

University of California, Berkeley

HISTORY MAJOR HANDBOOK

for the 2021-2022 academic year

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Welcome to the Department of History!

UC Berkeley's Department of History is one of the top-ranked history departments in the nation. Our faculty's research covers almost the entirety of recorded history and spans most of the globe. Across the world, the Department is known for its expertise in cultural history, but our faculty also specialize in political history, the history of science, economic history, religious history, the history of sexuality, intellectual history, urban history, imperial and world history, and many other fields. Members of this department have won the most prestigious awards our profession has to offer, from the MacArthur "genius award" to Berkeley's own Distinguished Teaching Award. We have a well-deserved reputation on campus not only for the quality of our courses but for the quality of our major. The department's alumni have gone on to a variety of successful careers in research, education, law, business, public affairs, and other professions.

History at Berkeley is a highly flexible major that allows students to follow their interests. It is also a major that places strong value on original student research, with all our students completing capstone projects on topics they choose in consultation with members of the faculty. The major consists of twelve courses, four in the lower division and eight in the upper division, including at least two small seminars with less than fifteen students. Lower division classes generally introduce large topics or long periods of history, providing sweeping narratives that emphasize breadth. Equipped with this context, students then move on to more specialized upper-division classes that emphasize depth. Students may declare the major after completing three courses in the Department of History, including at least two courses in the lower division.

We live in a world shaped by history. We cannot understand the world or hope to improve it without serious attention to the historical process that created it. So welcome to the Department of History at Berkeley: education for the world.

The Department of History Faculty

People You Should Know

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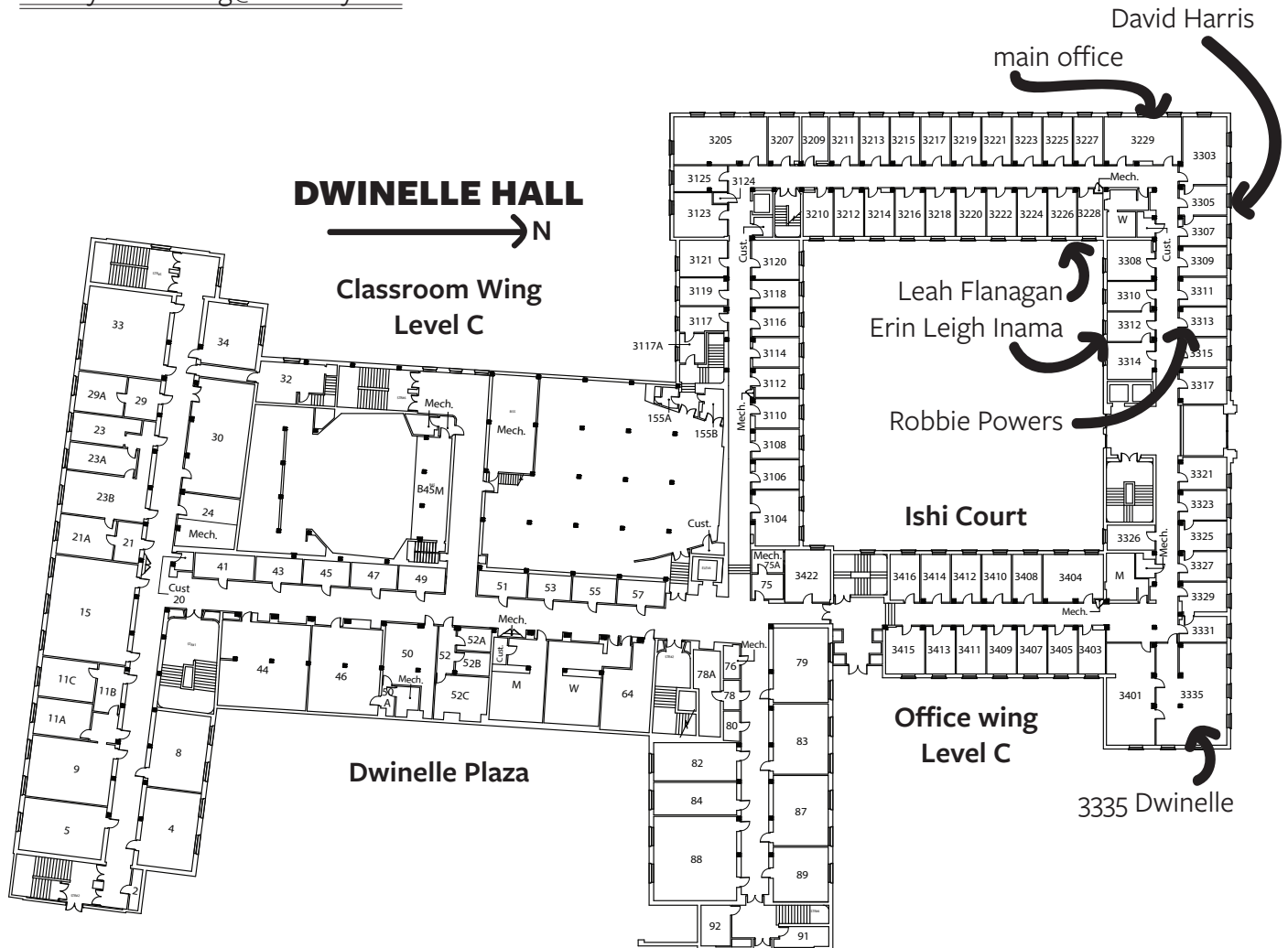
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Faculty and Graduate Student Instructors

Faculty and GSI offices are located on Dwinelle Hall Levels B and C. For locations and office hour information, please refer to department website or the bulletin board to the left of the main office entrance.



Things You Should Know

First, you are not officially a history major until you “declare.” To do so, please visit the major advisor to complete the short declaration form and get your file started. Once you have completed that process, you are considered a declared major, and there are a few things we think you should know.

Advising availability. For the near future advising will be appointment-only and by phone or Zoom. To schedule an appointment, visit calendly.com/history-undergrad-advisor.

Facebook page. The History advising staff maintains a Facebook page. You can “like” this page to get timely updates on office hour changes, reminders about departmental events, and the occasional interesting History in the news item. (Note: our Facebook page is public, so you do not need to register for account nor be logged in to access.)

Listserv. All declared majors are subscribed to the History undergraduate e-mail listserv. To subscribe yourself, visit tinyurl.com/calhistorylistserv. You’ll receive timely, important information via the listserv (important deadlines, research opportunities, changes to the schedule, department events etcetera). This is the official way the Department communicates important information to undergraduate majors and only items of interest to history majors are included. Please take the time to read these e-mails.

History Librarian. UC Berkeley’s Library is one of the highest-ranked in the country and includes a strong research collection in History. Jennifer Dorner, the librarian for History and History of Science, can assist you with navigating our vast collection of print and electronic materials, locating resources beyond Berkeley, and using tools to manage your research. She holds regular office hours in 3223 Dwinelle (check the door for hours) and you can make an appointment with her to meet at other times by visiting calendly.com/dorner. For more resources and information, visit guides.lib.berkeley.edu/history or ucbhistorylibrarian.blogspot.com.

History student organizations. The Department is lucky to have two very active undergraduate student organizations. **Phi Alpha Theta**, the History honors society, meets every other week and hosts faculty lectures, a Jeopardy night, the 101 Circus, and the annual Faculty Student Dinner. You don’t have to be a member to participate in the events, but we highly recommend it. For more information, visit ocf.berkeley.edu/~history/home. **Clio’s Scroll** is an award-winning undergraduate journal. Students can get involved as authors or as editors. For more information, and to read the archives, visit ocf.berkeley.edu/~clios.

Language preparation. There is no language requirement for the major. We nonetheless encourage you to consider language training beyond the minimum required by the University, particularly if you are interested in pursuing a thesis project whose sources might not be in English and/or if you’re thinking about pursuing graduate school. Undergraduates can apply for the Foreign Language Area Studies Fellowship help pay for language training. For more information, visit grad.berkeley.edu/flas/#faqacademicunder.

College of Letters and Science and University requirements. Keep in mind that L&S and the University have their own requirements for which you are accountable. Please check your Academic Progress Report (available through CalCentral) regularly. For more information, visit lsadvising.berkeley.edu/degree-requirements or meet with a college advisor. The L&S Advising Office is located at 206 Evans Hall and both pre-arranged and same-day appointments are available via the website.

Departmental Events

In addition to a variety of other events hosted and/or sponsored by the Department (check the departmental websites for more information!), there are several regular undergraduate-specific events we encourage you to attend - and stay tuned for other one-off events!

In the fall:

New and Continuing Student Welcome. This event provides a welcome and orientation for both new and continuing students in which faculty address the question of why one might want to become a history major and staff, peer advisors, and student group leaders introduce themselves. There is plenty of time for mingling and questions at the end.

Teaching High School History. An information session presented with the [UC Berkeley History-Social Science Project](#), it should be of interest to all students considering teaching careers after graduation. Exact date TBA.

History 101 Preparation Panel. The 101 Information panel provides advice and suggestions from faculty, staff, and students who have successfully completed the 101 on the process of researching and writing a thesis, when and how you should start, and critical things you need to know before the start of your History 101 semester. Students are encouraged to attend every year. Usually held in November.

In the spring:

Phi Alpha Theta Faculty-Student Dinner. A reception and dinner held at Alumni House. Come for the buffet, light conversation, and excuse to dress up a bit, stay for the amazing toasts. Skål! Usually held in February.

Law School Panel. The panel is an opportunity to meet and engage with alumni who can discuss the experience of law school broadly, as well as why history is useful for law school and what law school is like for those who studied history as undergraduates. Usually held in April or May.

Cal Day. We present both an advising panel, featuring the peer advisors with support from the student services staff, and a faculty talk for prospective students, newly admitted freshmen, current students, and the public. Held in April.

101 Circus. This is an all-day event in which students completing their 101 thesis during the academic year volunteer to introduce their research to the department. Students writing theses are encouraged to present and everyone else is warmly invited to listen, learn, and cheer the presenters on. Held the Wednesday of RRR week of the spring semester.

Both semesters:

Applying to Grad School in History. An informational event to explain the graduate school application process, the difference between MA and PhD programs, and why one might or might not want to continue on to graduate school. Usually held in October and April.

History Undergraduate Program Requirements for students entering in the 2021-2011 academic year

Students may declare the major after completing three letter-graded courses in the Department of History with a 2.0 grade point average or better. This must include at least two courses in the lower division.

Lower division requirements

Four courses at Berkeley (or their equivalents in a history department elsewhere), to include:

- one survey course in the history of Europe (4A, 4B, or 5)
- one survey course in the history of the United States (7A or 7B)
- one survey course in the history of another world area (3, 6, 6A, 6B, 8A, 8B, 10, 11, 12, or 14)
- one elective (any course listed above not already meeting a survey course requirement, or History 1, 2, 30, or 39)

Note that History R1B, 24, 84, and 98 do not fulfill any major requirements.

In consultation with the major advisor, students may be able to substitute one upper division survey in History for one of the first three requirements.

Upper division requirements

Eight courses, to include:

- at least one proseminar (History 103)
- one senior thesis research seminar (History 101)

A least four of the eight upper division courses, including the 101, must constitute a Field of Concentration.

Field of Concentration Requirement

History majors are required to define a “Field of Concentration” within the discipline which links together four courses, culminating in the History 101 thesis. The remaining three courses in the Field may include History 103. By exception, majors may also include one appropriate upper division course (of at least three units) from another department; to have this outside course approved, please bring a syllabus to the major advisor.

Students must submit the Field of Concentration form (history.berkeley.edu/undergraduate/major/field-concentration) by the end of their junior year in order to secure approval of their Field of Concentration from the Committee on the History Undergraduate Major at the beginning of their senior year.

Premodern Requirement

At least one course (from amongst the twelve required courses) must be devoted entirely to premodern history, selected from courses focused primarily on the ancient and/or medieval periods. Courses dealing solely with early modern history do not satisfy this requirement. Either a lower or an upper division course may be used to satisfy the premodern requirement. For a current list of these courses, please visit history.berkeley.edu/undergraduate/major/requirements/pre-modern-requirement.

Credit for Courses Outside of History

Of the twelve courses that make up the History major, at least eleven must be completed within a Department of History. You may, with permission, include one upper division course from another department in constructing your Field of Concentration. You will need to submit a syllabus and see the major advisor to discuss how your outside class fits into your field.

Note: to be counted towards the major, a course must be taken for a letter grade. Additionally, a minimum grade point average of 2.0 must be maintained in both a) upper division courses counted towards the major and b) overall.

History Major Planning Sheet

Note: this worksheet is a planning aid, not a contract. Use it as a guide as you think about what you hope to get out of the major and which courses will help you achieve those ends. Refer to the department website for more details.

Students may declare the major after completing three History courses, at least two of which must be lower division.

Lower division

	Course	Semester	Grade
1.	Europe	_____	_____
2.	United States	_____	_____
3.	Another world area	_____	_____
4.	Elective	_____	_____

Special exception: with approval, one of the first three may be an upper division survey, but that course cannot then appear in the upper division list as well.

Upper division

Eight courses numbered between 100 and 199, including one History 101 and at least one History 103.

	Course	Semester	Grade
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	101	_____	_____

Special exception: with approval, one upper division course may be taken outside the History Department, but it must be a “history” class and part of the field of concentration.

Field of concentration title: _____

Courses in field, selected from the upper division list above (may include 103):

1. _____ 2. _____ 3. _____ 4. History 101

Pre-modern requirement completed.

One course is required and it can be either upper or lower division.

History 103 requirement completed.

One course is required but more than one is recommended. 103s fulfill the same requirements as upper division lectures except they cannot be used to satisfy the pre-modern requirement.

History 101 requirement completed.

Transferring Coursework

There are a variety of ways that you can satisfy the course requirements for the major aside from taking courses in our department. Below are the department's policies pertaining to alternative forms of course credit.

To find department-approved courses for the major at California community colleges (CCCs), visit assist.org. Please be aware that not every possible course is articulated on assist.org. You are welcome to ask the major advisor about any non-articulated history courses taught at a CCC. Note that CCC courses can only be used to satisfy lower division requirements.

For courses that are not articulated, including all courses taken at institutions other than CCCs, please bring a syllabus along with a copy of the transcript reflecting the course(s) in question (unofficial is fine) and the Course Approval Form (history.berkeley.edu/sites/default/files/history_course_approval_form.pdf) when you come in to declare the major.

All of the lower division requirements may be satisfied through transfer credit if the courses are articulated or approved. A maximum of four upper division courses taken at other institutions (including those of the Education Abroad Program of the University of California) may be applied to the major. Please be aware that you cannot substitute non-Berkeley courses for the 101 or 103 requirement.

AP Credit

The Department of History does not accept Advanced Placement credit in lieu of any major requirements.

Planning Your Schedule

For freshmen, we recommend starting with one lower division History course. For transfer students, we recommend taking two History courses your first semester. If you are interested in a large number of courses and you can't decide what to take, sign up for as many as the enrollment system allows. For the first few days or so attend all the classes you can get to, even including courses you might be interested in but are not signed up for (this is called "class shopping"). Then take some time to look over all the syllabi. Think about your daily schedule, the due dates for papers and the quiz and midterm exam schedules, the amount of reading required, and any other logistics that are important to you. Then carefully review the requirements of each class and perhaps spend some time flipping through the books in the bookstore. After you have organized your best possible schedule, be certain to drop all the courses you decide not to take by the end of the first weekend if at all possible (to free up space for other students who may be waiting to finalize their own best possible schedule). Lastly, be sure to print or screenshot your final schedule after all adds and drops.

Some One & Two Unit Course Options

Most Berkeley classes are four units, but students are required to take at least 13 units to be considered a full time student. Entering freshman and transfer students and those working on their theses are generally advised to take a maximum of two 4-unit courses and a 5-unit course (such as a language course) or three four-unit courses and a one or two unit course. You can find current two unit options by searching the schedule of classes by unit value. There are some 2-unit History courses offered in the summer, but note that these courses do not count toward the major. They can, however, be helpful in maintaining the minimum number of units for financial aid purposes. Listed below are classes that have historically been popular with History majors and that are consistently offered every term.

History 98BC or 198BC: Berkeley Connect in History (one unit pass/not pass)

Berkeley Connect in History links undergraduate students with experienced graduate students or recent PhD mentors. These mentors lead small groups of 10-20 undergraduates in addition to holding one-on-ones and organizing larger events that bring all of the Berkeley Connect in History students together. The course is designed

to create a community of students with similar intellectual interests. There is no homework, no papers, no exams. Instead, the small group meetings focus on sharing ideas and learning new skills as a way to foster friendships and provide a supportive intellectual community. It's a great way to meet people and get to know more about the department and the field of history. For more information, visit berkeleyconnect.berkeley.edu/departments/history.

Political Science 179: Colloquium in Political Science (one unit pass/not pass)

This one-unit course will feature a guest speaker each week discussing an issue currently in the news. The class is open to all students, and there are no prerequisites. The class is offered Pass/Not Pass, based on a final examination. May be repeated for credit. Note that this counts towards the six units of upper division credit that you are required to take outside of the major.

Education 197 (variable unit)

Enroll in Education 97/197 Field Studies and make a difference in a person's life through teaching, mentoring, tutoring, or advising. The course is designed to provide UC Berkeley students with the opportunity to gain experience in the education field while providing a free service to the community. If taken as 197 these count towards the six units of upper division credit that you are required to take outside of the major. For details about volunteer opportunities, units/grading restrictions and more, visit gse.berkeley.edu/undergraduate-programs-field-studies-enroll.

Classes for Transfer Students

The TRSP (Transfer, Re-entry, and Student Parent) Center at Berkeley offers a variety of one to two unit courses to help transfer students acclimate to campus and foster community. Topics might include "Strategies for Success at Cal for Transfer Students," "Adult Learners in Higher Education," "Building Support Systems for Student Parents," "Veterans in Higher Education," and "An Introduction to the Research University." If you are a transfer student aged 24 or younger, visit transfers.berkeley.edu/transitioncourses. If you are a re-entry transfer student (aged 25 or older), visit reentry.berkeley.edu/services/courses.

Undergraduate Research Apprenticeship Program

The Undergraduate Research Apprentice Program (URAP) is designed to involve Berkeley undergraduates more deeply in the research life of the University. The Program provides opportunities for you to work with faculty on the cutting edge research projects for which Berkeley is world-renowned. Working closely with faculty, you will deepen your knowledge and skills in areas of special interest, while experiencing what it means to be part of an intellectual community engaged in research. Students can receive one unit for every 45 hours of work (three hours of work per week) on a faculty project. Students who participate in the Fall and Spring can apply for special URAP funding for a summer research project. New research opportunities are open at the start of each semester. Student applications and supporting materials are due in the Program Office in 2421 Dwinelle Hall in the second week of classes each term. For the list of current projects, visit urap.berkeley.edu. Note that even if taken with a History professor, these units count towards the six units of upper division credit that you are required to take outside of the major.

DECal Classes

DECal stands for Democratic Education at Cal. It is a student-run organization, registered through the Office of Student Life, and is sponsored in part by the ASUC (Associated Students of the University of California). DECal's mission is to provide support for student facilitators. Each semester they support over 150 courses facilitated by students, for students, on topics ranging from the Taiwanese language to The Simpsons and philosophy. These are accredited pass/no pass courses on our campus. For a full listing of courses, visit decal.berkeley.edu.

Independent Study in History

Students may create an independent study project in consultation with a supervising professor in the History Department under the number History 199. (Lecturers and GSIs may not supervise History 199.) With the professor's approval, History 199 may be taken for one to four units. A four-unit History 199 may count once as an

upper division course requirement and can be a great addition to your Field of Concentration. History 199 may only be taken P/NP and will not be counted in the major GPA.

Thinking About Your Field of Concentration

The purpose of the field is threefold: (a) to create as much context as you can for your eventual thesis topic; (b) to learn which faculty members will have the best answers to your questions; and (c) to think about how, when and where your classes might connect.

You are expected to be able to declare your field by the end of your junior year (you may choose to wait until the 103 list is released in the summer). Please take advantage of faculty office hours during the Fall and Spring terms to ask questions about your potential field and possible thesis topics. One may lead to the other. You might try thinking about your favorite classes and what themes they have in common. Perhaps go back through your notes and see what jumps out.

Students can find more information about developing a Field of Concentration on our website; visit history.berkeley.edu/undergraduate/fields-concentration. The online Field Declaration Form can be accessed on that page or by visiting history.berkeley.edu/undergraduate/major/field-concentration.

The Path to the Senior Thesis

The senior thesis in History, written in the History 101 seminar, is the capstone experience of the history major. En route to the thesis, you can take courses covering a wide range of topics, regions, and periods. Lower division classes generally introduce major topics or long periods of history, providing sweeping narratives that emphasize breadth over depth. Equipped with this context, students are prepared to move on to more specialized, demanding, and focused upper division classes on particular topics. At least one of these upper division courses will be a History 103 seminar.

There are many ways to develop your thinking about your eventual thesis topic, but it is good to start thinking about it early; to go about learning the skills you'll need, and to increase your understanding of just what it is that historians do. Some of it will happen organically by paying attention in class, attending office hours, and asking questions like, "would this make a good topic for my thesis? what kinds of primary sources might I want to think about and where should I look for them?" etcetera. Consider the language(s) involved and the translations available. Reading secondary material with an eye to learning the craft is also critical (hint: read the footnotes!). Further suggestions can be found under Academic Success: Resources, below.

History 104: The Craft of History

This four unit upper division course is a hands-on methodology class that is designed to prepare you for the advanced research and writing expected in History 103 and 101. It counts towards one of the upper division history course requirements for the major. *Sophomores and juniors are particularly encouraged to enroll.*

History 103: Proseminar

History 103 is a proseminar which takes place once a week for two hours and is limited to 15 students. You will meet in a seminar room around a table with the instructor, who may be a faculty member, visiting lecturer, or advanced graduate student. History 103 is worth four units; it is very intensive both in and outside of class. Each seminar is unique but generally there will be one book (usually a monograph) assigned per week and about 25 pages of writing assigned over the course of the semester. Class participation will usually account for a significant percentage of your final grade. Unlike other history courses at Berkeley, History 103 has no exams.

History 103 also differs from our regular lectures in terms of focus. The goal is to read deeply in a particular topic or field, focusing on its historiography. History 103 will likely also include a small research project that you may use

as a springboard to a 101 topic. What form this project takes depends on the instructor.

History majors are required to take at least one 103 but taking more than one is highly recommended. However, be advised that due to the heavy reading load, taking more than one 103 in the same term is usually not recommended.

History 103 usually has special registration procedures. For information about priority enrollment, visit history.berkeley.edu/courses/103-seminars.

History 101: Seminar in Historical Research and Writing

History 101 is a 15-person seminar that will guide and support you through the capstone experience of your undergraduate history education: the researching and writing of a senior thesis. History 101 is both challenging and intensely rewarding. You will write a twenty-five to thirty page final paper that articulates and defends a historical argument rooted in primary source research and is informed by thorough secondary source reading. This project is the beginning of your work as a historian.

The best way to prepare for the 101, and thereby minimize stress and maximize your chances of writing a successful senior thesis, is to search for potential topics well in advance of enrolling in the seminar. A viable thesis topic requires more than a good question; it requires a good and answerable question. Sometimes one must do weeks of research to determine whether or not a potential topic is viable for a senior thesis. Note: it is especially important to also consider whether you can read the primary sources in the language in which they are written (see professors for questions regarding sources and languages). As ideas pique your curiosity, take advantage of faculty expertise during office hours to ask questions. This is a great way to break the ice with your professors. Remember you are quite welcome to visit office hours even if you are not in a professor's class that term. Ideally, students will have identified an interesting and doable topic and will have done preliminary work on that topic in an upper-division lecture class or History 103 and/or 104 before they begin their 101 seminar.

For more information on about the 101 process and requirements, visit history.berkeley.edu/undergraduate/major/history-101-faqs.

New one-year thesis

Beginning in 2019-2020, the Department has a new one-year thesis program that includes a four-unit independent study in the fall and a 45-60 page paper in the spring. Interested students should be prepared to apply for a [SURF grant](#) or the [Haas Scholars Program](#) in February of their junior year, and to the one-year thesis program in early April.

For more information on about the one-year thesis program, visit history.berkeley.edu/courses/101-seminars.

Research Funding

The Department strongly encourages you to seek funding for your thesis and other research during your time at Berkeley. A small History Department grant is available to assist with travel and research expenses for history majors planning and writing their 101 thesis. For more information and the online application visit history.berkeley.edu/undergraduate/research.

Students can apply to participate in the Berkeley SMART (Student Mentoring and Research Teams) program, which pairs undergraduates and graduates on research projects and provides summer funding for both. Visit smart.berkeley.edu.

The Office of Undergraduate Research and Scholarships maintains a website that links to research programs on campus. They also offer grant proposal workshops to help students navigate the application process. Visit [research](#).

berkeley.edu. The most popular programs for history majors include:

Undergraduate Research Apprenticeship Program (URAP)

Visit urap.berkeley.edu for more information.

Summer Undergraduate Research Fellowship (SURF)

Visit surf.berkeley.edu for more information.

Haas Scholars Program

Visit hsp.berkeley.edu for more information

McNair Scholars Program

Visit mcnair.berkeley.edu for more information.

Miller Scholars Program

Visit millerscholars.berkeley.edu for more information.

Topic-specific grants are available through various organized research units (e.g. the Center for British Studies; for a complete list of ORUs, visit vcresearch.berkeley.edu/research-units).

Publishing

History majors are encouraged to publish their research results, either in one of Berkeley's undergraduate journals (especially Clio's Scroll, the Berkeley History Department's own award-winning undergraduate journal) or in other undergraduate journals beyond Berkeley. To see a list of other campus publication opportunities, visit research.berkeley.edu/publishing-your-research. Calls for papers from other university journals are included in the History student email newsletters.

Studying Away from Berkeley

UCDC

Each semester the UCDC program sends 25-30 undergraduates to Washington, DC, where they complete academic research projects of their own design and participate in internships. For more information and to apply, visit ucdc.berkeley.edu.

Cal in the Capital

Cal in the Capital (CITC) prepares 75 UC Berkeley students each year for challenging summer internships in Washington DC. Students intern in government agencies, non-profits, think tanks and research institutions, preparing them for careers in public service. For more information and to apply, visit publicservice.berkeley.edu/citc.

Cal in Sacramento

Each year the Cal in Sacramento program, a core component of the Matsui Center, sends approximately 30 Cal students to intern in the offices of Senate and Assembly members, the governor's office, state agencies, or non-profit groups in the California capital. For more information and to apply, visit igs.berkeley.edu/student-learning/fellowships/cal-in-sacramento.

Berkeley Programs for Study Abroad

While study abroad programs are not research-specific, travel abroad could tie into research or historical interests and certainly is good for broadening one's historical awareness. To see the list of Berkeley Study Abroad programs and other UC study abroad programs, visit studyabroad.berkeley.edu. If you are considering study abroad be sure to be aware of History Department policies and speak with the major advisor well in advance of making final plans.

Study Abroad Advice for History Majors

The History Department will allow a maximum of four upper division, letter-graded courses taken at other institutions to be used toward major requirements.

Before you go:

- We can't guarantee before your return that a particular course abroad will fulfill a major requirement. However, EAP requires you to fill out an Academic Program Plan with your advisor before you leave. If you bring course descriptions and unit calculations with you to that advising session, you will have a much better idea of whether your chosen classes will eventually be approved for the History major. For non-EAP programs, there is a checklist and review available through the Admissions Office, and you should go over the possible courses with the major advisor as well.

- If you plan to conduct research for your senior thesis while studying abroad, talk with a faculty member in your field before you leave and take detailed notes on your research while you're there.

While you're away:

- Stay aware of events and notices through your berkeley.edu email account and take care of any registration procedures or issues remotely through CalCentral (calcentral.berkeley.edu).

- If your course syllabus does not specify required reading, you should create a reading diary of books and articles you are actually reading each week. Please make sure to include page numbers for all reading.

When you return:

- Faculty reviewers need evidence that the courses you took elsewhere were taught at the academic level of Berkeley's history classes. To make that determination they need to know what and how much you read, what was covered in the course, and how you were evaluated. Thus, it is imperative that you bring back your course descriptions, syllabi, reading lists, and all the work you completed for your courses (papers, projects, exams, etc.).

- For non-UC-Sponsored programs, you will need to request a transcript to be sent to the Office of Undergraduate Admissions. Request one for yourself as well and make a copy of it for inclusion in your department file.

- Submit a course approval form for each class you want evaluated for use as a major requirement. The form is available on our website by visiting history.berkeley.edu/sites/default/files/history_course_approval_form.pdf. Please attach a course syllabus and reading list (if separate) and a transcript (for non-UC programs) to each form. Submit the forms and attachments to the major advisor. Forms are evaluated by faculty in batches; please allow up to 30 days for review. (Note: evaluations rarely happen during summer months.)

Degree List, Commencement, and Honors

The Degree List

The College of Letters and Science automatically adds students to the degree list when graduation is expected. To change your graduation term, contact L&S as soon as possible. Visit ls.berkeley.edu/ls-office-undergraduate-advising for more information.

Commencement

The commencement ceremonies on campus celebrate the achievement of completing your degree studies at Berkeley. You do not have to be on the degree list to attend nor do you need to register for either the general campus commencement or the History Department commencement. Signing up for either ceremony likewise will not add you to the degree list.

The History Department has one commencement ceremony each year, held in the Spring. History students graduating in Spring, Summer, or either the preceding or following Fall terms are welcome. Our ceremony is typically held the Tuesday morning after finals week, though we never know for certain until the schedule (dictated by the University) has been set sometime in the Fall. The ceremony is limited to our graduating PhDs and majors. Faculty read your name and thesis title as you cross the stage in Zellerbach Auditorium and afterwards, we have a champagne reception in Ishi Court. Further details will be posted to history.berkeley.edu/commencement as soon as they are available.

There is also central campus commencement in both the Spring and the Fall. It is generally held the Saturday after finals week. General commencement is open to students from all colleges and majors. The chancellor and a keynote speaker each give an address. Visit commencement.berkeley.edu for dates and other details on the campuswide ceremony.

Departmental Honors

There are three levels of departmental honors in the History Department: Honors in History, High Honors in History, and Highest Honors in History. The level of honors received is based on a combination of your GPA, your History 101 grade, and the quality of your thesis.

To graduate with Honors in History, a major must achieve a general GPA of 3.5, a departmental GPA of 3.7, and a minimum grade of “A-” in History 101.

To be eligible for graduation with High Honors or Highest Honors in History, a major must participate in the one-year thesis program, achieve a general GPA of 3.5, a departmental GPA of 3.7, and a grade of “A” in History 101. The decision to award High Honors or Highest Honors rests with the Honors Committee.

Finishing Up

Getting Your Diploma

Diplomas are mailed three to four months after the end of the term in which you graduate to the permanent address on file in CalCentral. If you need proof of graduation before your diploma has been finalized you may request a certificate of completion from the Registrar’s Office. For more information, visit registrar.berkeley.edu/academic-records/transcripts-diplomas.

Alumni Services

The Career Center offers access to all of their services to alumni less than one year post-graduation. Alumni who are one to five years post-graduate can access all services except one-on-one career counseling. This includes access to the Handshake recruiting platform (career.berkeley.edu/handshake). For more information, visit career.berkeley.edu/Alumni/Services.

Membership in the Cal Alumni Association (alumni.berkeley.edu) for recent grads costs about \$75 a year (or \$1000 for a lifetime membership) and gives graduates free library access at any of the UC campuses for most libraries (normally a \$100 a year), access to alumni networking events and services, and a variety of discounts (including on UC Extension courses, private career counseling, and insurance).

Keeping Your Berkeley Email Address

Graduates have the option to keep their @berkeley.edu email account. Visit cal.berkeley.edu for more information.

After You Graduate

Post-graduate Fellowship Opportunities

There are a variety of campus-wide competitions for fellowship programs supporting teaching, research, and service the year following your graduation. Programs of particular potential interest to History students include:

Fulbright U.S. Student Program

Visit us.fulbrightonline.org/fulbright-us-student-program for more information.

John Gardner Fellowship for Public Service

Visit igs.berkeley.edu/student-learning/fellowships/john-gardner-fellowship for more information.

Judith Lee Stronach Baccalaureate Prize

Visit stronach.berkeley.edu for more information.

Other Scholarship Opportunities

The Prestigious Scholarships Office assists undergraduates with applying for nationally competitive scholarships (eg, the Rhodes). Visit scholarships.berkeley.edu/overview for more information.

Embassy Programs for Teaching English Abroad

If you are interested in improving your language skills while still earning a living upon graduation, embassy programs can be a great way to achieve those ends. The most popular include:

France

Visit frenchhighereducation.org/teaching-assistant-program for more information.

Japan

Visit jetprogramusa.org for more information.

Spain

Visit educacionyfp.gob.es/eeuu/convocatorias-programas/convocatorias-eeuu/nalcap.html for more information.

Teacher Corps

If you are thinking about a teaching career, or want to gain on-the-ground experience in education along your career path, you might consider joining a teacher corps. The most widely known program is Teach for America (teachforamerica.org), a nonprofit organization that places college graduates in under-resourced urban and rural public school systems. Participants can expect to teach in a K-12 classroom for a two year period. Berkeley alumni consistently make up one of the largest cohorts within TFA in the country and there is an active campus community you can reach out to if you have any questions or concerns before applying. Visit career.berkeley.edu/Info/TeachforAmerica for more information.

Graduate School

If you're thinking about pursuing a History PhD, you are welcome to schedule an appointment with our admissions advisor, who can offer you more information and support around the application process. The Career Center can offer support if you're considering programs outside of history or are thinking about professional or medical school.

Appendix I: Academic Resources

There are numerous resources to help you with reading, writing, and researching. The Department maintains a list of resources on our website (visit history.berkeley.edu/undergraduate/academic-resources/research-writing-guide), but the following are particularly important.

The Library and the History Librarian

Berkeley's Library is recognized as one of the best research libraries in the world. We are lucky to have the University's Librarian for History and History of Science, Jennifer Dorner, liaise directly with the department and our students. For more information, see page 3.

Student Learning Center

The Student Learning Center (aka SLC) offers many programs and services dedicated to supporting student success, including subject-specific tutoring, drop-in and by-appointment writing help, writing workshops, organizational support, and time management techniques. They also offer a variety of one and two unit courses designed to help you develop and succeed academically. For more information, visit slc.berkeley.edu.

Disabled Students Program (DSP)

DSP serves students with both visible and invisible disabilities. They provide numerous services, including academic advising, alternative media accommodation, assistive technology, proctoring, the TRiO program, and much more. For more information, visit dsp.berkeley.edu.

Citation and Style Guides for History

The Chicago Manual of Style is the gold standard for historians and a wise investment for history majors. To access the book online, visit chicagomanualofstyle.org (if you're off-campus, you'll need to be logged in to the VPN or the proxy network). A handy simplified version of the CMS by Kate L. Turabian entitled A Manual for Writers of Research Papers, Theses, and Dissertations is also recommended. Purdue's Online Writing Lab (OWL) has a guide to CMS, plus a plethora of other writing resources; visit owl.purdue.edu/owl/purdue_owl.html.

Reading, Writing, and Researching for History: A Comprehensive Guide

Visit courses.bowdoin.edu/writing-guides. Created by Patrick Rael of Bowdoin College, this guide clearly lays out the most sensible ways to go about doing the work of a history student.

Elements of an Effective Exam Essay

To find this essay, written by our own Professor Mark Brilliant, visit history.berkeley.edu/sites/default/files/effective_exam_essay.pdf.

How to Read Historiography

Also by Prof. Brilliant! Visit history.berkeley.edu/sites/default/files/reading_historiography.pdf.

How to Take Notes on Historiography

Also by Prof. Brilliant! Visit history.berkeley.edu/sites/default/files/historiography_template.pdf.

Appendix II: Non-Academic Resources

Office of the Dean of Students

Student advocacy, support, and resources referrals. Start here when you're not sure where to go. Visit sa.berkeley.edu/dean.

Career Planning: The Career Center

No matter what you want to do after graduation, we strongly urge you to start looking into options early in your academic career here at Berkeley. The Career Center (career.berkeley.edu) on campus provides an abundance of services and opportunities including internship listings, career fairs, a very popular winter break externship program, assistance with resume and cover letter writing, and mock interview opportunities. They can also arrange appointments with our diplomat in residence if you are considering a career in the Foreign Service (career.berkeley.edu/State/StateBio) and provide guidance if you're considering applying to graduate, law, and medical school. Don't wait until your last term on campus to visit them.

Career Planning: Career Counseling Library at Tang

If you are unsure about what you might want to do upon graduation, the Tang Center offers career assessment testing (like the MBTI and Strong Interest Inventory) and individual career counseling. They also maintain a circulating library with many useful books and other resources, including access to the Eureka career exploration database. Visit uhs.berkeley.edu/students/careerlibrary for details and hours. As with the Career Center, we strongly urge you to take advantage of these resources as early as possible. These services are free to current Berkeley students but after graduation they are only available for a substantial fee.

University Health Services (aka The Tang Center)

The Tang Center is a fully accredited health care facility and responsible for providing comprehensive medical, mental health, insurance, and health promotion services to all Berkeley students. Visit uhs.berkeley.edu.

Counseling and Psychological Services

Counseling and Psychological Services (CPS) is part of UHS's remit and is responsible for providing a wide array of services, including individual, couples, and group counseling, workshops, psychiatric medication support, and much more. Students are welcome to see them for any issues, not limited to academic, career, or personal concerns. All registered students can access their services regardless of their insurance plan and there is no charge to get started. Visit uhs.berkeley.edu/counseling.

If you or someone you know is in crisis, CPS does have drop-in appointments. If you would like someone to walk with you to the Tang Center or a satellite CPS office, please don't hesitate to ask any of the student services advisors.

PATH to Care

PATH to Care provides comprehensive support for students who have experienced sexual harassment, sexual violence, intimate partner violence, and stalking. Visit care.berkeley.edu for more information and advocate biographies.

Gender Equity Resource Center (aka GenEq)

GenEq is the office responsible for connecting students to resources, services, and education and leadership programs related to gender and sexuality, focusing on the areas of women, LGBT, sexual harassment and sexual violence, and hate crimes and bias-driven incidents. Visit cejce.berkeley.edu/geneq.

Disabled Students Program (DSP)

In addition to their academic support services, DSP also offers a variety of non-academic support services, including financial advising and financial aid, housing support, WorkAbility IV (WAIV), and much more. Visit dsp.berkeley.edu.

Appendix III: History Faculty

Current faculty

For more detailed information on each professor's areas of academic interest, teaching, and publications please refer to his or her webpage, linked from history.berkeley.edu/people/faculty.

Diliana Angelova (Harvard, 2005). Associate Professor. Primary fields are Late Antiquity and Byzantium. Research interests: cultural and religious history of the ancient Mediterranean and Byzantium with a focus on art and the built environment, gender, elites, and the Christianization of the Roman empire. Current book project examines the early history of the Holy Sepulcher and the relic of the True Cross in light of Constantine's religious transformations and the cult of relics. Other work-in-progress studies include: imperial insignia and the founding of Constantinople, Marian veneration and early Christian theology, Augustan religious monuments, and romantic love.

Janaki Bakhle (Columbia, 2001). Associate Professor. Primary field is South Asia.

Andrew Barshay (Berkeley, 1986). Professor and Koo Chair in East Asian Studies. Primary field is modern Japan. Recent work: "The Gods Left First: The Captivity and Repatriation of Japanese POWs in Northeast Asia, 1945-1956" (UC Press, 2013). Current projects: a book on the reconstruction of Japan after defeat, from the ground up. Focusing on the massive national railway system, the project will explore various dimensions of the remaking of Japanese society at a time of unprecedented malleability. Other (parallel) research: the history of Russo-Japanese relations, and who knows what else?

Mark Brilliant (Stanford, 2002). Associate Professor. Primary field is U.S. history, with interests in 20th century political economy, civil rights, education, law, and the west. Currently working on a book that examines the relationship between the demise of school desegregation precipitated by opposition to busing, the rise of school finance reform litigation, the tax revolt, and the educational roots of America's New Gilded Age in the late 1960s and 1970s.

Cathryn Carson (Harvard, 1995). Professor. Primary field is History of Science. Interests include all kinds of history of physics (19th and 20th centuries), intellectual history of philosophy and science, nuclear history, and contemporary research institutions and politics in the United States and Germany. Current projects include a book on the philosopher Martin Heidegger and theoretical physics, an ethnographic study of data science at Berkeley, ongoing collaborations with engineers around nuclear engineering and around engineering ethics, and the history of probabilistic risk assessment in nuclear waste management.

Margaret Chowning (Stanford, 1985). Sonne Chair in Latin American History. Primary field is Latin America. Interests: Mexico, Gender and Women, Political Economy. Current projects: Book (about half written) on Catholic women, the church, and Mexican politics from the late colony to 1920; and an article on religious education in late nineteenth-century Mexico. Future project: changes in domestic trade patterns and networks after Mexican independence.

John Connelly (Harvard, 1994). Sidney Hellman Erhman Professor of European History. Primary field is modern East Central Europe. Interests include social, political, religious history. Current projects: history of this region in the 20th C., and history of interwar Central European Fascism. Long term project on the relation of socialism and nationalism. Among the last historians alive who employs the word "totalitarian" in a non-ironic manner, and who finds Warsaw more aesthetically pleasing than Prague.

Thomas Dandeleit (Berkeley, 1995). Professor. Primary fields are Renaissance Europe and the Mediterranean world with an emphasis on Italy and the Spanish empire. Primary interests are the intersections of political, cultural, religious and socio-economic history. Recent projects include "The Renaissance of Empire in Early Modern Europe," (Cambridge, 2014), a history of the Colonna family of Rome in the Renaissance now being written, and various other projects involving early modern Sicily and the papacy.

Brian DeLay (Harvard, 2004). Preston Hotchkis Chair in the History of the United States. Primary fields are North America and Latin America. Interests include US and the World, the U.S.-Mexican border and borderlands more generally, Native American history, and the history of the Americas in the long 19th century. Current book project

examines the connections between guns, business, and power in the Western Hemisphere from the American Revolution through the New Deal. Future projects will likely include a book that explores power over space in North American history through the lens of homicide, a biography of a wealthy Gilded Age American adventurer out to change the world, and maybe something on the drug war.

Nicholas Dirks (Chicago, 1981). Professor and Chancellor of the University. Primary field is South Asia.

Sandra Eder (Johns Hopkins, 2011). Assistant Professor. Primary field is North America.

John Efron (Columbia, 1991). Koret Professor of Jewish History. Primary fields: Jewish history and Late Modern Europe with an emphasis on Germany. Interests include Jewish and German cultural and social history. History of anthropology, popular culture, Yiddish culture and history of sport. Current book project is Sephardic Aesthetics and the Ashkenazic Imagination: German Jewry in the Age of Emancipation. Next book project is A Sensory History of German Jewry.

Susanna Elm (Oxford, 1987). Sidney Hellman Ehrman Professor of European History. Primary field is Ancient History, but I am also interested in early Medieval and early Byzantine History. My interest is the political, economic, and religious history of the later Roman Empire, East and West. I am working on a monograph on Augustine of Hippo and slavery, but I am also interested in late Roman Antioch, religion and economics, modes of elite display, and aspects of ancient medicine.

Puck Engman (Freiburg, 2020). Assistant Professor. Primary field is East Asia: China

Victoria Frede (Berkeley, 2002). Associate Professor. Primary field is Late Modern Europe. Interests include Imperial Russian history within a comparative European framework, including intellectual, cultural, religious, and social history. Current projects include a book on the history of the Sentimental cult of friendship in late eighteenth and early nineteenth century, including its political and cultural implications. A side project concerns the history of food in the early and late modern period in cooperation with Professor McLennan.

Bruce S. Hall (Illinois, 2005). Associate Professor. Primary field is Africa.

David Henkin (Berkeley, 1995). Margaret Byrne Professor of American History. Primary field is US history. Interests include 19th-century, urban history, reading and writing, popular culture. I am currently working on a study of seven-day rhythms in 19th century America.

Rebecca Herman (Berkeley, 2014). Assistant Professor. Primary field is Latin America.

Carla Hesse (Princeton, 1986). Peder Sather Professor. Primary Fields are: France and Europe, 1700-1850. Interests include cultural history, legal history, the French Revolution, and women and gender. Current projects include two books in progress--one on law and politics in the French Revolution and one on the publishing history and reception of the works of Jean-Jacques Rousseau from the French Revolution to the present. I regularly teach graduate seminars on the European Enlightenment and on the French Revolution. I also teach courses on print culture and women and gender.

Stefan-Ludwig Hoffmann (Universität Bielefeld, 1999). Associate Professor. Primary fields Late Modern Europe, Germany. Interests include transnational and conceptual history. Current book projects: a short history of human rights and a monograph on Berlin in the 1940s, as it went from capital of the Nazi Empire to shattered metropolis of the Cold War as well as collaborative projects on twentieth-century German photography, Europe after World War II, and Socialist Internationalism in the 1960s and 70s.

Stephanie Jones-Rogers (Rutgers, 2012). Chancellor's Professor of History. Primary fields are U.S. women's history and African-American history. Interests include slavery, the domestic slave trade, and women and colonial/19th century law. Current projects include a book that explores white women's economic relationships to the institution of American slavery, an exploration of some of the ways that slave-owning women were culpable in and profited from acts of sexual violence committed against enslaved people, an examination of Louisiana court cases involving white married women who sued their husbands for separations of property, and a study which traces the migration of Northern slave owners to the South after the passage of gradual emancipation laws.

Abhishek Kaicker (Columbia, 2014). Associate Professor. Primary field is South Asian history. Interests include early modern and world history. Current projects include a book in development on the making of a culture of popular politics in early-eighteenth-century Delhi and an article in progress, on the place of poets and poetry in the tumultuous imperial politics of the same period.

Ethan Katz (Wisconsin, 2009). Associate Professor. Primary field is Jewish history.

Tabitha Kanogo (Nairobi, 1981). Professor. Primary field is Africa. Past research revolved around colonial and post-colonial social, cultural, and political history of Kenya. Current projects include two books, one on environmentalist and Nobel Peace Prize Laureate Wangari Maathai, and the second on what I tentatively title “Endangered Childhood and Youth: A Historical Perspective”.

Geoffrey Koziol (Stanford, 1982). Professor. Primary field is Medieval Europe, particularly Carolingian, West Frankish, and early Capetian history, both religious and political. Current projects include a series of articles on the transformation of the political community under the last Carolingians and the first Capetians, and above all a book whose working title is “Defending the Middle Ages,” on the importance of medieval economic development, ideas of history, gender, and rights, and a distinctive European moralization of the political community.

Emily Mackil (Princeton, 2003). Associate Professor. Primary field is Ancient Greece. Interests include political, economic, and religious history, Greek epigraphy and numismatics. Current projects include a study of infrastructural power in Greek states; an exploration of the capitalization of Greek cities in antiquity; and a study of the role of property claims and the development of property rights in state formation in Archaic and early Classical Greece.

Waldo E. Martin, Jr. (Berkeley, 1980). Alexander F. and May T. Morrison Professor of American History and Citizenship. Primary fields are 1) North America and 2) African American History and Culture. Current projects include 1) a book on the modern Black Freedom Struggle framed around the development of modern African American cultural politics and 2) a book of wide-ranging essays on nineteenth-century and twentieth-century African American History and Culture.

Maria Mavroudi (Harvard, 1998). Professor. Primary field is Byzantine history. Research interests: Byzantium and the Arabs; bilinguals in the Middle Ages; Byzantine and Islamic science; the ancient tradition between Byzantium and Islam; Byzantine intellectual history; survival and transformation of Byzantine culture after 1453. Current projects: medieval translations from Arabic into Greek; translations from Greek into Arabic in the Ottoman period; Greek and Arabic manuscripts.

Massimo Mazzotti (Edinburgh, 2000). Professor. Primary field is history of science.

Rebecca McLennan (Columbia, 1999). Preston Hotchkis Chair in the History of the United States. Primary field is North America.

Maureen C. Miller (Harvard, 1989). Professor. Primary field is Medieval History. Interests include medieval Italy; the Mediterranean world during the Middle Ages; the ecclesiastical history of medieval Europe, particularly the institutions and culture of the secular clergy; urban history; material culture c. 300-1500. Current projects include a revised narrative of the eleventh-century reforms and Investiture Conflict; patrons of reform in the eleventh and twelfth centuries; episcopal registers in thirteenth-century Italy.

Carlos Noreña (Pennsylvania, 2001). Associate Professor. Primary field is Ancient Mediterranean. Interests include political, cultural, and social history. Current projects include a short book on the early Roman empire as a particular configuration of power; a digital database and webpage on urbanization and urban systems in the Roman world; and a larger project exploring the relationship between ecology, state power, culture, and social order in the Roman empire.

Michael Nylan (Princeton, 1983). Jane K. Sather History Chair. Primary field is China (early China and twentieth- and twenty-first century reception of the distant past). My two most recent books detail the history of classicism and the history of the Western Han capital at Chang’an. Current projects include a history of pleasure theory in China (Zhangguo-Northern Song); an English translation of the *Modern Script Documents* classic, according to the

Han dynasty; several essays relating to manuscript culture and resonance theories, friendship, and cross-cultural comparative work (on China and Ptolemaic Egypt, on China and Rome).

Vanessa Ogle (Harvard, 2011). Associate Professor. Primary field is Late Modern Europe.

Dylan Penningroth (Johns Hopkins, 2000). Professor. Primary field is North America.

Bernadette Pérez (Minnesota, 2017). Assistant Professor. Primary field is North America.

Christine Philiou (Princeton, 2004). Associate Professor. Primary field is Middle East.

Caitlin Rosenthal (Harvard, 2012). Associate Professor. Primary field is American history. Interests include business and labor history, the development of modern capitalism, history of accounting and popular mathematics, and the role of quantitative methods in historical practice. My current book project explores the development of managerial practices on slave plantations in the British West Indies and the American South.

Daniel Sargent (Harvard, 2008). Associate Professor. Primary field is America since 1607. Interests include international relations, political economy, human rights, and U.S. foreign relations. Current projects include a book-length project on the pursuit of international economic order from the 1860s to the present and a range of smaller projects, including on the politics of rights in the twentieth-century United States.

Elena Schneider (Princeton, 2011). Associate Professor. Primary field is Latin America and the Caribbean. Interests include colonial Latin America, the Atlantic world, African diaspora, slavery and the slave trade, and the Age of Revolutions. Current projects include a book on the British occupation of Havana and the importance of Cuba in the eighteenth-century Atlantic world.

Ethan Shagan (Princeton, 2000). Zaffaroni Family Chair in Education. Primary fields are Britain and Early Modern Europe. Interests include political and religious history. Current projects include a book on the problem of “belief” in early modern Europe, and a variety of ongoing projects that may or may not turn into books: a history of impiety (if such a thing is possible) and its role in the secularization of England; economic theology and the relationship between the Reformation and social radicalism in the sixteenth century; and something called “Establishment” which looks at what it means to have an “Established Church” in the Anglophone world from the Reformation to the United States Constitution.

Jonathan Sheehan (Berkeley, 1999). Professor. Primary field is Early Modern Europe. Interests include intellectual history, religion, political philosophy, science, and the history of the disciplines. Current projects include a forthcoming book entitled “Invisible Hands: Self-Organization and the Eighteenth Century” (co-authored with Dror Wahrman) and an ongoing project on the history of sacrifice in the Christian West, from antiquity to the modern period.

Ronit Stahl (Michigan, 2014). Associate Professor. Primary field is North America.

Nicolas Tackett (Columbia, 2007). Professor. Primary field is East Asia: China.

Stacey Van Vleet (Columbia, 2015). Assistant Professor. Primary field is East Asia: China.

James Vernon (Manchester, 1991). Helen Fawcett History Distinguished Professor. Primary field is Britain.

Wen-hsin Yeh (Berkeley, 1984). Richard H. and Laurie C. Morrison Chair Professor. Primary fields are late imperial and modern China including Taiwan and (to a lesser extent) Chinese Diaspora. Interests include urban, cultural, intellectual, educational and maritime history. Current projects include a book on Taiwan as an island in 19th and 20th century maritime East Asia, another book on Chinese Oriental Studies, and a variety of other projects including a chapter on daily life in Chongqing during the War of Resistance, an edited volume on business in China in modern times, and another edited volume on the use of knowledge in Chinese modernity.

Peter Zinoman (Cornell, 1996). Professor. Primary field is modern Southeast Asia with a thematic focus on the comparative history of colonialism, nationalism and communism. Research interests include modern Vietnamese political, cultural and intellectual history and the development of 20th-century Vietnamese literature. Current projects include a book on northern Vietnamese intellectuals and the communist party-state between 1954 and 1960, a series of smaller studies on the integration of the Democratic of Republic of Vietnam into the communist

bloc during the late 1950s and the historiography of the Vietnam War.

Adjunct faculty

Stephan Astourian (UCLA, 1996). Adjunct Assistant Professor and Executive Director of the Armenian Studies Program. Primary fields are Early Modern and Late Modern Europe.

Emily Gottreich (Harvard, 1999). Adjunct Associate Professor and Chair of the Center for Middle Eastern Studies.

Appendix IV: Timeline for Applying to Graduate Programs

If you are thinking about graduate school, review the graduate diversity office's Step by Step guide to getting prepared for graduate school at stepbystep.berkeley.edu. It includes things you can do as early as your freshman year. We also recommend checking out David Shorter's "Gentle Guide for Applying to Graduate Schools," published by the Chronicle of Higher Education. Visit chronicle.com/article/the-gentle-guide-for-applying-to-graduate-schools.

The timeline below is for the actual application process. If you intend to go to graduate school directly after you finish your bachelor's with no break, you need to begin the process before the end of your junior year. If you want to take some time off you need to begin the process approximately a year before you intend to start graduate school.

The summer before you apply (13-16 months before you want to begin your program)

- Think about what you want to do in graduate school.
- If you have not already obtained faculty supervised research experience relevant to your intended grad program, look into this now (URAP, independent study etc.; see research.berkeley.edu or see the undergraduate advisor).
- Start looking for programs.
 - Try searching the AHA Guide to Programs, available in the Career Center Library.
 - Google your favorite (relevant) authors and see if/where they teach
- Study for the GRE Exams.
- Schedule your GRE Exam.
 - For PhD programs the GRE should be scheduled for no later than October; if applying for fellowships (see below) schedule the exam for no later than August so that the scores are reported in time for the earlier deadlines
 - If eligible, ask the CalStudentCentral office for a "GRE Fee Reduction Certificate" before scheduling.
- Begin drafting a "statement of purpose" that explains your reasons for going to grad school.
 - Your SOP should focus on:
 - Your research interests
 - Your qualifications
 - How faculty interests and your interest intersect.
 - Keep the tone professional

The autumn before you apply

- Take a reasonable course load
- Clear up any incompletes
- Talk to relevant faculty and grad students here about your grad school plans
 - Ask for suggestions on good programs for your interests
 - See if they will look over your draft statement of purpose
 - Approach about letters of recommendation
 - Assemble and distribute recommender packets (see Appendix V)
- Contact faculty and grad students at the programs to which you are thinking of applying
 - Ask about:
 - The general culture of the department
 - Happiness with/availability of the faculty for advising
 - Resources that grad students use to shape interests
 - Diversity and inclusion
 - Funding
- If applying to PhD programs
 - Apply to fellowships such as NSF, Ford Foundation, and Soros
 - Due early October
 - Be sure to read the directions fully
 - Be sure to read the mission statement

- Request transcripts now if a transfer student
 - Order more than you need

November to December (PhD application deadline)

- Finalize your PhD applications
- Check to see that all materials have been received

December through March (MA application deadline)

- Finalize your MA applications
- Check to see that all materials have been received

Appendix V: Advice for Requesting Letters of Recommendation

While these comments are primarily directed towards undergraduates hoping for letters for graduate work, the general ideas are very relevant for undergraduate students seeking all sorts of support letters: That is, provide information on the job/grant/project; bring the professor up-to-date on your activities/status/research/intentions; and allow plenty of time!

For many graduate and professional programs, letters of recommendation are one of the most important parts of your application. They can highlight your strengths, explain your weaknesses, and give a sense of you as a living, breathing human being.

In order to get the most from a letter of recommendation, experience has shown the following hints to be useful.

1) Choose faculty whom you know and who knows you. What does this mean? This means someone with whom you have had more than one class or with whom you have taken a small seminar or URAP; alternately it can be someone with whom you had a large class, but with whom you have chatted in office hours or completed an intensive project. Ideally your request to get a letter of reference should not be their first inkling that you are headed to grad school/ the Peace Corps/an internship or for whatever else you need the letter. Before making the decision to build on your undergraduate degree, talk to them! They may have very helpful suggestions about the application process, school selection, or the career trajectory of former students who have gone in the direction you are considering.

Selecting a faculty member who knows you is critical because if a faculty member doesn't know you, it is hard for them to write anything other than a lukewarm letter. A lukewarm letter is usually interpreted to mean that the professor wasn't impressed by you rather than what is really the case, namely that s/he didn't know you. If they suggest that you find someone else, please do not take this personally. It is their attempt to help you get access to the kind of strong letter that will get you admitted to the program of your choice.

2) Give faculty the tools they need to write a strong letter. Especially at Berkeley where classes can be large, it never hurts to give the professor ammunition for a detailed, thoughtful letter. Such ammunition includes (but is not limited to):

- your vita or resume
- your overall GPA
- your GPA in your major
- your personal statement
- the grade in the class or classes you took with that faculty member
- any particular glowing comments they may have written on your exams or papers
- copies of the papers you wrote for that faculty member

NEVER PROVIDE ORIGINALS. Always assume that these items will be recycled after the letter is written. (Faculty, like other people, are also dealing with the paper glut.)

3) Most graduate and professional schools prefer letters addressed to them directly. On occasion, a "generic" letter ("to whom it may concern") put on file in the Career Counseling office is seen as a lack of interest and/or commitment on the faculty person's part. In order to make these letters most effective, it is also necessary to supply the names, titles, and specific addresses of the person at your top programs. This provides the faculty the opportunity to use what they know about that specific department or program to highlight things they know about you which would make you a particularly good match for them.

4) Organize the materials in a way that makes it easy to pull the letter together. Needless to say, a packet that contains this information and which is readable, neatly typed, and well organized maximizes the chances that a faculty member can write you a good letter. To do this you should include the following:

- a sheet that includes the schools and programs you are applying to, the dates the letters are due, and

whether the letter should be posted or submitted online. You might also include something about why the program appeals to you. Be certain you list the exact name of the program you are applying to so they can reference it in your letter. You should also include a line stating that they can disclose your grades in the letter, otherwise, even though you may have gotten an A+ in their class they cannot disclose that information under FERPA.

- include any forms that need to go with the letter. Signing the waiver that allows the faculty to write a confidential letter is strongly recommended. Schools may not take a letter seriously unless you have waived your right to see it. If you are worried that the letter might not be positive then you should select a different letter writer.
- addressed, stamped envelopes

DO put all of your information together in a file folder clearly labeled with your name on it. Some faculty may prefer your packet digitally so be certain to ask how they would prefer to receive it. If they prefer to have it e-mailed to them make sure all of the attachments are reasonably sized, in PDF format, clearly labeled, and all attached to a single e-mail with a clear subject line. Most faculty still prefer paper though, so only send the information digitally if requested that way.

DO allow for plenty of time to get these letters out. You may not believe it, but it's "normal" for the faculty to have several hundred letters to get out in just a few weeks! November through February is peak letter season, so if requesting a letter at this time try and allow a month to six weeks notice. Ideally your request for a letter should be part of a larger discussion with that faculty member about the prospect of graduate school.

DO send a gentle reminder of your due date about 10 days in advance. This can be in the form of a brief e-mail or just stopping into the faculty member's office hours to chat and check in. Most faculty have a system for tracking due dates but it is always good to check in. If the letters are to be submitted electronically, you can oftentimes also send them the letter request again close to the date it is due instead of sending them a personal email. You should be aware however that the links that the faculty get generally DO NOT contain the due date for letters, so unless you tell them they will not know.

A final note: strange as it may sound, professors who write you letters of recommendation care about what happens to you and unless you tell them, they may never know! So keep them posted on developments and stay in touch after you graduate. It helps keep them motivated!

The letter of recommendation suggestions were initially drafted by Prof. Margaret Conkey in Anthropology with revisions from Dr. Kira Blaisdell-Sloan, former Student Services Coordinator in History.