in American Studies. The course is 4 credits taken over the full year; that is: 2 credits in fall and 2 credits in spring. This yearlong course is designed to complement the student's first year as a teaching fellow.
- All coursework requirements (except 314), and the language requirement, must be met before taking the general examination.

3.2. 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.

3.3. 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:

Incomplete grades (INC) are granted to graduate students only at the discretion of the instructor. If a student receives an INC, the student must complete the work of the course before the end of the next regular term. For example, if a student receives an INC during the fall term, the student must complete the coursework during the subsequent spring term by submitting work before the final day of the spring term. Even if the student's registration status during the term is leave of absence, the student must complete coursework during this time frame. However, the only exception is if the student is given an earlier deadline by the instructor. If the work is not submitted within the required time frame, the INC becomes a permanent grade, unless the student has petitioned successfully for an extension. (For the extension form, and this GSAS regulation on the Graduate School's website, see <https://gsas.harvard.edu/degree-requirements/grade-and-examination-requirements>).

* 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.

* Students who receive an E or a permanent incomplete (INC) or absent (ABS) may retake the class for credit, however, both grades will appear on the transcript.

All Incompletes must be resolved before taking the general examination.

B. General Examination

Students must pass a two-hour oral examination conducted by four members of the faculty, sometimes at the end of the second year, sometimes at the very beginning in the third year. In any event, it shall take place 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 sweep of 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. 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.

Students should work with the Chair and individual faculty in identifying their fields and selecting courses thereto. They will work with the examiners in designing reading lists for the exam; sample lists are available on the program's internal website.

By the end of the third semester, students will present to the Chair for approval the exam field titles and examiners. Ordinarily, at least one member of the general exam committee will be affiliated with the Committee on Higher Degrees in American Studies. One examiner may be from outside Harvard.

If a student fails the general 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. Students who fail the general examination or postpone it beyond September of their third year may not teach until they have passed the examination, unless the chair grants an exception due to extraordinary circumstances.

C. Teaching

Ordinarily, a student's first appointment as a teaching fellow (TF) is in the fall semester of the third year. Serving as a TF is not a requirement of writing a dissertation and being awarded the Ph.D. in American Studies. However, being a TF is intrinsic to the Graduate School's funding for students in the humanities and social sciences. More

specifically: a teaching fellowship is guaranteed for four semesters starting in the fall of the third year. This guarantee is for 2/5 of a full-time position, typically discussion-leading of two sections associated with a lecture course. After the four semesters of guaranteed TFships, most students are able to continue finding work as a teaching fellow.

All third-year students must take American Studies 314, a course covering topics in pedagogy and professional development for American Studies. The course is 4 credits taken over the course of the full year. That is: 2 credits in fall and 2 credits in spring.

For more on funding and the place of teaching therein, see <https://gsas.harvard.edu/financial-support/funding-aid> (expand the section labeled “Funding for PhD Students”). A more extensive section of the Graduate School’s website, on the topic of TFing at Harvard, is at <https://gsas.harvard.edu/academics/teaching>.

D. The Dissertation

1. Advising: dissertation committees

After the general examination has been passed, the student will select a dissertation topic and identify a dissertation advisor or advisors, who will form the nucleus of the dissertation committee which must number three (and a fourth member is possible). It is common but not required for dissertation advisors to be selected from among the members of the general examination committee.

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

As the dissertation committee is formed outward from the initial identification of a nucleus of advisor/advisors, keep in mind the following guidelines...

- * Ordinarily, at least one member of the dissertation committee will be affiliated with the Committee on Higher Degrees in American Studies.
- * At least two members of the dissertation committee must be members of the Faculty of Arts and Sciences (per GSAS rules indicated under the “dissertation submission” heading at <https://gsas.harvard.edu/degree-requirements/dissertations/submitting-your-dissertation>)
- * One member of the dissertation committee may be from outside Harvard, (or two from outside Harvard in the rare instance of a four-person dissertation committee).

Ideally, the advising mode chosen will be indicated to the Program at the time the prospectus is submitted (Monday after spring break, per the next section). It will bear the signatures of the advisors and note their position within one of the models. If indication of full committee membership and mode is not possible

according to the ideal timetable, at a minimum: one primary advisor must be identified at the moment of prospectus submission. In this instance, the full committee, and which model (see above), must be indicated to the Program administrator by the conclusion of the semester after prospectus approval at the Prospectus Conference.

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

2. Dissertation prospectus submission and conference

No later than the Monday after spring break, each third-year student shall submit a dissertation prospectus for approval to their committee (or one primary advisor at minimum, per language in the section above on dissertation committees). Soon thereafter, at an early-May date arranged by the Program administrator, third-year students will present their dissertation proposals at a conference of faculty and students in the Program.

3. Dissertation chapter conference

Upon completion of one chapter approved by the dissertation committee, each student shall present one chapter to assembled American Studies faculty and students. Dates for chapter conferences are set by the Program administrator near the end of each semester. Ordinarily, the chapter is presented during the fourth or fifth year, in advance of taking the Graduate School's completion fellowship.

4. Dissertation Review

Following are the guidelines for the American Studies "dissertation review," colloquially termed the "defense."

- 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 1 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 the Chair to have the dissertation review waived for reasons of hardship.

Classics

Structure

Ideally, the doctoral program is conceived as lasting six years, divided into three segments.

1. The first two years, defined as "academic residence" for administrative purposes, are largely devoted to seminars, to lecture/reading courses, and to independent reading (totaling sixteen four-credit courses) in preparation for the General Examinations (normally taken at the end of the second year). While all these formats are designed to broaden experience of the languages and literature needed for the degree, the seminars form the core of the department's program of graduate education. Summers are often spent in reading to prepare for examinations.
2. In the third year, students prepare for their special examinations in three chosen categories, and begin to gain experience of teaching, which the department regards as an essential part of graduate preparation.
3. In the fourth and fifth years, students continue to teach, but otherwise work towards the completion of the degree, especially the writing of the dissertation. Students of ancient history and classical archaeology are required to spend time abroad.
4. For the final year, they may also apply for a one-year **dissertation completion fellowship** from GSAS (see also **Graduate Funding**).

The department's graduate program is chiefly designed to prepare students for the degree of doctor of philosophy (PhD); the department will not admit applicants for the degree of Master of Arts (AM) only. However, any student who has completed with honor two years of full-time study (16 applicable courses) will

qualify for the degree of AM in the appropriate area as a level of attainment, which the department will normally recommend upon application by the student. No examinations beyond those required in the courses are mandated. Prerequisites are the same as for the PhD.

Course Requirements

- A combination of sixteen four-credit courses in the first two years.
- The requirements for the seven different tracks (in ancient history, Byzantine Greek, classical archaeology, classical philology, classical philosophy, medieval Latin, 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.

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. 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 Faculty of Arts and Sciences at Harvard University.
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, by means of the appropriate form (available in the department office), notify the graduate committee 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 15 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 remarks 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 director of graduate studies.

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 **GSAS policies on dissertations**, 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 two weeks before the degree application due date specified on the **GSAS Degree Calendar** for that year. The members of the committee shall have not less than two weeks 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.
7. 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.
8. 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, 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 acceptance certificate.
9. The dissertation as approved shall be accompanied by two copies of a summary not over 1,200 words, which the director will promptly forward to the editor of *Harvard Studies in Classical Philology* for publication.

Inner Asian and Altaic Studies

Program of Study

A minimum of two years of academic residence is required in the Inner Asian and Altaic Study Program. A graduate student is expected to complete a minimum of sixteen four-credit courses; however, in some cases the fulfillment of all requirements for the degree will require additional coursework. Courses are chosen in consultation with the student's academic advisor.

Language Requirement

Upon entering the IAAS program the student will offer proof of competence in at least one foreign "tool" language, which is normally be done by examination in the first semester. During the first two years of residence, they should also demonstrate competence by way of examination in a second "tool" language, selected from among those especially pertinent to the student's topic of specialization. "Tool" languages, such as French, German, Italian, Russian, Japanese, etc., are to be distinguished from "source" languages such as Arabic, Chinese, Manchu, Mongolian, Persian, Tibetan, Turkic, and Sanskrit. Students are expected to be competent in the language(s) of their primary focus, and will be required to take written examinations in their "source" language or languages.

Incomplete Grades

A grade of Incomplete (INC) in a course must be converted into a letter grade before the end of the next registration period. IAAS students may not have more than two grades of incomplete on their record.

Advising

Advising is a critically important aspect of the IAAS program, and the IAAS Committee is committed to finding appropriate advising arrangements for all students. Once admitted to the IAAS program, students are assigned an academic advisor from among the members of the IAAS Committee, with whom they will design an appropriate program of study. Students will also consult with the Committee Chair to discuss their academic plan.

General Examinations

By the end of the third year of residence, the candidate will have a three-hour general examination in three fields chosen in consultation with the student's academic advisor. One of these fields should cover the history or culture of a major society outside of Inner Asia (e.g., Western Europe, Russia, Islamic Middle East, East Asia, South Asia, or the Americas). The other two fields may be focused on:

Pre-Islamic History of Inner Asia

Medieval and Early Modern History of Inner Asia

Modern History of Inner Asia

Philology and Religion of Pre-Islamic Inner Asia

Philology and Religion of Medieval and Early Modern Inner Asia

Altaic or Tungusic Linguistics

Archaeology and Art of Inner Asia

Ethnology and Anthropology of Inner Asia

In some cases, students may, with the approval of the Committee, choose to take an additional fourth general examination field.

Dissertation Prospectus

Within one academic year of completing their general examination, students will be required to present a written prospectus of their dissertation of at least 20 pages in length plus a bibliography for approval by the academic advisor and submission to the IAAS Committee.

Dissertation

The doctoral dissertation must demonstrate the candidate's ability to use primary source material and to produce a piece of original research. After the acceptance of the dissertation, the candidate must defend his or her dissertation in a special oral examination that is open to the public. The final manuscript must conform to the requirements described online in ***The Form of the PhD Dissertation***.

Romance Languages and Literatures

The First Two Years of the PhD Program

The first two years of graduate study are spent in coursework. Students begin teaching after the second year. Normally, students take sixteen four-credit courses during the first two years, with the possibility of credit given for previous graduate work done elsewhere.

Required Courses

The sixteen four-credit courses must include:

- Three 200-level courses in the major Romance literature. (A 100-level course can be counted as a 200-level course if the work done is at graduate level and the faculty teaching the course agrees to do so).

- One four-credit course in the history of the major Romance language or a course deemed equivalent by the section.
- Romance Studies 201. This is a seminar on approaches to literary and cultural theory specifically designed for all the graduate students in Romance Languages and Literatures (RLL), and normally taken in the fall term of the first year.
- Two four-credit courses entailing advanced literary study of one or more Romance languages (other than the language of specialization), or Latin.
 - Depending on the student's proposed field of research, other European or world languages may be substituted.
 - Students specializing in literature before 1800 take one four-credit Latin course at an advanced level.
 - Students specializing in Portuguese take one four-credit course in the Hispanic literatures. Students specializing in Spanish take one four-credit course in Portuguese, Brazilian or Lusophone literature.
 - If the courses are taught in English, primary readings should be done in the language under study.
 - Language courses or equivalent study, as well as elementary Latin courses do not receive credit toward the graduate language requirement.
 - Romance Studies courses taught by faculty outside the student's specialization may be proposed for credit toward the language requirement, provided primary readings are done in the language or languages presented for the graduate language requirement.

Elective Courses

SUPERVISED READING AND RESEARCH (320-LEVEL)

Students must obtain the formal approval of their advisors before registering for 320-level courses. Only one 320-level course will count toward the sixteen four-credit courses required for the PhD. However, if a 320-level course is being tailored to satisfy a specific requirement not offered that year, the instructor should provide documentation of this to the graduate coordinator. Students taking 320 courses as requirements may still take an additional 320 course for credit.

COURSES TAKEN OUTSIDE RLL AND SECONDARY FIELDS

Graduate students not pursuing a secondary PhD field will be allowed to take a maximum of four courses outside the department over their first two years; that is, an average of one course per term.

Those students who choose to complete a secondary PhD field during the first two years in the program will not be allowed to take courses outside the department other than those taken for the secondary field. Students pursuing **secondary fields** must take a minimum of twelve courses in Romance Languages and Literatures.

CREDIT FOR GRADUATE COURSES TAKEN ELSEWHERE

Students may submit a request for credit for up to four semester-long courses taken elsewhere to their primary advisor and the DGS. Such requests will be accepted on the basis of need and plan. If the advisor and DGS accept the request, students may then formally request that the registrar record these credits. With registrar approval, and after the successful completion of one term of graduate studies at Harvard, these courses will be counted among their sixteen four-credit courses. Students may request graduate language requirement credit for course work done at another university or equivalent study done prior to arrival at Harvard. They may also request credit for 200-level courses in their major Romance literature. Advisors who approve these credits indicate in the advising journal which requirements are met by the transfer credit.

The First Year

Courses

Normally students take eight four-credit courses, including Romance Studies 201. If students need to take elementary-level language courses in order to enroll in an advanced course fulfilling their language requirement, they should take these courses during their first year.

Assignments

Graduate students in Romance Languages and Literatures may commit to writing a maximum of three article-length research papers per term. Students assigned such papers in 100-level courses may request an alternate assignment, such as an examination, a series of shorter papers, etc.

First-Year Presentation

All students are examined at the end of their second term of study in the department by faculty members of their section. They prepare a 20-minute presentation, under the form of a conference paper, on a topic of their choice related to issues relevant in their field. The goal is to check the student's progress and provide advice on strengths and weaknesses. It is also part of the requirements for an AM degree. In exceptional cases, the presentation may determine whether the student should continue in the program. If the examining board so recommends, a student may repeat the entire or portions of the presentation (normally within one year of the first attempt).

Incompletes

The department faculty strongly discourages students from taking an Incomplete in a course. The Department of Romance Languages and Literatures adheres strictly to the policies established by the Graduate School of Arts and Sciences regarding unfinished coursework. A grade of Incomplete (INC) must be converted to a letter grade before the end of the registration period following the one in which the course was taken. Otherwise, it will become permanent unless the student has successfully petitioned the GSAS Dean's Office for an extension of time.

The Second Year

Courses

Students should take all the remaining courses needed to fulfill their requirements.

Incompletes

Students must make up all Incomplete grades in required courses before sitting for general examinations.

Toward the General Exams

By the end of the second year, students should begin discussing plans and preparations for their general exams which they must complete by the end of their third year.

Master of Arts (AM)

Students do not enroll in the graduate program for the sole purpose of obtaining a master's degree, and there is no AM program separate from the PhD. However, students who came into the program without a Master of Arts may apply to the master's degree. The AM degree is not conferred automatically.

In exceptional cases, faculty may decide to confer a terminal AM on students who will not complete requirements for the PhD.

To be eligible for the AM degree, students must complete one year of residency, eight four-credit courses, and the first-year presentation, as described in the First Year section.

Successful completion of all AM academic requirements is a prerequisite for the PhD program.

Students who have not met all the academic requirements for the AM degree may not hold appointments as teaching fellows.

Teaching

Support through teaching is guaranteed to graduate students in their third and fourth years provided they have met the necessary requirements. Possible teaching assignments include a section of an undergraduate language course or a discussion section of a literature course. Teaching opportunities in the General

Education program and in other departments may sometimes be available as well. Note: the two-year guaranteed support through teaching can be moved to the fifth and sixth years, for instance if a student obtains other funding for research abroad in their third or fourth year.

Romance Language 210, to be taken at the beginning of the first year of teaching, is a requirement for all graduate students but does not count as one of the sixteen courses toward the doctorate. Graduate students with previous teaching experience who have already taken a course in pedagogy through another graduate degree program may petition to be exempt from this course. To do so, they must submit a dossier, including the syllabus, and papers or projects completed for the course. After considering the dossier, the Director of Language Programs and the DGS will choose one of three options: a) exemption from the Romance Languages 210 requirement; b) completion of some of the work for the course as an independent project in addition to the sixteen courses required for the PhD; or c) enrollment in Romance Languages 210.

Advising

While specific procedures may vary from section to section, the general procedure for advising is as follows:

In the first year of graduate study, all students are assigned a faculty advisor in the specialty stated in their dossiers or elsewhere. This faculty advisor may work with the student until the end of their general examinations, and beyond. However, a student may change advisors at any point, provided the student obtains the agreement of the newly selected advisor. Once this agreement is obtained, the student should notify both previous and new advisors, the DGS and the coordinator. This information will be incorporated in the student record on [my.harvard](https://my.harvard.edu). After the PhD general examination, the dissertation director serves as the student's advisor, in consultation with the other members of the dissertation committee. Students who have questions about advising are welcome to reach out to the DGS or the department chair.

PhD General Examinations

Students must complete the general exam by the end of the third year of graduate studies.

PURPOSE

Candidates are expected to demonstrate breadth of knowledge and acquaintance with their field, to define their area of specialization and show their mastery of it, and to present their methodology and perspective.

TIMING

The general examination is taken in May, during the spring term of the third year in the graduate program. In some cases, and with approval of advisors, it may be taken in December of the fall term of the third year.

EXAMINATION COMMITTEE

The DGS constitutes an examination committee for each student at the end of their second year. Its role is to advise candidates as they constitute their lists and draft their essays, and to administer the examination. Normally the academic advisor of the candidate chairs the committee. It comprises at least two RLL faculty members, and at least one faculty member who represents the candidate's field. When possible, the committee should include more than two RLL faculty, including faculty members representing other areas of specialization than the student's chosen area. It is also recommended that one faculty member from another section be included whenever possible. In some cases, a faculty member from another department may join the committee.

LISTS OF MATERIALS

After the end of their second year, each candidate starts creating three lists, comprising in total about 90 to 100 items.

The first list constitutes the "field" covering a wide chronological and spatial array including several subfields (subfields are defined by each section). It comprises about 50 to 60 items.

The second list constitutes the "area" and represents the specialization of the student. It comprises about 30 to 40 items.

The third list constitutes the "prospectus list" and introduces the problem and specific sub-areas the candidate will address in the dissertation. It comprises about 10 items.

Examples:

1) Field list: Spanish studies; area list: contemporary Latin American cultures; prospectus list: literature written by women between the 1960s and 1990s

2) Field: Italian studies; area: Medieval literature; prospectus list: theories of language, discourses about language in the 13th and 14th c.

3) Field: French studies; area: 20th and 21st c. francophone literature; prospectus list: literature and law

4) Field: Brazilian and Portuguese studies; area: 16th-17th c Portuguese literature; prospectus list: gender and genres in poetry

The lists are structured chronologically or geographically. They are expected to be balanced in such a way that the field list complements the area and prospectus lists rather than overlapping with them. Therefore, the field list should mostly comprise subfields that are not the area of specialization of the candidate.

Sections may decide to substitute course work for a subfield, which then may not be represented in their lists. This should be clearly explained to new students entering the program, so they can choose their courses judiciously. It is up to the sections to decide how many subfields need to be represented in the lists, and how many courses can be accepted as substitutes. It is also up to the sections to decide what texts or items need to be present on the lists of all students.

WRITTEN COMPONENT OF THE EXAMINATION

As they establish their lists, students work on two essays (8-10 page for each) presenting two large themes broad enough to be relevant to the different subfields represented on the list. Through examples selected in all subfields, candidates demonstrate the breadth of their knowledge and their ability to read critically across time, space, and genres, using their themes as points of entry. The essays include references to theoretical and critical works, and give the committee a sense of the methodologies used by the candidates. The essays should not be a mini-dissertation prospectus, but a broad map helping to structure the lists and constitute the indispensable background for the prospectus. Of the two essays, one is written in English and the other in the Romance language of the field.

Candidates start working on the essays in consultation with their main advisor, and eventually with the other members of their committee.

EXAMPLES OF THEMES:

Memory and history; Encounters with strangers; Displacements; Aesthetics of hybridity; Illnesses and their cures; Heroes and heroism; Food and meaning; Poetic of the sea; Mapping knowledge; Dreams, fantasies, illusions; Utopias and heresies; Real and imaginary libraries.

Both the three lists and the two essays need to be finalized, approved and shared with all members of the committee three weeks before the date of the examination.

The graduate coordinator keeps examples of lists and themes for consultation.

ORAL EXAMINATION

The examination lasts no less than two and no more than three hours. It starts with a brief presentation in English of the essays, followed by questions on the essays and on any item of the lists that faculty members decide to address. The questions are informed by the two themes proposed in the essays. Follow-up questions may address other topics or matters. The questions are not seen in advance by the candidates. Their goal is to assess the knowledge and familiarity candidates have with the field, their ability to think on their feet, and to go back and forth between concepts and particular traits of the works they have studied. The conversation is divided between English and the Romance language of the field. The examination concludes with the candidates presenting a brief oral account of their dissertation project.

Beside the prescribed opening and conclusion, sections may structure the oral examination differently, either around the themes in the essays, or by subfields, or by lists. They may decide to divide the exam equally between a part in English and a part in the Romance language, or to move back and forth between languages. In any case, each faculty member present should have the opportunity to ask more than one or two questions. The expectations of the section and their particular way of carrying out the examination should be made clear to candidates in advance.

GRADES AND FEEDBACK

The members of the examination committee evaluate and comment on the essays and the oral examination immediately after it has been administered, and the committee communicates its feedback right away to candidates. The scale used is: Distinction; high pass; pass; fail. The assessment and grade are recorded in a written report signed by all members of the committee. The graduate coordinator is in charge of filing the report in the candidate's dossier. If the committee judges that the examination does not earn a "pass," the candidate is asked to take the examination again within six months. If the candidate fails a second time, they are not authorized to continue in the PhD program.

Dissertation

Committee

Students have six weeks following formal written notification of their general examination grade in which to constitute their dissertation committee. Ordinarily, two members of the committee represent the student's major language and field; a third may come from another language or discipline. Two of the committee members must come from Harvard's Faculty of Arts and Sciences. Visiting professors with renewable appointments may serve on dissertation committees, but may not chair them. Note: The Dissertation Acceptance Certificate must be signed by no fewer than three dissertation readers.

Prospectus

A prospectus is a ten double-spaced pages essay (roughly 2500-3000 words) followed by about ten further pages of bibliography. It provides a preliminary description of the dissertation and includes a provisional chapter outline. In order to maintain eligibility for dissertation research fellowships at GSAS and elsewhere, students must obtain prospectus approval within six months of the date on which they receive notice of a passing generals grade.

Mandatory Dissertation Meetings

The Graduate Coordinator contacts student and committee members five months after the General Examination to schedule a prospectus meeting within three weeks. The goal of the prospectus meeting is for all advisors to discuss and approve the prospectus, to provide feedback on the general scope of the project, and to advise the student on the next phases of the dissertation process.

The second meeting takes place within two weeks of the adviser's approval of the student's application for the Dissertation Completion Fellowship (DCF) in February. The goal of this meeting is to check the student's progress, discuss any difficulties, and plan for the final phases of dissertation writing.

The Graduate Coordinator schedules the two meetings, to include all members of the student's committee. Faculty members on leave or abroad participate virtually. In order to facilitate the scheduling and to keep track of student progress, the student should copy the Graduate Coordinator when submitting the DCF application to the committee and the main advisor should copy the Graduate Coordinator when approving the prospectus or the DCF application.

Dissertation

An RLL dissertation is a substantial, original scholarly contribution to the student's field of specialization that typically assumes the form of an extended, in-depth written argument, supported by a comprehensive apparatus and bibliography that demonstrates mastery of the field in question.

An RLL dissertation may incorporate substantial work in other media so long as such media is integral to the nature of the scholarly argument and/or serves as a support. Such media may include interactive maps, databases, data visualizations, video documentaries, stage and set designs, curated archives, and digital editions or translations. Artistic productions in various media may also be included so long as they contribute to the scholarly argument.

Multimedia components of RLL dissertations must be documented and justified within the argumentative portions of the dissertation and be developed in accord with best practices in long-term preservation and access.

The dissertation may be written in English or in the appropriate Romance language.

Defense

PhD candidates are required to make a public oral presentation, or defense, of the dissertation, followed by a question-and-answer period. The defense is usually scheduled at least ten days before the deadline for submission.

Submission

The final manuscript must conform to the requirements described in the **Dissertation section of GSAS Policies**. It should be submitted electronically by the posted deadline.

PhD Tracks Across Sections

Hispanic Literature with a Minor in Portuguese

Candidates for a degree in this specialty must prove oral and written proficiency in the Portuguese language. They must complete a minimum of eighteen four-credit courses (instead of the standard sixteen). These are to be distributed as follows: fourteen courses in or related to Spanish literature, including the required course of history of the language; four courses in Portuguese. At least two of those four should be graduate seminars (200-level); the other two may be advanced undergraduate courses (100-level). Candidates are required to complete a general reading list of twenty-four Portuguese texts. Reading lists of Hispanic texts will remain the same for all students. The general examination will include an additional two-hour component of Portuguese. The dissertation topic must address significant issues from both Hispanic and Portuguese literature.

Other Major/Minor Literature Combinations

Other programs in one Romance literature with a minor in a second may be arranged in consultation with the DGS and advisors in both languages, generally following the model of the Portuguese minor.

Joint Track in Romance Languages and Literatures

The Joint Track in Romance Languages offers highly-qualified students a PhD in two Romance languages and literatures, exploring the two fields more in depth than a major/minor program allows them to do. Students pursuing the Joint Track should have equal command of the two languages and literatures, and have a sufficiently clear idea of their fields of interest to design an appropriate, consistent, and feasible individualized course of study that explores various intellectual paths and establishes links across languages. Qualified students may be directly admitted into the Joint Track program or after one year of proven academic excellence in their single track graduate program in the Department. Candidates must explain to both of the relevant sections and to the Director of Graduate Studies, their intellectual reasons for combining two languages and define the areas of interest they wish to explore in their course of study. Criteria for selection into the Joint Track include language proficiency, strong literary and cultural foundations in both literatures and languages, and intellectual focus. A Joint Track student may revert back to a single track if it appears that this is not the best plan of graduate study for them.

COURSE REQUIREMENTS FOR THE JOINT TRACK:

Eighteen courses (that is, two more than in the single track), to be completed in two years. The course distribution between the two languages should be fairly balanced, e.g.: 9:9 or 8:10, and may include Romance Studies courses. (It must include Romance Studies 201.) Students may take a maximum of two courses outside of the Department.

Students must satisfy mandatory course requirements in each of their two languages.

ADVISING:

Each Joint Track student has one faculty advisor in each language. Advisors are designated prior to enrollment, according to the student's chosen field and stated interests. Students may change advisors later on after discussion with their respective section head. Advisors are in charge of supervising the plan of studies and organizing the General Examinations.

Joint Track General Examinations

PURPOSE

Candidates are expected to demonstrate breadth of knowledge and acquaintance with their fields, to define the area of specialization and show their mastery of it, and to present their methodology and perspective.

TIMING

The general examination is taken in May, during the spring term of the third year in the graduate program. In some cases, and with approval of advisers, it may be taken in December of the fall term of the third year.

EXAMINATION COMMITTEE

The DGS constitutes an examination committee for each student at the end of their second year. The committee's role is to advise candidates as they constitute their lists and draft their essays, and to administer the examination. Normally one of the two academic advisors of the candidate chairs the committee. The committee comprises at least two RLL faculty members, and at least one faculty member who represents each of the candidate's fields. When possible, the committee should include more than two RLL faculty, including faculty members representing other areas of specialization than the student's chosen area. In some cases, a faculty member from another department may join the committee.

LISTS OF MATERIALS

After the end of their second year, each candidate starts creating three lists, comprising in total about 100 to 120 items. The three lists should involve materials coming from both fields.

The first list constitutes the "field" covering a wide chronological and spatial array including several subfields (subfields are defined by each section). It comprises about 60 to 70 items and provides coverage in the two romance languages and literatures chosen.

The second list constitutes the "area" and represents the specialization of the student. It comprises about 30 to 40 items.

The third list constitutes the "prospectus list" and introduces the problem and specific sub-areas the candidate will address in the dissertation. It comprises about 10 items.

The lists are structured chronologically and geographically. They are expected to be balanced in such a way that the field list complements the area and prospectus lists rather than overlapping with them. Therefore, the field list should mostly comprise subfields that are not the area of specialization of the candidate.

Sections may decide to substitute course work for a subfield, which then may not be represented in their lists. This should be clearly explained to new students entering the program, so they can choose their courses judiciously. It is up to the sections to decide how many subfields need to be represented in the lists, and how many courses can be accepted as substitutes. It is also up to the sections to decide what texts or items need to be present on the lists of all students.

Joint Track Dissertation

The successful Joint Track dissertation should be deeply informed by issues pertinent to both literatures.

Latinx Studies Track

Latinx Studies is a transnational and transdisciplinary field, grounded on the examination of cultural, historical, political, and scholarly knowledge that stem from Latinidad. By centering a Latinx episteme, history, or literature to answer larger intellectual questions, Latinx Studies seeks archival justice and possibilities for the decolonization of knowledge.

Latinx Studies is the study of Latinx peoples, histories, experiences, and cultures. It is also an epistemological approach and a method of researching. For instance, in teaching a class on modernity, students would be encouraged to locate the "modern moment" in the Haitian Revolution rather than the French Revolution. This

geo-temporal switch would require students to directly engage with race, slavery, and the plantation economy in rethinking modernity, which leads to different ways of understanding what is modern and who is modern. It also leads to engaging a different set of archival and cultural materials produced often outside the dominant European archives.

Candidates for a degree in this specialty must prove oral and written proficiency in Spanish, Portuguese, French or Italian. They must complete a minimum of sixteen four-credit courses, in their language of specialization (Spanish, Portuguese, French or Italian), and including at least three graduate-level courses in Latinx Studies:

- A course that introduces key methodological and theoretical questions in the area of Latinx Studies, such as “Global Latinidad” (SPAN 228, offered every other year); “Latinx Theory: Being and Knowing” (SPAN 242, offered every other year).
- Courses selected from among graduate courses (or upper-level seminars) across the University. These courses may be used to satisfy the Spanish, Portuguese, French, or Italian requirements. For courses numbered below 200 (primarily for undergraduates), graduate students must complete the designated graduate-level requirements.

For their language requirement, the two advanced level literature/culture in another language than their main one will be in one or two languages that are relevant to their field of interest (another romance language or any other language).

General examination will follow the common examination model. The dissertation topic must address significant issues in Latinx Studies.

Double Doctorate in Italian Studies and Renaissance Culture

This program, introduced in 2009, allows students to complete both a doctorate in Italian Studies at Harvard University and a doctorate in Renaissance Culture at the Istituto Nazionale di Studi sul Rinascimento (INSR) in Florence, Italy within a period of five to six years. After successful a dissertation defense, Harvard awards students a PhD in Romance Languages and Literatures, while the INSR grants a “Diploma di perfezionamento in civiltà dell’Umanesimo e del Rinascimento.” The INSR Diploma is legally equivalent to a doctorate awarded by an Italian university.

Secondary field in Romance Languages and Literatures

Please see the description of the [secondary field in Romance Languages and Literatures](#).

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 three separate tracks, Early and Medieval Irish, Medieval Welsh, and Medieval Celtic Languages. Each of them requires the student to take four courses (16 credits) 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 226r or Welsh 227, whichever has not been chosen under b), is among the courses from which a choice will be made.

Medieval Celtic Languages:

- Irish 200: Introduction to Early Irish
- Irish 201: Continuing Early Irish
- Welsh 225a: Medieval Welsh Language and Literature
- Welsh 225b: Medieval Welsh Poetry

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 2016-17. Irish 200, Irish 201r, Welsh 226r, Welsh 227 are expected to be given in 2017-18.

For details contact the Department Administrator, Mary Violette, or the Director of Graduate Studies, Joseph F. Nagy.

Anthropology

The First Two Years

Courses

Most students complete their required coursework during the first two years. All coursework should be completed no later than the end of the third year.

Each student's program of study must receive the approval of their advisor or, for first year students, of their advisory committee. The director of graduate studies, program director or department chair may sign a plan of study when the advisor is absent.

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 a course requirement waived on the basis of prior coursework, with the exception of the following: for Archaeology students, *Anthropology 2070* and *3070*; *Anthropology 2250a* and *2250b*; for Social Anthropology students, *Anthropology 2650a* and *Anthropology 2650b*; *Anthropology 3626* and *Anthropology 3628*.

Students may petition to have as many as eight graduate-level courses from another university accepted toward fulfillment of their PhD coursework requirements.

Archaeology

Archaeology PhD students choose areas of specialization in consultation with their primary advisor and advisory committee. See the [**Anthropology program of study page**](#) on the GSAS website for a more detailed presentation of archaeology program objectives and student expectations.

Archaeology PhD students must fulfill the following coursework requirements: *Anthropology 2250a* and *2250b: Proseminar in Archaeology*; *Anthropology 2070: Archaeological Method and Theory*; *Anthropology 3070: Case Studies and Research Proposal Preparation*; and *Anthropology 3636: Pedagogy in Anthropology*, and twelve four-credit courses in archaeology or other fields chosen in consultation with the primary advisor and advisory committee. Students are expected to obtain competence in quantitative methods or computer applications (e.g., GIS) as they relate to the practice of archaeology. Courses taken to fulfill the requirements must normally be passed with a grade of B+ or better.

The expectation is that the student will be able to complete the program in six years. Beyond the eighth year of registered graduate study, students are required to withdraw. Students can apply for readmission for the degree in the term for which they submit their dissertation.

Social Anthropology

The course of study in Social Anthropology requires a minimum of sixteen four-credit courses, at least twelve of which must be in anthropology. The twelve required four-credit courses include the proseminars, *Anthropology 2650a* and *2650b: History and Theory of Social Anthropology*, and the two methods courses, *Anthropology 3628: Anthropological Research Methods* and *Anthropology 3626: Research Design/Proposal Writing*; and a two-credit course, *Anthropology 3636: Pedagogy in Anthropology*. A four-credit course on the ethnography of one's area of specialization is strongly recommended, and a four-credit course in archaeology is also recommended but not required. First-year students must attain at least a B+ in each of the proseminars.

Language Requirements

Where appropriate, candidates whose native language is not English may petition the faculty to accept their native language or English as fulfillment of a language requirement.

Archaeology

Proficiency in one modern scholarly language other than English is required. In addition, the candidate must attain proficiency in a second scholarly language or in a field language or in a laboratory skill. The election of one among these options shall be made following consultation by the student with their advisor. Proficiency in language(s) and/or a laboratory skill must be demonstrated before the prospectus examination is taken.

Social Anthropology

Prior to admission to doctoral candidacy (i.e., before beginning field research), all PhD students in Social Anthropology must meet the Departmental requirement of demonstrating competence in a language other than English. The requirement can be met by taking a university administered placement exam (placing into the third year or above), by completing with a grade of B+ or better the fourth semester of a language sequence at Harvard, or by ad hoc arrangement in consultation with the primary student's advisor and the Director of Graduate Studies. There are no exemptions to or substitutions (e.g., a programming language or other specialized skill) for this general requirement.

Social Anthropology PhD candidates are also required to demonstrate competence in the language they will need to speak in the field. When it is impossible to learn a field language at Harvard, the candidate must make the arrangements necessary to do so elsewhere. The field language requirement is fulfilled when approved by the student's advisor. In special circumstances candidates may fulfill this requirement by taking a course in anthropological linguistics, or another appropriate field. The student's primary advisor will identify the specific language requirements appropriate for the student's dissertation research.

During the first year, students must submit a plan indicating how they expect to fulfill the language requirements. In all cases, students are strongly encouraged to demonstrate competence in at least two languages other than their native language.

Incompletes

- Incompletes are granted at the discretion of course instructors. However, first year graduate students are not permitted to receive a grade of Incomplete in any of their coursework, *including courses taken in other departments*.
- Students normally may not request Incompletes from instructors who are going on leave during the following academic term.
- Students who are non-resident (traveling scholars or those on leave) are subject to the same deadlines as resident students (i.e., Incompletes must be completed during the term following that in which the Incomplete was taken); otherwise,

students must petition the GSAS Assistant Dean of Student Affairs for more time to complete the work.

- Students normally may not take more than one Incomplete in a term. Incompletes in the Archaeology and Social Anthropology proseminars or any other course taken in the first year are unacceptable.
- A prolonged record of Incompletes will jeopardize a student's chances of obtaining teaching fellowships and financial awards in the department.

Master of Arts (AM)

Non-Terminal AM

Students may apply for a non-terminal AM degree (aka 'Masters in passing') en route to the PhD degree. Normally, this application is made after a student has passed the general examinations and fulfilled coursework requirements, except for elective courses. Archaeology PhD students may apply for the non-terminal AM after passing the general examination and eight four-credit courses. Social Anthropology PhD students must pass the general examination and twelve required four-credit courses before applying for the non-terminal AM. A thesis is not required for the non-terminal AM degree in Anthropology. Students who do not attain the PhD may be awarded a terminal AM degree when appropriate.

Terminal AM in Medical Anthropology

Only one terminal AM degree is offered, in Medical Anthropology. Preference for admission to this program is given to students and practitioners in the health professions.

- The terminal AM in Medical Anthropology requires eight four-credit courses, including one of the proseminars (2650a or 2650b), an ethnography course, and three courses in medical anthropology. Only one course may be included that is outside of social anthropology.
- A thesis is required for the AM in Medical Anthropology. The thesis must be read and accepted by two department members.
- All courses taken for the AM (non-terminal and Medical Anthropology) must be passed with a minimum grade of B+.
- Language requirements are waived for the AM in Medical Anthropology degree.
- A minimum of one year in residence is required for the AM in Medical Anthropology degree.

Teaching

- Graduate students are expected to teach during their careers at Harvard.
- First-time teaching fellows must participate in at least one Bok Center Teaching Conference.
- Second-year Graduate students enroll in Anthro 3636: Pedagogy in Anthropology before teaching in the third year.
- As a rule, only graduate students who have completed field work may apply to teach Junior/Senior Tutorials in Social Anthropology.
- Students in their third and fourth years have priority for teaching fellowship appointments.

Advising

- Upon admission, students are assigned a faculty advisor or advisors based upon compatibility of research interests. The advisor(s) appointed at the time of admission typically serve(s) on the student's dissertation committee.
- The progress of each student will be assessed annually by faculty.
- Students may contact the graduate program administrator to address any questions and/or issues relating to the advising process.

Archaeology

In addition to the primary advisor(s), students will also have an advisory committee, consisting of three archaeology faculty members, including the primary advisor(s), for the first three to four semesters of the student's academic career.

The student shall meet with their advisor(s) on a regular basis—at minimum, the beginning of each term of residence prior to completing enrollment. The student shall also meet with their advisory committee at least once during each of the first two years of residence, generally before or during the first week of classes in the fall term.

Social Anthropology

Upon admission to the PhD program in Social Anthropology, each student is assigned a primary advisor and a secondary advisor, based on a preliminary assessment of mutual interests. After the first year, in consultation with faculty, the student may select a permanent advisor, either the person to whom they were

assigned when they entered, or another faculty member whose interests more closely match those of the student.

In the absence of faculty advisors/advisors on leave, students should consult with the Director of Graduate Studies (DGS); in such instances the DGS serves as the student's acting advisor. A new advisor may be appointed by the DGS on the initiative of either the student or the advisor at any time in the course of study. If the DGS is the advisor being changed, the director of the Social Anthropology program will step in to oversee the process.

Students should schedule meetings with their advisor(s) at least once per term – more often is very strongly encouraged – to discuss their programs and to work out a plan of study. Students should also keep their advisors informed about their progress while in the field.

Dissertation Committees

Dissertation committees consist of at least three members. Archaeology and Social Anthropology dissertation committees must include at least two members from the respective program. Students in both programs may include readers on their committees who are from other departments or universities, subject to faculty approval.

See specific program sections below for additional information regarding the dissertation committee.

General Examinations

Archaeology

General Exams and Qualifying Paper

A broad, comparative approach to graduate education is one of the most distinctive and valued attributes of the Archaeology Program of Harvard's Department of Anthropology. To preserve this signature feature of the program while at the same time promoting publication of work early in a student's graduate career, the Archaeology faculty has a two-part General Examination (written and oral) and a Qualifying Paper.

a. The written General Examinations is "closed book" and conducted over an agreed-upon period of time during one working day, with that time being flexible depending on the particular circumstances of each student. The one-hour oral examination for each student is ordinarily scheduled to take place one week after the written General Examination and are attended by all available archaeology faculty. Students are strongly encouraged to review the content of their written exam and to be prepared to answer questions related to that exam in addition to any other questions that the faculty may ask.

The "closed book" exam normally takes place in January just before the beginning of the spring semester. In preparation for the exam, students are very strongly encouraged to review the past 15 years of General Examinations given by the program. In addition, they will be provided with a comprehensive list of short terms for identification (IDs) three months prior to the date set for the general exam. A selection of these IDs will be included in the January exam. In addition, a list of "Key foundational readings" will be distributed early in November. These will be based on the suggestions of the entire archaeology faculty and will be curated to

be available and adjustable year to year. This list of key texts will focus on breadth of general archaeological knowledge including that which may not have been taught in required courses or in other coursework that students may have taken in the first three semesters.

The primary focus of the General Examination essay questions will be of the broad comparative kinds that have been framed in past examinations. However, unlike in the past, the expectation is that the questions will draw heavily and explicitly on three of the four required courses that incoming students are required to take during their first three semesters of course work. These are: Anthropology 2070 : Archaeological Theory; Anthropology 2250a : Small Scale Societies; and Anthropology 2250b : Large Scale Societies. Theory and epistemology will be topics for essays in the General Examination as will questions comparing specific aspects of small-scale and large-scale societies from different parts of the world. For the General Examination, a specific list of themes that is based on the topics covered in these three required courses will be generated by the faculty. Those themes ordinarily will be all or many of the weekly themes covered in those three courses. The expectation is that the exam questions will explicitly concern those themes discussed in the required courses. However, these questions will require that students engage with those themes in a comparative manner, drawing on details and information that extends beyond the content of the required courses as the exams have done in the past. Thus students will need to employ information gained in other courses taken during their first three semesters as well as the information provided in the provided list of key texts.

b. A Qualifying Paper is required to be submitted before the end of the fourth semester of classes. This paper is intended to evaluate student writing abilities prior to their focusing on dissertation research, with the goal of giving our students the opportunity to hone their writing skills to a professional level. The topic of the Qualifying Paper will be developed by the student in consultation with the student's Pre-Prospectus Advisory Committee. That committee will generally be composed of the three members of the faculty who were assigned to the student at the beginning of the first semester.

Students may take a "Reading Course" in order to prepare the Qualifying Paper.

In those cases where a student has already completed a Master's thesis or published a peer-reviewed paper in a journal, that student ordinarily will be allowed to submit that work in fulfillment of the Qualifying Paper requirement so long as the student is the sole author and submits all of the peer reviews along with the thesis/published paper. An exception may be made for cases in which a second or third author is listed on the paper as a courtesy.

The entire Archaeology faculty will review the Qualifying Paper, and there will be a defense/discussion of the work with the faculty late in the Spring semester. If changes are required after the defense, they are to be submitted before the summer's end to the pre-Prospectus Advisory Committee. Ordinarily the "outside member" of that three-person committee will take charge of evaluating the consensus as to whether the work "passes" as a qualifying paper. If a resubmission is again required, this three-person committee will consider and evaluate the resubmission, as above.

Social Anthropology

Normally, at the end of their first year, the student will form a General Examination Committee consisting of three faculty members (one of whom may be from outside the department). After completing the general examination in the fall of the third year, students will form a Dissertation Prospectus Committee. Students

may choose to keep the same members from their General Examination Committee or choose new members.

The General Examination has five parts, including four sets of written documents and an oral examination. Each of these is discussed in more detail just below.

Part 1, Theory Requirement

Part 2, Reading Lists

Part 3, Field Essays

Part 4, Research Plan Overview

Part 5, General Examination Oral Defense

PART 1. THEORY REQUIREMENT

The theory requirement is fulfilled by successful completion of two semesters of the proseminar in the history and theory of Social Anthropology (A2650a & A2650b). The proseminar is taken during the fall and spring semesters of the student's first year in the program.

PART 2. READING LISTS

Guidelines: In consultation with their General Examination Committee, students will develop two reading lists that pertain directly to their research interests. Ordinarily, one will be regionally focused, the other thematically focused. The latter might be defined theoretically, or in terms of specific content or topics of interest.

These lists are not meant to be comprehensive overviews of fields of research. Nor are they meant to be uniform or standardized. Instead, they should be organized around the student's particular research concerns and created to serve the student's unique scholarly objectives.

One way for students to proceed is to first boil down their research interests to one page, and then ask themselves: what literatures, regional, theoretical, and/or analytical, do they need to master in order to successfully carry out this project? Reading lists should focus on contemporary work but anchor it in older traditions.

Aims: The reading lists serve important goals, which students should keep in mind as they create their lists. The most fundamental, of course, is to ground the student's PhD research. These lists will serve as the basis for the field essays, the prospectus, and later, the dissertation itself. At the heart of every good dissertation will be carefully constructed reading lists. The reading lists will also serve as a vehicle by which students can begin identifying the fields of intellectual endeavor in which they will claim expertise and by which they will define themselves intellectually. Many students will eventually teach in these sub-fields; creating the reading lists will serve as an exercise in constructing meaningful sets of readings from which they can later draw in developing syllabi for their own courses.

Scope: No more than 75 to 100 entries per list.

PART 3. FIELD ESSAYS

Aims: In consultation with their advisor and/or committee members, students will prepare two field essays that are based on close and selective engagement with key works on the previously submitted reading lists. The task of the field essays is to delimit a field of inquiry that is interesting and position the student's project in relation to it. The two essays jointly constitute an important first step in the student's process of defining his or her doctoral dissertation research topic.

Guidelines: The style and content of the field essays will vary from student to student. Regardless of the specific style and format, like the reading lists, the field essays should engage with ethnographic as well as theoretical work, and they should emphasize contemporary work, but link it to earlier traditions of scholarship. Students are encouraged to begin by engaging with relatively current work, mapping out the state of the field now (identifying the key questions, central issues and debates, core figures, and so on) and clarifying how they will productively engage with and contribute to this body of work. They should then trace the historical roots of important strands in contemporary scholarship, showing how today's research has developed out of, and often in reaction to, earlier work. By tracing out earlier intellectual precedents, lineages, and/or genealogies, the essays will demonstrate an understanding of the historical contexts within which contemporary work has emerged.

Length: The maximum length for each field essay is 15 pages, double-spaced.

PART 4. RESEARCH PLAN OVERVIEW

Guidelines and Aims: The research plan overview is a brief, synthetic statement that brings together the two field essays and explains the student's research purpose to the committee. It might be thought of as a preliminary sketch of the student's planned dissertation research. This document will be presented at the general examination oral defense along with the reading lists and field essays.

Length: No more than 2 to 3 pages.

PART 5. GENERAL EXAMINATION ORAL DEFENSE

The Graduate Program Administrator will maintain a file or dossier for every Social Anthropology graduate student. Students are responsible for submitting their reading lists, field essays, and research plan overview to the administrator for inclusion in their file. Faculty members teaching the proseminar are responsible for submitting copies of the students' paper (or papers), in graded form, to the Graduate Program Administrator for inclusion in the file.

When all the documents required for the General Examination Oral Defense are available in the file, the Graduate Program Administrator, in consultation with the student and committee, will schedule the Oral Defense. Two weeks before the defense is held, the Graduate Program Administrator will distribute the full set of documents to the student's General Examination Committee.

Due Dates for General Exam Requirements

Part 1, Theory Requirement: Fulfilled by successful completion of two semesters of proseminar, year 1.

Part 2, Reading Lists: Due ideally by the end of the fall semester of the G2 year.

Part 3, Field Essays: Due ideally by the end of the G2 year, but no later than the beginning of the G3 year.

Part 4, Research Plan Overview: Due with the field essays, ideally by the end of the G2 year, but no later than the beginning of the G3 year.

Part 5, General Examination Oral Defense: Normally to be scheduled by the end of the G2 year but no later than the end of the fall semester of the G3 year.

TIMETABLE FOR COMPLETION OF REQUIRED COURSES AND OTHER PROGRAM REQUIREMENTS

All students are required to take two semesters of the Proseminar (A2650a & b) during their G1 year. They should take Methods (A3628) during the spring of their G1 or G2 years so that it can be of use when they do preliminary summer during those years. Successful completion of the methods course is a prerequisite for enrolling in the compulsory Research Design/Proposal Writing course (A3626), which should be taken during the Fall of the G3 year, or while they are writing grant proposals for funding.

The schedule set out below calls for completion of the General Examination by the end the G2 year and no later than the Fall of the G3 year. Following the oral defense portion of the exam, students turn to the prospectus. The prospectus is normally written and defended by the end of the G3 year and before embarking on the extended period of field research.

TIMETABLE

G1, FALL

- Proseminar (A2650a) required
- 3 additional courses

G1, SPRING

- Proseminar (A2650b) required
- 3 additional courses; students are encouraged to take Methods (A3628) as one of the additional courses

- Form General Examination Committee in consultation with advisor

G1, SUMMER

- First summer predissertation research and/or language study

G2, FALL

- Establish fields of intellectual endeavor and create reading lists
- 4 courses; students are encouraged to take relevant courses or do 1-2 independent studies over the course of their G2 year to prepare general examination fields and write the field essays

G2, SPRING

- Methods (A3628) required if not already completed
- 3 additional courses; if they have not already taken 1-2 relevant courses or independent studies to prepare their field essays, they can do so this semester
- Students are encouraged to submit field essays

G2, SUMMER

- Second summer predissertation research
- Start actively working on a grant proposal to prepare for the Research design/proposal writing course in the fall

G3, FALL

- Field essays must be submitted by the beginning of the semester
- Schedule the oral defense of the general examination
- Research design/proposal writing course (A3626) required

- Form Dissertation Committee
- Teaching
- Grant proposals for funding due
- Begin writing prospectus

G3, SPRING

- More grant proposals
- Teaching
- Submit prospectus and schedule defense

The Dissertation Prospectus

Archaeology

A dissertation topic is developed through consultations between the student, the principal advisor, and other appropriate scholars. The dissertation prospectus consists of a proposal that describes the research on which the dissertation will be based. It should include a statement of the problem(s) and topic(s) to be addressed and should relate how the student intends to address them. The prospectus normally should be no longer than 20 double-spaced typewritten pages of text and should include relevant visual and bibliographic materials and details on possible funding sources. With the approval of the student's advisor, the prospectus may be produced in the form of a proposal to the National Science Foundation for a doctoral dissertation improvement grant (DDIG).

The student must develop and submit the prospectus to each member of their prospectus examining committee at least two weeks before the prospectus examination. The examining committee shall consist of the student's advisor(s) and at least two other faculty members, one of whom must be an archaeology program member, although any additional faculty member who wishes may participate in the examination. The chair of the examining committee must be a member of the archaeology program and is ordinarily one of the student's advisor(s).

The prospectus examination shall take the form of a defense before the student's advisory committee. Following the defense, the final version of the prospectus should be circulated for comment and approval to the prospectus examination committee (or to the dissertation committee, should said committee have been constituted by that time) at least two weeks before being placed on file with the department's graduate program administrator.

Students ordinarily may not apply for outside funding for dissertation field research until they have successfully defended their prospectus. Any application to a funding source outside of Harvard University for either fieldwork or other research funding for dissertation research must be approved by the student's advisor(s), and it is expected that students shall first submit all research proposals to their advisor(s).

Social Anthropology

All candidates must, in consultation with their advisors, select a dissertation topic and describe their proposed doctoral research in a prospectus. The prospectus should 1) give a concise statement of the problem to be addressed in the dissertation or of the hypotheses it proposes to test, 2) provide a literature review that draws on their reading lists and field essays, 3) provide a clear research design, and 4) address the project with appropriate research methods. The prospectus will normally be written in the fall semester of the G3 year after the general examination and in tandem with the Research Design/Proposal Writing course.

The candidate will discuss and defend the prospectus before his or her dissertation committee. The prospectus defense should take place prior to the beginning of dissertation fieldwork (typically at the end of the third year). Completion of the Human Subjects compliance forms and approval of them by Harvard's Institutional Review Board must be completed before dissertation field work can begin (see the [IRB website](#)).

Length: No more than 25-30 double-spaced pages, exclusive of the bibliography and any figures.

The Dissertation and Defense

All anthropology PhD candidates must pass a PhD dissertation defense.

A complete draft of the dissertation must be received by all members of the dissertation committee at least one month prior to the dissertation defense, which must be passed at least one month before the dissertation is due at the Registrar's Office. The candidate may have to advance this due date for readers outside the Boston area.

PhD dissertation manuscripts must conform to the requirements outlined in [Dissertations](#). Failure to meet deadlines for completion of the dissertation may constitute grounds for dismissal from the program. Students may apply for [readmission](#) to the graduate program through the Graduate School of Arts and Sciences.

Readmitted students may be required to retake the special examination in archaeology or the general examination in social anthropology.

Archaeology

The dissertation committee is composed of at least three members, two of whom must be Archaeology program faculty members. The chair of the committee must be a member of the Archaeology program faculty. Normally the prospectus examination committee and the dissertation committee are composed of the same individuals, although it may be appropriate that substitutions or additions be made. A complete draft of the 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 and must be approved by that committee at least one month before the Registrar's due date. A draft of the dissertation must be made available to other members of the Department at least two weeks before the private defense (see below). The text of the dissertation, exclusive of charts, figures, references cited, and appendices, ordinarily may not exceed 250 typewritten double-spaced pages.

The dissertation ordinarily must be 1) assessed by the dissertation committee at least 1.5 months before the dissertation is due at the Registrar's office, 2) formally defended in a closed meeting (private defense) with the dissertation committee and other interested faculty members approximately one month before the Registrar's due date, and 3) presented orally to a general audience, including other faculty members (public defense) as soon as possible after a successful private defense. After successful completion of the above assessments and after the incorporation of any required revisions, signatures of the committee members must be obtained on the dissertation acceptance certificate, which is submitted with the dissertation to the Registrar's office. Note that the above timetables are estimates. The candidate should discuss timetables with the chair of the PhD committee.

Dissertations are submitted electronically. The final manuscript of the dissertation must conform to the requirements described in **Dissertations**. Students are expected to submit a complete draft of the dissertation by the end of the sixth year of graduate study, and ordinarily the dissertation must be approved by the end of the eighth year of graduate study or the student will be required to withdraw (see above).

Social Anthropology

The PhD dissertation should normally fall between 300 and 400 double-spaced pages in length. Given that most reputable academic publishers will not consider unrevised dissertations for publication, students are encouraged to anticipate revision by aiming to stay at or below this optimal length. Any student expecting to defend a dissertation of more than 450 pages should petition for the prior agreement of the faculty, which will base its decision on the student's research committee's evaluation and other relevant information.

The dissertation committee will review the dissertation and decide when it is ready for defense. The doctorate will be awarded when the candidate passes a public defense. The final copy of the dissertation should be in committee members' hands one month before the scheduled defense.

Dissertations are now submitted electronically. The final manuscript of the dissertation must conform to the requirements described in **Dissertations**.

The public defense lasts approximately two hours. It begins with a short (15–20 minute) presentation by the candidate. Committee members then question the candidate. A more general discussion with other social anthropology faculty, graduate students, and other attendees follows.

Normally, a complete draft of the dissertation must be submitted within five years after entering the program (exclusive of the time required to complete fieldwork). Students entering their seventh year (exclusive of the time required to complete fieldwork) must submit a letter to the faculty requesting an extension of this time limit.

Comparative Literature

Advising

All first- and second-year students have two official advisors: 1) the Director of Graduate Studies (DGS), who for the 2020-2021 academic year is Professor Verena Conley (vconley@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 16, of which at least 8 must be graduate (200-level) seminars. You can arrange to produce extra work, typically in the form of a graduate-style research paper, to receive 200-level credit for courses that are listed at the 100-level; such arrangements must be made early in the semester when the course is being taken, ideally within the first two weeks of classes, because your plans must be approved by both the course instructor and the DGS. The necessary approval form is available from the Department Administrator in Dana-Palmer House, or may be downloaded from the [department website](#).

Your remaining 8 courses will include 100-level courses, 200-level seminars, a maximum of 3 300-level courses (Reading and Research courses; these courses are graded SAT/UNS and do not generally require a seminar paper), and a maximum of 4 language courses (language training at any level).

During your first two years in the department you must balance coursework in the following manner: at least 4 courses in the Department of Comparative Literature (1 of these courses must be CL 299ar, the Comparative Literature Proseminar; the remaining 3 can include up to 2 100-level Comparative Literature courses and occasionally, at the discretion of the DGS, courses with a comparative focus offered in other departments); and 8 courses in three literatures – most students will take 4 courses in their first literature, 2 in their second literature, and 2 in their third literature, but other combinations are possible, everything from 3-3-2 to 6-1-1, based on a student's background and needs. You are also required to take Professing Literature 1, 2, and 3 your G1-3 years; these are one-credit courses that addresses career development topics relevant to the G1, G2, and G3 years, respectively. Typically, you'll be attending three of these sessions each year.

Overall, your 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 your primary area of focus. (In the case of chronological breadth, these three courses can include the historically diverse third course in the primary literature.) It is important that the focus of these three courses be distinctly different from the focus of your other work. Thus, someone concentrating on European modernism would not be able to fulfill this requirement with three courses in the European nineteenth century; either greater historical depth or a significant cultural range (e.g., modernism in East Asia) is expected.

Other coursework may include relevant courses in literature, language, or other disciplines relevant to your interests, such as philosophy, history, anthropology, religion, linguistics, or art history. Courses in these topics with a comparative focus occasionally can count toward the 4 required Comparative Literature courses. Which courses can count is at the discretion of the DGS.

Students are advised that most academic employment opportunities are in national literature or area studies departments; there are very few full-time comparative literature positions in the United States. You thus are strongly encouraged, from the beginning of your graduate studies, to develop expertise in a particular national literature or other marketable field (e.g., theater) in addition to your comparative focus. You also should make certain, guided by the department's many faculty members with joint appointments in Comparative Literature and national literature/area studies departments, that you are completing the coursework and Orals reading, as well as formulating a dissertation topic, that will make you competitive on the national literature job market.

Grades

Candidates for the PhD are required, in each year, to receive more A's than B's; no grade lower than B- can be counted toward the degree. More than one grade below B- clearly indicates unsatisfactory progress in the program. Students should take comfort in the fact that grades below a B are highly unusual at Harvard. If you find yourself receiving low grades in a particular course, you should speak with the DGS right away.

Incompletes

You should avoid taking any Incompletes (INC). Incompletes are administrative nightmares that mar the transcript and damage your chances for receiving Harvard and outside fellowships. Even worse, Incompletes taken in one semester often have a snowball effect that causes students to fall further behind in their coursework and other requirements in the following semester.

With the exception of medical, family, or other emergencies, under no circumstances are students in Comparative Literature permitted to take more than one Incomplete per semester, and, with the exception of medical, family, or other emergencies, under no circumstances are they permitted to take an Incomplete in the Proseminar (CL 299ar). Students who take two or more Incompletes in any given semester or an Incomplete in the Proseminar will automatically be put on unsatisfactory status, which will render them ineligible for financial support from the department and the university. Such students will lose their summer stipends, academic-year stipends, teaching fellowships, and other grants.

Students who are carrying two or more Incompletes at any given time will face the same penalties. They also risk being required to take a leave of absence or to withdraw from the program.

Students confronted by medical or family emergencies or other extraordinary circumstances that prevent them from completing their coursework in the semester in which the course is taken are expected, before the end of the semester, to inform the DGS and/or Department Administrator that they need additional time; the DGS works with such students on a schedule for resolving INC that can be modified as circumstances warrant.

By GSAS rules, outlined in the *Graduate School of Arts and Sciences Handbook*, Incompletes must be completed before the end of the semester that follows the one in which the Incomplete was taken, unless the professor sets an earlier deadline. In the absence of extenuating circumstances, students who do not resolve their INC within this timeframe will be placed on UNS status.

With the exception of medical, family, or other emergencies, all Incompletes must be resolved by the beginning of the G3 year. Students will not be permitted to register for the G3 year, nor will they be permitted to teach, if they have INC in courses being used to fulfill requirements. Likewise, students are not permitted to take Orals if they are carrying Incompletes in courses being used to fulfill requirements. Students with Incompletes will be required to submit to the DGS a plan for completing their coursework. As in all cases, students having academic difficulties should see the DGS at their earliest opportunity.

Language Requirements

In September of your first year, after consulting with the DGS and your Field Advisor, you will be required to prepare a list of four (or more) proposed languages; three of these, one of which may be English, will normally be primary languages for your “first,” “second,” and “third” literatures in which you will be doing coursework, while the fourth will often be an “instrumental” language, as described below. You should submit your list of proposed languages to the DGS no later than October 1 of your first year. Your 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 you’ll be focusing.

By the time you take Orals (by the end of the G3 year), you must be proficient in at least four languages related to your course of study and long-term interests; one of these four languages may be instrumental (i.e., you need only basic reading knowledge of it). At least one language must stand in a useful cross-cultural or diachronic relationship to others (see below).

Language requirements must be finished by the end of the third year; students must complete all language requirements before taking Orals.

Candidates who wish to receive an AM after the second year must complete language requirements in three languages before that degree can be awarded (for more on the AM degree, see below).

In exceptional circumstances – i.e., when students need additional time to gain competence in an unusually difficult language such as Arabic or Chinese, or when students change their focus significantly in their G2 year – the DGS may allow students until September of the G4 year to fulfill language requirements.

Instrumental language

Your fourth language may be instrumental, that is to say, a tool for reading criticism, for engaging with philological and/or historical issues, or for making the first steps toward eventually studying the literature. You may fulfill department requirements for the fourth language by taking an upper-level language course in your instrumental language. (In such cases you must consult the DGS for approval, as the necessary level of coursework varies by language. For many languages, for example, two years of formal language training are required, while for languages such as Arabic, Chinese, Japanese, and Korean, four years of formal language training are required). You also may demonstrate instrumental knowledge by passing a reading exam

administered by the department. You may take this exam as many times as needed, but you must pass it by the end of the G3 year. The instrumental language is an option that may appeal to students who seek in three languages a command that includes not just reading but extends to include speaking, listening, and writing, and in one language a reading knowledge only; other students may choose to develop full command of all four languages.

Premodern or cross-cultural language

One of your four languages *must* be either premodern (diachronic) or cross-cultural. The term “premodern” implies that the language stands in a historically foundational or, in certain cases, diachronic relationship to one of the student’s other languages. Foundational languages would include classical Latin and Greek, biblical Hebrew, and classical Arabic, classical Chinese, classical Armenian, Sanskrit and Old Irish. Normally the “premodern 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 Field Advisors should consult the DGS. There are inevitably languages that are difficult to classify in this system. A case in point is classical Japanese. The department has considered this case twice and has decided both times that although classical Japanese (*bungo*) differs substantially from modern Japanese, the distinction is closer to the “medieval vs. modern” distinction that is found in other traditions (including the distinction between Old and Modern English). As a result, the department has determined that the standard foundational language for Japanese is classical Chinese. The department’s premodern requirement for students of Japanese can also be satisfied by demonstrating reading ability in *kanbun*. Even so, students of Japanese are strongly encouraged to take at least a year of *bungo*, formal training in which is needed to read pre-twentieth century and many early twentieth-century materials.

The term “cross-cultural” implies that this language is from another linguistic-cultural group than your other three languages. Usually a candidate working primarily on European languages and literatures, and choosing not to study Latin or another classical Western 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. Turkish and Modern Hebrew, however, do count as cross-cultural languages for students whose other three languages are European.

Students of Romance and Germanic languages can petition to have a Slavic language count as a “cross-cultural language.” This petition will be granted only if the spirit of the cross-cultural language requirement is maintained, namely that students venture considerably far outside their comfort zones, that they take on a language that not only is difficult for them but also gives them access to a considerably different corpus of literature/culture than those with which they are already familiar, and that their studies are significantly wide-ranging. The department remains committed to producing PhD’s who have a fundamentally broad understanding of languages and literatures.

The premodern/cross-cultural language requirement may be waived for students who are doing a combined AB/AM degree. However, if such students are subsequently admitted to the PhD program, they must then satisfy the premodern/cross-cultural 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 literature 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 could take four literature courses in one of these and two in each of the others. Such a student would then also need to take an exam in Latin or another language from outside modern Europe to meet the requirement for a language that stands in a cross-cultural or diachronic relationship to the candidate's other languages.

Students who wish to meet the premodern/cross-cultural requirement through an exam are encouraged to take the exam as soon as they feel ready; students may take the exam as many times as necessary. The department's translation exams for the fourth language will consist of a 2-3 pp. passage from either a creative or a critical work that students are asked not to translate, but instead to summarize/discuss/analyze. Students are permitted electronic dictionaries, but only to look up words or idioms, not to look up long phrases or sentences/paragraphs. The exam will be on the honor system. Paper dictionaries will also be permitted. The goal of the exam is to demonstrate the ability to read the language in question effectively. Students are given one hour for the exam.

Students who wish to take a language exam should speak with the Department Administrator. Often it will be possible for you to see copies of old exams, to get an idea of their length, difficulty, and variety. The Department 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 provide and grade the exam.

Students whose program of study requires more than the language training and coursework outlined in the ***Guide*** are encouraged to speak with their Field Advisor and the DGS as soon as possible to make appropriate arrangements.

Second-Year Paper

The first Friday of the fall term of their G3year students are required to submit a Second-Year Paper on a comparative topic. This paper must be 25-30 pages (double space, Times New Roman font, 12 pt. type, 7500-9000 words). It can be a study of two literatures written in two languages, but it also can look at a single linguistic corpus through a transmedia perspective (e.g., examining French-language film, together with French-language literature, and other media in French).

The Second-Year Paper can be an expanded version of a seminar paper written in an earlier semester. The Second-Year Paper can also be developed on the basis of an individual 300-level reading course guided by a faculty member and taken in the second and occasionally the first year in the PhD program. Writing a Second-Year Paper will demonstrate your ability to do a serious comparative project. Doing so also allows you to receive active faculty guidance on making the transition from doing coursework and writing seminar papers to writing publishable articles. The faculty member advising the Second-Year Paper (typically the instructor of the relevant seminar or 300-level course) and a secondary reader (assigned by the department usually after recommendation by the student) will provide a pass/fail grade and written comments.

The second year is also an excellent time to begin speaking with faculty about publishing opportunities as well as presenting work at conferences. Faculty members are here to help, but it is your responsibility to initiate these conversations.

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 semester courses. One of these four-credit 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 four-credit 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

The basic academic work for the third year consists of preparation for the PhD Orals, together with initial formulation of the Dissertation Prospectus. Most students will also start teaching in the third year.

Preparation for the PhD Orals helps you build connections with faculty members in your field (often there is some overlap between a student's orals committee and dissertation committee), and the examination itself approximates a job interview or aspects of a campus visit. All three parts of the examination are taken together; when examiners are out of the country for extended periods, they may participate via Skype or speakerphone. It is much better to take your Orals when you are most prepared, rather than to wait for faculty members to return from abroad.

All course/language requirements must be complete before taking Orals. This includes resolving Incompletes for courses being used to fulfill requirements.

Orals should be taken by the spring of the third year; under exceptional circumstances (such as leaves of absence of key examiners) the DGS may approve an Orals date in September of the fourth year. Regardless of when Orals are taken, students must have their Dissertation Prospectus approved by the department no

later than December of the G4 year. For more on the Prospectus, see below.

The Oral examination takes two hours. It consists of a one-hour major field and two half-hour minor field examinations, each generally with one examiner, although you may arrange to have two examiners for your major field when a single examiner does not suffice to cover the material. An examiner can also be formally involved in more than one of your three fields, but you should have a total of three or four examiners. Although you develop each list and prepare it with the primary examiner(s) for that field, examiners often join in on the conversation throughout the Orals examination. In general, at least one of the professors on your Orals committee will be a member of the Department of Comparative Literature, but exceptions can be made when necessary.

Prospectus Conference

Following the successful completion of your PhD Orals, you develop a Dissertation Prospectus of 10-12 pages, plus bibliography. Prospectuses longer than 10-12 pages (double space, Times New Roman, 12 point type) will not be considered by the department. The prospectus must be approved by the department by December of the G4 year. This means that the prospectus itself needs to be completed no later than November 1 of your fourth year, so that you have time for a Prospectus Conference with your Dissertation Committee and the opportunity to make the revisions your Dissertation Committee requests before your prospectus is submitted to the department.

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 for discussion and vote at a department meeting; please submit your prospectus to the department at least one week before the department meeting at which you would like it discussed. Department meetings are scheduled well in advance; dates can be obtained from the Department Administrator. You must have your prospectus approved by the department by December of your fourth year. Where appropriate, your PDA (or departmental academic advisor) will communicate to you any suggestions from the full faculty for changing the prospectus and the bibliography. If the department asks for small changes to the prospectus ("passed with minor changes"), there is normally no need for the members of the Dissertation Committee to reconfirm their approval.

Chapter Meetings

Approximately once per semester and at minimum once each year, in order to remain in SAT status in the graduate program, 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. You also can use your chapter meeting to discuss your research/writing to date; this is recommended for those years that you do not produce two chapters.

Poggioli Faculty/Graduate Student Colloquium

The Poggioli Faculty/Graduate Student Colloquium, directed by Professor Verena Conley, is an ideal forum in which to share one or more of your dissertation chapters; attending this colloquium 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 (more than that adds little and can slow your dissertation writing); the ACLA annual meeting is particularly recommended. The department has funding to assist in conference travel, as do the Graduate School and several Area Centers on campus (see the relevant websites for details). The department also very strongly recommends that while in graduate school you send out two articles for publication, one derived from your dissertation chapters and another drawing from work separate from the dissertation, which can show the breadth of your knowledge.

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.

Secondary Fields

The Department of Comparative Literature offers Comparative Literature as a **secondary field in GSAS** to enrich the education of PhD students in other departments who seek to do research and teach across the institutional boundaries of national languages and literatures. 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 beginning of the G3 year, but they are encouraged to submit this paper as soon thereafter as possible.

Contact the Director of Graduate Studies, **Professor Verena Conley**, with any further questions.

Further information regarding courses and programs of study in comparative literature may be found on our **website**.

Linguistics Requirements

The Structure of the Program

Coursework—To acquire a basic grounding in the core areas of the field, students must complete the following courses, normally in their first two years of residence:

- Linguistics 112a (Introduction to Syntactic Theory) and 112 b (Intermediate Syntax)
- Linguistics 115a (Introduction to Phonetics and Phonology) and 115b (Intermediate Phonology)

- Linguistics 116a (Introduction to Semantics) and 116b (Intermediate Semantics)
- Linguistics 117r (Linguistic Field Methods)
- Linguistics 118 (Historical and Comparative Linguistics)
- In addition, second- and third-year students are required to enroll in Linguistics 241r (Practicum in Linguistics). Ling. 116b is not required of students concentrating in a language-intensive area of historical linguistics.

There is also a language requirement, which is described separately below.

Language Requirement

The department's language requirement has two components:

I. Reading knowledge of one language of scholarship other than English

Native speakers of qualifying languages may count their native language for this purpose. Non-native speakers may satisfy the requirement by completing a second-year language course at the university level, or by passing a one-hour departmental reading exam (dictionary permitted).

II. Knowledge of the structure of a non-Indo-European language

This requirement may be met by taking a "structure" course (e.g., **Linguistics 171** (Structure of Chinese), a course in linguistic typology, or a second semester of **Linguistics 117r** (Linguistic Field Methods). Practical reading and/or speaking knowledge cannot be used to satisfy this requirement.

Grades and Incompletes

A B+ average must be maintained in each year of graduate study. Grades below B- cannot be counted toward departmental requirements: two grades below B- in required courses may result in termination of candidacy. Ordinarily, a grade of Incomplete can only be converted into a letter grade if the work is made up before the end of the following term. No grade of Incomplete can be used to satisfy a departmental requirement.

All requirements, including the research papers, should ideally be completed by the end of the third year; with the permission of the major advisor and the DGS this may be extended to the end of the fourth year. The dissertation prospectus (see below) is due by the beginning, and in no case later than the end of the fourth year. Failure to meet program requirements in a timely fashion may result in termination of candidacy.

Generals Papers Requirement

In lieu of a formal admission to candidacy examination (“general exam”), students are required to submit and orally defend two publishable research papers, preferably by the end of the third year. The two general papers should be in substantially different areas of linguistics.

Master of Arts (AM)

Graduate students who have completed two years of residence, who have fulfilled all the course requirements and language requirements for the PhD, and who have successfully defended one Generals paper, are eligible to petition for a master’s (AM) degree.

Advising

First-year students are advised by the DGS until they choose a major advisor from the regular departmental faculty. Thereafter, progress toward completion of the PhD requirements continues to be monitored by the DGS, but the primary responsibility for overseeing study shifts to the major advisor. Students may change their major advisor at any time. By the end of the second year they should also select a co-advisor, who serves as a second advisor and faculty mentor.

The Dissertation

Dissertation Prospectus

A dissertation prospectus must be submitted to the department by the beginning of the fourth year. The prospectus should contain a summary (in approximately ten pages) of the goals and methodology of the dissertation research, a bibliography of relevant literature, and a schedule for progress toward completion.

Dissertation Committee

As part of the prospectus submission procedure, students nominate a three-person committee to serve as readers of the completed dissertation. Two of the three committee members must be regular faculty members of the Faculty of Arts and Sciences. Final membership of the dissertation committee is subject to departmental approval. The head of the committee, if not already the major advisor, assumes this role as soon as the prospectus is approved. Students are expected to maintain regular communication with all three members of the dissertation committee during the dissertation-writing process.

Dissertation Defense

Acceptance of a PhD dissertation requires a successful public defense. The defense must be scheduled sufficiently in advance of the Registrar’s deadline to allow time for corrections and revisions and to have the dissertation bound.

Please see the description of [secondary fields](#) for information about Historical Linguistics and Linguistic Theory.

Slavic Languages and Literatures

The First Two Years

Course requirements for the two general programs of study in either **Plan A: Slavic Literatures** or **Plan B: Slavic Linguistics** are normally fulfilled during the first two years of study. All students are required to demonstrate graduate-level knowledge of the language of the major field.

Coursework requirements (16 four-credit courses)

Over the first two years of the program students are required to enroll in 16 courses.

FOR STUDENTS PURSUING PLAN A — *SLAVIC LANGUAGES AND LITERATURES WITH CONCENTRATION ON THE STUDY OF LITERATURE:*

During their first two years of study, students will be required to enroll in seven 200-level Slavic Department seminars in literature and culture, including a course in Old Church Slavonic and one course in the Medieval period. Students will take 2 of these seminars per semester during the first two years of study, but only 1 in the fall term of the G2 year. These required graduate seminars are taught by the full range of Department faculty. They vary from year to year and are intended to teach a broad range of literature and culture, as well as current scholarship in the field. In addition to these required seminars, students will take electives each semester to fill out a normally four-course schedule.

During their first year, students will also enroll in the Slavic Graduate Proseminar for G1 students. This is a year-long workshop-style course that meets every other week, and it is graded SAT/UNSAT.

In addition to the major field, students will select a minor field. The minor field can be another Slavic language and literature, another language and literature, Slavic linguistics and language pedagogy, Russian and East European history, film, the visual arts, philosophy, or comparative literature, among other possibilities. Students should consult with the Director of Graduate Studies when choosing their minor field. Of the four four-credit courses required for the minor field, at least one must be a Slavic Department course.

All sixteen four-credit courses must be completed with a grade before proceeding to the general examinations.

FOR STUDENTS PURSUING PLAN B — *SLAVIC LANGUAGES AND LITERATURES WITH CONCENTRATION ON THE STUDY OF SLAVIC LINGUISTICS:*

Students are required to enroll in Linguistics 250: Old Church Slavonic, Linguistics 252: Introduction to Comparative Slavic Linguistics, and Linguistics 101: Introduction to Linguistics. They will take 4 courses in their major linguistic area, one of which must be a seminar or conference course. If a student's major linguistic area is a Slavic language other than Russian, one of the four required courses for the major must be on Russian language.

During their first year, students will also enroll in the Slavic Graduate Proseminar for G1 students. This is a year-long workshop-style course that meets every other week, and it is graded SAT/UNSAT.

In addition, students will select two minor fields and take 2 courses for each. The first minor will be a second Slavic language; students are required to take one grammatical and one theoretical course. The second minor will be a related elective field, such as a 3rd Slavic language (in this case, students would take one grammatical and one theoretical course) or a linguistics minor (students would take courses on phonology, morphology, syntax, or semantics).

Students will select their minor fields in consultation with the Director of Graduate Studies.

Foreign Language Requirements

Graduate students will study at least one language in addition to their major language. Many students choose to pursue a second Slavic language (Ukrainian, Polish, Czech, or BCS). It makes sense to begin this study in the first year, perhaps followed up by a summer program abroad after the first and/or second year of study. Many students also learn either French or German, two of the languages most helpful for doing research in Slavic, and either language could fulfill the additional language requirement. In exceptional cases, where a student's research agenda requires the knowledge of a second language that is not a Slavic language and not French or German, the Department will permit the substitution of a different second language. Requests for exception should be discussed with the Director of Graduate Studies.

The minimum requirement for a foreign language is two semesters of college study, or a "Reading Knowledge" course (for example, French 16 or German Ax, with a minimum grade of A) designed to provide a reading knowledge for research purposes. For students learning a second Slavic language, we encourage additional study (including, perhaps, a minor field in the given literature). Students with prior knowledge of a language may substitute a Slavic Department reading exam for their coursework.

Good Standing

The minimum standard set by the department for satisfactory work by graduate students is an A-/B+ average (as many A's as B's). Students who fall below this level must, in the following term, demonstrate their ability to meet this minimum in courses taken within the department. Only students who remain in good standing are eligible to take the PhD general examinations, to teach, and to receive Harvard fellowships. Each year the Department writes a letter to students assessing their progress in the program, recording any milestones and other achievements, and setting forth requirements for the coming year.

Policy on Incompletes

Students may be granted one Incomplete in a term and must ask permission of the director of graduate studies as well as the instructor of the relevant course. They must make clear that this will be the only Incomplete requested that term. The Incomplete must be made up by the end of the next term. Students may not request another Incomplete until the one outstanding has been made up. In addition, students may not begin their general examinations if they have an Incomplete in their major or minor fields, nor may they give their minor field presentations if they have an incomplete in their minor field. To be eligible to teach, students must not have any Incompletes in their required courses.

Master of Arts (AM)

The department does not admit candidates for a terminal AM degree. PhD candidates may, however, apply for an AM degree after having completed, with satisfactory grades, the eight four-credit graduate level courses, including the Proseminar, that satisfy department requirements. The degree may also be offered to students who choose not to complete the PhD, assuming they have met the course requirements.

Teaching

As part of their preparation, candidates are required to teach. Normally students teach in at least the G3 and G4 years, both language and literature/culture courses. Teaching is supervised by members of the department and includes a teacher training program. It is expected that all graduate students will take Slavic 126 (Structure of Russian) either before they begin teaching language, or concurrently with their first term of teaching language.

Advising

Through the pre-generals period and until the time a prospectus is approved, the director of graduate studies advises all graduate students. When students submit their prospectus to the department, however, they also name an advisor to direct the dissertation as first reader, and recommend the second and third readers as well. Once the department approves a prospectus, students will work with these three faculty members as needed throughout the dissertation process. At the beginning of each term, all graduate students are responsible for meeting with the director of graduate studies prior to the enrollment deadline in order to have their Crimson Cart course registration electronically signed.

General Examinations

Before proceeding to write a dissertation, the candidate must pass the following general examinations, which are offered at specified times. See [**the Graduate Program Requirements on the Slavic Department website**](#) for more extensive details.

Plan A: Literature

Part 1. A minor-field presentation, normally completed in the Fall semester of the third year. [**See the Slavic Department website for additional information.**](#)

Part 2a. A four-hour written examination that will consist of eight textual and visual or musical excerpts from a range of periods and genres. The author, title, and (if known) the year the work was written will be identified. The student will write on six of these excerpts, contextualizing each within literary history and the author's creative biography, and also analyzing the work's formal features. Preparation for this part of the written exam will be informed by the comprehensive reading list (including film, contemporary literature, etc.), that can be downloaded from the [**departmental website**](#).

Part 2b. A single take-home essay, which the student will have 48 hours to write.

Normally, the written exam and essay (Parts 2a and 2b) are completed in the Spring semester of a student's third year of study, and normally Part 2b is completed no more than a week after Part 2a. The exam schedule is set by the Chair and DGS.

Part 3. Students will prepare a completed draft of the dissertation prospectus as the first step in Part 3 of the general examinations. In preparing the draft, students are invited to consult widely with faculty in the department. Students will also work closely with the faculty member they have chosen as the dissertation advisor, and with possible members of the dissertation committee. The completed draft will be submitted to this committee before the start of classes in the Fall semester of a student's fourth year.

The student will then meet with two faculty members for a one-hour prospectus conference early in the Fall term. This is meant to be a conversation, with students getting feedback on all aspects of the proposed dissertation – its argument, aims, scope, and components, as well as the plan for research and writing. The prospectus conference will begin with the student offering a brief (ten minute) presentation of the dissertation's themes and goals, and questions and discussion will follow. Students should come away from this conference with a clear idea of any changes needed in the prospectus itself, and with a clear work plan for beginning dissertation research and writing. In response to the suggestions received at this prospectus conference, the student will prepare the final version of the prospectus, to be submitted as soon as possible to the Department for formal approval but no later than the end of Fall Reading Period.

Plan B: Linguistics

Part 1. A two-hour written examination testing the candidate's knowledge of Slavic linguistics from a comparative-historical or contrastive perspective; or a minor field portfolio and a ten-minute oral presentation. This is normally completed in the Fall semester of the third year.

Part 2. A three-hour written examination on the linguistics of the candidate's major language in the context of the Slavic family. This is taken no more than one month before Part 3 and no later than the Friday before Spring Break.

Part 3. A two-hour comprehensive oral examination centering on (although not limited to) five "fields"; the fields are to be chosen by the candidate in consultation with the professors in the department. This is normally completed before the end of Exam Period in the Spring semester of the third year.

Part 4. A dissertation prospectus and prospectus meeting, as described in Part 3 of Plan A above.

Dissertation and Submission

A dissertation prospectus must be submitted for review and approval by all members of the Department. Normally graduate students submit a prospectus by the end of Fall Reading Period of their fourth year, if not sooner. The prospectus will be accompanied by a cover letter, stating the student's plans for an advisor and dissertation committee. Typically, the Department will approve the committee as requested, and any anticipated adjustments will be discussed in advance through the Director of Graduate Studies. Normally all committee members are from the Slavic Department, but with the approval of the DGS and in cases where the dissertation topic warrants a broader range of perspectives, a student may request that one committee member come from outside the Department.

The dissertation must give evidence of original research or of original treatment of the subject and must be in good literary form. It should be completed within three to four years after the general examinations. Each year, the department will set the due dates for submitting a final, polished draft of the dissertation to all committee members – one for students wishing to finish their degree in the fall, one in the spring, and one in the summer. The PhD candidate is then asked to give a defense before the members of the Department. The format of dissertation defenses is under discussion for change in 2019-20, and degree candidates are urged to consult early with the DGS to learn of the revised plans.

Online submission of the dissertation via **ETDs @ Harvard** is required by the Graduate School. Dissertations must be received by 11:59 pm on the deadline for the given degree period. NO EXTENSIONS TO THIS DEADLINE ARE PERMITTED.

The final manuscript should conform to the requirements described in the **GSAS dissertation policy pages**. The Department requires that an electronic copy of the final dissertation also be submitted to the Slavic Department and to each committee member.

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 courses (16 credits). 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 for the PhD in Classical Archaeology.
- Two of the four courses shall be graduate seminars.
- At least one of the four 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 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 courses (16 credits) 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 courses shall be graduate seminars.
- Courses taught primarily in translation are ineligible.

Classical Philosophy

The following requirements must be met to complete a secondary field in classical philosophy.

COURSEWORK

Completion of four courses (16 credits) from among the following categories (normally, at least two courses will involve close reading of philosophical texts in the original language, but this requirement may be waived at the discretion of the Director of Graduate Studies in Classics), at least two of which should be graduate

seminars:

- All graduate seminars taught within Classics
- Other courses that are certified by Classics as counting towards the requirement in Classical Philosophy; in general such courses will include any 100-level Greek or Latin course in a philosophical author. Courses offered in other departments (especially Philosophy) may be counted with the approval of the director of graduate studies.

Greek and Roman History

The following requirements must be met to complete a secondary field in Greek and Roman history.

COURSEWORK

Completion of four courses (16 credits) 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 courses shall be graduate seminars.
- At least one of the four 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.

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 doctoral or master's programs, contact the 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 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 their 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 four-credit 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 **Dissertations**.

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.

Earth and Planetary Sciences

Academic Advising

The Graduate Studies Committee (GSC) is appointed by the department chair each year and includes two directors of graduate studies, and three to four additional faculty members. The GSC reviews any graduate program related issue raised by faculty or students. A student can reach out to any GSC member regarding any issue, and request confidentiality when needed. The GSC members are listed on the EPS website on the [**graduate program page**](#). The 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, first-year students are required to attend weekly tutorials during fall term given by Earth and Planetary Sciences (EPS) faculty to learn about their research and laboratories. By 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 two to three other faculty members. Members of the advisory committee are selected by the students in consultation with their advisor. Two of the members, not including the advisor, must be members of the Faculty of Arts and Sciences. One or more external faculty members may be on the committee. External members must be approved by the GSC prior to adding them to the committee. 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. 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 four-credit courses in fulfillment of the PhD degree. Four of these four-credit 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 pursue research.

Two applied math four-credit 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.

Students must earn a grade of C or better in courses taken to satisfy the EPS course requirements. 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.

Students with any concerns or difficulties in participating, are encouraged to discuss this with their faculty advisor or any member of the Graduate Studies Committee. It is our intention to be responsive to such concerns up to and including a waiver of the participation requirement.

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 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.

After meeting the two-course teaching requirement, students are paid a higher rate when teaching (about an additional one month's stipend paid over the teaching term). 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. The exam will assess the student's originality, capacity for synthesis and critical examination, intensity of intellectual curiosity, and clarity of communication.

Research Proposal

- In consultation with their principal advisor, students are required to prepare and submit a proposal on their research topic.
- The proposal should include an introduction explaining the rationale, background, context and hypotheses underlying the proposed study; methodological details of their work plan; and implications for neighboring branches of the Earth sciences.
- The paper should be up to fifteen pages, including figures but not including references, in 12 pt. font with 1.5" margins.
- 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. Failure to do so may result in rescheduling of the exam.

Oral Exam

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. At a minimum, 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 course registration deadline 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 their principal advisor outlining the reasons for postponement.

Oral examinations are in principle open to all faculty members of the department, but only the examining committee members will evaluate the student. It is the student's responsibility to ensure that the necessary room reservation is arranged, and the audio-visual equipment is set up. The examination begins with a presentation of the student's proposal, lasting approximately twenty to twenty-five minutes if uninterrupted (approximately 20-25 slides). The presentation should cover the full scope of the proposal. The student's presentation will be followed by questions from the examining committee members and other faculty members present.

Questions will focus on the ability of the student to carry out dissertation research in their chosen area but will not be limited to a narrow field of specialization or to the proposed project. Questions that are broad in nature and are intended to test general knowledge of Earth sciences will be included. The duration of the examination is variable, often lasting two to three hours.

Students who do not pass the qualifying oral examination are normally given another chance with specific guidelines for improvement on their weakness(es). The examination committee may stipulate further requirements such as further course work.

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 [**Dissertations**](#).

Parental Support

Following the birth or adoption of a child, EPS graduate students are eligible for the [**Parental Accommodation and Financial Support Program \(PAFS\)**](#) offered by GSAS. EPS will supplement the financial component of this program to equal a total of up to six months of a graduate student's stipend at the standard EPS rate and corresponding tuition and health fees. The student and advisor should establish research expectations during this time. Students should coordinate support with the EPS Graduate Coordinator and GSAS.

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 four-credit 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.

Mathematics

The First Two Years

Advising

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 them and with whom they 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. Most students choose a dissertation advisor during their second year, or earlier. It is not usually a good idea to wait longer than two years before doing so. 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. 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.

The director of graduate studies and the chair are available for consultation about choosing an advisor or to help with resolving other issues that might arise.

The Qualifying Examination

The examination is given twice each year at the beginning of the fall and spring terms. Students are required to take the qualifying examinations (quals) in the fall term of the first year. The qualifying exam consists of three, three-hour papers held on consecutive afternoons.

The department offers a basic sequence of mathematics courses for the first four terms in residence which cover much of the qualifying exam syllabus. A qualifying examination syllabus and samples of prior exams and solutions are available on the department's website.

A student may take the qualifying examination any number of times, beginning in the first term. Students are expected to pass the examination by the end of the second year in residence in order to begin real mathematical research.

It is extremely rare for a student not to pass the qualifying examination by the third year.

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.

Please see [Enrolling in Courses](#) for relevant processes.

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 advisor, 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. For the PhD, every student is required to acquire an ability to read mathematics in one 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 a student has studied undergraduate mathematics in a language other than English, the student may request to have the language requirement waived.

The language requirement should be fulfilled by the end of the second 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 five.

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-level tutorial seminars taught by experienced teaching fellows.

All students must complete Mathematics 300: Teaching Undergraduate Mathematics and an apprenticeship program run by the department in a term before they start teaching. Students usually complete the course in their first term and the apprenticeship during their first year.

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 four-credit courses in mathematics at the 100 or 200 level, with at least four at the 200 level, and candidates must pass the language examination.

Applicants are accepted into the PhD program only; the department does not offer a terminal AM degree in mathematics.

The Remaining Years

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 four-credit 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 dissertation report to the faculty. The student should consult their advisor regarding the selection of the required second and third readers to form the dissertation committee. 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 their 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 GSAS policies.

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 four-credit courses, of which eight must be in government. At least ten of these twelve four-credit courses and seven of the eight four-credit courses in government must be 1000-or 2000-level courses.

Students must complete six four-credit 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 four-credit course requirements noted above.

In the second year, students must complete the Proseminar in Inequality and Social Policy I and II, the first two four-credit 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 four-credit course requirement noted above, they do not count toward the eight four-credit 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 four-credit 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 four-credit 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 four-credit 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 four-credit courses in sociology.

Seven of these four-credit 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 four-credit course in sociology, social policy students will substitute the Proseminar in Inequality and Social Policy I and II—i.e., the first two four-credit courses in the three-term social policy sequence. These two social policy four-credit courses will thereby satisfy the four-credit course 310a/b requirement and one of the six electives noted below.

Six additional four-credit 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 four-credit 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 four-credit courses or two of the following until after the General Examination:

- one seminar paper
- one four-credit 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 appoint 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.

Comparative Literature

The Department of Comparative Literature offers Comparative Literature as a secondary field in GSAS to enrich the education of PhD 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 Verena Conley with any further questions.

Further information regarding courses and programs of study in comparative literature may be found on our [website](#).

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

An initial academic advisor is assigned to each incoming graduate student to help a student make informed decisions about coursework and research opportunities when registering in My.Harvard for the first time. By mid-January of the first year, each first-year student should choose a research advisor who will assist in selecting a project and the submission of a research proposal and then supervise the actual research leading to a student's research exam.

Once each student has registered their research advisor with the office, the CAS will assign each new student an advising committee which will provide the principal guidance and mentoring throughout a student's graduate program. The membership of this committee, composed of faculty and SAO scientists at the Center for Astrophysics (CfA) or other Harvard University departments, will shift as a student's projects and thesis topics shift. Members of this committee could also form part of a student's thesis defense committee. Students must meet once per semester with their advisory committees.

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 immediately after obtaining the new advisor's consent.

Course Requirements

The course requirements in Astronomy are designed such that a student receives a broad knowledge of astronomy while also having access to courses focused on specific fields of astrophysics research. There are three general course requirements:

1. Each student must receive a satisfactory grade (A or B) or pass an oral examination in one core course: *Astronomy 200* (Radiative Astrophysics)
2. Each student must receive a satisfactory grade in at least five electives chosen from the list below:
 - Astronomy 201: Stellar Astrophysics
 - Astronomy 202a: Extragalactic Astronomy & Cosmology I
 - Astronomy 202b: Extragalactic Astronomy & Cosmology II
 - Astronomy 203: Interstellar Medium & Star Formation
 - Astronomy 205: Astrophysical Fluids & Plasmas
 - Astronomy 209: Exoplanet Systems
 - Astronomy 214: Observational Astronomy (under development)
 - Physics 210: General Relativity

- Data Analysis (Physics 200 or Applied Math 207 but not both)

3. Each student is expected to complete for credit one 200-level course outside the department. Known as the Practical Elective, this course ideally would pertain to a student's research field of interest or assist a student in furthering research skills in such areas as data analysis, engineering, geology, chemistry or biology. [Note: the three non-Astronomy courses listed as electives above cannot be used to meet this requirement.]

Astrophysics Inventory

In November of the fall term an Astronomy Inventory oral assessment will be conducted with each individual First-year student. This focuses on the basic concepts and core knowledge of astronomy and astrophysics as covered by the undergraduate text *An Introduction to Astrophysics* by Carroll & Ostlie. The examiners will make specific remedial recommendations for each student to address particular areas of concern.

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 their 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 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 by May 15th 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 student's advisory committee reads and approves the research proposal and members of it can be asked to serve on the exam committee. 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 version submitted for (optional) publication. The report need not describe a completed research project, but can be descriptive of work accomplished. Its total length should not exceed 30 pages.

In September of their third year, each student will schedule a meeting with their exam committee. At this time the progress the student has made will be reviewed and if they feel it is sufficient, the Research Exam can be held at the same time. If necessary a subsequent date is set for the exam at a later time. Unless there are extenuating circumstances, all research exams should be completed successfully by the end of the Spring semester of their third year. Students who do not pass an exam must meet with the CAS in order to address any ongoing issues and causes for delay. It is possible that students may be restricted from continuing in the program following processes laid out by the Graduate School.

Public Outreach Project

Our graduate students, past and present, have been distinguished nationally by their commitment and contributions to the greater Astronomy community, including the lay public. ComSciCon and Astrobites are just two examples of efforts that were initiated by and continue to thrive thanks to students at Harvard. In that tradition, the faculty feel it important that every student be asked to contribute in some meaningful way to interact with our numerous stakeholders: outside scientists, students, the lay public, politicians, entrepreneurs and funders, to name a few.

This contribution can take the form of creating outreach products (websites, software, games relating to your PhD thesis) or services (teaching or mentoring in other programs, volunteering in professional societies, organizing events for the public, political activism, etc.). Responsibility for approving and validating such projects rests with the CAS presently. Please consult the department's website for the appropriate forms and deadlines.

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 (*Astro 200*), and five additional electives. Neither the Research Exam nor the Practical Elective need be completed before the AM degree can be conferred.

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 four-credit courses including *Astro 200* and six electives from the list given under "Course Requirements". 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 their compensation package from the department (unless the student has an external fellowship, see below). Many students wish to teach more than the required number. 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 with the assistance of their current advisory committee, the student should submit to the CAS a thesis proposal with any requests for adjustments to the membership of their advisory committee. This committee will continue to monitor 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 will continue to 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

On average students complete their PhD dissertation three years following the research exam. 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 Registrar. The final manuscript should conform to the requirements described in **Dissertations**.

Defense Committee External Reader

The core of an examining committee at a defense is made up of a student's advisory committee plus at least one member from outside the Department of Astronomy, preferably at a different institution. Once a student's advisory committee has approved the external member and have agreed to the date, the student should contact the office so they can arrange travel and accommodations.

East Asian Languages and Civilizations

The department considers applications only for the PhD degree.

Residence

Minimum of two years of full-time study, sixteen four-credit courses or the equivalent. For tuition requirements, see the [GSAS website](#).

Program of Study

Each student is required to engage in a program of study that involves at least three fields of knowledge. One of these fields should be chosen to demonstrate breadth in regard to a different area or discipline. The program will be determined in consultation with the student's advisor. Courses in other departments may be included whenever appropriate. Two research seminar papers with a grade of A- and above, one of which must be in the student's primary field, are required of all students prior to taking the General Examination.

Language Requirements

The department sets specific language requirements for the degree that are intended to ensure that all students are proficient in the primary language(s) needed for professional scholarly research in the field. These requirements are the same for EALC and HEAL PhD candidates.

The general principle is competence in a relevant research language other than the language of primary focus, but we will also emphasize flexibility and individual needs. Students are required to obtain written permission from their advisor and the DGS if they want to waive or change the language requirements. Students may be asked to demonstrate their competence in their primary language through course work or a language examination (administered by the head of the relevant language program in consultation with the advisor). They normally fulfill their research language requirement through course work but can choose to demonstrate their competence through a language examination.

Chinese Studies

- Fourth-year level in modern Chinese
- Second-year level in literary Chinese
- Third-year level in modern Japanese or, in exceptional cases, equivalent ability in another east Asian language or another research language

Japanese Studies

- Fourth-year level in modern Japanese
- First-year level in classical Japanese
- For students of pre-modern Japan: One year of literary Chinese and other appropriate language study (e.g., kanbun, komonjo, more classical Japanese) as determined by the advisor

- For students of modern Japan: One year of literary Chinese or advanced proficiency (2nd year level) in another modern East Asian language.

Korean Studies

- Fourth-year level in modern Korean
- Third-year level in modern Japanese
- For students of pre-modern Korea: Second-year level in literary Chinese
- For students of modern Korea: First-year level of literary Chinese.
 - Note: May be waived in certain circumstances with written permission of the faculty advisor.

Tibetan Studies

- Third-year level in literary Tibetan
- First-year level in modern Tibetan
- Combined two years of study of literary and/or modern Chinese depending on specialty. In some cases, the equivalent background in either Manchu or Mongolian may be substituted for Chinese.
- One year of Sanskrit

Incompletes

Students must not carry more than three incompletes.

Advising

Students are assigned advisors appropriate to their fields when they first arrive, and will continue to work closely with them throughout their program. They will also consult periodically with the director(s) of graduate studies. Students may change advisors in consultation with the department.

General Examination

The student must pass a two-hour oral examination in at least three fields. In addition to the oral examination, the student will be required to demonstrate proficiency in the primary language to be used in his or her research. Each subfield within the department will determine the means to test such proficiency.

Students are expected to pass the general examination by the end of the third year in the department, and certainly no later than the beginning of their fourth year. For those students who have previously gained the AM at Harvard, students are expected to pass the general examination at the end of the second year in the PhD program of the department, and certainly no later than the beginning of the third year.

The Dissertation Prospectus

A prospectus of a student's dissertation, between fifteen and twenty-five pages, is to be submitted and approved within six months of the General Examination. At the end of the G4 year, students are expected to present their prospectuses at a conference of faculty and students. Students who pass the general examination by the beginning of the spring semester in their third year may present their prospectuses at the end of the G3 year upon consultation with their advisors and the director of graduate studies. Note: Students must have their prospectuses approved prior to presenting at the conference.

Dissertation

The dissertation, which must make an original contribution to knowledge, may deal with any subject approved by the department. It must demonstrate the student's capacity to make critical use of source material in one or more East Asian languages.

Dissertation Defense

To qualify for the degree of Doctor of Philosophy, students are required to present their dissertation at a public defense. Note: The dissertation must be submitted to the student's committee at least six weeks prior to the anticipated defense.

PhD in History and East Asian Languages

In addition to the degree in EALC, the department also accepts applications from students who wish to study for the PhD in History and East Asian Languages. The requirements for the degree are similar to those for the PhD in East Asian Languages and Civilization. The principal difference is the additional requirement of a passing grade in one of the first-year colloquia (e.g., History 3900) offered in the Department of History. Students in this program are overseen by EALC's Committee on the PhD in History and East Asian Languages, which includes faculty from the Department of East Asian Languages and Civilizations, the Department of History, and the Department of the History of Science.

Middle Eastern 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

The program for this terminal AM degree requires two years of study: eight four-credit courses each year making a total of sixteen four-credit 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, Hebrew, Persian, Turkish, or Armenian (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, all AM students are encouraged to write a master's thesis)
- Remaining courses are electives, to be chosen by student in consultation with the associate director of the AM program

Language Requirements

All students in the AM program are expected to take four consecutive semesters of one of the major languages of the Middle East: Arabic, Hebrew, Persian, Turkish or Armenian. Students who are native speakers of one of these languages will be required to study a second language.

Grade Requirements

Students should comply 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 associate 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 Middle Eastern 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 four-credit 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 on CMES website.

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 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 their chosen field.

COURSES

Students usually take four courses each semester during 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 3900: Writing 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 a seminar on African or East Asian history or other pertinent field for Western history may petition the Committee on Middle Eastern Studies.

Students prepare for the general exam by registering for a series of History 3010s. These are directed study courses 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 covers 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 Faculty of Arts and Sciences.

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 their 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 four-credit course and one seminar in some other period of art history, and at least one four-credit 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 their General Examinations at the History of Art and Architecture Department. The exams consist of 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.

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.

Sociology

The First Two Years

Minimum Course Requirements

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.

Seven 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. 2202 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. 2202 instructor.)

Soc. 2203 Advanced Quantitative Research Methods

Soc. 2204 Sociological Theory: Seminar

Soc. 2205 Sociological Research Design

Soc. 2208 Contemporary Theory and Research: Seminar

Soc. 2209 Qualitative Social Analysis: Seminar

Soc. 3310 Qualifying Paper Seminar

Soc. 3305, the Teaching Practicum

Two workshops in Sociology

Four elective courses; three of which must be 200/2000-level courses in Sociology

Electives

Three of the required four elective courses must be 200/2000-level courses in Sociology. Courses not listed or cross-listed in Sociology in *Courses of Instruction* will not count toward the requirement of at least three 200/2000-level courses in Sociology.

The remaining elective may be chosen from 100/1000-level Sociology courses designated as Conference Courses in *Courses of Instruction*; 200/2000-level Sociology courses; 301/3301 individual reading courses in Sociology; or electives outside Sociology. If the remaining elective is not a 200/2000-level Sociology elective, it must be approved by the Sociology Committee on Higher Degrees (CHD).

Any electives outside Sociology should meaningfully contribute to the student's graduate training. They should have a Letter Graded grading basis and be chosen in consultation with the student's advisor at the time of enrollment. To receive elective credit for a course outside Sociology, the student should submit a Petition for Elective Credit to the CHD.

The minimum standard for satisfactory work in the Graduate School of Arts and Sciences is a "B" average in each academic year. The Department of Sociology, however, expects that students will maintain an average of B+ or better in Sociology courses.

Language

There is no language requirement.

Incompletes

Graduate students are permitted to take a temporary grade of Incomplete in courses other than the required ones. Notwithstanding this, the CHD strongly recommends that students not take Incompletes unless absolutely necessary, and certainly in no more than one course per term. Papers should be submitted in time to receive a letter grade; revisions for possible publication can come later. *Incompletes are equivalent to Cs; and thus, for each Incomplete there must be an A in order to maintain a B average.* A temporary Incomplete grade must be converted to a regular letter grade in order for a course to count toward meeting minimum course work requirements.

Research Paper

A special research paper, known as a "qualifying" paper, is required of each student. Although not a master's thesis, this paper will be judged more critically than the normal seminar or term paper. 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 as a paper acceptable to the major sociological journals, and, indeed, students normally will be encouraged to submit the paper for publication, although this is not required. In preparing to write this paper, students should consult with their academic advisor or research supervisor before the end of the third term in residence. 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 2202 or approved substitute, 2203, 2204, 2205, 2208, 2209, and 3310, and not to include Sociology 3305 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 2202 or approved substitute, 2203, 2204, 2205, 2208, 2209, and 3310, and not to include Sociology 3305 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 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 3305, 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 their research. Defending the prospectus by the fall of the fourth year is encouraged. Ordinarily, the prospectus should be approved before the end of the spring term of the student's fourth 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. With the approval of the dissertation committee, one dissertation chapter may be co-authored, provided the student is the lead author or authorship is shared equally with one co-author. Co-authorship of any chapter must be acknowledged in the dissertation. Students who do not complete and defend their dissertation by May 31st of the sixth year must receive approval from the CHD. The student must create a planned timeline to degree with their advisor(s) and submit the timeline, signed by both the student and the advisor(s), to the CHD for approval no later than April 30th. Students must receive approval from the CHD each year to remain in good standing (see Failure to Meet Requirements). In addition, GSAS sets the following policy for all Harvard doctoral programs: "PhD candidates who have not completed requirements for the degree by their tenth year of study will be withdrawn. Once the dissertation is complete, withdrawn students may apply for readmission to register for the purpose of receiving the degree." GSAS also sets the following policy for students who receive a Dissertation Completion Fellowship: "Students are expected to complete the dissertation during the completion fellowship year; this will be the final year of GSAS funding even for students who do not finish during the fellowship year. In addition, after holding a dissertation completion fellowship, students will ordinarily be limited to no more than one additional academic year of registration in the Graduate School." Requirements for the format of the finished dissertation are contained in **The Form of the PhD Dissertation**, a booklet available from GSAS. The CHD does not add to these

specifications. The style should follow *The Form of the PhD Dissertation*. 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.

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**, Associate Director of Graduate Studies in Applied Computation.

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 CSE ADGS (Maxwell Dworkin G107). 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:

Secondary Field Requirements	min	max
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>
Total	4	

*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

AM 205 Advanced Scientific Computing: Numerical Methods	Fall
AM 207 Advanced Scientific Computing: Stochastic Optimization Methods	Spring
CS 205 Computing Foundations of Computational Science	Fall
CS 207 Systems Design for Computational Science	Spring

2. APPLIED MATH ELECTIVES: 0-2 COURSES

Suggested CSE Applied Math electives

AM 201 Physical Mathematics I	Fall
AM 202 Physical Mathematics II	Spring
AC 274 Computational Modeling of Fluids and Soft Matter	Spring
AM 275 Computational Design of Materials	Spring
STATS 210 Probability Theory and Statistical Inference I	Fall
STATS 285 Statistical Machine Learning	Spring

3. COMPUTER SCIENCE ELECTIVES: 0-2 COURSES

Suggested CSE Computer Science electives

AC 209a Introduction to Data Science	Fall
AC 209b Advanced Topics in Data Science	Spring
CS 222 Algorithms at the Ends of the Wire	Fall
CS 226R Efficient Algorithms	Fall
CS 246R Advanced Computer Architecture	Fall
CS 281 Applied Machine Learning	Spring

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 Associate 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. All students will participate in the activities of the IACS community, which will include technical and interdisciplinary colloquia and skill-building workshops.

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, Sheila Jasanoff. 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.

Registration

Students should register for the Secondary Field with the STS Program at the Harvard Kennedy School by e-mailing sts@hks.harvard.edu for further information.

Requirements

COURSE REQUIREMENTS

Students will be required to take four courses (16 credits), 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 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)

Byzantine Studies

Students interested in pursuing a degree in the **Special Graduate Program in Byzantine Studies** must have been admitted to GSAS in the **Department of History**, the **Department of the Classics**, or the **Department of the History of Art and Architecture** and completed one year of study in that department's regular program, before petitioning the Byzantine Studies graduate program's **steering committee** for admission to the program.

Course of Study

Students will take at least two semester-long courses in each of the three Byzantine fields. At least one of the courses taken in each of the three fields must be a semester-long seminar, and two of these seminars should be taken in the second year. Students also will be expected to acquire familiarity with one auxiliary discipline, such as Greek paleography, codicology, epigraphy, numismatics, sigillography, or archaeology. As long as these general requirements are satisfied, the student's academic program can be tailored to fit their research interests, with courses chosen in consultation with the department's graduate advisor and the chair of the steering committee.

Examinations

Students will be examined in the three Byzantine fields, plus one field among those offered by the department of admission.

- By May of the second year, students will take a three-hour written examination, consisting of:
 - Translation of a Byzantine author

- A special subject within Byzantine art history
- A special subject within Byzantine history
- By the end of the third year, students will take a two-hour oral examination in the following fields:
 - Byzantine history
 - Byzantine literature and philology
 - Byzantine art history
 - A related field chosen from those offered by the department of admission

After successful completion of the oral examinations, and provided that the student is in good standing, they may apply to **Dumbarton Oaks** for a **William R. Tyler Fellowship** or **Junior Fellowship**. It is expected that students will normally become teaching fellows in their department of admission. In order to invoke any guaranteed teaching offered at the time of admission, students must meet all program-specific teaching criteria established by the relevant department.

Dissertation

By the end of the term following the oral examination, students will present a dissertation prospectus to a committee composed of three Byzantinists and one other faculty member. The optimal time for completion of the dissertation is by the end of the sixth year. It then will be read and judged by the student's dissertation committee.

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.

Economics

The First Two Years

Advising

Regular guidance through contact with faculty advisors is an essential component of doctoral education. Students should maintain close contact with their official advisor(s) throughout their enrollment in the program. Students are encouraged to develop informal advising relationships with several faculty members in addition to their official advisor.

The First-year advisor provides assistance during the initial stages of the program, but do not necessarily advise the student throughout their studies. During the second year of the program, students are matched with advisors based on their research interests. As students familiarize themselves with program faculty during coursework, research work, seminars/workshops, and other activities, they may change their official advisor(s) as their academic and research interests develop.

Courses

The following required courses are completed during the first year of the program: Core macro and micro series: Econ2010a, 2010b, 2010c, 2010d; Quantitative Economics: Econ2120 and Econ2140; and the distribution requirement.

During the G2 year, students designate two fields of interest and complete two approved courses in each of the two fields.

Year Three and Beyond

As a G3, students enroll in a Research Preparatory course and complete a research paper (Econ3000) under the guidance of their faculty advisor.

Graduate Student Workshops

Students are required to begin presenting in a Graduate Student Workshop during the Spring semester of the third year. Students continue to attend and present in at least one workshop each semester.

Teaching

Graduate students are expected to teach during their careers at Harvard, usually beginning in year three of the program. First-time teaching fellows must participate in at least one Bok Center Teaching Conference. Students in their third and fourth years have priority for teaching fellowship appointments.

Research Proposal

Students are required to present and submit their research ideas to a committee comprising of at least two faculty members. 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 their progress and be given detailed recommendations for future research plans, particularly with respect to possible job market paper and dissertation.

The Dissertation

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. 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 and is a significant contribution to the knowledge and understanding in the chosen special field. For the student to meet the requirement, analysis and evaluation of relevant data must yield significant and independent conclusions.

Music

The First Two Years

Courses

Sixteen four-credit courses are required, and at least fourteen are usually taken during the first two years. Musicology students must take two courses in ethnomusicology and two courses in either theory or composition. Ethnomusicology students are required to take at least two courses each in musicology and in offerings outside the department. Ethnomusicology students must also take at least two courses in music theory. It is recommended that at least one theory seminar be in cross-cultural music theory. Theory students are required to take two courses in analysis and techniques (typically course numbers MUS 151–159), ideally during their first year. Composition students do not have a set curriculum and should plan their course of study with their advisor. As a general rule, requirements should be met by taking courses with faculty in the relevant programs (i.e., history, ethnomusicology, or theory). There are exceptions, however, when seminars cross disciplinary boundaries. In those cases, students need to consult with both the seminar professor and their area advisor **during the first week of classes**.

Creative Practice and Critical Inquiry (CPCI) students survey multiple fields of intellectual inquiry while nurturing and refining their creative work. Students in the program may take any of the graduate courses offered by the Department of Music, and occasional courses in other departments and programs with approval from the graduate advisor, as well as practice-based music-making courses (composition, improvisation, creative music, and interdisciplinary collaborations).

All students may be allowed academic credit (normally no more than two 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. Normally students may petition to transfer credit for up to two courses in their major field.

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 courses at the 100 level must be granted by the graduate advisor before taking the course.

Competence and fluency in traditional techniques (such as harmony, counterpoint, and analysis) are prerequisites for taking the general examination. Entering 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 16 courses. Work must be undertaken in the first year of study.

Graduate students who have one or more incompletes will not be considered for department summer grants.

Languages

Written language exams are given at three specified times throughout the year. Reading knowledge must be proved before taking the general examination:

MUSICOLOGY, ETHNOMUSICOLOGY, AND THEORY

Two languages are required. The languages will be chosen in consultation with the graduate advisor, and should reflect, wherever possible, languages that will be relevant to future research. *We strongly encourage students to pass both languages before taking the general exam.* In the event this is not possible, both languages need to be passed by the end of the fall semester of the third year.*

*While this revision is being implemented to give students more time, we also want to be sure that no one gets caught short. Students should consult with area advisors about their overall plan and be cautious not to cut the deadline too close; they cannot apply for their master's degree until the language requirement is fulfilled.

COMPOSITION

German, Italian or French unless an alternative language is approved in writing by the graduate advisor. Students must complete this requirement by spring of their second year.

CREATIVE PRACTICE AND CRITICAL INQUIRY

Once enrolled, CPCI students must pass a language exam in a language relevant to their research interests, to be approved in writing by the graduate advisor. Students must complete this requirement by spring of their second year.

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.

See the [Music Department website](#) for more details.

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 soon after 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:

Musicology

ANALYSIS EXAMINATION (SUMMER AFTER YOUR G2 YEAR):

Written analysis of two pieces of music. The analysis exam will take place in May (most likely during the period of final exams), and it will be followed by a brief oral exam of approximately 30 minutes. You will be provided with scores for three pieces, and you will choose two to work on: one piece written before 1700, one from the 18th or 19th centuries, and one from the 20th century or later. If relevant to your research interests, an alternate genre can also be chosen (e.g. jazz). The deadline for requesting an alternate genre is March 1st of your G1 year.

The goal of this examination is to demonstrate that you have a command of technical music analysis. There are no requirements for implementing a specific theoretical system or approach; successful analysis exams are often eclectic and imaginative.

GENERAL EXAMS IN MUSICOLOGY (SUMMER AFTER YOUR G2 YEAR):

General exams in historical musicology are given in August, immediately prior to your G3 year. The exam has two parts: a written component and an oral exam of 1.5 hours, which is usually scheduled within a week after completion of the written exam. Be alert to dates for the exam (both written and oral) when making travel plans.

FIELDS

By March 1st in your G2 spring semester and after consulting with faculty, submit in final form six proposed fields of examination (see "Designing Fields" for specific guidelines and due dates, below). The rules for the fields are as follows:

- At least one field among the six should deal with musical repertory and/or issues of historiography in the periods before 1600, and at least one in the periods after 1600. Beyond this rule, distribution among the fields is left to you, and you should strive for variety.
- You are encouraged to align one field (and not more) with your anticipated dissertation work.

- At least one field (more than one if desired) should focus on a cross-disciplinary and/or critical-theoretical issue; wide latitude is given to your design for the field or fields in this category. Examples include: notation as global phenomenon; media theory/media archeology and musicology; popular music studies and race; critical improvisation studies. One aim of this/these field(s) is to bring insights and methodologies from outside musicology to bear on musicological work. Another is to encourage students to explore terrain outside of Western art music.
- Each field should have both breadth and depth, and it should invest in a critical response to recent secondary literature. Do not be surprised if you are advised that a field is too focused and needs to be broadened. “Bruno Latour’s Actor-Network Theory vis à vis musicology” is too narrow. “Technological determinism vis à vis musicology” (including Latour) is not. “C.P.E. Bach’s keyboard works” is too narrow. “18th century keyboard works: performance, sensibility, and theatricality” (including C.P.E. Bach) is not. “Ernst Bloch’s aesthetics of music” is too narrow. “Cultural hermeneutics in twentieth-century music philosophy” (including Ernst Bloch) is not. “Duke Ellington’s arrangements of classical repertory” is too narrow. “Encounters: jazz and classical-music aesthetics in the 20th-century” (including Ellington) is not.
- When designing your fields, include both a bibliography and, if relevant, lists of repertory or material artifacts. When writing exam essays in August, you can use printouts of these lists as an aide-mémoire. We are not interested in having you memorize titles of academic articles or Köchel numbers for pieces.

INTELLECTUAL PROCESS

As you prepare for the exams, we encourage you to reflect on your topics and think synthetically. Aim to consider questions such as: In which topics did you encounter the liveliest debates? Which topics, if any, seemed less vibrant than you perhaps expected? What methodologies did you encounter that seemed the most illuminating, revelatory, or useful? What did you read that felt like it could serve as a model for the kind of scholarship you want to carry out? What fundamentally changed your way of thinking about a particular repertory, historical period, composer, or context (e.g., geographic, political, cultural)?

FORMAT FOR THE WRITTEN EXAMS

In the spring term leading up to the exams, organize your fields into three formats.

- **Format 1:** Designate one field that will be written up as a syllabus for a course taught to advanced undergraduate students. The syllabus is due June 1.

- **Format 2:** The syllabus will form the basis of a viva voce presentation of 10 minutes, which will begin your oral exam in August. The goal is to teach a segment of your syllabus, choosing one of the following options: (1) introduce the class as a whole, essentially teaching the opening segment of the first session, or (2) select a component from a midpoint in the course, introducing a new topic. This exercise offers an opportunity to demonstrate your skills in the classroom. We want to see how you organize and deliver information in a format that is less formal than a scripted talk. To that end, you may use an outline and brief notes (as well as handouts and a slideshow), but you should not read verbatim from a written script.
- **Format 3:** The remaining five fields will be the subject of the written examination. In mid-August, two days are set aside for the written exam, with two hours for each field. Three fields will be covered on the first day, and two on the second. You are given essay prompts based on the fields you submitted during the spring semester. For each field, there will either be two prompts (choose one essay, 2 hours) or three prompts (choose two essays, 2 hours total). We cannot declare in advance which fields will be one-essay exercises and which two-essay, but you can expect a mix of the two options over your five fields.

In written essays, you should move beyond providing standard information, and – given the realities of a time limit – realize that it is impossible to be comprehensive. The goal is coherence, ingenious speculation, and providing your own insights on the subject. Bring printouts of your repertory lists and annotated bibliographies to the written exams. Otherwise, no notes, Internet resources, or computer files can be consulted.

THE ORAL EXAM

Oral exams are 1.5 hours. Faculty sitting in on the exam include the musicologists, and (depending on individual students' fields), a faculty member from music theory, ethnomusicology, creative practice and critical inquiry, and/or an outside department. We make every attempt to let you know who will examine you, but it is not always possible to determine this well in advance.

The oral exam begins with the opening segment of the class lecture based on your syllabus (10 minutes), and discussion follows (roughly 10 minutes). We then move to talking about the written essays in order, for an hour-plus. At the end of the exam, you will be asked to step out of the room while faculty confer. Upon being invited back, you are congratulated for completing the exercise. What are the possible outcomes? "Passing" is most typical. Occasionally, we issue a provisional pass and ask students to rework one or more of their written essays. These reworked essays are submitted in October (or another designated deadline), at which point a final determination is made. In *extremely rare cases*, the faculty will determine at the conclusion of the orals that the student will not be asked to continue in the PhD program, and a Master's degree will be granted in November. In this case, both faculty and staff work with the student to moderate a transition out of the graduate program.

Bring your bibliographies, repertory lists, and annotated copies of your written exams. The oral exam should be thought of as a conversation, and you are evaluated both on your knowledge and (more importantly) on your ability to think on your feet, improvise, and respond creatively to challenge. We have no interest in calling you out on trivial facts that can be discovered through a quick Google search. We will, however, often encourage you to talk about aspects of your fields that were not covered in the written essays and about the essay prompts you did not choose. Use the time between the written and oral exams to think about your essays and your fields: this is your chance for intervention and revision.

DESIGNING FIELDS IN THE SPRING SEMESTER BEFORE GENERALS:

CHECKLIST

You are responsible for choosing, developing, and preparing your fields, and it is essential to do so in consultation with the faculty.

- By February 1, submit a preliminary proposal for fields to the advisor in Historical Musicology. Provide a title for each field, then a short paragraph description of what you consider interesting or intriguing about it. Also include a one-page bibliography. If your field is oriented towards a body of works, list the repertories/pieces you want to discuss.
- Preface your proposal with a statement (c. 500 words) describing an overarching rationale for your field choices, which will give the faculty a sense of your intellectual formation and any nascent ideas you may have about dissertation work.
- During February, you will have ongoing conversations with faculty, in order to revise, expand, and rebalance the fields. During this time, you will be asked to prepare a more expansive document. This stage of the process involves designating a range of subtopics for each field.
- On March 1, submit a final version for approval (generally pro forma). Start thinking about which field will be explored in the syllabus, which is due June 1.
- On June 1, submit your syllabus. We will evaluate it for content, for pedagogical feasibility, and for its potential to inspire undergraduates in thinking about and experiencing music. Consider how your course could fit into a real-world undergraduate curriculum and what prior knowledge and interests your students are likely to bring to the experience.
 - Template: catalogue copy, 100-word course description.
 - Course rationale: précis of aims and purposes.

- Course schedule: list of meetings with brief description of what is covered, and list of requirements and (possible) optional assignments.
- House rules: student obligations for the seminar, rules and regulations, criteria for grades/evaluations.
- Instructions for written assignments: assignment suggestions, research tips, online resources, links.
- Size limit: 10 pages in 12-point type.

FINAL TIPS

If you have questions about exam logistics, please speak with Nancy Shafman and Eva Kim in the department office. Nancy Shafman keeps a file of exams from previous years, which you are welcome to consult.

* see music department [website](#) for more details.

Ethnomusicology

General exams in ethnomusicology will usually be given in August preceding the G3 year (prior to the first semester of teaching), provided students have completed the necessary requirements. Written exams will be given first. The ethnomusicology faculty will evaluate the written exams and decide whether the student is equipped to proceed to the oral exams.

PREPARATION FOR THE EXAMS:

In the spring of G2, students should provide short paragraphs outlining their primary and secondary areas as well as either 2 syllabi from coursework taken outside of the department or reading list(s) that, along with description(s), define interdisciplinary area(s). There are normally 2 interdisciplinary areas in total. The syllabus for an ethnomusicology course in the department may not alone form the basis for an interdisciplinary area for the purposes of the exam.

Primary and secondary areas are determined by primarily by geography and secondarily by genre and areas of theoretical interest; exceptions could arise, for example, where “jazz” or “music and neuroscience” could be the main rubric, and a region or period a secondary one. This is your first opportunity to define yourself as an “X”-ist in a certain field—a definition that has implications for representing yourself on the job market later. As such, you don’t want your area to be too narrow. At the same time you need to identify a cohesive unit of study, the literature for which you can reasonably master in time for the exams. We are not interested in calling you out on obscure facts; you in turn need not closely protect the boundaries of your areas out of fear that we will be searching for your weak spots.

WRITTEN EXAMS

Part I World Music (3 hours)

This section targets the student's primary and secondary areas. There will be a choice of 2 out of 3 essay questions, normally 2 in the primary and 1 in the secondary area. One hour is given for each question. Normally students answer one question in each of their areas but are not required to do so. This is followed by a list of six terms or phrases from which four are to be chosen for short answers in one hour. That means roughly 15 minutes per question. Normally there are more short-answer questions related to the primary area.

Part II General Ethnomusicology (3 hours)

This section focuses on the field of ethnomusicology at large. The format is exactly like part I otherwise. Normally there will be questions related to the history of ethnomusicology, methodology, key ethnographies and theories, genres, and substantive questions regarding musical sound (e.g. timbre, rhythm, harmony). The short-answer questions usually include the names of key figures, genres, musical instruments, musical concepts, and style descriptors in wide circulation. In studying for this part of the exam, be sure to keep abreast of current trends in ethnomusicology as well as historical roots.

Part III Interdisciplinary Approaches (3 hours)

This section will draw from the student's two interdisciplinary areas: 2 questions from one area and 1 question from the other. The ethnomusicology faculty choose which area will be given two questions at the time of writing the exam. There are no "primary" or "secondary" interdisciplinary areas. Here you have 90 minutes to answer 2 questions of your choice. There are no short-answer questions. The questions adhere closely to assigned work from your syllabi or reading lists. Since the point is to bring work from outside the field of ethnomusicology to bear on ethnomusicological work, the format of the questions is often some variation of, "Consider the concept(s) X from the work(s) of Y for research on music." We try to make the questions more interesting than this, but for the purpose of studying, this is a good starting point.

Part IV Analysis (2 x 8 hours)

Ordinarily, students will be given a choice of two pieces out of three to analyze from their primary and secondary areas.

ORAL EXAMS

In the oral exams students are evaluated both on their knowledge and on their ability to "think on their feet." Students will have a chance to review their answers and revise or comment on what they wrote before being asked specific questions expanding upon existing answers, or addressing questions not written about. Hence, in the two weeks' interval separating the writtens and the orals, students should think about responding to all parts of the exam.*

The orals proceed as follows:

1. You enter, are given water, paper and pencil, a moment to adjust, and are reminded that we are here to have a conversation.

2. You present your primary area and dissertation ideas for about 15 minutes.
3. We discuss the analyses in your primary and secondary areas (unless you have already done a Western example instead, in which case we only consider the primary area). This discussion is 30 minutes.
4. We proceed through each of the other sections in order, about 15 minutes each.
5. You step out of the room and the faculty confer for about 5-10 minutes.
6. You are congratulated for completing this rite of passage. Occasionally there is extra work to be done and occasionally students will be recognized with "distinction." These are decided on a case-by-case basis.

* see music department [website](#) for more details.

Theory

1. ANALYSIS PORTFOLIO

The analysis portfolio consists of three written analyses. You will be given a choice of pieces from different repertoires (typically modal, tonal, post-tonal) from which you're asked to select two. The third piece is entirely your own choice. This is an opportunity to tackle non-standard repertoires, if you wish, especially those that you might want to specialize in for your dissertation work.

Each essay should be about **4,000 words** long (not counting analytical graphs). Some of the pieces may have been analyzed before. We are not interested in a literature review; it is not necessary to consult existing analyses. We are most interested in your own analytical insights. (That said, obviously you should reference any sources you consult.)

Your portfolio should show an engagement with **at least two** established theories in your analytical essays. These may be the well-known bodies of theory (pc-set, Schenker, neo-Riemannian, sonata theories, etc.) that make up the theorist's toolkit. Or they may be an adaptation of a theorist's special insight, maneuver, tool, or approach that you transfer to the music you are analyzing. In the latter case, you should explain carefully what the theoretical insight is (using references and footnotes as appropriate) and how you are applying it.

The list of pieces will be announced around the end of the Fall semester. That way you have the winter break, the spring semester, and even part of the summer of your generals, to work on your portfolio. We generally recommend writing at least a rough draft of the essays at the earliest time possible so that you get the work for this exam out of the way before it takes away time from other things that may become urgent later on. After the pieces are announced, you cannot discuss the individual pieces with faculty members, but you may consult them if you have general questions about analytical approaches or theoretical issues.

You should choose your third piece carefully. Make sure the piece is not too long and sustains analytical interest. If you are choosing a piece from a nonstandard repertoire you may need to reserve some part of your argument for an introduction to some of the issues of the repertoire that the general reader may not be

familiar with. Here, too, you are allowed to consult faculty about general questions, but the ultimate choice of a piece is yours.

2. WRITTEN EXAMS

There are three written exams. Ideally they will be spaced out so that there is no more than one exam per day during the exam period, but there may be situations in which two exams on the same day cannot be avoided. Each exam is three hours long. Typically you will be asked to choose two questions from a longer list. Be sure to allocate an appropriate amount of time to each question, bearing in mind that the selection process may also take some time. Prepare for this exam by writing timed essays in the weeks before the generals.

The three written exams will be as follows:

(1) Critical Issues in Music Theory

This exam will ask you to comment critically on a range of recent issues and debates in music theory. The topics will be covered in the bibliography of the recurring graduate seminar 221, Current Issues in Music Theory.

(2) History of Music Theory

This exam will focus on the works of a small range of central figures in the history of music theory (currently Boethius, Zarlino, Rameau, Helmholtz, Schoenberg). These figures may be changed and adapted from time to time. The recurring graduate seminar 220 History of Music Theory will help prepare you for this exam. You will be expected to be familiar with the work of two of these figures, their intellectual context, and the issues that arose from their work.

(3) Special Field

This is an opportunity to prepare a field that may lead to a dissertation topic. The specifics of the topic and the appropriate bibliography are determined by the end of the Spring semester at the latest in consultation with the faculty.

3. SYLLABUS OR MEDIA PROJECT

Here you have a choice between two kinds of exams: **either** a syllabus of no more than 20pp. **or** a substantial creative or scholarly project using sound or digital media. The products of this exam will often become useful for application purposes later on in your career: either as a sample syllabus for a teaching portfolio, or as a demonstration of your experience in the digital humanities. You should pin down the specifics of your project by the start of the Spring semester.

(a) Syllabus The syllabus is no longer than 20pp and contains all the requisite parts. Explanatory text, at the beginning of the document, or in the week-to-week components, is particularly important here. It should cover a topic of analytical interest, broadly conceived. The course should be appropriate for upper-level undergraduates, with weekly meetings over the course of a semester of ca. 13 weeks. Each week should

have specific materials listed, and a substantial part of the meetings should discuss a musical repertoire or repertoires, which should be identified in the syllabus. The topic and scope of the syllabus is determined in consultation with the faculty. The bibliography leading to the syllabus can be discussed with the faculty, but not the syllabus itself.

(b) Creative or scholarly media project For this exam you will produce a substantial media project of scholarly or creative merit commenting on music-theoretical questions (broadly conceived). This can take a number of forms or creative expressions, usually involving some form of recording technology and/or digital media. (Where appropriate, for instance in the case of a creative project of an artistic nature, you can supply additional written explanatory text, especially to explain its significance for music theory.) The nature and scope of this project are determined in consultation with the faculty. You can discuss bibliography and general questions with the faculty, but not the project itself. For technical and media-related questions you may consult the appropriate staff member.

4. ORAL EXAM

About a week or so after the written exams you will be asked to take an oral exam that will focus on all the work that you have generated for your generals, as outlined above under points 1–3. This oral exam is typically 90 minutes long and will usually take the form of a conversation. It is an opportunity to revise, clarify, or refine your answers, if necessary, and to talk about any points that you didn't have time to mention in the timed exams. It is also an opportunity to expand the conversation into future dissertations topics, especially as concerns the parts of the exam that allow you to specialize (third analysis, special field, etc.). Students often report that they found the oral exam to be much more enjoyable than they anticipated.

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. The oral examination is based on an in-depth discussion of two to three major works that are assigned in the late spring of the second year of graduate study. The students are asked to create their own analytical approaches to these pieces and to discuss them over an hour for each piece. The oral exam is held during the week prior to the start of fall term classes.

Creative Practice and Critical Inquiry

During the summer after the second year of study, candidates will take three to four exams, to be determined in close consultation with the faculty. These include a preliminary portfolio of creative work, written exams on theoretical/analytical and historical/cultural topics relevant to the candidate's individual research goals, and an oral exam encompassing all of the above. The dissertation should offer original research and creative work that strikes a balance within this unique combination of interests.

See the Music Department website for details on Satisfactory Progress.

Teaching

Since teaching is an integral part of graduate training, most graduate students are teaching fellows during part of the time they are at Harvard. Teaching fellows are also eligible to apply for a resident or nonresident tutorship in one of the 12 undergraduate houses, or in the Dudley Community. In addition to financial benefits, teaching fellowships and tutorships provide excellent professional experience.

Beginning in the third year, graduate students in good standing are eligible for teaching fellowships. Most teaching fellows devote two "**term fifths**" 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 courses required for the PhD.

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 so 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 **dissertation policies** of the Graduate School of Arts and Sciences. The department requires one bound copy for the Music Library, in addition to the two copies (one bound, one original) required for the Registrar.

Doctoral Colloquium

All departmental doctoral candidates who are about to submit or have submitted their dissertation are required to make a final presentation of their work.

See music department **website** for more details on the dissertation process and final requirements for graduation.

AM Program and Degree Requirements*

****The Department is currently not accepting applications for the AM in Performance Practice.***

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. The program is designed to provide intellectual and scholarly background to finished musicians who are preparing or engaged in careers as performers and teachers.

The emphasis is on preparing students to work with sources, editions, theoretical writings, organology and other matters of importance to performance styles as related to repertoires. Additional areas such as differences in the meaning of terminology and notation from composer to composer or from era to era; ornamentation; liberties of tempo and declamation; and improvisation will be addressed.

Students interested in pursuing the AM degree should apply to the Graduate School of Arts and Sciences for admission. Ordinarily, the department expects to enroll one or two AM students a year or every two years. No auditions are required. A recording representing the level and breadth of accomplishment should accompany the application form.

Students who wish to continue at Harvard for the PhD will apply in the normal manner, and their applications will be considered according to the same **admissions requirements** as other applicants. 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 before Study Cards are submitted. The AM degree will be awarded on completion with passing grade (B- or above) of at least eight and no more than twelve four-credit courses.

Languages

AM Students will be expected to demonstrate a reading knowledge of French, German, or Italian. Students must pass an examination before entering the second year of graduate work (by the beginning of the third semester).

Residence

There is a minimum residence requirement of three terms. Students normally require two years to complete the AM degree.

Thesis

A thesis proposal (subject and scope to be decided in consultation with the advisor) should be submitted for department approval by March of the first year of graduate work. A master's committee, comprised of one advisor and two readers is approved by the faculty following the acceptance of the proposal. Theses should be approximately 50 pages in length and submitted to the department no later than March 1 for the May degree and September 1 for the November degree.

Secondary Field in Musicology

Please see the description of a **secondary field** in Musicology/Ethnomusicology.

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 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. For students interested in the South Asian Studies program, it is our expectation that candidates for doctoral study will propose a project. Such programs 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.

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 Hindi-Urdu (including Avadhi, Braj, and modern dialects), Middle Indic (Pali, Prakrit), Nepali, Sanskrit (Vedic, Classical), Tamil (Classical, Modern), and Tibetan (Classical, Modern). The Department also supports instruction in Bahasa Indonesia, Bengali, Burmese, 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/or to contemporary issues in the humanities and social sciences.

Coursework

General requirements

For the PhD: Sixteen four-credit courses and a minimum of two years in residence are required.

For the AM: Eight four-credit courses and at least one year in residence are required.

Core requirements for the PhD

1. A minimum of four four-credit courses in Hindi-Urdu, Classical Sanskrit, Tamil, Tibetan, or another South Asian language at the advanced level.
2. Two four-credit courses in a second South Asian language
3. Eight four-credit courses in the student's special field, including related courses in other departments.

4. Reading knowledge of two modern research languages, at least one of which will normally be French or German, and the other of which can be any modern language relevant to the student's special field. Reading knowledge must be demonstrated by the end of the second year of residence, ordinarily by passing a language exam with an honors grade.

Core requirements for the AM

Two four-credit courses of seminars, two four-credit courses in Hindi-Urdu, Classical Sanskrit, Tamil, or Tibetan at the advanced level, and four four-credit 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 their prospectus, they also suggest 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 end of their third year in the program.

For students in the Sanskrit and Tibetan track, 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.

For students in the South Asian Studies track, there are normally three written exams, corresponding to 2, 3, and 4 above. In place of the translation without dictionary exam (1 above), students in the South Asian Studies track will be required to demonstrate, by test or otherwise, their speaking and listening proficiency in a modern South Asian language.

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; and 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 & Dissertation

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 **Formatting Your 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.

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.

Studies of Women, Gender, and Sexuality

Aims

The secondary field in Studies of Women, Gender, and Sexuality (WGS) has two aims: to help qualify students for employment relating to studies of women, gender, and sexuality and to support graduate students with WGS-related interests form productive and lasting scholarly communities.

Admission

The secondary field in WGS is open to all students enrolled in doctoral programs in Harvard's graduate and professional schools.

To apply for the secondary field, graduate students should complete a **plan of study form** (available **here**) and make an appointment with the Director of Graduate Studies (DGS). At this meeting the DGS will review the student's plan of study and discuss options for completing the secondary field requirements.

WGS encourages 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 is updated each year.

Courses offered by the inter-institutional Graduate Consortium in Women's Studies ([website](#)) may also be used to fulfill course requirements for the secondary field in studies of WGS.

Additional Requirements

In addition to coursework, the secondary field requires students to demonstrate mastery in the field by composing an article-length paper suitable for publication — this can be a chapter of the dissertation — and serving one term as a salaried teaching fellow in a course offered by WGS faculty.

History of Science

The Department of the History of Science has long welcomed students from other disciplines into its seminars and colloquia. Students choosing to deepen their engagement with history of science by pursuing a secondary field will achieve an understanding of the role of science and associated fields, be encouraged to enrich their perspective on current affairs and the development of the past and be granted flexibility in following their particular interests in departmental coursework. The department offers such students access to a lively, engaged, and diverse scholarly community.

Applying

PhD students may apply to the Department of the History of Science to do a secondary field after completing one semester of study at Harvard. Interested students should meet with the departmental director of graduate studies (DGS) to discuss making a formal application to the department and to draw up a tentative plan of coursework to fulfill the secondary field requirements.

The application consists of:

1. A statement of interest in the history of science, discussing any background in the discipline and addressing what the student hopes to achieve with the secondary field;
2. A copy of the undergraduate transcript;
3. A brief letter of recommendation/endorsement from a faculty member in the student's home department;
4. A statement of support from the DGS in the student's home department.

Requirements

Requirements for the secondary field are:

1. Completion of 303a, Historiography of the History of Science;

2. Three additional courses in the department (including courses that count for departmental credit, e.g., in STS, KGS or in HASTS, MIT), at least two of which must be at the graduate level. An independent study (301) with a departmental faculty member may count toward this total. Only courses approved by the history of science DGS count toward the secondary field requirements. All courses must be completed with a grade of B+ or higher.
3. Students must meet at least once each academic year with the HOS DGS to review progress.

Biological Sciences in Public Health

Satisfactory Progress

Satisfactory progress is required for Biological Sciences in Public Health (BPH) students in order 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 Advisor

The BPH Faculty Director is responsible for advising first-year students. With assistance from the Faculty Director, graduate students select courses and laboratory rotations that best suit their needs. The Faculty 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 their dissertation advisor and from their dissertation advisory committee.

Courses and Grades

In general, the BPH program expects that students will receive a grade of B or better 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. The grade of C or Incomplete is offset by a grade of A, and a D by two As. Pluses and minuses are ignored for this calculation.

Students must take the required courses, at least three additional core courses (12 credits required) from a selected list (or a pre-approved equivalent), and at least two to three critical reading courses (6 credits required) from a selected list (or a pre-approved equivalent). Each student designs an individualized, flexible curriculum plan with advice from the BPH Faculty Director and their advisor that meets their areas of specific scientific interest.

The particular courses a student is required to take may vary based upon the student's academic background, needs, and interests. 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. For more information, students should review the **BPH Requirements** page on the program's website.

Waiver of Course Requirements

For some students who have successfully completed graduate-level coursework, BPH course requirements may be waived if graduate-level competency is demonstrated to the Faculty Director before the end of the first semester of year one. Students may request a **Course Waiver Form** 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 to help identify a Dissertation Laboratory Advisor. Laboratory rotations permit students to gain familiarity with several different laboratories, not only to learn concepts and techniques, but also to primarily select a laboratory in which they will complete their dissertation research.

NUMBER AND SELECTION OF ROTATIONS

Students are required to complete two rotations but ordinarily participate in three 9-10-week rotations in different laboratories. Of the three rotations, two must be performed in a BPH faculty laboratory. If a student identifies a dissertation laboratory after two rotations, they may petition the BPH Program Director to begin their dissertation research in lieu of further rotation studies.

Students may approach any **BPH faculty member** for rotations. While offering a rotation does not obligate a laboratory to ultimately accept that student, ***the student should rotate only in laboratories that are willing and able, considering space and financial capacity, to accept new students.*** To facilitate the selection of laboratory rotations, students may refer to descriptions of faculty research and recent publications found on the faculty member's website. Additionally, first year students will be required to attend "faculty pizza talks" which occur weekly from July through early September. These talks will be informal 90-minute presentation/discussions with faculty about the current and future research directions of their laboratory. These interactions greatly help students make well thought-out choices about their rotations and future studies. Rotations with faculty outside the BPH Program must be approved in advance by the Program Director. Please note that if a student wants to rotate with a faculty member outside of BPH, that faculty member must be affiliated with **Harvard Integrated Life Sciences (HILS)**.

PREPARING FOR ROTATIONS

Prior to 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 (typically 9-10 weeks). In addition, the laboratory head and student should explore whether or not this is a potential dissertation laboratory, considering appropriate funding to support a doctoral student, should there to be a mutual interest in the future. To receive credit, students must register via GSAS registration for BPH 201r, and complete a **BPH Rotation Registration Form**, signed by the student and laboratory head, and then submitted to the BPH Program Director for approval ***prior to the beginning of the rotation.***

In preparation for working in laboratories, all incoming BPH students are required to complete virtual/online lab safety training as well as occupational health clearance forms prior to the July Orientation. Furthermore, prior to each rotation, students will need to undergo a laboratory safety orientation and may be required to complete additional safety trainings pertinent to the specific laboratory work to be performed. **It is the student's responsibility to check in with both the PI and lab manager to determine the exact requirements necessary prior to beginning each rotation.**

COMPLETING ROTATIONS

Upon completion of the first and second laboratory rotations in September and December, respectively, first year students will write a two-page report and present the background and findings of the rotation in an oral presentation to an audience comprised of BPH students, faculty, and other members of the rotation lab. Subsequently, at the culmination of each laboratory rotation, the faculty mentor is required to evaluate student performance by completing a **Rotation Evaluation Form**.

At the end of their first academic year, during the BPH Orientation Week for new students in July, rising G2 students will be required to select one rotation for an oral presentation.

The Conduct of Science

Medical Sciences 300qc, The Conduct of Science, is a discussion forum course 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. According to NIH Guidelines, students in their upper years, usually the fifth year or above, must take the Conduct of Sciences Refresher Course.

Laboratory Safety

All incoming BPH graduate students are required to take the Harvard University Laboratory Safety and Radiation Safety Courses (scheduled during orientation) 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 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 BPH Faculty Advisory Committee must approve all requests in advance.

Selecting a Dissertation Advisor

Typically, after completing two to three 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)

In the spring 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 their thesis 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. The exam includes a written proposal, and oral defense of that proposal, on a topic related to the dissertation research.

PREPARING FOR THE PQE: STUDENT TIMELINE

- Complete the **BPH Preliminary Qualifying Exam Course Form**, listing the coursework taken to fulfill program requirements. The BPH Program must approve of satisfactory progress before the student proceeds in the PQE process.
- The **PQE committee** will consist of three BPH program faculty* with relevant expertise for each student's area of research, chosen by the student in consultation with the advisor and Faculty Director. Students may also name faculty with appointments in BPH-affiliated departments, who themselves might not be BPH members. **The PQE committee chair**, who will act to moderate and document the proceedings and outcomes of the exam in addition to serving as an examiner, must be a member of the **PQE Steering Committee**, which is comprised of experienced examiners with collective expertise that cuts across the scientific spectrum covered within the program. The research/dissertation advisor is not part of the student's PQE committee. **The student must complete the PQE Committee Form and have it approved by the BPH Faculty Director.**
 - *For students in dissertation labs outside of BPH (HILS-affiliated labs), one member of their PQE committee can be from the HILS-affiliated lab's department.

- The student is required to send the **PQE Committee Form and the PQE Course Form** to the BPH Office as soon as these are completed along with the date, time and location of the exam.
 - **NOTE: It is critical for students to work with the BPH Office in scheduling PQEs so as to not conflict with other BPH academic endeavors such as dissertation defenses.**
- **Topic and content:** Students are expected to choose a **topic** for their exam that is ordinarily related to the topic of the student's dissertation. While it is fully expected that the advisor would help guide the student toward their current topic of dissertation research and provided technical advice, the advisor and PQE committee are not allowed to assist the student in developing the scope and aims of the proposal. However, students are encouraged to get feedback and critical comment from their peers in the laboratory and program.
- **Preparation Period and Guidelines:** 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. Furthermore, students should not seek feedback from the members of their exam committee.

The Written Proposal

The written component is submitted to the PQE committee at least **10 calendar days** before the oral exam. A copy of the proposal should also be provided to the BPH program office and the dissertation advisor. The proposal should be single spaced, following the form of an NIH post-doctoral fellowship application on the topic chosen (Ariel, 11 pt. font, **6-page maximum**, excluding references). The proposal should include the following sections:

- **Specific Aims** – Listing the objectives 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). One page or less is recommended.
- **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 pages are recommended.

- **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 novel approaches, tools, technologies, or methods you may develop, and advantages over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies. Discuss the potential challenges, difficulties, caveats, and limitations of the proposed procedures and alternative approaches to achieve the aims. Highlight anticipated outcomes, alternative interpretations, and potential pitfalls. Four pages are recommended.
- **References: (author, title, journal, inclusive pages, year)**

THE ORAL EXAM

The oral portion of the exam is built around a defense of the written proposal. At the outset of the exam, the student leaves the room for the PQE committee to discuss the merits of the written proposal and identify key areas they want to test the student on. Additionally, the Dissertation Advisor will be asked to attend the PQE exam at the very beginning to review the student's preparation for the exam with the committee, but will not be present during the oral examination.

Once the student is asked back into the room, the exam starts with a short presentation by the student (no more than 10 slides) of the background, specific aims, rationale, preliminary data, and proposed approach. The examiners, having read the proposal in detail, then ask questions that are both directly related to and tangential to the proposal. Students must defend and explain the hypothesis, methods, and anticipated results, while also recognizing alternative approaches and interpretations. The committee will invariably test the student's understanding of the core principles that underlie the scientific problem and their origins. Students may be asked to draw models or experimental flowcharts on the board for clarity. The exam is usually completed in about 2 hours, at which time the committee deliberates an outcome with the student out of the room. 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 at the completion of the exam.

PQE OUTCOMES

The PQE committee evaluates the individual sections and overall content of the **written proposal**, with an emphasis on the rationale and feasibility of the aims and whether the aims are interdependent or not. Often, deficiencies in the written proposal are satisfactorily addressed in the oral exam. However, a critique of the proposal will be provided and students may be asked to rewrite specific sections or, on occasion, the entire proposal.

For the **oral exam**, the committee will deliberate on the student's preparedness as it relates to:

1. Broad background knowledge of the chosen field and related literature;

2. The ability to deconstruct and think critically about the research project and field (i.e., what are the established first principles and how were they established and what assumptions have been made, but not proven, that impact the proposed study?);
3. The application of specific methods, including strengths, limitations, alternatives, and statistical considerations;
4. The capacity to interpret specific outcomes and define an appropriate course of subsequent experiments;
5. Presentation skills and clarity.

Specific comments on these areas of competency and others will be provided on the **PQE Report Form**.

Based on the student's performance, the committee will make constructive recommendations or require specific actions related either to the written proposal or to making improvements in specific competency areas recognized from the oral exam.

THE POTENTIAL OUTCOMES OF THE PQE ARE:

1. PASS – a constructive critique and list of recommendations for improvement is provided to the student.

2. CONDITIONAL – This is a qualified pass. In addition to recommendations, a specific list of required changes to the written proposal or actions needed to improve competencies (e.g., through coursework, online modules, article reading, working with a tutor or faculty member on a specific area of deficiency, etc.) will be given and discussed with the student, along with a timeline for completion. For example, a student might be asked to write an additional one or two-page report on a specific area of importance to their project that they displayed insufficient knowledge of, which would be done after further reading of the literature and/or additional coursework. The PQE chair, laboratory mentor, and Faculty Director will oversee the satisfactory completion of these required actions within the set timeline.

3. RETAKE – If the committee determines that both the written proposal and oral exam are inadequate, with substantial deficiencies being recognized in multiple areas, then the student will be asked to retake the exam. The **PQE Report** will delineate these deficiencies and make clear recommendations to the student on what needs to be improved. A decision to require a retake of the PQE must be signed off on by the Faculty Director and PQE steering committee after reviewing the case.

A meeting is then held with the PQE chair, Faculty Director, Advisor/PI and student to discuss the case and the specific improvements needed. Resources available to the student and a strategy to employ them for improvements in scientific understanding and reasoning, critical thinking, proposal writing, or presentation will be provided to the student. The student must retake the exam, including submission of a revised written proposal, within six months. Unless aspects of the previous exam were deemed potentially unfair to the

student, the same PQE committee will administer the *retake*, and the Faculty Director or a representative of the PQE steering committee will attend as an observer. In rare circumstances, the student may be counseled to consider leaving the program at this stage.

4. FAIL – The outcome of the *retake* exam is either *pass* or *fail*, and a student can only fail the PQE at the *retake* stage. Failing the PQE would occur if a combination of the revised proposal and second oral exam are again found to be insufficient and demonstrating a lack of preparedness and qualifications to move forward in the program. If after final considerations by the Faculty Director, PQE steering committee, and mentor, it is concluded that the student is best served by leaving the Program to pursue other interests, the student will be asked to leave the program at the end of the semester.

Upon satisfactory completion of their PQE, BPH students advance to become PhD candidates.

Advising

Advising of students is multi-layered, distributed among primary advisors, committees, program heads, faculty at large, program administrators, BPH, and GSAS. The BPH program provides all students with academic guidelines that describe advising in depth. In general, first-year students are advised by the BPH Faculty Director. After a student selects a dissertation laboratory, in their first year, that PI becomes the primary advisor and the Program Director remains as the secondary advisor. Six months after a student passes their Preliminary Qualifying Exam, a Dissertation Advisory Committee (DAC) is formed. In concert with the dissertation advisor, the DAC monitors the student's progress, offers assistance, and determines when the student can write and defend the dissertation.

BPH Individual Development Plan (IDP)

The BPH Program has implemented the BPH Individual Development Plan (IDP) for its students. There are **four aims to the BPH IDP process**: Self-Assessment, Career Exploration, Goal Setting, and IDP Implementation.

- 1. Self-Assessment:** Students will complete annual self-assessments. The emphasis is on stage-specific graduate school goals with a focus on recognition of skills and deficiencies. Goals in the G1 year focus on expanding desired knowledge and filling gaps through course work, the selection of laboratory rotations, and finding the best fit for a dissertation advisor. Goals for the G2 year and beyond focus on developing project ideas and research directions toward the dissertation, enhancing skills in experimental design and execution, critical data interpretation, and communicating science to diverse audiences. Student ideas around career aspirations, which evolve during the doctoral studies, should be discussed at each stage.
- 2. Career Exploration:** Beginning in the G3 year, students should research career options, network, and explore different career paths by reading online resources, attending alumni career workshops and other events within the Harvard community and elsewhere. A goal is to recognize the skills and experiences that best fit a given career path.

3. **Goal Setting:** Students identify actionable goals for developing desired skills, determining areas of professional interest and building contacts within those areas of interest.
4. **IDP Implementation:** In all years, students will have targeted conversations with their mentor(s) about academic and professional goals, plans and experiences, and ways to implement and monitor progress towards these goals. These conversations encompass short-term goals related to doctoral studies and research, mid-range goals for just after graduate school, and longer-term career goals, with the emphasis guided by stage of training.

IDP Advisor

The role of the IDP advisor is to help with goal setting, career advice, and the implementation of the IDP.

G1s' IDP Advisor will be the BPH Faculty Director (or a faculty member of their choosing) and at the end of the G1 year, students will select any faculty member of their choosing for the remainder of their program to serve as their IDP Advisor.

IDP Program Requirements

Your completion of the IDP process each year is a requirement of the BPH program and aligns with NIH requirements. Considering that the beginning of an academic year is an ideal time for self-reflection and planning, **we ask that you complete the IDP process by September 30 of each academic year.** Completing the IDP process consists of the following steps:

- Completing the appropriate IDP form
- Sending the completed IDP Form to your IDP Advisor
- Meeting with your IDP Advisor prior to September 30 each year
- Completing the **BPH Verification Page** by September 30

We ask that you share your IDP Form with your IDP Advisor prior to your meeting to facilitate your discussion. These forms and conversations will remain confidential between you and your IDP Advisor unless you choose to share portions of it with your Dissertation Advisor. Please note that **the BPH Program is NOT collecting the IDP forms. Rather, you will need to complete a BPH Verification Page confirming you met with your IDP Advisor by September 30** of each year documenting that you completed the process.

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 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 directions, while assessing progress toward the completion of an original body of research appropriate for completion of a PhD dissertation.

OVERALL, THE MAJOR GOALS OF THE DAC ARE TO:

1. Critically assess the student's progress in both a specific research project and development as a scientist;
2. Provide advice and assistance to the student to overcome hurdles to progress in both areas;
3. Assure that the student's research project remains focused within a reasonable scope;
4. Guide the student toward completion of the project in a timely fashion, usually resulting in at least one first-author primary research publication.

DAC COMMITTEE MEMBERSHIP

The DAC is a group of faculty selected by the student and mentor to provide guidance and direction on the student's dissertation research and assess both the progress of the project and the development of the student scientist. *In addition to providing practical and technical assistance to the student, the DAC also serves to moderate the mentor-student relationship and any non-scientific issues hindering progress.* It is, therefore, important for the students to have committee members they trust and with whom they feel comfortable discussing such issues. Students select DAC members in consultation with their dissertation advisor, who must agree to the make-up of the committee.

The membership of the DAC committee must be approved by the BPH Program Office. Students should submit the **DAC Committee Membership Form** to the BPH Office as soon as they have assembled a potential committee for approval. The requirements for DAC Committee Composition are the following:

- The DAC is composed of three or more faculty members, who have complementary and relevant expertise to fit the student's dissertation project.
- Additionally, the Dissertation Advisor must attend each DAC meeting but is not an official member of the DAC committee.
- The Chair of the DAC is required to be a BPH faculty member, usually with the same departmental affiliation as the student's advisor.
- At least one member should be from outside the BPH program, from another Harvard-affiliated institute or an unaffiliated institute (e.g., MIT, Brown, UMass, etc.).
- The other DAC member(s) should have Harvard-affiliated faculty positions.
- Unless otherwise approved by the BPH Program Office, all members should be tenure track faculty, or equivalent.
- All DAC members should be present at DAC meetings unless there are extenuating circumstances.

PREPARING FOR THE DAC: STUDENT TIMELINE AND PROGRAM PROCEDURES

- The first DAC meeting should be scheduled within 6 months of completing the PQE and prior to the beginning of the 6th semester. Subsequent DAC meetings should be scheduled about every 6-9 months to assess student progress.
- DAC meetings will be more frequent for students G4 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. The BPH Program Director may attend DAC meetings for students in the G6 year and above to assess whether appropriate progress towards degree completion is being made.
- Students bear primary responsibility for setting up the DAC meetings. **Students should notify the BPH Office about all meeting days and times as soon as they have been set so as to not to conflict with other major BPH milestones such as PQEs and Defenses.** Additionally, students should include the BPH Office in any material distribution in advance of DAC meetings.
- 7-10 days prior to each DAC meeting, the Student Assessment and Advisor Assessment portions of the **DAC Report Form** should be completed and sent to the DAC committee along with any relevant materials (e.g. progress report). NOTE: For the first DAC meeting, students will submit a dissertation proposal – please see the

directions below for more details. Additionally, students should send the DAC Guidelines/Overview to the committee before the first DAC Meeting.

- After each DAC Meeting, the DAC Chair will complete the rest of the **DAC Report Form** and all DAC committee members sign it. The completed form should then be submitted to the BPH program where it will be scanned, electronically sent to the entire committee, and filed in the student's record along with all materials from that respective DAC meeting. These materials document progress to date and recommendations for further work, which are required by GSAS.
 - The **DAC Report Form** contains three sections:
 - 1) student self-assessment of progress;
 - 2) an advisor/mentor assessment of the student's progress;
 - 3) the DAC's assessment of the project and student's progress.
 - The first two parts of this form are completed by the student and advisor, respectively. The DAC assessment part of the form is filled out during or just after completion of the DAC Meeting. As an additional component of the DAC report, the student is asked to provide two "elevator-pitch" statements of four sentences or less, one that is more technical for non-expert scientists and one that is in lay language for non-scientists. The purpose of these statements is to improve science communication skills to different audiences.
 - The BPH Program is required to give the Graduate School of Arts and Sciences an accounting of student progress via Satisfactory Progress Reports, a key component of which is regular DAC meetings for G3 students 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.

DAC CONTENT AND MATERIALS

FIRST DAC MEETING: DISSERTATION PROPOSAL

In addition to completing the specified portions of the **DAC Report Form** noted in the "preparing for the DAC" section, students submit a written dissertation proposal to the Dissertation Advisory Committee within six months of successfully completing the Preliminary Qualifying Exam. 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. Students should present a clear plan for completing all of the work required for the PhD dissertation within approximately 3 years. While it is understood the plans will evolve over the course of thesis research, especially since highly creative projects engender some risks, and delays of an unexpected nature may arise, students are encouraged to strive for this goal. Is about 10-12 pages in length, and 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)

The DAC and student will meet to discuss the dissertation 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. Please see the "Organization of the DAC Meetings" section for more details.

SUBSEQUENT DAC MEETINGS:

In addition to completing the specified portions of the **DAC Report Form** noted in the "preparing for the DAC" section, students submit a written Research Progress Report of 3 to 5 pages in length (not including figures):

1. **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.
2. **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. Figures of key pieces of data and working models should be included.
3. **Significance:** A brief discussion on the significance of the findings to the current state of the scientific field.
4. **Plans:** A summary of plans to address the remaining Specific Aims, including any important modifications to the original plans.

ORGANIZATION OF DAC MEETINGS

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, each meeting starts 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 expand on the written comments in the DAC Report Form, present their assessment of the student's progress, and whether the student is on course to graduate in a timely

fashion. The student self-evaluation form should be discussed (this should have been reviewed by the student with their P.I. prior to the DAC meeting) along with any issues perceived as hindering the student's progress. In the absence of the advisor, the student may likewise communicate their own assessment of their progress and whether the advisor and the laboratory environment provide the support that they need. 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, or that the DAC should be aware of in assessing progress. In this manner, the DAC serves to moderate the student-advisor relationship and recognize hurdles to progress that the student faces that may be arising from their interactions with the advisor, or lack thereof, or within the laboratory environment. If needed, the DAC chair will bring issues that arise to the attention of the Faculty Director, or encourage students and advisors to do so, for further mitigation. After these private meetings with the DAC, the DAC, the advisor and the student will proceed to the student presentation portion as described below.

2. Student presentation. The main part of the meeting will consist of a 30-40 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 their field and scientific maturity surrounding ongoing and future work.

3. Comments/feedback given to student by DAC. The DAC meeting is not an exam, but a scientific discussion geared toward critically assessing current data, discussing next steps, and discussing the overall direction of the student's project. The student does not present an exhaustive set of data generated since the previous DAC, but rather summarizes the core findings and conclusions, alternative interpretations, and impediments to progress. Typically, the committee will spend much of the time on technical hurdles or key decision/branch-point experiments in the project, along with a broader discussion of the novelty and impact of the findings. The collective expertise of the DAC, advisor, and student are employed to help set or reset the course of experiments, focusing on the student recognizing the highest priority experiments and developing a plan of action to complete those experiments. Rigor and reproducibility should be points of emphasis in the DAC meeting, accompanied by a critical discussion of quantitative approaches and proper use of statistical methods. In addition to providing constructive comments and point-by-point suggestions on the science, both during the meeting and in the written report, the DAC assesses and documents whether the student is on a good track toward graduation, and the progress of the student's development as a scientist.

Moreover, the DAC should comment on the 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 DAC chair will complete the committee's section of the DAC Report form, which the BPH Program Director will review. Other concerns that arise during the DAC meeting may also be communicated to the BPH Office.

5. Duration of the DAC Meeting. The overall DAC meeting usually lasts about two hours.

FINAL DAC AND PERMISSION TO WRITE THE DISSERTATION

It is ultimately the DAC's decision, in consultation with the student and advisor, when the student may begin writing their dissertation. The core requirement for this milestone is that the student must have completed a body of primary research deemed to be 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 or at least one that is largely prepared or submitted prior to graduation. In addition, the DAC considers the scientific maturity, independence, and capacity for original thinking in considering the student's readiness to graduate. Career aspirations and immediate future plans can also factor in to the timing of this decision.

When the DAC concludes that the student has met the requirements for earning a PhD and is ready to begin writing their dissertation, the committee will "check the box" on the student's DAC Report Form at the completion of the final DAC meeting. The student's dissertation defense must take place within 6 months of the date on which the box is checked.

Defense and Dissertation Overview

Once a student's box is checked, the BPH student should set up a one-on-one "Defense Packet Meeting" with the BPH Assistant Director or Program Coordinator to review the defense and dissertation process, which includes reviewing all required materials, logistics, timing, FAS/GSAS guidelines, sample forms, and answering questions related to these processes.

DEFENSE COMMITTEE

*A defense committee must be approved by the BPH program, with membership listed on the **Dissertation Defense Committee Form**. By GSAS rules, all members must hold academic positions of Assistant Professor or higher. There are 4 members of the committee, which should meet the following criteria:*

- **Defense Committee Chair:** One member of the student's DAC, often the DAC chair, is required to chair the oral defense. This required holdover from the DAC serves the purpose of providing insight to the examiners regarding the path the student has taken in completing the dissertation research. Their primary role is to assess committee satisfaction with the written dissertation, administer the exam, arbitrate any problems that may arise, and make final recommendations for completion of necessary corrections and additions to the dissertation. **No other DAC members can serve on the defense committee.**
- At least one member should be a BPH faculty member, often from the same academic department.
- One member should preferably be from outside of Harvard University.

- The fourth member should be from either BPH or another Harvard-affiliated program.
- Ordinarily, co-authors and collaborators cannot be members of the defense committee

DEFENSE TIMING AND FORMAT

- Overall, students should reserve three hours for their defense: one hour for the public seminar and up to two hours for the private oral examination. The title, time, date, and place of the exam will be announced by email to members of the BPH community and publicized throughout HSPH (and outside labs if a student is in a HILS-affiliated lab). It is worth noting that the public seminar and the private exam can be held in different rooms, depending on what rooms are available.
 - Students should notify the BPH Program as far in advance with the details of the exam, especially because the BPH Program attempts to avoid conflicts with all milestone scheduling such as PQEs, DACs, and other students' defenses.
- The student is required to notify the BPH office no later than three weeks in advance of the defense with the final dissertation title.
- At least two weeks before the date of exam, defense committee members should be sent copies of the dissertation for review. A copy of the dissertation should also be sent to the BPH program.
 - NOTE: When sending the dissertation to the Defense Committee, the BPH student should ask the committee members if any of them want a printed version of the dissertation, in which case the BPH Program can help the student produce it.
- If any defense committee member foresees problems with the exam, they should contact the chair of the defense committee in advance of the meeting. If major problems are found with the written document, the committee can decide to postpone the oral defense until satisfactory changes are made. While rare in our program, these occasions can involve the insufficient or improper use of statistical methods, grossly overstated conclusions, insufficient background or discussion, or evidence of plagiarism.
- More details about the timing and format are provided in the “Defense Packet Meeting” held with each student.

ORAL DEFENSE PROCEDURES

Part 1: Public Seminar

As part of the exam, the PhD candidate will present a public seminar followed by a private oral examination. The public presentation lasts no longer than 1 hour, which includes time for the advisor's introduction, the student's oral presentation and acknowledgements, and time for audience questions and answers. The Defense Committee is required to attend the public seminar; however, it is customary for members of the defense committee to hold their questions until the private oral exam.

Part 2: Private Oral Examination

A private oral examination follows the public seminar. Initially, the student will be asked to leave the room for several minutes, along with the dissertation advisor (if the dissertation advisor has decided to remain for the private exam). During this time, the committee will discuss the merits of the dissertation, any issues with the dissertation, and areas they may want to focus on during the oral exam. The student (and advisor, if present) is then asked back into the room for the exam.

Each member of the defense committee will direct questions to the candidate based on their review of the dissertation and presentation of the seminar. The Defense Chair will moderate the discussion between the panel and the student. The closed defense takes up to two hours and involves detailed technical questions as well as broader questions on the conclusions, impact, and limitations of the research. Dissertation advisors may be present, but they must not participate in the exam (e.g., answer questions posed by the committee).

At the end of the examination, the student (and advisor, if present) is once again asked to step out of the room for several minutes. The committee will discuss any revisions needed for the thesis, whether these revisions need to be reviewed, and by whom. Once the committee determines the outcomes, the student will be asked back into the room for the committee to provide the student with any changes needed to the dissertation. While it is extremely rare for the student to fail at this stage, the committee will provide recommendations to the student on their research, communication skills, and development as a scientist, as well as delineate the required changes to the dissertation.

PREPARING FOR THE DEFENSE/WRITING THE DISSERTATION

Students preparing to write and defend their dissertation must review University requirements as outlined in **Dissertations** with guidelines published at the Graduate School of Arts and Sciences.

Students are also welcome to visit the BPH Student Lounge (Building 2, Room 113) to look at copies of previous BPH bound dissertations.

WRITING THE DISSERTATION

Each student must write a comprehensive PhD dissertation on their research topic and the original results of their research. There are a variety of ways a dissertation can be composed, but the core elements described below must be included. The dissertation must show original treatment of the subject, contain a scholarly review of the pertinent literature, provide evidence of independent research of publishable quality, and be clearly, logically, and carefully written. In addition to a compendium of the student's research, including detailed methods and results, the dissertation must contain a thoughtful discussion of the conclusions, impact, and limitations of the research.

The completed work should be critically reviewed by the dissertation advisor before being submitted to the Dissertation Defense Committee.

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 to the work and how. For example, a chapter containing multi-authored, published work must include a complete reference of the publication and a brief description of the candidate's and the colleagues' contributions. For work that is not published but which resulted from multiple researchers, the contributors must be named and respective attributions made clear. This policy allows stylistic flexibility; depending on the amount of collaborative work in the dissertation and the status of publication(s), the attributions can be, preferably, on or accompanying the cover page for each chapter or within an extended acknowledgements section at the end of each chapter. If figures or figure panels included in the dissertation are the work of others, it is recommended that the figure panels be clearly identified and the work properly attributed. 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 also comprehensive Introduction and Conclusion chapters written by the student. While the text can be the same, use of journal reprints as a chapter is not permissible. A word document of the published article must be used, and the pages in the dissertation must be consecutively numbered. Furthermore, the figures and accompanying figure legends must be integrated into the main body of each chapter, preferably following the first mention of the given figure, not clustered at the end of the chapter. **Any dissertation that varies significantly from the Graduate School or FAS guidelines, or is not neat and readable, is subject to required stylistic revision before acceptance by the University.** (For further information, please visit <https://gsas.harvard.edu/degree-requirements/dissertations>).

DEFENSE FORMS AND PAPERWORK

Dissertation Acceptance Certificate

Before the examination, the BPH Program Office will provide the Defense Committee Chair with a copy of the official Dissertation Acceptance Certificate. This certificate must be signed by all readers of the dissertation at the end of the examination and returned to the BPH Program Office. This certificate will be sent to the student so it can be inserted as page one of the dissertation prior to the **online submission**. The student must submit the one original, official copy to the Registrar's Office in Cambridge by the appropriate deadline.

If extensive corrections are to be made, the BPH Program Office will hold the certificate until the Defense Committee Chair and/or assigned reviewer(s) provide a written notification to the BPH Program Office to confirm that the corrected work has been reviewed and approved.

For more extensive information about requirements for Biological Sciences in Public Health, students should consult the BPH Program Office or the website: <http://www.hsph.harvard.edu/biological-sciences/>.

Dissertation Defense Exam Report

The Dissertation Defense Exam Report is completed by the members of the Dissertation Defense Committee to provide a record of any comments or recommendations they may have. The report must be signed by all members immediately after the private exam. The completed report must be submitted to the BPH Program Office at the same time as the Dissertation Acceptance Certificate.

Education

The PhD in Education is awarded by the Graduate School of Arts and Sciences.

Students will work with faculty in the Harvard Graduate School of Education and the Faculty of Arts and Sciences.

Candidates for the PhD in Education will be affiliated with one of three concentrations: Culture, Institutions, and Society (CIS); Education Policy and Program Evaluation (EPPE); or Human Development, Learning and Teaching (HDLT).

Advising

All entering PhD students (“G1s”) are assigned an academic advisor based on interests and goals discussed in the admissions application. The advisor must be a *current* HGSE faculty member who is a member of the Faculty of the Whole. The relationship between the faculty advisor and student is integral for scholarly progress and professional development. Like any professional relationship, the advisor-student relationship takes time to develop and is unique in nature, matching the styles and needs of both individuals.

Academic Residence

Completion of a minimum of two years of full-time study in residence is required to receive the PhD from GSAS. The academic residence requirement can be reduced by as much as one semester (four four-credit courses) if the candidate's department grants academic credit for prior work done at HGSE (see **Credit for Completed Graduate Work**).

Satisfactory Progress

The PhD in Education Steering Committee monitors each student's progress year by year. The PhD in Education degree is governed by a series of benchmarks that define what is considered evidence that the student is making "satisfactory, adequate and timely progress." During the period between admission and submission of the dissertation, the PhD Steering Committee conducts annual reviews to ensure each candidate is meeting relevant benchmarks and academic milestones.

Program of Study

The First Two Years

PhD in Education students must complete minimum 64 credits/16 courses toward the degree, along with other academic and research-related requirements, including:

- PhD Proseminar in Education (Year 1 fall; 1 course)
- Concentration Core Seminar (Year 1 spring; 1 course)
- Foundational Quantitative Methods Courses (2 courses)
- Foundational Qualitative Methods Course (1 course)
- Additional Qualitative Methods Course (1 course)
- Concentration Electives (3 courses)
- General Electives (5 courses)
- Research apprenticeship (each year)
- Reading Time (written comprehensive exam preparation; Year 2 spring, 1 course)
- Written Comprehensive Examination (Year 2 spring)
- Research Colloquia (Years 1 and 2; 1 course per year)

Year Three

- Any outstanding coursework
- Oral Comprehensive Examination
- Research apprenticeship
- Teaching Fellow appointment(s) (four “slots” required at HGSE, typically fulfilled in Years 3 and 4)
- Research Colloquium presentation (Year 3, 4, 5, or 6)

Years Four-Six

- Dissertation Proposal (to be completed by the end of Year 4)
- Research apprenticeship
- Teaching Fellow appointment(s) (four “slots” required at HGSE, typically fulfilled in Years 3 and 4)
- Dissertation Committee Meeting (Year 4 or 5)
- Dissertation and Dissertation Defense (Year 4, 5, or 6)

Master of Arts (AM) or Master of Education (EdM)

Candidates for the PhD in Education degree may apply eight courses/32 credits of their doctoral program toward a Master of Education (or EdM degree) from HGSE or an AM in passing from GSAS. PhD in Education students may apply for a master’s only after they have completed at least 16 courses (64 credits) since enrolling in the PhD program. Students are encouraged to review the program requirements and consult with the Program Director of the EdM program while completing PhD coursework. Some EdM programs may require specific, non-negotiable requirements (e.g. field-based practicum). Though many PhD requirements overlap with EdM program requirements or course substitutions may be accepted by the program director, it is ultimately at the program director’s discretion whether or not the EdM will be approved with coursework completed during the PhD program.

Students who wish to receive the EdM must file a degree application with the HGSE Registrar’s Office; the degree is not awarded automatically. Those who wish to receive the AM in passing must file with the GSAS Registrar’s Office. While the department does not admit candidates for a terminal AM degree, students who

have met all the course requirements may petition to be awarded the AM in Education. Students must have a B+ average to receive a master's-in-passing.

Teaching

To enhance students' teaching skills and to promote consolidation of their own learning, all PhD in Education students are required to complete four Teaching Fellowship (TF) "slots" at HGSE over the course of their time in the program. Most students will fulfill this requirement in Year 3 or Year 4, though students must fulfill the requirement **before receiving GSAS dissertation completion funding**.

Please note that this requirement is applicable to all PhD in Education students—regardless of amount/level of teaching experience—and **MUST** be met with HGSE courses. TF slots from the Faculty of Arts and Sciences (FAS), GSAS, and/or other Harvard schools do not count toward this requirement, though are certainly encouraged in terms of professional development.

TF "slots" at HGSE represent 1.5 days per week (on average) of salaried academic work over the course of a semester, or the equivalent amount of time when spread over a longer period (e.g., yearlong) or condensed into a shorter more intensive period (e.g., January Term). A TF "slot" can be fulfilled in the following ways:

- A single course "slot" for a traditional, semester-long class (equates to one "slot");
- A single course "slot" spread across a year-long class (equates to one "slot");
- A double "slot" for a course with a particularly heavy TF workload (equates to two "slots");
- A January term "slot" (equates to one "slot").

Other Requirements

Research Colloquia

The HGSE Research Colloquia Series brings together faculty and doctoral students in a community of learning to foster disciplinary, as well as interdisciplinary, dialogue. These meetings include presentations by Harvard faculty, faculty and researchers from outside of Harvard, and other Harvard doctoral students.

Three colloquia run each year—Culture and Institutions; Education Policy; Learning and Development—corresponding with the three PhD in Education concentrations. They meet weekly, at the same day and time. Each colloquium addresses topics salient to that strand and its participants, and includes presentations of work-in-progress in addition to completed work. Approximately once per month, all colloquia participants will convene for a program-wide research presentation on a topic of mutual and interdisciplinary interest. This monthly, program-wide colloquium is organized around a key program or topic area in education, such

as leadership in education, global contexts in education, early childhood education, education access and equity, civic learning and engagement, or teaching and instructional effectiveness. It also features work-in-progress and completed work.

First- and second-year PhD in Education students are required to register (and earn two credits per year) for the colloquium related to their academic concentration. Participation is strongly encouraged in later years as well. PhD in Education students are required to present their work in the colloquium once during their program, typically between year 3 and graduation.

Research Apprenticeship

All PhD in Education students are expected to engage in research starting in their first year and continuing throughout their doctoral studies. The research apprenticeship provides students an opportunity to develop their research skills, and may take several forms, including:

- Independent research work under the guidance of a faculty member, either as a paid Research Assistant (RA) or for independent study credit;
- Research work with a faculty member (and often other doctoral students) as part of a research project;
- Active participation in a research group or lab, often led by the primary academic advisor or by a small group of collaborating faculty;

Students are strongly encouraged, as part of their research apprenticeship work, to collaborate with faculty and other doctoral students in order to jointly author scholarly papers.

Grade Requirements

Students must maintain a cumulative grade average of B+ or better in each year of graduate work. At no time may a student register for a term if he or she has more than one Incomplete. Where the primary field requires either that all courses be passed at or above a certain grade or that the student's average grade be higher than B+, the student will be required to meet that requirement for courses in the field.

No more than one Incomplete may be carried forward at any time by a PhD student in Education. The work of the incomplete course must be made up before the end of the term following that in which the course was taken. In applying for an Incomplete, students must have signed permission from the instructor and in some cases, the director of graduate studies, 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.

Comprehensive Examinations

All PhD in Education students take the Written Comprehensive Exam at the end of Year 2. In Year 3, students take the Oral Comprehensive Exam with their faculty advisor and committee members. Once the student has passed the oral exam, they are approved to move forward to the dissertation proposal stage.

Dissertation Proposal

The Dissertation Proposal (DP) is a document generated prior to the dissertation, to introduce and summarize a student's research goals and proposed methods of investigation. It is a blueprint for the research to follow. The purpose of the dissertation proposal is to articulate for committee readers that there is a research question worth pursuing, and that the study is well designed to address it. Every DP includes a literature review leading to an explicit research question and a detailed plan for investigating the question through original research. The DP should convince readers that the study is both likely to enrich the field in general, and feasible in nature. As noted above, all PhD students are required to obtain DP approval by the end of their fourth year.

Dissertation Committee Meeting

The Dissertation Committee must hold at least one meeting (the Dissertation Committee Meeting, or DCM) to discuss and support the student's progression toward completing the dissertation proposal as well as the dissertation. Each student should determine, in consultation with his/her advisor, when holding the DCM would be the most useful for advancing the dissertation work. For some students, the DCM will occur early in the dissertation process and involve discussion and/or approval of the DP. For other students, the DP can be approved by committee members without holding a committee meeting, allowing the DCM to be held after data collection has commenced (e.g., in order to talk about progress and potential challenges in the dissertation study). Regardless of timing, all DCMs should include the following elements:

- Provide faculty readers the opportunity to question and offer suggestions about the dissertation proposal, data collection, analysis, and writing plans;
- Anticipate and/or discuss emergent issues in the early progress of the proposed work;
- Establish a framework and timetable for reading and submitting dissertation drafts to faculty readers.

At the DCM, members of the Dissertation Committee should come to an understanding about the future progress of the dissertation, resolve any emergent issues, and agree upon what will be included in the final dissertation in order for it to be considered complete.

Dissertation

The dissertation is the cornerstone of a PhD, presenting the student's independent research and supporting his/her candidacy for earning the doctoral degree. For purposes of this program, a dissertation is a scholarly inquiry into some aspect of education based on original empirical research; it addresses a particular question and contributes significantly to knowledge and/or concepts in the field of education.

Dissertation Defense

The Dissertation Defense is, in many ways, a doctoral student's crowning academic achievement-- the presentation and defense of one's own ideas and scholarship in a public forum. The Dissertation Defense promotes intellectual discourse and emphasizes the importance of disseminating educational research, with the goal of having an impact on practice and/or policy. The Dissertation Defense is 75 to 90 minutes-- beginning with a 20 to 30-minute presentation by the student, followed by a 45-minute question and answer session led by the dissertation committee. At the conclusion of these public aspects of the Dissertation Defense, the student's Dissertation Committee will deliberate and vote in private before having the student return and learn the rating, along with suggestions for steps to finalize the dissertation. The dissertation committee must submit original signatures on the PhD in Education Dissertation cover sheet and the Dissertation and Defense rating sheet. In the event a committee member is participating remotely, please consult with the Doctoral Programs Office on how best to obtain all original signatures.

Near Eastern Languages and Civilizations

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
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](#). The NELC Graduate Student Handbook is available in the department office and [online](#).

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 four-credit 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 **GSAS Degree Requirements**.

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.

Secondary Language Examination: Students will be given a one-to-two-page passage in the secondary language and will respond to questions of comprehension. Students will also be asked to translate a few lines. Students are allowed access to a printed dictionary and/or an electronic dictionary, which will NOT be connected to the internet.

Note: Courses in the languages of modern scholarship do not count toward the required sixteen half-courses or the equivalent.

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 unusual 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](#).

NEC299 - NELC DOCTORAL COLLOQUIUM: RESEARCH, RESOURCES AND PEDAGOGY

This practical colloquium addresses major issues of research and teaching competence and it is divided in two parts. Students are required to take the first part of the course in the spring semester of their first year and the second part in the fall semester of their third year. The first part is designed to introduce G-1 students to the Ph.D. requirements, choosing coursework, the challenges of language training, using library resources most efficiently, as well as methodological issues and examples of ongoing scholarship in NELC.

The second part will address important questions for G-3 students, such as: How to prepare for qualifying and general exams? How does one prepare and write a prospectus? What type of investment does recourse to digital and quantitative methodology require? How best to prepare for professional life after the Ph.D., both inside and outside of academia? What is more, it will offer opportunities for reflection on the art of teaching (leading discussion sections, designing syllabi, giving lectures, etc.).

In addition, NELC faculty will informally present their respective fields (main issues and methods), in broad strokes through their current research, and advanced Ph.D. students will present their prospectus for discussion and feedback before submitting it to the faculty.

This course is required for all NELC PhD students. Students must complete both parts of the course in order to receive two credits towards their required courses. Assessment (SAT/UNSAT) will be based on attendance and successful completion of the various components of the course.

GENERAL AND SPECIAL EXAMINATIONS

All students are expected to pass Examinations by the second semester of their third year, and in any event, in exceptional situations, no later than the fall semester of their fourth year.

The two General Examinations are written exams that focus on two areas:

^[1]_{SEP}(1) An examination testing knowledge of the field. On the decision of the faculty in the field, this exam may be split into two parts, the first of which will be common to all students in the given field (Ancient Near Eastern studies, Hebrew Bible, Jewish Studies, Arabic and Islamic studies), and the second which will be determined by the student's advisors in consultation with the student. (2) An examination on that field's major language(s) and on texts in the major language(s).

^[1]_{SEP}The Special Examinations are also written exams. They relate to the student's particular field of study, and will focus on two areas of his or her expertise. They may center on subjects related to the student's proposed dissertation. The exact configuration of these exams will be determined by the student's advisors in consultation with the student. One of the Special Examinations may involve a related field or discipline outside of NELC, such as Linguistics, Anthropology and History, which are common areas of study for NELC students.

The Examinations will be administered over a three-week period: the General and Special exams over the first two weeks, and an oral review, based on the written exams, during the third week. The exams will be taken during one of the two set times during the academic year: late October or Reading Period in Spring. To register for the exams, you must file a petition form with the Student Coordinator.

The student's advisors are expected to assist the student in preparing for the examinations by defining 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.

If a student fails any part of the General or Special Examinations, permission to repeat all or part of them will not be granted automatically, but will be 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 a terminal AM, if the appropriate conditions are met.

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, 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 desires) 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 four-credit 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 four-credit 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.

Statistics

PhD Program

Courses

The following requirements apply to all current G1 students and those who entered the program during or after the fall of 2018.

The formal residence requirement for the PhD is 16 4-credit courses devoted to advanced study.

Of the 16 4-credit courses, students must take Statistics 210, 211, 212, 213, 220, 230 and 244; students must also take 300, 303hf, 314, 366hfra, 366hfrb, and at least two other 300-level special-topics courses.

Within the Department of Statistics all courses marked 200 and above in the course catalog qualifies as advanced study, as does 398, while Department of Statistics courses marked 199 and below do not qualify.

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 writing dissertations have one or more primary advisor(s) 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 should be consulted first.

Qualifying Examination

All PhD students must pass a written qualifying examination in statistics. Students normally take the examination in January of their second year. The examination has two parts: 1) statistical methodology, including probability, 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. 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 required to attend Statistics 300: Research in Statistics. Students in their third year and above are required to present each year 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. Students in the first and second years are encouraged to volunteer to give a talk if this is helpful for their research.

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.

In the fall term of the G3 year (after passing the qualifying exams) students must notify the department of their dissertation advisors. Students are required to update the department, at least once each semester, of their dissertation advisors. This would include their primary advisor plus any additional faculty who will advise or collaborate on the dissertation. Students who encounter difficulty in identifying appropriate advisor/s should consult with their primary advisor(s), 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. Also in the fall term of the G3 year, 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.

Dissertation Defense

One copy of the completed dissertation must be submitted for consideration by the department faculty at least four weeks prior to the oral dissertation defense. The faculty will consider the submitted dissertation and make recommendations, which typically lead to revisions. Students will defend their dissertation by making a presentation in Statistics 300 and in a closed presentation to their committee and other faculty members. After the defense, 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 the **Dissertations** section of GSAS Policies. The approved final dissertation can then be submitted to the registrar. The time from the defense to the final vote is ordinarily about two weeks. 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.

Teaching Fellowships and Research Assistantships

All PhD candidates are normally required to teach and/or to work as research assistants beginning in their second year. The current Department of Statistics teaching expectation is as follows: The department considers teaching experience to be an important educational component of the PhD program. Most students will complete that component by leading four sections over the course of their PhD careers, covering at least two different courses. Many students elect to do additional teaching for a variety of reasons, including funding living expenses, addressing the needs of the department, and/or obtaining additional professional experience. The department's aim is to not ask students to teach more than eight sections in total. 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.

Master of Arts (AM) Program

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, and well-prepared undergraduates eligible for the AB/AM program.

Students in the AM program are advised by the director of the master's program and department faculty.

- Minimum of one year of full-time residence. Requests for part-time study in the first year must meet the GSAS special circumstances criteria.
- Requires the satisfactory completion of eight four-credit courses taken within the Department of Statistics (with the exceptions noted below), at the level of Statistics 110 and above, with at least five 200-level Statistics courses.
- Statistics 210 and Statistics 211 are required courses.
- The eight four-credit courses must include two courses that are at the interface of theory and application. The list consists of the following: Statistics 115, 120, 121a (CS109a/AC209a), 121b (CS109b/AC209b), 131, 139, 140, 149, 151, 160/260, 170, 183, 185, 186/286, 195, 220, 221, 225, 230, 232r, 234, 236, 240, 244, and 245.
- Students must earn at least a B average in the courses taken for the AM program; no more than one C may count toward the eight courses for the AM degree, and courses with a grade of D or below do not count towards the degree. Please consult GSAS Policies regarding **credit for completed work** for further information on satisfactory progress towards the degree.
- CS 181 and/or CS 281 may count towards the eight required courses for the AM degree, but not as substitutes of the five 200-level courses.

- Students may take one 300-level Statistics course as part of the AM degree program with the permission of both the instructor and the director of the master's program in statistics. The 300-level course may not substitute for one of the 200-level Statistics courses.
- No thesis, general examination, qualifying paper, or cognate field is required for the AM degree.

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:
 - AFVS 270. Proseminar in Film and Visual Studies: History
 - AFVS 271. Proseminar in Film and Visual Studies: Theory
- Two other courses must be selected from among graduate courses taught by faculty of the Graduate 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 Graduate 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 FVS@fas.harvard.edu.

Quantum Science and Engineering

Doctor of Philosophy (PhD)

The graduate program in quantum science and engineering accepts applications only for the PhD degree. Although many graduate students earn a continuing AM (Master of Arts) degree along the way to completing their PhDs, the program does not accept applications specifically for terminal AM degrees.

Timeline

The objective of the Quantum Science and Engineering program is to prepare investigators with diverse backgrounds for research careers in which the concepts and methods of quantum mechanics are applied to innovative science and practical, useful platforms for quantum sensing, simulation, and computation. This objective will be met through individually designed paths involving formal courses in physics, chemistry, and [SEAS](#), rotations in different labs, qualifying examinations, independent research, and thesis writing,

Although no two PhD students follow precisely the same path, students should keep in mind the following general timeline.

The First Two Years

ADVISING

STUDENT ADVISORY COMMITTEE

The Student Advisory Committee (SAC) will oversee the advising process for all students. This will include creating the student's Individual Advisory Committee, helping to create and approve the student's Thesis Advisory Committee, and assessing and developing the student advising program for all HQI students.

INDIVIDUAL ADVISORY COMMITTEE

The program assigns each incoming graduate student a three-person Individual Advisory Committee (IAC) *before* they have identified a particular thesis advisor. The committee will meet on a regular basis with the student to provide advice and guidance on curricular issues, professional development, and discussion of

norms and expectations. One of the committee members will be the student's academic advisor (see below). The role of the committee will include advice and guidance on research and matching of the student with a particular research group.

ACADEMIC ADVISOR

One member of the IAC will be assigned as the student's academic advisor. They will help the student understand the courses available, degree requirements, and advise on the selection of rotation labs. Should a student wish to change their academic advisor, they will be encouraged to discuss this with the chair or any member of their Advisory Committee. Students and advisors are required to have a one-hour meeting every semester but are expected to meet monthly, at least briefly, until the Thesis Advisory Committee is formed (see below).

In planning a program, students should study the catalog of **Courses of Instruction** offered by the Faculty of Arts and Sciences, as well as the description in the Programs of Study. After drawing up a tentative program, students should discuss it with their faculty advisors. Students are also welcome to discuss their plans at any time with the directors of graduate studies.

COURSE RECORD

Detailed course requirements are given below under "Program of Study." Note that the award of the continuing AM degree does not automatically qualify the student as a candidate for the PhD.

PROGRAM OF STUDY (CREDIT AND COURSE REQUIREMENTS)

Each student is required to accumulate a total of sixteen four-credit courses of credit, which can include any combination of 200- or 300-level Harvard courses in quantum science and engineering and related fields, graduate-level courses taken by official cross-registration at MIT, and units of Reading and/or Research time courses (300-level).

In fulfilling this requirement, students must obtain grades of B- or better in nine four-credit courses specified as follows:

1. **Mandatory core courses:** Four four-credit courses: (1) Foundations of Quantum Mechanics; (2) Quantum Optics; (3) Introduction to Quantum Information Science; and (4) Applied Quantum Systems.
2. **Focus courses:** Two four-credit courses drawn from the **department's official list**. These courses would be fundamental to the student's sub-area of research.
3. **Field courses:** Three required four-credit courses, drawn from the **department's official list**, with at least one outside the student's area of specialization.

Note: Not all courses listed are given every year and course offerings, numbers, and contents sometimes change. Students therefore should confer with their advisors or with the chairs of the Standing Committee on Higher Degrees in Quantum Science and Engineering (SCHDQSE) about their program of study.

Course Descriptions: Courses of Instruction

Other Fields: With the approval of the SCHDQSE, a student may use 200-level courses or fields not officially listed. In place of demonstrating proficiency by satisfactory course performance, a student may also demonstrate proficiency by an oral examination, by submitting evidence of satisfactory work in appropriate courses taken at other institutions, or by other means deemed satisfactory by the SCHDQSE. Students wishing to utilize this option should submit a petition to the SCHDQSE before the end of their first year of Harvard graduate school.

The general requirements outlined above are a minimum standard and students will usually take additional courses in their selected fields as well as in others. A student need not fulfill all course requirements before beginning research.

As a result of an exchange agreement between the universities, graduate students in QSE at Harvard may also enroll in lecture courses at the Massachusetts Institute of Technology. The procedure is outlined under **Cross-Registration**.

LABORATORY ROTATIONS

Students will be expected to complete laboratory rotation(s). Typical rotations would begin early in the G1 year and last from two months to one semester. Rotations will be of sufficient length to accomplish a substantial body of work (e.g. the development of some idea into a theory, construction of a device, etc.). The goal of the rotation is for the student to get exposure to “on the ground” research methodologies and the laboratory environment.

TEACHING

In addition to research assistantships (RAs), teaching fellowships (TFs) are important sources of support for graduate students after their first year. Because of the importance of teaching skills for a successful quantum science and engineering career, a one-term TF is required of all graduate students, generally within the first five years of study. This teaching experience provides an opportunity for students to develop the communication skills that are vital for careers in academics and industry.

To fulfill the teaching requirement, students must serve as a teaching fellow at least one fall or spring term for at least 15 hours per week (3/8-time). The TF position should involve a teaching component and not merely grading.

LANGUAGE

There is no formal language requirement for the PhD in QSE. Students are nonetheless advised that knowledge of certain foreign languages is extremely useful in many fields.

QUALIFYING ORAL EXAMINATION

Each student is also expected to pass an oral examination given by the student's Qualifying Exam Committee (see below), ideally by the end of the fourth term in residence. This oral exam will emphasize general knowledge, reasoning, the ability to formulate a research plan, and the ability to engage in high-level scientific discourse. The purpose of the examination is two-fold: The examination aids in estimating the candidate's potential for performing research at a level required for the doctoral thesis, and also serves as a diagnostic tool for determining whether the candidate requires changes to the program of research and study.

For the examination, each student is asked to select, prepare, and discuss in depth a topic in their specialization field, and to answer questions from the faculty committee both about that topic specifically and more broadly about the student's larger subfield. Originality is welcomed but not required.

The student selects the topic—preferably but not necessarily related to the proposed field of thesis research—and then submits a title and abstract together with a list of completed course requirements (described above under Program of Study) and a decision as to whether the prospective doctoral research will be experimental or theoretical. The student then confers in detail with the committee chair about the topic to be discussed and concrete expectations for the examination. The committee chair provides approval of the topic, and the overall composition of the examination committee must be approved by the director of graduate studies. To ensure adequate preparation, this conference should take place at the earliest possible date, typically one to two months before the examination.

Oral examinations are evaluated on the knowledge and understanding students demonstrate about their chosen topic as well as about their general subfield. Students are also judged on the clarity and organization of their expositions. The examining committee may take into account other information about the candidate's performance as a graduate student. The student will pass the examination if the committee believes that the student has demonstrated adequate comprehension of the chosen topic and in the larger field, as well as an ability to perform the thesis research required for the doctoral degree. Students who do not pass the qualifying oral examination on their first attempt will be given instructions for improvement and encouraged by the committee to take a second examination at a later date.

QUALIFYING EXAM COMMITTEE

Each student will have an individual Qualifying Exam Committee, the membership of which will be determined by the SCHDQSE. The committee is responsible for developing and administering the qualifying examination, and for making pass/fail recommendations to the SCHDQSE. Normally, the Qualifying Exam Committee would have three faculty members, one of whom is the student's prospective thesis advisor. If the student's immediate research advisor is from outside of Harvard, that person would constitute a fourth member of the committee. The committee should include two members who are QSE program members, with one person outside the specific type of research focus (e.g. for an experimentalist, there would be one theorist on the committee).

The committee may, upon petition, grant a deferment of the examination for up to one year. Students who have not passed their oral examinations by the end of their third year of graduate study must seek approval from the SCHDQSE prior to being allowed to register for a fourth year of graduate study. If satisfactory arrangements cannot be made, the student will be withdrawn from the program.

ACCEPTANCE AS A CANDIDATE FOR THE PHD

The final requirement for acceptance as a doctoral candidate is formal acceptance by a suitable thesis advisor, who should be a **QSE Core Faculty Member** or a related department (Physics, Computer Science, Electrical Engineering, Materials Science and Engineering, Chemistry and Chemical Biology, Mathematics). This requirement should be met soon after the oral examination is passed. Sometimes students may wish to do a substantial portion of their thesis research under the supervision of someone who is not a faculty member in a quantum science and engineering field. Such an arrangement must have both the approval of the student's academic advisor as well as that of the SCHDQSE and the department chair.

A student may wish to design their own thesis projects, taking advantage of the interdisciplinary nature of QSE. These students will need to propose a research plan to their potential academic advisors. The academic advisors will consult with the SCHDQSE and the Student Advisory Committee as to the viability of the plan. Criteria for approval of a student for this program will include the degree of interaction with the faculty in both formal class settings and more informal settings along with the feasibility of the proposed research plan. For these students, the academic advisors will serve on the student's Thesis Advisory Committee.

THESIS ADVISORY COMMITTEE

In consultation with their thesis advisor or academic advisor, each student will nominate to the SAC a Thesis Advisory Committee (TAC) to oversee the progress of their research. This committee will be appointed by the end of the student's fifth semester. The membership of the TAC will be approved by the SAC. At the same time, the student's proposed program of research will be reviewed and approved in writing by the TAC. The TAC will meet with the student at least once per year to review progress and offer advice. The TAC will normally have three faculty members, two of whom are QSE program members.

Year Three and Beyond

In order to become acquainted with the various programs of research in progress and promising areas for thesis research, students should attend seminars and colloquia, and consult with their faculty advisors and upper-level graduate students. A list of the current faculty and their research programs is available **online**.

The QSE Program will have an annual retreat. The purpose of the retreat is to bring the entire QSE community together to learn about research progress in QSE both at Harvard and elsewhere. Since the retreat is a major program occasion, all students and program faculty will be expected to attend, and advanced students will be expected to present (orally or through a poster) their thesis research to date.

All students are required to give a short talk about their research, at least yearly, at one of the QSE related gatherings, such as before the Joint Quantum Seminar invited speaker.

Academic Residence

Ordinarily, a candidate must be enrolled and in residence for at least two years (four terms) of full-time study in the Graduate School of Arts and Sciences at Harvard University. Ideally, the PhD is completed within six years. The student's committee reviews the student's progress each year. For financial residence requirements, see [Financial Aid](#).

Criteria for Satisfactory Progress

In addition to the [policies](#) specified by the Graduate School of Arts and Sciences, the QSE program identifies satisfactory progress for graduate students by several key criteria.

The student is expected to identify a potential thesis advisor before taking the qualifying exam. The student must be formally accepted by an appropriate thesis advisor and arrange for the appointment of the TAC within six months of passing the qualifying oral examination.

During each subsequent year, the student must submit a progress report in the form specified by the SCHDQSE. The progress report must be approved by the student's faculty committee and the SCHDQSE, who will evaluate the student's progress toward the completion of the degree. The SCHDQSE will examine with special care students beyond their fifth year.

For other types of extensions or leave-of-absence policies, consult the [Registration](#) section of GSAS Policies.

Dissertation Defense

Following the qualifying exam, the student should arrange a Thesis Advisory Committee (TAC), which consists of at least three faculty members and is chaired by a member of the QSE program (see above). At least two members of the TAC, including the chair, must be members of the Faculty of Arts and Sciences (FAS) or the Harvard John A. Paulson School of Engineering and Applied Sciences (SEAS). A non-FAS or SEAS thesis advisor should be a member of the dissertation committee but cannot serve as its official chair.

The dissertation defense consists of an oral final examination delivered to the dissertation committee that involves a searching analysis of the student's thesis. If the student's coursework does not indicate a wide proficiency in the field of the thesis, the examination may be extended to test this proficiency as well.

The candidate must provide draft copies of the completed thesis for members of the dissertation committee at least three weeks in advance of the examination. The program requires one bound copy of the final thesis, which students can order through the online dissertation submission system. See the [Dissertation](#) section of GSAS Policies for detailed requirements.

Biology, Molecular and Cellular

The First Two Years

Graduate students in Molecular and Cellular Biology are members of an interdepartmental and interdisciplinary training program called Molecules, Cells, and Organisms (MCO). MCO is comprised of faculty members from MCB as well as the departments of Chemistry and Chemical Biology (CCB); Organismic and Evolutionary Biology (OEB); Stem Cell and Regenerative Biology (SCRB); Department of Physics; and the

School of Engineering and Applied Sciences (SEAS) The program consists of broad areas of research and teaching organized along the following key areas: Biochemistry, Chemical, and Structural Biology (BCSB); Cellular, Neuro and Developmental Biology (CNDB); Genetics, Genomics and Evolutionary Biology (GGEB); Systems and Computational Biology (SCB); and Engineering and Physical Biology (EPB).

Coursework

MCO first year graduate students take core courses in each of the fall and spring semesters. In both semesters, all students enroll in MCB300 (Laboratory Rotation). In the fall term, students enroll in MCB111 (Quantitative Methods) and MCB292 (Cellular Biology, Neurobiology and Developmental Biology) plus one additional elective course. The elective course selected in consultation with the Executive Committee. This faculty committee represents all key areas and advises students about elective course selections and lab choices within specific areas of research. The committee plays an important role during a student's first year.

In the spring term, in addition to MCB300, each student enrolls in MCB291 (Genetics, Genomics and Evolutionary Biology) and MCB293 (Biochemistry, Chemical, and Structural Biology) plus one additional elective course. The Executive Committee may advise students with advanced training in any of the core courses to substitute a more advanced course(s).

Electives are selected primarily from course offerings in the participating training program departments, as well as other offerings in related departments. Students select courses in consultation with the MCO Executive Committee. With approval of the Director(s) of Graduate Studies, students may cross-register in courses offered by the Massachusetts Institute of Technology (MIT).

In addition to academic coursework, all graduate students in the program must complete an 8-hour workshop in the Responsible Conduct of Research (RCR), to be completed by the end of the first year of study. Additionally, students are required to take an RCR refresher course after the fourth year of study.

In accordance with the Graduate School of Arts and Sciences, 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 ordinarily be given one term to improve their grades.

Laboratory Rotations

With nearly 60 participating faculty labs, the MCO program provides an invaluable opportunity for graduate students to observe and participate in a variety of laboratory environments. During the first year, students spend about 25% of their time conducting experimental research in faculty laboratories. Student will complete at least three 5-week rotations in MCO training faculty labs before selecting a thesis lab. Additional rotations are possible. The rotations will expose students to a wide range of research concepts, techniques, and model systems. Additionally, these rotations offer networking opportunities and serve to introduce new MCO graduate students into our extended scientific community. Ultimately, these immersive experiences will inform each student's selection of a lab best suited for their doctoral research.

In addition to regular coursework, students register for MCB 300 once in each of the first two terms to designate research undertaken in lab rotations. MCB 300 does not correspond to the fall and spring term start and stop dates. Student can declare a home lab and a faculty advisor after three laboratory rotations.

Ordinarily, students should be able to start in their thesis labs in the middle of the spring semester of the first year.

Nanocourses

Nanocourses are offered in a broad range topics during the course of an academic year. Participation in relevant nanocourses is required for all students in the MCO Training Program.

Foreign Languages

There is no foreign language requirement for the PhD degree.

Dissertation Research

Each student arranges for a permanent faculty dissertation advisor by the middle of the second semester and begins dissertation research thereafter.

Master of Arts (AM)

The AM is conferred as a non-terminal degree only, following successful completion of all G2 requirements including the Candidacy Examination, coursework, and teaching one required course.

Teaching

Each student is required to serve as a Teaching Fellow for one term. Ideally, this requirement will be completed by the end of the G2 year or by the end of the fall semester of the G3 year. Students are expected to teach either one of the large, introductory undergraduate laboratory-based courses such as Life Sciences 1a or 1b, Life and Physical Sciences A, MCB 80, or MCB 60, or a small, discussion-based advanced course. Teaching beyond the requirement is encouraged, but requires prior approval from the student's advisor(s), dissertation committee members, and the MCO program leadership.

Advising

At the beginning of the first year of study, each student is assigned a "Neutral Advisor." The Neutral Advisor is usually chosen from a research area different from that of the student, so that the advisor may serve as a sounding board and general guide. Although many students indicate an area of interest during the application process, interests can change during the first year of graduate study. The Neutral Advisor serves as a resource during the important decision-making process of the first year, as well as during the entire training period until the dissertation defense.

Candidacy Examinations and Evaluation

In order to advance to PhD candidacy, students are required to successfully complete the candidacy exam (Part 1) and one post candidacy dissertation advisory committee (DAC) meeting (Part 2) in their G2 year. Students must schedule Part 1 before September 30 of the G2 year, and, complete the exam by the end of the fall term. The Candidacy Examination Committee is composed of three faculty members from the MCO training program. MCO program leadership will assign committee members, and the student will select one of the members to serve as committee chair. The committee chair must be a senior faculty member. The purpose of the candidacy examination is to assess the student's qualification for independent research leading to the PhD degree. This encompasses various scholarly abilities: a solid background knowledge; familiarity with established ideas and open challenges in the chosen discipline; the ability to design experiments; and the ability to critically interpret their outcomes.

With advice and assistance from the advisor, the student prepares a Dissertation Research Proposal that outlines the plan for PhD research. The advisor must approve the proposal by signing the title page. The cover page should also include the date, time, and location of the exam. The student distributes this document to all committee members and the Graduate Office at least one week prior to the exam.

The advisor is not a member of the Candidacy Examination Committee and does not attend the exam itself. However, the advisor should inform the committee about the student's proposal and work. This occurs in a pre-exam session without the student present.

The examination committee considers all the information available to inform the Candidacy Examination decision. This includes the student's academic record in courses; the student's rotation reports and the accompanying evaluation from rotation supervisors; the advisor's report on research progress; and the written research proposal.

The examination is structured around the student's presentation of the proposed research project. Though the project itself is not a target of the exam, it provides a good starting point for assessing the student's preparation. To enhance the "real-time" character of the discussion, students are not allowed use of visual aids aside from drawing their own figures on a chalk or white board. Examiners are free to interrupt the presentation at any time to explore various threads in more detail. Each examiner is expected to lead at least one line of inquiry outside of the specific topic of the research proposal, into areas deemed essential basic knowledge in modern biology.

The exam has 3 possible outcomes:

1. Pass: The student continues in the program towards the PhD.
2. Pass with condition: The student must complete the conditions set by the committee (for example, teaching a specific course, or rewriting the research proposal).
3. Fail: The student leaves the program.

After successful completion of the candidacy exam, students must then complete Part 2 of their PhD candidacy requirement by June 30 of their G2 year (~ 6 months post Part 1). Because the qualifying exam does not require supporting experimental results, this first DAC in Part 2 is critical for students to get off on the right foot as they formulate their thesis projects.

Students can advance to PhD candidacy after successful completion of Part 2. Students that have not advanced to candidacy are not eligible to teach or to receive travel awards without approval from the program.

Dissertation Advisory Committees (DAC)

MCO PhD candidates report their progress to a dissertation advisory committee (DAC) at the beginning of each academic year to encourage forward thinking. The DAC may require more frequent meetings depending on the student's progress, especially in the completion phase. The student invites 3-4 faculty members to join the DAC. The committee members may be the same as the Candidacy Exam committee, or the student may elect to choose new members. Membership must include at least two faculty members from the MCO training program. The chair of the DAC must be a senior faculty member from the training program.

DAC meetings serve as an opportunity for the student and advisor to assess progress and plans and receive feedback for the year (next DAC) and longer term (Defense). Integral to these meetings is the preparation of a DAC report that summarizes progress, challenges, and future directions. The substance and format of the report will evolve as students progress through the program. The advisor should be involved in the planning, drafting, and finalizing stages of the DAC report.

The DAC has four main missions:

1. To serve as an advisory committee that will provide professional advice on all aspects of the dissertation project, from experimental paradigms to project feasibility and timing, to the scientific impact of the work.
2. To help monitor the student's progress and ensure that major objectives and standards for completion of the dissertation are being met. In this capacity, the DAC determines whether the student's research meets the requirements of the program and when the student may begin writing the dissertation.
3. To help resolve any conflict between student and advisor or other lab members.
4. To serve as liaison to the department and training program leaders as well as graduate administration.

Students submit a progress report to each committee member and to the Graduate Office one week in advance of their DAC meeting. The report's cover page should be signed by both student and advisor and include the date, time, and location of the meeting. The format of the DAC progress report mimics a draft research manuscript whereby students are required to sketch the main figures of a paper(s) and add place holders for data that they plan to collect. A template is provided.

Power Point Slides are permitted at DAC meetings. The main part of a student's DAC meeting entails a 20-40 minute student presentation consisting of results (if any) along with plans. Like the Candidacy Exam, committee members will typically interrupt the presentation with questions; and the presentation is followed

by a discussion of progress and future plans and aims. Students should be concise in the report and consistent with format. Unlike the Candidacy Examination, advisors are encouraged to attend. The student's advisor is not a member of the DAC and should endeavor to let the student present their own progress. It is critical that the advisor briefs the DAC on the student's activities, preferably in a private session with the DAC prior to the student's report, but this can be done via an email to the DAC members prior to the meeting. Whether the advisor stays or not, in order to provide an opportunity for both the student and advisor to communicate with DAC members on a confidential basis, the meeting will start with first the student leaving the room, and then the advisor leaving the room. When the student is not present, the advisor will have a chance to present their assessment of progress and whether the student is on course to graduate in a timely fashion. When the advisor is not present, the student may likewise communicate their assessment of progress and whether the advisor and the laboratory environment are providing the support needed. This is also an opportunity, if necessary, to share with the committee any other problems of a confidential nature with which the student may need help.

Dissertation Defense

To schedule a defense, students are required to have published or submitted at least **one first author manuscript**. Three to four years of full-time research are usually required for completion of the PhD degree. Students are expected to complete the program in their fifth year of study; and support is usually only provided until the end of the fifth year. Advisors must agree to support students beyond the 5th year of study.

Completed research is presented for approval as a written dissertation. Candidates should submit a copy of their dissertation to each member of their dissertation committee as well as the Graduate Office at least two weeks prior to their defense. The dissertation committee is often identical to the DAC but may be changed with the approval of the Graduate Program Office.

Granting of the degree requires the approval of the candidate's dissertation committee members, who review the dissertation and examine the student on the contents of the dissertation. Candidates will also be called upon to demonstrate the ability to formulate and defend original ideas on scientific topics not directly related to the subject of the dissertation.

Dissertation

The dissertation should include an abstract of not more than 350 words, stating the purpose, main results, and research conclusions. In addition, ordinarily, a dissertation must contain an introductory and concluding chapter, each no less than 5 double-spaced pages. The introductory chapter should set out the overall theme of the dissertation, describe the state of knowledge in the field before the student's work began and any important advances made by others during the student's dissertation research, and describe the progression of the following chapters. The concluding chapter should attempt to draw overall conclusions from the dissertation research work, describe directions in which it could be usefully extended, and describe new questions that it has produced. Any exception to this structure must be approved, in advance, by the student's Dissertation Advisory Committee.

Procedures and requirements for the final dissertation manuscript are described in **Dissertations**.

Engineering and Applied Sciences

GSAS students at the John A. Paulson School of Engineering and Applied Sciences [SEAS] may work toward a Doctor of Philosophy (PhD) degree in one of four subjects—*Applied Mathematics*, *Applied Physics*, *Computer Science*, and *Engineering Sciences*. Within Engineering Sciences, students may pursue one of several fields including *Bioengineering*, *Electrical Engineering*, *Environmental Science and Engineering*, and *Materials Science and Mechanical Engineering*. Doctoral students can optionally earn the Master of Science (SM) en route to the PhD if they satisfy the requirements for that degree. Students may also be admitted to pursue a terminal Master of Science (SM) degree in *Computational Science and Engineering* [CSE] or in *Data Science*, or a terminal Master of Engineering (ME) degree in *Computational Science and Engineering*. SEAS also offers an **MS/MBA program** jointly with Harvard Business School, with the Master of Science degree in *Engineering Sciences*.

Master of Science (SM)

In most subjects the SM degree is awarded for the successful completion at Harvard of eight semester-length (i.e., 4-unit) courses comprising an integrated program of both depth and breadth. The program is developed in consultation with a field advisor and must be approved by the Committee on Higher Degrees (CHD). Students are expected to take as many of the courses as possible from the 200-level courses offered by 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 with CHD approval. (Note that the CHD only rarely approves SM course plans with three 100-level courses; having fewer is preferred.) A core of at least five SEAS or FAS 200-level technical courses is expected. Depending on the subject of the degree, one 299r, seminar, or other non-technical course may be included with CHD approval. Course selection for students in the MS/MBA program is more constrained than in other subjects. The SM in Data Science requires successful completion of twelve appropriate semester-length courses at Harvard.

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. Detailed requirements are available in the **[SEAS graduate policies pages](#)**.

No thesis, foreign language, or general examination is required. A thesis option is possible, although not in CSE nor in the MS/MBA program. The masters thesis is not recommended for AB/SM students.

Students admitted to the PhD program can apply for and receive the SM on completion of the requirements for the master's degree in a given subject area, although not in Data Science. Prior approval of an SM Program Plan by the CHD is required, except for SEAS PhD students who are seeking the SM in the same subject as the PhD and whose approved PhD Program Plan coursework also meets the SM degree requirements..

Undergraduates in Harvard College may apply for admission to the AB/SM program (see the section "AB/AM, AB/SM Programs") for the fourth year and are subject to the SM requirements described in the the **[SEAS graduate policies pages](#)**. The SM in Data Science is not available to AB/SM students.

Master of Engineering (ME)

The ME program admits students who wish to pursue more advanced formal training in research without undertaking the quantity of research required for the completion of a doctoral dissertation. The ME degree requires the successful completion of one year of course work and one year of research, including a final oral presentation of the thesis.

ME students must take 8 letter-graded courses that satisfy the same requirements as for the SM degree in their subject, 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 B or better average grade; no course completed with a grade less than B- may be included.

The sixteen four-credit courses, including research courses, taken for this degree must form a coherent program plan approved by the CHD. Detailed requirements are available in the Policies of the CHD document. Students are expected to complete the requirements for the ME degree within four consecutive semesters. Continuation beyond the fourth semester will be granted only if there is reasonable assurance that the requirements can be completed by the end of the fifth semester.

No foreign language or general examination is required for the ME degree.

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. There is no foreign language requirement.

Courses

Courses provide the background knowledge that is often needed to successfully complete research, and they allow one to learn more broadly about a field or related fields in a structured fashion. Students should work in close consultation with their advisor to develop an appropriate program of study (the "PhD Program Plan") that contains a minimum of ten (4-unit) courses. 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.

A prospective PhD Program Plan must be filed for review by the CHD before the beginning of spring recess during the student's second semester. A final PhD degree program must be submitted before Thanksgiving recess in the student's third semester.

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, three is the maximum number of such courses is the maximum number that may be approved, and in many cases fewer than three will be accepted. Detailed requirements are available in the the [**SEAS graduate policies pages**](#).

The first year is often spent primarily on coursework, although some students may begin research. The second year is typically divided between coursework and research, with coursework completed during the third year if necessary.

Teaching

One semester of teaching is a SEAS requirement for the PhD degree. Second-year students must serve as a Teaching Fellow for a SEAS course or for an FAS course outside of SEAS taught by a member of the SEAS ladder faculty. Students are welcome to teach beyond the one semester requirement if they wish and if their advisor is supportive of their doing so.

Advising

When a student enters the PhD program, they are assigned a field advisor, based on the research interests they 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 two semesters in the program, the student focuses on identifying a specific research area and a potential research advisor, who is often the student's original field advisor. However, if the student finds that another faculty member's research more closely matches their interests, the student can ask that faculty member to become their advisor. If the original field advisor will not be the potential research advisor, they provide assistance, if needed, in identifying other possible research areas and advisors. In either case, the student should discuss this question with and have agreement from a potential research advisor during the spring semester of the first year. During the second year, the student finalizes the program of courses with approval of the research advisor and the CHD, and a qualifying examination committee is developed, including faculty nominated by the research advisor, the student, and the CHD. When the student passes the qualifying examination, the research advisor nominates 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 for research in the major field is evaluated in an 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 principally involve the presentation and discussion of a potential dissertation topic. It may also include, to a lesser or greater degree, general questions in the chosen research field and related areas.

The qualifying exam committee is selected when the final PhD program is filed, and consists of four Harvard faculty members, including at least two SEAS faculty members. One member is assigned by the CHD.

The qualifying examination should be taken in the fourth semester; any extension beyond the fourth semester must be approved by the CHD.

Three outcomes of the qualifying examination are possible. The exam committee may pass the student, fail the student, or (if it is the student's first attempt) judge the performance to be inconclusive. Within its discretion, the committee may stipulate further requirements, such as additional course work, a written examination, or presentation of a research proposal, as conditions that must be satisfied. If the qualifying examination is judged to be 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 re-register, 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 (if SEAS faculty) 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. PhD students are expected to meet with members of their committee at least annually, with each subject area specifying the format of such meetings.

A dissertation must, in the judgment of the research committee, meet the standards of significant and original research. No prospectus is required. 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 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. Once the Research Committee has accepted the final dissertation, each member signs the dissertation acceptance certificate (DAC).

The final dissertation, including all required changes, must be submitted to the FAS Registrar's Office 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. The official signed hard copy of the DAC is delivered to the FAS Registrar's Office by the SEAS Office of Academic Programs, with a scanned PDF sent to the student to be included in the submitted dissertation.

Subject to policies approved by GSAS, the FAS Registrar, and SEAS, delivery of the DAC may be delayed without preventing the submission of the dissertation to the Registrar.

Organizational Behavior

Program of Study

The PhD degree in Organizational Behavior is awarded by the Graduate School of Arts and Sciences (GSAS) at Harvard University.

Students will work with faculty in the Harvard Business School (HBS) and the Department of Sociology within the Faculty of Arts and Sciences (FAS).

Each candidate's program of study will be developed in consultation with the Faculty Chair of the program and the Doctoral Programs Office at HBS. The normal program is outlined below.

The First Two Years

Advising

Regular guidance through contact with faculty advisors is an essential component of doctoral education. Students should maintain close contact with their official advisor(s) throughout their enrollment in the program. Students are encouraged to develop informal advising relationships with several faculty members in addition to their official advisor.

The first-year advisors provide aid during the initial stages of the program but do not necessarily advise the student throughout their studies. Students are matched with initial advisors based on their research interests. As students familiarize themselves with program faculty during coursework, research work, seminars/workshops, and other activities, they may change their official advisor(s) as their academic and research interests develop. During the early years of study, students should become acquainted with many program faculty members to identify advisors who share their research interests.

Coursework

MICRO-ORGANIZATIONAL BEHAVIOR TRACK

- Two one-semester courses in foundations of psychology
- Two additional one-semester graduate-level courses in psychology
- One graduate level elective course in the Social Sciences ("workshop" courses do not fulfill this requirement)
- Two term-length Organizational Behavior courses

- Two courses in quantitative research methods (FAS courses; sequential courses)
- One course in qualitative research methods
- One course in research design
- Two one-term MBA Elective Curriculum courses (see below)

SOCIOLOGY TRACK

- Two one-semester courses on sociological theory
- Two additional one semester graduate-level (200-level) Sociology electives (“workshop” courses do not fulfill this requirement)
- One graduate level elective course in the Social Sciences (“workshop” courses do not fulfill this requirement)
- Two term-length Organizational Behavior courses
- Two courses in quantitative research methods (FAS courses; sequential courses)
- One course in qualitative research methods
- One course in research design
- Two one-term MBA Elective Curriculum courses (see below)

MBA Courses

All Organizational Behavior students are required to complete 2 MBA Courses in HBS’ Elective Curriculum (EC) to help them identify managerially relevant research opportunities. Doctoral students will also benefit from learning with the MBA students in their courses, who bring practical real-world perspectives to the classroom conversation. In addition, students will develop relationships with faculty instructors to discuss pedagogy and the integration of research in the classroom.

ADDITIONAL REQUIREMENTS FOR DOCTORAL STUDENTS IN MBA CLASSES

In addition to completing all regularly assigned course requirements, Organizational Behavior students are required to meet with their MBA Instructors at least twice during the semester to discuss connections between course materials and research opportunities. Students will be responsible for setting an agenda and scheduling the meetings during faculty office hours.

TEACHING FELLOWSHIPS IN MBA CURRICULUM

Students may elect to complete one of the two MBA Course requirements by participating as a Teaching Fellow (TF) in an MBA course. Students are eligible to TF in both Required Curriculum (RC) and EC courses. In order to fulfill an MBA course requirement, the TF is required to:

- attend all class sessions;
- meet with the instructor to discuss connections between the course material and research, as well as to discuss pedagogical decisions made in the classroom.

Note: Being a TF in an MBA course may count as one of the student's MBA courses as well as the student's teaching requirement if the student fulfills all dimensions of the teaching requirement. The teaching requirement may be fulfilled in the MBA program by either teaching in three course sessions (either cases or lecture style) or by teaching review sessions (required or optional sessions).

Research Requirements

Micro-Organizational Behavior Track

RESEARCH APPRENTICESHIP REQUIREMENT

By the end of the second year of study, students should complete a research apprenticeship with a faculty member affiliated with the program. This research apprenticeship may or may not be a paid position; a typical time commitment would be approximately 100 hours of work. The research work performed during the research apprenticeship should involve the student in the formulation, design, and conduct of a research project in a substantial professional capacity. It should not be limited to routine research tasks typically performed by a "research assistant," though it may involve some exposure to such work. Students should complete the research apprenticeship requirement not later than the end of the second year of study.

QUALIFYING PAPER REQUIREMENT

Students must prepare a qualifying paper that makes a new contribution to knowledge in social psychology, sociology or organizational behavior. It may (but need not) be based on work begun as part of the research apprenticeship, it may be based on a term paper developed in connection with coursework, or it may be based on a student's independent research activities. Though the qualifying paper is prepared in conjunction with the advice of a faculty committee, it must be original work prepared principally by the student.

The qualifying paper may offer an original interpretation of existing facts, provide new facts in support or disconfirmation of existing interpretations, or both. Its length and quality should resemble that of a research paper suitable for submission for publication in some form. Indeed, the Program's aspiration is that students will submit their qualifying papers for publication upon completing this requirement.

The student should consult regularly with the chair and other committee members while planning and conducting the research for the qualifying paper, and writing the paper itself. It is typical for qualifying papers to undergo several cycles of revision before they are approved. The paper is acceptable when committee members agree that it is of sufficient quality to merit review for publication in some form, be it as a chapter in an edited work, a specialty journal, or a general journal in organizational behavior or a related discipline.

The qualifying paper is supervised by a committee consisting of three faculty members, one of whom is designated as the committee chair. The chair will often, but need not necessarily, be a student's official advisor in the program (see Advising above). Students are encouraged to form a committee in consultation with their advisor, and to include both HBS and FAS faculty among their committee members. Qualifying paper committees must include at least one member of the HBS faculty, and typically will include more than one. The qualifying paper committee needs to be formed and finalized no later than the end of September in the third year.

Students should begin to work on the qualifying paper requirement by the second year of study. To be considered in good standing, students should submit the qualifying paper for approval by the end of January in the third year of study. Students who do not complete the qualifying paper by the end of their third year of study are considered to be making unsatisfactory progress and may be withdrawn from the program.

Sociology Track

RESEARCH APPRENTICESHIP REQUIREMENT

By the end of the second year of study, students should complete a research apprenticeship with a faculty member affiliated with the program. This research apprenticeship may or may not be a paid position; a typical time commitment would be approximately 100 hours of work. The research work performed during the research apprenticeship should involve the student in the formulation, design, and conduct of a research project in a substantial professional capacity. It should not be limited to routine research tasks typically performed by a "research assistant," though it may involve some exposure to such work. Students should complete the research apprenticeship requirement not later than the end of the second year of study.

QUALIFYING PAPER REQUIREMENT

Students must prepare a qualifying paper that makes a new contribution to knowledge in social psychology, sociology or organizational behavior. It may (but need not) be based on work begun as part of the research apprenticeship, it may be based on a term paper developed in connection with coursework, or it may be based on a student's independent research activities. Though the qualifying paper is prepared in conjunction with the advice of a faculty committee, it must be original work prepared principally by the student.

The qualifying paper may offer an original interpretation of existing facts, provide new facts in support or disconfirmation of existing interpretations, or both. Its length and quality should resemble that of a research paper suitable for submission for publication in some form. Indeed, the program's aspiration is that students will submit their qualifying papers for publication upon completing this requirement.

The student should consult regularly with the chair and other committee members while planning and conducting the research for the qualifying paper, and while writing the paper itself. It is typical for qualifying papers to undergo several cycles of revision before they are approved. The paper is acceptable when committee members agree that it is of sufficient quality to merit review for publication in some form, be it as a chapter in an edited work, a specialty journal, or a general journal in organizational behavior or some related discipline.

Students should begin to work on the qualifying paper requirement by the second year of study. To be considered in good standing, the qualifying paper should be approved by the end of January in the third year of study. Students who do not complete the qualifying paper by the end of their third year of study are considered to be making unsatisfactory progress and may be withdrawn from the program.

Organizational Behavior students on the Sociology track should follow procedures for meeting the qualifying paper requirement for graduate students in Sociology as outlined in the **Committee on Higher Degrees Procedural Handbook** from the Department of Sociology. The chair of the student's qualifying paper committee must be a member of the Sociology faculty, as must one other committee member. For Organizational Behavior students on the Sociology track, the third member of the qualifying paper committee should be a member of the HBS faculty. Sociology track students may, at their discretion, enroll in the Sociology Department's qualifying paper workshops (Sociology 310a and Sociology 310b) while working on their qualifying papers. These workshops are not, however, required of Sociology track Organizational Behavior students and do not satisfy departmental course requirements.

Examinations and Reviews

Micro-Organizational Behavior Track

ORGANIZATIONAL BEHAVIOR (OB) EXAMINATION

This examination completes the student's preparation for work on the doctoral dissertation. It is usually taken after all doctoral coursework requirements have been completed; and may be completed at the end of the first or second year. Students who fail the OB examination requirement may retake the exam one time; the exam requirement must be satisfied no later than the end of the student's third year of study in the Program. The organizational behavior examination requires students to demonstrate conceptual skill and knowledge of existing empirical findings and the ability to move back and forth between theory and practice.

THIRD-YEAR DOSSIER REVIEW:

Soon after completion of the qualifying paper, and in no case later than the end of the third year of study, students undergo a dossier review by a committee consisting of the student's advisor, one member of the Policy and Admissions Committee (PAC), and one other faculty member. The members of the review committee are selected by the chair of the PAC after consultation with the student and the student's official advisor.

Students submit a dossier consisting of their CV, qualifying paper, at least two other research papers prepared during their graduate studies at Harvard, and a brief (4-page maximum) statement indicating their plans for future research, including thoughts about their dissertation topic. The additional papers in the

dossier may be term papers prepared in connection with coursework, or papers based on independent research (e.g. prepared in conjunction with the research apprenticeship requirement or other work with faculty). Papers submitted for the dossier review may be coauthored, but the student should be the sole or first author of at least two of the papers submitted for the review.

After the committee reviews the dossier, its members meet with the student to discuss the papers submitted, the student's future academic plans, plans for the dissertation, or any other matters pertinent to the student's professional development. The review is intended as a constructive stock-taking of the work the student has conducted in the program to that point, and an occasion to discuss his or her progress toward meeting the program's aspirations, as well as plans for proceeding through its final phases.

Upon completion of the dossier review, the student submits a signed Dossier Review form to the Associate Director for PhD Programs in the HBS Doctoral Programs Office.

Students should be mindful from the beginning of their studies that they must present a dossier consisting of at least three papers for this review by the end of their third year of study.

Sociology Track

ORGANIZATIONAL BEHAVIOR EXAMINATION

This examination completes the student's preparation for work on the doctoral dissertation. It is usually taken after all doctoral coursework requirements have been completed; and may be completed at the end of the first or second year. Sociology track students often opt to complete as part of general examination. Students who fail the OB examination requirement may retake the exam one time; the exam must be satisfied no later than the end of the student's third year of study in the program. The organizational behavior examination requires students to demonstrate conceptual skill and knowledge of existing empirical findings and the ability to move back and forth between theory and practice.

Written General Examination Students on the Sociology track take the written examination offered by the Department of Sociology, following procedures and on the schedule set by the Department, as specified by its Committee of Higher Degrees (CHD) — see the ***Committee on Higher Degrees Procedural Handbook***. The exam takes place in August after the first year. In place of one of the two optional areas of the exam, students are required to take the micro organizational behavior section.

THIRD-YEAR DOSSIER REVIEW:

Soon after completion of the qualifying paper, and in no case later than the end of the third year of study, students undergo a dossier review by a committee consisting of the student's advisor, one member of the Policy and Admissions Committee (PAC), and one other faculty member. The members of the review committee are selected by the chair of the PAC after consultation with the student and the student's official advisor.

Students submit a dossier consisting of their CV, qualifying paper, at least two other research papers prepared during their graduate studies at Harvard, and a brief (4-page maximum) statement indicating their plans for future research, including thoughts about their dissertation topic. The additional papers in the dossier may be term papers prepared in connection with coursework, or papers based on independent

research (e.g. prepared in conjunction with the research apprenticeship requirement or other work with faculty). Papers submitted for the dossier review may be coauthored, but the student should be the sole or first author of at least two of the papers submitted for the review.

After the committee reviews the dossier, its members meet with the student to discuss the papers submitted, the student's future academic plans, plans for the dissertation, or any other matters pertinent to the student's professional development. The review is intended as a constructive stock-taking of the work the student has conducted in the Program to that point, and an occasion to discuss his or her progress toward meeting the Program's aspirations, as well as plans for proceeding through its final phases.

Upon completion of the dossier review, the student submits a signed Dossier Review form to the Associate Director for PhD Programs in the HBS Doctoral Programs Office.

Students should be mindful from the beginning of their studies that they must present a dossier consisting of at least three papers for this review by the end of their third year of study.

Research Seminar and Presentation

Starting in the second year, Organizational Behavior students are required to attend a weekly research seminar, where students present their ideas, such as the Work, Organizations and Markets (WOM) seminar or the OB Lab.

Teaching Requirement

Students are required to complete a teaching engagement of one full academic term that includes at least 8 hours, or 3 class sessions, of front-of-class teaching experience and at least 16 hours of teaching preparation time.

The Dissertation

The doctoral dissertation is the culminating event in the program through which the student develops a substantial original contribution to knowledge in the field of Organizational Behavior. Dissertations may take the form of an extended study of one topic, or a set of three or more related research papers. Students should consult with their advisors and with the PAC about the format of their dissertation. Dissertation requirements are identical for students on the Micro-Organizational Behavior and Sociology tracks of the program.

Prospectus and Dissertation Committee

The dissertation committees consist of a minimum of three faculty members, but larger committees are common.

Micro-Organizational Behavior track committees are ordinarily chaired by a member of the HBS or FAS faculty, and students should consult the chair of their committee while choosing other members. Committees must include at least two Harvard faculty having ladder appointments, at least one of whom

must be from HBS. Ideally dissertation committees will include both HBS and FAS faculty.

Appointments of non-ladder faculty or scholars outside Harvard as additional committee members require the approval of the chair of the PAC. Any subsequent changes in committee composition also must be approved by the chair of the PAC.

Sociology track committees must include at least one member from the HBS faculty and at least one from the FAS faculty. They are typically chaired by a member of either the HBS or the Sociology faculty, but in unusual circumstances, other Harvard faculty members may chair them with the approval of the chair of the PAC.

Students should consult the chair of their committee while choosing other members. Membership of dissertation committees must be approved by the chair of the PAC. The prospectus committee continues as the student's dissertation committee after the prospectus is approved. Any changes in committee composition that may be requested by the student or by a committee member must be approved by the chair of the PAC.

Once the prospectus is approved, the student should submit the prospectus approval form, countersigned by all committee members, to the Associate Director for PhD Programs of HBS Doctoral Programs at Wyss Hall. This provides protection for the candidate: if the work outlined in the prospectus is satisfactorily completed, the dissertation will be acceptable—even if the membership on the dissertation committee changes between the prospectus defense and the dissertation defense, e.g., because one or more members leaves the University.

The student then conducts the dissertation research. During this process, he or she should keep all committee members abreast of developments, especially if they lead to substantial adjustments in the direction or scope of the dissertation work; such adjustments are relatively common. In some instances, interim meetings of the dissertation committee to discuss the progress and direction of the research may be held.

The Dissertation Defense

The dissertation defense is the culmination of the student's work in the program and should be a celebration of the scholarly achievement and original contribution of the dissertation. The defense takes place before the candidate's dissertation committee and is open to all interested faculty and students.

Students who wish to receive their doctoral degrees at a given November, March, or May graduation must submit a complete draft of the dissertation to all members of their dissertation committee no later than six weeks prior to the GSAS filing **deadline** for that graduation. Students will be informed annually of these program deadlines.

After submitting the draft dissertation, the student must ascertain from members of the dissertation committee that the student may schedule the final defense. The committee may require that students make revisions to the draft, either prior to scheduling a defense or after the defense but before filing the approved dissertation with GSAS.

The student must arrange a mutually agreeable date, time, and location for the defense, allowing at least two hours for presentation, discussion, evaluation by the committee, and feedback to the student. It is the student's responsibility that the dissertation defense be advertised widely and well in advance of the defense

so that interested students and faculty will have the opportunity to arrange for their participation. The chair of the PAC and the Doctoral Programs Office at HBS must be informed of the scheduled time for the meeting, at least two weeks in advance.

The defense is chaired by the chair of the dissertation committee. It consists of a brief (roughly 20 minute) presentation of the dissertation by the candidate, followed by a period of questioning by the dissertation committee, and then general discussion and questions from all in attendance. The defense ends with an appropriate celebration of the candidate's accomplishment.

The student must file appropriate forms, countersigned by all members of the dissertation committee, certifying the successful completion of the dissertation defense with the Associate Director for PhD Programs of HBS Doctoral Programs, and with the Graduate School of Arts and Sciences.

Systems, Synthetic, and Quantitative 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, Synthetic, and Quantitative 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.

German

Coursework Requirements

To complete a secondary PhD field in German, graduate students must:

- 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).
- 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.

Biology, Organismic and Evolutionary Requirements for the PhD Degree

Course Requirements

All first-year students are required to complete OEB399.

Students admitted in 2017 or later are required to have completed the equivalent of four graded four-credit courses by the end of their second year and six graded four-credit courses by the end of their third year. These courses must be taught by OEB faculty members or be courses in other departments approved by the OEB Graduate Committee. For the purposes of this requirement, a student can obtain course credit for an OEB course either by taking the course as a duly enrolled student or teaching in the course as a Teaching Fellow. A student can count a course once as a student and once (but not more than once) as a Teaching Fellow. The grade minimum for graded courses is B-.

For some students, some courses may be prescribed by the OEB Graduate Committee. No student can be expected to have deep knowledge of all areas of modern biology, but all OEB graduate students are expected to have some familiarity with biological processes at (i) suborganismic (molecular and cellular biology), (ii) organismic (structure and function) and (iii) supraorganismic levels (evolution and ecology). Students are also expected to have competence in (iv) basic mathematics and statistics. Soon after their arrival at Harvard University, incoming students will meet with their advisor and members of the OEB Graduate Committee to review the student's previous coursework, identify any gaps in basic knowledge, and develop a plan of study. If gaps are identified in any of the basic areas (i)-(iv), this plan of study will include prescribed courses to be completed by the end of the student's second year with a grade of B- or better. All prescribed courses count toward the requirement for six graded four-credit courses.

Students admitted prior to 2017 are required to have completed any prescribed courses by the time of their qualifying examination and a minimum of four graded courses by the time they defend their thesis. With advisor approval, students may opt to take courses beyond their four-course requirement. The grade minimum for graded courses is B-.

Teaching Requirements

Teaching in the first year is not allowed per GSAS policy.

For students admitted in 2016 and later, the department requires three semesters of teaching for completion of the degree. As part of your thesis proposal for the qualifying examination, you should develop a teaching plan that will help you balance factors including when courses of interest are being offered and when you might have particularly intense field or laboratory work.

Students admitted prior to 2016 are required to teach two semesters for completion of the degree.

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 provisions are the interpretation of satisfactory progress for graduate students in OEB.

1. During the first two years of graduate study, any student who is permitted to register is considered to be making satisfactory progress. OEB students are required to take OEB 399 in their first year.
2. Students admitted in **2017 and later** must have completed four letter-graded courses (including all prescribed courses) and have taken the qualifying examination by the end of the second year. Students admitted **before 2017** are simply required to complete their prescribed courses and their qualifying examination by the end of the second year. [Students can petition the OEB Graduate Committee to have their qualifying examination deferred until their third year. Such a petition takes the form of a written request to the Director of Graduate Studies (DGS) endorsed by your advisor submitted during the second year. A deferral, if granted by the

OEB Graduate Committee, does not change the requirement that a student who has not passed the qualifying examination by the end of their third year will be expected to withdraw.]

3. Students admitted in **2017 and later** must have passed the qualifying examination and completed six letter-graded courses by the end of the third year. Students admitted **before 2017** must complete four letter-graded courses by the time they defend their thesis.
4. After passing the qualifying examination, students must hold a yearly dissertation conference and be judged to be making satisfactory progress.
5. Students in their fourth year must participate in the G4 symposium in the spring.
6. A student who is judged not to be making satisfactory progress may, with department endorsement, be placed on **grace status** for up to one year. Students on grace status remain eligible for financial aid during this period but cannot hold teaching appointments. 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. A student is ordinarily allowed only one period of grace.
7. The calendar of requirements as noted above 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, the approved leave period can be extended beyond a single year.

Qualifying Examination

The qualifying examination is an oral examination conducted to assess whether the student has a well-designed research plan for her/his dissertation, and to examine the student's knowledge in broad areas of organismic and evolutionary biology. Students are expected to have taken the qualifying examination before the end of the second year of graduate study (exceptions may be granted by petition to the OEB Graduate Committee) and, at the very latest, to have passed the examination before the end of the third year of graduate study.

The **Qualifying Examination Committee** consists of the student's advisor acting as Chair, plus at least three other individuals. A total of at least three members of the Committee must be members of the OEB faculty, including the Chair. The membership of the Qualifying Examination Committee (as well as three exam topics proposed for the syllabi – see below) must be approved by the DGS before a student submits the qualifying examination notice to the Senior Academic Programs Administrator.

The student should arrange an examination time by contacting Committee members. Three hours should be allotted for the meeting, though examinations are often shorter in duration. Students should be aware that many faculty are not available to participate in examinations when school is not in session. Students are advised to remind faculty of the time and place of the meeting several days before the examination.

During the exam students will be tested on three broad topics pertinent to, but not restricted to, the specific topic of the proposed or ongoing dissertation studies. Topics should overlap little and should be broad in scope. For each topic a **syllabus outline** for a course covering the topic should be prepared. Students must obtain approval from the DGS for the three exam topics for these syllabi. At least two of these courses should be modeled on a one-semester lecture course meeting two-three times a week and addressing a broad area of biological knowledge. One course can be an advanced level seminar on a more specialized topic. These syllabi will serve as a guide for the Qualifying Examination Committee members to begin asking questions, though Committee members are not limited to asking questions directly relevant to the syllabi. Students are encouraged to meet with Committee members prior to the examination to discuss what sorts of questions might be asked and to receive advice and recommendations on specific material that may be worth reviewing. There are no set guidelines on syllabus format; they should be modeled after those commonly distributed at the beginning of OEB courses. Students should consult with their advisors on exact format.

The student is also expected to prepare a written **thesis research proposal** for the Qualifying Examination Committee. There is no set format for the proposal, but the guidelines for NSF Dissertation Improvement Grants are one format that is often followed. Students should consult with their advisor about format. In the examination, students will present a brief oral presentation on the proposal, designed to last approximately 15-20 minutes, not counting questions (recalling that Committee members will have read the proposal, so that it is neither necessary nor desirable to review everything in it).

The syllabi and thesis proposal must be distributed to Qualifying Examination Committee members and the Senior Academic Programs Administrator at least two weeks before the examination. Failure to do so will result in postponement of the examination. Materials may be distributed electronically, but when doing so, the student should inquire whether any Committee members would prefer to receive hard copies.

The Qualifying Examination Committee Chair (the advisor) will be in charge of the examination. At the outset, the student will be asked to leave the room so that the Committee can discuss the student's progress to date and to review the courses prescribed and confirm that they have been taken. The advisor will then be asked to leave the room for the student to talk with the other Committee members. After the advisor's return, the student will then make her/his oral presentation, after which Committee members will ask questions. Usually Committee members take turns, each asking several questions, with several rounds of questioning. It is up to the Chair whether s/he wishes to ask questions or simply moderate the proceedings. At the end of the examination, students will again be asked to leave the room.

After the exam, students who passed the qualifying examination shall be promptly notified and approved for continuation of dissertation studies and advancement to doctoral candidacy. At least one term should ordinarily elapse between the qualifying examination and when the thesis examination can be held. The Qualifying Examination Committee may pass the student, but prescribe additional coursework or other

additional work (such as writing a review paper on a particular topic). Completion of this prescribed work is required before the next Dissertation Advisory Committee meeting for the student to be judged at that time as making satisfactory progress.

If the qualifying examination reveals serious deficiencies, the Committee may decide: (1) that the student be reexamined at a later date (but not later than the end of the G3 year), or (2) that the student not be admitted to candidacy for the doctoral degree. In the latter case, the Committee will recommend that further candidacy be terminated not later than the end of the ongoing academic year. The recommendation to terminate must be reviewed and approved by the OEB Graduate Committee. The student, together with the advisor, may appeal any such decision by submitting to the OEB Graduate Committee written arguments for a reversal of the decision to terminate. Under such circumstances, the case will be further reviewed by the OEB Graduate Committee as well as by the Department and a final decision rendered.

Dissertation Conferences

Students have opportunities to review with their advisor and their Dissertation Advisory Committee (DAC) the thesis project, its progress and future potential in annual dissertation conferences. **The first dissertation conference should be held no later than one year after the qualifying examination and at one-year intervals thereafter.** The student should orally present a brief account of any results obtained and plans for additional research. The DAC should indicate to the student whether it anticipates that the thesis will be acceptable. It should also suggest improvement where needed. The conference is not intended to be an oral "examination," but the DAC must approve of the student's progress and plans. If the DAC does not approve, then the student will be considered not to be making "Satisfactory Progress" and a plan must be prepared to return to good standing within six months. Failure to do so may lead the DAC to recommend dismissal from the graduate program. Students more than six months late in holding a DAC meeting will automatically be considered not to be making Satisfactory Progress.

The DAC will consist of the student's advisor, who will serve as Chair, and at least two other members. At least three members of the DAC must be faculty of the Department of Organismic and Evolutionary Biology. Additional members affiliated with other departments or institutions may be added after consultation with the advisor. The overall composition of the DAC must be approved by the DGS. The members of the DAC will, in most cases, also constitute the Thesis Examination Committee. In some situations, it may not be possible to schedule a meeting at which all DAC members can attend. With permission of the advisor and the DGS, one DAC member may be absent from the meeting, as long as arrangements are made for the student to meet separately with that DAC member.

Thesis Presentation and Examination

All graduate students in the Department of Organismic and Evolutionary Biology come under the jurisdiction of the OEB Graduate Committee. The DGS is authorized to approve all examination committees appointed for doctoral candidates.

1. Application for the PhD Degree

The degree application is available online at the [FAS Registrar's site](#); for degree deadline information click on "GSAS Graduation" in this site. You can also check this [Academic Calendar](#) page for updated deadline information. All applications must be approved by the DGS. Students should be aware that many Committee members are not available for thesis defenses when school is not in session.

2. Thesis Presentation

The student must present the subject matter of the thesis in a seminar before a group open to the general biological community within the University and to which the members of the Thesis Examination Committee have been invited. This presentation shall take place prior to the thesis examination. The Senior Academic Programs Administrator should be notified of the public presentation one month prior to the date, so that a thesis seminar notice can be sent to the OEB faculty members and fellow students. A copy of the posted notice of the seminar will become part of the student's record.

3. Thesis Abstract

Each PhD candidate will prepare an abstract of the **thesis** – ordinarily limited to one page, single-spaced – and submit it to the Senior Academic Programs Administrator two weeks prior to the date of the thesis examination. Copies of the thesis abstract will be distributed to the OEB community.

4. Thesis Examination

The **thesis** is written under the supervision of the student's research advisor and should conform to the standards outlined in [Dissertations](#).

The **Thesis Examination Committee** will consist of the student's advisor who will serve as Chair, and at least two other members suggested by the advisor. At least three members of the Committee must be members of the Department of Organismic and Evolutionary Biology. Additional members affiliated with other departments or institutions may be added by the advisor. The overall composition of the Committee must be approved by the DGS.

The Senior Academic Programs Administrator and the DGS must be notified of the **time and location of the thesis examination four weeks prior to the date** desired. The candidate must present to her/his Thesis Examination Committee **copies of the thesis in final form two weeks prior to the defense date** (not yet bound; students should ask Committee members whether they prefer digital or hard copies). An additional digital thesis copy must be submitted to the Senior Academic Programs Administrator two weeks prior to the thesis examination (this copy will be made available to OEB faculty who request it). **Failure to provide copies of the thesis to the Thesis Examination Committee and to the Senior Academic Programs Administrator two weeks prior to the exam date will automatically lead to postponement of the thesis defense.**

The student should observe the final dates for holding the thesis examination indicated in the [Academic Calendar](#) sent to all students at the beginning of each term. It is strongly suggested that the thesis examination be held at least one month prior to the date the thesis is due in the Registrar's Office to allow time for revisions; students should not expect Committee members to approve a thesis simply because a student has an impending deadline.

After examination, the Thesis Examination Committee will decide whether the candidate will pass, fail, or pass on the condition that specified changes be made to the thesis (because students are often required to do additional work before the thesis is passed, students should defend at least a month before degree filing or other deadlines). The Thesis Examination Committee may delegate to its Chair the responsibility for seeing that such changes are made in a satisfactory manner before the award of the degree is recommended to the Department by the Committee on Graduate Students and Studies. The student's advisor should make such certification in writing to the DGS.

If at all possible, students should schedule their last dissertation conference one to three months prior to their thesis defense. At this time, they should review the thesis fully, giving Committee members the opportunity to identify issues that should be rectified prior to presentation of the thesis. Holding such a dissertation conference is the best way to ensure that problems are identified prior to the defense, thus minimizing the chance that the Committee will require substantial additional work that may greatly delay awarding of the degree.

In rare cases, it may be possible to hold the thesis exam with one Committee member absent.

Arrangements must be made for that Committee member to confer with the advisor prior to the thesis being approved. Approval for such an arrangement must come from the DGS and only will be granted under unusual circumstances.

5. Filing the Thesis

Students should consult the [**GSAS thesis submission guidelines**](#). Each candidate must be registered in GSAS, with required registration fee(s) paid, at the time the thesis is filed. These dates may vary and should be checked in the [**GSAS Policies**](#) available at registration each year. It is the student's responsibility to submit the thesis to the Registrar's Office in accordance with the desired graduation date deadline. The student should also submit a bound copy of the thesis to the OEB Senior Academic Programs Administrator.

Requirements for the AM Degree

The Department of Organismic and Evolutionary Biology does not admit students whose sole purpose is to study for the Master of Arts (AM) degree.

However, graduate students admitted to **any PhD program** at Harvard University, or **OEB graduate students admitted prior to 2017**, may apply for the AM degree if they fulfill the following requirements:

1. Six letter-graded four-credit courses in the department (or other courses approved by the DGS), with no grades lower than B- and an overall grade point average of B or better.
2. AM candidates must submit a written paper based on original research conducted under the guidance of a faculty member in the department.

OEB graduate students admitted in 2017 and later may also apply to be awarded the AM degree. The requirements for students within the department are:

1. Six letter-graded four-credit courses of which at least four are courses within the department (or other courses approved by the DGS), with no grades lower than B- and an overall grade average of B or better. All prescribed courses are interpreted as being "within the department." A student can obtain course credit for

an OEB course either by taking the course as a duly enrolled student or teaching in the course as a Teaching Fellow. A student can count a course once as a student and once (but not more than once) as a Teaching Fellow.

2. A written report based on original research conducted under the guidance of a faculty member in the department (the student's thesis proposal will often satisfy this requirement).

English

The Graduate Program in English only admits students to the Doctor of Philosophy (PhD) program. The program does not admit students for a stand-alone Master of Arts (AM) degree. *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 of students 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 ten courses must be at the 200- (graduate) level, and at least six of these ten must be taken within the department. Graduate students in the English department will have priority for admission into 200-level courses.
- Beginning with incoming class of 2020-21, two new proseminars will now be required as part of the ten.
- The remaining courses may be either at the 100- or the 200-level.
- Students typically devote part of their course work in the first year to preparing for the “General” exam, focusing increasingly on their field in the second year.

Proseminars

- Beginning with incoming class of 2020-21, two new proseminars will now be required as part of the ten required seminars.
- The first-year proseminar (taken in the spring semester of the first year) introduces students to the theories, methods, and history of English as a discipline, and contemporary debates in English studies. The readings feature classic texts in all fields, drawn from the General Exam list. This first-year proseminar helps students prepare for the General Exam (taken at the beginning of their second year); it gives them a broad knowledge for teaching and writing outside their specialty; and it builds an intellectual and cultural community among first-year students.
- The second-year proseminar has a two-part focus: it introduces students to the craft of scholarly publishing by helping them revise a research paper for publication in a peer-reviewed journal by the end of the course. It thus gives students the tools to begin publishing early in their career. It also introduces students to the growing array of alternative careers in the humanities by exposing them to scholars who are leaders in fields such as editing, curating, and digital humanities.

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, Old English, French, German, Spanish, and Italian are the accepted languages. Other languages, including ASL and computer 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 Old English*, 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.

* Please note that only the spring semester of Old English will count towards the graduate course requirement (as a 100-level course) when taken to fulfill a language requirement.

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 is twofold: to examine students’ preparation in primary teaching and scholarly fields they mean to claim, and to explore an emerging dissertation topic.

The two-hour examination is typically taken before the end of the Fall Reading Period of the third year of graduate study, although it is possible to take it as late as the end of February, should the need arise. The exam is conducted by a three-person examination committee, chosen by the individual student, normally from among the tenured and ladder faculty of the English department, (the chair by June 1 of the second year, and the remaining examiners by no later than September 1 of the third year).

One faculty member acts as chair of the committee and assists students in selecting its other members. This committee, or some part of it, will likely continue to serve as individual students’ dissertation advisors.

During the exam, students are asked to demonstrate an adequate knowledge of 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 (or two co-advisors, with a third committee member to be added at a later date), is due in the English Department Graduate Office six "business weeks" after passing the Field Oral Examination. The "business weeks" do not include the Winter Recess, so a student passing the exam four weeks before Winter Recess begins, for example, would have another two weeks after the start of classes in the Spring Term to complete the prospectus.

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 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.*

Article Submission

Students are required to submit an article to a scholarly journal by the end of their 5th year (acceptance is not required). Failure to do so would result in the loss of good standing. This is encouraged for all students, but is a requirement for all students who entered during or after the 2015-2016 academic year.

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 advisor 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 English Department Graduate Office will announce the upcoming defense to all members of the department.
- 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 English Department Graduate Office can help the student arrange for video conferencing.

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 May 1-14, 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

The job placement seminar meets during the Fall semester to help students prepare dossiers and oral presentations of their work for the academic job market. The class meets roughly every two weeks, providing a supportive structure for participants to produce, workshop, and revise application materials. Mock-interviews and practice teaching demonstrations will be arranged. The placement officers provide one-on-one support with editing/proofing materials and guidance in navigating the applications process. This seminar is restricted to students in the English department. Students who intend to actively apply for postdocs or jobs this year may enroll; some seminar sessions, which are suitable for those thinking about the market or their career options but not actively applying this year, will be advertised more widely and open to all graduate students in the department. **Candidates who wish to participate in the seminar must enroll in ENG 370.**The course will be graded SAT/UNSAT.

Philosophy

Preliminary Requirement

Candidates must pass at least twelve approved four-credit courses or seminars during their first four terms in the department. Courses numbered 301 or above do not count toward this preliminary requirement, but the two required terms of Philosophy 300, the First Year Colloquium, may be counted as three of the twelve. If a letter-graded course record is to be considered satisfactory, the candidate’s grades in these courses must be B or higher.

Courses taken to meet the preliminary requirement must be approved in advance by the department’s director of graduate studies. Students must take and complete Philosophy 300a plus two letter-graded four-credit courses or seminars during their first term and Philosophy 300b plus three letter-graded four-credit courses or seminars more in their second term, thus completing five letter-graded four-credit courses during the first two terms of residence, with grades of B or higher.

These courses, like the rest of the twelve, should be among those designated “For Undergraduates and Graduates” or “Primarily for Graduates” in the course catalogue. At least ten of the courses must be taught by members of the Department of Philosophy (including visiting and emeritus members). This requirement can be modified for students specializing in Classical Philosophy.

Students who have done graduate work elsewhere may petition to obtain credit for up to three four-credit courses, which may be counted toward the preliminary requirement. If they are in philosophy (as would normally be the case), such courses will be regarded as equivalent to those taught by members of the department.

Distribution Requirement

This requirement, intended to ensure a broad background in philosophy, is met by completing eight distribution units of work before the beginning of the fourth year of graduate study. A distribution unit may be fulfilled (i) by completing an approved four-credit course or seminar (which may also be counted toward the preliminary requirement), or (ii) by writing a paper under the guidance of a faculty member, with the approval of the director of graduate studies. In the latter case the work does not count toward the preliminary requirement.

The units are to be distributed as follows:

- a) Contemporary Theoretical Philosophy: Three units in core areas of twentieth- and twenty-first century metaphysics, epistemology, philosophy of science, philosophy of mind, philosophy of language, philosophy of mathematics, and the like.
- b) Practical Philosophy: Two units in contemporary or historical ethics, political philosophy, aesthetics, and the like.
- c) History of Philosophy: Three units so chosen that one course unit treats primarily Plato or Aristotle and the other two units treat primarily representatives from two of the following: the Rationalists, the Empiricists, Kant, or the Idealists. At most, one of these three courses may emphasize primarily practical philosophy.

Note: The First-Year Colloquium (Philosophy 300a and 300b) may not be used to fulfill any part of the distribution requirement. Philosophy 299hf, the second-year paper, may be used to fulfill a distribution requirement.

Logic Requirement

Candidates for the PhD are expected to have mastered the fundamentals of logic and to have an understanding of the elements of logic’s metatheory. Normally, this requirement is satisfied by successfully completing one of the Department’s 100-level courses in logic: 140 (Introduction to Mathematical Logic), 144 (Logic and Philosophy), or 145 (Modal Logic). It can also be satisfied by taking an appropriate mathematics course (for example, Mathematics 143, 144a, or 145b). The requirement may also be satisfied by an examination set by the DGS in consultation with appropriate Department members.

Second-Year Paper

Students are required at the end of their second year in residence to submit a paper whose length is between 7500 and 12,000 words including footnotes.

The expectation is not that the second-year paper should constitute a kind of Masters Thesis; a better model is that of a journal article – i.e., an essay that sets out a focused philosophical problem, articulates its significance, and makes a significant contribution rather than a mere intervention. Given this goal, the second year paper may under no circumstances be over 12,000 words, and generally will be significantly shorter. Students must annotate the paper with an accurate word count.

By the end of the first year, students need to have a faculty advisor who will supervise the second year paper. Together the advisor and advisee will write a plan of study for the first term, and submit it to the DGS. This plan of study will specify a schedule for submitting work and receiving feedback, and will also specify a benchmark to be met before the beginning of the second semester.

A preliminary draft of the second-year paper is to be submitted by the end of the spring vacation of the second semester, and a final draft is due by June 1st. Under extraordinary circumstances and with the written approval of both advisor and the DGS, the final version of the paper may be submitted after June 1st, but no later than August 1st.

Once the second year paper is submitted to the advisor, the advisor forwards the paper to the DGS, who selects a faculty member to act as the paper's examiner. The author, advisor, and examiner meet in a timely manner to discuss the paper, after which the examiner in consultation with the advisor awards the paper a grade. This grade will be recorded as the student's grade for her two semesters of 299hf.

Language or Research Tool Requirement

Ideally, philosophy involves a dialog with other disciplines — philosophy of mind with, for example, psychology and neuroscience; metaphysics with, for example, physics; moral and political philosophy with, for example, the law and social studies. Ideally, philosophy involves a dialog with its history, understanding its insights and mistakes. Ideally, philosophy is done in a way that transcends cultural barriers, with philosophers from one country who work primarily in one language in dialog with philosophers from other countries who speak other languages.

A philosopher who approached the ideals above would be: conversant with the work of a discipline outside of philosophy that is relevant to her work; able to read historically important work written in a language other than English; able to fluently participate in philosophical conversations in at least two languages. It is too much to expect of graduate students that they have such a range of knowledge and abilities by the time they graduate from Harvard. But the Department does expect and require that graduate students have taken steps towards at least one of the ideals mentioned above before graduating.

To this end, a student for the PhD is required to demonstrate one of the following.

1. The ability to read and interpret philosophical work in either ancient Greek, Latin, French, or German. The normal way to demonstrate this ability is to successfully complete a year-long reading course in one of these languages conducted by a faculty

member in the Philosophy Department. In special cases (for example, a student who comes to the program with a strong academic background in one of these languages) and with the approval of the DGS, this requirement may be satisfied by course work done outside of the Department.

2. Advanced knowledge of a discipline outside of philosophy that is relevant to the student's dissertation. Normally this requirement is to be satisfied in one of the following ways: (1) Taking and passing with a grade of B or better, and with the prior approval of the DGS, at least two advanced courses in a discipline outside of philosophy that is relevant to one's philosophical work; (2) possessing an advanced degree in such a discipline; (3) with the prior approval of the DGS, certain intensive summer programs may count. Students who expect to work in logic or set theory may satisfy this requirement by taking advanced logic or mathematics courses. Normally this requirement **cannot** be satisfied by undergraduate course work.
3. The ability to fluently participate orally and in writing in philosophical debate in at least two modern languages. Graduate students who have completed a B.A. or its equivalent at a school in which instruction is conducted in a primarily in a language other than English are considered to have satisfied this requirement. Other ways to satisfy the requirement are determined on a case by case basis; one route is to provide a satisfactory comparison of translations of a philosophical passage into (or from) English, giving an assessment of their differences and relative advantages and drawbacks.

The Department encourages students to complete this requirement by the end of the third year, and requires that it be completed no later than the end of the semester in which the student takes his topical.

Dissertation Workshops

Dissertation Workshops Students who have completed their second year paper are required to enroll each term in one of the two dissertation workshops, Philosophy 311, Workshop in Moral and Political Philosophy or Philosophy 312, Workshop in Metaphysics and Epistemology. Permission not to enroll in a Workshop must be granted by the director of graduate studies.

Master of Arts (AM)

Admission, Residence, and Course Credit

Since the principal employment for men and women with advanced training in philosophy is in college teaching that requires the PhD, the department ordinarily does not admit applicants who wish to study for the degree of AM only. However, the AM may be taken as a step toward the PhD after a minimum of two terms in residence.

Requirements

A candidate for the AM must satisfy the preliminary, distribution, and logic requirements for the PhD; however, the preliminary requirement is reduced to ten four-credit courses, and only seven of the eight distribution units are required for the AM. In addition, the second year paper requirement must be satisfied.

There is no language requirement for the AM.

Teaching

Teaching Fellowships

Graduate students are urged to take full advantage of opportunities to acquire teaching experience while working for the PhD. Students in the third and fourth years will ordinarily teach as part of their graduate school funding. Teaching fellowships are restricted to those who have completed at least two years of work in the department (under exceptional circumstances, one year) and are making satisfactory progress toward the PhD. In addition to a satisfactory grade record, the criteria of normal progress are as follows for each of four years of graduate study. First year: completing five letter-graded four-credit courses or seminars and Philosophy 300. Second year: satisfying the preliminary requirement, the logic requirement, and the second-year paper requirement. Third year: satisfying the distribution requirement and formulating a dissertation topic. Fourth year: passing the topical examination. Students in their first year of teaching must, and in their second year may, take Philosophy 315hf, Instructional Styles in Philosophy.

Advising

The department's arrangement for advising students is structured so as to correspond to four stages of a student's progress toward the PhD. These stages include the first year, the second-year paper, reading and research toward a dissertation topic, and work on the dissertation.

1) The director of graduate studies is assigned as advisor to all first-year students and continues to meet with all students at the beginning of each term and sign their Study Cards. Her or his advising role is particularly important during the coursework stage (generally through the second year), because she or he has principal responsibility for monitoring the student's progress toward fulfilling the general requirements for the degree: the preliminary requirement, the distribution requirement, and the language requirements. In addition, each first-year student is assigned a more informal faculty advisor.

2) At the end of the first year, a student should arrange with a member of the faculty to supervise the student's second-year paper. That faculty member will be the student's advisor during the second year. If necessary, the director of graduate studies is available to assist a student in finding a suitable faculty member.

3) At the beginning of the third year, a student should arrange for a faculty member to be his or her advisor during the process of exploring areas for a possible dissertation and formulating a topic and a prospectus. This advisor may be the same person as the second-year paper advisor, but need not be. Normally, a student will continue with this advisor until the topical examination, but change is possible by arrangement with the parties involved.

4) When a prospectus is well along, the student should discuss the formation of a dissertation committee (normally three faculty members) with the advisor, the director of graduate studies, and possible committee members. This committee will conduct the topical examination and, if the student passes, will continue supervising the student's work on the dissertation. Normally it will serve as the defense committee when the dissertation is completed. However, during work on the dissertation, change is possible by arrangement with the parties involved and with the approval of the director of graduate studies. At this stage, one member of the committee will be designated as the student's advisor. The significance of this will vary as the supervision of dissertations is more collective in philosophy, for example, than in many other fields. In some cases the advisor will be the principal supervisor, in others the role of the committee members will be close to equal and the choice of one advisor is a matter of convenience.

Oral Topical Examination

After completing the second year paper, each candidate will enroll in Philosophy 333 and will be assigned a third-year advisor. In consultation with this advisor, the candidate will develop a dissertation topic and choose a prospective principal dissertation advisor. To receive formal approval of the dissertation topic, a candidate must pass the oral topical examination. If the topical examination is not passed, it must be taken again and passed by the beginning of the winter recess in the year immediately following. Although called an examination, approximately ninety minutes in length, it is in fact a conference on the dissertation topic, not an occasion on which the candidate is expected to produce a complete outline of arguments and conclusions. The conference is intended to determine the acceptability of the topic on which the candidate wishes to write a dissertation, the candidate's fitness to undertake such a dissertation, and the candidate's command of relevant issues in related areas of philosophy. A dissertation on the proposed topic may be submitted only if the topical examination is passed.

Application to take the topical examination must be made to the director of graduate studies at least two weeks in advance. At the same time, the candidate must submit three copies of a dissertation prospectus to the director of graduate studies and members of the student's prospective committee. The prospectus should be 25–30 pages long, and should explain the problem the student proposes to address and the methods by which he or she proposes to address it. It should include a tentative chapter breakdown and a bibliography of sources the student expects to use. The examination is conducted by the dissertation committee (see number four under advising).

Dissertation

When the topical examination is passed, the examining committee normally becomes the dissertation advisory committee. One member of this committee is designated the candidate's advisor. At least three months before the deadline for formal submission of the dissertation, the candidate must submit to the advisory committee a legible draft of the dissertation or a considerable part of it. With the consent of the committee, the candidate may then go on to prepare a final draft for submission to the department. The dissertation must show a mastery of the field in which it is written; it must demonstrate the candidate's insight, originality, and power of independent research; and it must add to the sum of human knowledge and

understanding. Apart from these general requirements, there are no formal restrictions on the subject or construction of the dissertation, but the candidate is advised to write on a distinct and sharply limited problem. Dissertations of more than 75,000 words ordinarily will not be accepted.

Final Examination

The completed dissertation is read and appraised by a committee of three, usually identical to the candidate's dissertation advisory committee. (If the advisory committee has had only two members, a third must be added to the examining committee.) This committee, if it finds the dissertation sufficiently promising, conducts the final oral examination, in which the dissertation must be adequately defended before its acceptance by the department. (The examination is public and may be attended by other members of the department if they wish.) The purpose of this last examination, which is normally about one hour in length, is not so much to test the range and detail of the candidate's information as to judge the candidate's skill in presenting and discussing matters considered in the dissertation and the candidate's ability to meet friendly but searching criticism.

Classical Philosophy

The departments of the Classics and Philosophy collaborate in an interdisciplinary PhD program in Classical Philosophy for students registered in either department. Candidates whose major field is philosophy are expected to take the Proseminar for graduate students in the classics, as well as attend seminars or other courses in classics relevant to their interests. With the approval of the director of graduate studies, students in the Classical Philosophy program may be permitted to count an appropriate course in ancient philosophy toward the distribution requirement in metaphysics and epistemology and one (in addition to the one already required) toward the requirement in history of philosophy.

Language requirements: Candidates who plan to write a dissertation in Classical Philosophy are expected to have learned at least one of the classical languages (Greek or Latin) before they are admitted. Depending upon the level of fluency they have reached before entering the program, they may be asked to take additional language or reading courses. If they have not previously studied the second language, they will be required to reach the level of one year of college coursework. This can be done either by taking courses or by passing a language examination. In addition, candidates will be expected to have acquired a reading knowledge of German sufficient for reading scholarly literature and to pass a departmental examination on a suitably chosen text. The rules and procedures for the dissertation will, in general, be those established for candidates in philosophy.

Law and Philosophy

A coordinated JD/PhD in Philosophy and Law is available. Students wishing to obtain the coordinated degrees must be admitted separately to both programs. Students admitted for the coordinated degrees must begin either with the first full year of law school or the first two years of philosophy; after that they may alternate

terms as they choose. The program in Law may be completed in five terms. The requirements for philosophy are the same as for regular philosophy graduate students. For more information please see the JD/PhD Coordinated Program section **Combined Degree Programs**.

Division of Medical Sciences

The Division of Medical Sciences offers programs in Bioinformatics and Integrative Genomics, Biological and Biomedical Sciences, Immunology, Neuroscience, Speech and Hearing Bioscience and Technology, and Virology.

Satisfactory Progress

Satisfactory progress is required for Division of Medical Sciences 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, performance on their preliminary qualifying examination, demonstration of adequate research ability and/or level of improvement, acceptable ethical conduct, participation in other scholarly activities of the student's program, completing work prescribed by the dissertation advisor, and required activities of the Division of Medical Sciences.

Ordinarily, students are expected to complete their dissertation by the end of their 5th year. Under no circumstances will students be allowed to register beyond the 10th year in the Graduate School of Arts and Sciences (GSAS). Depending on progress, a student may be allowed to enroll in [DMS](#) between seven and ten years. If a student has withdrawn and wishes to apply for readmission, the information on doing so is [here](#).

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 300qc, 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 courses 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 four-credit 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. In general, 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 a student selects a dissertation laboratory and a dissertation advisory committee (DAC) is formed. In parallel with the dissertation advisor, the DAC 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 Division 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 preliminary 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 6th year and above are not allowed to teach.

If students plan to do any teaching during a semester the student must list “DMS TIME: Teaching Fellow Related” on his/her Study Card. For example, if a student plans to teach one-quarter of his/her time, they must sign up for one “DMS TIME: Teaching Fellow Related”. The student’s dissertation advisor and program academic advisor or program head must sign the Study Card.

Preliminary Qualifying Examinations

Each student is required to pass a preliminary qualifying examination administered by the student’s program. This examination is given at the end of the first year or during the second year. The preliminary qualifying 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 they have 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, and is accepted by, a dissertation advisor, they initiate this process by obtaining a Dissertation Advisor Declaration form (DAD) available from each program’s 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.

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 serves as 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 end of the third year, the dissertation advisory committee will ask if the research project is heading towards a plausible dissertation. The dissertation advisory committee may decide to meet more than once a year for students in their 5th 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.

Final DAC Meeting

In preparation for the final dissertation advisory committee meeting, the student must submit to the committee the general outline and content of the dissertation. The committee will discuss the general outline and content of the dissertation with the student. The final DAC report will specify what original writing the student must do. In some cases, all of the dissertation will be original writing. In other cases, when students use some collaborative, published work, the committee will define the additional required writing. (See Attributions to the Dissertation under The Dissertation Defense for detailed description of the use of reprints).

Students must have the final dissertation advisory committee report on file in the Division of Medical Sciences office stating that the student may begin writing the dissertation with approval of the general outline and content of dissertation prior to processing dissertation defense paperwork. (See your program administrator or go to the Division of Medical Sciences [website](#) for a form.) After receiving approval and permission from the committee to write the dissertation, students should then defend their dissertation no later than 4-6 months from the date of permission to write.

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, therefore students should schedule a packet meeting with DMS following their last DAC meeting to understand the dissertation timeline.

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 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 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 Faculty of Arts and Sciences guidelines** or is not neat and readable **is subject to required stylistic revision before acceptance by the University.** (See [Dissertations](#), 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. 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 an academic institution. The chair of the exam committee as well as at least one examiner 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. An alternate examiner may be requested by the student, the dissertation advisor, the program, or the Division. If an alternate examiner is selected, the alternate must be available to attend the seminar and defense, and must receive and read a copy of the dissertation.

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.

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 courses (16 credits), 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 2015–2016 academic year, contact the department.

Advising

The contact person is the director of graduate studies in linguistics.

Biophysics

The First Two Years

The academic requirement for the PhD degree consists of no less than two years— at least one of which must be in residence at the Graduate School of Arts and Sciences at Harvard University—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 University or of other universities will be considered.

A year's work for a resident student normally consists of eight four-credit 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, followed by full-time research until completion and defense of the research dissertation.

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 300qc, 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 their second year.

Additionally, students entering their 5th year are required to register for the Medical Sciences 302qc, Conduct of Science Refresher Course.

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 & Co-Chair meets with each student at least two times during their first and second years to monitor progress.

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

Individual Development Plan

Students in the program are required to complete a yearly self-assessment process via the Individual Development Plan through which they consider their current level of achievement as well as understanding and use of available resources, versus their future long- and short-term goals. Future actions to be taken to better reach those goals are determined and considered in conversation with an IDP mentor, the Program Chair & Co-Chair, Program Administrator, and Dissertation Research Advisor, as appropriate.

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**; 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 asked 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 & Co-Chair.

DISSERTATION

Dissertation Advisory Committee (DAC)

Upon successful completion of the qualifying examination, a student must assemble 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. Students shall submit a written dissertation proposal/progress report to the DAC within one week of scheduled DAC meetings.

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 **Dissertations**. 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, according to the schedule provided in the **GSAS Degree Calendar**.

Copies of the completed typewritten dissertation must be submitted to the Dissertation Examining Committee and the Chair & Co-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 electronic submission to the Registrar's Office.

Examiners

Each student and the student's dissertation advisor must select three examining committee members to be submitted to the Chair & Co-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 & Co-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 electronically and in hard copy 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.

Film and Visual Studies

The Program

The Graduate Program in Film and Visual Studies leads to the degree of Doctor of Philosophy (PhD). The core emphasis of this research degree is the theory and history of moving images in relation to the visual arts.

The Program does not admit candidates who seek a terminal AM degree. Students may apply for a master's degree after advancing to PhD candidacy. A master's degree may also be offered to students unable to complete the PhD. The expected timetable for completion of the doctoral degree is five to six years.

For graduate students pursuing serious research in film and related visual media in other departments who wish to have their work validated by this program, a **secondary field** in Film and Visual Studies is offered.

Residence and Academic Standing

Two years of enrollment for full-time study are a minimum requirement, as well as at least fourteen courses with no grade lower than B.

Courses

- A minimum of fourteen courses must be completed by the end of the second year. Normal progression would include eight courses in the first year and six courses in the second.
- Of these fourteen courses, two are required: AFVS 270, the Proseminar in Film and Visual Studies: History and AFVS 271, Proseminar in Film and Visual Studies: Theory. The proseminars are normally 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 Graduate 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 offered 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 one full term of satisfactory work.
- The amount and kind of credit shall be decided by the DGS with the advice and consent of the FVS Graduate Committee, but in no case will it exceed six half-courses (24 credits). The decision will be partially based on the nature of students' 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. Students must complete the work of the incomplete course before the end of the following term, even if the student's registration status during that term is leave of absence, unless they are 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, 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 necessitate 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 during the second term of the second year.

(Non-Terminal) Master of Arts (AM)

- Students must complete at least eight four-credit 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 fulfill the 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 their 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 their default advisor. By the end of their second year, however, students must have found a regular advisor.

When considering an advisor, students should select a faculty member who would be a likely dissertation director. The dissertation director will assume primary responsibility for 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 students' mastery of scholarly fields and the 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 with members of their cohort.

Qualifying Paper

The qualifying paper is required of all students, including those 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. 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 Graduate 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 with three essay questions, of which the student must choose one. 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 synthesize and analyze materials relevant to that history.

The general *theory and aesthetics examination* is based on an extensive bibliography and filmography. 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 on 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 additional 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 15th of the third year of study. The DGS will confirm the

committee's membership and pass on this information to the graduate coordinator. They 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 and decide on a thesis topic. Once they have done so, they should write a prospectus, i.e., 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.

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 30th 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. 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. Satisfactory Progress for dissertation writers will be at least one chapter each year. The chapter must be completed by April 15 starting no later than the G5 year (and ideally already in the G4 year). Most students in the program will apply for a Dissertation Completion Fellowship (DCF) in the January/February application cycle of the 5th year. In order to do so, students will need to have completed two chapters.

Teaching

Students begin teaching in their third year. Ordinarily they teach discussion sections in Film Studies and in Art, Film and Visual Studies courses. 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**.

Physics

Doctor of Philosophy (PhD)

The graduate program in physics accepts applications only for the PhD degree. Although many graduate students earn a continuing AM (Master of Arts) degree along the way to completing their PhDs, the department does not accept applications specifically for terminal AM degrees.

Timeline

Incoming graduate students are not technically candidates for the PhD until they have completed a set of candidacy requirements. Before obtaining the PhD, students must therefore satisfy two sets of requirements—those for official doctoral candidacy, and those for the PhD degree itself.

Although no two PhD students follow precisely the same path, students should keep in mind the following general timeline, with details to be explained in later sections:

- During both semesters of the first year, students' tuition, fees, and stipends are covered by either Harvard's Purcell fellowship or outside sources of funding, and students should devote their attention to coursework and getting acquainted with research groups. All students should consult regularly with their individually assigned academic advisors in planning a program of study and research.
- In the spring term of the first year, as part of their training in teaching and presentation skills, students are required to enroll in Physics 302A: Teaching and Communicating Physics.
- In the summer after the first year, students arrange for their own funding. For those without external fellowships, options include research assistantships (RAs) with research groups, teaching fellowships (TFs) with summer courses, or attending summer schools and conferences.
- For students in their second year who do not have an external fellowship, the department covers tuition and fees but not salaries. Therefore, starting in the second year, a student without outside funding should plan on securing either a research assistantship (RA) or a teaching fellowship (TF) each semester. Students typically use their second year to complete their required coursework and transition into a research group.
- During the second year, students should make sure to complete most of their required course requirements. They should also organize a three-member faculty committee—ideally chaired by their prospective thesis advisor—and take the qualifying oral examination. After completion of the examination and acceptance by a thesis advisor, the student has fulfilled the requirements for official candidacy for the PhD degree.
- For students in their third and later years who do not have an external fellowship, tuition and fees as well as salary are covered by research assistantships (RAs) or teaching fellowships (TFs).
- Once the student has completed the requirements for candidacy—ideally by the end of the second year but certainly before the end of the third year—the student should proceed with a research program that eventually culminates in a thesis. Toward the end of each year, following the qualifying exam or after the third year

(whichever comes first), students should submit annual progress reports to their faculty committees for review.

- After joining a research group, students typically receive their summer funding by working in a research assistantship (RA) with that group.
- Each student is required to serve as a teaching fellow (TF) at least one fall or spring semester during the course of the PhD program. Note that to fulfill this requirement, the TF position should consist of at least 15 hours per week (3/8-time) and involve a teaching component and not merely grading.
- After writing a thesis under the guidance of a thesis advisor, typically by the end of the fifth or sixth year, the student presents the thesis to a dissertation committee of three faculty members in a final dissertation defense. Once the completed thesis is submitted, the student has fulfilled the requirements for the doctoral degree.

The First Two Years

Advising

The department assigns each incoming graduate student a faculty academic advisor to help the student make decisions about coursework and research opportunities. Each student is free to choose a new advisor at any subsequent time, but should inform the graduate program administrator of such a change after obtaining the new advisor's consent. In particular, by the end of the second year, the student should choose an advisor who will supervise the student's thesis.

In planning a program, students should study the catalogue of **Courses of Instruction** offered by the Faculty of Arts and Sciences, as well as the description in the Programs of Study. After drawing up a tentative program, students should discuss it with their faculty advisors. Students are also welcome to discuss their plans at any time with the Director of Graduate Studies.

Course Record

Students who propose to present theses in experimental fields should demonstrate promise in experimental work and a satisfactory understanding of theoretical physics. Applicants for candidacy in theoretical physics should demonstrate strength in courses of a mathematical nature and a satisfactory acquaintance with experimental aspects of physics. Detailed course requirements are given below under "Program of Study." Note that award of the continuing AM degree does not automatically qualify the student as a candidate for the PhD.

Program of Study (Credit and Course Requirements)

Each student is required to accumulate a total of sixteen four-credit courses of credit, which can include any combination of 200- or 300-level Harvard courses in physics and related fields, graduate-level courses taken by official cross-registration at MIT, and units of TIME-R (research time) or TIME-C (course time). These sixteen

four-credit courses may overlap with some of the eight required four-credit courses for the optional continuing AM degree.

In fulfilling this requirement, students must obtain grades of B- or better in eight four-credit courses specified as follows:

1. **Four mandatory core courses:** Four mandatory core courses: Physics 251A or a qualifying alternative from the department's official list, and Physics 251B, and Physics 232 or Applied Physics 216 or Engineering Sciences 273, and Physics 262 or Applied Physics 284.
2. **Four elective courses:** Four additional four-credit courses drawn from the **department's official list**, with at most two four-credit courses in any one field. Note: Not all courses listed are given every year and course offerings, numbers, and contents sometimes change. Students therefore should confer with their advisors or with the chair of the Committee on Higher Degrees about their program of study.

Course Descriptions: Courses of Instruction

Other Fields: With the approval of the Committee on Higher Degrees, a student may use 200-level courses or fields not officially listed. In place of demonstrating proficiency by satisfactory course performance, a student may also demonstrate proficiency by an oral examination, by submitting evidence of satisfactory work in appropriate courses taken at other institutions, or by other means deemed satisfactory by the Committee on Higher Degrees. Students wishing to utilize this option should submit a petition to the Committee on Higher Degrees before the end of their first year of Harvard graduate school.

The general requirements outlined above are a minimum standard and students will usually take additional courses in their selected fields as well as in others. A student need not fulfill all course requirements before beginning research.

As a result of an exchange agreement between the universities, graduate students in physics at Harvard may also enroll in lecture courses at the Massachusetts Institute of Technology. The procedure is outlined under "**Cross-Registration**"

Laboratory

Physics 247, equivalent laboratory experience, or an oral examination on an experimental topic is a required part of the PhD program for all students who do not submit a thesis that demonstrates experimental proficiency. Students who wish to fulfill this requirement by equivalent laboratory experience or an oral examination should obtain approval of the Committee on Higher Degrees no later than the end of their third year of residence. Students planning on submitting a thesis in theoretical astrophysics may instead satisfy this requirement by taking Astronomy 191 with the approval of the Committee on Higher Degrees.

Teaching

In addition to research assistantships (RAs), teaching fellowships (TFs) are important sources of support for graduate students after their first year. Because of the importance of teaching skills for a successful physics career, a one-term TF is required of all graduate students, generally within the first five years of study. This

teaching experience provides an opportunity for students to develop the communication skills that are vital for careers in academics and industry.

To fulfill the teaching requirement, students must serve as a teaching fellow at least one fall or spring semester for at least 15 hours per week (3/8-time). The TF position should involve a teaching component and not merely grading.

Language

There is no formal language requirement for the PhD in physics. Students are nonetheless advised that knowledge of certain foreign languages is extremely useful in many fields of physics.

Faculty Committee

By the end of the second year, each student is required to select a faculty chair for a committee to advise the student on the student's research progress. The committee chair is normally one of the department members and, when feasible, a prospective thesis advisor. Under the advisement of the faculty chair, the student should also select two more faculty members to bring the total to three, at least two of whom should be members of the Department of Physics. Selection of the committee, as well as subsequent changes to the committee, require the approval of the Director of Graduate Studies.

Qualifying Oral Examination

Each student is also expected to pass an oral examination given by the student's faculty committee, ideally by the end of the second year, and certainly by the end of the third year. The purpose of the examination is two-fold: The examination aids in estimating the candidate's potential for performing research at a level required for the doctoral thesis, and also serves as a diagnostic tool for determining whether the candidate requires changes to the program of research and study.

For the examination, each student is asked to select, prepare, and discuss in depth a topic in physics, and to answer questions from the faculty committee both about that topic specifically and more broadly about the student's larger subfield. Originality is welcomed but not required.

The student selects the topic—preferably but not necessarily related to the proposed field of thesis research—and then submits a title and abstract together with a list of completed course requirements (described above under Program of Study) and a decision as to whether the prospective doctoral research will be experimental or theoretical. The student then confers in detail with the committee chair about the topic to be discussed and concrete expectations for the examination. The committee chair provides approval of the topic, and the overall composition of the examination committee must be approved by the Director of Graduate Studies. To ensure adequate preparation, this conference should take place at the earliest possible date, typically one to two months before the examination.

Oral examinations are evaluated on the knowledge and understanding students demonstrate about their chosen topic as well as about their general subfield. Students are also judged on the clarity and organization of their expositions. The examining committee may take into account other information about the candidate's performance as a graduate student.

The student will pass the examination if the committee believes that the student has demonstrated adequate comprehension of physics in the area of the chosen topic and in the larger field, as well as an ability to perform the thesis research required for the doctoral degree. Students who do not pass the qualifying oral examination on their first attempt will be given instructions for improvement and encouraged by the committee to take a second examination at a later date.

The committee may, upon petition, grant a deferment of the examination for up to one year. Students who have not passed their oral examinations by the end of their third year of graduate study must seek approval from the Committee on Higher Degrees prior to being allowed to register for a fourth year of graduate study. If satisfactory arrangements cannot be made, the student will be withdrawn by the department. A student who wishes to change from an experimental to a theoretical thesis topic, or vice versa, may be required to pass a second qualifying oral examination.

Acceptance as a Candidate for the PhD

The final requirement for acceptance as a doctoral candidate is formal acceptance by a suitable thesis advisor, who should be a faculty member of the Department of Physics or a related department. This requirement should be met soon after the oral examination is passed.

Sometimes students may wish to do a substantial portion of their thesis research under the supervision of someone who is not a faculty member of the Department of Physics or a related department. Such an arrangement must have both the approval of the student's official departmental advisor as well as that of the Committee on Higher Degrees and the department chair.

Year Three and Beyond

In order to become acquainted with the various programs of research in progress and promising areas for thesis research, students should attend seminars and colloquia, and consult with their faculty advisors and upper-level graduate students. A list of the current faculty and their research programs is available [online](#).

Academic Residence

Ordinarily a candidate must be enrolled and in residence for at least two years (four terms) of full-time study in the Harvard Graduate School of Arts and Sciences. Ideally, the PhD is completed within six years. The student's committee reviews the student's progress each year. For financial residence requirements, see [Financial Aid](#).

Criteria for Satisfactory Progress

In addition to the guidelines specified by the Graduate School of Arts and Sciences, the physics department identifies satisfactory progress for graduate students by several key criteria.

Upon successful completion of the qualifying oral examination, the student must arrange for the appointment of a faculty committee that will monitor the progress of the student thereafter. The student must be accepted by an appropriate thesis advisor within 18 months after passing the qualifying oral examination.

During each subsequent year, the student must submit a progress report in the form specified by the Committee on Higher Degrees. The progress report must be approved by the student's faculty committee and the Committee on Higher Degrees, who will evaluate the student's progress toward the completion of the degree. The Committee on Higher Degrees will examine with special care students beyond their fifth year.

For other types of extensions or leave-of-absence policies, consult the **Registration** section of GSAS policies.

Dissertation Defense

Toward the end of the student's thesis research, the student should arrange a dissertation committee, which consists of at least three faculty members and is chaired by a member of the Harvard Department of Physics. At least two members of the dissertation committee, including the chair, must be members of the Faculty of Arts and Sciences (FAS). A non-FAS thesis advisor should be a member of the dissertation committee, but cannot serve as its official chair.

The dissertation defense consists of an oral final examination delivered to the dissertation committee that involves a searching analysis of the student's thesis. If the student's coursework does not indicate a wide proficiency in the field of the thesis, the examination may be extended to test this proficiency as well.

The candidate must provide draft copies of the completed thesis for members of the dissertation committee at least three weeks in advance of the examination. The department requires one bound copy of the final thesis, which students can order through the online dissertation submission system. See the **Dissertation** section of GSAS policies for detailed requirements.

Master of Arts (AM)

The Department of Physics does not admit graduate students whose sole purpose is to study for the Master of Arts (AM) degree. However, the AM degree is frequently taken by students who continue on for the PhD degree. For those who do not attain the doctorate, the AM degree attests to the completion of a full year's study beyond the bachelor's degree.

Program of Study (Credit Requirements)

Eight four-credit courses taken while enrolled at Harvard are required for the continuing AM degree. At least four must be physics courses, and ordinarily all must be in physics or related fields like applied physics, applied math, chemistry, biophysics, engineering, or astronomy. Not more than two four-credit courses may be from the 100-level listing, "for undergraduates and graduates," and ordinarily not more than one four-credit course may be from the 300-level group, "Reading and Research." The remainder must be from the 200 level, "primarily for graduates," or graduate-level courses taken by official cross-registration at MIT. There is no limit on the number of the eight four-credit courses taken at MIT.

With the permission of their advisors and with the approval of the Committee on Higher Degrees, students may substitute 300-level courses for more than one of the required eight four-credit courses. For students who were previously undergraduates at Harvard College, only bracketed courses taken as an undergraduate can count toward the AM degree. Courses counted toward the AM degree are also counted toward the PhD.

All four-credit courses counted toward the AM degree must be passed with a grade of C- or better, and a B average must be obtained in these courses. (In calculating the average, a grade of C is offset by a grade of A; no account is taken of pluses or minuses.)

No thesis, general examination, or knowledge of a foreign language is required for the AM degree. The minimum residence requirement is one year.

Students in Harvard College who are pursuing the AB/AM degree must complete the advanced laboratory course, either as Physics 191 for the AB degree (if fulfilling the honors physics track) or as Physics 247 for the AM degree (if not fulfilling the honors physics track). For students pursuing an AB concentration other than the Physics concentration or the Chemistry and Physics concentration, seven of the eight courses for the AM must be physics courses.

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 courses (16 credits), 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 2015–2016 academic year, contact the department.

Advising

The contact person is the director of graduate studies in Linguistics.

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 and the Master of Science through 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, personalized medicine, 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, and 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.

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 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. Requirements for serving as a teaching assistant are described in greater detail in the **Biostatistics Graduate Student Handbook**.

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 required 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 after the first year or 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 their fields of study. The oral examination should be completed 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. Details on the format for this proposal are provided in the **Biostatistics Graduate Student Handbook**. 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. Students are required to meet with their research committee at least once every six months, and more frequent meetings may be advisable for students in their final year. The student and his or her dissertation advisor will prepare a written progress 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. Dissertation information is available on the [GSAS website](#), 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. Generally, the dissertation consists of 3 papers each containing publishable content, but there is no requirement that the papers be published prior to the defense.

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.

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.

Advising

The Director of Graduate Studies advises students throughout their studies and acts as primary advisor until the committee for a student’s general examinations is constituted. The chair of that committee and thereafter of the dissertation committee then becomes the student’s academic advisor, matching the student’s scholarly interest as closely as possible. The Director of Graduate Studies approves all course selections each semester.

Students choose the director and two readers of their dissertation in consultation with the Director of Graduate Studies and the prospective director. The director and readers 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.

Master of Arts (AM)

The requirements for the AM degree are as follows:

- A minimum of two terms of full-time study, in residence. See the [Registration](#) section of GSAS policies.
- The satisfactory completion of an approved program of eight four-credit 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 four-credit courses must be the Proseminar (an introduction to literary research and theory, often taught jointly with Romance Languages and Literatures), or the equivalent, and one graduate-level seminar taught by a German Department faculty member.
 - One four-credit course must be wholly or partly philological or linguistic in character, normally German 200 (Middle High German) or Germanic Philology 200 (History of the German Language).

- Courses taken to fulfill language requirements other than Middle High German are not included in the minimum requirement.
- The AM examination (see below).

No master's thesis is required.

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 ordinarily terminates graduate study with the AM degree.

The AM Examination

All graduate students, regardless of prior education, exams, and degrees, take the department's AM examination in September of their second year in the program.

The AM examination consists of a four-hour written examination, 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. The AM examination is based on a reading list that is available in the "Graduate Program" section of the department website.

Doctor of Philosophy (PhD) Academic Requirements

A minimum of four terms of full-time study, in residence. **Credit for graduate work done elsewhere** may be granted in accordance with procedures detailed in GSAS policies. See **Registration** for more information about residence requirements.

Course Requirements

- The satisfactory completion of an approved program of eight four-credit courses beyond the AM degree.
 - Students must take four courses per semester (courses in a required language, e.g. French, as well as Latin for medievalists, must generally be taken as a fifth course). A maximum of two courses in one other language, if essential to the student's program of study, may count toward the requirement.
 - There is a distribution requirement of one four-credit course, taught by a German Department faculty member, in each of the following fields: pre-18th-century, 18th-century, 19th-century, and 20th-21st-century German literary and cultural studies. If fulfilled with a course "for undergraduate and graduates," the course must be upgraded to meet graduate-level requirements.
 - All graduate students are required to take the Proseminar (an introduction to literary research and theory).

- PhD students must also take at least two four-credit courses in philology or linguistics, normally German 200 (Middle High German) and Germanic Philology 200 (History of the German Language), if offered within the first three years of graduate study.
 - Not more than two four-credit courses from the group designated “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 to meet graduate-level requirements and completes the requisite form; all others must be “primarily for graduates.”
 - With the permission of the Director of Graduate Studies, students may take, for credit toward the PhD course requirement, courses in other departments that relate directly to their program of study. Courses in German literary and cultural studies taught by faculty affiliated with the department are normally considered to be departmental courses.
 - The maximum number of courses taken outside the department shall normally not exceed four, but that number decreases if credit is granted for work done elsewhere (see below), in which case the student shall, in consultation with the Director of Graduate Studies, work out a reasonable distribution.
- Courses taken to make up for deficiencies in German are not included in the minimum requirement.
 - The student must normally be a member of a 200-level course taught by a member of the German Department (or an affiliate) for at least three terms and earn a grade of A- or A in at least one of these courses.
 - 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.
 - At the beginning of the second semester of the first year, students may petition for credit for graduate work done elsewhere. Credit for no more than the equivalent of six Harvard graduate courses may be granted (24 credit units). Criteria for department approval of the petition (preceding GSAS approval) are: (1) The courses are graduate-level courses completed by the writing of a seminar-length paper and with an honors grade (documentation must be presented to the Director of Graduate Studies). (2) The preponderance of courses is in the field of German literary and cultural studies and otherwise very closely related to the field.

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 examinations.

READING PROFICIENCY IN FRENCH

This requirement can be fulfilled by passing French 16 (Reading Modern 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, to be determined by the Director of Graduate Studies. In certain cases, another foreign language may be substituted for French, if it is essential to the student's planned dissertation 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 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 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 honors 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 to plan satisfactory remedial steps to remove the deficiency.

Teaching

Students must 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 or an appropriate Nordic language at Harvard. Germanic Philology 280 (Foreign Language Pedagogy), a four-credit course divided over two semesters, must normally be taken to accompany the first year of language teaching. Germanic Philology 280 may be counted toward the required courses for the degree.

General Examinations

After completing course work and meeting the language requirement, students must present themselves for the general examinations. Students entering the graduate program with a Master's degree from elsewhere and who receive at least 16 course credit units for work done elsewhere (see above, under PhD course requirements) proceed to the general examinations in October or November of their third year (to be determined by the Director of Graduate Studies in consultation with department faculty). Students not requesting or not receiving course credit of at least 16 units for work done elsewhere proceed to the general examinations in April of their third year.

The general examinations committee must be constituted and the reading lists, approved by the committee, must be submitted to all committee members and to the Director of Graduate Studies no later than six months before the examinations. Students should consult with the Director of Graduate Studies well in advance of this deadline.

The written examination consists of two four-hour sessions, taken a week apart from one another. The first normally covers 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 covers a literary genre or a special topic, defined by the student in consultation with the examination committee, from the Middle Ages to the present.

A two-hour oral examination follows within two weeks of the first written examination.

The general examinations are graded Pass or Fail.

Post-Generals Schedule

The candidate should take the following steps:

1. Constitute the dissertation committee in consultation with the expected dissertation director and the Director of Graduate Studies well in advance of completion of the dissertation prospectus.
2. In consultation with the dissertation director and within three months of the general examinations, complete a dissertation prospectus of 2,500–3000 words, plus bibliography, for submission to the dissertation committee and then the department faculty (see below). Committee members meet or correspond (when the University is not in session) with the candidate to discuss the prospectus, after which the dissertation director makes a recommendation on acceptance to the full faculty of the department and conveys to the candidate the faculty's decision and, should there be such, suggestions.
3. Thereafter, on the assumption of a dissertation of five chapters of 40-50 pages each, plus introduction, conclusion, and bibliography, the candidate is required to complete one acceptable and largely polished chapter *at least every six months* and thus to submit the completed dissertation within a maximum of three years (less, if the dissertation is to be completed within the student's five years of guaranteed funding) of the approval of the dissertation prospectus. Adherence to this schedule is the condition for satisfactory progress, which determines eligibility for continuing in the program and for continued teaching and other financial support (through the fifth year, thereafter according to availability). Annual reviews of student progress by the full faculty of the department take place at the last department meeting of the academic year. Each summer, the Director of Graduate Studies reports to the GSAS on the satisfactory progress of each student.

4. The completed dissertation must be released for submission to the dissertation committee by the dissertation director and submitted to the committee according to the schedule outlined in the “Dissertation Defense Guidelines” section below.

Dissertation

The dissertation is directed by a department faculty member, read and approved by the director and by two additional readers, one of whom must be a member of FAS, and defended publicly. A PDF copy of the completed and approved dissertation must be submitted to the Registrar’s Office electronically by the deadline set by GSAS.

Through consultation with the Director of Graduate Studies, the academic advisor, and, if appropriate, other advisors as well, PhD candidates are urged to begin developing their dissertation topic before the general examinations and to start work on the prospectus immediately upon passing the examinations. The dissertation subject normally falls within the area where the student’s chosen period and genre or special topic converge. The object of the dissertation is to show the candidate’s ability to pursue extended 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. At the same time, the second and third members of the dissertation committee should be selected, one of whom must be a member of the Faculty of Arts and Sciences. When a member of the faculty has agreed to serve as director, and when it has then been established who the two other members of the committee are, the candidate informs the Director of Graduate Studies. In choosing a committee member from another department or, if necessary, from another university, approval by the dissertation director and the Director of Graduate Studies is required.

The prospectus outlines the topic of the dissertation, how that topic is to be addressed, and why it is important to address it. It is developed in consultation with the dissertation director and, to the extent the director or candidate finds it advisable, with one or both other readers. Once the director has approved the prospectus, it must also be approved by the second and third readers, after which it is submitted to the full faculty of the department for discussion and final acceptance. The prospectus must comprise at least 2,500 words and no more than 3,000 words and must, additionally, include both a bibliography of primary works and a bibliography of the secondary literature most pertinent to the dissertation project.

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 no more than three years and 2) that sections comprising approximately one-fifth of the anticipated whole be submitted at least every six months. Candidates must adhere to this timetable in order to maintain satisfactory progress.

Dissertation Defense Guidelines:

- Each student is required to defend his or her dissertation.
- The dissertation director releases the dissertation for defense according to the schedule below.

- Present at the defense are the student, the dissertation committee, and any interested faculty and graduate students from the department. Other faculty and students may attend at the invitation of the student or members of the committee, subject to approval by the director.
- Should it prove necessary, due to emergency circumstances, to conduct the defense via web-conferencing, any Department faculty and graduate students or members of the academic community invited by the director and the student must make known their intention to attend two days beforehand and must receive a password-protected web-conferencing invitation allowing them to attend. The dissertation director shall be the host of the meeting and engage all security measures available on the web-conferencing platform that guarantee the privacy of the virtual meeting. No dissertation defense shall be recorded.
- The defense lasts 90 minutes and begins with a 20-minute presentation by the student of the thesis, its genesis, and future plans for it.
- Questions will initially be posed by the dissertation committee. The dissertation director may choose to open discussion to attendees not on the dissertation committee.
- There are three possible outcomes:
 - Simple approval of the dissertation and signing of the thesis acceptance certificate by the members of the dissertation committee.
 - Conditional approval pending specified revisions to be approved by the dissertation director alone.
 - Requirement to resubmit because of the need for some substantial revision; the revised thesis will be read and approved by the dissertation committee (no further defense is required).
- Students must ordinarily be physically present at Harvard for their defense.
- If the dissertation committee includes a member from another university, that member must normally be present at the defense. Students should consider this expectation when constituting their committee.

Dissertation Defense Schedule:

Depending on a student's expected graduation date, the following submission schedules are necessary to account for reading time by the dissertation committee and for possible revisions. The department will adhere to them strictly.

- November degree: the dissertation director receives the completed thesis by the end of the third week of July, approves it for defense, and releases it to the other committee members for review, pre-defense suggestions for revision, and approval for defense by the end of the first week of August; if all is in order, the defense takes place in the first week of September; the dissertation must be submitted to GSAS before mid-September.
- March degree: the dissertation director receives the completed thesis by the end of the first week of November, approves it for defense, and releases it to the other committee members for review, pre-defense suggestions for revisions, and approval for defense by the end of the third week of November; if all is in order, the defense takes place in the third week of December; the dissertation must be submitted to GSAS in mid-January.
- May degree: the dissertation director receives the completed thesis by March 1, approves it for defense, and releases it to the other committee members for review, pre-defense suggestions for revision, and approval for defense by March 15; if all is in order, the defense takes place in the second week of April; the dissertation must be submitted to GSAS in mid-May.
- Consult the 2020-2021 degree calendar for exact submission dates.

Dissertation Submission and Accessibility:

In addition to submitting to ETDs @ Harvard the digital version of the accepted dissertation in order to be granted the PhD, graduating students are required to provide to the Department Administrator, by the dissertation submission deadline, a bound copy of the dissertation (of archival quality paper and binding) to be retained by the Department. According to GSAS policy, “students may request to delay the release of (‘embargo’) their work”; the parameters of an embargo are the purview of the departments. The Department advises against this practice, but shall, without question but only with the explicit written approval of the Department Chair, approve embargoes of up to two years. Should a student have compelling reasons for extending an embargo beyond that time frame, a formal application must be made to the Director of Graduate Studies, who shall decide whether the justification is sufficiently compelling to approve an embargo of longer duration. In no case may an embargo exceed six years in total.

Secondary Fields

For information on secondary PhD fields, please see the listing under **Secondary Field.**

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 the required coursework in the first three years of study. Credit for coursework done elsewhere is not given.

There is no language requirement.

Requirements for Economics Track

Required courses, including:

- Microeconomic theory (Economics 2010a, 2010b)
- Macroeconomic theory (Economics 2010c, 2010d)
- Econometrics (Economics 2120 and Economics 2140)
- Four courses in government, including two in the same major field of political science
- Two courses in a major field of economics
- Doctoral Research Seminar

Requirements for Political Science Track

Required courses, including:

- Microeconomic theory (Economics 2020a, 2020b)
- Macroeconomic theory (Economics 2010c)
- Econometrics (Government 2001 or a more advanced course)
- Two courses in Formal Political Theory, or two approved courses in Political Economy
- Two courses in a major field of political science
- Two 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 courses, including the courses outlined above in the appropriate track. Students must also have completed the general oral examination.

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 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. Students in both tracks complete an oral examination on parts ii and iii.

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.

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 encouraged to affiliate with a research center at the University. 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 the beginning 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.

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 administrative director 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 Administrative Director, **Sean Gilsdorf** to schedule a meeting.

Data Science

The Data Science 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 Data Science Program Committee and the director of graduate studies in the student's home department.

Data Science lies at the intersection of statistical methodology, computational science, and a wide range of application domains. This secondary field offers strong preparation in statistical modeling, machine learning, optimization, management and analysis of massive data sets, and data acquisition. Students completing the Data Science secondary field will be exposed to topics such as reproducible data analysis, collaborative problem solving, visualization and communication, and security and ethical issues that arise in data science.

The Data Science secondary field is overseen by the joint leadership of the Computer Science and Statistics faculties and administered by the Institute for Applied Computational Science (IACS). All questions should be directed to **Daniel Weinstock**, associate director of graduate studies (ADGS) in Applied Computation.

Admission

Interested students should consult with their director of graduate studies no later than the first semester of the third year of study and reach out to the ADGS to express interest in applying. The ADGS will provide information about the application, which should include a proposed plan of study.

Applications, which must be approved by the home department DGS, 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 ADGS will respond to all applications within one month.

Requirements

Each student's plan of study for the secondary field will include:

1. Core Courses

At least 3 of the Data Science core courses:

- AC 209a* Data Science 1: Introduction to Data Science
- AC 209b* Data Science 2: Advanced Topics in Data Science
- AM 207 Advanced Scientific Computing: Stochastic Methods for Data Analysis, Inference, and Optimization
- CS 207 Systems Development for Computational Science
- AC 221 Critical Thinking in Data Science

*Students can, with the permission of the program committee, count CS 109a/b in place of AC 209a/b.

2. Electives

Two electives in Computer Science or Statistics. Students may choose from a offered by the Computer Science and Statistics faculties.

Alternatively, students may choose to satisfy the elective requirement by taking additional core courses. Students may also choose, as a substitute for one elective, either AC 297r, the IACS Capstone Project course, or AC298r, the interdisciplinary seminar in Computational and Data Science.

3. Oral Examination

As a final requirement, an oral examination by a faculty committee on a data science research topic. Typically students will present on a part of their dissertation thesis work. Students will be evaluated on their ability to explain their work to the interdisciplinary IACS audience and their command of the Data Science methods they have used. The oral presentation should explain how the courses taken to satisfy the Data Science secondary field impact their research.

Advising and Other Activities

Daniel Weinstock, ADGS in Applied Computation, will be responsible for frontline advising of students in the Data Science secondary field. Students interested in the secondary field are encouraged to reach out to Dr. Weinstock before submitting an application. Students enrolled in the secondary field will be able to participate in the activities of the IACS community, including technical and interdisciplinary colloquia, skill-building workshops, and tech-treks to local companies working to apply computation and data science in many different domains.

Returning to School

Students in good standing on a **voluntary leave of absence** ordinarily may return at the start of the term following their leave, although it remains the student's responsibility to ensure that they have adequate time to complete the degree within the time limits established by GSAS.

To return, students must meet certain conditions:

- Students who were not in good standing at the time a voluntary leave of absence was granted and students who were placed on an **involuntary leave** of absence must petition the GSAS dean of students for permission to return. They must demonstrate that the circumstances that led to the leave have been satisfactorily addressed and that they are ready to resume their studies. Any outstanding disciplinary matters must be resolved. The dean of students, in consultation with other officers of the University as appropriate, will decide whether to allow a student to return.
- Student account balances must be addressed.
- Students who were not making **satisfactory academic progress** prior to a voluntary or involuntary leave must satisfy any conditions required by their academic program.
- If the student was required to **withdraw** while on leave of absence, then any conditions for return after a required withdrawal also must be satisfied.
- Students on leave for medical reasons, whether voluntary or involuntary, must petition the GSAS dean of students for permission to return and must demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. In addition, so that the School may conduct an individualized assessment of their circumstances, students on medical leave ordinarily will be required to consult with Harvard University Health Services (and to grant permission for HUHS to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with GSAS. In certain cases, GSAS may require a contract for enrollment.

Students returning from a leave are strongly advised to verify funding arrangements with their **financial aid officer** and academic department before resuming their studies.

Please also note that if GSAS learns of serious concerns about the health or well-being of a non-resident student or a student who otherwise is away from GSAS but not on a medical leave of absence, then GSAS may require the student to consult with HUHS (and to grant permission to Harvard University Health Services to obtain their treatment records and communicate with their treatment providers) so that a professional assessment about the student's stability and readiness to return can be shared with GSAS. In all such cases, the decision whether to allow a student to return is made by the GSAS dean of students.

Acknowledging the Work of Others

On this page:

- **Acknowledging the Work of Others**
 - **References**
 - **Use of Copyrighted Material**
-

Students are responsible for acknowledging any facts, ideas, or materials of others used in their own work, as outlined in GSAS Policies **Codes of Conduct**.

References

In choosing an annotation or reference system, students should be guided by the practice of their discipline and the recommendations of their dissertation advisor, program, or committee. When images or quotations from materials held by libraries, archives, museums, and the like are included in the dissertation, authors should follow the policies of owning institutions concerning references and citations.

Footnotes

Textual notes that provide bibliographic references, supplemental information, opinions, explanations, or suggestions that are not part of the text must appear at the bottom of the page as a footnote:

- Lengthy footnotes may be continued on the next page.
- Footnote numbering can be continuous throughout the dissertation or may start again for each chapter or page, but the method must be consistent.
- Footnotes may be single-spaced within each entry but must be double-spaced between each entry.

Bibliography

Students should check with their advisor or department to determine whether a bibliography is customary in their field. If it is, the conventions of the discipline should be followed:

- The bibliography may be single-spaced within each entry but must be double-spaced between each entry.
- On the first page of the bibliography, the page number is placed at the bottom of the page, centered between the margins. Thereafter, page numbers should be placed in the same position as they are throughout the rest of the text.
- The bibliography should be consecutively paginated after the text.

Citation & Style Guides

Students may consult a variety of guides as they draft their dissertation:

- *The Chicago Manual of Style*
- Day, Robert A. and Barbara Gastel. *How to Write & Publish a Scientific Paper*
- *MLA Style Manual and Guide to Scholarly Publishing*
- Strunk, William. *The Elements of Style*
- *Publication Manual of the American Psychological Association*
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*

Use of Copyrighted Material

Copyrighted material belonging to others must credit the author and publisher of the work. If a quotation exceeds “fair use,” permission from the copyright owner must be obtained and uploaded as a supplemental file when submitting the dissertation. Visit the [Harvard Library Copyright Advisor](#) program for information about fair use, publishing and licensing, state copyright laws, and more, or Harvard’s [Office of the General Counsel](#). Students who are reproducing, publishing, distributing, or displaying work in a foreign country will need to investigate the copyright term in that country.

- Permission to use copyrighted material is obtained from the owner of the copyright.
- Any permission required for use of copyrighted or licensed material must be obtained before the dissertation is submitted.

- If a student includes their own previously published material in the dissertation, and if the student had transferred rights to the publisher, then the student must obtain permission from the publisher to include this material in the dissertation. This can be negotiated in the student's contract or agreement with the publisher; see "**Planning to Publish**," developed by the Harvard Library Copyright Advisor, for more information.
- Any permission requested should allow the material to be used as part of the dissertation in all forms and media, including but not limited to digital and print forms.

ProQuest and Copyright

ProQuest requires copies of copyright permission documents and assumes no liability for copyright violations. The documents should be submitted in a section of **ProQuest ETD** as a separate supplemental file with the title, "Permission Letters, Do Not Publish." Copyright permission letters are not published.

- When images or quotations from materials obtained from libraries, archives, museums, and the like are included in the dissertation, students should also follow the policies of the respective repositories concerning permission or citation requirements.
- When material copyrighted by someone other than the author appears in a dissertation exceeding fair use, and when the author has failed to obtain permission from the copyright holder for ProQuest to sell such material, ProQuest cannot make the complete dissertation available for sale to anyone other than the author.

PhD Students in the Humanities and Social Sciences Programs of the Faculty of Arts and Sciences

Humanities and Social Sciences Programs in the Faculty of Arts and Sciences

HUMANITIES

African and African American Studies

Classics

Celtic Literatures and Languages

Comparative Literature

East Asian Languages and Civilizations

English

Film and Visual Studies

German

History of Art and Architecture

Inner Asian and Altaic Studies

Linguistics

Music

Near Eastern Languages and Civilizations

Philosophy

Religion

Romance Languages and Literatures

Slavic

South Asian Studies

SOCIAL SCIENCES

American Studies

Anthropology

Economics

Government

History

History of Science

Human Evolutionary Biology

Middle Eastern Studies

Psychology

Social Policy

Sociology

PhD students in the humanities and social sciences programs housed in the Faculty of Arts and Sciences benefit from a comprehensive program of financial support that includes a combination of tuition grants, stipends, teaching fellowships, and a dissertation completion fellowship.

In addition to the general GSAS financial aid policies, specific policies apply to the following components of the funding package:

- **Summer research awards** in Year 1 through Year 4
- **Financial support via guaranteed teaching** in Year 3 and Year 4
- **Year 5 tuition and health fee grants**
- **Dissertation completion fellowships**

Deferring Support

The initial Notice of Financial Support provided to students at the time of admission assumes continuous enrollment as a full-time resident student. Students may find that their actual enrollment patterns necessitate adjustments to the timing of their G3, G4, and G5 funding. Students wishing to defer funding indicate this in the GSAS Student Aid Portal during the annual financial aid acceptance process. Students who are considering deferring funding are strongly encouraged to contact their **financial aid officers** to review how such actions may impact their funding in future years.

There are limits on how long each component of the G3, G4, and G5 funding packages can be deferred. For more information, please refer to the policies on **summer research awards**, **guaranteed teaching**, and **Year 5 tuition and health fee grants**.

Submitting Your Dissertation

On this page:

- [Program Submission](#)
 - [Dissertation Acceptance Certificate](#)
 - [Registrar's Office Submission](#)
 - [Redaction](#)
 - [Related Contacts and Forms](#)
-

Program Submission

Students must submit their dissertation by the date established by their program, generally six to eight weeks prior to the Registrar's Office **dissertation submission** deadline and follow the program's instructions on the number of copies to submit and format (bound or unbound). **Please note:** Students are responsible for notifying their department of any requested **embargoes** that were approved at the time of online submission.

Dissertation Acceptance Certificate

Students must complete a dissertation acceptance certificate (DAC), which includes the title of the dissertation and signatures of at least three readers approved by the student's program. **Electronic signatures** from committee members are acceptable. If a DAC is submitted with electronic signatures, an additional DAC with handwritten signatures will not be required. A **document version of the DAC** is available if needed.

Two signatories must be members of the Faculty of Arts and Sciences (FAS); FAS emeriti (including research professors) and faculty members from other Schools at Harvard who hold appointments on GSAS degree committees are authorized to sign DACs as FAS members. GSAS strongly recommends that the chair of the dissertation committee be a member of the 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. **The title and the student name on the DAC must read exactly as it does on the title page of the dissertation, meaning if you use your full middle name, or middle initial, on one document, it must be the same on the other document.**

The DAC must additionally be uploaded as a separate "Administrative Document" when submitting the electronic dissertation to **ProQuest ETD**. All DACs are forwarded to the Harvard University Archives.

A copy of the signed DAC should appear before the title page of the online dissertation submission; no page number should be assigned to the DAC. The DAC will be included in all copies of the dissertation.

Registrar's Office Submission

Students must submit their dissertation in PDF format to the FAS Registrar's Office through [ProQuest ETD](#) by the deadline established for each degree conferral date (see the GSAS [Degree Calendar](#) or the [Registrar's Office website](#). **Please carefully review your [dissertation formatting](#) before submitting online.**

Formatting errors may prevent you from receiving your degree. During the submission process, students are asked to upload a separate copy of the signed DAC, approve two license agreements, and complete two surveys (the GSAS Employment Exit Survey and the Survey of Earned Doctorates). If you are requesting an embargo of more than 2 years, you will need to submit a [signed approval form](#) from the department's Director of Graduate Studies (DGS) with your dissertation submission.

The Registrar's Office will review the dissertation for compliance and will contact the student to confirm acceptance or to request alterations.

Redaction

In very rare cases, a dissertation may require redaction, which is the process of obscuring or removing sensitive information for distribution. If sensitive or potentially harmful material appears in the dissertation (e.g., commercially sensitive information, sensitive personal data, risk of harmful retribution, etc.), a student should contact the [Office for Scholarly Communication](#).

Publishing Options

On this page:

- [Distribution of Dissertation](#)
 - [Making Your Dissertation Publicly Available](#)
 - [Licensing Agreements](#)
-

Distribution of the Dissertation

Students are given complete control over the accessibility of their work. Upon final approval, the dissertation is distributed based on the permissions and publishing options students select during the [ProQuest ETD](#) submission process.

Making Your Dissertation Publicly Available

PhD dissertations are published or otherwise made available for distribution as proof of the candidate's achievement, echoing a traditional European idea that the candidate for a doctorate must make a contribution to knowledge and cannot have a degree for making a discovery that is kept secret. Because of this, restricting access to dissertations or delaying the release of the work (i.e. "embargoed") only occurs in very exceptional cases.

Embargoes (Delaying Release)

If necessary, students may request to embargo or delay the release of their work for six months, one year, two years, or more. Embargoes require the approval of the University Librarian and the chair of the student's academic program; embargo periods over two years require additional support from the student's director of graduate studies. An embargo period can be selected in the "PQ Publishing Options" section of **ProQuest ETD**. If students would like to request a delayed release of their dissertation of **longer than 2 years**, they will be prompted to **upload a signed document** to the "Administrative Documents" section showing the director of graduate study's approval of this request. If students do not have a document when submitting their dissertation they will be asked to have the DGS email the **Registrar's Office**, acknowledging approval of the delayed-release request.

If approved, the full text of the dissertation is not openly accessible, however, the metadata associated with the work (general information about the dissertation recorded at the time of online submission) and the abstract remain publicly available. **Please note:**

- Students are responsible for informing their program that their dissertation is embargoed in the event that submission of an additional, departmental print copy of their dissertation is required.
- It is **not** necessary to embargo a dissertation for patenting purposes once a patent application has been filed with the United States Patent and Trademark Office. At that point, any invention may be disclosed publicly without a loss of patent rights. (See the **Patents** page for more information).

Licensing Agreements

When submitting work through **ProQuest ETD**, students are asked to agree to the Harvard Author Agreement, which grants the University a non-exclusive license to preserve, reproduce, and display the work. This license, which is the same the FAS faculty agree to under the **Open Access Policy**, does not constrain your rights to subsequently publish your work.

Digital Access to Scholarship at Harvard

Through **ProQuest ETD**, dissertations are made available online through the **Digital Access to Scholarship at Harvard** (DASH) portal, a central, open-access repository of research by members of the Harvard community. In the Publishing Information section of ProQuest ETD, students must review and accept the Harvard License Agreement to acknowledge distribution of their dissertation through DASH, pursuant to any **embargo** placed on the work in the submission tool.

Deposit to the Harvard Library

Dissertations are added to the Harvard Library catalog, which makes student work discoverable. Some programs also require a bound copy.

ProQuest

Students are also required to consent to the ProQuest license agreement, and dissertations are automatically added to **ProQuest Dissertations & Theses Global**. As part of the **license agreement**, ProQuest may sell student dissertations; if authors do not want *any* sales of their dissertation, they may permanently embargo it with ProQuest. The agreement further allows ProQuest to distribute copies of the dissertation in microfilm, paper, and digital forms by way of thesis subscription, sales, and indexing services pursuant to any **embargo**. Finally, the ProQuest publishing agreement is non-exclusive and in no way prohibits the author from making any disposition of other manuscript copies, nor does it prohibit the author from publishing the dissertation at any time. (Please see **ProQuest license and copyright considerations**.)

Parental Accommodation and Financial Support (PAFS)

Students of any gender enrolled in GSAS PhD programs are eligible for the Parental Accommodation and Financial Support (PAFS) program following a childbirth or adoption event.

Program Details

Eligible GSAS PhD students receive a one-time supplemental stipend payment. This funding is intended to help with the additional expenses associated with a childbirth or adoption event. For the 2020-2021 academic year, the award amount is \$6,810.

- Please note, as with all other stipends, the PAFS stipend is considered taxable income. For more information, please consult the **Special Note Concerning US Income Taxes** section of the GSAS website.

While participating in PAFS, students may request up to 12 weeks of time off from their duties. Students are eligible to remain in full-time, enrolled student status during this period, which ensures that loan repayment schedules, eligibility for University housing, and international student visa status remain unchanged. Alternatively, students may also opt to take a leave of absence, as detailed in the **GSAS Leave of Absence** policies.

- During the accommodation period, students receive relief from academic requirements, such as postponement of exams and course requirements.
- Students are eligible for a departmental **G-Year adjustment** of one year.

- Students funded by government grants or other external sources are subject to the program policies established by their funding agencies. Students with external awards should contact their funding agencies for further information about possible parental accommodations.
- Students who are teaching should discuss how time off will affect their teaching appointment and related income with the office or individual who made their appointment.

Participation Details

At least four months in advance of the anticipated birth or adoption event, students must meet with PAFS coordinator Lisa Simpson, GSAS assistant director of financial aid and senior admissions officer, to review guidelines, benefits, and student-specific coordination of the program. To set up an appointment, email gsasfamily@fas.harvard.edu.

After meeting with the PAFS coordinator, students must notify advisors and directors of graduate studies so that appropriate arrangements can be made to cover any teaching or research responsibilities.

- Students interested in receiving advice on how to approach these conversations should reach out to [Danielle Farrell](#), director of student services.

PAFS is not a retroactive program. Students must express interest in participating at least four months in advance of the anticipated birth or adoption event.

Additional Information

The GSAS website is a helpful source of additional information about [family resources](#), such as child care. You can also read a list of [frequently asked questions](#).

GSAS Summer Research Awards

Eligibility

For PhD students in the humanities and social sciences programs of the Faculty of Arts and Sciences. Eligibility for summer research awards is indicated in the Notice of Financial Support.

Students with outside awards that provide comparable summer support are not eligible for this program.

Stipend Amount

The summer research award is a stipend equivalent to two months of the standard GSAS academic year stipend.

Eligible PhD students receive the award in the summers following their first four academic years, with the exception of PhD students in East Asian Languages and Civilizations, who receive a summer research award in the summers following the first two academic years.

Deferring Support

The award must be used during the summers designated in the Notice of Financial Support and may not be deferred to later years. Students in their first four years who are considering a **leave of absence** or enrollment at another Harvard School are strongly encouraged to contact their GSAS **financial aid officer** to determine how such actions may impact their eligibility.

Disbursement

Eligible students receive the award in two equal installments on or around July 1 and August 1.

Financial Support via Guaranteed Teaching

On this page:

- [**Financial Support via Guaranteed Teaching**](#)
 - [**Invoking Guaranteed Teaching**](#)
 - [**Deferring Support**](#)
 - [**Teaching Supplement Eligibility**](#)
 - [**Teaching Supplement Calculation**](#)
 - [**Teaching Supplement Disbursement Schedule**](#)
-

The standard PhD student financial support package includes a teaching component.

The workload for teaching fellows (TFs) is calculated in “term fifths.” A “fifth” (1/5) is a unit of time that represents 20 percent of a full-time workload. The teaching component of the financial support package consists of the equivalent of the two-fifths rate of teaching per term for four terms, with the exception of students in East Asian Languages and Civilizations, who are offered three terms. These teaching appointments are guaranteed by the student’s academic program, provided the student has met all program-specific teaching criteria.

During those terms in which a student's funding package includes teaching, the student is guaranteed total living expense support comparable to that being offered to current G1 and G2 students. In most cases, teaching compensation does not meet this threshold by itself, and GSAS provides a supplemental stipend (the "TF Top-Up") to make up the difference.

It is the joint responsibility of the student and their program to identify available teaching opportunities that can be used to fulfill the teaching guarantee of two term-fifths per term. Students may teach in areas outside of their programs. Teaching appointments in the Program in General Education or other academic programs will count toward the guarantee. Students needing assistance in securing teaching should consult their program administrators for guidance.

Invoking Guaranteed Teaching

Students invoke guaranteed teaching by confirming their teaching plans through the GSAS Student Aid Portal during the annual financial aid acceptance process. Based on this information, programs then begin the process of working with students to identify opportunities for guaranteed teaching. For this reason, students must alert their financial aid officers of any changes to their teaching plans no later than July 1 for the fall term, or December 1 for the spring term.

Deferring Support

SPECIAL NOTE CONCERNING COVID-19: For students whose progress has been delayed due to the COVID-19 pandemic, it may be possible to defer guaranteed teaching an additional year. Students should contact their financial aid officer for more information.

GSAS permits students to defer guaranteed teaching to a term later than noted in the Notice of Financial Support. Students electing to defer teaching indicate their intention through the GSAS Student Aid Portal during the annual financial aid acceptance process.

Students may not defer their guaranteed teaching beyond the G6 year.

Students who are considering deferring guaranteed teaching are strongly encouraged to contact their **financial aid officers** to review how such actions may impact their funding in future years.

Teaching Supplement (TF "Top-Up")

ELIGIBILITY

For PhD students in the humanities and social science programs of the Faculty of Arts and Sciences who (1) have invoked their guaranteed teaching and (2) are receiving total compensation that falls below the amount of the standard GSAS living stipend for their programs. The purpose of the supplement is to ensure that students with guaranteed funding do not have to teach more than two-fifths per term in order to receive stipend-level financial support.

- Eligibility for the teaching supplement is determined each semester.

- Students who are unable to teach because they have not met their program's prerequisites for **teaching eligibility** are not eligible for the supplement.
- Students must teach the equivalent of the two-fifths rate. Supplements will not ordinarily be awarded to students who have voluntarily elected to teach less than the guaranteed two-fifths.
- Occasionally, a program may offer a student a guaranteed research assistantship or other paid opportunity in lieu of guaranteed teaching. In such cases, these non-teaching appointments will be treated as a teaching fellowship for the purposes of calculating the teaching supplement.

CALCULATION

For students appointed to two-fifths of teaching each term at the senior rate in 2020-2021, the resulting supplement is \$3,930 per term. This amount corresponds to the difference between the standard G1 stipend of \$15,280 and the total two-fifths teaching compensation of \$11,350.

- Students who choose to work more than the guaranteed two-fifths may earn up to \$3,000 in additional income each semester without any reduction to that semester's supplement. Any earnings above \$3,000 in a single semester will trigger a dollar-for-dollar reduction in that semester's supplement.
- When calculating the amount of the supplement, all income and funding a student receives is taken into consideration including, but not limited to:
 - teaching
 - concentration advising
 - thesis advising
 - tutorials
 - research assistantships
 - outside awards
 - other stipends

EXAMPLES

- Student A teaches at the two-fifths senior lecturer rate in a single term and earns \$11,350. Student A receives no funding from other sources.
 - Current G1 stipend rate: \$15,280
 - Teaching Compensation: \$11,350
 - Teaching supplement: \$3,930 (= \$15,280 - \$11,350).
- Student B teaches at the two-fifths senior lecturer rate in a single term and earns \$11,350, but also earns an additional \$1,000 from an outside award.
 - Current G1 stipend rate: \$15,280.
 - Teaching Compensation: \$11,350
 - Total Additional Earnings: \$1,000
 - Amount of Additional Earnings in Excess of \$3,000 Threshold: \$0
 - Teaching supplement: \$3,930 (= \$15,280 - \$11,350 - \$0).
- Student C teaches at the two-fifths senior lecturer rate in a single term and earns \$11,350, but also earns an additional \$3,500 as a research assistant.
 - Current G1 stipend rate: \$15,280.
 - Teaching Compensation: \$11,350
 - Total Additional Earnings: \$3,500
 - Amount of Additional Earnings in Excess of \$3,000 Threshold: \$500
 - Teaching supplement: \$3,430 (= \$15,280 - \$11,350 - \$500).

DISBURSEMENT SCHEDULE

Students eligible for the teaching supplement will receive monthly disbursements on or around the 1st of each month over the course of the term (September through January for fall semester, or February through June for spring). If a student's teaching load changes over the course of the semester, the supplement will be

recalculated and adjusted accordingly.

Please note that the payroll schedule for teaching fellow compensation differs from the payment schedule for the teaching supplement. TF paychecks are issued on or around the 15th of the month (August through December for fall semester, January through May for spring). Each TF paycheck is intended to be combined with the teaching supplement issued on or around the 1st of the following month and used toward living expenses for that month.

For questions about your TF paycheck, please contact your hiring department. For questions about your teaching supplement, please consult your **financial aid officer**.

Year 5 Funding

As indicated in the Notice of Financial Support, PhD students in the humanities and social sciences programs of the Faculty of Arts and Sciences receive a fifth year of grant support to cover the GSAS **facilities fee** (i.e. tuition for advanced doctoral students) and Harvard University Student Health Program fees. G5 grants are designated for use during the academic year following the fourth year of tuition/health fee grant support and are available for use by both resident students and traveling scholars.

Deferring Support

SPECIAL NOTE CONCERNING COVID-19: For students whose progress has been delayed due to the COVID-19 pandemic, it may be possible to the Year 5 funding an additional year. Students should contact their financial aid officer for more information.

Students are permitted to defer their G3, G4, and G5 tuition and health fee grant funding to a subsequent academic year as needed, provided that all of this funding is utilized by the end of the G7 year. Students who are considering deferring funding are strongly encouraged to contact their **financial aid officers** to review how such actions may impact their funding in future years.

Dissertation Completion Fellowships

On this page:

- **Dissertation Completion Fellowship**
 - **Eligibility**
 - **Conditions**
 - **Tuition and Fees**
 - **Stipend**
-

SPECIAL NOTE CONCERNING COVID-19: For students facing extenuating circumstances attributable to the COVID-19 pandemic, it may be possible to begin the dissertation completion fellowship year in the spring term, with an exemption from the usual restriction to a single academic year. Students should contact their financial aid officer for more information about eligibility and the application process.

GSAS provides a dissertation completion fellowship (DCF) for one academic year to eligible PhD students in the humanities and social sciences who anticipate completing their dissertations within the year. Eligibility for the DCF extends to students in the Faculty of Arts and Sciences humanities and social sciences programs and most **interfaculty** humanities and social science programs. The DCF represents the final year of eligibility for GSAS tuition grants and fellowships.

Students in Business Administration, Business Economics, and Organizational Behavior typically complete their programs using guaranteed funding that excludes the DCF. Prior to applying, they must consult with their program's director of graduate studies to determine if the DCF is appropriate for their individual circumstances.

ELIGIBILITY

Dissertation completion fellowships are available to students who have:

- completed all departmental requirements;
- completed an approved dissertation prospectus;
- completed two draft dissertation chapters (or one draft article for students in fields where the dissertation consists of three articles), confirmed by two faculty advisors, one of whom is the principal dissertation advisor.

To receive a DCF, students must review the **Dissertation Completion Fellowship** and **Instructions for Dissertation Completion Fellowships** sections of the GSAS website and apply for all internal and external completion fellowships for which they are eligible, either from a Harvard source, such as a research center or department, or from an external funding source.

- GSAS Presidential Scholars, Graduate Prize Fellows, and Ashford Fellows are not required to apply for alternative fellowships but must complete the dissertation completion fellowship application.
- Students who receive funding from a source external to GSAS must accept that award in lieu of DCF funding. In the event that the amount of the alternate award is less than that provided by the DCF, GSAS will provide a supplement to make up the difference. In some cases, an external award bonus may be offered.

CONDITIONS

- Students should plan to utilize their DCF funding during their G5 or G6 year, and no later than their G7 year. While DCF requests from students beyond the G7 year will be considered on a case-by-case basis with the recommendation of a faculty advisor, awards are not guaranteed.
- DCFs must be used during a single academic year; they cannot be split across multiple academic years.
- While on a DCF, students may not hold a teaching appointment or other form of employment.
- The DCF may not be combined with grants from other sources, with the exception of smaller grants. Students should contact their **financial aid officer** for guidance.
- Students may not hold research fellowships and DCFs concurrently. Research fellowships awarded to DCF recipients will be considered alternate completion funding, triggering a reduction to the DCF award and rendering the student ineligible for DCF funding in future years. Students interested in pursuing research fellowships are advised to withdraw their DCF applications.
- Students are expected to complete their dissertations during the completion year.
- Students who do not complete their dissertations during the DCF year may register for no more than one additional academic year of post-DCF study. During this time they are ineligible for GSAS tuition and fellowship support. They may, however, hold teaching and research appointments or apply for educational loans.

TUITION AND FEES

Students awarded a DCF receive grant support to cover the GSAS **facilities fee** (i.e. tuition for advanced doctoral students) and Harvard University Student Health Program fees.

STIPEND

Stipend amounts vary and are noted in the Notice of Financial Support. Once a student has been awarded a DCF, the stipend amount can be viewed in the GSAS Student Aid Portal.

Stipends are disbursed on or around the first day of the month, August through May.