

History of Art

GRADUATE STUDENT HANDBOOK

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The University of California, Berkeley

The History of Art Department

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I. Introduction

At the University of California, Berkeley, the doctorate is awarded in recognition of a student's knowledge of a broad field of learning and for distinguished accomplishment in that field through an original contribution of significant knowledge and ideas. Most of the policies concerning PhD progress that are developed by Graduate Division and/or the Department of History of Art are meant to ensure attainment in both this broad field of learning (e.g. coursework requirements and Qualifying Exam (QE) requirements) and in original scholarly contribution (e.g. the dissertation).

This Graduate Student Handbook outlines the departmental policies and practices that complement Graduate Division rules that structure and support each student's preparation to join the world-wide community of scholars recognized as qualified for university teaching, service, and advanced art historical research across fields and professions. It provides as well an overview of departmental organization and campus resources.

The Handbook is intended to help both students and advisors understand the sequence of requirements by which timely progress and completion is tracked, and to navigate the administrative processes of the program. The Handbook is to be consulted in conjunction with the published guidance of the Graduate Division, as well as communication from the Department's Head Graduate Advisor (HGA) and our Graduate Student Affairs Officer (GSAO). The official Graduate Division policies governing PhD requirements at the University of California, Berkeley may be accessed here:

<https://grad.berkeley.edu/policy/>

A. How to use this Handbook

This Handbook is the first point of reference for policies and practices, and it is the responsibility of students, faculty, the Head Graduate Advisor (HGA), the Department Equity Advisor, Graduate Student Affairs Officer (GSAO), and Department Chair to inform themselves of and to align individual and collective decisions with the Handbook's content.

Navigating the University of California, Berkeley, involves comprehending a dense network of acronyms and shorthand references to offices and authorities. In an effort to demystify some of the local terminology, we have created an appendix identifying department and university terminology (see Appendix A).

We ask students to remember that simply maintaining compliance with the procedures outlined in our Handbook will not, in and of itself, ensure success in the objectives of the

PhD, which is advanced, independent, and original scholarship in a student's field of knowledge. Matters of intellectual and professional formation—whether course selection, research design, strategies for fellowship applications, conference participation, or other—are best considered in frequent and open communication with a student's primary faculty advisor(s) and other faculty mentors. What is more, implementation of the guidance below will typically require tailoring certain aspects to an individual's preparation and their field(s) and research plans (e.g. selection of two research languages). Thus, the Handbook does not map out a single path for all students. Instead, it serves as a guide and first point of reference for requirements, procedures, and resources.

B. Diversity, Equity, Inclusion, and Belonging

As a community with diverse individual experiences and histories, the Department foregrounds social justice and anti-oppression principles and actions. Our policies and practices build upon the Diversity, Equity, Inclusion, and Belonging mission of the University of California

(<https://regents.universityofcalifornia.edu/governance/policies/4400.html>).

We pledge ourselves to interrogate and seek to rectify the ways in which we are complicit in perpetuating white supremacy, racism, gender oppression, ableism, and other forms of marginalization and violence. We are aware of our responsibilities as scholars in the humanities and social sciences to practice art history as a critical discipline. We seek to strengthen our graduate program, its curriculum, mentorship, funding, and other aspects, according to these commitments.

C. Advising and Mentorship in History of Art

The role of a mentor in a PhD program environment is centered upon a commitment to advancing our students' careers by sharing guidance, experience, and expertise. Guided by a shared commitment to the goals of the scholarly enterprise, involving advancing knowledge in the field, effective mentorship involves providing training in discipline-specific research, modeling and guiding excellence in research, teaching, and service, helping the student find resources to support their work, holding up mental health and well-being, and helping students make connections to support networks.

The faculty members of History of Art are committed to respectful, equitable, and inclusive advising/mentorship that assists all students in planning their studies and making appropriate progress through the program while adhering to relevant Campus, Graduate Division, and department policies.

The advisor-advisee relationship assumes that an effective mentoring relationship is a shared responsibility of both the mentor and mentee. It requires professionalism from all parties, while recognizing and valuing differences of experience, perspective, and intellectual goals. In cases of confusion or conflict advisors and advisees are encouraged to seek the assistance of the department's Head Graduate Advisor (HGA), Graduate Student Affairs Officer (GSAO), Equity Advisor (EA), and Chair as well as campus resources for advocacy, confidential discussion, training, and community.

Faculty Responsibilities:

1. Advising/mentoring that actively supports principles of diversity, equity, inclusion, and belonging, and adheres to the Faculty Code of Conduct and policies related to Sexual Violence and Sexual Harassment, discrimination and harassment, bullying, demeaning, and disruptive behavior.

2. Communication: Advisors should seek to establish effective communication practices. They should indicate to advisees their preferred methods of communication and maintain open and respectful exchange equitably with all advisees. This may involve agreements about such things as best ways to approach coursework, develop reading lists, plan and draft manuscripts, expected responsiveness, and other best methods.

Advisors should set regular and accessible advising hours and be proactive in communicating with advisees regarding deadlines, requirements, potential obstacles related to previously discussed plans, and potential opportunities. In students' post-candidacy years, advisors should respond to chapter drafts in a timely manner (one month or less). Advisors should respond in a timely manner to all requests from the HGA, GSAO, and Chair regarding students and the program, and bring to their attention relevant issues and concerns.

3. Graduate Program Requirements/Governance & Planning: Advisors should inform themselves about program requirements and processes, referring to the current Graduate Student Handbook and seeking guidance from the HGA and GSAO in a timely manner when questions arise. Advisors should be in close communication with the HGA and GSAO regarding Graduate Division policies and are urged to consult with the HGA and GSAO before making decisions with students regarding major steps or changes in their programs/plans.

Advisors are expected to work with advisees to plan their programs of study with particular attention to the completion of program requirements in relation to normative timelines, graduate student funding, and opportunities for language acquisition, training, and research. For instance, advisors should review with advisees their First Year Planning Form to discuss plans for meeting Stage I requirements. For students who have advanced to candidacy, and per Graduate Division policy, advisors must work with

students and the other members of the dissertation committee to complete an Annual Progress Report (found in CalCentral).

Advisors are urged to pay close attention to instances where changes need to be made in an advisee's plan related to campus/department, external, or personal circumstances and to assist students in determining appropriate courses of action in relation to requirements and progress.

Advisors should convey to advisees their preferences related to requests for letters of recommendation. They should communicate in a timely manner to advisees their plans for sabbatical/leave or other changes to their teaching and availability.

4. Funding: Advisors should stress that departmental graduate student funding agreements and access to departmental funds are addressed by the HGA, GSAO, and Graduate Admissions and Fellowship Committee. The key document in this respect is the Funding Offer Letter prepared for each student at the time of their admission to the program and any subsequent official agreements between the student and department. Advisors should be particularly aware that students planning on In Absentia status must submit a petition to Graduate Division requesting a fee waiver in advance of the start of their period of In Absentia status (in cases of student failure to petition, the department may not cover those fees). Use of advisor-held Chair and research funds are at the discretion of the faculty member, with certain limitations, but advisors should consider their use with attention to equity.

5. Review: Students are required to complete in a timely manner department requests for review of their progress as well as Graduate Division review processes. Students who have advanced to candidacy, and per Graduate Division policy, must work with advisors and committee members to convene once a year and complete a Doctoral Candidacy Review (available in CalCentral). It is the responsibility of faculty to participate in this mandatory process.

Student Responsibilities:

1. Participation in advising/mentorship with respect and support for principles of diversity, equity, inclusion, and belonging, and adherence to campus policies related to SVSH, discrimination and harassment, bullying, demeaning, and disruptive behavior.

2. Communication: Students should respond promptly to all requests from their advisor(s), the department's HGA and GSAO. They should also inform advisor(s), HGA, and GSAO in a timely manner of any questions pertaining to or changes in their coursework, Advancement to Stage II (Petition, Qualifying Paper/Exam), In Absentia status, and other aspects of their program. Students may also consult with the

department Equity Advisor and Chair as well as campus resources for advocacy, confidential discussions, training, and community.

3. Graduate Program Requirements/Governance & Planning: Students should inform themselves about program requirements and processes detailed here, referring to the current Graduate Student Handbook and seeking guidance from advisors and the HGA and GSAO in a timely manner when questions arise. Students should complete and keep current their 1-page Stage I Planning Sheet in consultation with advisors and the HGA. Students should also inform themselves of Graduate Division requirements, deadlines, and opportunities. This is especially important following fellowship-funded years and fees related to in absentia.

4. Funding: It is the responsibility of students to understand their funding including fellowship packages, GSIs, applications for external funding, in absentia fees, and so on. Questions should be brought to the attention of advisors, HGA, and GSAO in a timely manner. Failure to proactively plan and to seek answers to questions may result in gaps in funding and delays in progress. Students should also be aware of Graduate Division funding policies and opportunities. In particular, students planning on In Absentia status must petition Graduate Division for a fee waiver ahead of when they wish to go In Absentia (in cases of student failure to petition, the department may not cover those fees).

5. Review: Students are required to complete in a timely manner department requests for review of their progress as well as Graduate Division review processes. Students who have advanced to candidacy, and per Graduate Division policy, must work with advisors and committee members to convene once a year and complete a Doctoral Candidacy Review (available in CalCentral).

II. Enrollment – Full-time status, Course Codes, Etc.

The university portal for information regarding registration, course enrollment, grades, financial aid, billing, class schedule, and access to other various campus resources is CalCentral. Access to the CalCentral system is available at <https://calcentral.berkeley.edu/>. It is imperative that your contact information is complete and up-to-date in CalCentral.

Minimum Semester Enrollment:

Enrollment in 12 units is required for full-time graduate students. In History of Art, graduate-level seminars are typically four-unit courses. Students may take more than 12 units, but only with the permission of their advisor and HGA. There are a few specific circumstances under which students may request unit-reductions (for instance, in cases of documented disability). To explore eligibility, please start by consulting the GSAO, who can help direct you to the appropriate office.

Maintaining Good Standing:

Per Graduate Division policy, a student must normally meet the following requirements to be in good standing:

1. be making adequate progress toward the completion of degree requirements;
2. have a cumulative grade-point average of at least 3.0*
3. not have more than two Incomplete grades on their records; and
4. not have received warning letters from the program or been placed on formal probation for academic deficiencies.

*The overall grade-point average is calculated by Grad Div on the basis of all upper division and graduate-level courses (100- and 200-level) taken while in graduate standing. For this purpose, grades earned in Berkeley courses numbered either below 100 or above 300 are not included in the calculation of a student's grade-point average for good standing or earning a degree. Please note, also, that except in cases of system-wide exceptions for pandemic challenges or other disruptive events (as ratified by Graduate Division), no more than one-third of a student's total units may be graded P/NP.

For Graduate Division policy on coursework and grades, see:

<https://grad.berkeley.edu/policy/coursework-grading-probation-and-dismissal-policy/#e13-grades>

Registering for Classes:

The university-wide online course schedule, specifying class times/places of meeting, instructor names, and units of credit awarded, may be found:

<https://classes.berkeley.edu/>

Course descriptions for graduate seminars offered in History Art, as well as undergraduate courses, may be found on our department website. Descriptions are typically posted about two weeks prior to the beginning of the enrollment period for the following semester. As part of their academic planning and broader interdisciplinary training, students are encouraged to consult the descriptions of courses offered by faculty in other departments. To learn more about faculty and courses in other departments, students are encouraged to speak with their advisor and History of Art faculty in related fields.

Enrollment Phases: The period when students enroll in courses for each upcoming semester is divided into three enrollment “phases”: Phase 1, Phase 2, and Adjustment Period. (The strategy is meant to distribute access to high-demand courses, which is particularly important at the undergraduate level, and to help with course administration. It is important to keep this structure in mind, especially when seeking to enroll in language courses.)

Students are assigned staggered enrollment appointments for Phase 1 and Phase 2; the enrollment appointment determines the date and time when you may begin enrolling and making updates to your schedule. For example, if your appointment is 10 a.m. Thursday, you will not be able to register for classes until then, even if Phase 1 officially starts at 9 a.m. on Monday. Once your enrollment appointment starts, you are permitted to make changes at any time until the end of the phase. New students will only be able to enroll during Phase 1 and Adjustment Period. During your designated phase, you may add, drop, swap, and update classes. Note: an exception is Summer Sessions, when one enrollment period is open for all students.

Accurate and timely enrollment is critical to your academic progress. *Late enrollment delays stipends and fee payments.* Failure to enroll in the correct course can result in errors on your transcript. If you have difficulty with enrollment, please contact the GSAO.

Pertinent Graduate Student Course Numbers

In addition to graduate seminars taken during the first years of the PhD program, including the proseminar and pedagogy seminars (outlined below), students in later stages often enroll in independent units to be used during preparation for the Qualifying Exam, dissertation work, or certain GSI appointments. Please be sure to contact the GSAO to confirm appropriate use and to obtain enrollment control numbers for the following:

601: Individual Study for Master’s Students in the History of Art

602: Individual Study for Doctoral Students in the History of Art (typically used for preparation for Qualifying Exam)

298: Group Study for Graduate Students in the History of Art (sometimes offered as preparation for a travel seminar)

299: Special Study for Graduate Students in the History of Art (used for an Independent Study with Departmental Faculty, typically used by pre-candidacy students)

296: Directed Dissertation Research (an independent study that may be used for dissertation work once advanced to candidacy)

300: Supervised Teaching of History of Art (may be taken only in conjunction with GSI appointment; often used during a student's first semester teaching, when also enrolled in 375, in order to fill in units to arrive at 12)

III. Components and Requirements of the MA/PhD program in History of Art

The Department of History of Art offers a two-stage integrated MA/PhD program in preparation for college teaching, writing, and specialized curatorial and museum careers, within which the MA constitutes the first phase in a trajectory leading to the PhD. Students are not accepted for the MA degree alone, though they may apply for the MA after meeting Stage I requirements toward the PhD. Students work closely with faculty in courses, seminars, and on independent research projects to develop independent thought and a thorough knowledge of field(s) and critical methods. Cross-disciplinary work across UC Berkeley's distinguished departments and schools is strongly encouraged. A student may also opt for a more formal relationship with other departments through "Designated Emphasis" programs: <https://grad.berkeley.edu/policy/degrees-policy/#f21-doctoral-degrees-with-a-designated-emphasis> .

Students are expected to proactively develop their programs and to regularly discuss them with their advisor(s), the HGA, and GSAO to ensure adherence to requirements and timely progress consistent with funding.

A note about exceptions to the below timeline policies: In some cases, students will encounter situations (for instance, illness) that may require them to delay the timeline of their progress to degree. Students facing life interruptions can and should avail themselves of this option. Students who encounter such situations are advised to quickly bring them to the attention of their primary advisor and HGA and, when appropriate, to prepare an exception request. The GSAO can also be a resource. The request should include explanation for delay and a need for additional time and a clear plan to address remaining requirements. Requests are to be sent to the HGA and GSAO, with a copy to the student's primary advisor, and will be reviewed by the department Chair.

A. Stage I of the PhD program

Stage I entails successful completion of the following three components:

- 1. Required Coursework**
- 2. Language requirements**
- 3. Petitioning to move to Stage II**

1. Required Coursework

Pre-MA students must complete at minimum the following classes prior to petitioning to advance to Stage II:

- 1) History of Art 200, "Graduate Proseminar in History of Art:" Offered in the Fall and required of all entering students in Year One (4 units).
- 2) History of Art 375, "Seminar in History of Art Teaching:" Offered in the Fall and required of all students in Year Two as preparation for work as a Graduate Student Instructor (GSI) (2 units). It may be taken in advance of or concurrently with the first teaching assignment.
- 3) A minimum of 42 units. Eight courses must be 4-unit graduate seminars, including the HA 200 Proseminar. Of these eight seminars, six must be in art history and with at least five different faculty (the instructor of HA 200 may be counted toward the five). Students can decide how to fulfill the remaining 8 units (e.g. seminars taken for 2 rather than 4 units; independent study; taking an undergraduate course). Introductory language courses may not be counted toward the 42 unit total.

Post-MA students must complete at minimum the following classes prior to petitioning to advance to Stage II:

- 1) History of Art 200, the "Graduate Proseminar in History of Art:" Offered in the Fall and required of all entering students in Year One (4 units)
- 2) History of Art 375, "Seminar in History of Art Teaching:" Offered in the Fall and required of all students in Year Two as preparation for work as a Graduate Student Instructor (GSI) (2 units).
- 3) Six four-unit seminars including the Proseminar, four of which must be in the History of Art department. Note: introductory language courses may not be counted toward the six course total. Nor may HA 375.

2. Language Requirements

The History of Art Department is committed to preparing students for specialized research in a global and diverse disciplines requiring competency in a variety of languages, be they contemporary and/or ancient. While the principal language in our lectures and seminars is English, we require graduate students to demonstrate abilities in two languages other than English that are necessary for research in their field(s). Our Graduate Division stipulates that language requirements must be passed prior to sitting for the Qualifying Exam and advancing to candidacy. It is highly recommended that the requirement be passed prior to *petitioning* to advance to Stage II (see below). We note that a student's research plans may well require them to acquire additional languages beyond the two used to fulfill this requirement. A full language plan should be developed with the primary faculty advisor(s) and HGA.

The selection of two research languages is to be determined on a case-by-case basis in consultation with the student's primary faculty advisor. Newly admitted students

should discuss which languages are most suitable for their program of study as soon as possible. The department strongly recommends that students make use of summer language study prior to starting the program (that is, before the fall of Year One) and in the summer after Year One. Funding may be available via Foreign Language and Area Studies (FLAS) fellowships and other programs. It is incumbent upon students to proactively discuss their language needs and plans for fulfilling the language requirement with their advisor and to communicate them to the HGA and GSAO using the First Year Advising Form.

Minimum standards for fulfilling language requirements are set by the Graduate Division, but individual departments may set specific standards. In History of Art, language requirements may be satisfied in several possible ways or combination thereof:

1. Required: At least one language requirement must be met by passing the departmental language examination (outlined below). Students may also opt to fulfill both requirements by departmental language exam.
2. The second of the two language requirements may be met by passing an advanced literature course conducted in the source language with a grade of B or higher.
3. The second of two language requirements may be fulfilled by taking two successive years (4 semesters) of formal language instruction at UCB with grades of B or higher.

Departmental Language Exams:

The department regularly administers language exams in order to test student abilities specific to the discipline (i.e. the language not only in general fluency but as a technical and critical language).

Schedule of exams: Departmental language exams are given at two points in the year: 1) Fall semester, in the week prior to the start of classes; 2) Spring semester, in the week prior to the start of classes. No exams are given during the summer. Note: **All incoming graduate students must sit for at least one language exam at the start of their first semester.** Exams are arranged and administered through the GSAO. Students who fail a language exam at the start of the program should speak with their primary faculty advisor and the HGA to develop a plan to attain proficiency, potentially including enrollment in a language course during their first semester. Students are expected to retake the exam each time it is offered until a passing score is achieved unless they satisfy the requirement through nos. 2 or 3 (above).

Format and assessment: Each exam is two and a half hours long and consists of two passages: the first is approximately 200 words and must be translated into

idiomatic, accurate English; the second is approximately 600 words and must be summarized in an English paragraph of approximately 200 words. The faculty member designated to administer and evaluate the exam selects passages appropriate in art historical and technical language to the student's declared fields of future specialization. The exam is graded on a pass/no pass basis.

Expected Timeline for Completing Language Requirements:

Two language exams must be completed by Stage II (conclusion of third year or sixth semester), ideally as soon as possible to benefit student seminar work and research. In some rare instances, a student may be permitted to proceed to Stage II with only one of the two language requirements completed--as in cases of particularly intensive languages offered on an infrequent basis. This is to be determined on a case-by-case basis with the primary advisor and in communication with the Head Graduate Advisor and GSAO as part of the overall language plan.

3. Petition to Advance to Stage II and Qualifying Paper

Once a student has completed coursework and language requirements, they should petition to advance to Stage II of the program. This is the formal mechanism by which the department's Ladder-rank Faculty assess and ratify a student's readiness to proceed toward the dissertation.

To petition to advance, a student prepares a dossier consisting of 1) a cover letter addressed to the HGA attesting to having completed all Stage I requirements and outlining how; and 2) written work demonstrating scholarly competence in the investigation of a well-defined art historical problem, field specialized expertise, ability for independent research, clear analysis and written expression, and firm handling of field-appropriate scholarly apparatus. The type of written work differs depending on pre- or post-MA status:

- Pre-MA students submit a Qualifying Paper (see below).
- Post-MA students submit the MA thesis and two seminar papers.

Petitions are considered by faculty twice a year, once in the Fall and once in the Spring. To be considered during the Fall semester, petitions must be submitted by October 15. To be considered during the Spring semester, they must be submitted by March 15. (If these dates fall on weekends, petitions will be due the following Monday.)

Timing of Advancement to Stage II:

The expected timeframe for students to petition to advance to Stage II is contingent upon pre-MA or post-MA status and field specialization and research language needs. For instance, post-MA students whose research languages are modern European

languages normally submit their petition in the Fall semester of Year Two; pre-MA students requiring the acquisition of training-intensive languages may not be ready to petition until the Fall semester of Year Three. Students should follow the plan drawn up at the start of the degree in conjunction with their primary advisor.

Assessment of the Petition:

Each petition undergoes a review by a formally designated first, second, and third faculty reader charged with assessing the written work. These faculty readers present their assessment to the full faculty at the faculty meetings at which petitions are considered.

The HGA appoints the three readers, but always does so in consultation with the petitioning student, who is expected to have consulted with their primary faculty advisor(s) and relevant other faculty, including those who participated in shaping the papers. Students should bear in mind that it is often the case that the faculty readers go on to serve on the student's subsequent Higher Degree Committees, including the Qualifying Examination Committee and Dissertation Committee. Students might therefore consider proposing readers based on anticipated long-term intellectual affinity and engagement. It is prudent for students to discuss possible readers with their primary faculty advisors and to also check-in at this time with the other faculty about their willingness to be part of the dissertation project.

For the full explanation of Grad Division rules governing Higher Degree Committee membership, see: <https://grad.berkeley.edu/policy/degrees-policy/#f47-configuration-requirements-for-higher-degree-committees>.

Pre-MA Students (i.e. submitting a QP):

- First Reader: Generally the student's primary faculty advisor. This reader plays a lead role in the development of the QP (see below).
- Second Reader: The second reader may be the faculty member for whom the student wrote the seminar paper on which the QP will be based, or other faculty member closely involved in the student's work (department faculty in relevant fields/methods or with whom they have taken a seminar). A second reader may be an Adjunct Professor or a Ladder-rank Faculty member from another department who has an Affinity Affiliation with History of Art (if this is desired, please check with the HGA on process). This reader also plays a role in the development of the QP (see below).
- Third Reader: The Third Reader must be a History of Art faculty member, and is typically chosen because their area of research is pertinent to the student's work. The Third Reader engages with the petition materials only once the petition has been submitted; they do not play a direct role in the

development of the QP and they share their comments with the student (on an informal basis) only after sharing them at the faculty meeting. In the unlikely scenario in which first and second readers do not agree to approve advancement to Stage II, the Third Reader serves as a potential tiebreaking voice.

MA Degree: Please note that, should the pre-MA student intend to file for an MA degree with Graduate Division (in which case the QP constitutes a thesis) upon advancing to Stage II, then the readers must be drawn from the Academic Senate

(<https://grad.berkeley.edu/policy/degrees-policy/#f46-academic-senate-status>). See below for more details on filing for the MA degree.

Post-MA Students (i.e. MA thesis and two seminar papers):

- First Reader: Generally the student's primary faculty advisor. Exceptions should be discussed with the HGA.
- Second Reader: the Second Reader is typically one of the two faculty members for whom the seminar papers were written.
- Third reader: Analogous to Pre-MA petitions; the Third Reader does not play a role in the development or revision of the required seminar papers.

Guidelines for preparation of the Qualifying Paper (Pre-MA):

The Qualifying Paper should demonstrate scholarly competence in the investigation of a well-defined art historical problem. The QP is normally a revised version of a seminar paper or a paper evolving from independent research. If the QP is a revision of a seminar paper, it should incorporate further research and reflection based upon seminar feedback and subsequent conversations. The expected length of the QP is no longer than fifty pages, including footnotes and bibliography. Students should allot at least four months to the preparation of the QP; it is an intensive process and requires the student to both solicit and act upon feedback from faculty with the aim of developing the highest quality scholarship.

The student works with both the first and second reader to develop the QP, sharing at least one draft with both and responding to queries and suggestions. Students are responsible for addressing comments or changes requested by the first and second readers before submitting the QP and petition. Students should discuss with their primary advisor the specific sequence for receiving their suggestions for revisions as well as those from the second reader. For instance, sometimes the primary advisor/first reader prefers to read and approve first, followed by the second reader. In other cases, the advisor and second reader read and give comments simultaneously. It is imperative that students provide readers sufficient lead time to read and respond to their work.

In the unlikely event that the two readers disagree over a revision, the student may request a joint meeting with the readers and, if desired, the HGA, to resolve different perspectives. If either reader cannot support the paper's final version, the reader will notify the student and other readers before the petition is addressed during faculty meeting. The student may then opt to withdraw the paper for further work.

Guidelines for post-MA preparation of written work for the petition:

The student should refine and finalize the selected seminar papers to ensure they are ready for faculty review. They work with their first and second readers to do so. The MA may be circulated as-is.

Sample Sequence for Preparing/Submitting Petition

1. Start planning during the semester prior to the semester in which you expect to submit your petition. With your primary faculty advisor, discuss your timeline for preparing the written work for the petition and select the seminar paper you will develop into your QP (or, if a post-MA student, select the seminar papers you will revise and finalize for the dossier). Discuss possible second and third readers for your petition.
2. As soon as possible, solicit/confirm second reader's willingness to participate in developing the QP (or, if a post-MA student, in finalizing the seminar papers). The HGA will then write to the readers to formally confirm.
3. As a courtesy, alert your third reader to your desire that they will read your petition once submitted and confirm their willingness.
4. At least two months in advance of the deadline for the petition (Oct 15 or March 15), signal your intention to petition to advance to the HGA and GSAO and collect instructions for assembling the dossier and drafting the petition. This date will usually fall in the first weeks of the semester. Confirm timeline, especially the date of the faculty meeting at which your petition will be reviewed. Share your recommendations for second and third readers with the HGA, who will write to the readers to confirm.
5. As soon as your first reader signals approval, share your materials with your second reader and request comments to improve the work.
6. Upon receiving comments from the first and second readers, continue developing the paper to a final stage in accordance with reader suggestions.
7. *No later than* three weeks prior to the petition deadline (October 15 or March 15), present the first and second readers with a polished final draft.
7. With the agreement of the first two readers, the final draft is added to the rest of the petition paperwork and submitted to the HGA and GSAO for distribution to the third reader and Department faculty. The deadline will be either October 15 or March 15.

What happens once you submit your petition?

Once the petition is filed, the GSAO makes the dossiers available to the entire faculty. This is typically done two weeks prior to the faculty meeting at which petitions are reviewed. Each faculty member reads the petitions. At the faculty meeting all three readers present their assessment, and the full faculty has the opportunity to share further insights about the student's performance, suggestions for developing the QP, and other commentary. Consideration is given to the whole dossier, which includes a cover letter and transcripts, and not simply the QP or the seminar papers and MA thesis. Following its discussion, the faculty votes on approval of the petition. After the faculty meeting, the HGA informs the student of the outcome of the petition. Upon successfully advancing to Stage II, students may begin preparing for their Colloquium and Qualifying Exams.

Submission of QP as an MA Thesis:

Pre-MA students who have advanced to Stage II may elect to file for an MA degree with Graduate Division via one of the following two options. When selecting the option that works best, students are advised to consult with their primary advisor:

1. MA Thesis: A student may submit the Qualifying Paper in the format of an MA thesis. The Graduate Division refers to this option as "Plan I." The MA thesis must meet Graduate Division regulations for format and filing, as detailed here: <https://grad.berkeley.edu/academic-progress/thesis/>.

The Graduate Division requires approval from a Master's Thesis Committee of three readers who must all be Academic Senate members. In our department, the membership of the committee typically comprises the three faculty members who read the petition dossier used to advance to Stage II. Students who elect to file an MA thesis should consult with the HGA and GSAO to ensure that their Qualifying Paper meets Graduate Division standards for an MA thesis. The Graduate Division will confer the degree at the end of the semester.

After your thesis is accepted by Graduate Services, it is held until the official awarding of the degree by the Academic Senate has occurred. This occurs approximately two months after the end of the term. Once the degree has officially been awarded, the manuscripts are shipped to the University Library.

N.b. This is the more labor-intensive of the two options, but it may be the safer route if a student plans to apply for jobs that require an MA or if they anticipate another reason to present themselves as holding an equivalent degree to a *terminal* Master's degree. Details about the degree, including the thesis title and year, would be lodged within Graduate Division's database and would therefore remain available for verification.

2. “Capstone Project”: A student may submit a capstone project—the content and format of which are determined by the program—that covers the knowledge and skills reasonably expected of a master’s degree recipient in the field. The Graduate Division refers to this option as “Plan II.” History of Art maintains internally that the Qualifying Paper plus the coursework required to advance to Stage II jointly represent the equivalent of an MA degree.

This option requires no further eForm approval by the faculty readers of the petition dossier, and no reformatting of the QP.

Graduate Division stipulates that a committee of at least two members, one of whom must be an Academic Senate member, must evaluate the capstone project. By department practice, the readers of the Petition to Advance to Stage II perform this role. To pursue the Plan II option, the student should alert the HGA and GSAO. Later, the HGA will be asked to certify that the student submitted a capstone project and passed the requirement. Graduate Division will confer the MA degree at the end of the semester during which the milestone is added. The text of the capstone project is not filed with Graduate Division or the Library.

B. Stage II of the PhD Program

Stage II of the degree, oriented toward post-coursework study, research, and dissertation writing, entails successful completion of the following five components:

- 1. Dissertation Prospectus and Colloquium**
- 2. Qualifying Examination (QE)**
- 3. Advancement to Candidacy**
- 4. Annual Doctoral Candidacy Review (recurring requirement)**
- 5. Dissertation**

1. Dissertation Prospectus and Colloquium

Upon advancing to Stage II, students prepare a written proposal defining the topic, scope, approach, and rationale of their dissertation. This proposal is referred to as the Prospectus and is presented at a Colloquium. The Colloquium, in turn, facilitates the formulation of a plan of study toward the doctoral Qualifying Exam.

See Appendix D for departmental guidance on the content and format of the Prospectus.

The Colloquium takes place four to six months prior to the QE, and is designed to create a space for discussion and suggestions based on the pre-circulated Prospectus. The Colloquium is attended by all members of the student’s QE Committee as well as, time and availability permitting, the chair of the QE Committee (see below for details on

the composition of the QE and Dissertation Committees). As is the case with all higher degree committees, the head graduate advisor (HGA) in the student's degree granting unit must approve the composition of the committee. Once a student has confirmed the faculty members' willingness to serve on their QE Committee, the student should nominate them to the HGA, who approves the committee.

At the Colloquium, the QE's scope is discussed, agreed upon, and documented. This involves defining and selecting areas of preparation, defined as follows: 1. the General Field. Selecting and naming the General Field contributes to the student's articulation of expertise for the job market; preparation in the field should be sufficient to serve as the basis for upper-division undergraduate teaching; 2. Special Topics, usually three to five are selected to direct the student's preparation in limited but significant issues within the General Field; and 3. a related Outside Field. Usually an historical period, body of literature, or appropriate topic from outside the visual arts, forming a helpful corollary to the student's primary work. The Outside Field is cultivated in course work and other preparation with the outside faculty member on the QE Committee.

Students should consult with the GSAO for the necessary form for the documentation of the QE field/topics which is to be completed and signed at the conclusion of the Colloquium.

Not all departments at Berkeley follow the same sequence of Prospectus, Colloquium, QE, and advancement to candidacy as we do in our department, and the requirements for each component may differ. In History of Art, we begin with the Prospectus and Colloquium because the sequence allows the faculty members of the QE committee to work with the student to shape QE fields/topics that support future research, writing, and teaching plans.

Important: The Colloquium may not be held prior to a student's advancement to Stage II. When planning for the schedule of your Colloquium and eventual QE, please think ahead and remain alert to the faculty meeting schedule.

2. Qualifying Examination (QE)

The QE tests the student's knowledge of a general field, detailed knowledge of special topics within it, and the ability to integrate study in an outside field with work in the History of Art. It is the collective responsibility of the QE Committee to ensure that the student's command of the subject matter is broad and comprehensive.

The QE in History of Art has two parts: a written portion and an oral examination. The oral examination is typically held one week after the written portion, giving the committee time to read and engage the written answers prior to the oral exam. Students have four hours to complete the written examination, which consists of one or two questions requiring critical essays. Typically, students are given two possible questions and instructed to choose one to answer. Once a student has passed the written examination, they may proceed to the oral examination. Oral examination procedures,

including the conduct of the exam and the rules regarding committee membership, are set by Graduate Division policy. See: <https://grad.berkeley.edu/policy/degrees-policy/#f26-qualifying-examination>. Students are urged to review these policies and consult with the GSAO and HGA as necessary. Prior to holding the QE, the department is required to submit paperwork to the Graduate Division, including a request for exam date approval. Please see the GSAO for the appropriate forms and stay on top of deadlines.

Committee Membership:

The QE Committee consists of five persons total: four members, at least two of whom must be faculty members from History of Art and at least one of whom must be from an outside department, plus a dedicated committee Chair. All must be Academic Senate Representatives. For reasons of Graduate Division record-keeping, one of the four members will be designated “Academic Senate Representative” (the GSAO can facilitate this designation).

Graduate Division stipulates that the QE committee Chair may not be the same person as the student’s Dissertation Chair. They must be a member of the History of Art department. The QE Chair’s role is to ensure that the exam is administered fairly and follows the procedures outlined by Graduate Division (voting procedures, steps to take in case of sudden absence, etc.) It is the student’s responsibility to reach out to faculty to request their participation in this role. Upon completion of the QE, the QE Chair prepares a report summarizing key points of the exam that is submitted to the GSAO. Once the student has passed their exam and the relevant paperwork is filed, the role of the QE Chair has concluded.

Upon successful completion of the QE with a positive vote from the Committee, each member of the committee signs the QE completion form submitted by the GSAO to the Graduate Division. This must be done soon as possible and no later than 48 hours after the conclusion of the exam.

Expectations for the QE:

Within the designated format and time of the QE, a student is expected to demonstrate familiarity with the literature and material covered by the field lists; make informed and specific responses to questions to demonstrate knowledge of field-specific concepts and debates; demonstrate critical engagement with a question even without complete factual knowledge.

In the unlikely event that the QE Committee determines that a student’s performance on the exam warrants partial failure or failure, the Chair of the QE Committee takes the lead in implementing the procedures outlined by Grad Division here: <https://grad.berkeley.edu/policy/degrees-policy/#f27-qualifying-examination-results>. The Chair of the QE committee writes a letter to the student, with a copy to the Graduate

Division, conveying information about the performance and whether the committee has chosen to schedule a second examination on all topics or only on those failed during the first exam. The retake should take place no earlier than three months after the first examination.

Should a student feel that disputing the failing grade is warranted, the relevant policy may be consulted here:

<https://grad.berkeley.edu/policy/degrees-policy/#f27-qualifying-examination-results>

3. Advancement to Candidacy

Once having passed the QE, students must promptly file an Advancement to Candidacy Application with the Graduate Division. The application is accessed through CalCentral, in the dashboard section titled “Student Resources.” The GSAO can assist. It is expected that all students will advance to candidacy by June 30 of their fourth year, a date that represents the conclusion of promised departmental financial support for the PhD.

Please see the following link for the Graduate Division rules governing eligibility for advancement to candidacy:

<https://grad.berkeley.edu/policy/fullguide/#f28-advancement-to-candidacy-for-a-doctoral-degree>.

It stipulates, for instance, that doctoral students may not carry more than two courses graded Incomplete.

Students who wish to pursue a Designated Emphasis on campus must apply and be admitted to the program prior to advancing to candidacy.

Dissertation Committee:

The Advancement to Candidacy paperwork requires the student to select and formalize their Dissertation Committee. Typically, this committee has the same membership as the QE Committee, with the exception of the QE Committee Chair (who does not continue on to serve on the Dissertation Committee). The Department’s HGA, the Chair of the Dissertation Committee, and, if applicable, the Head Graduate Adviser of the Designated Emphasis, must sign this form.

A student’s Primary Advisor serves as the Chair of the Dissertation Committee. At minimum, the Dissertation Committee consists of three Academic Senate members from the Berkeley campus. One committee member must be from a department other than History of Art. Because it has become common practice in History of Art for the faculty members serving on QE committees to continue on to serve on the dissertation committee, most committees will have four members. In exceptional circumstances related to a highly specialized research area, a student may consult with the HGA and request permission from Graduate Division to include a faculty member of an outside institution as an additional committee member.

A student or committee faculty member with concerns regarding the composition of the committee should quickly bring those concerns to the attention of the HGA, the department Equity Officer, and/or department Chair.

4. Annual Doctoral Candidacy Review (DCR)

Once a doctoral student advances to candidacy, the Graduate Council of the Academic Senate requires them to meet annually with at least two members of the Dissertation Committee and to complete and submit a Doctoral Candidacy Review. This is to be done each year until the student completes the program. The Graduate Division uses the DCR to check and document that a student is in good academic standing and making progress toward their degree. Explanation and an FAQ page for the DCR may be found here:

<https://grad.berkeley.edu/academic-progress/advanced/doctoral-candidacy-review/>. As of 2021, the DCR is an eForm that students submit through a link in CalCentral.

It is the student's responsibility to initiate the DCR in the spring of each academic year. Upon completing their report, the student should notify their Primary Advisor to indicate that a meeting should be convened to review academic progress. This meeting should involve at least two members of the Dissertation Committee. Students not in residence are expected to convene a meeting by videoconference.

In addition to the DCR process, the Department conducts its own Annual Graduate Student Review, which includes faculty response to a survey on individual student progress. The HGA convenes a meeting with the GSAO, Chair of Admissions/Fellowships, and Department Chair to review the survey results, identify specific and general areas requiring attention, and prepare a report to the full faculty presented at the final faculty meeting of the year. The HGA informs the Graduate Division, in writing, if a student is not making adequate progress toward the degree.

5. Dissertation

The dissertation is a work of original scholarship—typically based on inspection of primary materials (artworks, archives, etc.)—on an important scholarly problem in the history of art. It presents the results and an analysis of research undertaken by the PhD student, and should conform to the standards of the student's field or subfield in terms of critically analyzing the relevant literature, developing an appropriate methodology for the project, and meticulous verification of claims and sources. Typically, a dissertation consists of an introduction, several chapters (three, four, or five) and conclusion.

Students write their dissertation under the supervision of the committee identified in the Advancement to Candidacy paperwork, with the student and primary advisor establishing a timeline with specific stages and goals. Individual members of the Committee may indicate to the student and primary advisor their preference regarding

consultation with the student and reading/responding to chapter drafts. All members of the committee should be available to provide timely feedback. The committee must receive the entire dissertation, including illustrations, at least three months before the filing deadline.

Graduate Division has established regulations concerning the organization of the elements of the dissertation as well as page size, appearance and typeface, pagination, and other formatting details. Students must conform to this guidance in order to file successfully.

For details, see

<https://grad.berkeley.edu/academic-progress/dissertation/#formatting-your-manuscript>

Dissertation Writing Group: It is highly recommended that students in the dissertation stage take advantage of the department dissertation writing group, which is convened and facilitated each year by the HGA. The group typically meets once a month and discusses a pre-circulated chapter by one of the members of the group. It is intended to provide students with a structure for writing deadlines and accountability and a space for engaged conversation with colleagues.

IV. Graduate Student Department Representation

The department encourages graduate student participation in discussions pertaining to matters including governance and operations, curriculum and pedagogy, programmatic initiatives, and the department's external review. In addition, there are official roles filled

on a rotating basis by students selected by the graduate student community, including that of Graduate Student Representative and member of the Equity, Inclusion, and Climate Committee. At the discretion of the Chair and with agreement of the ladder-rank faculty, graduate students may be included as members of additional committees and working groups. Ladder-rank faculty search committees, constituted by the department Chair, include a graduate student representative who participates in the search and reports to the faculty on the views of the graduate student community regarding search preferences, recruitment of a diverse applicant pool, and on applicant campus visits.

V. Funding and Employment

California Residency:

The University Residency Office classifies entering students as California residents or non-residents for tuition purposes. United States citizens and Permanent Residents are expected to establish California residency after Year One (see the General Timeline,

Appendix ...). The department cannot fund non-resident tuition for students who fail to establish residency. International students cannot establish California residency and must pay non-resident tuition every semester of graduate study.

To become a resident for tuition purposes, students must demonstrate continuous residency in California for one year, with the intention of making California their permanent home. For information on residency requirements, please read the Registrar's webpage:

<https://registrar.berkeley.edu/tuition-fees-residency/residency-tuition-purposes/in-state-tuition-graduate-students>

Financial Support

Student funding is based on principles of equity, transparency, and acknowledgement of diverse student financial situations. Funding practices must comply with Graduate Division policy as well as the UC-Graduate Student Union contract, and are subject to change in relation to campus budgetary decisions.

Graduate student funding packages typically provide five years of committed support configured in combinations of department/university fellowships, GSI appointments, and the Graduate Division's Doctoral Completion Fellowship (DCF) (see explanations below). A student's funding may include additional components (stipend supplements from the department/Graduate Division, short-term grants, etc.) Students should not assume they will complete their doctorate in five years, however, and the department and Graduate Division expect students to apply for external funding, especially for but not limited to dissertation research.

The department's commitment of financial support to each student is established at the time of admission in a Funding Offer Letter, which is the principle document for reference and planning by each student, their Primary Advisor, HGA, and GSAO. In general, a student's "funded years" refers to this five-year period, which in actual practice may not be continuous five years (receipt of a year or more of external funding prior to funding year five will extend the number of total years in the program). Exceptions to funding policies are made on a case-by-case basis, and changes in a student's funding situation will be documented by the GSAO and HGA and may result in a revision of the initial Funding Letter.

University Fellowships

Most students are funded fully or predominantly with "internal" multi-year fellowships. These fellowships may combine departmental support with University fellowships. Applicants are nominated by the department for University fellowship competitions at the time of their admission. In some instances, multi-year "packages" may include external foundation and government fellowships (for instance, a fellowship from an

international student's home country). Students are expected to apply for internal and external fellowships during the course of their studies. For information, please see the Graduate Fellowships website: <https://grad.berkeley.edu/financial/fellowships>. The websites of campus research institutes and centers may also list funding opportunities. See: <https://vcresearch.berkeley.edu/international/institutes-and-centers>.

Graduate Student Instructor (GSI)

As part of the funding packages, students in History of Art are typically expected to teach as a GSI (this expectation is outlined in the Funding Offer Letter generated at the time of admission). As a GSI, students work closely with faculty and develop and refine their pedagogical skills. First-year students normally do not teach, though exceptions are occasionally made for students with previous teaching experience. GSI assignments (as a teaching assistant or instructor of R1B), are decided by a committee composed of the HGA, the Chair of the department Curriculum Committee, Chair of the Fellowships/Admissions committee, department Equity Officer/GSI Affairs Officer, GSAO, and Undergraduate Affairs Officer. Assignments are based on student preferences, curricular needs, and the department's TAS budget. To determine student preference, the GSAO surveys students each semester to inquire about teaching plans. Students should discuss these teaching plans with their Primary Advisor and as helpful the HGA and GSAO. We ask students to recognize that appointments are also contingent upon courses reaching the enrollment minimum for GSIs established by the Dean of Arts & Humanities. History of Art typically has available GSI positions for students wanting to teach, but students are welcome to also look for positions in other departments.

GSI Compensation

A GSI appointment provides a monthly salary for the student for the semester in which they are teaching. Students may take on GSI appointments beyond what is outlined in their Funding Offer Letter and beyond their five years of funding.

GSI Step Levels equate with post-baccalaureate teaching experience (for early advancement guidelines, please see below under Exceptions to Policy). Advancement in the GSI series is not automatic; the department has discretion in these decisions. Once a student has been approved to advance to a higher step, he or she may not be moved to a lower level when subsequent teaching assignments are made. This does not, however, apply to step decisions made by Summer Sessions. If Summer Sessions appoints a student at a step higher or lower than the student would be eligible for according to Graduate Division policy below, the next appointment during the regular academic year is made at the appropriate level based on the step-specific criteria and other relevant qualifications.

Step I – No graduate level teaching experience, or has completed fewer than four semesters of teaching as a GSI at UCB. Duties include leading discussion sections or labs and instructing prescribed course content. GSIs may not be solely responsible for instructional content of the course, selection of assignments, planning of exams, or final determination of course grades, although the GSI may assist in the above tasks in collaboration with the instructor of record who has final authority. GSIs cannot be compelled to deliver a lecture.

Step II – at least **4** semesters of GSI teaching.

Step III – at least **6** semesters of teaching as a GSI or as an AI-GS.

Step IV – at least **8** semesters of teaching experience; and must be advanced to doctoral candidacy.

Eligibility and Preparation to GSI

The Graduate Division has multiple requirements for GSI appointment. Please consult <https://grad.berkeley.edu/financial/appointments/handbook/#eligibility> for the full policy. A student must meet a minimum GPA standard and have no more than two Incomplete grades in upper division or graduate courses. All first-time GSIs are required to attend a University-sponsored training conference and complete an online Standards and Ethics course. All first-time GSIs must also enroll in the departmental pedagogy course (HA 375) before or during their first semester of teaching. Further, a first-time prospective GSI who does not speak English as a native language must satisfy an oral English proficiency requirement before they can be appointed to teach. This requirement may be met by taking and passing an Oral Proficiency Test administered on the Berkeley campus, by having completed an undergraduate degree from an accredited college or university in the U.S., by achieving a certain score on the TOEFL, or by a number of other means. See the following link for details: <https://gsi.berkeley.edu/programs-services/language-proficiency/how-to-satisfy-the-oral-english-proficiency-screening-requirement-for-a-gsi-appointment/>

Responsibilities

GSIs assigned to lecture courses are expected to attend all lectures, teach the discussion sections, grade papers and exams, hold weekly office hours, and comply with all requirements set by the instructor until all grades are turned in. A full description of responsibilities, including any required trainings offered by the university, will be outlined in the GSI appointment letter.

GSI receive faculty supervision in this role. At the beginning of the semester, the faculty member responsible for the course is required to meet with GSIs to go over the syllabus, clarify GSI responsibilities, and describe the relationship of sections to lecture.

GSIs assigned to teach an R1B section will be provided with a letter of agreement outlining responsibilities and expectations. Our department R1B coordinator works closely with students to ensure consistency of practice and to develop students' pedagogical skill.

Workload and Restrictions

The UC-Graduate Student Union contract indicates that GSI workload is determined solely by hours worked, namely a maximum of 20 hours work per week (which may be averaged across weeks), for a total of 340 hours per semester. It is the responsibility of the faculty (Instructor of Record) to inform themselves about the contract and to ensure that their expectation of GSI workload does not exceed the average maximum hours/week and semester total. Students should clarify expectations and immediately consult with faculty when work hours exceed the weekly average, and they may consult with the department GSI Affairs Officer and the Union.

Graduate students cannot hold full responsibility for an upper division course without approval by the Department, Graduate Division, and the Academic Senate's Committee on Courses. Students cannot simultaneously enroll in and GSI for a class. Please note that certain carry employment restrictions. If you hold a fellowship, check the terms and consult with the GSAO to determine whether or not you may teach.

Grievances

If a GSI believes departmental guidelines have been violated or has an unresolved difficulty with an instructor, the GSI should consult with the department GSI Affairs Officer to start (and may also at any time speak with the GSAO as a guide to policy, or to determine which faculty member is serving as GSI Affairs Officer). Other resources may include the HGA, Department Chair, and Union representatives.

Reader (GR)

As described below in the "terminology" section of the handbook, Readers are employed to render diverse services as course assistants, which will normally include the grading of student papers and examinations. Subject to assignment by the department, duties might also include attendance at lectures, office hours, consultation with the instructor, and other course-related duties. Readers may not perform teaching duties. History of Art will outline the specific duties in the notification of appointment letter provided to the appointee. Typically, students taking on work as a GR will be doing so on top of their already structured support in the form of fellowships and teaching appointments. Compensation rates for GR work tend not to be sufficient to take the

place of a GSI position and are better used as a supplement, or a means to gain experience in assisting in teaching certain subjects.

Graduate Student Researchers (GSR)

Graduate Student Researcher positions may occasionally be available with individual faculty members whose research funds allow the hiring of a student to assist their research projects. The GSR position, which provides income and research experience, is paid on an hourly basis and does not provide a tuition/fee remission unless the percentage time is 25% or higher (a relatively rare occurrence in our own department).

Summer Session teaching

There are annual opportunities for graduate students to propose courses to teach lower-division and upper-division lecture courses in History of Art during one of two 6-week summer sessions (Session A, late May to early July; Session D, early July to mid-August). The chair of the department Curriculum Committee circulates a call for course proposals, typically in mid-Fall for courses to be offered in the upcoming summer (the Fall timeline is necessary in order to meet advertising deadlines established by the Summer School). To be eligible, students should have completed at least their second year in the program and have GSI experience. Preference is given to students advanced to candidacy.

Interested students should discuss this possibility with their primary advisor. Not only does summer teaching provide a means to generate additional income, but it also gives students an opportunity for professional development as instructors gain experience as the lead instructor for a lecture course on topics of their choosing.

External Fellowships and Grants

Students are expected to apply for extramural fellowships and grants that provide financial support for pre-doctoral research and language training (e.g. FLAS), dissertation research, and dissertation writing. Students should proactively research fellowships specific to their fields), language acquisition needs, and additional skill training areas (e.g. digital humanities, archaeology). The GSAO maintains a list of organizations that generally offer fellowships and grants to art history students. Please also consult your Primary Advisor and the HGA for recommendations and for guidance on planning and preparing fellowship applications. Students should make sure to inform their faculty advisor and the GSAO about any fellowships or grants they receive.

Certain Art History fellowship programs require a departmental nomination. These include the Center for Advanced Study of the Visual Arts (CASVA), Kress Foundation, Dedalus Foundation, and the Graham Foundation. Each year in the Fall the GSAO, working in conjunction with the Chair of the Admissions & Fellowships Committee, sends out a request for students to self-nominate for one or more of these

fellowships. The deadline for requesting consideration is usually mid-October. Students should work closely with their Primary Faculty advisor to determine the most appropriate fellowships and the timing of application in relation to progress. The Primary Advisor is expected to approve a student's self-nomination(s).

Typically, a student will begin to apply for external fellowships supporting dissertation research and writing in the third year of the program—e.g. at such time as they petition to advance to candidacy. We ask students to take note of annual funding cycles. In order to secure fellowship support for a future academic year, it is often necessary to apply some ten months in advance. For instance, a fellowship set to begin in September 2022 will often require applications in November 2021.

See below for information about Tuition Support for External Fellowships (TSEF)

Funding Deferrals

If a student receives an external fellowship or other source of funding that obviates the need for departmental funding in a particular semester or year, they may formally request a funding deferral to a future semester/year. Deferral requests should be submitted to the GSAO and the Chair of the Fellowships & Admissions Committee. The request will be reviewed by the full committee in a timely manner.

Deferred funding requests are not guaranteed and are subject to availability of funding, which varies from year to year. Deferrals of Graduate Student Instructor (GSI) positions may be requested for as many semesters as are guaranteed by the student's funding letter and falling within normative time +1.

Funding may not be deferred beyond the term of expiration indicated in a student's funding letter, and stipend deferrals beyond two semesters will not be granted except under exceptional circumstances. Requests to defer funding from a given semester to a later semester must be requested in the semester prior to intended use. Deferral requests must be submitted to the GSAO by May 1st for the fall semester and November 1st for the spring semester. Later requests may be accepted in exceptional cases, such as may arise when a student is notified of a fellowship at a later date. Under no circumstances may a student request a deferral of funding beyond normative time plus one year, or beyond Year 8.

Doctoral Completion Fellowship (DCF)

The Doctoral Completion Fellowship (DCF) provides an incentive for students in certain graduate programs to complete their degree within a time period determined by The Graduate Division. The DCF is available to students who meet eligibility requirements, and who agree to the terms outlined in the Doctoral Degrees Policy, F3.1, <https://grad.berkeley.edu/policy/degrees-policy/#f31-doctoral-completion-fellowship-dcf>. The DCF provides a stipend and tuition/fee remission for two semesters, which may be used in sequence or individually. To request to activate a DCF semester/year, students

should confer with their Primary Advisor, the HGA, and GSAO. Students who use the DCF are expected to file the dissertation at or before the end of one year past Normative Time to Degree (Normative Time + One). For this reason, the DCF should ideally serve as a penultimate year of funding, though in actual practice, students sometimes request to use DCF semesters in different configurations with GSIs and external funding. Students and Primary Advisors should keep in mind that no university fellowship funding can be awarded to a student who has activated the DCF beyond one year past Normative Time to Degree (Normative Time plus one year grace period).

Fees

If you are receiving financial support from the Financial Aid Office, a University or extramural fellowship, or a departmental grant, part or all of your aid will be applied to your registration fees. Your awards will be listed as credits on your Cal Central statement. If your awards do not completely cover your fees and other charges, you need to pay the amount indicated on the bill. If you are being sponsored by an outside entity, such as a governmental agency or a foundation, it is your responsibility to ensure that your fees are paid.

Fees for NRST

As noted in the terminology section and section on establishing residency, UC Berkeley is a state-supported institution and, therefore, must charge all nonresident students an additional nonresident supplemental tuition fee. Once a student establishes residency in California, they are no longer subject to the NRST. Typically, History of Art covers the NRST for the first year for students who are not already California residents and who must establish residency (see below).

In Absentia

In absentia registration is a special registration status, covered by specific Graduate Division policies, that qualifies a student for reduced tuition. Typically, a student is expected to register in absentia whenever they receive an external fellowship that will take them out of the Bay Area.

To be eligible, a student must be undertaking relevant, program-approved research or coursework that takes them outside California (note also that students engaged in similar programs within California, albeit at a distance sufficient that they will not use campus resources, may also petition to be allowed this registration status). They will also normally be advanced to candidacy.

Students registered *in absentia* are assessed full health insurance fees, and 15 percent of the combined University Tuition and Student Services Fees (see below for details on applying for TSEF). If applicable, students are also assessed the full non-resident tuition and/or professional school fees.

****IMPORTANT:** Students must apply to get permission to register *in absentia*; it is not automated. The application involves filling in a Special Enrollment Petition eform on CalCentral.

Graduate Division allows students to register in absentia up to four semesters. In the instance that a student receives a fellowship with a tenure longer than four semesters, they should work with the GSAO to petition Graduate Division for an exception to the policy.

Tuition Support for External Fellowships (TSEF)

Recipients of external fellowships may be eligible to seek support from the Graduate Division to cover the portion of tuition and fees assessed after entering *in absentia* status.

If a student receives an external fellowship that requires them to be away from campus, they should consult the GSAO to review their registration and fee payment options as soon as they are notified of the award. Graduate Division provides tuition support for external fellowships for students on eligible fellowships, meaning they will cover the cost of In Absentia tuition and fees for the duration of the fellowship. Students should check with the GSAO once they are notified of a fellowship opportunity to find out whether they are eligible. Support is not guaranteed and the graduate division guidelines are updated annually. If for whatever reason the fellowship is not eligible for Graduate Division tuition support, students can apply for departmental funding. Students must apply by April 1st for the fall semester and October 1st for the spring semester. Students should apply for funding for the full duration of their fellowship rather than semester by semester. In the absence of Graduate Division support, if a student is beyond the terms of their funding letter, funding is subject to availability.

Health Insurance

All registered students at the University of California are required to meet the university's health insurance mandate. Registered UC Berkeley undergraduate and graduate students are automatically enrolled in the Berkeley Student Health Insurance Plan (SHIP) as a way to meet this mandate. For more information, please see <https://uhs.berkeley.edu/ship>.

Financial Aid

The Financial Aid Office (FAO) offers financial aid packages combining grants, loans, and work-study employment to graduate students with demonstrated financial need. To be eligible for federally funded programs, applicants must be U.S. citizens or on immigrant visas. See <https://financialaid.berkeley.edu/>.

Graduate Division Conference Funding

All doctoral students may apply for Conference Travel Grant funding to attend professional conferences or to participate in professional development activities; however, students in professional degrees and self-sustaining programs are not eligible. For professional conferences, grant amounts will depend on the location of the conference (up to \$600 within California, \$900 elsewhere in North America, including Canada and Mexico, and \$1,500 outside of North America). The amounts provided for professional development support will vary depending on the actual costs, but in no case will a grant exceed \$1,500. Doctoral students are eligible for two grants per academic career, regardless of how many degrees they earn.

Department Conference Funding

If funding is available, PhD students may request up to \$700 in funding for up to one conference per academic year. Students must be presenting a paper at the conference. Applications will be accepted on a rolling basis and should be sent to the GSAO for review by the Fellowships Committee in a timely manner. Applications should include an invitation to present at the conference and/or a link to the conference program, listing the paper.

Department Funding for Summer Language Study, Conferences, and Other Research Related Activities

Depending upon available funding, the Department may at certain times issue a call for applications for additional financial support. Typically this call will be issued in the spring semester.

VI. Resources (Department and Campus)

Berkeley International Office (BIO)

The mission of the BIO is to enhance the academic experiences of international students and scholars by providing the highest levels of knowledge and expertise in advising, immigration services, advocacy, and programming to the UC Berkeley campus community. The BIO is the point of contact for visa document production for

nonimmigrant students and scholars. Staff members are also available to advise nonimmigrant students, scholars, staff, and faculty; the office offers drop-in advising appointments.

Website: <https://internationaloffice.berkeley.edu/home>

Campus Libraries

The campus libraries include the Doe/Moffitt Library, the Bancroft Library, and over 24 subject specialty libraries serving a variety of academic disciplines. See <http://www.berkeley.edu/libraries/> and the UC Library Search system, <http://search.library.berkeley.edu>.

The Art History/Classics Library (308 Doe) is a reading and resource library designated for graduate student and faculty use. A small percentage of the art history collections are shelved there, primarily important 19th and 20th century art history journals, catalogues raisonnées, museum catalogs, exhibition catalogues, and CD-ROMs and microfiche collections. Though the collection is non-circulating; some material may be checked out by faculty and graduate students for a 2-hour loan period. Graduate students in our program receive a dedicated work space in the library and may store checked-out books at the table. See librarian Lynn Cunningham to make the arrangements.

Numerous electronic resources such as ARTstor and Bibliography of the History of Art, are available via the AH/C Library website:

<http://www.lib.berkeley.edu/ARTH/>.

A guide to specific resources and databases is available here:

<https://guides.lib.berkeley.edu/arthistory>

Computers: STEP (Student Technology Equity Program) and Department

STEP offers loans of hardware to students (laptops and peripherals)

<https://technology.berkeley.edu/STEP>. There are two departmental computers in 308J with printers and a scanner for use by Art History students.

Disabled Students' Program (DSP)

The campus's Disabled Students' Program serves currently enrolled Berkeley students with documented disabilities seeking undergraduate and graduate degrees. Tasked with supporting students with disabilities in achieving academic success, the program equips disabled students with appropriate accommodations and services to achieve their individual academic goals. Information about accessing services may be found on their website: <https://dsp.berkeley.edu/home>

Graduate Student Lounge and Lockers

The lounge is located next to 425 Doe. Lockers are available for registered History of Art graduate students. See the GSAO for a locker. Please help keep the lounge clean.

Mailboxes

Graduate Student office mailboxes are located in 416 Doe Library. Be sure to check your mailbox regularly. Their primary use is to receive inter- and intra-campus mail, professional correspondence, or as a drop-off point for student work. Due to the volume of campus mail, sending or receiving personal mail through the campus is prohibited. If Mail Services suspects that a parcel is a personal shipment, they may place the package in a secure holding area and require the addressee to retrieve it from there. See <https://mailservices.berkeley.edu/campus-incoming-mail/personal-mail-policy>

Office for the Prevention of Harassment & Discrimination (OPHD)

The OPHD oversees campus compliance with University of California and UC Berkeley policies prohibiting protected category discrimination and harassment (including sexual harassment and violence). It is charged with responding to and resolving reports of harassment and discrimination from students, staff, faculty and visitors that are related to protected class and civil rights policies, including the sex-based discrimination against which Title IX is meant to protect. Website: <https://ophd.berkeley.edu/>

Ombuds

The role of the Ombudsperson is to assist with sorting through a campus-related conflict or concern by serving as a sounding board, provide unbiased feedback, help a student determine next steps to take. All UC Berkeley undergraduates, graduate students, and postdoctoral appointees, as well as faculty and staff members who work with these groups, can contact the Student Ombuds Office for assistance. The office is strictly confidential. For this reason, to make use of the service, a person calls rather than emails the office (510-642-5754) and arranges a phone or in-person appointment.

Path to Care

The PATH to Care Center leads the efforts to transform our campus into a community that is free of sexual violence, sexual harassment, intimate partner violence, and stalking through prevention, advocacy, training, and healing. It offers both confidential support services to individuals and training in prevention to groups. For urgent support, the 24/7 Care Line may be reached at (510) 643-2005. Website: <https://care.berkeley.edu/>

Safety

Berkeley offers a free Night Safety Shuttle and Night Escort Services. Call 24-hour Cal-B-Safe hotline at 642-SAFE (642-7233).

Student parents

Campus resources exist to support Berkeley student parents and students with dependent care responsibilities. The Berkeley Student Parent Center, located in the Cesar Chavez Student Center, offers a centralized location for advice and can help direct student parents to Graduate Division programs and other resources.

Union

GSI positions are covered by the collective bargaining agreement between the Regents of the University of California and the Association of Student Employees, International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW). The Local is UAW 2865.

University Health Services

University Health Services is housed at the Tang Center, 2222 Bancroft Way, University Health Services (UHS) provides comprehensive medical, mental health and health promotion services to all Cal students. Students can use the medical services just as they would their regular doctor's office and urgent care center. For more information consult the UHS contact website: <http://www.uhs.berkeley.edu> or call (510) 642-2000.

VII. Appendices

A. Department and University Terminology

The below terms repeat in department and university policy and procedures. We here provide brief definitions and interpretations of their relevance for graduate study in our department.

Academic Senate: This term refers to the academic leadership of the campus as distinct from the campus's administrative leadership (the two together constitute a basis for "shared governance" of the institution). Membership in the UC Berkeley Division of the Academic Senate consists of Ladder-rank Faculty and Lecturers with Security of Employment. The Academic Senate has standing committees (e.g. Academic Planning and Resource Allocation, Committee on Courses of Instruction, and Faculty Welfare) that develop and recommend policy to the administration and review policy developed by the campus administration and UC Office of the President (UCOP).

Admissions & Fellowships Committee: The History of Art department's Admissions and Fellowships Committee performs a range of functions pertaining to graduate student admissions and financial support. Its membership is drawn from our Ladder-Rank Faculty. The committee evaluates applications to the PhD program and decides to whom to make offers of admission. It also works with students and faculty to select and nominate candidates for university and external fellowships. Finally, it considers petitions from enrolled PhD students to update or adjust the terms of their funding (for instance, when a student wishes to defer eligibility for teaching appointments and support because they have won a competitive external fellowship).

Block Grant: Block Grant allocations are made to state-supported graduate programs on an annual basis to provide funding for both new and continuing graduate students. At our university, Graduate Division disburses Block Grant allocations to History of Art (and other departments) each academic year to be used for graduate student stipends and other financial support.

Department Committees: Departmental governance and operations are organized under the Department Chair in multiple service roles, including membership in department committees. Committees generally have a member serving as Committee Chair and address regular departmental processes (e.g. Graduate Admissions & Fellowships), specific circumstances, and the development/revision of policy with recommendations/proposals presented to the Chair and Ladder-rank Faculty. See Graduate Student Department Representation (IV).

Department Equity Advisor: Each department or school at Berkeley has a Faculty Equity Advisor who helps ensure that diversity and equity are considered in all aspects of the academic mission. Faculty Equity Advisors are appointed by the department chair or dean. As well as working within their own departments, they participate in a campus wide network to share strategies and collaborate on addressing common challenges. More information can be found on UC Berkeley's Division of Equity and Inclusion site.

Designated Emphasis: PhD students may opt to pursue a "designated emphasis" track—defined as areas of study constituting a method of inquiry or fields of application relevant to two or more existing doctoral degree programs—as part of their preparation to advance to candidacy. A designated emphasis (DE) is not a degree program, but rather an additional major pursued along with an existing degree program. Examples of recognized DE at Berkeley include Critical Theory; Film Studies; Folklore; New Media; Renaissance and Early Modern Studies; Women,

Gender, and Sexuality; and more. Students electing to add a DE are required to complete the academic work in the DE in addition to all the requirements of their doctoral program. To complete a DE, a student must have on their Qualifying Examination committee a representative of the DE and be examined in that area of study.

Dissertation Colloquium: Department practice. Prior to the Doctoral Qualifying Examination, students nominate a committee of four members of the faculty to discuss the Dissertation Prospectus and define the fields and scope of the exam (See IV.B.1).

Dissertation Committee: At minimum, the Dissertation Committee consists of three Academic Senate members from the Berkeley campus. Graduate Division requires that the Chair of the dissertation committee be a faculty member of the student's degree program. Beyond the requirements revised by Graduate Division in 2019, our department has only stipulated that dissertation committees must have at least one member from History of Art and at least one committee member from a department other than History of Art. No further requirements.

In our department, most dissertation committees have four members (typically the faculty who served on the QE committee). The faculty on the dissertation committee supervise the intellectual content of a student's manuscript and guide the student through the dissertation process.

Dissertation Prospectus: A brief written proposal defining the scope, approach, and rationale of the student's planned dissertation. In history of art, it is written prior to Qualifying Exams and presented at a Colloquium, at which time the members of the student's QE committee articulate and ratify the exam fields.

Division of Arts & Humanities: A division within the College of Letters & Science, this division houses 19 departments (including History of Art).

Division of Diversity, Equity, and Inclusion: The Division of Equity & Inclusion is tasked with providing programs and services that lead to academic success for students, establish pathways to leadership and advancement for staff, build equitable structures with faculty advisors, and close opportunity gaps for the most marginalized groups on campus.

Doctoral Completion Fellowship (DCF): See relevant handbook section above

External Fellowships: This term, when used above and in other policy documents, refers to fellowships offered by entities external to Berkeley. Examples include fellowships offered by the Social Science Research Council IDRf award, various fellowships from the American Council of Learned Societies, and an array of dedicated art history fellowships that require department nominations (for more information about these, consult the Head Graduate Advisor).

Faculty: Academic departments generally have a mixture of "faculty" in different categories of appointment in the University. "Ladder-rank faculty" refers to faculty appointed in the tenure track or with tenure and who are members of the Academic Senate (Senate Faculty Members).

Non-ladder rank faculty may refer either to Adjunct Professors or Lecturers, the latter generally being represented by University of California American Federation of Teachers and, upon reaching Security of Employment, become members of the Academic Senate. Note: Graduate Division regulations pertaining to the constitution of Qualifying Exam committees and Dissertation committees refer to “Senate Faculty” or “Academic Senate members” as a necessary qualification for certain kinds of roles (for instance, chairing a Qualifying Exam Committee).

Fees/Fee Remission: Each semester, the Office of the Registrar assesses fees and tuition for enrolled UCB students. Typically, the History of Art department covers tuition and fees for students within their first four years at UC Berkeley. To learn more about how your tuition/fees may be covered, please see the graduate funding section.

When students hold a GSI, GSR, or Reader position that is at least 25% time (10 hours a week), the appointment generates a “fee remission” to offset the *cost* of specific fee assessments in a student’s account. This is a cost paid by the department employing the student whose appointment generated the remission. More specific information regarding fee remission can be found at <https://grad.berkeley.edu/financial/fee-remissions/>

In History of Art, where GSI positions are set at 50% time, all GSI appointments trigger fee remission. However, most Reader positions offered in the department are 20% appointments (8 hours a week) and thus are not eligible for fee remission. These distinctions are especially relevant when a student is beyond their fourth year in the program and tuition and fees may become an expense, depending on the student’s sources of support.

Field(s):

Usage 1: Students are admitted to the program with interests in one or more subfields within the academic branch of knowledge called art history. At the time of PhD admissions, applicants will have identified fields of specialization in which they have an interest from a pull-down menu. These serve as a general designation of intended areas of research and study, and loosely correlate to the specializations of specific members of the faculty, who will have typically devoted particular attention to the application at the time of the admissions cycle and admissions process. During recruitment, the same faculty member will have communicated with the student as their likely advisor and, at the time of enrollment, will become the de facto point person for reviewing and approving the student’s course of study. Later, at the time of advancement to candidacy, the student will both formalize their advisor and other members of their committee and commit to one or several subfields of specialization.

For the most part, department guidance regarding courses, language proficiency, and other qualifications—including variations by subfield—are formulated to ensure attainment of the expected level of expertise in an art historical field specialization (which can differ from subfield to subfield). A student’s primary field may shift during the period of coursework, with exposure to diverse faculty fields, methods, and approaches, but these shifts are generally inflections of existing interests and training rather than wholesale redefinition. Students who find their interests evolving should consult proactively with their advisor and mentors as well as the HGA and GSAO, particularly in terms of departmental degree requirements, normative time, and funding.

Usage 2: At the time of the Qualifying Examination, the breadth of the student's comprehension is assessed in a major field of study, a minimum of three subject areas that are related to the major field of study, as well as an outside field supervised by a faculty member in a different department. In department parlance, we sometimes refer to the reading lists associated with the major field of study as the "general list" or "general field list," and the reading lists associated with more specialized subject areas the "field lists."

Filing Fee: The Filing Fee is a reduced fee (one-half of the University Registration fee) for doctoral students who have completed all requirements for the degree except for filing the dissertation and who simply need to maintain sufficient status to file their dissertation. It is not a form of registration nor equivalent to registration. If students wish to use University services that are supported by registration fees, they must pay those fees. Filing Fee is available for the fall and spring semesters only. It may only be used once.

Funding Offer Letter: Letter prepared by the department at the time of a student's admission to the program that outlines the terms and details of the funding package available to support their studies at Berkeley.

Graduate Assembly: The official representative body of UC Berkeley's graduate and professional students. <http://ga.berkeley.edu/>

Graduate Division and Graduate Council: The Graduate Division is the administrative structure, authority, and resource for campus graduate programs and students. <https://grad.berkeley.edu/> The Graduate Council, is the Academic Senate committee that oversees policy for the Graduate Division and issues recommendations.

Graduate Student Affairs Officer: GSAOs are departmental staff members who are responsible for the administrative advising of graduate students. For example, GSAOs remind students about registration and fellowship deadlines, stay abreast of requirements from the Graduate Division and University, and manage requisite administrative paperwork on behalf of the department and its graduate students.

Graduate Student Instructor (GSI): The term Graduate Student Instructor (GSI) is roughly synonymous with Teaching Assistant (TA). A GSI serves as an apprentice under the active supervision of the instructor in charge of the course.

Graduate Reader (GR): Readers are employed as assistants to a particular course with duties that normally include the grading of student papers and examinations. Subject to assignment by the department, duties might also include attendance at lectures, office hours, consultation with the instructor, and other course-related duties. Readers may not perform teaching duties.

Graduate Student Researcher (GSR): The term Graduate Student Researcher (GSR) is roughly synonymous with Research Assistant (RA). A GSR is a graduate student at Berkeley who is

engaged in research projects related to his or her dissertation under faculty supervision. There are no specific eligibility requirements regarding level of skills or previous experience, which permits departments and organized research units to make GSR appointments at levels appropriate to resources and recruitment needs.

Graduate Student Union: Graduate academic student employees in the UC system are eligible to join United Auto Workers 2865 for union representation. <https://uaw2865.org/>

In Absentia: *In absentia* registration is a special registration status, covered by specific Graduate Division policies, that qualifies a student for reduced tuition. To be eligible, a student must be undertaking relevant, program approved research or coursework that takes them outside California (note also that students engaged in similar programs within California, albeit at a distance sufficient that they will not use campus resources, may also petition to be allowed this registration status). For more detail, see relevant sections in IV. Funding and Employment.

Pre/Post-MA: Department policies pertaining to doctoral student progression through the program make a distinction between the expected timeline for students entering the program without an MA (hereafter “pre-MA”) and the expected timeline for those who have earned an MA prior to their admission (“post-MA”). This distinction bears upon expectations for coursework and time to degree. Post-MA students will have typically completed significant graduate-level coursework culminating in a thesis or qualifying paper. In some instances, however, a student’s specific focus of study may have shifted since their MA coursework, and this may require proactive consultation with their advisor and HGA regarding coursework expectations and timeline.

Nonresident Supplemental Tuition (NRST): UC Berkeley is a state-supported institution and, therefore, must charge all nonresident students an additional nonresident supplemental tuition fee. Once a student establishes residency in California, they are no longer subject to the NRST. Typically, History of Art covers the NRST for the first year for students who are not already California residents and who must use establish residency (see below).

Normative Time. Graduate Division’s policies make reference to “Normative Time to Degree,” which refers to the expected elapsed time for a student to complete all requirements for the doctorate. For calculation of normative time, see: F.29, <https://grad.berkeley.edu/policy/degrees-policy/>. Normative Time in History of Art (from enrollment to filing the dissertation) is **14 semesters**. Attention to this calculation becomes especially pertinent in the later years of dissertation writing, when certain limits may be placed on funding eligibility for students who have exceeded Normative Time to Degree. For instance, students may use the Graduate Division’s Doctoral Completion Fellowship (DCF) only up to Normative Time + 1 year, which for our department means up until the eighth year in the program. Student parents and students with disabilities may request a modification of normative time. This is done through the Graduate Division.

Primary faculty advisor(s): At the time of application, students indicate faculty members with whom they wish to study, based on fields, methods, and research areas. The faculty are committed to matriculated students receiving informed and continuing advising and mentoring in their individual programs of study. For this reason, in their first semester in the program, students should specify in writing ladder-rank faculty member(s) to serve as their primary advisor(s) and submit to the HGA and GSAO, having already discussed this role with the respective faculty member(s). In most instances, students will identify a single primary advisor; in later semesters, a co-advising situation may evolve. In all cases, the HGA will confirm in writing with that faculty member(s) their agreement to serve in the role of primary faculty advisor(s). During a student's progression through their studies, there may be instances in which, in conversation with relevant faculty members and the HGA, a student may change their primary advisor(s), which should be similarly documented by the HGA and GSAO. See below for a fuller description of advisor-advisee responsibilities.

Qualifying Exam (QE) and Committee: For department procedures, see relevant handbook section above. Note that our Graduate Division states that the intent and purpose of the doctoral Qualifying Examination is to ascertain the breadth of the student's knowledge in at least three subject areas related to the major field of study, and to determine whether the student has the ability to think incisively and critically about the theoretical and the practical aspects of these areas. In History of Art, once a student passes their QE, they may advance to candidacy (see "Stage I, Stage II" below).

Stage I, Stage II. The department uses local terminology to distinguish between two stages of progress through the degree. "Stage I" and its requirements pertain to a student's initial one to three years in the program, when the student's focus is on completing coursework, beginning to teach, and undertaking other scholarly preparations to ensure their future success in formal dissertation preparation. "Stage II" and its requirements pertain to a student's post-coursework years in the program, when focus is oriented toward the research and writing of the dissertation: constitution of a dissertation committee, preparation of the Prospectus, convening of the Colloquium, preparation for and completion of the Qualifying Exam, and dissertation research and writing.

As discussed below, a student must formally petition the faculty in the department to advance to Stage II ("Petition to Proceed to Stage II"). Review of petitions takes place at two designated faculty meetings a year and involves faculty discussion of the petition and a student's overall record. The discussion is followed by a vote by the ladder-rank faculty regarding the student's readiness to schedule their Colloquium, circulate the Prospectus, take the Qualifying Exams, and, ultimately, begin dissertation research and writing.

At the Graduate Division level, the terminology "Advancement to Candidacy for a Doctoral Degree" refers to the official transition to so-called ABD ("all but dissertation") status. For History of Art PhD students, this advancement occurs following the successful completion of all the department's Stage I requirements, advancement to Stage II, and Qualifying Exam. It must be enacted by submitting an Application for Candidacy to the Doctoral Degree with the Graduate Degrees Office (detailed below). Once the Application has been accepted, a student may refer to themselves as a "PhD Candidate" and will be recognized as such within the

university system. Please note that the Graduate Division stipulates the following shifts in jurisdiction upon advancement to candidacy: “Once students advance to candidacy, they come under the jurisdiction of the Graduate Council, rather than that of the individual departments, Schools, or Graduate Groups, and are governed by a variety of policies intended to ensure their completion of the doctoral degree. The Graduate Council states that ‘the department must monitor the progress of students, but the completion of the dissertation is the responsibility of the student working with the dissertation committee, which is appointed on behalf of the Administrative Committee of the Graduate Council.’”

For degree policies, see <https://grad.berkeley.edu/policy/degrees-policy/>. As noted above, university policies govern administrative procedures; they do not usually bear upon scholarly attainment. As with most everything pertaining to doctoral-level study, it is the primary faculty advisor and doctoral committee who provide guidance. Ultimately, it is the faculty members on a student’s PhD committee who are vested with authority to approve the dissertation as demonstrating “a high critical ability and powers of imagination and synthesis.”

Appendix B.

Where do I go when... / Staff Roles

For an overview of department administrative procedures and staff roles, see:
https://docs.google.com/document/d/1KSoZUec4dnNIsI3u_geda4GD4B8y3FZdspSwE7YkRRY
The document is dynamic and kept up-to-date by the Department Manager

Appendix C.

First Year Planner form

Name:

Pre- or post-MA?

Advisor:

Co-advisor (optional):

Plan to fulfill language requirements

Language 1:

Exam date:

Language 2:

Exam or coursework?

Fill in current plans (for example, date of exam or course number enrolled):

Coursework

Fall

Spring

1) Histart 200, Proseminar (required)

1)

2)

2)

3)

3)

Additional courses, if any:

Additional courses, if any:

Total number of units:

Total number of units:

Goal semester for submitting petition to advance to Stage II? (for planning purposes, not binding):

Please complete and return to GSAO by September 1

Appendix D.

Department Guidance for Drafting the Prospectus

Students beginning Stage II prepare a written proposal defining the scope, approach, and rationale of their dissertation. This proposal is referred to as the prospectus and is presented at

a colloquium. The student will work with their colloquium committee and dissertation advisor to devise a plan of study toward the Ph.D. Qualifying Exams

Guidelines for writing a prospectus:

A prospectus is a brief exposition of your chosen topic, including a discussion of research strategies. The prospectus is not intended to demonstrate expertise on the unexplored subject. The quality of your thinking on the topic is paramount: explain why it matters, what the key questions are, and how those questions might lead to specific inquiries. Rather than set out answers to a problem in advance, the prospectus should present the problem, arguing clearly for its interest and importance. It is a first attempt at an incisive, convincing presentation of your topic, one you will find yourself recasting and refining in subsequent grant proposals and conference submissions. This involves discussing the way your topic relates to past and current inquiry in art history, related relevant disciplines, or other fields of inquiry. This may take the form of a “review of the literature”; when the review form is adopted, it should be succinct and selective. The goal is to clearly explain why you have selected your topic, what kind of work remains to be done on it, and why the results might matter. The prospectus is a useful exercise in posing the following considerations: how can this broad question be divided into test cases? Can it be broken into more limited and controllable questions, posed to finite groups of visual materials or kinds of text? If I see no way to do so, does this mean my question is too broad?

There is no standardized set of requirements for the dissertation prospectus. Different fields and periods require different strategies, while faculty advising varies regarding the most appropriate, effective ways of presenting the issues. What follows is a set of basic clarifications and suggestions. It is not a rigid template.

- Prospectuses vary in length, averaging 15-20 typed pages. Some students write their way into a subject with a short, exploratory essay. Others write a brief, schematic exposition, broken down into separate topics: the subject, main questions, the state of previous research, research resources, and research methods. Whatever form you choose, write economically and persuasively. Clarity is more important than quantity.
- Choose a working title for your dissertation. Bear in mind that the exact title you choose at this stage can easily be altered later.
- Be brief and concrete. From stating and “situating” your subject, move to a discussion of the main questions, and directions of inquiry the subject appears to involve.

- Including at least one visual image is recommended. Images often help bring your ideas into focus, raising the question of how your concepts apply to specific visual instances. Images also help readers (especially those outside the department) understand your intentions.
- Discuss preliminary hypotheses about the kinds of research materials and methods you believe will be most fruitful. Critical analysis of visual materials is our main concern. The word “research” signifies completeness and intensity of intellectual engagement, originality, accuracy, and rigor, rather than specifying any one preferred mode of inquiry. Specificity matters here, but not unnecessary detail. What form will your work take, especially in its opening phases? Looking and photographing? Archival research? Reading and reflection? Where appropriate, indicate sources and archives. In many fields, the accessibility of key monuments and documents is vital and bears discussion.
- Include a bibliographic appendix. Consult with your advisor to determine whether the bibliographic appendix is a one page listing of the most important items and sources in your field, or a longer critical bibliography.