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# Harvard University Graduate Student Handbook AAAS

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### Graduate Program Overview

The Department of African and African American Studies offers a doctoral degree in African and African American studies, which identifies synergies in theory, concept and method across the African Diaspora. Given shared concerns around race, racism, slavery, colonialism, post-colonialism, modernity and other conceptual apparatuses for understanding Africa and the Americas, students are encouraged to think robustly about the similarities, differences and linkages within the African Diaspora. The program affords rigorous interdisciplinary training in the humanities and the social sciences, with a focus in a disciplinary field, leading to the PhD. The program admits four or five students a year into a five- to six-year program. While there are no specific prerequisites, typically students either have undergraduate majors in African American studies or African studies, or have majors in fields such as anthropology, comparative literature, English, history, history of art, music, philosophy, sociology, and religious studies, and have done some undergraduate work in the field of African or African American studies.

Nearly all PhD recipients have secured academic or professional careers in a variety of departments in universities throughout the nation. They can be found in American Studies, African and African American Studies, English, History, History and Literature, Music, Political Science, Religion, Social Studies, and Women's Studies. They also make substantial contributions to society through careers outside of the academy.

### **African American Studies**

The fundamental rationale for a concentration in African American Studies is that there now exists a substantial body of scholarly writing on African American and Afro-Latin American social, cultural, economic and political life and history, conducted by scholars with a primary training in a traditional discipline, who have drawn on the work of colleagues in other fields to enrich their work. This interdisciplinary corpus of scholarship is at the core of African American studies, and most serious work on African American literature, history, culture and social, economic or political life, proceeds with an awareness of this interdisciplinary background. There is, as a result, a fairly substantial tradition of writings and a lexicon of ideas that together define a core of knowledge in the field. Familiarity with this core at the graduate level is an important part of the training of those who work on these topics.

Along with this background, there is also a good deal of work on the concept of race, which is clearly central to the field, and that can no longer be said to be rooted in a single primary discipline. It draws on anthropology, sociology and intellectual history, the history of science and philosophy, literary and cultural studies, and political science.

These two corpora are substantial enough and of sufficient importance that training in them provides a significant component of the graduate education of a student who wishes to work in African American studies at the same time as acquiring the intellectual tools of a primary discipline.

Our conception of the "American" in "African American" is capacious (including North, Central and South American contexts) not least because a full history of the African presence in the United States cannot be properly constructed without attention to relations among communities

in many parts of the New World. There are many other reasons why this is intellectually necessary: a proper understanding of the concept of race, for example, must be comparative (and thus cross-national); and we are bound to acknowledge the complex role of economic, religious, and intellectual linkages among communities of African descent within the Americas, as well as their connections with Africa and with Europe. These general points can be illustrated by various iconic examples: Marcus Garvey, the founder of the largest African American mass political movement in the first half of this century was a Jamaican; Alexander Crummell, who was born in New York, was shaped by his experiences as one of the founders of the University of Liberia; the decolonization of Africa and the presence of African diplomats in New York at the United Nations affected the politics of the Civil Rights movement.

It is this interdisciplinary, comparative, cross-national approach to African American subjects in the humanities and the social sciences that makes our PhD program unique. Students study these topics from a variety of disciplinary perspectives, participating in graduate seminars in anthropology, government, history, literature, and sociology, for example. Thus, they are able to ask and answer questions from a wider variety of perspectives than traditional disciplinary approaches allow. This interdisciplinary approach enables a student to produce richly contextualized analyses while retaining a principle focus within one discipline. The core seminar assures that students have familiarity with the essential social, political, economic and cultural background, and a body of established questions central to the field.

### **African Studies**

African Studies has existed as a field at the university level for almost fifty years now, contributing rich insights and novel paradigms to the humanities and social sciences through its interdisciplinary approach and careful attention to history, culture and lived experience. Emerging at the time of Africa's political independence, the field has matured over a period of monumental challenges in the continent's quest for development facilitated by the resilience and creativity of African peoples. In the past five decades, paradigms have shifted in the study of Africa in developmental economics, understandings of state and society, ethnicity and identity, religion and daily life, environment and constructions of environmental sustainability, health and the burden of disease. Since Harvard pioneered the study of Africa at the beginning of the 20th century, there are good intellectual and historical reasons for having a strong African Studies program here. The study of Africa is in fact already part of the literature and discourse of many disciplines in the Humanities and Social Sciences. Historians have long studied African history, ranging from pre-colonial studies drawing on both oral traditions and written sources to explore the colonial and post-colonial periods. In literature, music, and art, African creativity is of interest in terms of their central roles in African societies as well as their diasporic circulation and influence on expressive culture worldwide. For anthropology, sociology, and political science, Africa has provided major subjects of research and study as well as comparative data and theory. In economics, law, political science, public health, and medicine, Africa has contributed striking new data that has re-aligned thinking in these fields as well as provided grist for comparative studies.

African Studies incorporates concerns with many of the central issues and problems of present-day scholarship. The history of the continent, in particular the impact of the colonial period on indigenous peoples and polities, demands close attention as it constructed borders and

boundaries of indigenous ethnic, religious, or national identities. Many disciplines have begun to recognize the importance of indigenous African knowledge systems and practices to the global discourse in areas of natural resources, environment, healing practices, spirituality, and cultural creativity. Work in African Studies brings to the fore questions about well-worn categories such as tradition, modernization, westernization, and secularization.

The Harvard Graduate Program emphasizes both the local and global dimensions of African Studies, at once seeking to convey a broad understanding of African history and culture while addressing a wide array of peoples, languages, and societies past and present on the continent. The program also seeks to recognize important national and regional entities in Africa. The curriculum focuses on individuals and institutions important to Africa's past and present as it explores the relationship of the continent to the wider world, including the historical African diaspora that emerged in the wake of the slave trade and the late 20th-century movement of African peoples after African independence.

The Harvard Graduate Program in African Studies is interdisciplinary and comparative. In particular, it seeks to look closely at the ongoing dialogue between Africa and the West, most especially the American diaspora, both as historically constituted and as newly formed by waves of immigration in the late 20th century. It seeks both to train scholars across the disciplines and to produce individuals who will in the future contribute to the discussion of social, cultural, and economic development and growth on the African continent. It seeks to incorporate individuals from the widest range of disciplines and experiences, and to engage them with the larger African Studies community at Harvard. Our curriculum conveys a broad understanding of African history and culture while addressing a wide array of peoples, languages, and societies past and present on the continent and in the African/black diaspora. In this respect, we seek to grasp the African and African American experience in a single, unifying perspective that endows this experience with its full historical significance. Thus, our conception of the African diaspora extends beyond the Atlantic paradigm that has dominated academic and intellectual discourse concerned with the black experience, in order to project a larger, more comprehensive view that embraces the Indian Ocean, the Pacific area (Peru, Colombia) and the Trans-Saharan-Mediterranean.

## Requirements

### Coursework

Students are required to take fourteen courses in total:

- African and African American Studies 201 and 202
- One graduate seminar in African or African American History
- One graduate seminar in African or African American Humanities
- One graduate seminar in African or African American Social Sciences (other than History)
- One graduate methods course
- Seven primary field courses
- One elective graduate course

Within these fourteen courses, students are required to fulfill all the requirements for a A.M. in their primary field. For a list of requirements in other departments see the next section of the handbook.

During their first two years, students are also expected to complete a research paper of publishable quality (may be completed through AAAS 391) and to maintain a minimum of a B+ average at the end of each year (and any other requirements of the primary field)

The distribution of the courses across the first two years is as follows:

### ***First Year***

#### ***African and African American Studies 201/202***

These required courses focus on major theories and philosophical perspectives on the study of Africa (201) and the Americas (202). At least one of these courses will be offered every year and both will be offered in any two-year period. Students can take these classes in their first or second year. These courses focus on major theories and philosophical perspectives on the study of Africa and the Americas. 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 or African American Humanities
- One graduate methods course
- One graduate seminar in African or African American Social Science (other than History)
- Graduate Seminars AAAS 201 and AAAS 202.
- 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 201 or 202) 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 A.M. 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 in the Oral/General Exam section.

## **Rules about coursework**

- **Reading Courses:** You can take no more than 2 reading courses towards the fulfillment of your requirements.
- **Undergraduate Seminars:** Undergraduate Seminars can only count towards your graduate seminars requirements IF your advisor or, in your first year, the DGS approves this.
- **Transferred Courses:** 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.
- **Grade Requirement:** Students must maintain a grade average of B+ or better in each year of graduate work. 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.
- **Incompletes:** 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.

## **Concentration Requirements**

### *A.M in your Primary Field*

- **Requirements for an AM in AAAS**

The requirements for an A.M. in AAAS are the course requirements for the track you are following

- **Primary Field Departments that Grant a Master's Degree**

Anthropology  
English  
History  
Government

History of Science  
 Philosophy  
 Sociology  
 Romance Languages & Literature

- **Primary Field Departments that do NOT grant a Master's Degree**

History of Art and Architecture  
 Economics  
 American Studies  
 Religion  
 Music (Only grants a Secondary Field Option)  
 Comparative Literature (Only grants a Secondary Field Option)

### *Requirements for Primary Field Departments*

Please bear in mind that requirements may change every semester or year. This is only meant as a rough guideline and we encourage you to speak to your primary field department for their most up-to-date list of requirements

- **Anthropology**

The general requirements for the primary field in Anthropology are as follows: 12 courses in Anthropology (these can be a mix of Anthro and AAAS courses) and General Exams in Social Anthropology - students typically do a combination of the generals' requirements in AAAS and Anthropology culminating in one oral defense. When they pass the general exams (written and oral defense), then they can apply for the A.M. in Anthropology.

- **History**

- Completion of **AAAS Historiography** course (301/302)
- Pass the **history department's language requirements**.
- Completion of the **History Coursework requirements** (two electives, six history courses, two of which must be seminars). Students can petition the History DGS to have up to two courses outside History count toward their History coursework requirements.

- **English**

In order to apply for the A.M. 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.

- **Government**



For the A.M. in Government, a student must complete the following:

Complete 12 courses (overall)

of which 8 must be in Government and

of which 10 at numbered at the 1000 (100) or 2000 (200)-level

one course in Political Methodology (from an approved list)

one course in Political Theory/Philosophy (also from an approved list)

Provide evidence of three written/grades seminar papers

Pass the (oral) general exam in three fields.

More details can be found at: <https://gov.harvard.edu/requirements-students-admitted-fall-2010-and-later>

- **Philosophy**

The Philosophy A.M. requirements are as follows:

The A.M. may be taken as a step toward the Ph.D. after a minimum of two terms in residence. A candidate for the A.M. must satisfy the preliminary, distribution, and logic requirements for the Ph.D.; however, the preliminary requirement is reduced to ten four-credit courses, and only seven of the eight distribution units are required for the A.M.. In addition, the second-year paper requirement must be satisfied.

There is no language requirement for the A.M.

- **Sociology**

The requirements for A.M. degree in sociology are as follows:

Soc. 202 Intermediate Quantitative Methods (Students who have had sufficient training in quantitative methods before entering the program may substitute an advanced methods course for this course if they can satisfy placement procedures designed by the Soc 202 instructor.)

Soc. 203 Methods of Quantitative Sociological Research I

Soc. 204 Sociological Theory: Seminar

Soc. 205 Sociological Research Design Seminar

Soc. 208 Contemporary Theory and Research: Seminar

Soc. 209 Qualitative Social Analysis

Soc. 310 Qualifying Paper Seminar

Sociology elective (not a workshop or Soc 305: Teaching Practicum, could be Soc 301 directed study)

Sociology elective (not a workshop or Soc 305: Teaching Practicum, could be Soc 301 directed study)

PLUS: students must pass the Sociology General Exam in August before the start of G-2

PLUS: students must declare a Qualifying Paper (AM thesis) topic and QP faculty advisor by February 15<sup>th</sup> of G-2

AND: students must submit an approved Qualifying Paper (AM thesis) by March 31<sup>st</sup> of G-3

- **Comparative Literature (Secondary Field Only)**

GSAS students are permitted to take the Secondary Field in Comparative literature. For more info, see <https://handbook.gsas.harvard.edu/comparative-literature>

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.

- **Music (Secondary Field Only)**

<https://music.fas.harvard.edu/currentgrad.shtml#music-as-secondary-field>

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 or above: “For Undergraduates and Graduates”). (No more than two courses may be chosen from the 150 level), and receive grades of B+ or above.
- Neither Pass/Fail nor audited courses will count towards a secondary PhD field in this department

Record Keeping

Students interested in declaring a secondary field in music should submit the “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 or [GSAS information on Secondary Fields](#)

## **Foreign Language Requirements**

The student’s advisor will identify the language requirements appropriate for the student’s research in the primary field and make appropriate recommendations. 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.

### *African American Track*

Students are required to take one major European language to the level of proficiency.

### *African Track*

In addition to a major European language, students are also required to take at least one African language to the level of proficiency

## **Teaching Requirement**

Students are required to be TFs in at least three courses during their third and fourth year of graduate school. Whether this requirement is fulfilled in one semester or more, it is up to the student. Students ordinarily teach at least two courses in African and African American studies and one in their primary field, depending on the availability of teaching opportunities in their primary fields.

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.

## **Publishable Paper requirement**

Students are required to produce a paper of publishable quality during their first two years of coursework. This must be done no later than the second term of their 2nd year. This can be done

in a graduate seminar (like AAAS 201 or 202) 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. The student's advisor or the Professor for whom the paper was written will have to certify that the student has met this requirement and provide the Graduate Student Coordinator with a written certification as well as with a copy of the paper.

## Oral/General Exams

### **What are general exams?**

General exams are a moment in which the student and their committee sit together to discuss the student's reading list. The purpose of the Oral Exams is for the student to acquire substantial knowledge of the literature in their field of study. Oral exams should not be narrowly focused on readings relative to the student's dissertation topic. The reading lists should be broad and cover the major literature of the chosen field/s.

### **When should students take their general exams?**

Students should take their general exams no later than the end of the first semester of their third year. However, if their primary field department has different rules and requires students to take their Orals in their department to obtain an A.M., students should always follow the rules and timeline of their primary field department. In specific cases, students may be required to take their generals both in their primary field departments as well as in AAAS. This will depend on the structure and content of their primary field department's general exams.

### *Rules for General Exams in AAAS*

- **How many fields?** In AAAS students should be examined in four (4) fields. One of these fields should be a secondary field, and one can (but does not have to) be a specialty field (a specific field closer to the student's particular research interests)
- **Rules for the exam:** Faculty can either be present in person or intervene remotely via phone or Zoom. The exam must be taken all in one session. It cannot be split into multiple sessions/days to accommodate faculty or student's needs.
- **Planning for the Exam:** Students should start planning for their exam at least 1 semester ahead of time. Usually, however, one year is a more appropriate timeline. One of the first things to do is to decide on a committee. This should be done in consultation with your primary advisor. The second important thing is to start working on the reading lists. These must be substantial and should cover the major literature of a set field. The reading lists should be created with the help of the committee members, who will also have to approve them. Once the reading lists are created, the student needs to prepare for the exams. The way in which this is done depends on the student and on the committee members. Some advisors want to meet with their students regularly, others prefer to let the student work more independently. In either case, it is important that the student keeps communicating with their committee and keeps them apprised of their progress. At least three months before the exam, students should be in touch with the Graduate Studies Coordinator and ask them to schedule the exam with their committee members. The Graduate Studies Coordinator will need to know the student's availability for a period of

about two-three weeks around the time in which they would like to take the exam. The Coordinator will then be in touch with the committee and will schedule the exam and reserve a room. Unless students or faculty specifically request otherwise, general exams are normally held either in the Locke Room or in the Raines Library.

- **Other Requirements:** Students are required to deposit their approved reading lists with the Graduate Studies Coordinator at least one month before the date of their oral exams. Once the student has concluded their exam, the faculty will need to sign the certificate that attests that the student has passed the exam. The certificate will have been prepared by the Graduate Studies Coordinator and it should be returned to them. The Coordinator will then update the student's record.

## Prospectus Defense

- **What is a Prospectus?** A Prospectus is a document the student puts together in which they outline the details of what their dissertation project will be. The prospectus should address both what the focus of the dissertation will be as well as provide a review of the literature so far read in order to come up with the dissertation topic. Normally, the prospectus is 15-20 pages long plus bibliography. During the time in which the student works on the prospectus, they should be in extensive conversations with their main advisor and with the other members of the committee.
- **What is a Prospectus Defense?** The Prospectus Defense, while structured like an exam in which your committee asks you to speak about your prospectus, is, really, a valuable moment in which the student receives feedback on their research proposal from all their committee members at the same time. It is a precious moment in which all committee members are in the same room to help and guide the student. During the defense the committee will ask the student probing questions about their prospectus to identify potential problems in the research topic proposed and/or to offer further ideas and advice on how to tackle that particular project. Students should take copious notes on the feedback they receive during the defense.
- **Who should be part of the committee?** Normally, the prospectus committee is the same committee that the student has selected for their general exams. However, the student can also choose to change their committee after their oral exams and add/remove committee members if their research has taken new/different directions than anticipated.

### *Rules for the Prospectus Defense*

- **Form of the prospectus:** The prospectus is a Word/PDF document normally between 15-20 pages long. It is accompanied by a substantial bibliography.
- **Rules for the prospectus defense:** Faculty can either be present in person or intervene remotely via phone or Skype. The defense must happen all in one session. It cannot be split into multiple sessions/days to accommodate faculty or student's needs.
- **Planning for the defense:** At least three months before the defense, students should be in touch with the Graduate Studies Coordinator and ask them to schedule the defense with their committee members. The Graduate Studies Coordinator will need to know your availability for a period of about two-three weeks around the time in which you would like to defend your prospectus. The Coordinator will then be in touch with the committee

and will schedule the defense and reserve a room. Unless students or faculty specifically request otherwise, prospectus defenses are normally held either in the Locke Room or in the Raines Library.

- **Other Requirements:** Students are required to deposit their prospectus with the Graduate Studies Coordinator at least one week before the date of their defense. Once the student has concluded their defense, the faculty will need to sign the certificate that attests that the student has passed it. The certificate will have been prepared by the Graduate Studies Coordinator and it should be returned to them. The Coordinator will then update the student's record.

## Dissertation Defense

### *What is a Dissertation Defense?*

The dissertation defense is the moment in which you publicly present your dissertation and answer to questions about your work from both the committee and the audience. It is the culmination of all your efforts. At the moment of your defense, the dissertation will be complete, in its very final stage. It may still need formatting, editing, and further proof-reading, but the body of the work should be all there. The dissertation committee will already have read the work in its entirety and will come to the defense prepared, with questions to ask and suggestions to give. Normally, the defense starts with a 15-20 minutes presentation of the student's work (you can also use audio-visuals for this part of the defense) so that the audience will learn about the project. It will then be followed by questions and comments from the committee members. After the committee has finished, the audience will have a chance to ask their own questions. At the end of the process, which normally lasts two hours, the student will be asked to briefly leave the room. The committee will discuss the defense and then call back the student in the room to receive some more feedback in private. If the student passes their defense, the committee will sign the Dissertation Acceptance Certificate (DAC). Normally, because the committee will have already read the work, the dissertation defense should not present any major surprises. But there can be cases in which the committee feels that the student will need to do more work on their dissertation before submitting it. They may give the student a deadline for making these changes that will still allow them to graduate within that period's timeframe, or they may feel that the changes needed are too substantial to be done in a few days or weeks. In that case, the committee will invite the student to continue working on their dissertation and will ask them to defend again at a future date.

### *When to start scheduling your Defense?*

As with the other exams/defenses, you should plan ahead of time given the difficulties of finding a time that suits everybody. Three-four months is usually enough time to schedule a defense. Be in touch with the Graduate Studies Coordinator and ask them to schedule the defense with your committee members. The Graduate Studies Coordinator will need to know your availability for a period of about two-three weeks around the time in which you would like to defend your dissertation. The Coordinator will then be in touch with your committee and will schedule the defense for you and reserve a room. Unless students or faculty specifically request otherwise, dissertation defenses are normally held in the Locke Room. Because you do not know what kind of changes your committee will ask you to make to your work, we suggest you leave

yourself plenty of time between the date of your defense and the deadline for your dissertation submission to the registrar.

#### *When to apply for your degree?*

There are three degree sessions in an academic year. There is the May degree, the November degree, and the March degree. The deadlines to apply for your degree vary each year. You can find the most updated deadlines on the [Registrar's page](#), under the GSAS graduation tab at the bottom of the page. This is also where you can find the dissertation submission's deadline and the degree conferral dates.

#### *Form of the Dissertation*

GSAS has very specific formatting requirements for your dissertation. To this purpose, they have created a guide, titled *The Form of the PHD Dissertation*. You can find the guide [here](#).

#### *Other requirements*

- You will need to deposit your dissertation (or a draft thereof) with the Graduate Studies Coordinator at least one month before the date of your defense. This is to give the chance to anybody who is interested to read the work before the defense date. While this draft is not made publicly available to everyone, it is made available upon request.
- Upon the completion and passing of your dissertation defense, you will need to scan your DAC. It is very important that you do so, because the original DAC, with all signatures, will need to be hand-delivered by you to the Registrar's office by the dissertation submission deadline (this may have changed for electronic submissions and electronic DACs). You will also need to attach the scanned copy of your DAC to your dissertation. You will then have to submit your dissertation electronically by the deadline as well as completing the various exit questionnaires that the Registrar will require you to complete. We strongly encourage you to NOT wait the last day to submit your dissertation as things could go wrong in many ways. Give yourself plenty of time for the submission, so that you will be able to tackle any technical problem that might arise.

## Maintaining a full-time enrollment Status

During every year in which you are not on a Leave of Absence or registered as a Traveling Scholar, you will have to be enrolled as a full-time student. In order to do that, you will always need to check-in during registration time and enroll in 16 credits of coursework. If you are taking courses, this usually means at least 4 courses per semester (unless courses have an unusual credit structure, like yearlong courses worth 4 credits).

If you are NOT taking courses, you should still be enrolled in something for 16 credits.

- **AFRAMER 392: Teaching, Writing, and Research. This is also for people who are doing dissertation-related research. You will have to enroll in the course for as many credits as you need to reach 16 credits.**

When you are taking time to work on your dissertation, you should, instead, enroll in x number of credits of Directed Writing with your advisor. If there is no course specifically assigned to your advisor, you can request us to create one.

**NB:** If you are a **Teaching Fellow** teaching full time, therefore, you will NOT enroll in the class you are teaching for, but you will simply **enroll in AFRAMER 392 for 16 credits**.

The only exceptions to a full-time enrollment of 16 credits is those students who are registered as Traveling Scholars or who are on leave. **Everybody else, including students who are on a Dissertation Completion Fellowship, MUST enroll in at least 16 credits of something.**



## Frequently Asked Questions Requirements

**Can I take my General Exams and my Prospectus Exam at the same time?** No. The two exams must be taken separately and at two different moments of the student's career because they have two very different pedagogical purposes.

**Can I split my exams in different sessions to accommodate faculty's schedule?**

No. You will need to coordinate with the Graduate Studies Coordinator and with your committee so that the exams can happen in one single session.

**Can I take my General Exams before I have fulfilled other requirements such as the language requirement or the publishable paper requirement, or before I have completed all my incompletes?** No. In order to be admitted to your general exams, you must have fulfilled your years one and two requirements and have no outstanding incompletes.

**How many incompletes can I have and by when do I need to clear my incompletes?** You can only carry forward one incomplete at the time. The incomplete needs to be completed within the first six weeks of the beginning of the next term.

**What is a Top-Up? For how many years do I get a top-up?** A top-up is the amount of money that GSAS pays you on top of your teaching salary to match the fellowship amount you were promised. You will receive top-ups only for your first two years of guaranteed teaching (normally your G3 and G4 year, unless you have deferred your guaranteed teaching).

**Do I get a top-up even if I teach more than 2/5?**

Yes, but the amount of the top-up will be reduced.

**What is a fifth (1/5)?** A fifth represents the 20% of a full-time workload. One section corresponds to 1/5. Normally students teach 2/5 per semester.

**How many semesters of teaching do I need to fulfill my teaching requirement?** You are required to teach three courses during your G3 and G4 years. Whether you decide to teach 1/5 per course or 2/5 per course, it is up to you.

**Can I waive my teaching requirement and never have to teach?** No. Teaching is an integral part of the program.

**Can I waive my foreign language requirement?** No. You must fulfill your foreign language requirement before you can proceed with your general exams. You can work with your advisor to establish what language/s you will need for your project, and, at times, that may include your native language if other than English.

**Can I transfer courses from previous degrees?** AAAS normally discourages this practice. At most, you will be able to transfer two courses.

**Is it mandatory that I get an A.M.?** No, it is not. It is highly encouraged but not mandatory. For people whose primary field does not offer an A.M., we encourage you to apply to receive an A.M. in AAAS.

**Can I get my A.M. both in AAAS and in my Primary Field?** No, you can only get one, and if your primary field offers it, you are strongly encouraged to pursue it within that department.