School of History and Sociology

Graduate Studies in History and Sociology of Technology and Science

Graduate Program Handbook

2016

Table of Contents

DISCLAIMER

This handbook is accurate at the time of printing. Changes in the budget situation, staff movements and other unanticipated developments might affect intellectual emphases and course offerings. For the latest list of faculty in the School, and for the most updated version of the handbook, please go to our website at www.hts.gatech.edu.

May 2014

INTRODUCTION

The purpose of this handbook is to tell you about our M.S. and Ph.D. programs in the History and Sociology of Technology and Science, to describe the character of our School, and to let you know about the facilities at Georgia Tech. Along the way, we lay out rules and regulations governing our programs. Many of these are italicized.

For years, Georgia Tech has offered strong undergraduate teaching in history and sociology, concentrated mostly in the history and sociology of technology and science, contemporary social analysis, and industrialization and modern history. Our graduate programs spring from the formation of the School of History, Technology, and Society (HTS) in 1990, at which time we formally established an undergraduate degree. Two years later, we created M.S. and Ph.D. programs and enrolled our first students. From the beginning, we conceived our programs as offering a genuinely integrative education that would meld specialized study of technology and science with more general inquiry into history and sociology.

These kinds of interests clearly relate to Georgia Tech's own history. "New South" boosters founded the school in 1885, as one of the instruments in their crusade to industrialize the region. For years afterwards, "Tech" provided the kind of direct, vigorous training those ambitions seemed to require, becoming one of the South's most important engineering schools. But like so many other educational institutions in this country, Georgia Tech was transformed by the emergence of large-scale government funding for scientific and technical research that grew out of World War II. An expansion of academic programs, matching the increase in research facilities, ultimately created the contemporary technological university, that besides science and technology, encompasses advanced education in humanities and social science.

At Georgia Tech, "Schools" perform the functions that departments do in other universities. Our School of History, Technology, and Society is actually a multi-disciplinary unit, currently made up of fourteen historians and five sociologists, whose work has a highly interrelated character. Our paired programs of study -- **Sociology of Science and Technology** and **Technology, Science, and Modern History** -- share a basic core curriculum. They aim to embed the study of the history and sociology of science and technology (and eventually medicine) in various dimensions of the social. The following broad research areas reflect the current strengths of our faculty:

science, technology and medicine
gender, race, ethnicity and class
nation, empire and comparative political traditions
comparative global cultures in the modern era
comparative urban societies

In addition, students are encouraged to take some courses in other schools of the Ivan Allen College, and in appropriate courses campus-wide, as well as at other universities in the Atlanta area.

They thus develop competence in the traditional disciplines of history and sociology while gaining distinctive cross-disciplinary perspectives on issues of major importance to those seeking to comprehend the place of science and technology in modern human affairs.

FACULTY AND ADMINISTRATION

Our administrative offices and the offices of faculty members are located in the Old Civil Engineering Building, 221 Bobby Dodd Way. This is next to the Library and at the center of the Georgia Tech campus. The Graduate Coordinator/Director of Graduate Studies (DGS), Professor Bill Winders (bill.winders@hts.gatech.edu), and his administrative assistant, LaDonna Bowen (ladonna.bowen@hts.gatech.edu), are your key contact points for information about the program, and are ready to advise you when you apply and during the course of your studies. The Chair of HTS is Professor Steven Usselman. For a full list of current faculty please go to our website www.hts.gatech.edu. There you can see not only who is associated with the department but also identify their fields of research (see also Appendix V). Curricula Vitae and bibliographies are also available in most cases. The range of interests and academic standing of our faculty ensures that our program is among the top offered in this country.

M.S. and Ph.D.

HISTORY AND SOCIOLOGY OF TECHNOLOGY AND SCIENCE (HSTS)

Applying for Admission

- Application forms for admission to our graduate programs are available online at http://www.hts.gatech.edu.
- There are two deadlines for admission: **February 1** if you seek financial aid; **March 1** if you are able to pay for your own studies. Historically the School has been able to offer financial support to about two to four new full-time students each year, depending on quality of applicants and economic circumstances.
- Students normally enter the program in the Fall Semester (mid-August –early December). No full time funded student may enter the program in the Spring Semester (January – early May).

The following information must be provided for admission. *Incomplete applications will not be considered.*

- Graduate Record Exam (GRE) test scores
- TOEFL score for non-native English speakers
- Completed Georgia Tech Graduate Application Form
- Georgia Tech Application Fee: $50.00
- Certified undergraduate transcript
- Three letters of recommendation
- A biographical statement. We want you to write an intellectual biography, one that includes your reasons for applying to our program, describes your interest in the history and social analysis of technology and science, indicates faculty with whom you would like to work, and tells us what your subsequent plans might be. This should also include a clear indication of (a) whether you seek an M.S. only or wish to go on to do a Ph.D. (b) whether you are more interested in the sociology track or the history track, (c) whether you wish to study full time or part time, and (d) whether you seek financial aid or are able to finance your own studies. More information on (a) and (b) are provided in the section below "Two Tracks - Two Paths to a Masters."
- Writing sample
- Statement of adequate funds (for international students only)

In considering applications the Graduate Committee places considerable weight on the biographical statement and the writing sample. GRE scores are also important, and we prefer applicants to have a verbal score of 160 and 4.5 for analytical writing. Students applying for the sociology track should aim for a score of 160 in the quantitative section of the GRE exam. A TOEFL score of 110 is desirable.

The writing sample is an important part of your application package: typically it might be a 20 page essay that you have written for academic purposes at an earlier stage of your career. It helps us to evaluate your capacity for research, and to judge whether you will be able to meet the intellectual challenges of our program.

If you require any advice with the application procedure please contact the Graduate Admission office directly. If you have difficulty uploading your writing sample please email directly to ladonna.bowen@hts.gatech.edu.

Financial Support

Annual tuition and fees are listed on the Office of the Bursar website at:
http://www.bursar.gatech.edu/tuiandfee.php

For information on university fellowships and loans, see: http://www.finaid.gatech.edu/graduate/

Many of our full time students are supported either by teaching assistantships or research assistantships. Both types of assistantships carry tuition remission as well as a stipend of about $7000 per term (though this can be less, depending on the budget situation). Students on assistantships are required to devote approximately 13 hours a week to those tasks. Besides income, these assignments provide valuable experience and training for careers in academia and elsewhere. Students awarded financial support and who will be Teaching Assistants are expected to take a brief training course offered by the Center for the Enhancement of Teaching and Learning (www.cetl.gatech.edu) before entering the program.

A few highly qualified entering students receive fellowships (Kranzberg, President's, Dean's, etc.) that increase the level of financial support. The terms and conditions of these fellowships vary. Some supplement assistantships, others release students from assistantship duties for one or more years. The School also offers some support for student travel and research.

Subject to progress, full time students will receive financial support for up to five years. Additional support can come via outside grants to faculty or to students directly. Our students have an outstanding record of receiving grants from research centers and from agencies such as NSF and the Sloan Foundation. Many also secure teaching as adjunct professors in the Atlanta area. The DGS and dissertation advisor can provide valuable advice about possible external funding.

HTS does not offer financial support to part-time students.

Special Instructions for International Students

International students require an I-20 visa to study in the United States. They need to provide evidence of independent financial support to cover the cost of attendance (tuition fees, room/board, and books) for their first year in the program. This amount varies slightly from year to year, but can be calculated from http://www.finaid.gatech.edu/costs/. Currently the figure is about $30,000.

No visa will be issued without students providing documentary evidence of the required funding. International students should consult with the US authorities in their home countries for more details. See also the website of the Office of International Education, http://www.oie.gatech.edu/isss/.

PROGRAMS OF STUDY

We offer M.S. and Ph.D. degree programs. All incoming students must first enter our M.S degree program. Those planning to extend their studies to the Ph.D. must successfully complete a research paper in addition to fulfilling the requirements for the MS (i.e. a GPA of a least 3.5 so at least as many A's or B's on their course-work).   Students may enroll in either a full-time or part time capacity. We aim to have full-time students graduate with their M.S. after three semesters. (Note: Georgia Tech operates on the semester system, and full-time enrollment is defined as at least nine hours of graded course work and three hours of audited course work per semester, excluding the summer semester.) The time taken to complete the Ph.D. varies considerably depending on the topic studied and the motivation of the individual. We aim to have full-time students well advanced in their Ph.D. research and writing by their seventh semester. It is not unusual for a Ph.D. to require six years of full-time intellectual investment.

The master's program is suitable for a broad range of people. For those with technical backgrounds, it provides a means to broaden their perspectives on science and technology in a social and historical context, as well as acquiring skills in social analysis and oral and written communication. Many participants have found the program a useful jumping off point for professional training in law, business, or public policy. Those with backgrounds in the social sciences and the humanities develop comfort and felicity in studying scientific and technical matters, enhancing their opportunities for employment in a wide variety of occupations. The master's program is highly suitable for persons interested in high school or community college teaching, or for those currently teaching who seek to upgrade their training and incorporate new material into their classrooms. It is also a useful program for persons seeking a career in museums, historical agencies, or in other forms of public history and public service.

The Ph.D. program trains exceptionally qualified students who would normally seek careers in research and education. Unlike many doctoral programs, ours opens multiple pathways to the future. Many graduates pursue careers as college faculty in history, sociology, or an area of science and technology studies. Others exploit their unique cross-disciplinary knowledge and analytical abilities to find employment outside the academy in think tanks, public agencies, museums and private business.

TWO TRACKS - TWO WAYS TO GET A MASTERS

On applying to the program students indicate whether they wish to enter the *sociology* track or the *history* track. These tracks share four core courses together in the first two semesters of full-time study, but increasingly diverge to emphasize different aspects of the study of science and technology, within the framework defined by the School's mission and resources.

Whatever track you are in, there are two ways to receive an M.S.: a Research Masters or a Course-based Masters. Both require 30 hours of study.

Research Masters

As its name implies this approach requires the satisfactory completion of course work, **and** proven evidence of a capacity to do original research needed for a doctoral degree. Full-time students are required to engage in original research beginning in their second semester, and to *complete a satisfactory research paper* by the end of their third semester at the latest.

Course-based Masters

This path is for those students who do not wish to continue with a Ph.D. The M.S. is awarded solely on the basis of satisfactory performance in course work. *No research paper is required*, *though students may choose to do one if they wish.*

The distinction between these paths is internal to the School of HTS, and is simply intended to distinguish between those students who will pursue doctoral studies and those who will not.

Switching between the different ways to get a Masters

Students may switch from the Course-based to the Research Masters path on satisfactory completion of their course work **and** a research paper.

Students who entered the program hoping to get a Ph.D. may decide not to write a research paper. In this event they will be awarded a M.S. subject to satisfactory academic performance in course work only. *They will not be permitted to continue with a Ph.D.*

Students who entered the program hoping to continue to doctoral status can be asked to leave the program with an M.S. if the DGS, in consultation with the student's supervisor and the graduate committee, judges that the student's academic performance is unsatisfactory, and that he/she is unlikely to meet the standards we set for a PhD in our program. They will thus only need to complete 30 hours of coursework to get their M.S. degree. This decision will be conveyed to full-time students at the end of their third semester.

HISTORY

1. Know the main historiographical debates and intellectual trends in the field, and be able to explain what is at stake in each, what questions each foregrounds and what questions each excludes.

2. Be able to periodize the historical trajectory in question, to describe the identifying features of each period, and to explain the main factors that led to the transition from one period to the next.

SOCIOLOGY

1. Know the main debates, concepts, and intellectual trends within social theory, and be able to explain what is at stake in each, what questions each foregrounds and what questions each excludes.

HISTORY AND SOCIOLOGY

1. Be able to identify the specific social agents that were the motors of change in any particular period, and to map them onto major social variables: race, class, gender, and/or social institutions: firms, 'the state' and its multiple agencies, a 'technocratic elite', Congress, a social movement with a definable ideology, 'experts', users, etc.

2. Be able to specify the interests that drove each group of social actors, and show how and when they overlap and diverge, forming alliances and oppositions.

3. Be able to ground 'abstract' concepts (modernization, development, deregulation, the market, globalization, imperialism, consumerism) in specific practices, and specific social actors.

4. Be able to identify and clearly explain the intellectual arguments that a work is making.

5. Be able to generate and defend your own, original intellectual positions.

6. Be able to justify a research question through review of the literature and proper citation practices.

7. Understand and speak to the limits of primary archival sources, interview and oral history material, and quantitative data.

8. Be able to effectively communicate research and knowledge in clearly written, well-organized papers and in accessible, professional public presentations.

9. Be able to produce and defend a 15-week annotated syllabus in each comprehensive field (before being allowed to take the exam).

13

MILESTONES TO COMPLETION

In this program we lay great store by helping students achieve their academic goals in a reasonable amount of time, avoiding 'academic drift'.   We believe that the ideal way to do this is to settle rather soon on a suitable PhD topic (if that is the degree you are after), and to test the feasibility of that topic at the MS stage. If it is doable, you are urged to choose the nature and content of your comprehensive fields such that they provide the intellectual foundation needed for the writing of your PhD.

What this means in practice is that you do *not* see the stages in this program –MS, comps, PhD – as separate hurdles to be crossed but as an *integrated whole that converges on your PhD thesis*, rather like a set of nesting 'Russian Dolls'. Set yourself milestones to completion and try to keep them.   Here is an ideal scenario for a full-time PhD student.

During Year 1: choose MS topic and begin research (12 months after start).
Fall of Year 2: complete MS research paper (16 months).
Mid Fall of Year 3: complete comprehensive examinations (26 months).
End Spring of Year 3: complete dissertation prospectus (33 months)
Summer Year 4/Fall Year 5: complete PhD and go on job market (48-52 months).

Part time students are freer to set their own rhythm but, if they wish to be considered for entry into the Ph.D. program, they **must** complete their M.S. research paper in two successive semesters (the summer does not count as a semester for this purpose).

PROGRAM REQUIREMENTS for the M.S.

Our master's program consists of a series of foundation courses, described below, as well as more specialized reading and research seminars. Though we do not require a thesis, our program stresses the acquisition of analytical and communications skills, both through completion of a required course in methods and analysis and in written essays and exams.

Curriculum and Requirements

The master's consists of a minimum of 30 credit hours made up of 15 credit hours in required courses and at least 15 credit hours in electives or approved courses from other schools (to a maximum of 6 credit hours) . Part time students can adjust the rhythm but must complete all the required courses to get the degree. *All work toward the M.S. must be taken on a letter-grade basis.*

REQUIRED COURSES (All students):

Course #	Course Title	Notes	Credit Hours
HTS 6001	Social Theory	Required	3
HTS 6002	History of Technology	Required	3
Total Major-Required			**6**

HISTORY TRACK—Required Courses

Course #	Course Title	Notes	Credit Hours
HTS 6101	Social and Political History of the U.S.	Take one of these 3.	3
HTS 6102	Social and Political History of Europe	If others taken, may count as an	3
HTS 6103	Social and Political History of Non-Western World	Elective for History Track only.	3
HTS 7001	Foundations of Socio-Historical Analysis		3
HTS 6743	STS Core Seminar		3
Total History Track-Required			**9**

SOCIOLOGY TRACK-Required Courses

Course #	Course Title	Notes	Credit Hours
HTS 7001	Foundations of Socio-Historical Analysis		3
HTS 6743	STS Core Seminar		3
AAA####	Advanced Sociological Methods [1]		3
Total Sociology Track-Required			**9**

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[1] Students may fulfill this required course by selecting from "Advance Sociological Methods" courses available in other GT major degree programs. One example is: PUBB 8530, Advance Science & Tech Policy. The selected course must be first approved by the student's program advisor.

The courses in Advanced Sociological Methods are chosen from a large variety of courses offered by Georgia Tech, in consultation with the student's supervisor. The supervisor will also decide whether or not the student needs to take two such courses or just one.

Usually, students may not enroll for more than six hours of independent studies or directed readings (including writing seminar hours awarded in conjunction with the required research paper).

Students may register for directed reading in the summer if their supervisor agrees and faculty are willing. (Our teaching faculty have 9 months employment contracts, and are not contractually oblige to teach for one out of three semesters).

Students who are funded by HTS, and receive tuition remission, are expected to serve as Teaching or Research Assistants to faculty (GTAs or GRAs). They work for 13 hours a week in this capacity, and receive three credit hours which do *not* count towards their degree.

ASSISTANTSHIP for either GTA or GRA

HTS 8997	Teaching Assistantship	0
HTS 8998	Research Assistantship	0

HTS Core Electives

For their electives, students typically choose from the following menu of core electives offered by HTS faculty.

ELECTIVES for either the History or Sociology Track:

Course #	Course Title	Credit Hours
HTS 6106	Business Organizations and Political Economy	3
HTS 6110	Gender, Science, and Technology	3
HTS 6111	Technology and Modern Culture	3
HTS 6112	Studies in Science and Engineering	3
HTS 6113	Development, Science, and Technology	3
HTS 6114	Topics in the History of Science	3
HTS 6115	Sociology of Science and Technology	3
HTS 6116	The Environment in World History	3
HTS 6117	Urbanization	3
HTS 6118	Science, Technology, and the Economy	3
HTS 6119	Race and Ethnicity	3
HTS 6120	Inequality, Science and Technology	3
HTS 6121	Science, Technology and Security	3
HTS 6122	Topics in History of Medicine	3

HTS 6123	Social and Cultural Studies of Biomedicine	3
HTS 6124	Science and Technology Beyond Borders	3
HTS 8803	Special Topics	3
HTS 8901	Special Problems -Research Paper	3

Students may also enroll in undergraduate seminars offered by HTS faculty at the 4000 level, in agreement with the DGS and the teacher of the class. They will normally be expected to do more reading and writing than the undergraduate students in the seminar.

Beyond the thirty hours, students are free to enroll in a mix of independent studies, special topics, and other courses as they and their advisors see fit. This work should aim primarily at preparing students for the comprehensive exams, though in some cases it may also cover independent research projects, including research that may lead to the dissertation. *These courses (including independent readings and research) must be taken on a letter-grade basis*

Research Paper

All Research Master's students must write a paper based upon substantial original research. The research and writing should be supervised by a member of the HTS faculty, chosen by the student with the agreement of the faculty member. The final paper, which will typically vary from 30-50 pages in length, must be read and approved by that person and by at least one other member of the HTS faculty, chosen by the faculty supervisor. Students should strive to produce papers suitable for eventual publication in an academic journal, and they should expect to present their results to the Graduate Forum. Students routinely receive 3 hours of independent study credit for the paper, though those pursuing sufficiently rigorous research agendas may receive as many as 3 additional hours. Students may write two papers and receive 3 hours credit for each.

Students must complete their Research Paper by the end of their third semester at the latest (not counting the summer). They must pass the paper, and demonstrate adequate performance in their course work overall to receive a Research-based MS, and to be considered for the PhD.

Courses Outside HTS

While we encourage students to take maximum advantage of the expertise within HTS, there is also the possibility to take classes in other topics within the Ivan Allen College, or in other divisions of Georgia Tech. Thus, for example, students might take courses in the School of Literature, Communication, and Culture, which has programs in the cultural studies of science and technology. Comparable alternative possibilities exist in the Schools of International Affairs, Public Policy, Economics, and Management, all of which offer programs that consider technology and science within a broader social and institutional context. Public Policy offers a valuable Graduate Certificate in Public Policy (12 credit hours) which can strengthen one's profile and expand job opportunities. Additional opportunities can be pursued in the Colleges of Architecture (which houses programs such as urban planning and industrial design), Computing, Engineering, and the Sciences.

Normally only six credit hours towards the degree in HTS can be acquired outside the School.

- Credit hours for the one or two Advanced Sociological Methods course(s) *are not* counted in these six credit hours.
- Transferred credits from graduate programs in other universities (see next item) *are* counted as hours acquired outside the School for this purpose.

Transfer Credits

A student can apply transfer credit to our program *if they were unused towards any degree.* For example, if a student had coursework at an institution where they did not earn a degree, those credits could be transferable. Or, if a student had excess credit from an institution where they had earned a degree, those credits could be transferable. In the latter case, the burden of proof would be on the student to acquire documentation from that institution attesting to the fact that those credits were not used towards their degree.

Special arrangements can be made with the DGS to facilitate a student's progress through the program if he or she has already received a Masters degree in history or sociology.

PROGRAM REQUIREMENTS for the Ph.D.

Our doctoral program builds upon the foundations laid in the master's program. *All students, including those entering the doctoral program with master's degrees from other institutions or from other schools at Georgia Tech, must satisfy the requirements for the M.S. in HTS before advancing to candidacy for the Ph.D.* Students wishing to satisfy some or all of those requirements through transfer credit may apply to do so through the procedures described above.

Courses

There are no specifically required courses beyond those associated with the Master's. To remain an active student (with email and library privileges), however, students must enroll for at least three hours during the fall and spring semesters. Any student not on medical leave who fails to meet this minimum registration requirement must apply for readmission. Students on assistantship and others seeking full-time status must enroll for a minimum of twelve hours. Three of these may be taken on an audit basis; the remainder must be taken for a letter grade (which may be S/U - the Georgia Tech equivalent of P/F). Students must be enrolled for at least one hour during their term of graduation.

Minor

In addition to an adequate knowledge of the major field of concentration in HTS, the student must demonstrate some other, smaller body of knowledge preferably outside the student's school. The purpose of the minor is to encourage a wider interest on the part of the student and provide a broader basis for the evaluation of the student's capabilities. The minor must consist of a least nine semester hours of work in related courses, chosen by the student and approved by the DGS. These courses should be at the 6000 level or above, but the use of certain 4000 level courses may also be approved. Students can use courses from the alternative track in HTS, and/or from the STS certificate, to compile their nine minor semester hours, provided that those courses were not used for their MS degree. Courses taken in other schools (e.g. Public Policy or INTA), and at other institutions may be included in the minor.

The Comprehensive Exams

Students pursuing the Ph.D. will typically enroll for a third year of graduate courses (directed readings and, when appropriate, core electives) to help them prepare for a set of comprehensive examinations covering *three fields*. For students concentrating in Technology, Science, and Modern History, one of these fields must be in the History of Technology and/or Science, and another must be in the Modern History of Asia, Europe, or the United States. Those concentrating in the Sociology of Science and Technology must complete exam fields in the Sociology of Science and/or Technology and in Social Theory. The third exam field in each concentration is open with regard both to focus and discipline, though we encourage students to structure the third field within one of the areas of thematic emphasis identified above, bearing in mind the demands of the job market. *At most one of the three fields may be taken under the supervision of faculty residing outside HTS.*

Normally, two full time semesters are required to prepare for the comprehensive examinations.

At least by the beginning of their second year in the program, students aiming at the Ph.D. ought to be thinking about the fields in which they wish to be examined. They should discuss their ideas with potential faculty examiners and with the Graduate Coordinator, who will organize the **comprehensive examination committee** in consultation with the Graduate Committee. The exam committee will be made up of three faculty members representing each of the fields in which the student is being examined. Its chair, who will be designated by the DGS, must be a member of the HTS faculty.

The examination will be based on the critical reading of 50-100 items (books and/or articles) per field. The members of the examination committee will be responsible for creating a reading list that reflects the current state of art in the field, the student's interests, and the requirements of potential job markets.

In preparing for the examination, students in the *history track* should know the main events and turning points in the field that they are covering. They should have a clear grasp of periodization, they should know the main social actors and the narrative line that constitutes the history of the field in question, and they should be conversant with the major historiographic disputes pertaining to the field.

Students in the *sociology track* are expected to demonstrate a thorough understanding of questions and discussions within social theory, as a well as a knowledge of the empirical studies that have shaped their particular field of expertise. In addition students will be expected to select and apply the appropriate methodological tools to their research questions, and to collect, evaluate and analyze their data using appropriate analytical methods.

Candidates in *both tracks* must demonstrate these skills by building syllabi appropriate for teaching an undergraduate survey course and an advanced undergraduate seminar in each of the fields they take. The creation of a syllabus will help students to organize their own thinking and to prepare them for teaching opportunities. It will be an invaluable asset for their job search portfolio.

Working in consultation with the student and the other members of the committee, the chair will monitor the student's preparation and, when satisfied that the student has a reasonable chance of success, will schedule the examination. Students who have satisfied the requirements for a master's degree in our program will ordinarily take the exams after a year of additional study.

Students are encouraged to take their qualifying exams during their third year of full-time study and *must attempt to take them by the end of their sixth regular term of holding an assistantship or fellowship covering their tuition.* (Summer terms will not count toward this rule).

The examination will take place over a period of approximately two weeks. Over the course of a *week or ten days*, students will first complete **written exams in each of the three fields**. Currently the written exams are taken in a five day period beginning at 9am on a Monday morning, with all three papers turned in by noon on Friday of the same week. No written answer

may be longer than 4000 words/field. While the examination is open-book, any sign of plagiarism will be severely punished.

The written exams will be followed by a common **oral exam**, conducted at one sitting by the comprehensive examination committee, *to be held in the week following the written exam*. At the conclusion of the oral exam the committee will confer briefly and immediately notify the student of the outcome: a pass, a high pass, or a fail.

In the unfortunate event of a failing performance, the committee will instruct the student as to how to prepare for a second set of exams. In some cases, students may be asked to read further and write a new exam covering one or more of the four fields. Others may need only return and take another oral exam. *In all cases, however, students who fail the first set of exams and wish to continue in the program must complete a new oral exam within twelve months of the initial exam.* Those taking a second oral exam can substitute at most one new field for those covered previously. The second slate of three fields must comply with the regulations regarding disciplines, and students must complete a written exam in the new field not more than ten days prior to the second oral. *Failure to take a second oral exam within twelve months of the first oral exam or receipt of a fail on the second oral exam will result in dismissal from the program.*

The comprehensive exams mark your passage into the trade of teaching professionals in our disciplines. A pass signifies that you have developed several competencies necessary to practice that trade successfully. Perhaps the most obvious is mastery of a given body of knowledge, as identified through a combination of course syllabi and bibliographies. In that respect, the exams are meant to test your ability both to absorb a large amount of information, and also to integrate that information into historiographical, theoretical, and methodological contexts. Exams also provide faculty with an opportunity to assess your abilities to write critically and to articulate ideas verbally -- two essential skills for successful scholarly discourse. Like all such rites of passage, the exams involve subtle judgments of competency and do not easily yield to efforts at standardization, routine, or formula.

Additional Requirements in Proficiency

History Track
Each student must pass a **language translation exam** before being admitted as a Ph.D. candidate. These may be administered by HTS faculty on an individual basis.   Students can also enroll for courses in the School of Modern Languages at Georgia Tech or at Georgia State in downtown Atlanta. (Every other spring, Georgia State offers exam preparation courses, which Georgia Tech students can take on a cross-listed basis.) These courses are not required in order to take the exam, but they do provide some training. Language courses do *not* count for credit. Examinees translate passages with the aid of a dictionary and a grammatical reference. A passing performance satisfies the language requirement. *See the Graduate Coordinator during the first week of the term in which you wish to attempt the exam to obtain a registration form.*

International students from non-English speaking countries are exempt from this requirement.

Sociology Track
Each student must pass a course in **advanced sociological methods.**   This will normally be taken during the second and/or third semester of their M.S. studies. A list of the many methods

courses available in various schools on campus is available at www.iac.gatech.edu. All sociology track doctoral students, including international students, must demonstrate proficiency in advanced quantitative methods. Sociology track students do not need to pass a language exam.

The Dissertation

The ultimate requirement for the Ph.D. degree is the writing of an original doctoral dissertation and the successful defense of its conclusions in an oral examination.

You will be exploring ideas for a dissertation in your Master's level course work and seminar papers, a process that will also give you some sense of the archival resources you will need for more extended study. You should also be thinking about the make-up of your thesis committee. That means identifying the person on the HTS faculty you want to advise you on your dissertation, and the other people, on and off this campus, who could be most helpful to you in your research and writing.

Full-time work on the dissertation generally begins immediately after successful completion of the comprehensive exams. The person you choose as your **dissertation advisor**, working with the DGS and after consultation with you, organizes and chairs a **dissertation reading committee**. *It should consist of four faculty, of which at least three are within HTS.* The candidate submits a **dissertation prospectus**, which is typically 15 pages long and must be approved by the dissertation reading committee *by the end of the first subsequent regular term during which s/he holds an assistantship or fellowship covering the cost of tuition.* (Those who pass their qualifying exams prior to the sixth term of receiving funds may petition the Graduate Committee for a one-term extension to this rule.) All students, including those not receiving funding as well as those studying part-time, *must have a dissertation prospectus approved within a calendar year of passing the qualifying exams.* A copy of the prospectus is kept on file in the HTS Graduate Office. Upon successful defense of the prospectus, the committee will approve the **Admission to Candidacy** for the student to proceed with work on his/her doctoral thesis. Students must ensure that the form required for Admission to Candidacy is signed by the school chair, the advisor, and the dissertation committee members.

The prospectus also serves as the basis for grant applications that will help generate financial support for travel and writing. As you proceed with your research and draft chapters, your advisor will provide feedback.

The reading committee, still chaired by your advisor, will also serve as the core of your **Oral Examination Committee**. *This committee of at least five faculty, including at least one from outside the School of History, Technology, and Society, must be approved by the Institute Graduate Office at least fifteen days prior to your defense.* It will determine by **oral examination** whether the dissertation meets acceptable standards.

Because the essence of work at this advanced level is creative scholarship, the pace of progress will vary. Students should expect to spend at least three years beyond the master's degree to complete the work for a Ph.D.

The development of a thesis normally requires students to register for at least 18 credits. Part time students must register for a minimum of three hours per semester.

No student will be awarded the Ph.D. unless he/she has registered for at least 18 credit hours after the comprehensive examinations (i.e. at least 36 credit hours after the M.S.).

Students who have successfully completed their comprehensive examinations, and have defended their dissertation prospectus, can apply for a leave of absence from the program while they continue with their PhD research and writing. They will not be expected to pay fees during this period, but can only expect limited assistance from their PhD supervisors.

Such students will be re-admitted to the program in the semester in which they plan to graduate, and according to the registrar's rules, will pay fees for one credit hour. During this time they are expected to work closely with their supervisors to submit and defend their theses successfully. If the student fails to achieve these goals the registrar requires that (s)he will have to register and pay for three credit hours in any subsequent semester of registration for graduation. The program will not in general grant a second leave of absence for dissertation work.

GRADUATION PROCEDURES FOR M.S AND PH.D. DEGREES

M.S. and Ph.D. students **must petition to graduate during the semester proceeding the semester of anticipated graduation**. The deadline for the petition is posted in the official calendar available at http://www.registrar.gatech.edu/home/calendar.php. The student must submit to the Registrar's Office an Approved Program of Study Form (Degree Petition) and an Online Application for Graduation (OAG).

The Institute also requires that students be enrolled for one hour in the term in which they graduate. Students can request a waiver of this requirement by completing an Enrollment Requirement Waiver Form available at:
http://www.gradadmiss.gatech.edu/thesis/forms/Enrollment_Waiver_form.pdf.
Request for Enrollment Waivers must be submitted prior to the term of graduation. For more information on deadlines: http://www.gradadmiss.gatech.edu/thesis/thesisdeadlines.php
Waivers will only be granted to students who have completed all the requirements for their degree. (Please note if you choose a waiver you're denied all facilities, including access to the library, entry to the building after hours, etc.)

For information regarding the graduation ceremony for GT students go to the official website, http://www.gatech.edu/commencement. This includes information about cap and gown rental, ceremony times, invitations and receptions.

In order to participate in commencement all necessary forms must be submitted by the date and time specified by the Registrar and published online in OSCAR. Read carefully the checklist of documents to be submitted along with the Ph.D. dissertation, available at http://www.gradadmiss.gatech.edu/thesis/forms.php.

All Ph.D. candidates are required to submit their work electronically: the Institute has formatting instructions that must be respected and that are obtainable from the Graduate Office at http://www.gradadmiss.gatech.edu/thesis/electronic_submission.php. Normally Ph.D. theses are put in the public domain at once, and so available to scholars all over the world. Students may, however, request that this process be delayed for up to one year after they have submitted their thesis if they fear that immediate publication may jeopardize their professional careers. Discuss this with the DGS if necessary.

PROFESSIONALIZATION

The School of HTS' goal is to provide students with an excellent education that is grounded in theory and research. However, we also recognize the need to professionalize our graduates into the culture of the workplace through experiences and opportunities that will help students to begin to network locally, nationally and, potentially, internationally; to communicate research findings to others in a variety of forums and venues; and to interact, work and learn in an interdisciplinary environment.

Graduate Forum

Most Monday afternoons are set aside for a seminar that brings the graduate students together to build a research culture and research community. The precise format of the gathering varies and includes a variety of speakers. Graduate students may present a conference paper or dissertation chapter that is pre-circulated and commented upon by one of their peers. HTS faculty may give a paper on their research interests, in order to introduce students to their work as well as to contribute to the community's intellectual conversation. Several times a semester invited speakers from inside and outside Georgia Tech present new research within the history and sociology of technology and science.

Attendance at these seminars is required for all full-time students with funding. All part time students are strongly urged to attend.

Reading group

Students are strongly encouraged to form a reading group that meets at least once a month to discuss two or three important (usually methodological) papers of interest to people in both the sociology and history tracks. This shared reading group will help build a research community and encourage new and novel ways of thinking amongst the graduate students. Faculty in HTS are willing to mentor such a group, if so requested. Please speak to the DGS if you would like to form a reading group.

Writing and presentation skills

Writing, communicating and presenting research are integral to successful scholarship. Georgia Tech's Center for the Enhancement of Teaching and Learning (www.cetl.edu) is an excellent resource for students and faculty on doing clear presentations, teaching effectively, and improving writing. CETL also provides guidance for job seekers and offers courses on such topics as preparing a CV for maximum impact, and where to search for jobs. In short, it provides you with an introduction to the skills you need to 'market' yourself affectively. We **strongly** urge our students to take CETL courses.

Professional Societies

Every graduate student, and particularly those that intend to get a Ph.D. are strongly advised to join one or more professional societies pertinent to their field of interest (ASA: American Sociological Association; AHA: American Historical Association, HSS: History of Science

Society, SHOT: Society for the History of Technology, 4S: Society for Social Studies of Science, etc). These organizations offer discounted membership to students, travel grants to annual meetings, and opportunities to participate in the society as graduate student members. Membership includes a copy of the societies' journal. The annual meeting of the society is a place where you can meet leading scholars in the field, get an idea of the most exciting directions in which the field is moving, meet other graduate students with the same interests and issues as your own, gain a rapid overview of many of the latest books published in the field, and network with the national and international research community. *It is imperative that you become involved with your professional society as soon as you enter the program as a doctoral student.* Ask the DGS, or one of your professors for advice.

Jobs and grants

Professional societies are an excellent source for information regarding job postings, grants, fellowships, postdocs and publishing opportunities. Read their newsletters scrupulously. One crucial website is www.H-net.org. You should check this regularly for awards, prizes, grants, fellowships and jobs in the humanities and social sciences. Your supervisor, and the DGS can also assist you.

PROGRAM EVALUATION

Georgia Tech and HTS take your leaning experience very seriously. Bureaucratic machinery is now in place to evaluate our success in meeting your educational goals. It is based on getting constant feedback from students that tries to measure their satisfaction with the program, and to identify ways of improving the situation. It involves considerable paperwork, some effort from you, considerable effort from the faculty, and an enormous effort from the DGS and LaDonna Bowen. Your cooperation is imperative.

Here are some of the procedures currently in place:

- All GTAs are evaluated at the end of each semester on their performance, including their success in giving a lecture. The evaluation form is available at Appendix IV for your information. It is filled out by the faculty member you work for.
- Towards the end of each semester all students are invited to complete an online survey of the course they are taking. This is available at www.coursesurvey.gatech.edu. It is important that you submit this form duly completed.
- All students who receive financial support from the program to attend a meeting or conference must fill out an evaluation form when they submit their expenses claim (TES). This form is available at Appendix II.
- At the end of each academic year all students must complete an activity report (Appendix III). This is invaluable for you when you compile your CV, and we submit it to the Dean.
- All students will be invited to evaluate the DGS in an anonymous online survey in May of each year.

ACADEMIC STANDARDS AND ETHICS

We expect a high level of performance from our students, and admit those who have already shown academic ability. In practice, this means entering students usually have a B+ average in their undergraduate work. In the Master's program, students normally maintain a B+ level in their graduate courses.

All students in our program are expected to do their own scholarly work and, when not original to them, to identify clearly the sources of their ideas and information. To do otherwise is to be guilty of plagiarism, defined as "the expropriation of another author's findings, interpretation, or text, presented thereafter as one's own creation without proper attribution to its actual source." This "cardinal violation of the ethics of scholarship" is grounds for serious disciplinary action, including expulsion. For additional information please see the Georgia Tech Honor Code at: www.deanofstudents.gatech.edu/Policy/code.in.sections.htm#AHC.

Course work is evaluated predominately by writing essays. Typically, for an A grade, essay must be presented as a research paper, properly documented with footnotes and bibliography. They must draw explicitly and constructively on the material in the course.

They must be well argued, with an intro that situates the argument in the literature and indicates how the paper adds to what we know already. They must draw together the main argument in a concluding summary. They must respect requirements in terms of length, delivery date, etc.

SEXUAL HARASSMENT AND MISCONDUCT

It is the policy of the Institute that no member of its community, including administrators, faculty, staff, or students should be subjected to sexual harassment by another. Our Institute defines sexual misconduct as sexual contact without consent by an acquaintance or a stranger. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual misconduct and harassment are not tolerated at the Institute. Students may seek confidential help in dealing with anything viewed as possible misconduct or harassment.

SOME TIPS TO HELP YOU SUCCEED IN THE PROGRAM

When you arrive on the Georgia Tech campus, the first person to visit is the DGS who will help you develop a plan of study that will identify the courses that will contribute to your educational objectives. All *students are urged to see the DGS or a designated faculty advisor before registering every semester to coordinate their plan of study with their course work.* This will insure the smooth unfolding of your graduate career.

HTS is a small program that admits only a few students each year. This provides an intimate setting for both faculty and students to have the chance to work closely together on projects and studies of mutual interest. Please feel free to discuss your intellectual and career goals with faculty members. Many of us have information on domestic and international opportunities for advanced study, as well as professional connections that could prove useful.

Orientation for Incoming Students

The DGS conducts an orientation for new students before the start of each fall term. The session occurs in concert with an Institute-wide orientation program organized by Georgia Tech's Office of Graduate Studies. These sessions generally take place on Thursday and Friday immediately prior to the first day of class. They provide new arrivals with an opportunity to meet our faculty, and to familiarize themselves with HTS, Georgia Tech, and Atlanta. Students register for classes and fill all paperwork required for employment in a simple one-stop process. Those students holding teaching assistantships must also attend workshops conducted by Georgia Tech's Center for the Enhancement of Teaching and Learning (CETL) www.cetl.gatech.edu before the term starts. They should also make every effort to get in touch with the faculty member they have been assigned to by the DGS to learn about any special requirements he or she may have.

REGISTRATION PROCEDURES

After creating your plan of study with the DGS, please register on line. You can find information about that process in the "Oscar" (On-Line Student Computer Assisted Registration), a bulletin that appears on-line several months in advance of the term it describes (website: http://oscar.gatech.edu). The Oscar includes a calendar for the term showing the various registration periods. It also contains other useful information such as deadlines for fees and degree petitions. The actual on-line registration process is straightforward, so long as you sign on during the appropriate periods, have a valid Georgia Tech email account ID, and *remember to get permissions for restricted classes entered into the system in advance, with the help of the graduate administrative assistant*. This last step is especially important, as most graduate courses have a restricted entry requiring a "permit" that ensures access of HTS students to HTS classes.

Re-admission Policy

If a student has remained out of school for any reason for two or more consecutive terms, he or she must apply for readmission. The readmission process requires all applicants to complete the application, submit a payment of $25.00 via the READMISSION APPLICATION web site link https://registrar.gatech.edu/students/readmission/readmiss.php, and forward the application

form to the readmission office. All supporting information such as transcripts from other schools attended, petitions, etc must be included with the application form. These documents may be faxed to 404-894-0167 (with the exception of the official transcripts which must be mailed or delivered in a sealed envelope), or mailed to:

Georgia Institute of Technology
Office of the Registrar
Readmission
Atlanta, GA 30332-0315

    It is required that students who are out for two or more terms obtain a tuberculosis screening form signed, dated, and addressed by a medical practitioner. Depending on how long the student has been out of school, additional immunizations may be required. For questions regarding immunizations, e-mail imm@health.gatech.edu. Students must satisfy all immunization requirements prior to registration.

Readmission Application Deadlines

- Spring - December 1st
- Summer - April 1st
- Fall - July 1st

EMAIL AND WEBSITES

All Georgia Tech students will receive a free email account upon first registering for classes. To activate your account, take a completed schedule printout and some identification to the Office of Information Technology (OIT), located in the Rich Building adjacent to the library. Please notify the graduate administrator of your email address. She will make sure you are on the graduate student list: hotgrad@lists.gatech.edu.

Maintain the highest standards of professional integrity in all your communications through publicly accessible media, even those that are supposedly protected. The email and other web-based services provided by Georgia Tech are subject to strict internal norms of good conduct. If you place information about yourself in the public domain (through your own website, through 'facebook', or even via email, for example) never forget that a potential employer, or someone you did not have in mind, might gain access to it.

SPACE AND COMPUTERS

Students holding graduate teaching assistantships in HTS are, whenever possible, assigned to shared offices for purposes of meeting and communicating with students in their courses. These offices contain networked computers and may be used for research when available. Students with research assistantships may share similar accommodations or have access to offices connected with their specific research project. Students who have passed their comprehensive exams are eligible to use private, locked carrels at the library during at least one term of residence.

TRAVEL TO CONFERENCES AND RESEARCH

HTS is committed to funding graduate student travel for purposes of research and professional activity. Students requiring travel support should always seek additional funding from the conference organizers, from the archive to be visited, or from Georgia Tech's student government association (GSA) www.sga.gatech.edu/graduate/gradconffunds.php, which has a pool of funds available for these purposes.

Students seeking HTS travel support must apply directly to the DGS. They will need to fill out a standard TAR (Travel Authority Request) at least three weeks before they plan to leave. This form requires that they make reasonable estimates of their travel and accommodation expenses, as well as incidentals. The DGS has the right to refuse requests that he or she deems excessive. In particular, when going to conferences, students must make arrangements to share hotel rooms.

On returning from the travel the student fills out a TES (Travel Expense Statement) detailing all costs incurred. *The claim must be fully substantiated with receipts: no request that is not backed by a receipt will be reimbursed. The School does not reimburse money spent on alcoholic beverages.* All students must evaluate their conference experience before being reimbursed (see Program Evaluation). A sample form is shown in Appendix II.

AFFILIATED RESEARCH CENTERS

HTS has a significant hand in a number of research centers on campus. Many of these centers offer assistantships and fellowships to HTS students.

Center for Women, Science, and Technology (WST)

Sociology Professor Mary Frank Fox co-directs this center, which is dedicated to examining and altering the conditions faced by women and under-represented populations in the scientific and engineering disciplines. WST conducts research projects, seminar series, and many other activities.

Center for Paper Business and Industry Studies (CPBIS)

One of a number of centers funded by the Sloan Foundation to foster interdisciplinary understanding of vital industries, CPBIS supports a number of research projects in which HTS students and faculty have a prominent role.

STUDENT REPRESENTATION

Each year students elect a representative to the Graduate Committee, which includes several faculty and is chaired by the DGS. Individual students are encouraged to bring their concerns to the DGS and, if that proves unsatisfactory, to the Chair of HTS. HTS students also sometimes serve as representatives to the graduate committee of the Ivan Allen College. Students may also wish to participate in activities sponsored by the campus-wide graduate student organization at Georgia Tech.

GRADUATE STUDENT HOUSING

Graduate students may elect to live on campus in Georgia Tech dormitory housing. Information about that is available from the campus housing office www.housing.gatech.edu. In addition, the Atlanta area has a wealth of affordable rooms, apartments and houses which students can rent. If this is the kind of housing you want, read the classified ads in the free weekly *Creative Loafing*, or in the *Atlanta Journal Constitution*. The housing office has compiled a list of nearby apartments that frequently house Georgia Tech students.

RESEARCH RESOURCES IN ATLANTA

The Georgia Tech Library houses one of the nation's largest collections of scientific and technical literature, and is rich in 19th- and 20th-century technical periodicals. The HTS community is fortunate to have a dedicated librarian who can help students with their research needs, and who has regular office hours in the HTS building. Currently our contact person is Bruce Henson (bruce.henson@library.gatech.edu).

In addition, our students have easy access to the libraries at Emory University and at Georgia State University, where the Southern Labor Archives are also housed. There is a regional branch

of the National Archives in Atlanta, and important research materials at the Atlanta History Center. The Institute for Paper Science and Technology and its Williams Museum of Paper and Papermaking has outstanding collections of artifacts and research materials, including the archives of the Technical Association of the Pulp and Paper Industry. Similar materials for another industry can be found at the American Society of Heating, Refrigeration and Air Conditioning Engineers. Historians at Georgia Tech have been working to preserve archival materials on the history of Southern industry and one such collection, the papers of the Fulton Bag & Cotton Mill, are located at Georgia Tech. The Carter Presidential Library is another important research resource in our area, and it contains significant materials on Science and Technology policy during the Carter administration.

CULTURAL AND RECREATIONAL RESOURCES OF ATLANTA

Atlanta has the array of cultural resources you would expect of a large urban center--a variety of interesting restaurants, an excellent symphony, art museums, theater, botanical gardens, zoo, historical attractions, and parks. By North American standards, at least, the public transit system is good, the city is served by several interstate highways, and the airplane connections are excellent, especially if you want to fly Delta. Several of Atlanta's most attractive and interesting neighborhoods, including Midtown, Virginia-Highlands, and Buckhead, are within a short distance from Georgia Tech.

FUNCTIONING AS A GRADUATE STUDENT

Graduate study is usually far more intensive than the educational level students experienced as undergraduates. There is also less structure to graduate study, where the emphasis is on independent scholarship. Graduate students require focus and self-discipline, and to provide some help in that direction, here are a few suggestions derived from our late colleague Bernard Bellon, written at a time when he was not so very far away from graduate study himself:

1. Work steadily to improve your writing skills. Usually, you will have to write at least one essay in each course you take. Professors must evaluate your written work according to its clarity and style. After you graduate, your job will require the ability to write clearly. We strongly urge you to acquire *The Elements of Style* by Strunk & White. We also urge you to buy a suitable dictionary.

2. Budget at least $300 per semester to buy the books for your courses. Begin to acquire the basic library which will aid your graduate work and, later, your employment projects. Amazon (www.amazon.com) is an excellent source for both new and second hand books. There is also a Barnes and Noble on campus, and the Engineers Bookstore, just off campus on Marietta Street.

3. Keep extensive notes from course lectures and readings.

4. Learn to use the library's on-line catalogue search capability. In addition, locate the library's collection of journals covering history, sociology, and technology studies. (Many offer student subscriptions and society memberships at steep discounts.) Keep abreast of new work in your fields of interest.

5. Learn to use the libraries at Georgia State University and at Emory University, admission to

which is by your Georgia Tech I.D. These collections are of utmost importance for your graduate studies.

6. Get to know your professors. Tap their wealth of knowledge and experience.

7. Get to know your fellow graduate students. It pays to stick together!

APPENDIX I. – CHECKLIST FOR REQUIREMENTS IN HTS GRADUATE PROGRAM

M.S.
Required Courses, History and Sociology Tracks
[ ] HTS 6001 – Social Theory
[ ] HTS 6002 – History of Technology
[ ] HTS 7001 – Foundations of Socio-Historical Analysis
[ ] HTS 6743 – STS Core Seminar

Required Course, History Track Only
[ ] HTS 6101/6102/6103 – U.S., European, or non-Western History

Required Course, Sociology Track Only
[ ] Advanced Sociological Methods I

Electives, History and Sociology Tracks*
[ ] elective _____
[ ] elective _____
[ ] elective _____
[ ] elective _____
[ ] elective _____

*Note: electives must include at least 12 credit hours within HTS and no more than 6 credit hours of independent study courses (including those associated with the research paper).

Research-Based M.S.
[ ] research paper (supervised by _____and read by _____)

Graduation
[ ] online application for graduation (applied for in semester *before* graduation, for more information: www.registrar.gatech.edu/students/deginfo/oag.php)
[ ] registration in semester of graduation (minimum 1 credit hour)

Ph.D. (beyond the above, research-based M.S. students only)
Comprehensive Examinations
[ ] registered credit hours (minimum 18)

History Track
1) History of Technology and/or Science   (supervised by _____)
2) Modern History of Asia/Europe/U.S.   (supervised by _____)
3) _____   (supervised by _____)

[ ] language translation exam in _____ (administered by _____)

Sociology Track
1) Sociology of Science and/or Technology   (supervised by _____)
2) Social Theory   (supervised by _____)
3) _____   (supervised by _____)

<u>Doctoral Minor (minimum 9 credit hours)</u>
[ ] elective _____
[ ] elective _____
[ ] elective _____

<u>Dissertation</u>
[ ] registered credit hours – HTS 9000 (minimum 18)
[ ] admission to Ph.D. Candidacy with dissertation title and reading committee

Dissertation title:
Supervisor: _____
Reader: _____
Reader: _____
Reader: _____

[ ] dissertation defense
Additional external examiner: _____

<u>Graduation</u>
[ ] online application for graduation (applied for in semester *before* graduation, for more information:
www.registrar.gatech.edu/students/deginfo/oag.php)
[ ] registration in semester of graduation (minimum 1 credit hour)

APPENDIX II. – **DEGREE FORMS**

Masters Students

- **Program of Study/Degree Petition Form*** - Requires original signature by Chair, DGS and student.
  http://www.registrar.gatech.edu/docs/pdf/GRAD_PETITION_FOR_DEGREE.pdf

- **Research Paper Form*** - Requires original signature by 1st and 2nd reader.

Doctoral Students

- **Comprehensive Fields Form*** - Requires original signature by committee members before starting study.

- **Reading Committee Form*** – Requires original signature by PhD thesis chair and reading committee members.

- **Request for Admission to PhD Candidacy Form***
  Signed by students, advisor, and reading committee members after successful completion of dissertation prospectus.
  http://www.gradadmiss.gatech.edu/thesis/forms/PhDTopicForm.pdf

- **Schedule Defense Form*** – Requires original signature by PhD thesis advisor.

- **Certificate of Thesis Approval Form***
  Student should prepare this form and bring it to their dissertation defense. The dissertation committee signs this form when they decide that the student has successfully defended the PhD dissertation.
  http://www.gradadmiss.gatech.edu/thesis/forms/CertiPhD.pdf

- **Doctoral Minor Form***
  Student must complete before the dissertation defense.
  http://www.gradadmiss.gatech.edu/thesis/forms/Minor_form.pdf

- **Survey of Earned Doctorate Form**
  Student should prepare this form at the same time as online dissertation submission.

Purpose and Use of the Survey of Earned Doctorate Form
http://www.gradadmiss.gatech.edu/thesis/SED_info.php

Confidentiality of Survey of Earned Doctorate Data
(http://www.gradadmiss.gatech.edu/thesis/forms/2012_Brochure.pdf)

- **Enrollment Waiver Form***
  To be completed by students seeking to waive the enrollment requirement in their graduation term should prepare prior to term. Students must meet the requirements indicated on the form.
  http://www.gradadmiss.gatech.edu/thesis/forms/Enrollment_Waiver_form.pdf

- **Library Information and UMI Fee Form**
  Student must prepare this form as part of the dissertation submission package.
  http://www.gradadmiss.gatech.edu/thesis/forms/Library-UMI_Fee_Form.pdf

- **Doctoral Dissertation Agreement Form and UMI Copyright Registration Request Form**
  Student must prepare this form as part of the dissertation submission package.
  http://www.gradadmiss.gatech.edu/thesis/forms/DissertationAgreementForm.pdf

  ***Download from HTS Graduate website at**
  http://www.hts.gatech.edu/graduate/forms

APPENDIX III. – MEETING/CONFERENCE FEEDBACK FORM

HTS Graduate Program
Meeting/Conference Feedback Form
To be submitted along with the TES (Travel Expense Statement) after attendance at a meeting/conference. ***No expenses will be authorized for reimbursement unless this form is submitted***

1. **Personal Details**
   a) Name:
   b) Date and Place of Meeting:
   c) Title of Meeting:

   d) Did you give a paper at the meeting?
   e) If yes, please give the title of the paper and the title of the session in which it was included

   f) Did you have any other formal responsibility at this meeting? If yes, please explain.

   g) What were your professional or personal goals for this conference?

2. *This section is only for those who presented a paper.* **Others please go directly to section 3 below.**
   a) Judging by audience response during and after the paper, would you say that your paper:

      ( ) Was very well received and excited considerable interest

      ( ) Was fairly well received and excited some interest

      ( ) Was politely received but did not excite much interest

      ( ) Don't know

   b) How would *you* judge your paper in terms of each of the following three criteria, where 5= very good and 1= not good at all

      Organization   ( )   Content (   )   Presentation   (   )

   c) If you scored 3 or less on any of these criteria, what measures will *you* take to improve next time around?

39

d) How can *the DGS* help you improve your presentation at conferences?

3. **Regarding the papers that you attended at the conference, what were the three best papers that you attended (give authors and titles)**

    a)

    b)

    c)

4. **What particularly impressed you about these papers? Use the three criteria (organization, content, and performance) as guides when giving your overall impression.**

5. **Using the three criteria (organization, content, and performance), what characterized the worst papers that you attended? (no names or titles, please)**

6. **What opportunities did you take for networking at this conference? (e.g., attended opening reception, had a drink or a meal with other grads/faculty etc.)**

7. **How would rate this conference experience overall in terms of your goals (see 1.g)?**

    Very productive (   )   Productive (   )   A waste of time (   )

8. **What will *you* do to ensure that your next conference experience is rewarding?**

9. **What steps should *the DGS* take to ensure that your next conference experience is rewarding?**

APPENDIX IV – GRADUATE STUDENT ACHIEVEMENTS FORM

HTS Graduate Student Achievements in the period April 1, 2011 to April 30, 2012
(Please write NONE if that is the case)

NAME

1. **Masters paper or PhD completed (give title)**

2. **Awards, Prizes or Grants**

3. **Employment (include internships, but not GTA or GRA positions)**

4. **Papers given (give title, and meeting details)**

5. **Other activities of note**

APPENDIX V. - GRADUATE TEACHING ASSISTANT EVALUATION FORM

Please evaluate this Teaching Assistant for each of the qualities below, on a scale of 1 to 5 , where 1=EXCELLENT and 5=POOR

	1	2	3	4	5
1. **Punctual, reliable, and responsive to teacher and student communication**					
2. **Able to grade, objectively and efficiently**					
3. **Capable of helping with technology** (Help to set up PowerPoint and maintain website such as T-square)					
4. **Available to students and is effective in communicating with students** (Helps students understand material more effectively during office hours and review sessions)					
5. **Contributes to intellectual climate** (By giving lectures, participating in discussions or otherwise engaging with students)					

Please rank your GTA's lecture for each of the following qualities, from 1 to 5, where 1=Excellent and 5=Poor

Organization 1 2 3 4 5   **Presentation** 1 2 3 4 5   **Content** 1 2 3 4 5

Would you like this GTA again, if possible?

Any other comments (**optional**):

APPENDIX VI. - FACULTY FIELDS OF RESEARCH

The School of History, Technology, and Society (HTS) faculty, drawn from the disciplines of history and sociology, provides HTS students with exciting interdisciplinary and international perspectives on problems of history, social change, and public affairs. HTS faculty members are known for outstanding research, publication, teaching, community service, and leadership.

Daniel Amsterdam
Assistant Professor: U.S. History, Urban Studies.

Laura Bier
Assistant Professor and Director of Undergraduate Studies: Middle East, Women and Gender.

Amy D'Unger
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Kristie Macrakis
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Mary McDonald
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Carole E. Moore
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Willie Pearson, Jr.
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Jonathan Schneer
Professor: Modern British and European History.

Jennifer S. Singh
Assistant Professor: Sociology of Medicine.

Jenny Leigh Smith
Assistant Professor: Technology and the Environment, Russian and Soviet History.

John Smith
Assistant Professor: Sports History.

John Lawrence Tone
Associate Dean of Ivan Allen College, Professor: History of Spain and Cuba, French Revolution, Medicine.

Steven Usselman
Chair & Professor: U.S. History, Technology, Political Economy.

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